

Interactive comment on “Engaging children in geosciences through storytelling and creative dance” by Ana Matias et al.

Ana Matias et al.

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gc-2019-21 Reply to RC1 comments on “Engaging children in geosciences through storytelling and creative dance” by Ana Matias, A. Rita Carrasco, Ana A. Ramos, Rita Borges

"Reviewer comments" and authors' reply.

"Figure 1: From reading the text as well as looking at Fig. 2, my understanding was that Geology, Art, and Storytelling came together in the Science Communication activity. If this is the case, I might like to see Fig. 1 rearranged accordingly, with Science Communication at the center as the result of interdisciplinary research." Reply: The reviewer suggestion makes sense. We will change the figure accordingly.

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"References: It might be useful to add a couple of references regarding coastal geology scientific concepts" Reply: Noted. We will add references.

"Line 180: What is psychomotricity equipment? Could you give an example?" Reply: Noted. We will add a brief explanation and examples.

"The first paragraph of Section 3.1 is very important, as it provides the rationale for the activity development. I suggest moving it to the introduction." Reply: Noted. We will move the paragraph to introduction.

"Lines 353 and 390: The existence of "kinaesthetic learners" has been long dismissed as a myth. Please remove this." Reply: Noted. We will remove.

"Line 363: This is currently unsubstantiated. Please provide evidence or avoid speculation." Reply: Noted. We will remove.

"Line 405: Those are fantastic examples. Are those your ideas (in which case you should explicitly mention that's the case) or have those been carried out before (if so, please provide references)." Reply: These examples are our ideas, except the example of [plate tectonics and sculpture], which is referred to the artist that developed it. To avoid misinterpretation, the sentence will be rearranged.

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