

Welcome to our international IDiverSE trail of islands! This challenge aims to promote collaboration among students and engage them in activities during which they will have the opportunity to meet and interact with students from islands of other countries. Our trail has four stations, aka challenges, namely: 'Following the history trails', 'Meter, meter on the floor, who is the most seismic of them all?', 'The Volcano in my backyard' and 'A call for heroes: Protect the citizens' protocol'.



How does it work?

The idea of the trail is to get students to collaborate on both local and international level, following a [jigsaw method](#). The activity is divided into 3 parts. Each part is preceded by a teleconference among all students during which students will have the opportunity to meet, discuss and exchange materials with the other crews (students from other schools).

Preparation - The islands treasure chest

To get the trail started all crews first have to introduce themselves as well as their island to their 'fellow travelers'. To that end each school will need to prepare a treasure chest within which they will include different elements that represent them and their island. Schools can use the inspiration hive below to put together their treasure chest.



Encourage your students to be original and creative! Once schools make their treasure chest, they will send it out to the IDiverSE team. A few days later each school will receive a new treasure chest with treasures from all the crews of the other islands. That chest will also include instructions for the challenges crews will undertake.

Teleconference #1 - Introduction of the crews and learning about the challenges

Once all schools receive their new treasure chest, the IDiverSE team will coordinate a teleconference during which schools will open their treasure chests together. Each school will present to the others the goodies from their island. This way, students from different islands will meet and get a flavor from the other islands participating in the



trail. During that teleconference the IDiverSE team will also present the challenges that students will need to do.

Part 1: Schools working on all the challenges

Each school will have to divide the students into four teams and each team will be in charge of one challenge. The teams will have to complete the first part of the challenges which will include a number of tasks and putting together the materials requested (more information on the challenges section below).

Teleconference #2 – Exchanging information

After schools complete the first part of the challenges, the second teleconference will be organized. During this meeting students will discuss the work done so far and exchange information. Now, the roles of the schools will change. During the first part, all schools worked on all challenges. In the second part, each school will be in charge and work on only one challenge (remember that there are four challenges and four schools participate in the trail). Each challenge will be assigned to one school. Students will gather the information for the challenge they are in charge of from the other schools.

Part 2: Schools working on a single challenge

In this part, all students of a school will work on the same challenge. The team of students in charge of that particular challenge during the first part will need to inform the rest of the students. The students will now work all together to complete the second and final part of the challenge. The teacher will facilitate the process and help students assign their roles.

Teleconference #3 – Presenting the outcomes of the challenges

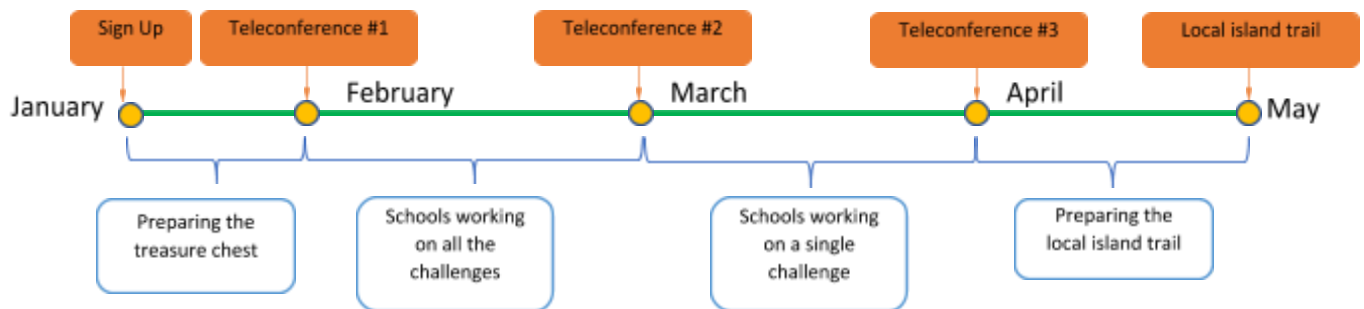
During the third teleconference, each school will present the results of their work. Students will exchange experiences and discuss how they plan to present the work of all the crews to the local community.

Part 3: Schools present their work to the local community

Once the challenges are complete, each school will setup their own local island trail to present the work they did with the other schools to their local community.

Timeline

Students are expected to work on the challenges around 2 to 3 didactic ours for the first part and 2 to 3 didactic hours for the second part. The teleconferences are expected last 1 to 2 didactic hours. The dates will be locked based on the progress and the availability of the schools.



The challenges

1. Following the history trails

Part 1: Each team will do a short history research on the disasters related history of their island/country. They will then create a short imaginary story based on one or more events in their research.

Part 2: The school in charge has to review the stories of all four islands and put them together into one story. Students can use a storyboard to present the final story or any other way they prefer.

2. A call for heroes: 'Protect the citizens' protocol

Part 1: Each team will play the disasters games - <https://www.stopdisastersgame.org/>. They will also need to do a short research on the disaster action plan of their own town. Based on the simulation and the review of their towns protection protocol, they will need to assemble their own citizen protection protocol.

Part 2: The school in charge will have to collect all protocols, review them and put together one final protocol by taking the best parts and features of each local protocol. Their presentation can be in the form of a video, leaflet, guide or any other way they see fit.

3. Meter, meter on the floor, who is the most seismic of them all?

Part 1: Each team will need to get acquainted with the science behind earthquakes by doing [an activity in the Go-Lab platform](#). They will then need to find out how many earthquakes above 4.0M occurred near their islands in the last 6 months, which earthquake was the strongest and make an activity profile of their region outlining the most important features according to them.

Part 2: The school in charge will have to review the feedback from all schools and decide which region is the most active of them all. They will also need to make a short presentation about how to read seismograms and study an earthquake.

4. The Volcano in my backyard

Part 1: Each team will need to do '[The Volcano in my backyard](#)' activity in Go-Lab and prepare a fun-fact sheet on the islands' volcano followed by an artistic presentation (it could be an illustration or anything else the students want to make). The scope is not so much to present the basic characteristics of the volcano (although they could be part of it) but more interesting facts like stories and myths about the volcano, historic events, its impact on the life of the local community and anything else the students want to include.

Part 2: The school in charge will have to collect the fun-fact sheets and make a storyboard out of it in which they will highlight common characteristics and vast differences.

Communication and support

- The IDiverSE project team will support all schools during the process and give teachers additional information and details for each challenge when needed.
- Teachers and students will be able to communicate at all times through the 'Teacher Space' section in our [website](#) and a dedicated application called [SpeakUp](#) respectively.

For more information and applying to the challenge please [contact the IDiverSE team](#)