



THE
CHILDREN'S MUSEUM
AT LA HABRA

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Preparing for an Earthquake

Overview

The students will learn about earthquakes and how to be prepared for an earthquake by identifying safe meeting places and emergency exits in the school.

Processes/Skills

- Observing
- Examining
- Classifying
- Describing
- Analyzing
- Cooperating

Recommended For: Grade K-3

Time Required: 45 minutes

Materials Required:

- bottled water
- first aid kit
- canned food
- blanket
- medicine
- battery operated radio
- flashlight
- list of emergency contacts

- anything else you would like to include in the kit

Connecting to the Standards

- Language Arts
 - o S.L. 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - o 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.
 - o S.L. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Science
 - o 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
 - o K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Activity Objectives

- The students will identify items in an earthquake kit and understand the need for earthquake preparedness.
- The students will formulate a plan by identifying emergency exits and safe places in the case of an earthquake.
- The students will alleviate anxiety and fears about earthquakes by pre-planning for an earthquake.

Main Activity, Step-by-Step Procedure

1. Discuss with the students why earthquakes occur and ask the students what would happen in case of an earthquake while they are in class or at home.
2. Talk about the possibilities and the consequences of an earthquake.
 - a. Some possibilities include building collapse, trapped inside, no water, no food, no lights, injury, and etc.

3. Before the lesson, hide the earthquake kit items around the classroom. OR hide the items around the school and give each child a map and compasses to find each item.
4. Talk to the students about earthquake safety and preparedness and ask them what they think should go into the earthquake kit. Write the list of items mentioned by the students on the board.
5. Have the students search for the earthquake kit items in the classroom. Once the items are all found, assemble the kit for your classroom.
6. Discuss and practice the earthquake plan your school follows and make sure each child knows what to do when an earthquake occurs. The students should know where the safest places are around the school. Identify two safe places and make a plan for these locations.
7. Have the students draw the map of the safe meeting places and exits on school campus.

Discussion Questions

1. What are some items that should go into the earthquake kit?
2. What are the hazards and aftermath of earthquakes?
3. How can we determine the safe meeting places when an earthquake occurs?
4. What are the steps to follow when an earthquake occurs?

Assessment

1. After the lesson, the students should understand and identify the earthquake drill of safe meeting places and school exits by completing the map worksheet.

Resources

Earthquake Country Alliance

<http://www.earthquakecountry.org/10.5/lessonplans.html>

Federal Emergency Management Agency

http://www.fema.gov/media-library/data/a260e5fb242216dc62ae380946806677/FEMA_plan_child_508_071513.pdf