



Perú

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## Ministry of Education:

Governing body of educational policies

**National Institute of Civil Defense** , fosters and promotes the development of programs, publish information and education for the population, in order to achieve a higher level of safety and quality of life of citizens.

- Curriculum has included themes of disaster prevention , emergency care: school simulation earthquake

- has signed agreements with different institutions to conduct participatory programs

With the help of **NGOs** conducts participatory programs, so that society adopts prevention processes that mitigate, relief and incorporate them in their daily life

# 1. Teacher Training Institutes



Primary Education:  
Sponsor of civil defense



- Theoretical framework for disaster responses.
- Worked strategies for children.
- Scheduled class sessions to minimize the risk and mitigate the impact of floods, earthquakes.



## 2. Extended Hours Program

- This is an organized Program for primary school children in 3 regions of our country. Junín, Pasco y Huancavelica.

- Implement recreational pedagogical strategies
- Table of contents and capacities selected from DCN and contextualized in responses to the demands of each group.
- Training Plan for mentor teachers,
- Tutoring
- They develop recreational activities that promote the achievement of learning and support the development of communicative, math and social skills.



providing alternatives to eradicate child labor

Mathematical content affordable for emergencies in case of landslides and slide

3° y 4° grade	5° y 6° grade	Subject-matter
<p>Use of symbolic expressions and common fractions to express the measure of the: <b>Mass</b> of an object (1/2 kg, ¼ kg), <b>of time</b> (1/2 h, ¼ h) in the resolution of problem situations.</p>	<p>Use of symbolic expressions to express accurate measurements of: <b>Length</b>: kilometers, meters, centimeters, millimeters, <b>Mass</b>: kilograms, grams and milligrams. <b>Time</b>: hours, minutes and seconds <b>Temperature</b>: degrees celsius in the resolution of problem situations.</p>	<ul style="list-style-type: none"><li>■ Distance: from the fall of the avalanche, distance from the creek, away from streams.</li><li>■ Amount of Rainfall.</li><li>■ Time taken for the slip.</li><li>■ area of the basin.</li></ul>

# ACTIVITY Nº1. FOR 5º - 6º GRADE

On Thursday, April 5, at 17:30 hours, heavy rain falls for three hours, focusing on the areas of Chosica, Ricardo Palma and Chaclacayo. The rain falls and unleashed mudslides, mud rocks on hillsides and 11 streams were activated between 27 to 42 kilometers from the central road: causing destruction of housing, water and sewage networks, roadblocks by the impact of huge rocks and mud that flooded roads and streets.

Mudslides (huaycos) occurred in the streams of La Ronda, Ramón Castilla, Juan Carossio, Quirio y Virgen del Rosario, affecting housing and road sections in the areas of La Ronda, Ramón Castilla, Señor de los Milagros, Virgen del Rosario, Nicolas de Piérola, California, Santo Domingo, etc. belonging to the district of Chosica in Lima.

Stream and affected population by mudslides

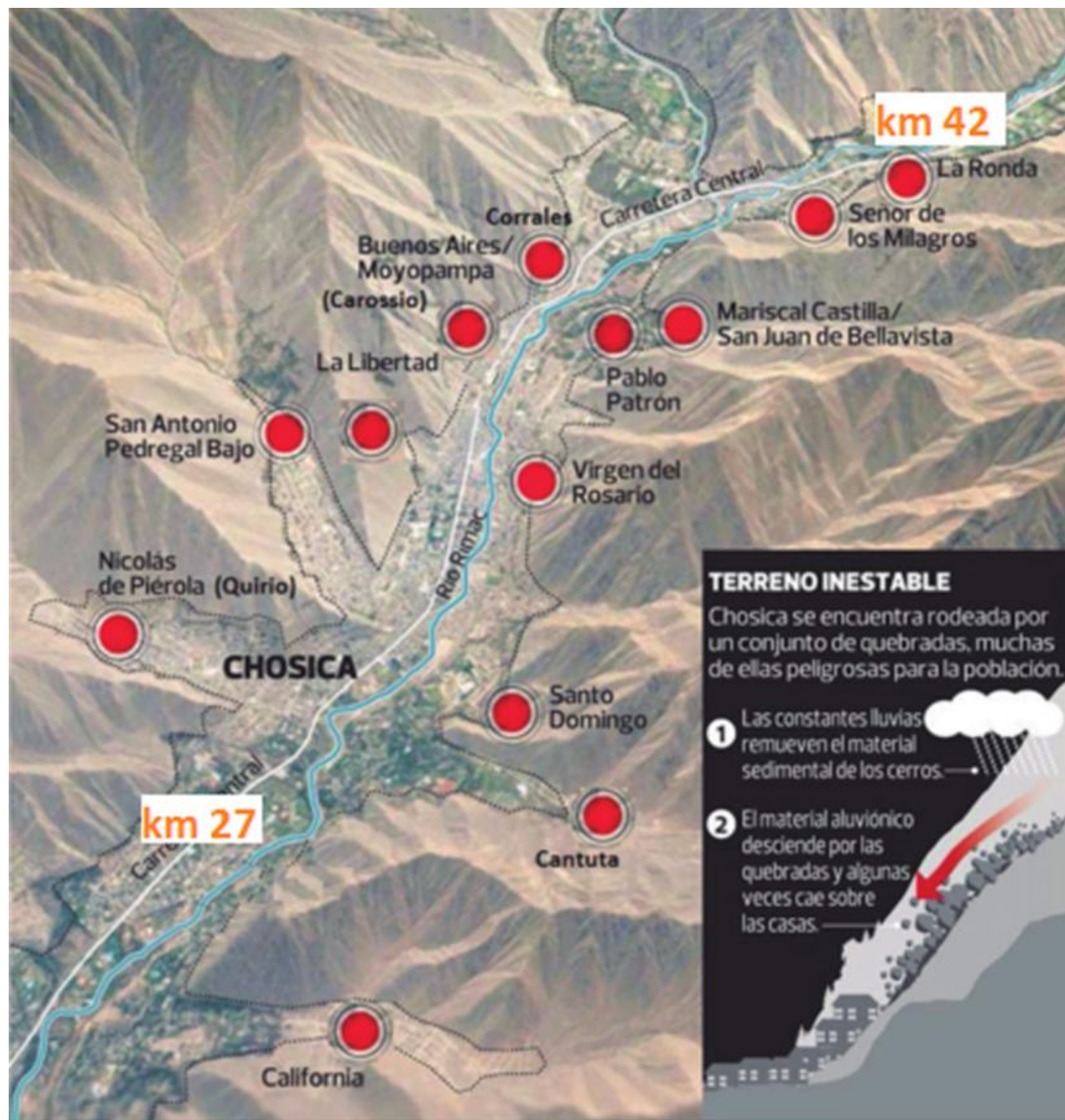
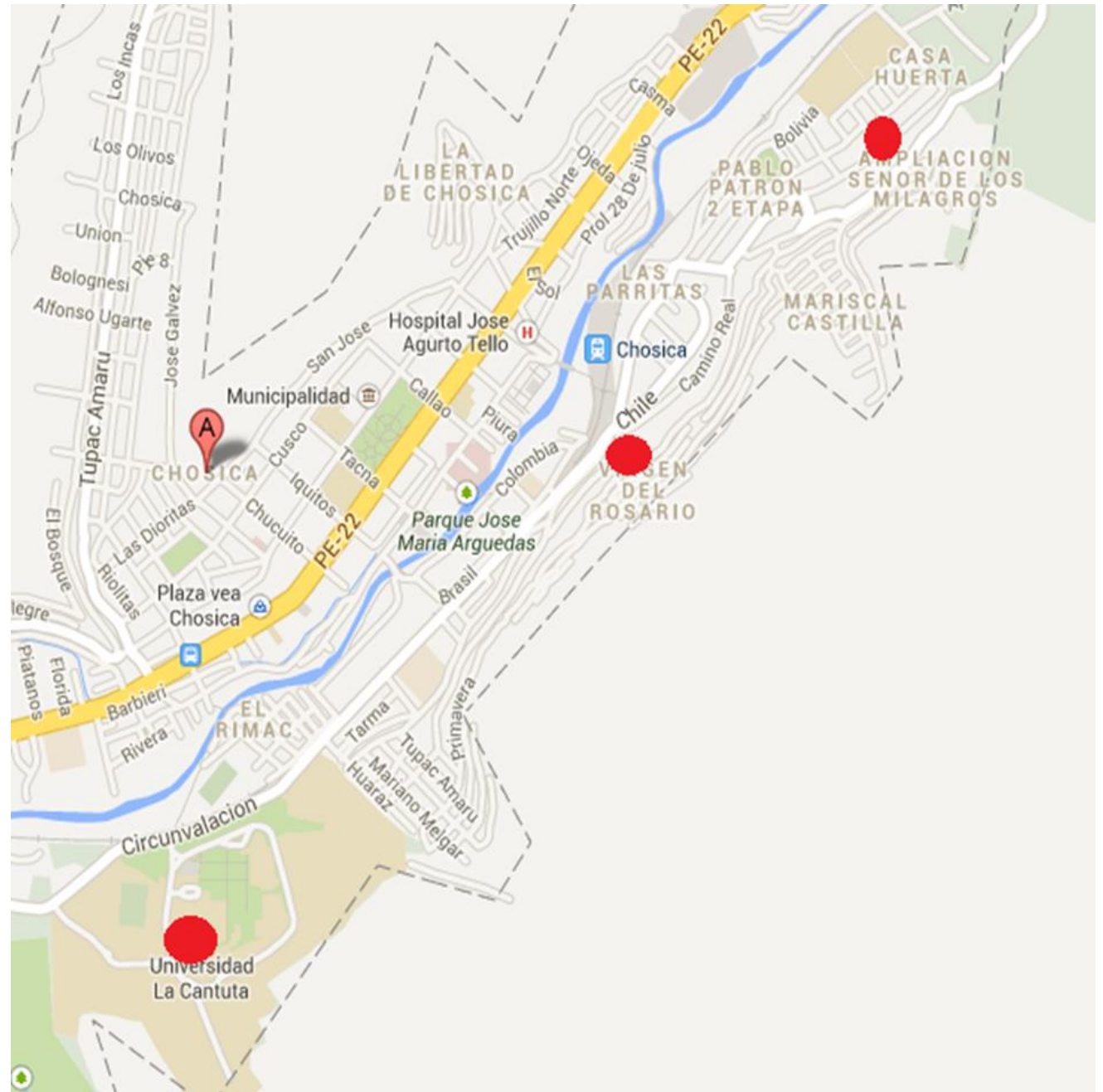


Figura N.º 7. Quebradas y población afectadas por los huaycos en Chosica (Adaptado de INDECI/Municipalidad de Chosica)

## TASK 1

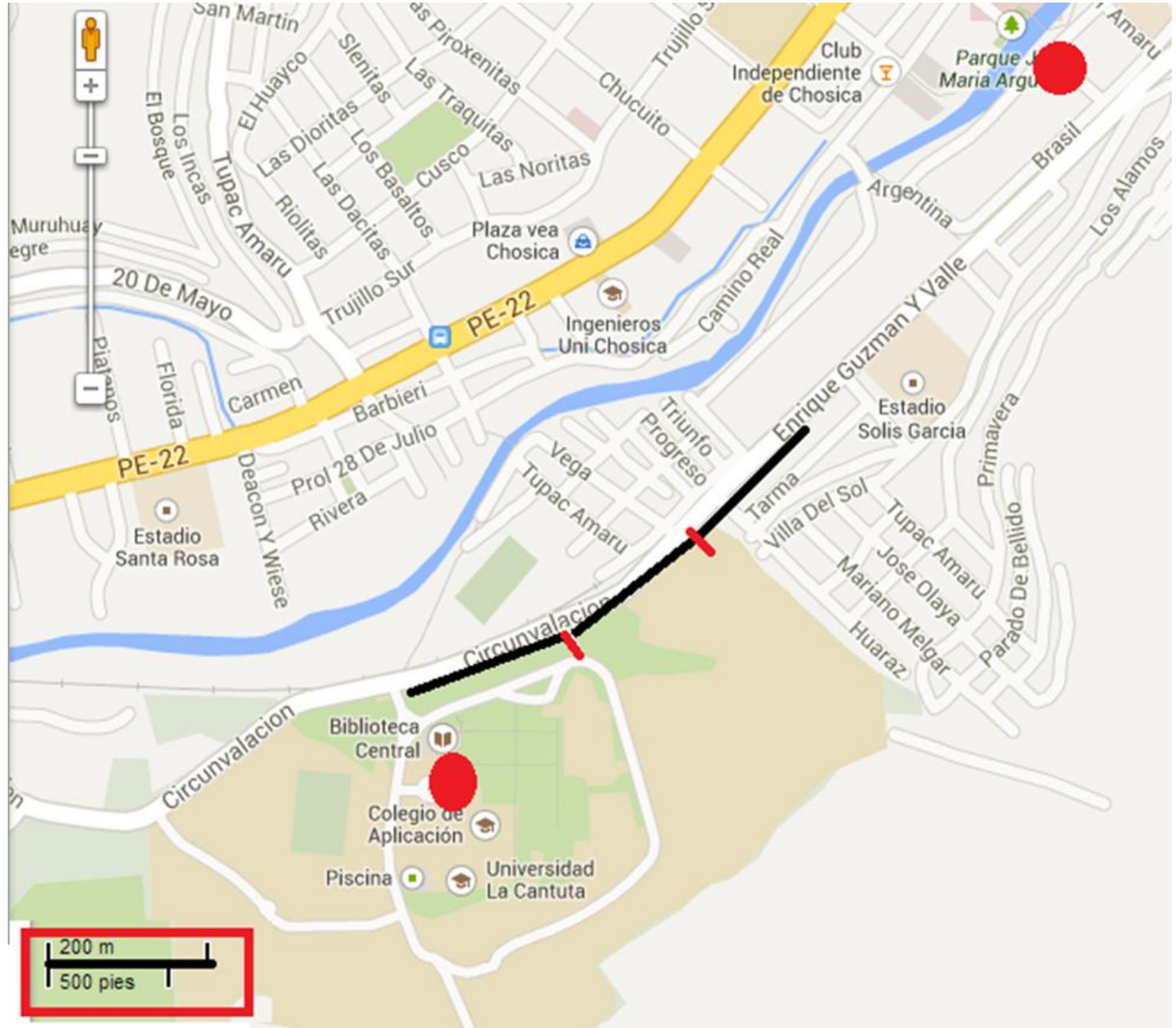
Children,  
located on  
the map of  
the district,  
the  
approximate  
locations of  
the  
watersheds  
that  
originated  
Mudslides





## TASK 2

According to the scale: each unit is equivalent to 200m / 500 feet.  
¿ What approximate distance is there between the bed of the avalanche that passes through the University, and the one passing through the Park "María Arguedas"?



Measured using the standard unit map.

### TASK 3:

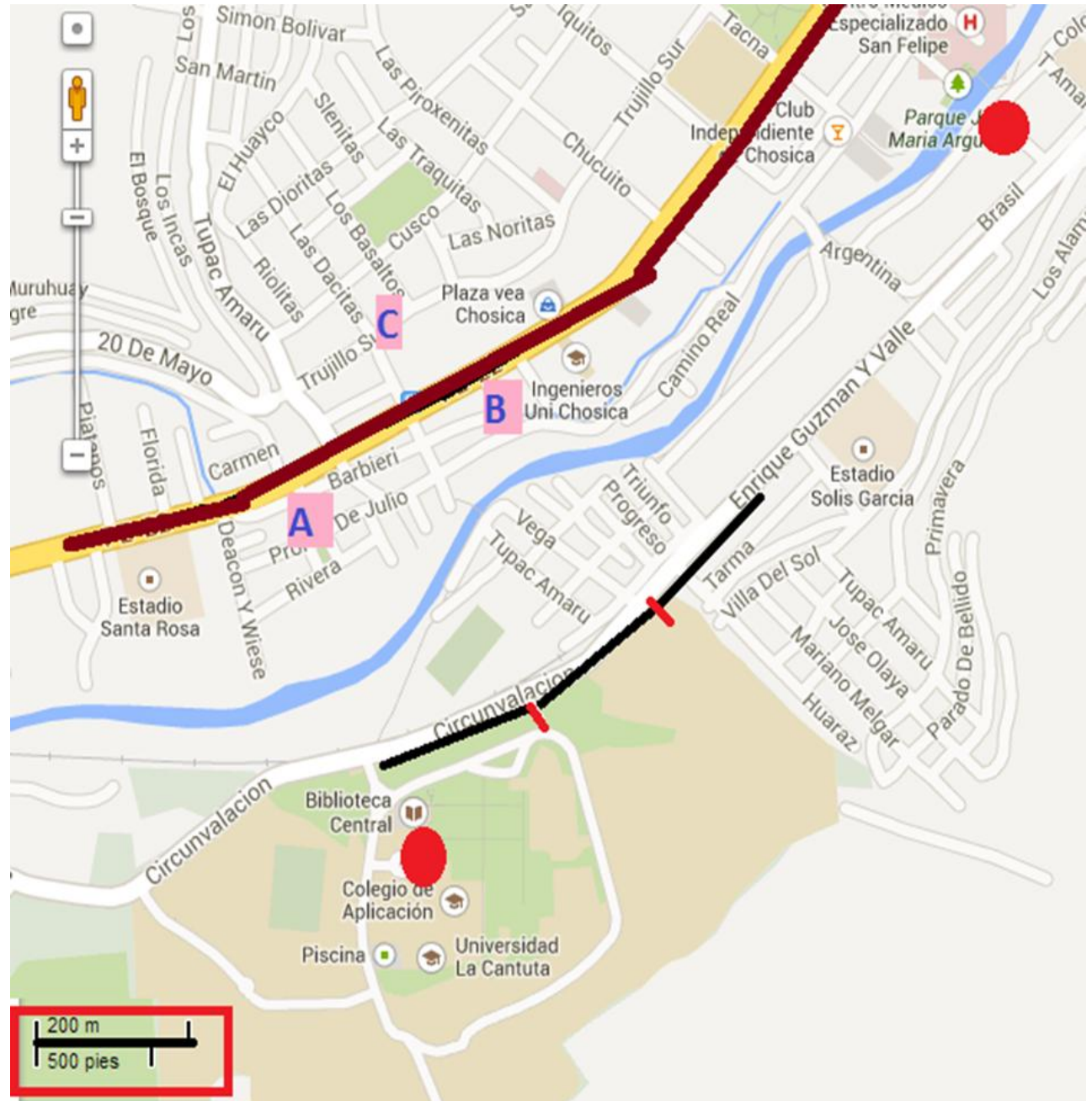
Carmen lives in Trujillo street, the house is close to Alberto Barbieri street, and Beatrice lives opposite of the Engineering Unit.

Locate their homes. ¿How far are they from the danger? ... Falling avalanche will affect their homes?



#### TASK 4:

Show on the map, an evacuation route for Carmen, Alberto and Beatrice. In what direction should they be mobilized?



# Activity N° 2

## TASK 1:

They make a data table that relates the path lengths of the creek, and the height from which it slides.

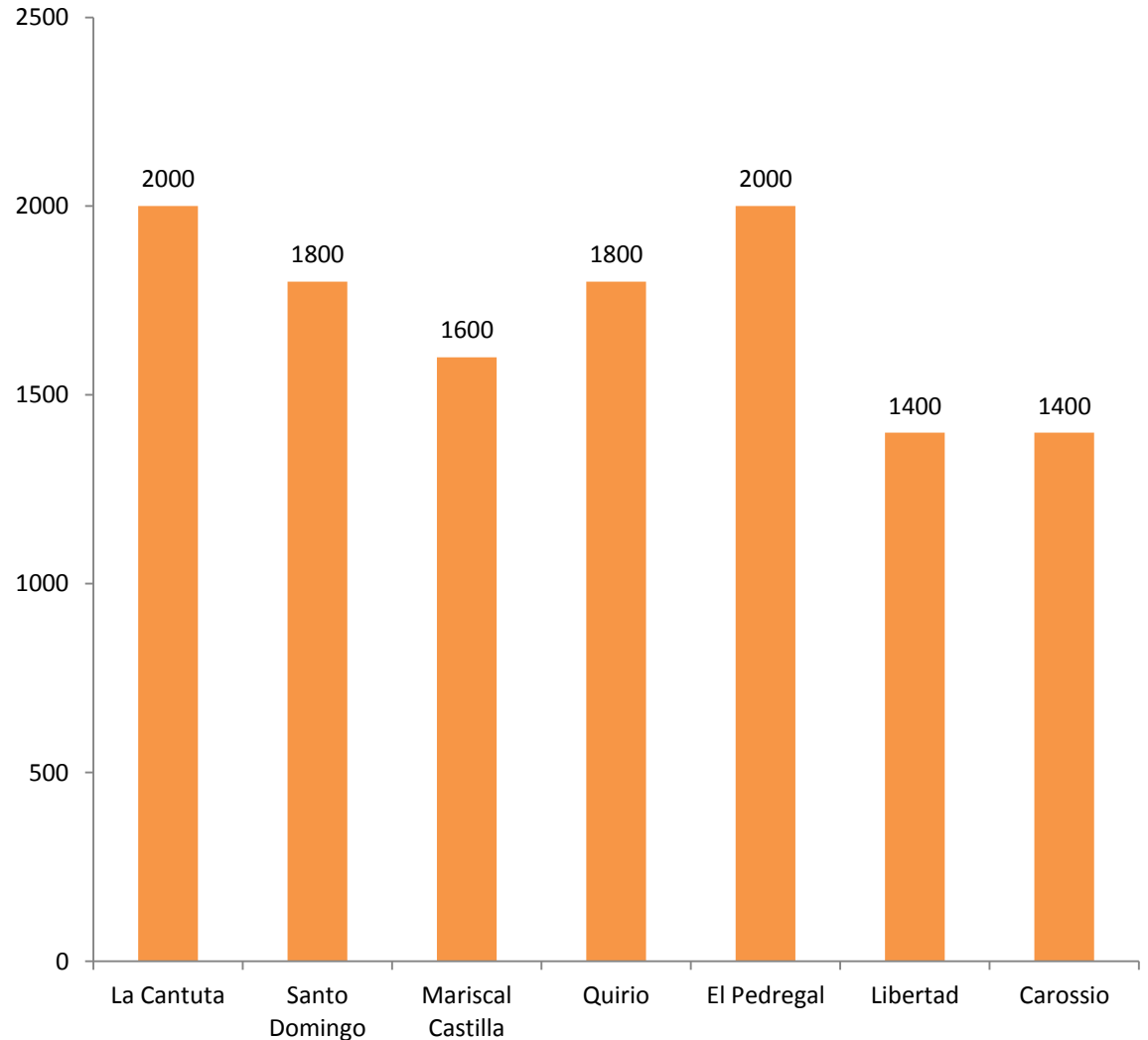
Creek	Length	Home of the creek msnm
La Cantuta	6 km	2000
Santo Domingo	4km	1800
Mariscal Castilla	1km	1600
Quirio	5 km	1800
El Pedregal	5km	2000
Libertad	1km	1400
Carossio	700m	1400

## TASK 2:

They draw a bar graph that relates the heights from which the Mudslides slide.

### ANSWER:

- ¿What is the biggest difference of heights from which the Mudslides slides In San Juan de Lurigancho?
- ¿What do the 2000 meters, 1800 meters, etc means? ... How many blocks of walking is equivalent?
- ¿In what time mud slides from the top?



This activity is part of a week Project “We prepare ourselves to manage the risk”

- This project allows us to demonstrate that mathematics is an integrated science that can be approached from different themes and different areas.
- Mathematical knowledge can be applied in real life situations and problems solving situations.
- Acts of daily life allow matemáticas content acquisition. School should be part of the lives of children and help them solve their problems.
- This is contextualized theme, therefore has a greater impact in endangered areas