



THE
CHILDREN'S MUSEUM
AT LA HABRA

301 South Euclid St., La Habra CA 90631 (562) 383-4236 Fax (562) 383-4485 www.lhcm.org

Safe Areas

Overview

The students will identify dangerous and safe zones during earthquakes by analyzing photos and highlight potential danger zones on a worksheet.

Processes/Skills

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

Recommended For: Grade 2

Time Required: 45 minutes

Materials Required:

- K-W-L chart for each student
- Classroom: Safe Areas and Hazard Hunt worksheet for each student
- Red and green crayons

Connecting to the Standards

- Language Arts
 - o R.F. 2. Demonstrate understanding of the organization and basic features of print.
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- o W. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- o W. 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- o W. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- o W. 8. Recall information from experiences or gather information from provided sources to answer a question.
- 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. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- o S.L. 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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 safe and hazard zones during an earthquake.
- The students will understand what do to during an earthquake.
- The students will complete a K-W-L chart.

Main Activity, Step-by-Step Procedure

1. Distribute the K-W-L chart worksheet to all the students and have the students fill out (or as a class) what they already know about earthquake safety.
2. Once they fill out the “Know,” have them fill out (or as a class) what they want to know about earthquake safety.
3. Discuss what happens during an earthquake and what would be potential hazards during an earthquake.

4. Students can look around the classroom and identify what could be a hazard in the event of an earthquake.
5. Distribute the “Classroom: Safe Areas and Hazard Hunt” worksheet to all the students and have them color the safe areas with green crayon and hazard areas with a red crayon.
6. Once the students are finished with the worksheet, have them fill out the “learned” section of the K-W-L chart.
7. Discuss and practice the Drop, Cover, and Hold On technique with the students in the green zone.

Discussion Questions

1. Why are the green and red areas safe or dangerous?
2. What are some ways we can make hazard zones into safe zones?

Assessment

1. The students will be able to demonstrate the Drop, Cover, and Hold On technique without teacher instruction.
2. The students will be able to answer questions on a worksheet provided by the teacher individually.

Resources

Shake Out- http://www.shakeout.org/downloads/ShakeOut_P5_SafeAreas_Guide.pdf

Southern California Earthquake Center - www.scec.org

Name: _____

K-W-L Chart

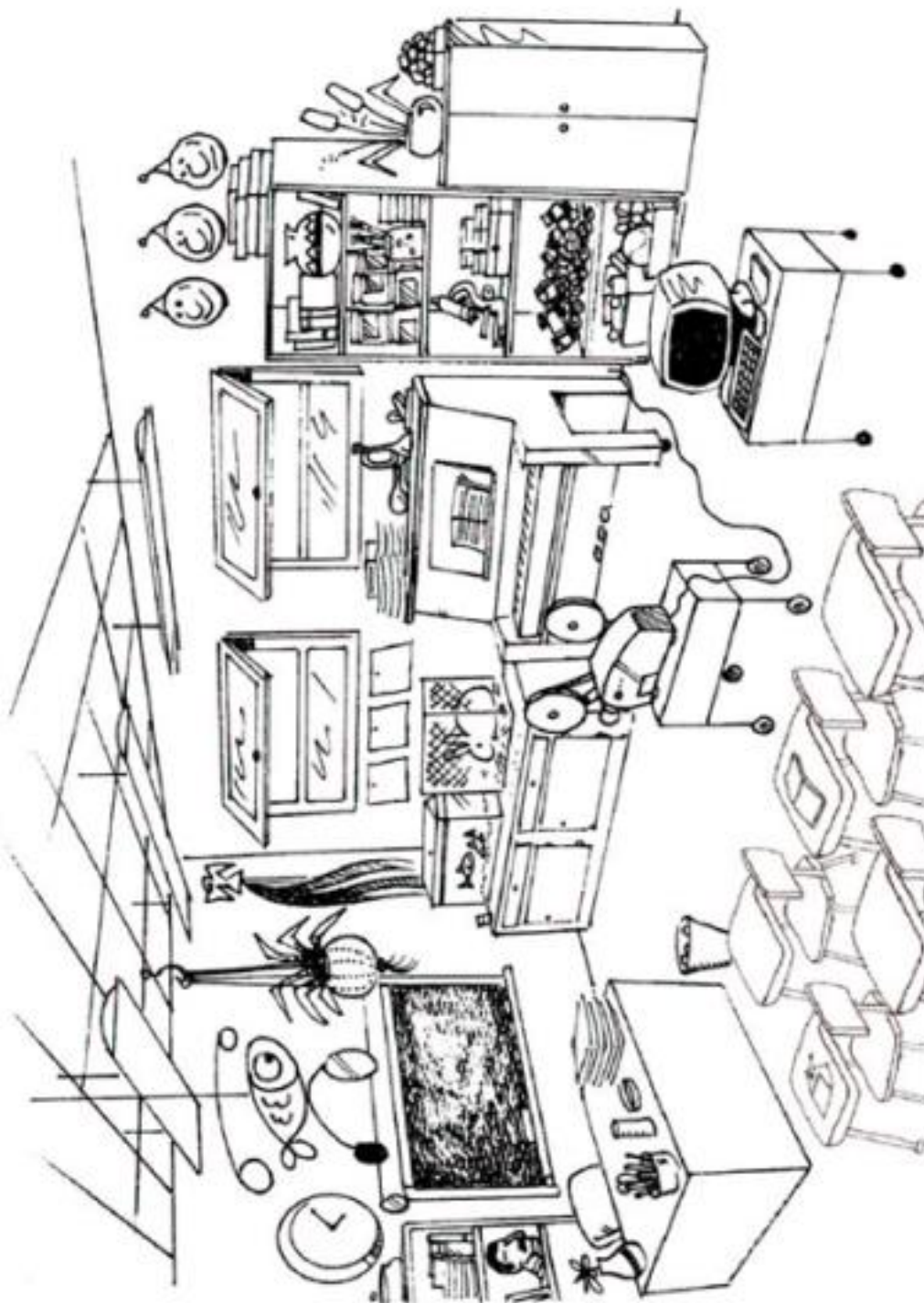


Know What do you know?	Want What do you want to know?	Learned What have you learned?

Name _____

Classroom: Safe Areas and Hazard Hunt

Directions: Color safe areas green. Color potentially hazardous areas/items red.



ADAPTED FROM FEDERAL EMERGENCY MANAGEMENT AGENCY (APRIL 2000). TERROR THREAT (PART 119). BUCHHEISSON, MD: FEMA PUBLI-00-119.

