

Disaster Reduction Education 2008-2009

Introduction:

Hyogo Prefectural Kawanishi Senior High School participated in the NDYS project from 2004. We continue the project every year. In 2008 – 2009, the 10th and 11th grade students participated in NDYS project with the theme of Disaster Reduction and Environment. The 11th grade students made the Disaster Safety Map. The 10th grade students made a Kid's Safety Bag, Teddy Bear Exchange and learn about the earthquake in Taiwan, 1999. As a related activities of Disaster Reduction and Environment, all students clean the street near our school.

For 11th Graders:

Goal: Let students notice the importance of preparedness before the disaster happens.

Let students pay attention to the safety of their own community and global community.

Let students learn and experience the fieldwork.

Let students consider what they can do to protect our environment.

Activities: Field work.

Make Disaster Safety Map.

Oral presentation by using ppt.

Results: All of the 11th grader students make their own Disaster Safety Map presentation and made oral presentation in their class. The students' awareness toward disaster reduction and climate change is improved.



Fig.1 Disaster Safety Map



Fig.2 Teddy Bear in class



Fig. 3 Cleaning Streets Activity



Fig 4 The 11th Grade students

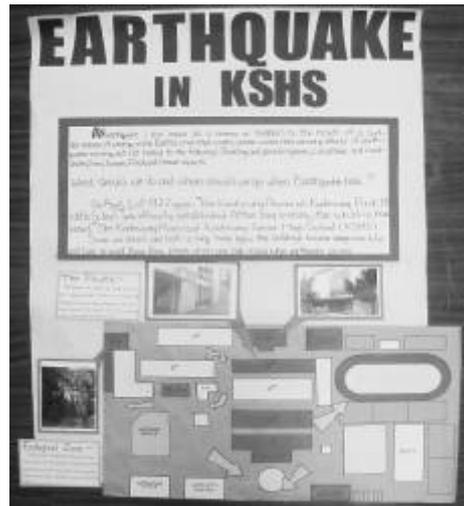


Fig. 5 Teddy Bear in Class

iEARN Voyage

Team Introduction

Hello everyone, we are team Voyage from Taiwan. This is student Rexxar Lin as represent of the team. We have four students -Amy, Julie, Walter, and Rexxar myself.- work together from different schools. Walter and I are from Kaohsiung Senior High School(KSHS), Amy is from Kaohsiung Girls' High School(KGHS), and Julie is from Fu-Hwa Junior High School. We cooperate with Taiwan FSHH team. The reason why the team named "Voyage" is because of project Voyage of iEarn Taiwan. In that project, we picked up trashes in Niaosong Constructed Wetland to make the wetland -and even our earth- more clean and beautiful. We are now working at the safety map and presentations. It is nice to meet and cooperate with you guys here. I hope we can have not only great but fun time together.



Safety Map

Safety Map Introduction

There are many dangerous places in the school when the earthquake strikes. Our Safety Map will point out some safe routes to protect ourselves.

1. There is a campus map of KSHS in the bottom side.
2. We will introduce some dangerous places above the campus map.

Team iEarn Voyage



From left to right: Rexxar, Walter, Amy, and Julie.

Share The Process of NDYS 2009

1. We discussed what should we done by using Internet.
2. Choose a date to make a sketch.
3. Make the Safety Map in the weekend together.
4. Team introduction on the Internet
5. Attend NDYS 2009 in Taiwan.

Present Topic Outline: By using Internet, we learn more about how to protect ourselves even other when the something happens. We observed things around our school. Thanks to iEarn, we have more about knowledge of everything!

School Introduction



1. Kaohsiung Industrial High School was established in 1942.
2. The day school consists of ten departments with a total of 73 classes and about 2,810 students.
3. There are scenic spots nearby: Cheng-Ching Lake, and Chin-Shih Lake, with convenient transportation by Sun Yet-sen Free Way, MRT and city bus System.
4. Nearby Academic Institutes are: National Kaohsiung University of Applied Science, Wenzao Ursuline College of Language, etc. National Science & Technology Museum.
5. School motto: (1) To love and share (2) To learn and fulfill (3) To create and initiate (4) To pursue and excel



Safety Map Introduction

We use different color dots to mark out the places:
 Silver for places where you can ask for help.
 Pink for dangerous places.
 Yellow for safe places. We think staying at home is the safest when a typhoon strikes.
 Pink-and-yellow represents the places with food and drinking supply.
 Silver-and-yellow marks out places for medical care

Team Introduction



(from left to right) **Kay Tu, Bi-heng Li, Bo-wen Chen, Bo-jia Su, Yi-lun He, and Irose Kin**

Share The Process of NDYS 2009

1. Group discussion and creating a storyline for the safety map for the typhoon.
2. Taking NDYS 2009 online course.
3. Conducting a field trip and gathering materials.
4. Preparing the safety bag.
5. Exchanging We Can, the little ambassador, with Feng Hisn senior high school.
<http://www.wretch.cc/blog/wecanyang>
6. Recruiting benevolent stores.
7. Exchange ideas on iEARN NDYS Youth Forum.
8. Attending NDYS 2009 in Taiwan.

Present Topic Outline: We explored the neighborhood and completed our safety map for the typhoon. There is plenty of information provided in the map and it can be easily read. Besides, we created a story to help people remember the knowledge needed for preparation for the typhoon. The concept of traffic safety is added to the map with the picture of a helmet. By making the safety map and interacting with global students in i*EARN NDYS Youth Forum, we are more familiar with the natural disasters and are happy to make a difference in our and others' life experience.

Introduction of Department of Drafting



1. Department of drafting comprises 6 classes, about 210 students.
2. The objectives of the department lie in cultivating mechanic design engineers and industrial design engineers.
3. The curriculum design emphasizes the application of computers as well as the practice. With strict training in computer-assisted design and drafting, and management, students will be well-prepared for future career or advanced study.
4. Students of department of drafting have won countless awards in national contests and are able to gain more skills certificates than average students.



Safety Map Introduction

1. The map is located in the left of the picture. To the right and on top of the map are the photographs and illustrations.
2. We use 3D items to signify the buildings.
3. The feature of our safety map is that we connected wire and bulbs in the map; therefore, you can interact with the safety map. For example, if you touch the dangerous areas, the light bulbs will be on and the alarm will go off.

Team Introduction



Share The Process of NDYS 2009

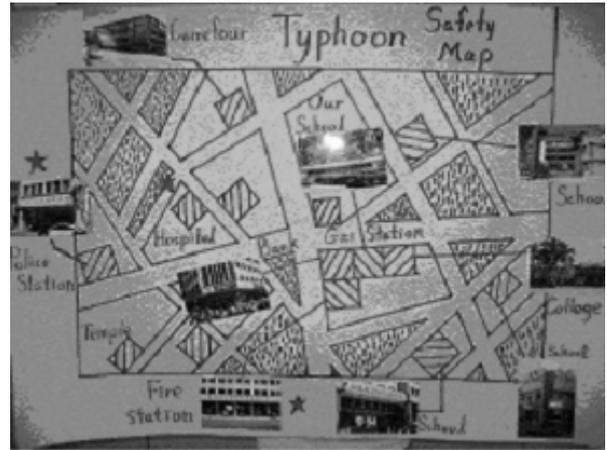
1. Group discussion and devising an interactive safety map.
2. Taking NDYS 2009 online course.
3. Creating a blog for We Can, the little ambassador, and exchanging it with Feng Hisn senior high school.
<http://www.wretch.cc/blog/wecanyang>
4. Conducting a survey and interviews in the neighborhood and at school.
5. Recruiting benevolent stores.
6. Exchange ideas on iEARN NDYS Youth Forum.
7. Making a Safety Map for the earthquake.
8. Attending NDYS 2009 in Taiwan.

Present Topic Outline: The design of our safety map for the earthquake is focused on “interaction.” With the electronic devices, the user’s knowledge of disaster management can be examined and developed in an interactive way. We also involved the concept of traffic safety in our safety map and recruited some benevolent stores, which would offer immediate help to students in emergency. We Can, which was made by Ya-jhu’s mother, serves as a wonderful ambassador for KIHS. To sum up, we endeavored to make our presentation of the safety map useful, educational, and exceptional.

Introduction on Department of Mechanics



1. The department consists of 13 classes and about 460 students in total, most of which are boys, only three being girls.
2. The goal of this department is to educate students for university and to cultivate skills for machine-making and machine-designing.
3. Graduates from this department can go on for advanced study in Department of Mechanical Engineering, Department of Automatic Engineering, Design Section and Machine-Making Section in Department of Industrial Education, as well as Department of Mold Engineering.



Safety Map Introduction

Our topic is about typhoon. Although the map is simple, but it's useful!

1. The places that are colored with red lines are important.
2. Don't stay at the street when the typhoon comes because the signage might fall down.
3. You can ask for help at the places where are marked with stars.
4. Before the typhoon comes, you can go to the Carrefour and buy some canned food, cookies, etc.

Team Introduction



Share The Process of NDYS 2009

1. We collected information from the Internet, school and the teachers.
2. We took some pictures for the safety map and made it on the weekend.
3. We brought bear "Toasty" with us when we were in school.
4. We prepared a safety bag.
5. We will attend NDYS 2009 in Taiwan.

Present Topic Outline

We have put a lot of efforts on this project, including group discussion, drawing pictures, observing surroundings of our school and neighborhood. We have learned how to prevent and how to deal with typhoon and we hope our project will make a difference.

Kaohsiung Municipal San Min Vocational High School of Home Economics & Commerce

<http://www.smvhs.kh.edu.tw>

School Introduction

Kaohsiung Municipal San Min Vocational High School of Home Economics and Commerce, also known as **SMVHS**, was founded in 1987 in southern Taiwan. Our school, consisting of 54 classes, 2,000 students and 180 staff members, is characterized by four features.

I. Convenient Traffic and Noted Historical Sites

SMVHS is located at one of the busiest commercial areas in Tsou-ying District, with the Ancient Tsou-ying Village and Lotus Lake to its north and Sub-Center of Kaohsiung City to its south. Meanwhile, the campus is right between R14 MRT Station and Kaohsiung Arena.

II. Beautiful and Friendly Learning Campus

The beautifully designed campus of SMVHS has been working as an artistic park in the community, which in turn changes students' temper and mind greatly.

III. Flexible Curriculum Design

A wide variety of curricula are available for international students in the 8 departments, such as, Tourism, Food & Beverage Management, and Comprehensive School (academic studies).

IV. Colorful Learning Life

A wide variety of learning activities with regard to creativity education and global education are conducted each year in order to enrich our students' learning life.



Safety Map Introduction

1. Marks out all the dangerous areas, and when you enter these areas you might want to keep an eye open and be well prepared.
2. When your body feels uncomfortable, you can go to the nearest hospitals and will be treated right away.
3. When you are identified as an infected patient, the hospitals will report to the District Office, and then you will be recorded and treated with care.
4. If you have any questions about Dengue Fever, you can also ask the District Office for further information.

Team Introduction

We are Vampire Killers from SMVHS. The team consists of 8 students and 1 instructor. Four students are involved in project-based learning, while the others in being host buddies for our overseas partners.



Share The Process of NDYS 2009

1. Form a team, Vampire Killers.
2. Decide our field of study, Dengue Fever
3. Construct our project on the project web pages
4. Contact with partners of our overseas sister school, Okisho, and exchange NDYS ambassador, Chun-Jiao with Okisho partners
5. Understand Dengue Fever and study the relationship between Dengue Fever and natural disasters
6. Explore the relationship between Dengue Fever and Global climate change (including global warming)
7. Observe our campus and community, take photos and make the Safety Map for Dengue Fever information
8. Discuss the measures to take before/when/after the outbreak of Dengue Fever
9. Make a Safety Bag for Dengue Fever
10. Share our project with peers by presenting at NDYS2009

Present Topic Outline—*Gnat crisis: Dengue Fever and Global Climate Change: 蟲蟲危機*

Four questions our project focuses on include: (1) Does the global climate change influence the occurrence of dengue fever outbreak? (2) If yes, what is the relationship? (3) What action can people take to prevent from the outbreak of dengue fever individually, locally, and globally? (4) What lesson have we learned from this project?

School Introduction

This is an excellent commercial education school after it was well planned and constructed for several decades. With various good teaching equipments, beautiful campus, qualified and excellent teachers graduated from famous universities both local and abroad. The students graduated from junior high school, enter into this school through various ways-- application, recommendation, and joint entrance examination.



Team Introduction

- 1.Safety map: Grade 1 in 17 class
- 2.Teddy bear: Grade 2 in 7 class
- 3.Project: All members in club

Present Topic Outline:

Is Taiwan a culprit or a victim?

Our project aims to discuss if Taiwan is a culprit or victim in climate change.

Because we live in this country, we have to know the effect of the climate change in Taiwan and try to reduce the damage

Teddy bear ambassador Introduction:

Welcome to our teddy bear exchange program. This time my classmates and us brought the bears to go to experience the culture of Kaohsiung and play. Also we made the clothes for them, it was a nice experience but different. Let's share the reflection about that!

Safety Map Introduction

Welcome to our Safety Map!

We will share you the special thing, combining Google earth and our map. On this map we discriminated ten areas to allot residents where to refuge. It also tell us where to escape when earthquake happen. I hope you can enjoy our map!



**Kobe Municipal Fukiai High School
Kobe City, Japan**

Natural Disasters Education

(Learning from the Past, Preparing for the Future)

- A Project Outline for School Year 2008-2009-

Introduction

Natural Disasters Education is integrated into the curriculum of Fukiai High School's international course under International Affairs, a *sugotekina gakushu* (comprehensive subject). Fukiai has been an active participant in the NDYS since 2004. For the current school year 2008-2009, the project is being supervised by Ms. Kaori Kondo, Mr. Shinobu Maeda, Mr. Patrick Scanlon, Ms. Rose Sabanal, and Mr. Toshiaki Tanaka. The students are 11th – 12th graders (17-18 years old).

This paper presents an outline of the project. At the time of this writing, students have already submitted the subject requirements for the term. Photos of the activities and their results are shown at the end of this report.

Main Objective

To develop awareness of natural disasters

Goals

1. Students will gain knowledge of the following natural disasters: earthquakes, typhoons, landslides, forest fires, tsunami, volcanic eruptions, and tornadoes.
2. Students will learn how to react during a disaster.
3. Students will realize the importance of cooperation with other members in the community.
4. Students will develop research and critical thinking skills.
5. Students will improve their English language abilities in writing, listening, reading, and speaking.

Tangible Results

1. Bilingual posters about earthquakes, typhoons, landslides, forest fires, tsunami, volcanic eruptions, and tornadoes
2. Bilingual safety maps (paper versions): (1) school campus (2) the area surrounding the school
3. English safety maps (digital versions) and PowerPoint presentations using the posters as a reference
4. A collection of games that can teach elementary school children about natural disasters and how to deal with them
5. A website that will contain information about Fukiai's natural disasters education

Schedule

November 2008 – Poster making and presentations

January – February – Making safety maps (paper and digital versions) and PowerPoint presentations; creating games (rules and materials)

March – Participation in the NDYS (Natural Disasters Youth Summit)

April – Presentation of projects; exhibition of maps and posters

May – A website ready for the world to see!

Procedure

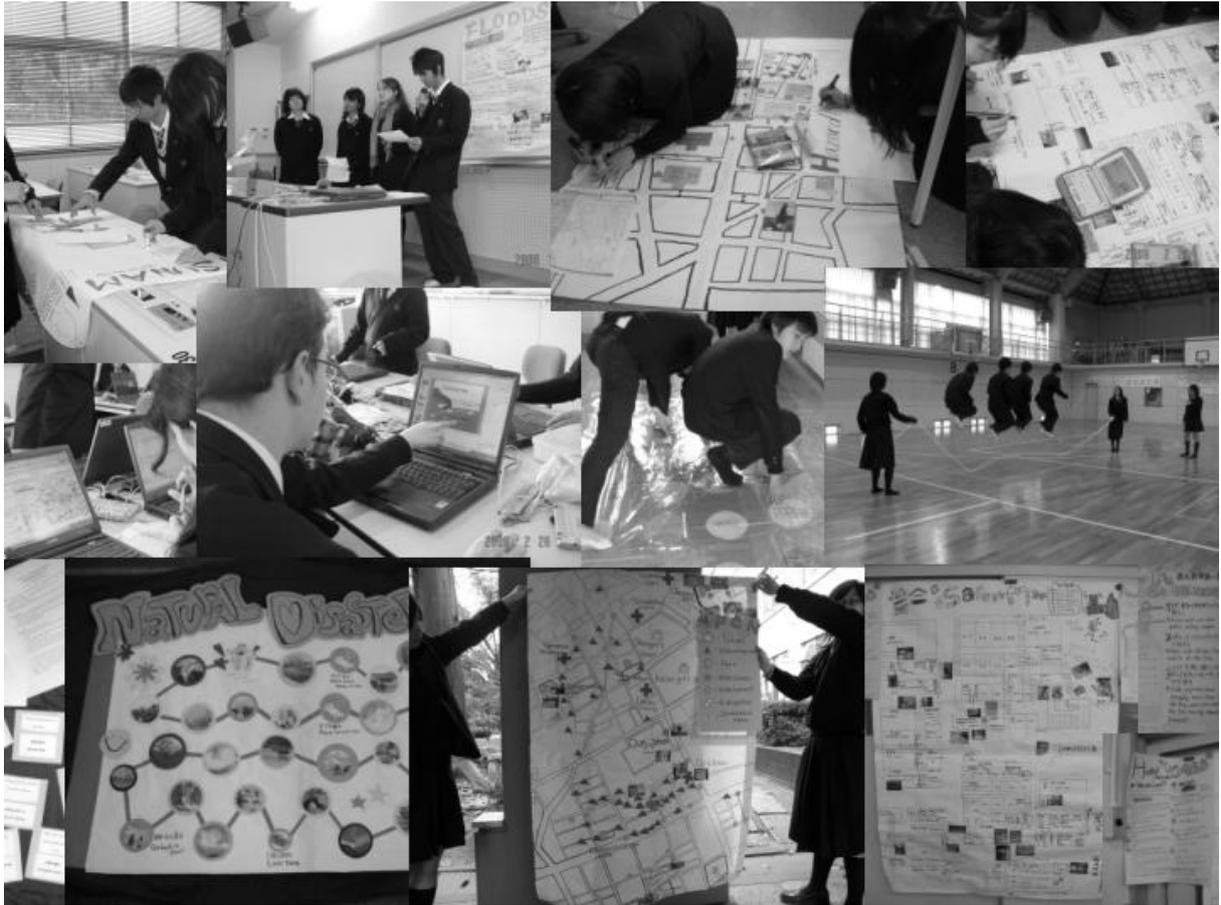
For bilingual posters:

1. The topics are presented to the students, who then decide which topic want to focus on. Groups are formed based on this preliminary activity.
2. Each group makes a bilingual poster that may include the following information:
 - a. description of the disaster and how/why it happens
 - b. what people should do before, during and after its occurrence, etc.
 - c. past occurrence(s) (the affected area, number of deaths, damage to houses and buildings, damage to lifelines, people's responses during and after the disaster, recovery and reconstruction, etc.)
 - d. others
3. Students prepare and give presentations to the class.

For safety maps (paper and digital versions), PowerPoint presentations, and games

1. Students are divided into smaller groups and work on the following projects:
 - a. **Safety map of the school campus.** Using a large-scale map of the school buildings, students use different colors and pictures to identify areas that can be used as refuge and locations where equipment or materials that may be useful during disasters are stored. They will also create symbols and pictures to indicate safe and dangerous places. They walk around the campus, take notes, and photograph places that need attention. Afterwards, they integrate the information into the map.
 - b. **Safety map of the school surroundings (500 m radius).** Students make a large-scale map of the area surrounding the school, using different colors and pictures to identify buildings. These include the fire department, the police department, schools, hospitals, museums and other government buildings. They also include other natural disaster-related facilities that can be used for evacuation and first aid treatment. They walk around the school neighborhood, identify and take notes of its positive and negative aspects, create symbols to indicate safe and dangerous places, take pictures, and integrate the information into the map.
 - c. **Digital versions of safety maps of the school campus and school surroundings.** Students coordinate with those working on the paper versions of the maps and input the information into digital maps. This will be included on the website specifically designed for the Natural Disasters Education project at Fukiai, which will be linked to the existing school website in the near future.
 - d. **PowerPoint presentations.** Students create PowerPoint presentations using their posters as reference. The presentations will also be included in the website mentioned above.
 - e. **Indoor and physical games.** Students think of activities that can make learning about natural disasters fun for elementary school children. They brainstorm ideas, decide the rules, create materials, and conduct tryouts.
2. Students present their projects to the class. Those who are in the games group will introduce the games by actually playing them with their classmates, collecting suggestions for improvement, and making necessary changes, if any.
3. Students exhibit the safety maps and the posters, and finish the website that contains the information about the activities at Fukiai.

**“Learning from the Past, Preparing for the Future”
- NDYS Activities at Fukiai High School -**



School Introduction



Our school is situated in a very nice place in Moscow called Krylatskoe. We have students from the 1-st grade 7years old to 11-th grade 17 years old. We participate in international projects from 1996. And we like it very much. We have many educational units in our school like – ecology project “Green Island”, information technology project, foreign languages projects. In our school we learn English, German, French and Japanese.



This is our district map but we made our map for each student to have their own safety way from school

We are here



Safety Map Introduction

This year in our school we made safety map with each student. And each student has his own safety map in his diary. Also we call it safety way to school. Also every year we have special program to learn how to behave in a dangerous situation and we have special training when each student should leave school as soon as possible. Also we have discussed and made safety bag in our group. And when we had training in February we took it with us.

Team Introduction

Our team is from eights form, Russia, Moscow, Educational Center №1471.



We are Dasha, Polina, Sasha, Dima, Volodya, Ivan, Kostya, Vanya, Iliya, Anton.

Share The Process of NDYS 2009

We are working on the project Natural Disasters in Russia. We learn: earthquakes, volcanoes, forest fires, floods. We communicated with our partners. We have



Teddy Bear Project with Taiwan team. We have got Teddy Bear Diamond and we send our Owl Glasha to our partners. We are

learning how natural disasters influence on our life and how our life influence on natural disasters.

Present Topic Outline We plan to learn effects of global warming on our planet and our country. Our motto is: “Think globally, act locally.” If each of us thinks about this problem we can do everything for our planet.

National Nanke International Experimental High School-Earthquake Team

School Introduction

National Nanke International Experimental High School (NNKIEH) is situated in the Southern Taiwan Science Park — one of three high-tech Science-based Industrial Parks in Taiwan. NNKIEH was founded in 2006 in order to ensure a good academic environment for the children of both local Science Park employees as well as overseas high tech professionals.

NNKIEH is a public, co-educational school serving grades 1-12, including primary, secondary and bilingual departments. That is we serve both regular education adapting Taiwan national curriculum and American curriculum for students who prepare to study in the USA. We are the first senior high students in regular education. We are not bound by old tradition but create our own. Thus we can express our ideas freely in many things, such as study clubs, rows and uniforms. Teachers treat us as friends. Not only do they teach us academic studies but also they share life experience with us. We are glad to spend our senior life in NNKIEH.



Safety Map Introduction

The red dots mean dangerous places and the green dots mean safe places in our school if the earthquake happens. Then we geotagged the photos of the dangerous and safe place so that they can be presented on Google Earth. All the students can download this earthquake safety map from the website of our school and get prepared before an earthquake takes place.

Team Introduction



Share The Process of NDYS 2009

1. Choose a topic to do it.
2. Create a website to share our information about NDYS.
3. Introduce our members on iEARN NDYS.
4. Analyze safe places and dangerous places on our campus.
5. Observe those places and take pictures.
6. Geotaged photos and upload to Picasa, and edit our safety map on Google Earth.

Present Topic Outline:

The thing what we want to show you is the earthquake information. When an earthquake happens, where the safe and dangerous place are. What we have to prepare when we find a refuge. And we can learn a lot of knowledge from this activity.

National Nanke International Experimental High School- Typhoon Team

School Introduction

National Nanke International Experimental High School (NNKIEH) is situated in the Southern Taiwan Science Park — one of three high-tech Science-based Industrial Parks in Taiwan.

NNKIEH was founded in 2006 in order to ensure a good academic environment for the children of both local Science Park employees as well as overseas high tech professionals.

NNKIEH is a public, co-educational school serving grades 1-12, including primary, secondary and bilingual departments. That is we serve both regular education adapting Taiwan national curriculum and American curriculum for students who prepare to study in the USA. We are the first senior high students in regular education. We are not bound by old tradition but create our own. Thus we can express our ideas freely in many things, such as study clubs, rows and uniforms. Teachers treat us as friends. Not only do they teach us academic studies but also they share life experience with us. We are glad to spend our senior life in NNKIEH.



Safety Map Introduction

We try to build the model of our school and mark the dangerous and safety place. Because our campus used to be a lowland sugar cane farm before. There were still serious floods five years ago. Our safety map shows that if the flood comes again, where a dangerous place will be. Also we find out some safe place for the students and community people. They can take a refuge in them if the typhoon and flood destroy their houses.

Team Introduction



Share The Process of NDYS 2009

1. Choose a topic to do it.
2. Create a website to share our information about NDYS.
3. Introduce our members on iEARN NDYS.
4. Analyze safe places and dangerous places on our campus.
5. Observe those places and take a picture.
6. Build the model of our school and mark the dangerous and safe place

Present Topic Outline:

Typhoons are the most serious disaster to our school. Once there was a typhoon. It not only brought a lot of rain but flooded our school so that we even got a day off. We hope everyone can get prepared if a typhoon comes again.



Chia-chi Girls' Senior High School was founded on April 1st, 1924, our school offers four programs : senior high, senior vocational, senior supplementary, and talented education.

Although the school has undergone several transformations, under the guidance of the successive principals, the number of students is on the increase. The school consists of 30 classes in the senior high program, 3 in the dance program, 18 in the senior vocational program, (containing 3 departments : Home Economics, Fashion Design, and Food and Beverage Management) and 6 in the supplementary program. The total number of the teachers is 117, including 18 Masters, 53 Bachelors with certificates of in-service training program in graduate school, 43 Bachelors, and 3 Bachelors of junior college. The average age of the teaching staff is 40.



Safety Map Introduction

The safety map in my school mainly points the safe and unsafe place when an earthquake comes. We need to find out the unsafe reason and so that we can know how to improve it.

1. The orange spaces represent the more dangerous places, and the blue ones show the safer.
2. The central playground is the place where everybody can refuges.

CCGSH Team



From left to right: Sophia, Dina, and Yiya.

Share The Process of NDYS 2009

1. Introduce ourselves on NDYS Forum.
2. Take NDYS online course.
3. Go to Nantou and look for more information in the library to prepare for the subject.
4. Make the Safety Map in our school.
5. Attend NDYS 2009 in Taiwan.

Present Topic Outline

Our team would like to tell the condition of reconstruction in the disaster areas where the epicenter of 921 earthquake was, and discuss if there is any defect with the way how the government solves the problems which the earthquake caused.

School Introduction

Our school was built during the period of Japanese colony. After the Restoration, the school was renamed Taitung Provincial High School by the

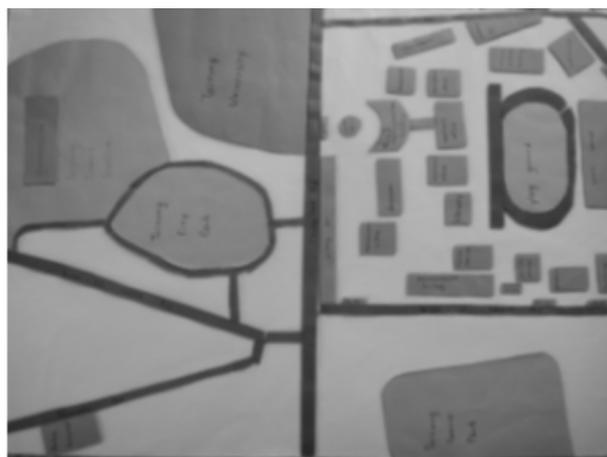
new government in 1945.

In 2008, the school celebrated its 63th anniversary.

There are about 1000 students in this school' with 99% boys, aging from 16-18.

The visions of the school are as follows:

1. To promote the Humanities, Democratic ideals and proceed a lifelong learning.
2. To maintain school involvement in neighborhood community activities and make the school a learning center of the community.
3. To encourage analysis, judgment and decision-making which will better prepare students for life in the 21th century.
4. To fulfill the students' visions by participating in the international competitions or conferences.

Safety Map**Safety Map Introduction**

1. The safety map indicates the safe and dangerous places located in the campus.
2. The pictures show that when a typhoon comes, where we can find a safe shelter and where to avoid the dangers.
3. Also, there are some areas around the community marked to tell people where the emergency center is.

Team Introduction

Our team members(from top , left to right): Nick, Tze-shiang, Brian, Denny, Tim, Jack, Sam and Jimmy)

Share The Process of NDYS 2009

1. Explain what NDYS is to the students, and ask for voluntary students to join the project.
2. Students have regular meetings every Tuesday after lunch, discussing about what topic they will have.
3. Take NDYS online course on Moodle, handing in their assignment there.
4. They share ideas on iEARN NDYS Youth Forum.
5. Make a Safety Map for typhoon information for the school and the community.
6. Attend NDYS 2009.

Present Topic Outline: Our group members have make a lot of efforts on this project. For the last semester, we met regularly every Tuesday to discuss about our topic and handed in the assignment. And this winter vacation, we made use of the leisure time to do the research, collect data and finish our report. Hope what we do will make a difference to the viewers.

School introduction

Okinawa Shogaku High School is 25 anniversary this year.

We have school motto; **Be Courageous, Be Respectful, Be Serene; We the students of Okinawa Shogaku High School, will foster in ourselves, warmth line, intelligence, and act in the spirit of gratitude and unselfish service.**

Our school are known for sports. Baseball club won the national baseball contest. Golf club, Judo club and boxing club are also well-known.

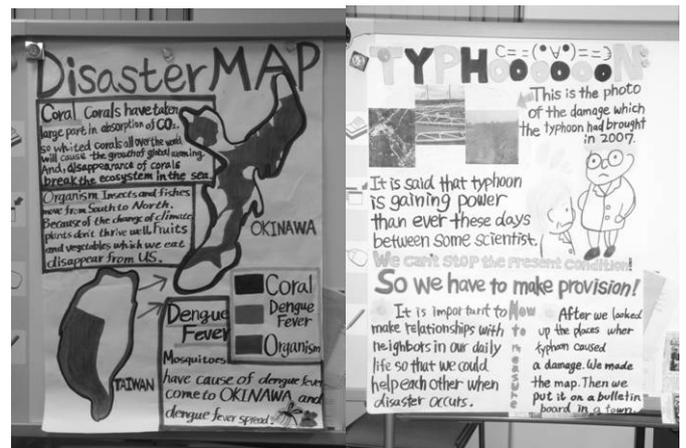
In class, we learn Karate which is Okinawan traditional culture.

Team Introduction

First, we divide into two groups.

A team looked into ‘Typhoon.’

B team looked into ‘disaster from global warming.’



Safety Map

Safety Map Introduction

This is a map about disaster prevention.

We hypothesized based on the damage by the typhoon which came in 2007, and we put together about the disaster prevention.

Another map is disaster map of Okinawa and Taiwan.

We examined about damage from global warming. And, we collect common damage which occur in Okinawa and Taiwan.

Main disasters are whited coral, prevalence of dengue fever and crisis of biology and plant.

Red means dengue fever, blue means whited coral and green means organize.

Team A ↓

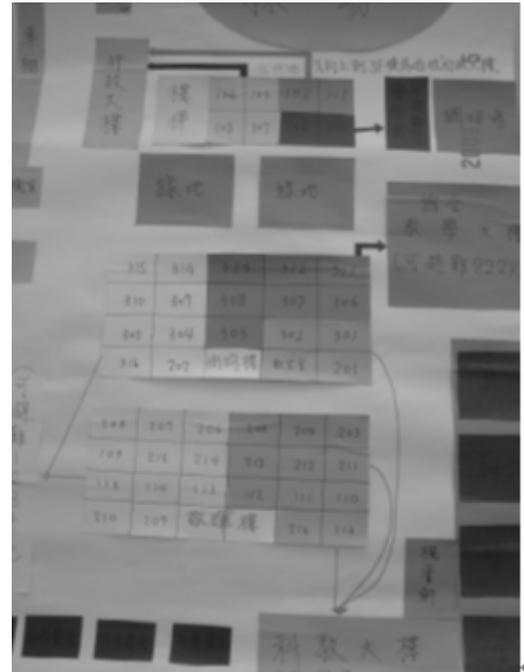


Team B ↓



School Introduction

Founded on April 1, 1932, our school was officially established in September, 1934 under the name of Pingtung Girls High School of Kaohsiung State. After Taiwan's retrocession, it was renamed Taiwan Provincial Pingtung Girls High School. In 1968, our school terminated the admittance of junior high school students. It was not until 1970 that our school was renamed Taiwan Provincial Pingtung Girls Senior High School. In 2000, our school was renamed National Pingtung Girls Senior High School. Currently, there are approximately 2000 students and 48 classes in our school, including 3 music major classes, 3 classes for gifted students specializing in Chinese and English and 39 general classes.

**【Chinese Team】****【English Team】****Safety Map Introduction**

1. The Safety map of PTGSH is based on our campus map and our topic is "typhoon".
2. Safe places and dangerous places are marked in different colors.
3. Affected areas are low-lying areas such as the basements of the buildings.
4. Point out the resources we can find at school and what we can do during and after a typhoon.

Share The Process of NDYS 2009

1. Introduce ourselves and post messages on the iEARN forum.
2. Look for information and take pictures.
3. Group discussion.
4. Send our NDYS ambassadors Sunny Girls to Beijing.
5. Finish our proposal and make the safety map of our school.

Present Topic Outline

1. The Geographic Location of PTGSH
2. The Tremendous Disasters in Recent Years
3. The Shelter
4. The Local Investigation
5. The Discussion Results

School Introduction

SMA Labschool Jakarta was established in 1968 and located on Jl. Pemuda komplek UNJ Rawamangun, East Jakarta 13220. Labschool is situated in Rawamangun, East Jakarta. It is around 10 kilometers from the National Palace.

The number of students in Labschool is 750 and they are 15 to 18 years old. The students study from Monday to Friday, 6.30am to 3 pm. This school is quite large with 21 classes, 5 laboratories (Physics, Biology, Chemistry, Language, and Computer), an audio visual room called MRC (Media Resource Centre), Teacher Resource Room Centre (TRRC), Music Room, Fine Arts Workshop, Basketball Hall, Soccer Field, Basket Ball Court and two big Canteens. All are spread on 12,000 meter square.

Especially about the Computer Laboratory, this school has 80 computers with Intel Processors which are connected to internet, so students can access the internet during the school days. Labschool also provide teleconference room that allows students to can communicate visually with other students from different countries in working on a project. All classrooms connected to the internet and have a screen projector so that teachers can use this facility to provide the ICT-based learning. E-learning process can run smoothly with the help of a computer device connected to the internet in every class. The existences of sufficient facilities are some teachers have developed a variety of media-based ICT course, which is helping students in the learning process in class.

For the international collaboration Labschool is also member of ASP-net School and International Education and Resource Network (iEARN). Especially for the iEARN, Labschool is School Coordinator for Jakarta Chapter that must organize many iEARN activities for schools in



Safety Map Rawamangun, Indonesia

Safety Map Introduction

Safety map above illustrates the environment around our schools. This safety map designed to understand where we should be going if there is such as earthquakes, floods and fires. Based on safety map is also easy for us to recognize the environment around the school can be a place for shelter.

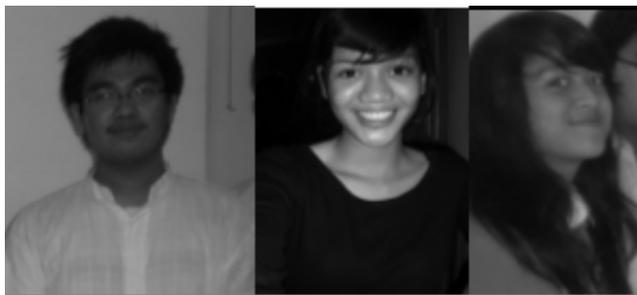
This safety map is expected to reduce the impact of the disaster that occurred because each student has to identify better the environment around the school.

Jakarta. The number of teachers in Labschool is 50 and more of them are also facilitator for national and international workshop. Labschool very active teacher and students engage in activities such as activities for the iEARN and ASP-Net Activities in various countries such as Taiwan, Lebanon, Netherlands, Egypt, Japan, and Australia. In addition, Labschool's students are also very active in many international cultural activities such as cultural mission in Germany, Turkey and the Netherlands.

Making of Safety Map⁴



Team Introduction(Group 1)



Muhamad Luthfiansyah, Marsha Audzane and Nur Baiti
Ingga Wulandari

Share The Process of NDYS 2009

In our team, we are composed of three first grade students.

1. Discuss topics that will be used as study material
2. Share the task of each member of the group based on topics that are selected
3. Collect material from each participant group to be of the presentation materials
4. Improved the presentation of the discussion group with the guidance of the teacher.

Present Topic Outline

A Rainforest fire is similar to Wildfire which definition is any uncontrolled, non-structure fire that occurs in the wilderness, wild land, or bush. Wildfires are common in various parts of the world, occurring in cycles. They are often considered beneficial to the wilderness, as many plant species are dependent on the effects of fire for growth and reproduction. However, large wildfires often have detrimental atmospheric consequences. Rainforest fire start with an ignition source meets a combustible material such as wood, that is subjected to sufficient heat plus some of oxygen. Before the actual flames come, the wildfire front dry or pre-heat flammable material and vaporized woods and plants which will produce flammable gases and burn down the forest.

Team Introduction(Team 2) ↵



Rio Hadyan Arddha Dwitva Wilasari



Adhira Madhyasta Naradhya Ajeng Namyra Putri

Share The Process of NDYS 2009

In our team, we are composed of three first grade students.

1. Discuss topics that will be used as study material
2. Share the task of each member of the group based on topics that are selected
3. Collect material from each participant group to be of the presentation materials
4. Improved the presentation of the discussion group with the guidance of the teacher.

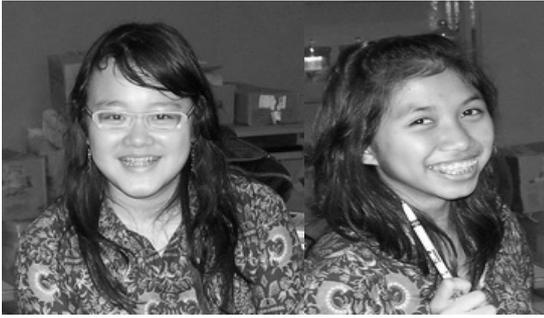
Present Topic Outline

A flood is an overflow of an expanse of water that submerges land, a deluge. In the sense of "flowing water", the word may also be applied to the inflow of the tide. In Indonesia, flood happens every year. In fact in Jakarta flood reaches its highest point every five years. Thus, a lot of damage occurs to many aspects in the country. We choose this theme to educate people about causes and what can we do to prevent the disaster, also what we can do when and after the disaster occurs. With this we hope we've made a contribution to make Indonesia, especially Jakarta, a better place to live.

Team Introduction(Team 3)



Farrell Adam, Fadli Al Baihaqi,



Amanda Carissa, Prisi Khairani Arief

Share The Process of NDYS 2009

In our team, we are composed of four first grade students.

1. Discuss topics that will be used as study material
2. Share the task of each member of the group based on topics that are selected
3. Collect material from each participant group to be of the presentation materials
4. Improved the presentation of the discussion group with the guidance of the teacher.

Present Topic Outline

A landslide (or landslip) is a geological phenomenon which includes a wide range of ground movement, such as rock falls, deep failure of slopes and shallow debris flows, which can occur in offshore, coastal and onshore environments. Landslides commonly occur in connection with other major natural disasters such as earthquakes, volcanoes, wildfires, and floods. There are many major causes that can cause landslides. They are divided by Natural Causes and Human Causes.

Team Introduction(Team 4)



Olav Kevin Sudja, Dai Bianda Radia Baskoro, Fathia Andar Lestari

Share The Process of NDYS 2009

In our team, we are composed of three first grade students.

1. Discuss topics that will be used as study material
2. Share the task of each member of the group based on topics that are selected
3. Collect material from each participant group to be of the presentation materials
4. Improved the presentation of the discussion group with the guidance of the teacher.

Present Topic Outline

Tropical Hurricane is caused by the different of the temperature in the pole area with tropic area that become smaller. Then consist a remain heating on the cold and hot water circulation from the pole area to tropic or on contrary. then also consist the remain evaporation and evoke the big cloud establishment (really really big), that finally bend the Tropical Hurricane, as we usually called "Angin Puting Beliung" in Indonesia.

St Paul's Anglican Grammar School <http://www.stpaulswgl.vic.edu.au/>

Brief School Instruction

"St Paul's Anglican Grammar School is a multi-campus school, located in Gippsland, Victoria, Australia. The school caters for students of all ages, as it has an early learning centre (3-5 year old), two primary schools (5-12 year old) and two secondary schools (12-18 year old). St Paul's is committed to fostering outstanding and worthy members of the global community, with a foundation of stable virtues and a commitment to excellence. Students participate in a wide range of co-curricular activities such as sport, debating, drama, art, environmental care, global citizenship, and music. St Paul's is proud to be participating in iEarn and the National Disasters Youth Summit."

By Coralie_Esbert (cmesbert@stpaulsags.vic.edu.au)



Ann Southall



Becky Wootton



Ms Coralie Esbert



School Introduction: **Humanity comes first at TUNÇSİPER...** Tunçsiper Schools has been founded in 1993 by Mr. Nezh Tunçsiper, who maintains a successful vision, both nationally and internationally, for the education of young Turkish generation. Our management team creates a great synergy for new achievements.

An Unprecedented Architecture for 600 students from Kindergarden to High School.

School is located on a closed area of 15.000 m2 surrounded with pine forest at Nilüfer Gümüştepe part of Bursa, which is away from the crowd and traffic stress of the city center. With the special architecture of the school campus, it is easy to feel the value given to our students. Tunçsiper School presents the excellent quality of education thanks to the modern classes, labs, closed & open sport facilities, conference lounge, a very hygienic refectory and a specially decorated canteen. All classes are equipped with technology-supported devices used for interactive education.

School is everything... Educational Institutes always need to update both their facilities and their teaching models. In 2007, we have started to apply a new method that will determine what kind of educational model should be followed to let our students reach their career objectives as well as plan their in & out of school activities. Led by innovative teachers, Tunçsiper Schools provides opportunities for students to engage in developing their IT skills.

Traditional Values & Valuable Diploma The school concept perceived by Tunçsiper Schools is that **"school isn't only a foundation of teaching and learning but also it offers a global perspective to students in order to help them shape their view of life"**. This is applicable only when the school manages to convert certain values like amity, respect, responsibility etc. into behavior. Peace is the key for happiness and success and you feel the real peace at Schools at once your first step into our facilities. So, Tunçsiper Schools believe that diploma doesn't certificate only the academic success but also the social achievements of our students!



WE REALIZED THE ACTION PLAN OF GLOBAL DISASTER SAFETY MAP PROGRAM

Safety Map Introduction - 1

In Turkiye the main disaster is Earthquake. There are Earthquake lines through regions. In the last 100 years many people died. The last heaviest one was in 1999. In our town we lived this disaster unluckily. We comprehended that there is nothing to do except being got ready for the earthquake. We followed **GDSM** instructions step by step.

STEP 1: WE SET THE KIND OF DISASTER: EARTHQUAKE

STEP 2: WE SEARCHED PAST DISASTERS

STEP 3: WE MADE DISASTER SAFETY MAP WITH CHECKING AND COLOURING ON THE MAP OF OUR NEIGHBOURHOOD AND ACTION PLAN.

- STEP 1: NATURAL ENVIRONMENT
- STEP 2: ROADS, RIVERS AND PARKS
- STEP 3: FIRST AID AND DISASTER RELIEF ORGANIZATIONS, STORES, DANGEROUS CITY FURNITURES, HUMAN RESOURCE AND THE HOUSES OF PEOPLE WHO ARE IN NEED OF HELP
- STEP 4: WE TRIED TO ANTICIPATE DAMAGES OF BUILDINGS, HOUSES, AND LIFELINE
- STEP 5: WE DID ACTION PLAN AND EARTHQUAKE DRILL
- STEP 6: WE DEFINED THE PROBLEMS DURING, SOON AND AFTER DISASTERS
- STEP 7: HOW TO OBTAIN LIVELIHOOD AFTER DISASTERS
- STEP 8: WE THOUGHT THE WAY OF MITIGATION AND PREPAREDNESS

Team Introduction(Team 1)



Share The Process of NDYS 2009

In our team, we are composed of nine, ten and eleven grades students.

1. Learned the old experience of NDYS teams.
2. Made a brain storm to define the subject.
3. Defined the works what will be done.
4. Informed the students about the activities of GDSM.
5. Prepared and distributed a magnet with the way of mitigation and preparedness
6. Did learning map of global warming in groups.
7. Composed a song by using learning map.
8. Prepared a presentation to perform at NDYS.
9. Recorded a video film of the activity.
10. Showed the film at city center shopping mall and delivered information magnets about earthquake.

Present Topic Outline

Nowadays, the global warming is increasing day by day. We searched and defined what is happening in our country. We prepared a learning map and composed a song called "WORLD IS SPINNING WHATEVER YOU SAY" to make aware everyone against global warming **hand by hand**.



TeamIntroduction(Team2)



Share The Process of NDYS 2009

In our team, we are composed of nine, ten and eleven grades students.

1. Considered the harmful environmental effects of natural gas and coal in generating energy on global warming.
2. We firstly completed technical drawings of our project, which aims the use of freely flowing water for electricity generation.
3. Then, we visited Misi village, the pilot area, to find a good place for installation of our system and a tea garden near the river in Misi village was chosen as a target point.
4. Items of the systems were carefully designed in cooperation with the municipality.
5. We cleaned the water flowing channel and poured concrete on the area to have smoothness for the installation of the wheel.
6. We worked with a small atelier for the construction of wheel (3m diameter) and financed this stage by organizing five bake sales in our Schools.
7. We agreed with Gumustepe Primary Schools and Local Agenda 21 on maintenance and protection of the system.
8. All members of our club worked actively both in pouring concrete and constructing the wheel. In cooperation with the municipality, NGO's, institutions, village people and our twin Schools.
9. We managed to generate 1.6 kilowatt/hr energy with zero environmental harm and low investment cost. The tea garden was lightened by this system. The best acquisition for us is that our students have become more sensible for environmental problems and more eager to take active role for solutions.

Our project was broadcasted on the local TV channels called As TV and Olay TV, which was a big step to raise public awareness on generating electricity via freely flowing waters, which is our basic project objective. Please, click on the link for more information: <http://www.tuncsiper.com/volvo/default.html>

Present Topic Outline

Aims of the project in the short run: To generate electricity enough to power at least 70 units of electricity bulbs for lightening a tea garden in Misi village, the pilot area of the project.

Aims of the project in the long run: To provide the use of environment-friendly alternative electricity generation sources by the owners of small facilities. By designing our project with lighter and thinner materials to decrease the cost and make the system look smarter we can manage to make the design accepted as a "City Accessory" or "City Furniture" This design can be used worldwide soon.

Social aim of the project: To increase the awareness of youths on environmental problems so that finding effective solutions against these problems can easily become their philosophy of life.