

# Risks around us

## Objectives:

- Get to know the risks present in one's own municipality
- Get to know the bodies involved in protecting the territory

## STEP BY STEP

### BEFORE STARTING

#### STEP BY STEP

The teacher asks the class which feature of their area they prefer and why. Any feature can be indicated, whether natural or built.

You can help with the interactive whiteboard by writing the places on the left and a word or a very short sentence on the right as to why you like the feature indicated.

### PLACES OF THE HEART

The teacher opens Google Maps and types in the name of their municipality. Once the municipality has been found, the class enters the map points in each pupil's favourite places. At this point the class will have its own personalised map with its favourite places indicated.

### PLACES AT RISK

The teacher asks the class "What do you know about your local area in terms of risks?"

The teacher searches on the interactive whiteboard for hazards in their city. The teacher can take the website of his or her municipality as a reference to show the class where the risks of the area and **safety**

 measures as well as emergency plans are listed.

One reads the risks together and asks:

- Do you know all these risks?
- Have any of these events ever occurred?
- Should one of these events occur, would your favourite place be affected?
- In which scenario would it be most vulnerable?

### THE PROTECTION OF PLACES

At this point, one traces the realities in one's territory that deal with risks, emergencies, **safety** . **Civil Protection**  is introduced by asking if anyone knows people who are part of it and what tasks they have.

The definition in the [glossary](#) can be used:

**Civil Protection** - set of public and private bodies and entities working together to protect life, property, settlements and the environment from damage or the possibility of damage caused by an event of natural or man-made origin

In addition to this, there are also organisations that work to protect the territory and deal with risks.

Once the list has been drawn up, these can also be included in the map of places in the heart of the class in order to have an overall view of the places and the organisations that can protect them.

The teacher can also suggest organising an educational visit to one of the locations to explore the topic of safety with experts.

## CONCLUDING THOUGHTS

What can I do to protect my favourite place and my territory? The teacher proposes a class discussion to raise awareness of the actions each citizen can take to protect his or her territory.