

Review 1: Jean-Luc Berenguer, EGU Education Committee

My overall impression of this publication is very good. The paper provides a comprehensive overview of the wide range of initiatives carried out in Swiss schools to educate pupils about earthquake risks, in close collaboration with the research community.

Thank you very much for your positive and encouraging feedback.

The technical difficulties of setting up a network in schools and the limitations of the digital sensors chosen are neither ignored nor glossed over in the discussion. However, access to recordings directly available to schools is not explained clearly enough. There is some ambiguity between the SED data and the data provided by schools, which are easily accessible to students.

Thanks a lot making us aware of the lack of clarity regarding data access. Schools and interested parties can easily access seismograms from the Raspberry Shake school network Switzerland through <http://sas-viewer.ethz.ch/> (local seismicity) and <https://rs-viewer.ethz.ch/> (local, regional and global seismicity) (last accessed April 2026). Data are also available for download from the European Integrated Data Archive (EIDA).” We included a corresponding statement in the **Data Availability** section.

The network is also very well presented in the context of educational seismology at the international level. I appreciate the care taken to cite the many existing networks, even if some do not have the same scope as the Swiss network. I would like to point out a small imprecision regarding the network in France mentioned in lines 41-42. Today, the French network is managed by EDUMED-Obs, the Mediterranean Educational Observatory (Université Côte d'Azur) ... et not 'SISMOS à l'Ecole'. Line 41-42 > Key examples include the **SISMOS à l'École** network in France, which has successfully run for over 25 years and is now formally integrated into the national high school curriculum (Berenguer et al., 2020; Courboux et al., 2012);

Thanks a lot for pointing out that there is an imprecision regarding the French initiative. We changed the corresponding text to “Key examples include the SISMOS à l'École network in France, which has successfully run for over 25 years and is now managed by EDUMED-Obs, the Mediterranean Educational Observatory at the Université Côte d'Azur (Berenguer et al., 2020; Courboux et al., 2012);...”

Congratulations on this excellent document, which is certainly very informative for the research community wishing to promote risk culture in schools.

Thank you very much for taking your time to review our article. We would like to thank you for your positive feedback and kind words.

Jean-Luc BERENGUER
EGU Education Committee
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Review 2: John Taber, IRIS Education and Outreach Program

This is a well written manuscript that clearly describes the Swiss *seismo@school* initiative. The project has created a comprehensive set of classroom materials, deployed a network of Raspberry Shake seismometers in schools, and created a new simple build-your-own seismometer. Teachers were introduced to these resources via online and in-person workshops.

The misinformation and media literacy module is a unique addition compared to other groups' seismology education activities. Providing simple data access and visualization tools via Jupyter notebooks is a useful extension to the Raspberry Shake module.

Both the successes and limitations of the project are clearly stated, and the critical importance of follow-up and ongoing teacher support is acknowledged and planned for. This has included making a connection to media coverage of a mass movement event by providing expert interpretation of data for the schools.

I liked the simplicity of the Lambda Slinky Seismometer, particularly including the Arduino and a small display screen as part of the package, and I encourage the authors to consider discussions with a commercial vendor to sell the kits outside Switzerland.

Thank you very much for your positive and encouraging feedback. We also appreciate your suggestion to reach out to commercial vendors to distribute our Lambda Slinky Seismometer kits to interested parties outside Switzerland. We will discuss this internally within our group.

Offering supervisory support for student projects and theses is another strength of the project, and one successful example is given. It would be interesting to the reader if the authors know of any other examples yet.

After the initial submission of our manuscript, another student finished his Matura thesis in which he analysed seismic data recorded by the Raspberry Shake seismometer at his school to determine earthquake detection thresholds and identify anthropogenic noise sources.... We also list a couple of topics for future projects on our webpage: <https://seismo.ethz.ch/en/news-and-services/for-schools/activities-experiments-school-projects/>.

The use of 2 teacher surveys was described, and the results of the post-workshop usage survey were discussed. The initial results were very encouraging, and it was good to see there is an intent to follow up with another survey once more teachers have a chance to try the resources.

Suggestions

I'd suggest mentioning the target age range/grades for the modules and for the overall program near the beginning, as I didn't see any mention of target grades until the survey was discussed in section 3. Are the 5 activity modules and Raspberry Shake data use designed for similar grades or is data analysis targeted more towards older students?

We are targeting 12–18-year-olds, while the Jupyter notebook is primarily intended for older students, for example in the context of a Matura thesis. We clarified this important point in the Introduction section of the revised manuscript.

You could consider adding the following reference on line 45 as a second more recent reference for the IRIS seismographs in schools program, to be similar to the seismographs in schools references: Bravo T., J. Taber, H. Davis, 2020, A Case Study of Highly-Engaged Educators' Integration of Real-Time Seismic Data in Secondary Classrooms. *Front. Earth Sci.* 8:180.

Thanks a lot for making us aware of this important reference from Bravo et al. (2020). We added it to our revised manuscript.

It would be helpful to mention the approximate size of the Lambda Slinky Seismometer in figure 4 (for example, say that it's xx cm tall). The Lambda Slinky Seismometer is mentioned as a "third key outcome" of the project on line 307. I didn't notice the other 2 key outcomes called out in the same way, though I expect they are the classroom activities and the Raspberry Shake seismometer and associated data analysis. I'd suggest mentioning the Lambda Slinky Seismometer along with the other objectives in lines 59-63.

The assembled Lambda Slinky is about 40 cm tall. We added a corresponding note to Figure 4. Following your suggestion, we also highlight the other 2 key outcomes (education materials and Raspberry Shake network), and expanded the list of objectives in Chapter 1: "This two-year project aimed to revitalise and expand *seismo@school Switzerland* by providing schools with updated educational resources reflecting current knowledge in seismology and related fields, Raspberry Shake classroom seismometers for earthquake recording, and a simple seismometer kit (*Lambda Slinky*) for hands-on assembly to introduce the principles of seismometers."

It's not clear what "overarching research interest" is being referred to in line 371. Is that seismology research (e.g. seismic hazard and risk determination) or some educational research question?

We are referring to the research interests of this paper (see last paragraph in **Chapter 1**)... "In this paper, we investigate how experiential, data-driven educational approaches can enhance earthquake awareness and preparedness in moderate-hazard regions; how school-based seismometers support both teaching and scientific monitoring while introducing practical challenges regarding installation and operation; and what institutional and policy conditions are necessary to sustain such efforts over the long term."

I appreciated the opportunity to review this interesting manuscript and to learn about the very well developed and educationally valuable seismo@school initiative.

We would like to thank you for taking your time and providing us with very useful feedback.

John Taber
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