



THE
children's MUSEUM
AT LA HABRA

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Disaster Supplies Matching Game

Overview

By playing a card-matching game, students will compile a list of items useful in earthquake preparedness.

Processes/Skills

- Observing
- Comparing
- Memorizing
- Writing
- Discussing

Recommended For: Grade K-3

Time Required: 30-45 minutes

Materials Required:

- 13 pairs of matching cards (included)
- Tape

Connecting to the Standards

- Language Arts
 - W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
 - L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - S.L. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Activity Objectives

- The learner will (TLW) use their memory to match cards printed with earthquake preparedness supplies.
- TLW compile a list of these supplies and discuss their importance in disaster preparation.

Main Activity, Step-by-Step Procedure

1. Mix cards and tape in a grid on chalkboard or whiteboard.
2. Before the game begins, start a discussion by prompting students to answer the following: *“If you had to leave your house in a hurry because of an emergency, what are some important items you should take with you?”* (Water, food, medicine, contact information, etc). Take suggestions for 3 to 5 minutes.
3. Explain the game: Inform students that they will be learning about essential items needed in an earthquake supplies kit. *“Today we will learn about very important items needed for a disaster supplies kit by playing a game called Earthquake Supplies Matching. Students will take turns flipping cards. If a student makes a match, they keep the cards and take them back to their desk.”*
4. Once all of the cards have been paired, have the students show the class what items they have. *“Everyone that found a pair please come up to the front of the class and show everyone what you have. What do you have, student name?”* (Student answers) *“The ___(item)___ is important because…”* Refer to list at the end of this document.
5. Write down the name of the item on the board and repeat until each one has been discussed.
6. Instruct students to copy down the list and emphasize the importance of having these items in case of a disaster. *“Please copy this list because these items are very important. You can go home and create your own disaster supplies kit. It can be used for any disaster, not just earthquakes. Store it in a safe place where you can easily access it, such as in a room where you spend most of your time or in the family car.”*

Discussion Questions

1. Have you experienced an earthquake before? What does it feel like?
2. What should we do if an earthquake hits at home? What about if it happens at school?

Assessment

1. Students are able to model new learning by completing “I used to think... but now I know...” statements.
2. Students will be able to carry the discussion into their own homes and put together an earthquake kit.
3. Students are able to discuss how their ideas have changed by comparing the list of supplies compiled before and after the matching game.

Resources

Activity and guide developed for the ShakeOut by the Southern California Earthquake Center.
<http://www.shakeout.org/downloads/ShakeOut_P3_DisasterSuppliesKit.pdf>

CONTENT BACKGROUND:

Bottled Water: Tap water may stop flowing if strong ground shaking breaks old, brittle water pipes and connectors. It is important to have enough water to provide for one gallon per person, per day after a major earthquake to last at least 3 days and ideally for 2 weeks. Water should be replaced every year.

Canned Goods: In addition to providing sustenance, canned fruits and vegetables retain water that can supplement the bottled supply.

Can Opener: While some cans have a metal tab available for opening, most do not, and require the use of a can opener.

Contact List: A list of emergency contacts including an out-of-town contact that can be reached in case local phone lines are busy. The numbers should be kept in a waterproof container.

Copies of Important Documents: Copies of important documents such as identification, insurance policies, and financial records should be kept in a secure, waterproof container in case anything happens to the originals or they become unreachable.

Dried Snack Foods: Food items such as energy bars and dried fruit are less perishable than other foods, and unlike the water in the kit, do not need to be replaced yearly.

Emergency Cash: Power may be disrupted in large regions, making people unable to withdraw cash or use credit cards to purchase needed goods.

First Aid Kit: Small tools, alcohol swabs, and medicines will allow you to handle minor injuries immediately in the likely case that outside help takes time to arrive.

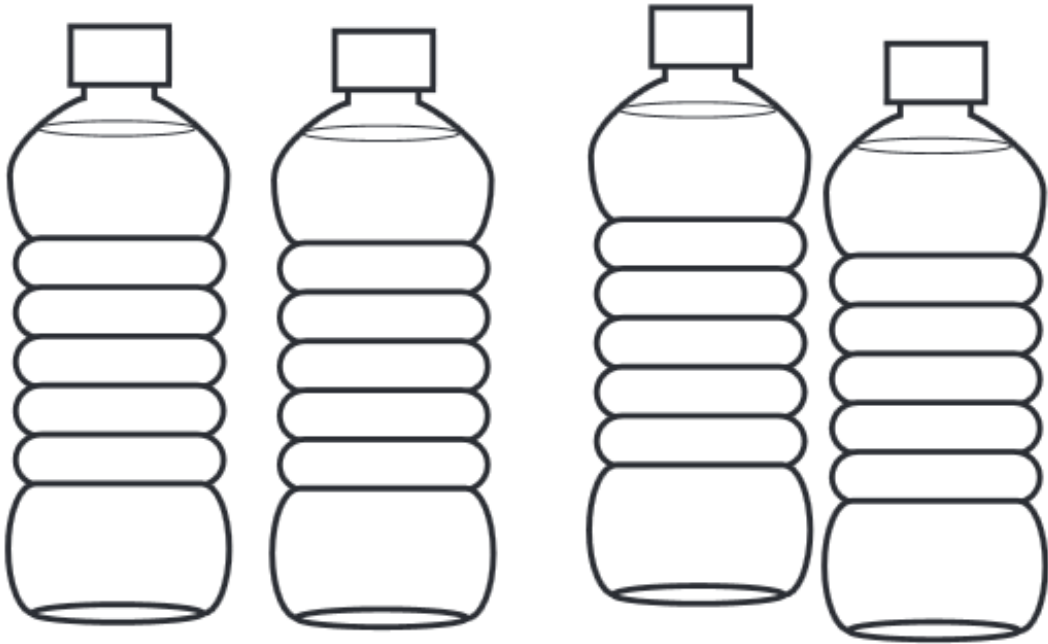
Flashlight: Crank-powered or shake-powered flashlights are ideal to set aside for use during emergencies when the power is out and batteries are unavailable or drained.

Medicines: Medicines vital to any member of the household – including babies, the elderly, or pets – should have an extra supply of unexpired medications stored together with the rest of the emergency kit for emergency use.

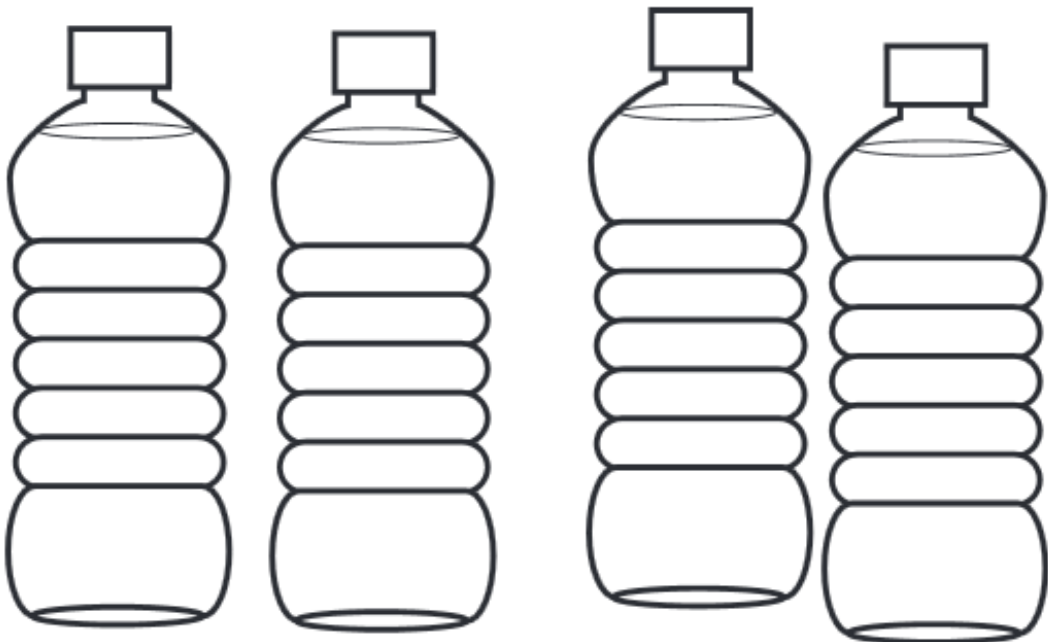
Radio: Radios are important for receiving information and announcements about the development of post-disaster directions, activities, and warnings, particularly when all other forms of communication are either down due to loss of power (internet, television) or busy from a system overload (phone). Crank-powered radios are also preferable to battery-operated radios because they can function continuously without extra supplies.

Toiletries: Items that aid in maintaining hygiene are important to have after any devastating disaster not only for personal reasons, but also for people to avoid falling ill due to unsanitary practices at a time when little medical treatment will be available.

Whistle: Emergency rescuers are trained to be alert to whistles and knocking coming from people who are trapped in rubble. Using a whistle instead of yelling also helps conserve energy in case it takes a while for the rubble to be cleared.



BOTTLED WATER



BOTTLED WATER



CAN OPENER



CAN OPENER



CANNED GOODS



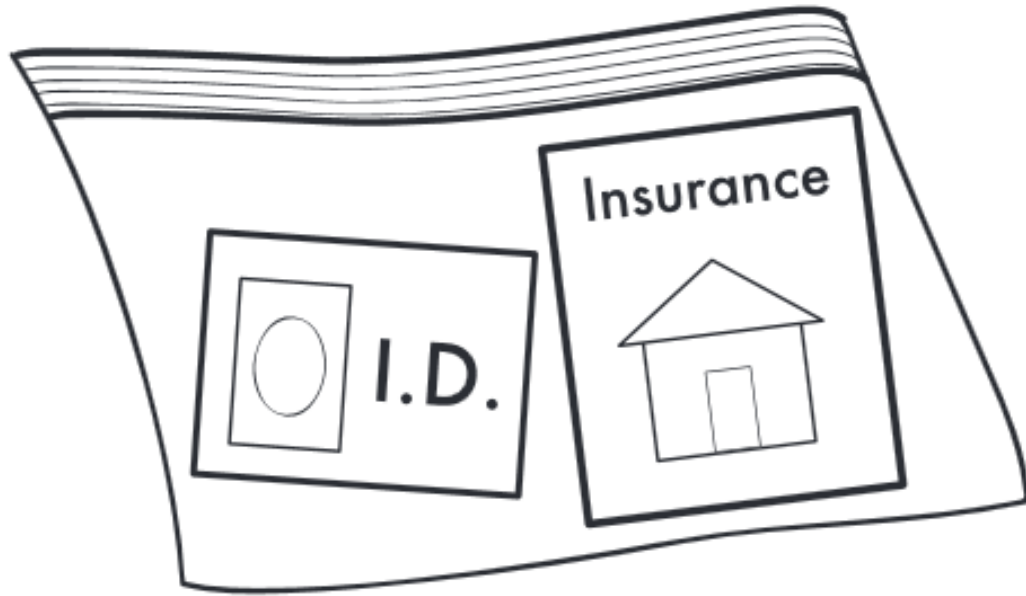
CANNED GOODS



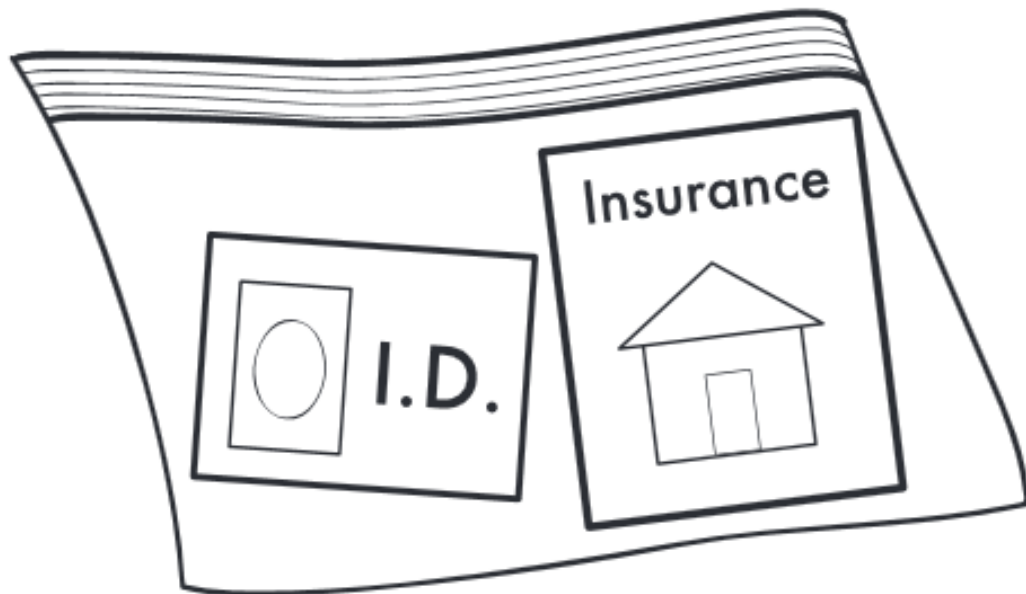
CONTACT LIST



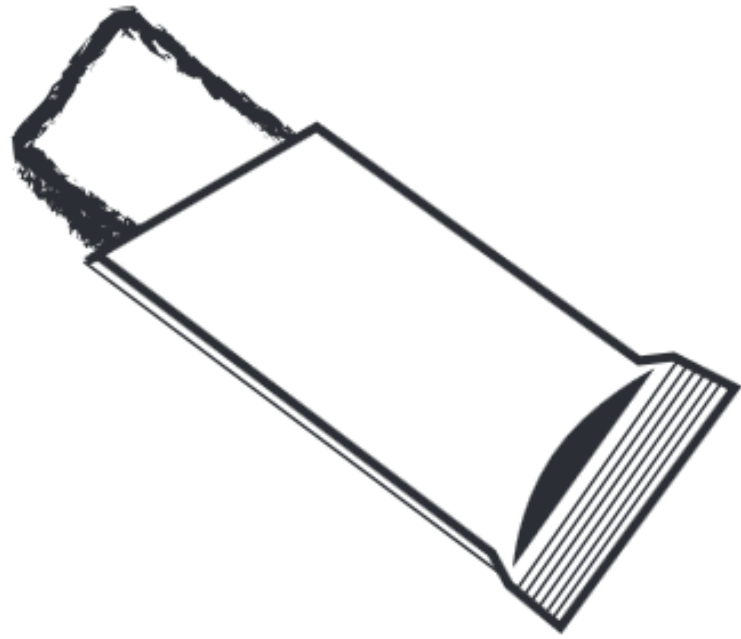
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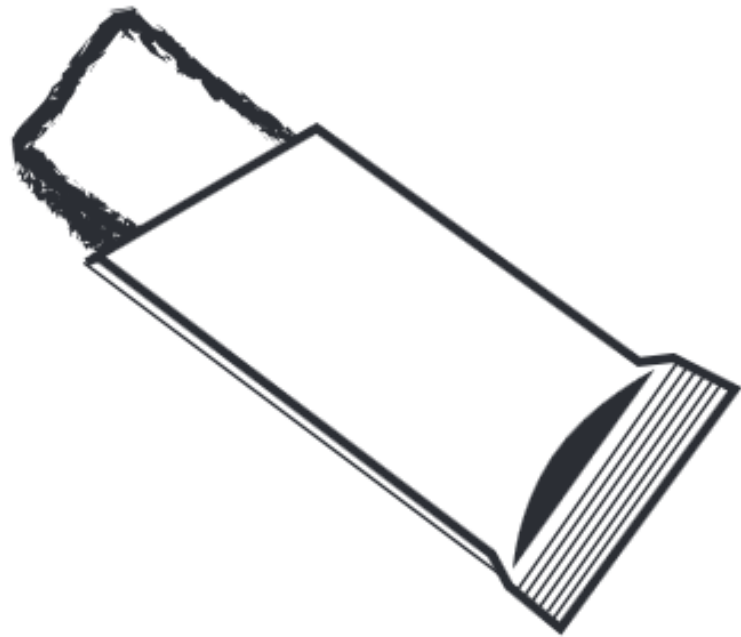
COPIES OF IMPORTANT DOCUMENTS



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DRIED SNACK FOODS



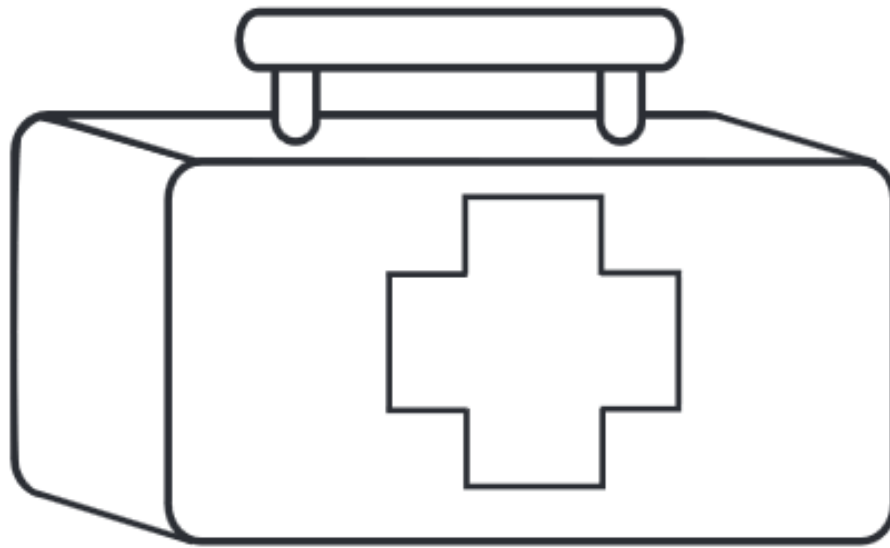
DRIED SNACK FOODS



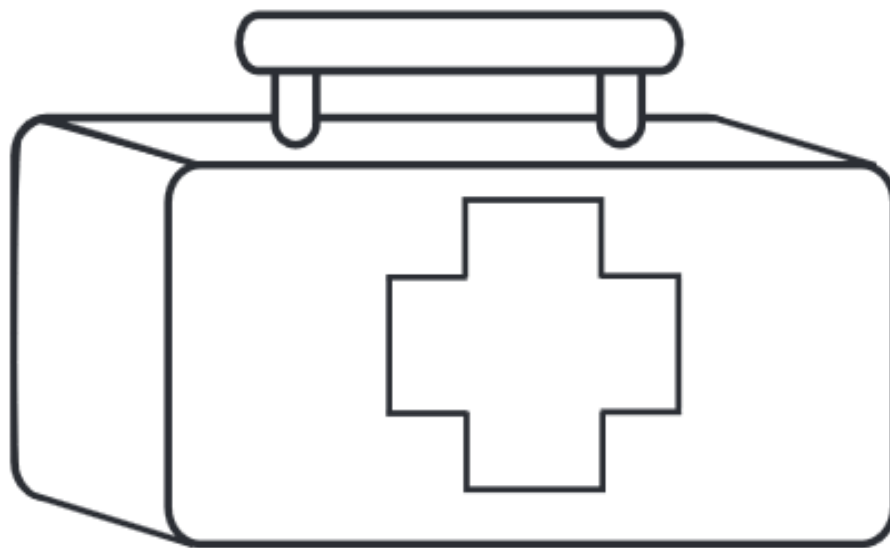
EMERGENCY CASH



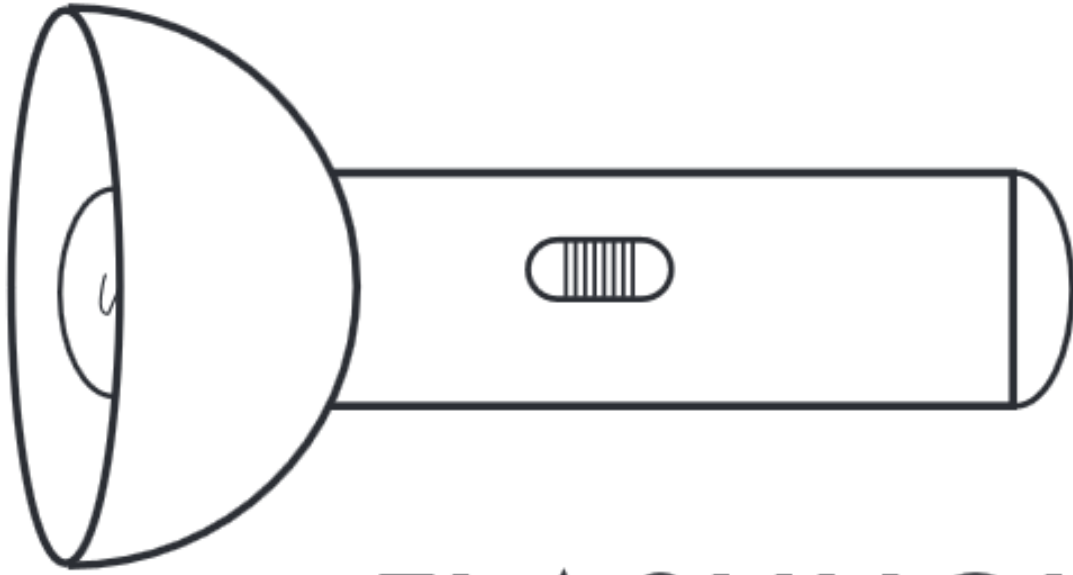
EMERGENCY CASH



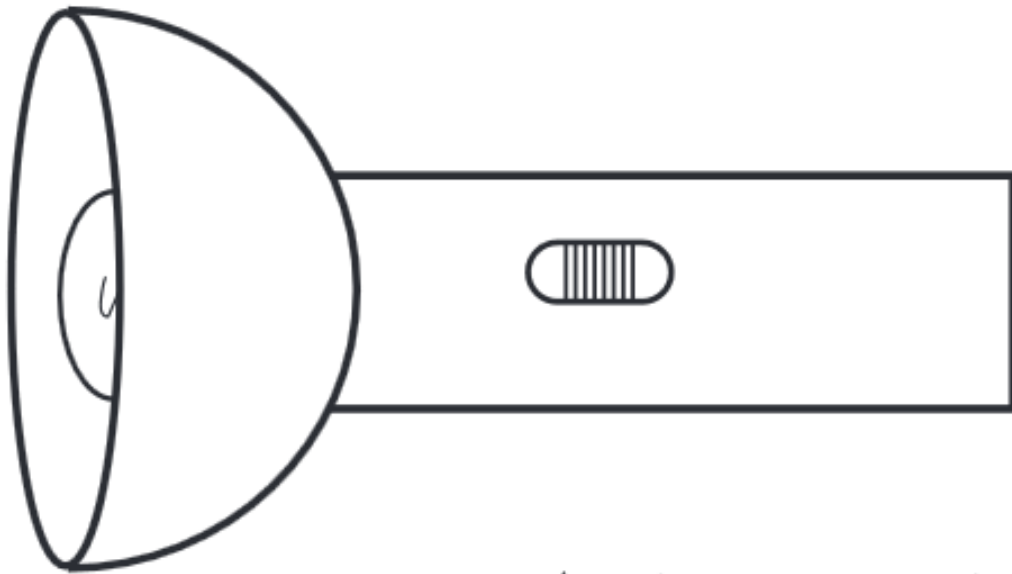
FIRST AID KIT



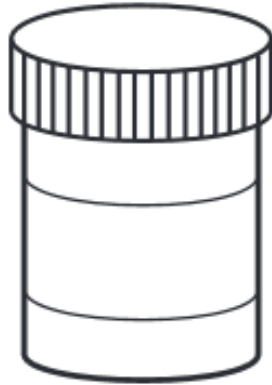
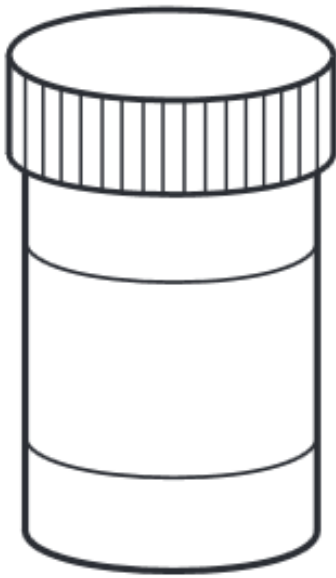
FIRST AID KIT



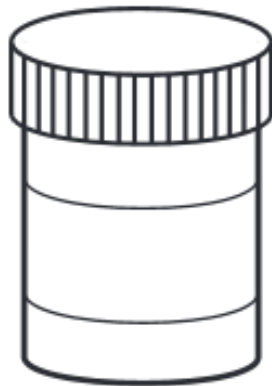
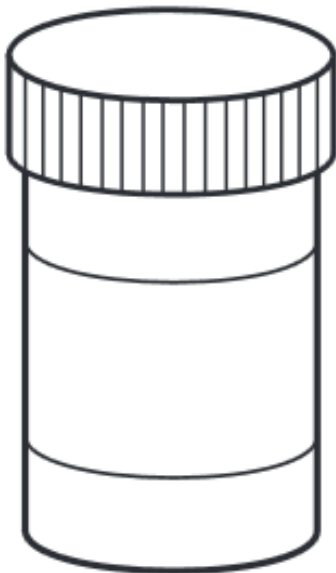
FLASHLIGHT



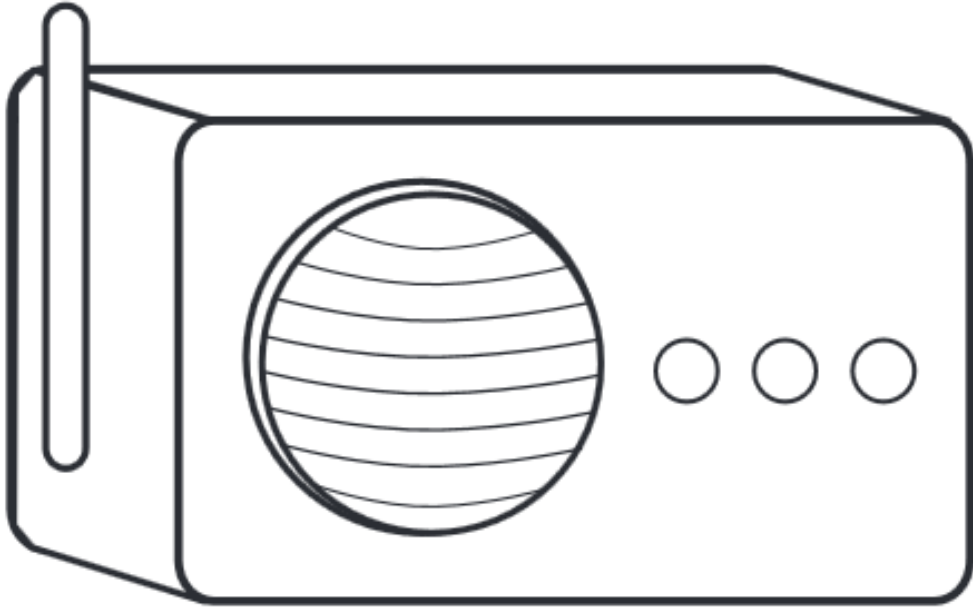
FLASHLIGHT



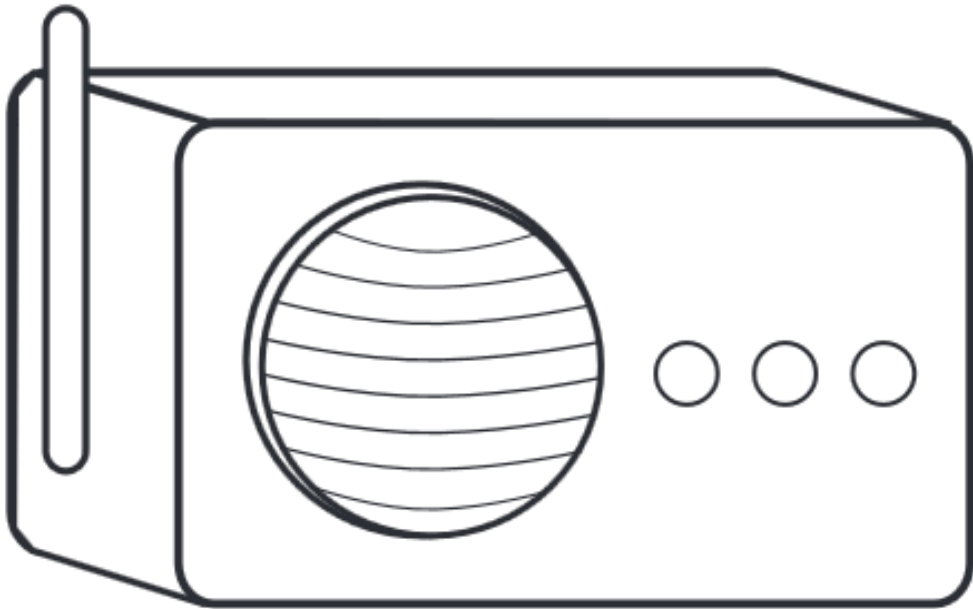
MEDICINES



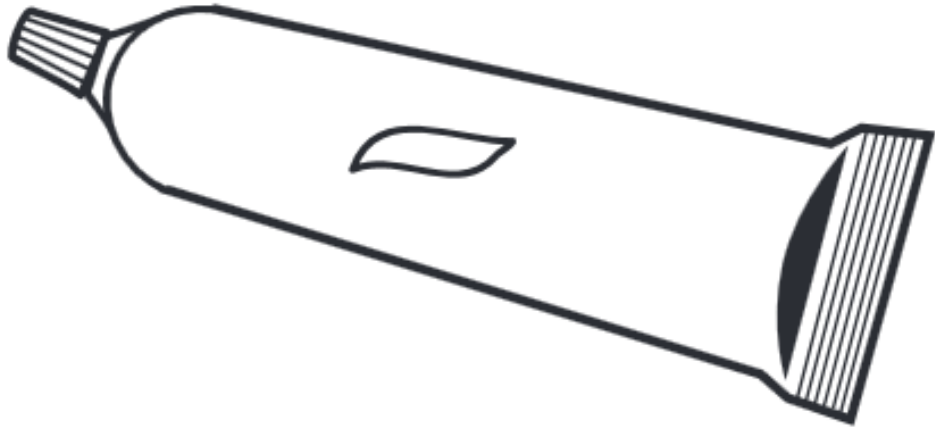
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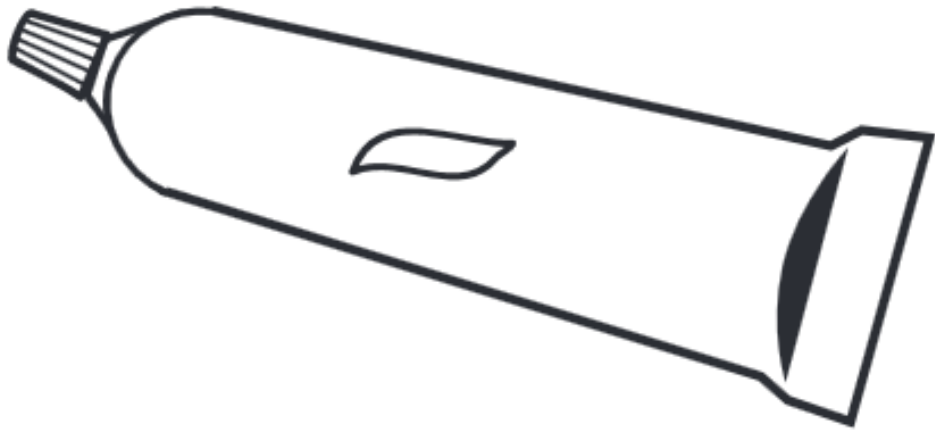
RADIO



RADIO



TOILETRIES



TOILETRIES



WHISTLE



WHISTLE