

## Earthquake activities

<i>Junior</i>	<i>Middle</i>	<i>Senior</i>
<p>1. Discuss with class:</p> <ul style="list-style-type: none"> <li>• What is an earthquake?</li> <li>• If there is an earthquake while we are at school, what are the hazards to life and property?</li> <li>• Where are the safe places?</li> </ul> <p>2. Give students red stickers (dangerous) and green stickers (safe) to attach to appropriate places around the room.</p> <p>3. Ask students to draw a map of the class to show the location of the green and red stickers, and label why they have chosen those places.</p> <p>4. Discuss ways to fix some of the dangerous places so they are safer.</p> <p>5. Practise <b>Drop, Cover and Hold</b>.</p>	<p>1. Discuss with class:</p> <ul style="list-style-type: none"> <li>• What is an earthquake?</li> <li>• If there is an earthquake while we are at school, what are the hazards to life and property?</li> <li>• Where are the safe places?</li> </ul> <p>2. Instruct students to draw a map of the classroom and use a colour code on the map to identify dangerous (red) and safe (green) places.</p> <p>3. Ask them to label their maps to show why each place is safe or dangerous.</p> <p>4. Instruct students to write some suggestions for making the dangerous places safer.</p> <p>5. Practise <b>Drop, Cover and Hold</b>.</p>	<p>1. Discuss with class:</p> <ul style="list-style-type: none"> <li>• What is an earthquake?</li> <li>• If there is an earthquake while we are at school, what are the hazards to life and property?</li> <li>• What is a safe or dangerous place in an earthquake?</li> </ul> <p>2. Divide class into groups to survey various areas of the school (eg classrooms, library, hall) to identify safe and dangerous places.</p> <p>3. Tell groups to draw maps of their assigned areas, showing safe and dangerous places, and to suggest how dangerous places could be made safer.</p> <p>4. Ask them to produce earthquake response plans for their areas, and present these to the rest of the school.</p> <p>5. Practise <b>Drop, Cover and Hold</b>.</p>

## Earthquake homework sheet

<i>Junior</i>	<i>Middle</i>	<i>Senior</i>
<p>1. Walk with an adult around your house and decide on the areas that would be safe in an earthquake (green areas) and those that would be dangerous in an earthquake (red areas).</p> <p>2. Talk to an adult at home about the safe places you found in your house.</p> <p>3. Show an adult at home how to <b>Drop, Cover and Hold</b>.</p>	<p>1. Draw a colour-coded map of your house, identifying the areas that would be safe in an earthquake (green areas) and those that would be dangerous in an earthquake (red areas).</p> <p>2. Interview an adult to see if they understand <b>Drop, Cover and Hold</b>.</p> <p>3. Draw a cartoon and use speech bubbles to show what they knew about <b>Drop, Cover and Hold</b>.</p> <p>4. Check if your house has a household emergency plan and emergency survival items.</p> <p>5. Write a paragraph about the results of your checks, and what your family needs to do to be better prepared for an earthquake.</p>	<p>1. Survey the different rooms in your house to identify safe and dangerous places in an earthquake.</p> <p>2. Draw a diagram of your house labelling those areas that would be safe in an earthquake (green areas) and those that would be dangerous in an earthquake (red areas).</p> <p>3. Label the diagram to suggest how the dangerous places could be made safer.</p> <p>4. Mark on your diagram where your family's emergency survival items are kept.</p> <p>5. Write an earthquake plan for your home as a bullet-pointed list, beside or under your diagram.</p>