

# History Waves

## Objectives:

- **Develop research skills.**
- **Promote historical and environmental awareness.**
- **Encourage collaboration and communication.**

## STEP BY STEP

### Before starting

The teacher introduces the activity by describing the impact of flooding events in the local history. They can refer to their own city, region, or even international examples.

To stimulate reflection, the teacher poses the following questions:

- *What memories or stories have you heard from your family about flooding events that have affected our area?*
- *How do you think a major flood could change people's daily lives?*
- *Why is it important to document and share experiences related to flooding events?*

Next, the teacher initiates a conversation about significant flooding events in the area, encouraging students to share family stories or anecdotes related to such events.

The importance of **historical research** is explained, emphasizing how visual testimonies can provide a deeper understanding of the consequences and responses to these emergencies.

To further engage the class, the teacher can show videos of recent flooding events to stimulate discussion ([2024 Valencia Flood](#) - [2024 Emilia Romagna Flood](#)).

### Research Planning

The teacher divides the class into small groups of 4-5 students.

Each group will have specific roles:

- **Researchers:** They will look for information in bibliographies and local archives, selecting which flooding events to explore in depth.
- **Interviewers:** They will collect firsthand testimonies from community members (family, friends, elders).
- **Photographers:** They will search for historical images of the events online and through local archives.

The teacher can assist each group in creating a plan for dividing the work, deciding which sources to consult, and formulating questions for interviews.

The groups will then focus on gathering information and materials. Each group aims to explore various sources, such as historical archives, libraries, and online resources. Students should search for documents, articles, photos, and any material that can help them reconstruct the history of the selected flooding events. Each group must collect at least five significant images and prepare a brief description for each, explaining the context and importance of the image.

## Results Sharing

At the end of the research period (ideally one week), each group prepares a final presentation that includes the information gathered, testimonies, and historical images, using slides, posters, or a display board.

Each presentation should include:

- *An introduction to the chosen topic*
- *The historical information and testimonies collected*
- *Significant images and their explanations*

Students are encouraged to be creative and think of engaging ways to present their findings, such as including video clips or short dramatizations based on the testimonies.

Each presentation should last between 5 and 10 minutes, followed by a Q&A session. Students are invited to ask questions to their peers to further explore the discoveries made.

The teacher will evaluate the presentations based on clarity, creativity, and the quality of the information presented.

## Concluding thoughts

At the end of the presentations, the teacher leads a collective discussion about what the students have learned. They are asked to reflect on how this information might influence their understanding of flood prevention and the importance of preparedness in their area.

The teacher can pose guiding questions such as:

- *What were the most surprising discoveries during your research?*
- *How do you think past experiences can influence our community's preparedness for future events?*
- *What have you learned about the importance of testimony and historical memory?*