

LEARNING TIP

To review the steps in solving a problem or researching see the Skills Handbook sections "Solving a Problem" and "Researching."



Preparing for an Earthquake Problem

Are you prepared for the big one? Since many parts of British Columbia are in an earthquake zone, it is only a matter of time before a major earthquake occurs. You need to be prepared for a major earthquake, both at school and at home. What can you do before, during, and after an earthquake to keep yourself as safe as possible?

Task

Create two Earthquake Preparedness Checklists—one for school and one for home.

Criteria

To be successful, your checklists must

- provide details about the dangers during and after an earthquake
- describe precautions that you can take before, during, and after an earthquake
- be thorough and accurate
- be clear and easy to understand

Plan and Test

1. Research dangers that you might expect during a major earthquake. What can you do now to prepare for these dangers? What can you do during an earthquake to keep yourself as safe as possible from these dangers? Are the dangers at home different from those at school? Take notes as you do your research.

2. Now research dangers that you might expect after an earthquake. What can you do now to prepare for these dangers? What can you do during and after an earthquake to keep yourself as safe as possible from these dangers? Are the dangers at home different from those at school? Take notes as you work.

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3. Use your notes to draft school and home Earthquake Preparedness Checklists. Use the following headings: Before an earthquake, During an earthquake, After an earthquake.

Evaluate

4. Compare your draft school and home checklists with those of other students. Is there anything that you think you should add?
5. Compare your school checklist with the school's earthquake preparedness plan, if there is one. Is there anything that you think you should add to your checklist?
6. Show your home checklist to your parents. Is there anything that they think you should add or change?

Communicate

7. Make final copies of your school and home checklists. You may want to illustrate your checklists to emphasize important points.
8. Use your school checklist to teach a group of younger students about how to be prepared for an earthquake.
9. Is there anything on your checklist, or your classmates' checklists, that you think should be added to your school's plan? If so, get advice from your teacher about how to communicate this to your principal.
10. Is there anything on your checklist that your family has not done? Talk to your family about why it is important to do everything on your checklist.

CHECK YOUR UNDERSTANDING

1. What resources did you use to create your checklists?
2. Are there organizations in your community that could provide you with additional information? Compare your checklists with any information that these organizations provide.