



Activities Guide



Project co funded by the EU,
Civil Protection Financial
Instrument, Grant Agreement
No.070401/2010/579066/SUB/C4



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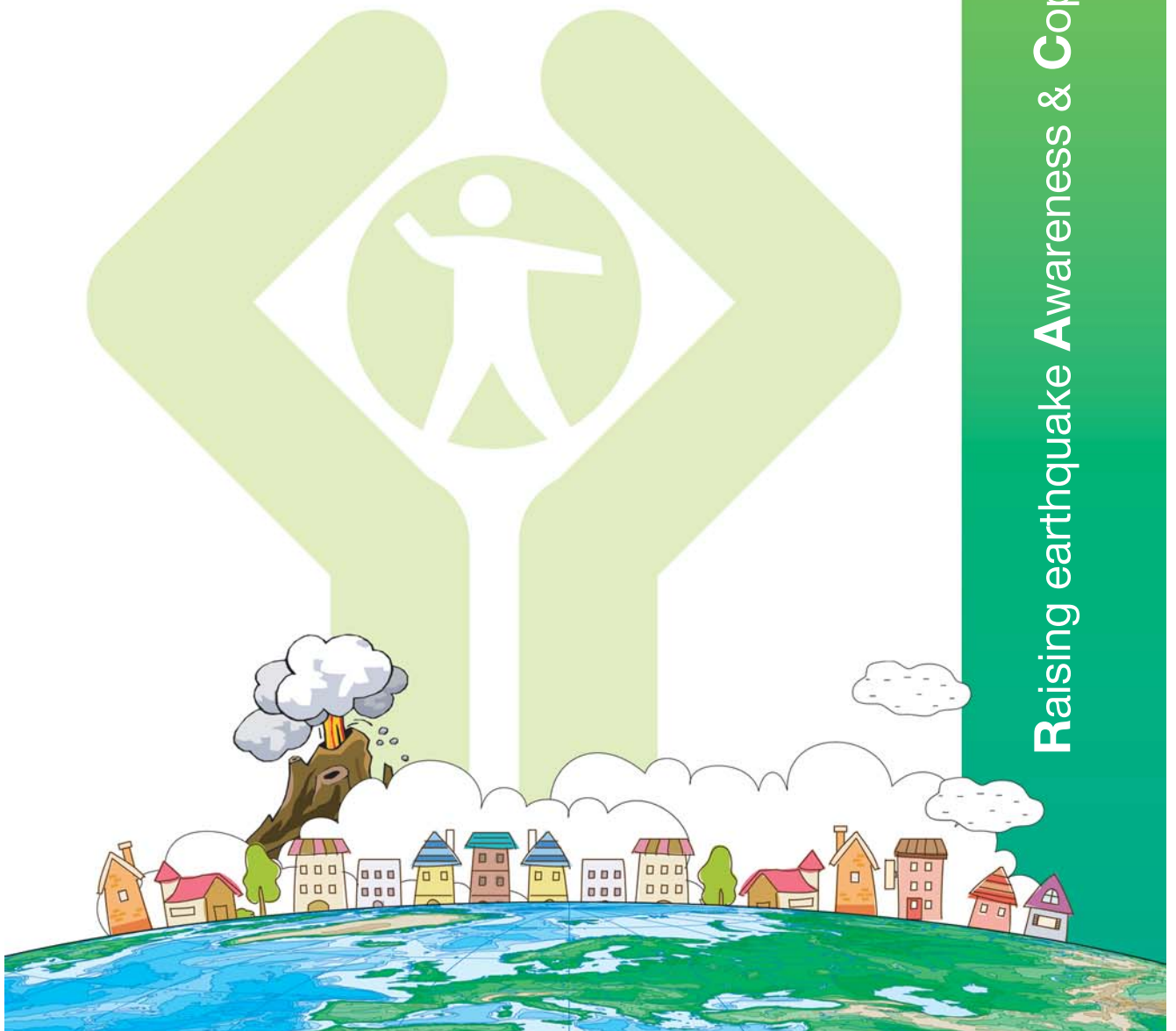
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1. Introduction

The educational activities of the Kit are designed to be implemented on the second (II) stage of the proposed educational scenario. This guide will help you to implement all the designed activities of the educational kit. Find in this guide:

- ✓ The way to implement the activities.
- ✓ The objective of each activity.
- ✓ The approximate duration of each one.
- ✓ The materials that accompany each activity within the kit.
- ✓ The extra materials needed for each activity.
- ✓ The age of children that each activity refers to. Of course, depending on the level of knowledge that the children have, the educator might use activities that address to older children.
- ✓ The relation between hypothetically posed questions by children with the proposed activities of the kit.
- ✓ Notable information that might be needed during the implementation of an activity.
- ✓ The solution where needed, at the end of the instructions of each activity.

Please if this is the first time you read the instructions for the activities, take the time to read all activities' objectives, approximate duration, notes and extra material needed, in order to have a productive use of the Educational Kit. For example, activity 12 is supposed to be implemented two times, one time at the beginning of the implementation and one more at the end of the implementation of the Educational Kit.

2. Thematic sub-topics in relation with the activities

Following the educational pathway with the children, the goal is to help them to pose questions through a specific procedure (educational scenario). Below some significant questions are presented in order to make the connection between them, the questions that children pose and the proposed activities of the kit.

Table of different significant thematic sub-topics

1. What is a Natural phenomenon?	Activity 1
2. What is an earthquake?	Activity 2
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18. What can I do after the earthquake or the volcanic explosion?	Activity 9, 10, 11, 12, 14

Initiative interrogative pronoun that might help to categorise the posed questions:

What:	Natural phenomena
Why, Where:	Structure of the earth
How, When:	Continental drift
Where, What:	World map, Europe map
Can:	Prediction - measurements
How, What:	Preparedness

On the following table the proposed activities are categorized regarding the thematic units to which they refer.

Activities	Title	Initiative interrogative pronoun	Emerged questions	Subtopics
1.	Natural phenomena	What	What is a Natural phenomenon ?	Natural phenomena
2.	The movements of the earth	What	What is an earthquake or a volcanic eruption ?	Natural phenomena
3.	Before and after	What	What are the effects of an earthquake or a volcanic explosion ?	Natural phenomena
4.	Structure of the earth	Why How	Why do earthquakes occur and volcanoes erupt ? How does an earthquake occur and a volcano erupt ?	Structure of the earth Continental drift
5.	Mastering maps	What Where When	Where do these phenomena start ? When does an earthquake occur and a volcano erupts ? Where do we meet these phenomena and why ? What is the relation between Earthquakes and Volcanic eruptions ?	Structure of the earth Continental drift World map, Europe map
6.	Myths and stories	Why	Why do earthquakes occur ?	Structure of the earth
7.	Scaling effects	What	What are the effects of an earthquake or a volcanic explosion ?	Natural phenomena
8.	Truths and lies	Can	Can we predict an earthquake or a volcanic explosion ?	Prediction
9.	What to do	How What	How do I prepare myself to deal with an earthquake or an Eruption ? What can I do before an earthquake or before the volcanic eruption ? What can I do during the earthquake or the volcanic eruption ? What can I do after the earthquake or the volcanic eruption ?	Preparedness
10.	The cracks of the earthquake	What	What can I do before an earthquake or before the volcanic eruption ? What can I do during the earthquake or the volcanic eruption ? What can I do after the earthquake or the volcanic eruption ?	Preparedness
11.	Escape plan	What	What can I do before an earthquake or before the volcanic eruption ? What can I do after the earthquake or the volcanic eruption ?	Preparedness
12.	Disasters and Emotions	How	How do I prepare myself to deal with an earthquake or a volcanic eruption ?	Preparedness
13.	Be my guide I	How What	How do I prepare myself to deal with an earthquake or an eruption ? What can I do before an earthquake or before the volcanic eruption ? What can I do during the earthquake or the volcanic eruption ? What can I do after the earthquake or the volcanic eruption ?	Preparedness
14.	Be my guide 2	How	How do I prepare myself to deal with an earthquake or a volcanic eruption ?	Preparedness

3. Activities' instructions

Activity 1

Natural phenomena

Age: 6-13

Materials: 1 Board, 5 cards Natural Phenomena, 10 cards Natural Disasters, 2 title cards (Earthquake, Volcanic eruption).

Extra: blue tack, white stickers

How to implement:

The activity is designed to be implemented with the entire group of children.

- Present the 5 cards of Natural Phenomena to the kids.
- Ask them to recognise what the cards show (rain, thunderstorm etc.).
- Place the board on the wall using the blue tack.
- Ask the children to read the first title on the board "Natural Phenomena".
- Ask them to read the titles of the natural phenomena that are presented.
- Ask them to place each given card, using blue tack, under the corresponding title.
- In order to place the phenomenon of the earthquake and the volcanic eruption in the correct square, children should read the definitions below the two untitled squares.
- Then give them the 10 cards of Natural Disasters.
- Ask the children if they know what these cards present and what is the connection between those cards and the Natural Phenomena cards that they have already placed on the board.
- Ask them to read the second title "Natural Disasters" and to place the cards under the corresponding title of the Natural phenomena.
- After all the cards are placed, ask the children to read and answer the mini questionnaire at the last caption of the board. The children should check (✓) the boxes that give a suitable answer using the white stickers. When the completion is over read the first question on the right of the mini questionnaire. The desired outcome is the separation of earthquakes and volcanic eruptions by the other natural phenomena.
- Then do a brief research on the topic, initiated from the second question on the right of the mini questionnaire. In order to realise the research ask the children to bring information (books, journals and internet) for those two phenomena.

Objective: A first approach for the natural phenomena. For children to realise that earthquakes and volcanic activity are just natural procedures by making the parallelism with more familiar and less disastrous natural phenomena, that will reduce potential negative perspective regarding these two phenomena.

Approximate duration: 1,5 hour (without the procedure of research).

Notes: You may give them some time after all the cards are placed on the board to read the columns on the right and left of the board that give some interesting information regarding Natural Phenomena. If the children are not able to read them on their own, take the time to read to them and discuss any given information.

Activity 2

The movements of the earth

Age: 6-13

Materials: 2 drawings that represent an earthquake and 2 drawings that represent a volcano.

Extra: pencils, crayons

How to implement:

For children at the age of 7-13

The activity is designed to be implemented with small groups (2-3 children) or individuals.

- First you should choose the suitable drawing for the children's age.
- There are two drawings corresponding to each phenomenon: one simple drawing for younger children recommended for the ages of 7-9 and one more complicated drawing for older children that includes the definitions, recommended for the ages of 10-13.
- Make copies of the activity in order for each group or child to take one..
- Show them the drawing and tell them what it represents.
- Ask them to complete the missing labels.
- When the labels are placed, ask them to color the drawing trying to use colors that correspond best to the actual colors of nature.

For children at the age of 6

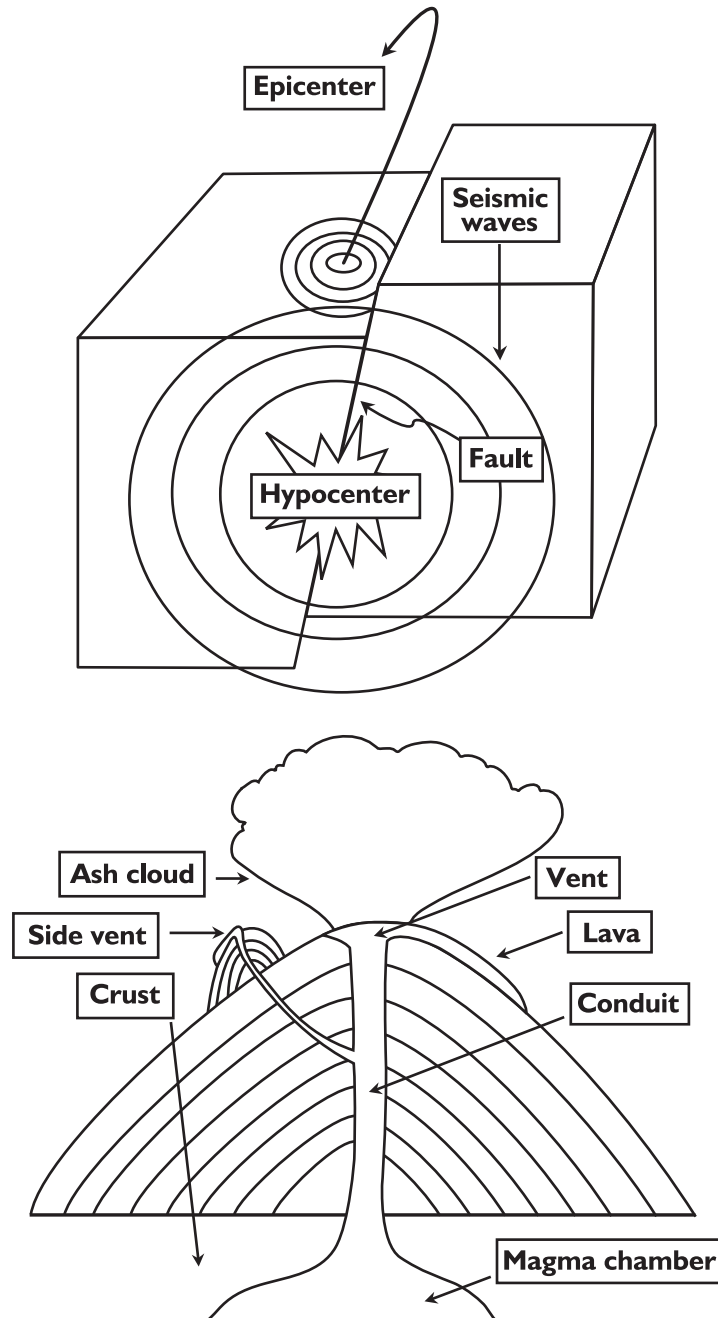
- At this age children may not be yet familiar with reading and writing, so in order to implement the activity take the time to examine the simple drawing of each phenomenon with the children and help them to place the missing letters.

Objective: For children to familiarise with the two natural phenomena (earthquakes and volcanic eruptions) and their characteristics.

Approximate duration: 30 minutes

Notes: You can do your own research, following the links from the cd included in the kit, in order to find other relative photos or drawings with the characteristics of the phenomena to show to the children.

Solution:



Activity 3

Before and after

Age: 6-13

Materials: 2 drawings representing the effects of an earthquake and a volcanic eruption.

Extra: pencils, crayons

How to implement:

The activity is designed to be implemented with small groups (2-3 children) or individuals.

- Make copies of the activity in order for each group or child to take one.
- Show them the drawing and ask them what it represents.
- When it is clear to them what the drawing shows (the effects of each phenomenon), ask them to draw the same picture below the given one, but this time, the way it was before the phenomenon occurred.

For children at the age of 8-13

- After the drawing is completed, children should observe the differences between the two drawings and write down what changed.
- Discuss with all the children that the changes they observed are called effects of a natural disaster.

For children at the age of 6-7

- After the drawing is completed, discuss with the children the differences of the drawings in order to conclude that these are some of the effects of those two phenomena.

Objective: Let the children observe on their own, the possible effects/disasters that earthquakes and volcanic eruptions have and think other possible effects that are not presented in the specific drawings.

Approximate duration: 40 minutes

Notes: Motivate the children to try and find more pictures and drawings that present the effects of such phenomena.

Activity 4

Structure of the earth

Age: 6-13

Materials: 1 triptych: 1 page with the drawing titled "structure of the earth" - 1 page with the characteristics of the layers, cycled - 1 page with a slice of the earth.

Extra: pencils, crayons

How to implement:

The activity is designed to be implemented with small groups (2-3 children) or individuals.

For children at the age of 6-13

- Make copies of the first page "structure of the earth" in order for each group or child to take one.
- Show them the drawing and ask them what does it represent.
- When it is clear to them what the drawing shows, help them to name the layers of the earth using the words below the drawing and then color them with the given colors.

For children at the age of 11-13

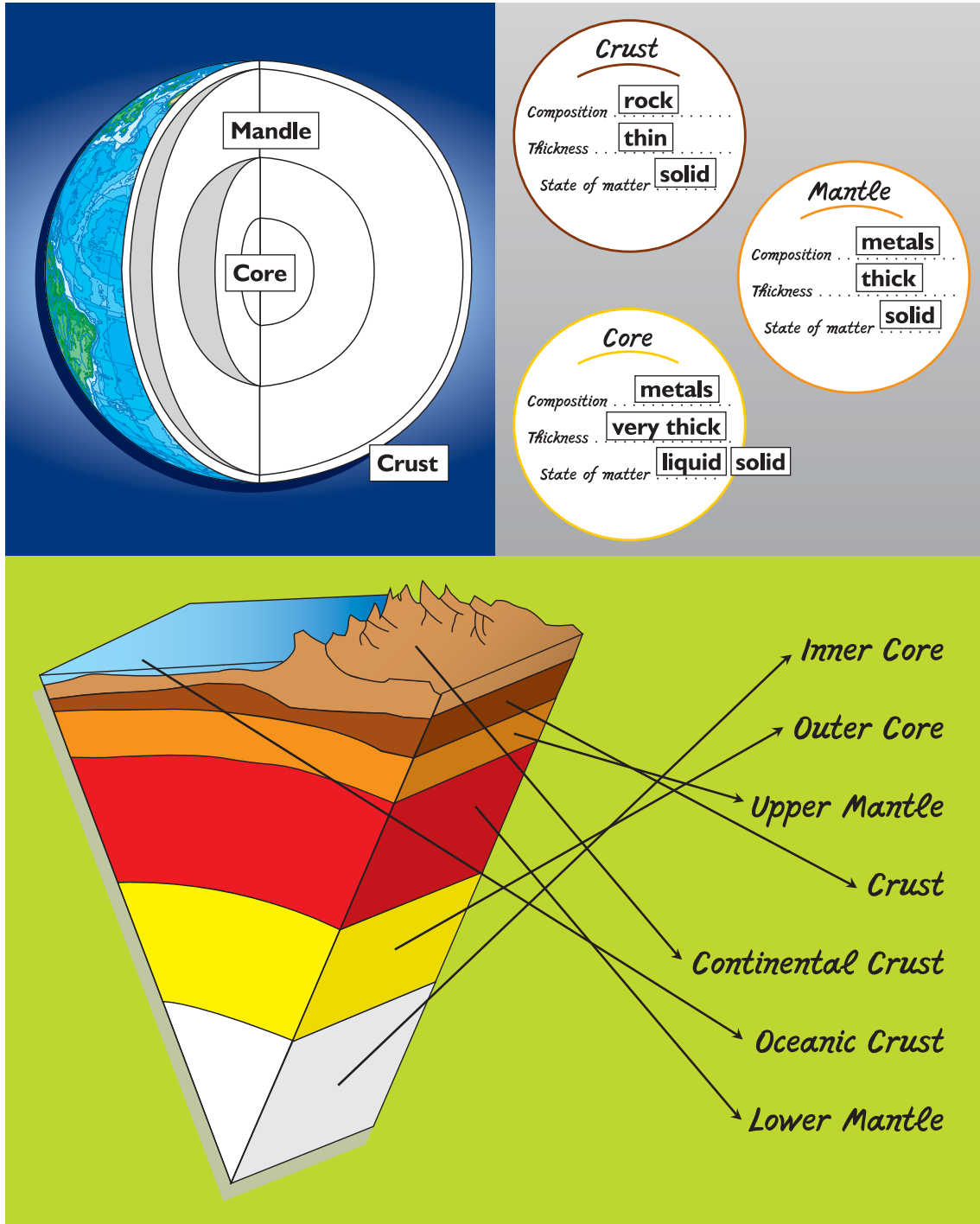
- After the drawing "structure of the earth" is completed, the children should move on to the next sheet, keeping the group's previous formation or working as individuals again.
- Make copies of the second sheet that represents the characteristics of the layers of the earth in a cycle, in order for each group or child to take one.
- Ask them to first read the words at the end of the sheet, and make sure that they understand all of them.
- Tell them to try and complete the characteristics of each layer in the cycle using the given words.
- Moving on to the third and last sheet.
- Make copies of the third sheet that represents a slice of the earth that shows the layers of the earth.
- At first make a brief discussion of what the drawing represents.
- Thereafter, give each group or child a copy and ask them to match each layer with the corresponding name from the table on the right of the drawing.

Objective: In this activity, students gain an understanding of the structure of the Earth in order to understand subsequently why do these phenomena occur.

Approximate duration: : 50 minutes.

Notes: Keep in mind that some of these layers are solid, some are liquid, and some are both. . If you want to give more expand information of the characteristics of each layer, follow the links on the kit's cd.

Solution:



Materials: 4 maps - 1 "world" map - 1 "tectonic plates" world map - 1 "earthquakes and volcanoes" world map - 1 "seismic zones" country map, 1 worksheet "Mastering maps".

Extra: pencils, blue tack

How to implement:

The activity is designed to be implemented in groups.

First step

All ages

- Divide children into small groups (until five pupils).
- Make copies of the worksheet "Mastering maps" depending of the group's number and give each group a copy.
- Present the first "world" map to the children by sticking it to a wall and let them take their time to observe the map.
- After that, take the "tectonic plates" world map and place it over the "world" map and ask them to compare the boundaries of the continents with the boundaries of the tectonic plates.

For children at the age of 6-8

- Ask them to take a few minutes as a group to discuss the combination of the two maps.
- After the group session between them, each group should present their observations and conclusions to the rest.

For children at the age of 9-13

- Ask them to take a few minutes as a group to discuss the combination of the two maps.
- Then tell them to write down on the worksheet what do they observe as a group.

Second step

All ages

- Place the "earthquakes and volcanoes" map over the "tectonic plates" map by sticking them on the wall.
- Let them take their time to observe the map.
- Ask them to compare the hot spots where the phenomena occur with the boundaries of the tectonic plates.

For children at the age of 6-8

- Ask them to take a few minutes as a group to discuss the combination of the two maps.
- After the group session among them, each group should present their observations and conclusions to the rest.

For children at the age of 8-13

- Ask them to take a few minutes as a group to discuss the combination of the two maps.
- Then tell them to write down on the worksheet what do they observe as a group.

Third step

All ages

- Make copies of the "seismic zones" country map.
- Give each group a copy.
- Tell them to color the "seismic zones" map according to the color guide given bellow the map.

For children at the age of 6-8

- Discuss with all of them if they know what each color represents.
- Then ask them to find their city on the map (approximately).
- Observe the color of the area nearby your city and conclude about the level of seismicity regarding the area you live.
- Make them questions such as: "Is your city in danger from the earthquake phenomenon according to the relevant color?", "Is it crucial for us to be prepared for an earthquake", "Can you find an area that is less seismic?".

For children at the age of 8-13

- Ask them to discuss as a group the third questions on the worksheet.
- Tell them to write down their answers.
- After completing all three questions on the worksheet, ask each group to present their answers to the rest.
- At the end of the presentations you may discuss and compare all answers.

Objective: This activity is for children to understand that the areas where earthquakes and eruptions occur are not random but there is a scientific explanation.

Approximate duration: 2 hours

Notes: Apart from the comparison between the phenomena and the tectonic plates, try to give to the children the perception of the world and how the natural phenomena affect everybody by using the presentations included in the kit's cd.

Activity 6

Myths and stories

Age:6-13

Materials: 1 triptych "Myths of earthquakes and volcanoes", 5 cards representing each myth

Extra: blue tack

How to implement:

All ages

- Divide children into groups (until five groups).
- Give each group one card that represents a myth.
- Let them take a few minutes to observe the card.
- Then ask them to guess, within the group, what might the story (myth) be that the picture is hiding.
- Ask each group to present their hypothesis regarding their card to the rest of the groups.

For children at the age of 6-8

- Using the triptych, read the stories one by one.
- Give them a few minutes (as groups) to decide which of the stories that you have read match with their card.
- Ask each group to place the card over the corresponding text using blue tack.
- When the triptych is completed, make copies and distribute them to the children.

For children at the age of 8-13

- Ask some children to read the stories from the triptych.
- Give them a few minutes (as groups) to decide which of the stories that you have read match with their card.
- Ask each group to place the card over the corresponding text using blue tack.
- When the triptych is completed, make copies and distribute them to the children.

Objective: How the lack of science might lead us to wrong impressions and how strong is the need to explain phenomena that effect people.

Approximate duration: 1 hour

Notes: You may extend this kind of information by reading them the last page with some hypotheses that people make for these phenomena or you can ask them what are their own beliefs.

Activity 7

Scaling effects

Age:6-13

Materials: 1 worksheet "Scaling effects", 1 sheet with 5 drawings.

Extra: pencils, drawing sheets, crayons, internet access

How to implement:

For children at the age of 6-7

- Make a copy of the table at the end of the worksheet.
- Cut off each line in order for them to be used separately.
- Gather all children to a circle and place in front of each one a drawing sheet and some crayons.
- Ask them the question: "Do you know if all earthquakes have the same effects?".
- Let the children express their thoughts one by one.
- After that read the first sentence, e.g we call an earthquake "instrumental" when is "generally not felt by people unless in favorable conditions".
- After reading the sentence, ask them to draw one of the 5 drawings that are included in this activity after such an earthquake has occurred. For example, if a child chooses to draw the building, he would really be drawing exactly the same picture because the effects of such earthquakes (instrumental) are almost unnoticeable.
- Repeat the procedure with all the lines/sentences of the table or select some of them. Make sure if you do not use all types of earthquakes, to have a significant scaling of the earthquakes, in order for the children to see the different effects from a weak earthquake to a really strong one.

For children at the age of 8-13

- Copy the worksheet depending on the number of children participating in this activity.
- Ask them the question: "Do you know if all earthquakes have the same effects?".
- Give each child a copy and ask them to match each category of earthquakes from the left column to the corresponding effects on the right column.
- After completing the matching, urge the children to do their own research divided in groups and find out the most intense earthquakes that have occurred in their country the last few years.
- Thereafter, use the "seismic zone" map from activity 5 and confirm that the list of the earthquakes they have found correspond with the seismic zone that is presented in their country.

Objective: This activity gives children the opportunity to realise that not all earthquakes have the same power and depending on many factors, the effects change in relation to the intensity.

Approximate duration: 1,5 hours

Notes: Try to urge children to do on their own research on, what other factors affect the result of an earthquake. For example, a big city is more vulnerable against such phenomena because it has many buildings and taller ones.

Solution:

Category	Effect
1. Instrumental	Generally not felt by people unless in favorable conditions.
2. Slight	Felt quite noticeably by people indoors, especially on the upper floors of buildings. Vibration similar to the passing of a truck.
3. Rather Strong	Felt inside by most, may not be felt by some. Dishes and windows may break and large bells will ring.
4. Destructive	Damage slight in specially designed structures. Considerable in ordinary substantial buildings with partial collapse. Fall of chimneys, factory stacks, columns, monuments, walls. Heavy furniture moved.
5. Violent	General panic. Considerable damage in specially designed structures. Great damage in substantial buildings, with partial collapse. Buildings shifted off foundations.
6. Extreme	Few, if any masonry structures remain standing. Bridges destroyed. Rails bent greatly. Numerous landslides, cracks and deformation of the ground.
7. Cataclysmic	Total destruction. Everything is destroyed. Objects thrown into the air. The ground moves in waves or ripples. Landscape altered, or levelled by several meters. In some cases, even the routes of rivers are changed.

The scale above, presented in simplified form for children, is used in Japan and is a 7-degree scale in relation to the Mercalli which is 12-degree scale.

Activity 8

Truths and lies

Age: 6-13

Materials: 1 table with 14 truths and lies about earthquakes and volcanoes, 14 cards that show some necessary items that should be included in a survival kit.

Extra: a box

How to implement:

The activity is designed to be implemented into two groups.

- Make a copy of the 14 cards and cut them off one by one.
- Explain to the children that you are going to play a little game.
- Divide them into two groups.
- Explain to them that the goal of this game is for each team to collect as many cards as possible.
- Using the table with 14 sentences start reading them one by one.
- After reading each sentence ask them if they know if it is true or not.
- Each group answers to each question alternatively.
- With every correct answer they win an item (card).
- If their answer is incorrect the item (card) goes to the other team.
- When you have completed reading the sentences ask each group to count the items (cards) they have won.
- The winning team is the one with the highest number of cards.
- Discuss with them what kind of items they have won and for what purpose. (to build a survival kit in case of a natural disaster).
- In case both teams have an equal number of cards you can carry on playing the game by urging the children to propose more items that are necessary for the survival kit.
- If the proposed item is suitable, they have just won another item (card) and this time they have to draw it on their own.
- After collecting as many items as they can, the children can actually build their own survival kit for their classroom. In order to do that you can ask them to bring from their houses some of the items and paint the box that you already have as a survival kit.

Objective: For children to feel that they are able to protect themselves by being prepared in case of a natural disaster, and knowing how to be prepared. On the other hand, this activity helps to realise that in order to find out the truth we have to try and find an effective explanation and that always we have something to gain when we conquer knowledge.

Approximate duration: 30-40 minutes.

Notes: In order for the educator to have in mind what kind of items are needed for a survival kit, he can make a small research using the relative links that are included in the cd. Please, highlight the 10th sentence to children and make your own research as a team regarding the relation between those two phenomena. You can even use the corresponding presentation on the kit's cd.

Activity 9

What to do

Age: 6-13

Materials: 1 board "What do to in case of a natural disaster", 18 instruction cards.

Extra: blue tack, small basket

How to implement:

- Place the board on the wall using the blue tack.

For children at the age of 6-7

- Read the title to the children and what each column is referring to.
- Tell them that on each card there is one instruction we need to follow if an earthquake occurs.
- Make clear to them that each instruction needs to be placed in the right column of the board.
- Read them the instructions one by one and each time you read one, a child should answer where to place it and why (it can be placed by the child) using the blue tack.

For children at the age of 8-13

- Place the cards in the basket.
- Ask them to read the title of the board and each column's headline.
- One by one the children should choose a card from the basket and place it on the corresponding column while explaining why it should be placed there.
- The rest of the children confirm that the instruction-card is placed correctly on the board.

Objective: The procedure of this activity allows the child to decide on its own the behavior that should have in case of a natural disaster and actually gives the opportunity of collaborative discussion with other children.

Approximate duration: 45 minutes.

Notes: Be aware that one sentence is actually repeated three times, and that is because it can be placed at all three columns: "I follow the instructions of my parents and teachers".

Solution:

What to do in case of a nature disaster

Before	During	After
Learning about the earthquake and talking to my friends	Hug my pet in my hiding place	Get out of the home-school
Talking to my family about what to do at the time of the earthquake	Wait for the earthquake to end	I go to a safe spot such as open park and square
Preparing a first aid kit	Stay calm and go to a safe place to hide	Calmly walk down the stairs
Ask my parents to secure heavy furniture to the wall	Huddle next to the bed	I put my shoes before I go out
I follow the instructions of my parents and teachers	I take water with me	I keep a solid object (eg. book) over my head
	Drop down the table and hold its leg	I follow the instructions of my parents and teachers
	I follow the instructions of my parents and teachers	

Activity 10

The cracks of the quake

Age: 7-13

Materials: 1 board table, 39 cards, 6 pawns, 1 "Earthquakes three main principles" notebook, 1 dice, 6 pencils, and the instructions of the board game addressed to children.

Extra:

How to implement:

- Let the children read the instructions of the game.
- If children are not able to read, help them to understand the rules of the game.
- Or even help them to be separated into teams.
- And let the game begin!!!

Objective: An interactive game that gives the children the chance to familiarise with the right behavior in case of a natural disaster.

Approximate duration: 1 - 1,5 hours

Notes: You can help children by creating new principles regarding the phenomenon of the earthquake.

Solution:

1st stage given principle: Be Informed

2nd stage given principle: Stay Calm

3rd stage given principle: Share My Experience

Activity 11

Escape plan

Age: 6-13

Materials: 1 page to help you create the emergency escape plan.

Extra: colored adhesive tape, paper tape, chronometer, video camera

How to implement:

- Make a copy of the page with the instructions.
- Take the time to discuss with the children what needs to be done in order to create your own escape plan in case of a natural disaster.

The following is to help you get started

- Decide how to behave in case an earthquake occurs.
- Observe the room you are in and find out if it poses any risks that need to change in order to be safe inside.
- Find out which is the fastest and safest way to go outside after the earthquake.

*For children at the age of 6-8**

- Take the time to design on the floor the escape route using the colored adhesive tape.
- Pretend that an earthquake is happening by shaking the furniture in the room.
- Ask the children to get three abdominal breaths with eyes closed to regain their composure and concentrate on the instructions discussed.
- Realise an earthquake drill to familiarise with the escape route by following the path they have already designed on the floor.
- During the drill try to record to a video camera and time the procedure.
- After the earthquake drill watch with the whole group the video and discuss the possible mistakes and reward the right behavior.

For children at the age of 9-13

Step 1

- After the discussion write down on the first framework of the page, the list of the things that need to be done.
- Take the time to design on the floor the escape route using the colored adhesive tape.
- Realise an earthquake drill to familiarise with the escape route.
- During the drill record to a video camera the procedure and time it.
- After the earthquake drill watch with the whole group the video and write down on the "escape plan" page notes if everything went as expected or not.
- Using the notes take the time to make the escape plan perfect and present your project to those concerned.

Step 2

- Using the paper tape create "emotion badges". Cut pieces of the paper tape and write on them emotions that are relative with a dramatic situation like an earthquake, such as "fear", "no fear" and "indifference".
- Pin on each child one emotion badge.
- Explain to them that the emotion that is written to each badge is random and does not mean that they necessarily feel that way.
- The children with the "fear" badge take the role of an injured and trapped person after an earthquake. The children decide the way that they will pretend an injury or the way they are trapped.
- The children with the "no fear" badge pretend to be the volunteers and the rescuers, that have to rescue the injured and the trapped ones.
- Explain to them that they can collaborate as a group, in order to help one trapped person.
- The children with the "indifference" badge try to free themselves.
- Everybody should follow the escape route designed by them.
- During the drill record to a video camera and time the procedure.
- At the end discuss the mistakes, the right behaviors and the emotions that children had.
- The game may be repeated but next time the children should exchange "emotion badges".

Objective: Children gain confidence and learn to work together to achieve a goal (rescuing a friend) to gain positive life experience in case of an earthquake. Withdraw and implement rules and practices learned and to experience different emotions, adopting roles within the game and learn to manage their fear.

Approximate duration: 1.5 - 2.5 hours

Notes: *You can implement this activity at a seismic simulator of a museum or an educational organisation.

Activity 12

Disasters and Emotions

Age:6-13

Materials: 2 emotional boards

Extra: colored stickers

How to implement:

- This activity is to be held at the beginning of the Educational kit's implementation and one more time at the end.
- Place the board with the cycles on the wall.
- And all together read the question written on the board. Make sure, for younger children, that all understood the question.
- Ask each child to turn their back to the board.
- Give each child one sticker and ask them to place it, one by one, inside the cycle that agrees with their feelings regarding the natural phenomenon.
- In order to do that, ask them to be true and explain to them that the reason you are turning your backs to the board is to secure the honest answer of each child.
- So, no one, except the children for themselves will know which their response was.
- When the procedure is completed, observe as a team the responses on the board, discuss the result and encourage children to express any fear as it is natural to have such feelings.
- Write down the results and move on to another proposed activity.
- Before returning the educational kit, repeat the procedure using the other board without the stickers on.
- Explain to them that they do not have to respond with the same answer as before unless they still feel the same.
- Finally you will have two boards to compare and discuss with the children what changed on their emotions and why.

Objective: Gives the children the opportunity to see on their own the emotional change that comes through knowledge and by familiarising with the things that affect us.

Approximate duration: 30 minutes (depending on the number of the children).

Notes: An option is to give different color of stickers depending on their gender to children (boys and girls). Please do not use the typical colors of blue and red, but instead get creative and use more rare colors of green, yellow, orange etc. . In order to help the program extract results from the specific educational product you can take a picture of the two completed boards and place them in the kit. In case you have used different colors for boys and girls, clarify which color correspond with each gender.

Activity 13

Be my guide 1

Age:6-13

Materials:

Extra: paper tape, cd player, music, obstacles (e.g. chairs, bags, desks etc.)

How to implement:

For children at the age of 6-13

- Define a motion area for children using the paper tape.
- Divide children into couples.

Step 1

- Ask each pair to bring their palms together.
- Play some music and ask them to move in any way they want without separating their palms.
- When the music stops the children exchange pairs.
- Play the music again and repeat the steps above.
- Each time the music stops, the children should change pair and move in a different way even unite other parts of their body, e.g. knees, head etc.

Step 2

- Children remain in pairs.
- In each pair, one is the "guide" and the other is the "guided".
- Ask each "guided" to close his eyes, if they want they can use a blindfold.
- Play some music.
- The "guide" hold his pair, firmly and constant, and guides him around the motion area verbally while holding him.
- While the pairs move within the motion area defined by the paper tape, the pairs try not to fall to each other and avoid the obstacles.
- Repeat the procedure by giving each child different roles.

Step 3

- Children remain in couples and in roles.
- Design four (4) different routes in the predefined area.
- The routes have a progressive difficulty: a straight line, zigzag, wavy and improvised path with obstacles (bags can be used, benches or chairs, etc.)
- Put a number in each route (1-4) and ask the couples to start from the first, simpler, route and then move on to the next.
- Again the "guide" guides the "guided" through each route.
- Repeat the procedure with exchanged roles.

For children at the age of 9-13

Step 4

- This step is realised on route 4.
- Each "guide" place himself outside the given route.
- The "follower" goes at the start of the route.
- The "guide" guides the "guided" verbally without touching him, describing in detail how to overcome the obstacles and complete the route without getting hurt.
- Repeat the procedure with exchanged roles.

Objective: Enable children to familiarise with other people touching them, learn to control their movement abilities in relation with another person, trust each other, work together and help each other. Accustomed to the darkness, understand spatial concepts and orient their movement in space.

Approximate duration: 1.5 - 2 hours (including all steps)

Notes: Ask the children that have the role of the "guide" to give instructions to the "guided" with a calm and steady voice.

Activity 14

Be my guide 2

Age:6-13

Materials:

Extra: cd player, soft music, a bag with items that are useful in case of an earthquake (e.g. flashlight, whistle, bottle of water etc.), exercise mattress.

How to implement:

For children at the age of 9-13

Step 1

- Ask the children to sit down forming a cycle.
- The educator should place himself in the middle.
- Urge the children to realise abdominal breaths all together for a few minutes.
- Take a small break and repeat the breathing from the belly 4 times.
- Place the bag in the middle of the cycle.
- Name one of the useful items and ask the children to find it only by touching it, without looking.
- In order to do that, ask each child, one by one, to stand up, place their hand in the bag without looking and grab the specific item.
- Whoever finds it, keeps it in front of him.
- Repeat the procedure until the children have found all the items in the bag.

For children at the age of 8-13

Step 2

- Children should be in pairs.
- Ask the children to sit down forming a cycle, but this time facing each other's back.
- The pairs should sit close to each other.
- The child in front releases his body into the hands and arms of his pair behind him.
- Repeat the procedure 4 times.
- The first two with their eyes open and the last two with their eyes closed.
- Ask children to exchange roles and do it again.

For children at the age of 9-13

Step 3

- Children work in pairs again.
- Both children sit on their knees on the exercise mattress.
- When they hear the whistle blow they start grabbing each other for 30 seconds.
- When they hear the word "stop" they try to immobilise one another.
- After hearing the second whistle blow, the immobilised child takes two deep breaths and tries to escape the other.
- Try to time the escape of each child.
- When the child escapes, tries to find the whistle in the bag in order to signal the end.

Objective: Learning to relax, to concentrate, to trust each other. Regain their composure before their actions, develop a sense of touch and acknowledge of useful items.

Approximate duration: 1,5 - 2 hours

Notes: The number of items should be the same with the number of students plus one. So that, even the last child can chooses between two items.

Thank you!