

A tsunami through the window - what would you see, what would you feel? Asking pupils to picture for themselves what a tsunami through the window might look like

From Jurassic Mike, Philippines

An excellent activity that highlights the affective dimension of learning about tsunamis. Asking the students to “feel” the tsunami would galvanize them of the reality of the threat. We had a typhoon-volcanic-eruption-induced severe flooding last year that caused destruction of properties and death. As if these were not enough, at the height of the calamity, there were even tsunami scares in the coastal areas. Perhaps we could also include in this activity the question on how to respond if a well-meaning individual shouts “Tsunami!”. Is immediate action the thing to do or should one have a bit of scepticism and delay the action until more info is at hand? What do you think? From our recent experience, the tsunami scare brought so much panic and heart attacks!

From Dr. David Rothery, The Open University, UK

There is no reason why a typhoon should be associated with a tsunami. If a coastal volcano collapses (or is thought to be at risk of collapse, which could be brought on, I suppose, by excessive rainfall) or if there is a shallow submarine earthquake then you should certainly take tsunami warnings seriously - IF they come via the responsible local authorities. However, I agree that it can be counter-productive to ‘cry “wolf” ‘ too often. This is a problem that affects many areas of risk management associated with natural phenomena.

From Earthlearningidea

A booklet, ‘Jala Tharanga - Physics of the Tsunami that re-drew the Sri Lankan Coastal Map’ has been written by Ranjith Dediwalage, Head of Science at St. Leonard’s College, Melbourne, Australia.
<http://www.stleonards.vic.edu.au/events/publications.htm>

The idea is that people can donate money through the purchase of the booklet at \$5.00 each and learn some science at the same time. All the money raised will be given to the Panadura Fisheries Village Rehabilitation Fund in Sri Lanka. Ranjith can be contacted on -
ranjith.dediwalage@stleonards.vic.edu.au

From Steve Kluge, USA

Steve Kluge and David Robison worked on seismograms as soon as these began coming on-line after the disastrous Sumatran tsunami of December 2004. They created an inquiry-based lab exercise appropriate for high school and first year introductory level college students that involves the analysis of various aspects of data collected during and right after the quake - including locating the epicenter, timing the tsunami, measuring the human impact, and more.

You can see the Web page (with links to the activity itself) here:

<http://stevekluge.com/geoscience/regentses/labs/sumatra2004/default.html>

The activity has been done by thousands of students around the world since then, and is featured in the journal of the National Earth Science Teachers’ Association (NESTA).

<http://www.nestanet.org/journal/Spring05.pdf>

From Geoscience Education and Outreach Services of Australia

The following links could be useful when studying tsunamis:-

- The Geological Society of Australia has a link on its resources page -

<http://www.gsa.org.au/resources.education.html>

- scroll down and click on ‘Tsunami facts’.

- Geoscience of Australia also has a good tsunami site - <http://www.ga.gov.au/hazards/tsunami/>

- We were also sent more information about the booklet, ‘Jala Tharanga - Physics of the Tsunami that re-drew the Sri Lankan Coastal Map’. The article was published by the Australian Science Teachers’ Association on 12th July 2005 -

<http://lists.asc.asn.au/pipermail/asc-media/2005-July/001662.html>

From Shankar, India

The activity states that “At present, there is no systematic warning network around the Indian or Atlantic Oceans,...” I wish to point out that there is now a tsunami warning system in place for the Indian Ocean. Please see

<http://www.igovernment.in/site/indian-tsunami-warning-system-goes-live/>