

## PREPAREDNESS ACTIVITY #3

All Grades

### Disaster Supplies Kit Concentration Game

This activity is one of several in a basic curriculum designed to increase student knowledge about earthquake science and preparedness. The activities can be done at any time in the weeks leading up to the ShakeOut drill. Each activity can be used in classrooms, museums, and other educational settings. They are not sequence-bound, but when used together they provide an overview of earthquake information for children and students of various ages. All activities can be found at [www.shakeout.org/schools/resources/](http://www.shakeout.org/schools/resources/).

Please review the content background (page 3) to gain a full understanding of the material conducted in this activity.

#### OBJECTIVE:

For students to identify useful disaster supplies kit items by playing a classroom matching game

#### MATERIALS/RESOURCES NEEDED:

- 13 pairs of cards with items from a disaster supplies kit printed on them
- Tape

#### PRIOR KNOWLEDGE:

In order to conduct this activity, students must be able to identify two matching pairs of cards.

#### ACTIVITY:

##### Set-Up (20 minutes)

Print out the PDF documents which consist of 13 pairs of cards with important disaster supplies on them, two to a page. Print out one full set (13 pages) onto thick paper, such as cardstock. Cut out each page in half to create the card pairs. If possible, laminate the cards to increase their durability. Use a chalkboard, whiteboard, or wall with enough space to place the cards in rows of 5 to 7 each to form a grid. Turn the cards around and tape them upside-down along their top edge so that they can be flipped open.

##### Procedure (35 minutes)

The italicized phrases are spoken suggestions for the instructor and those in parenthesis are possible answers students might provide.

1. Start the 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.
2. Inform students that they will be learning about essential items needed in a disaster supplies kit.

*Today we will learn about very important items needed for a disaster supplies kit by playing a game called Disaster Supplies Kit Concentration.*

a. Describe the rules.

*The game is played by having one student come up to the board and flip over one card. The student then tries to find its pair by flipping another card.*

b. Then say:

*If the person finds a pair, they can hold on to them and bring it back to their seat. The next student then tries to find the next pair. Try to remember the location of the cards for when it is your turn! We will do this until all the cards have been matched.*

3. Once all of the items 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...*

Write down the name of the item on the board and repeat until each one has been discussed.

4. 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.*

5. If applicable, encourage students to take part in the community's disaster preparedness programs such as the ShakeOut.

*There are disaster preparedness programs such as the annual ShakeOut that you can take part in. It helps you learn more information by preparing and practicing for a big earthquake.*

## 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.

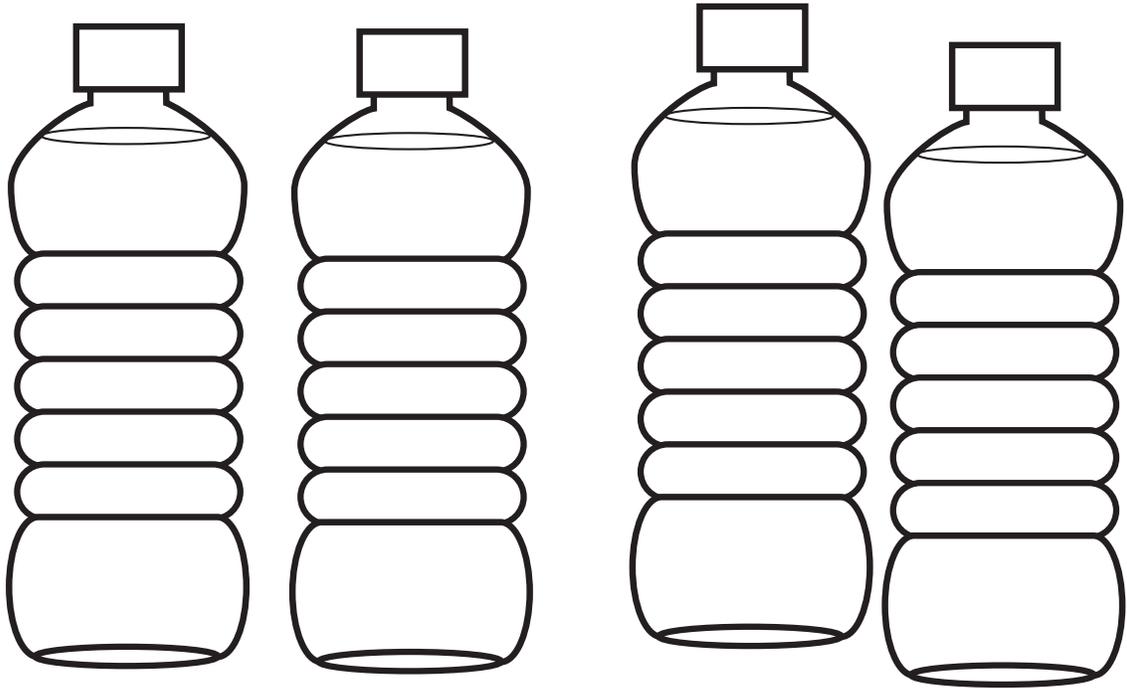
**Flashlight:** Crank-powered or shake-powered flashlights are ideal to set aside for use during emergencies when the power is out and batteries are unavailable or drained.

**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.

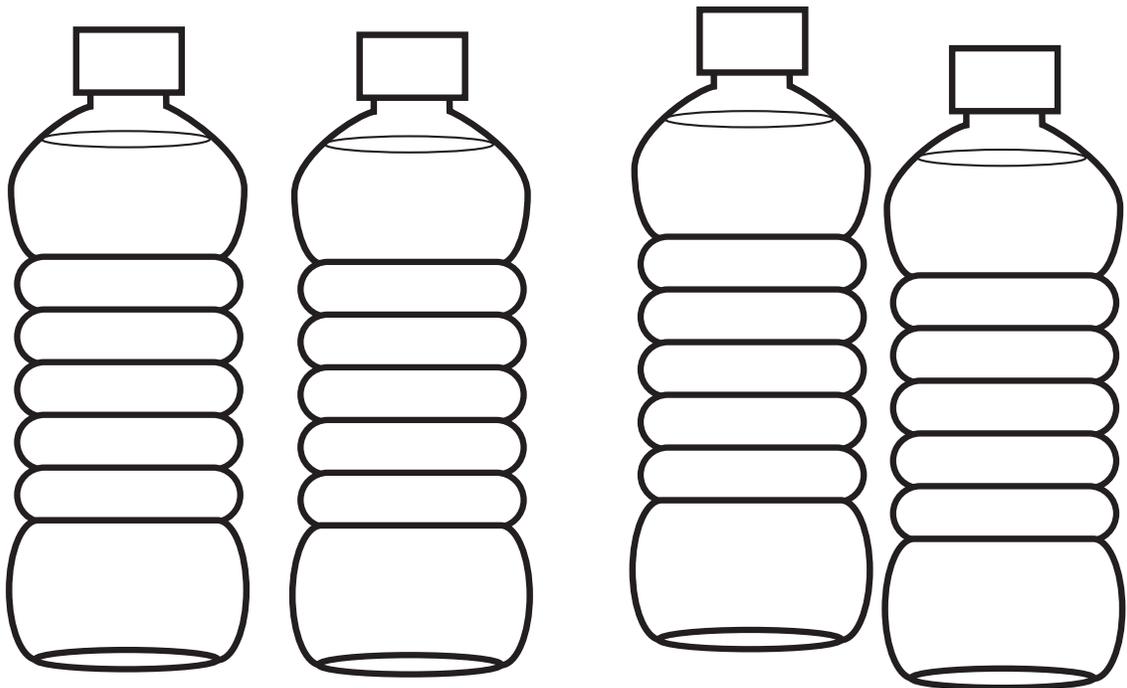
**Toiletries:** Items that aid in maintaining hygiene are important to have after any devastating disaster not only for personal reasons, but also for people to avoid falling ill due to unsanitary practices at a time when little medical treatment will be available.

**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.

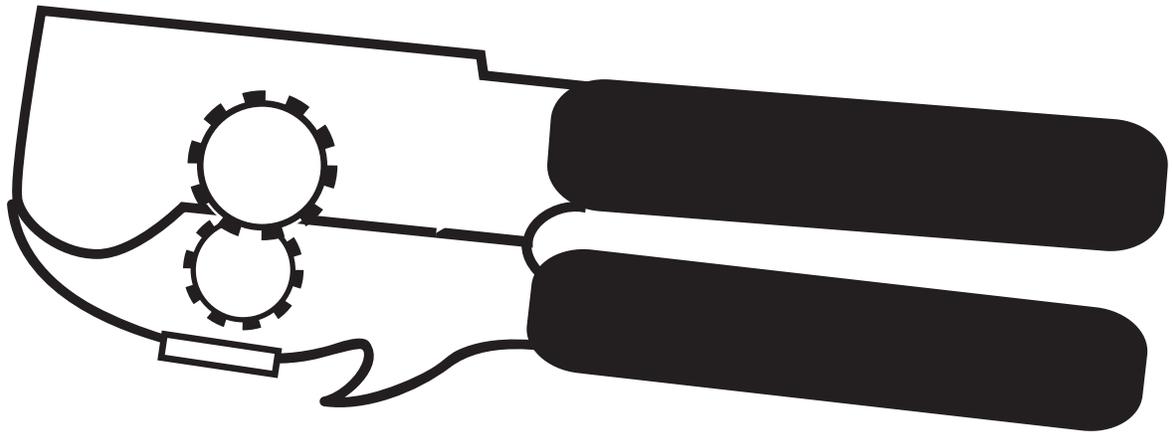


**BOTTLED WATER**

---

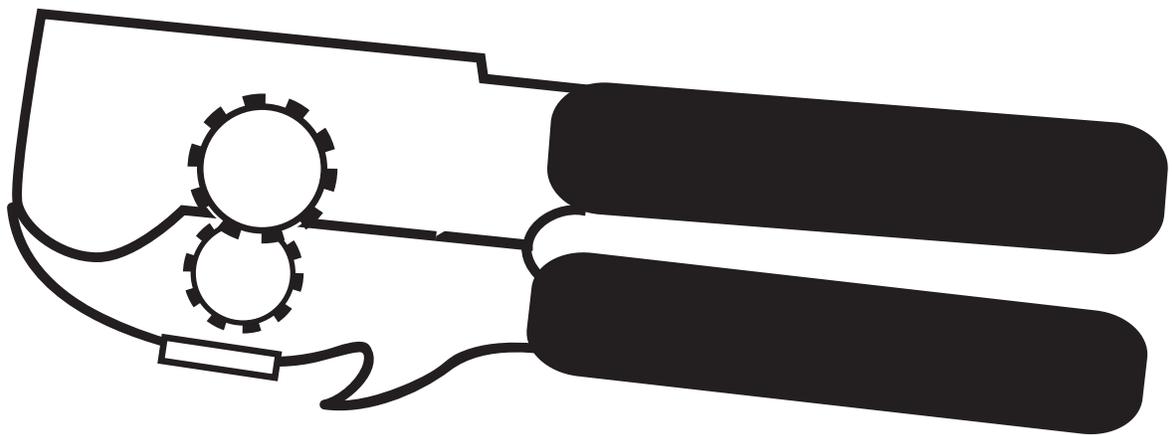


**BOTTLED WATER**

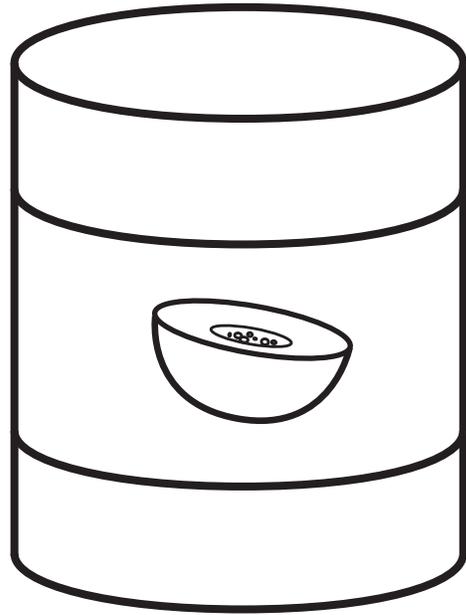


**CAN OPENER**

---

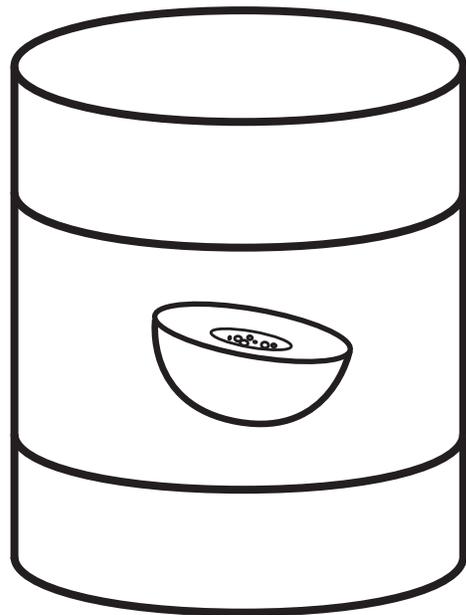


**CAN OPENER**



**CANNED GOODS**

---



**CANNED GOODS**

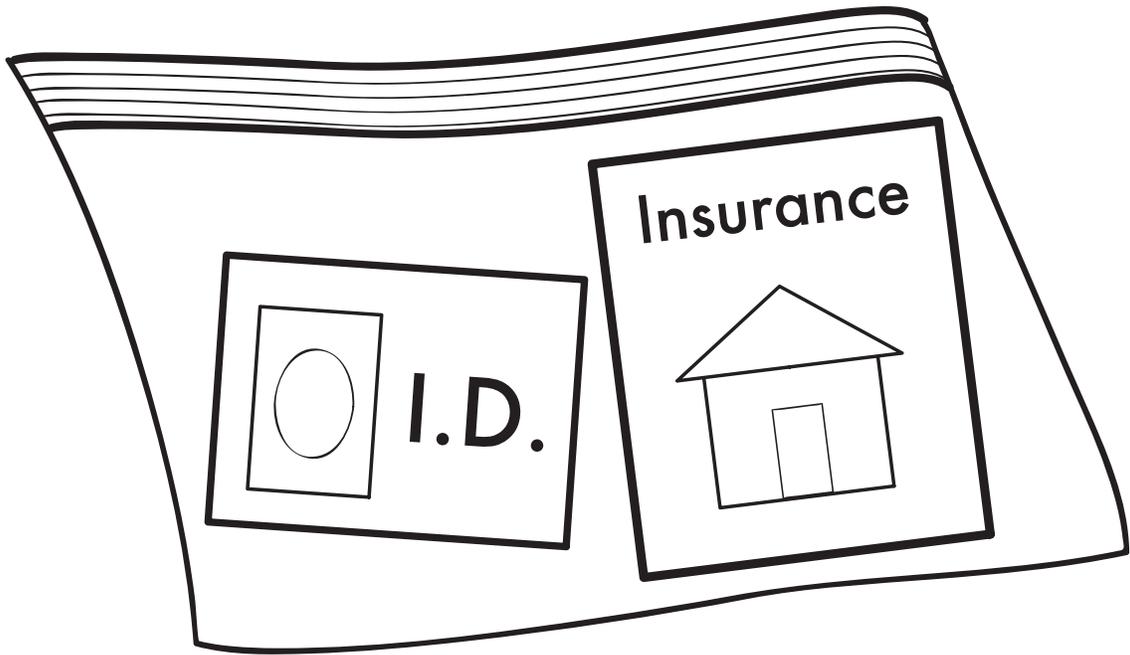


**CONTACT LIST**

---

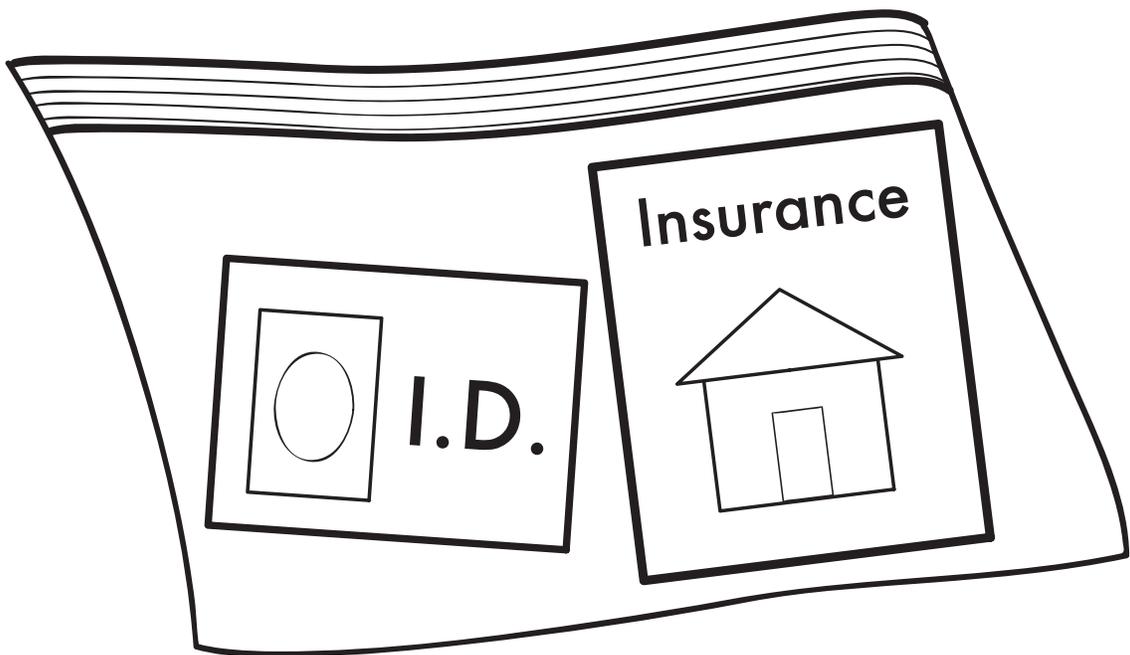


**CONTACT LIST**

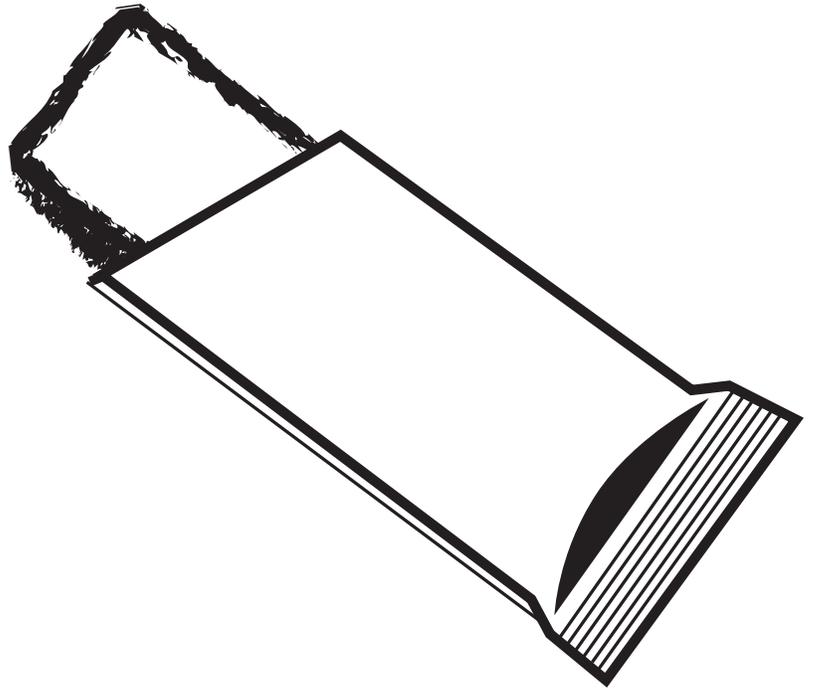
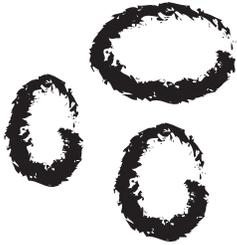


**COPIES OF IMPORTANT DOCUMENTS**

---

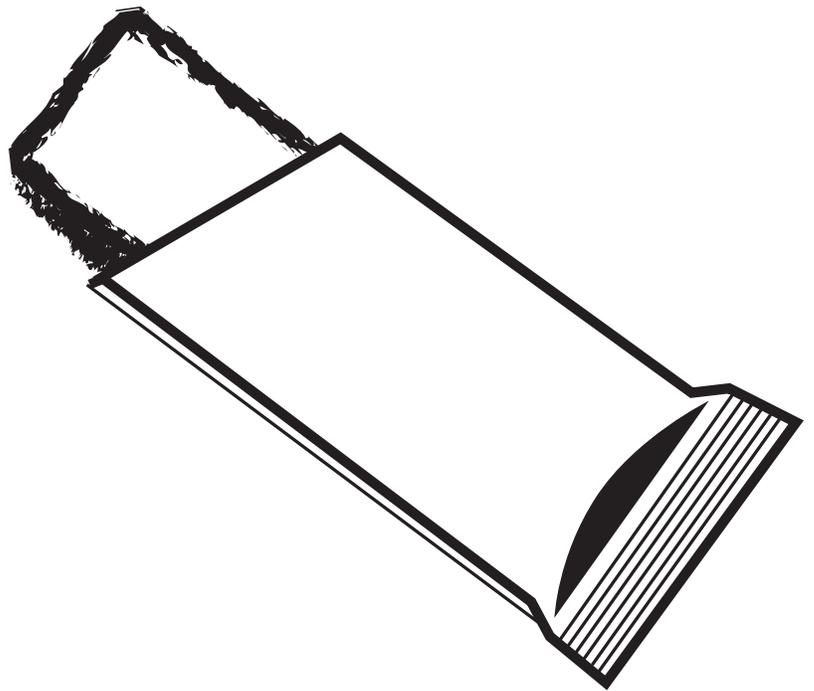
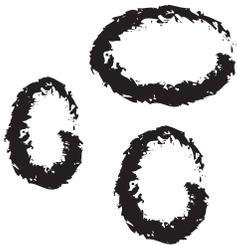


**COPIES OF IMPORTANT DOCUMENTS**



**DRIED SNACK FOODS**

---



**DRIED SNACK FOODS**

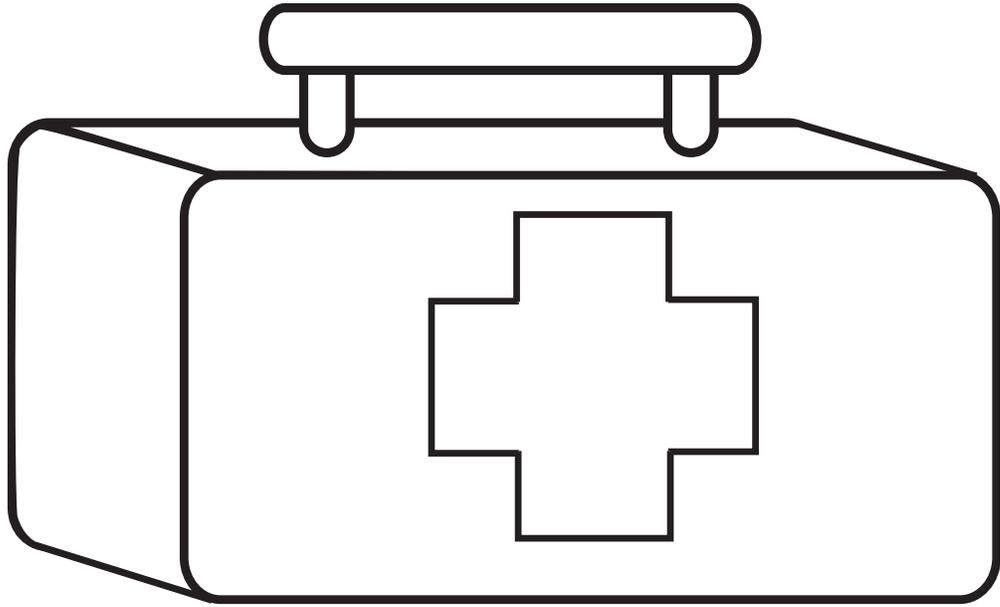


**EMERGENCY CASH**

---

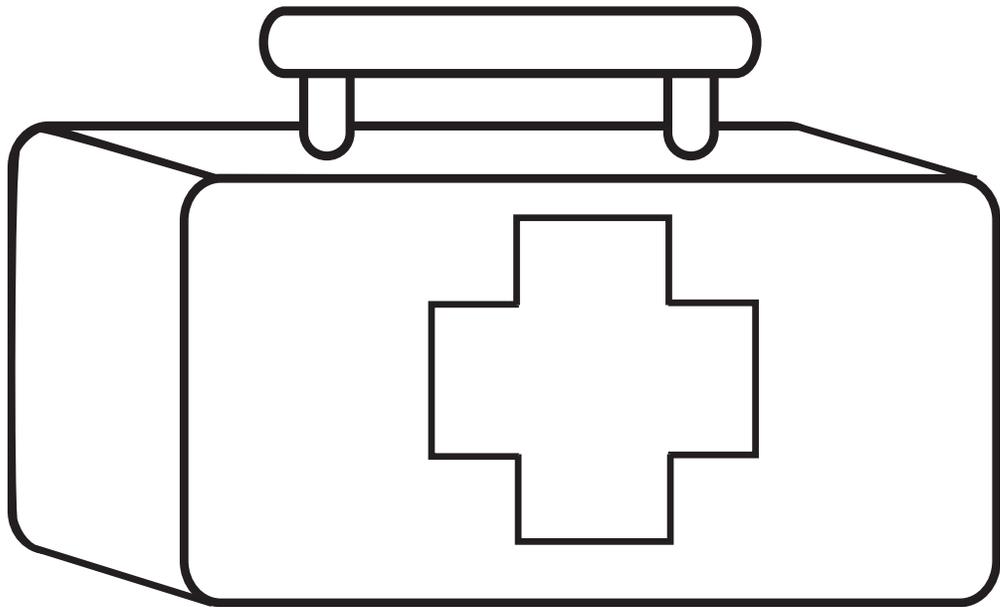


**EMERGENCY CASH**

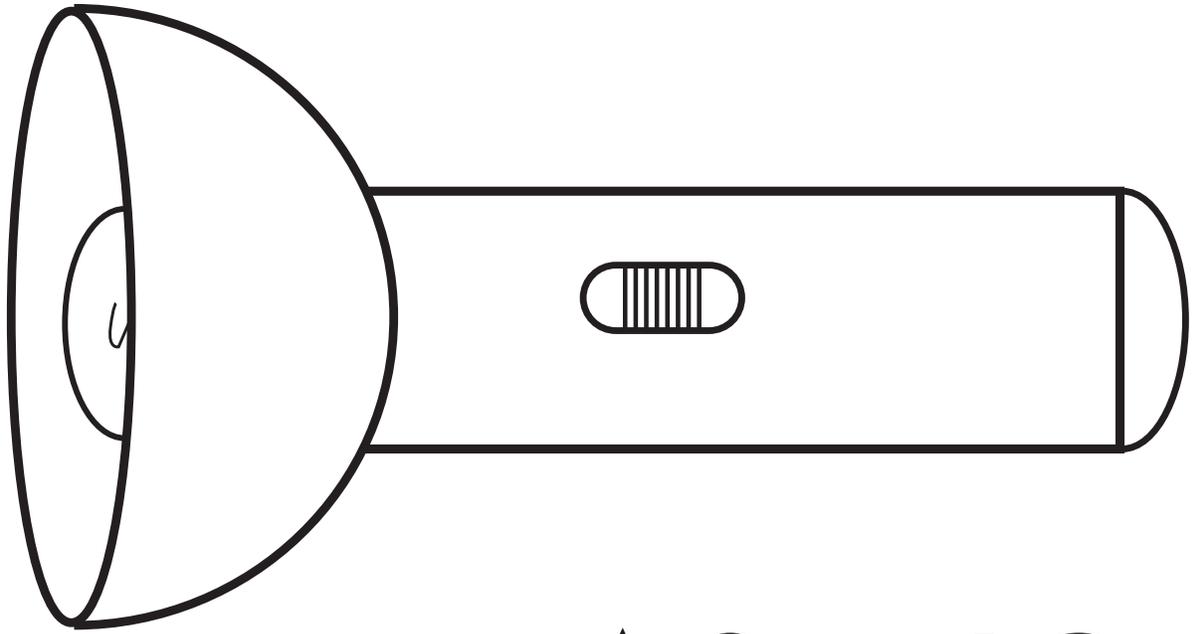


**FIRST AID KIT**

---

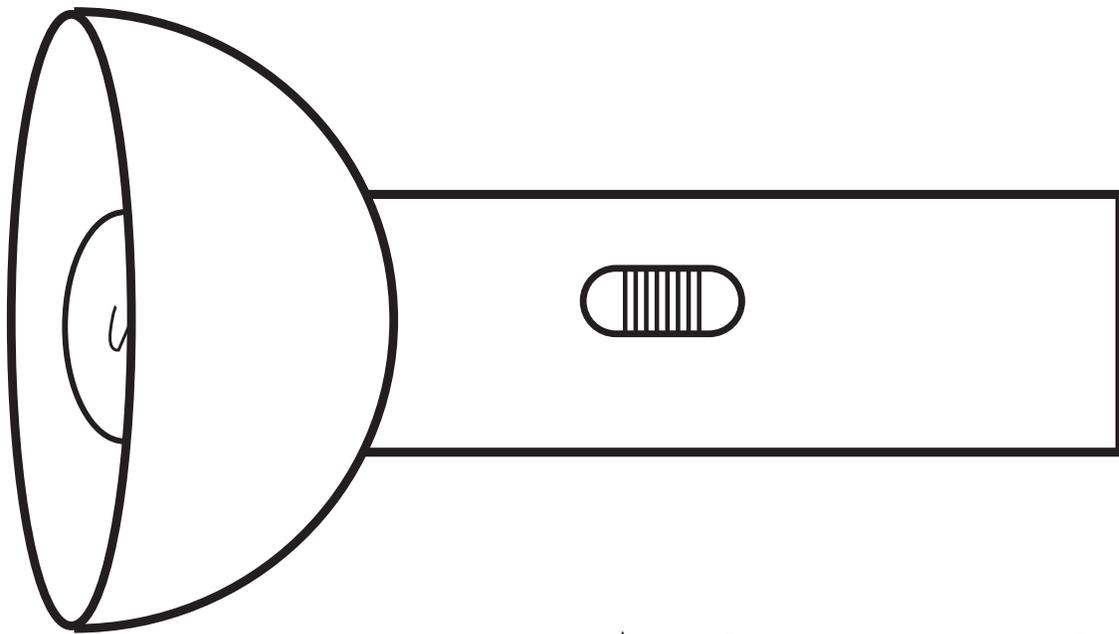


**FIRST AID KIT**

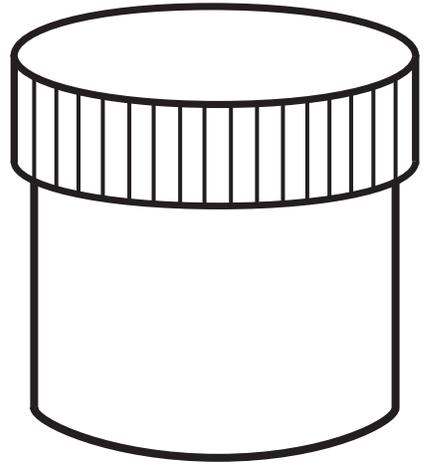
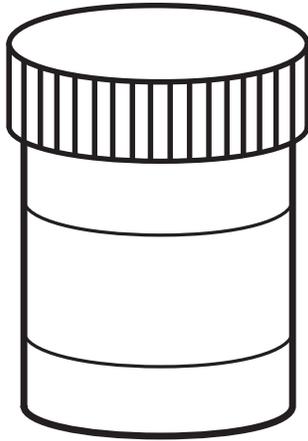
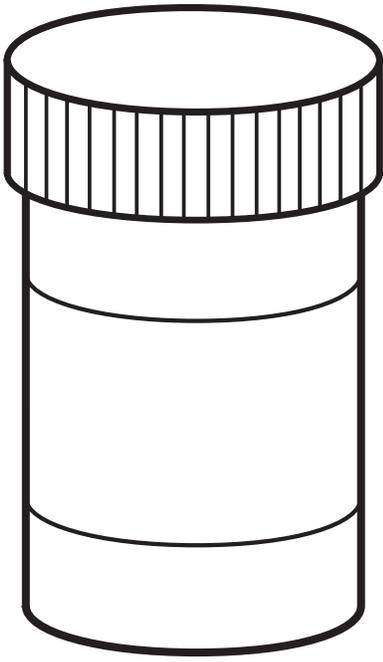


**FLASHLIGHT**

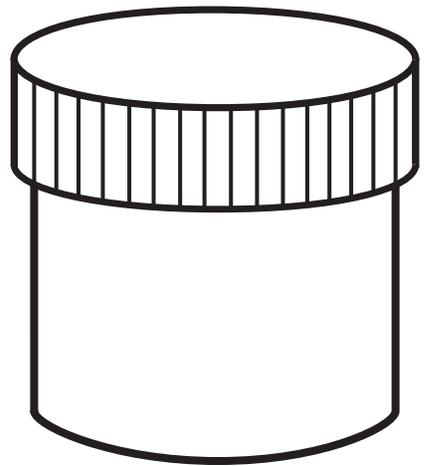
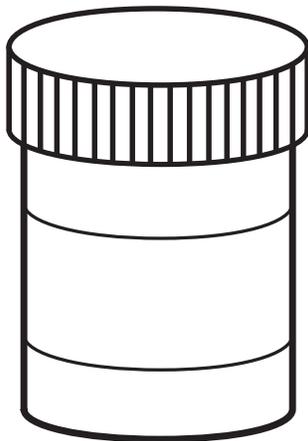
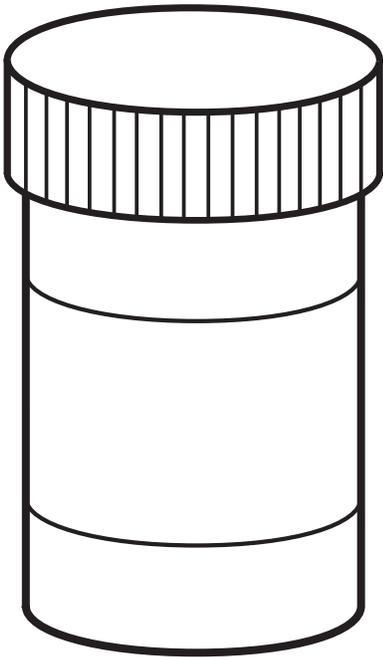
---



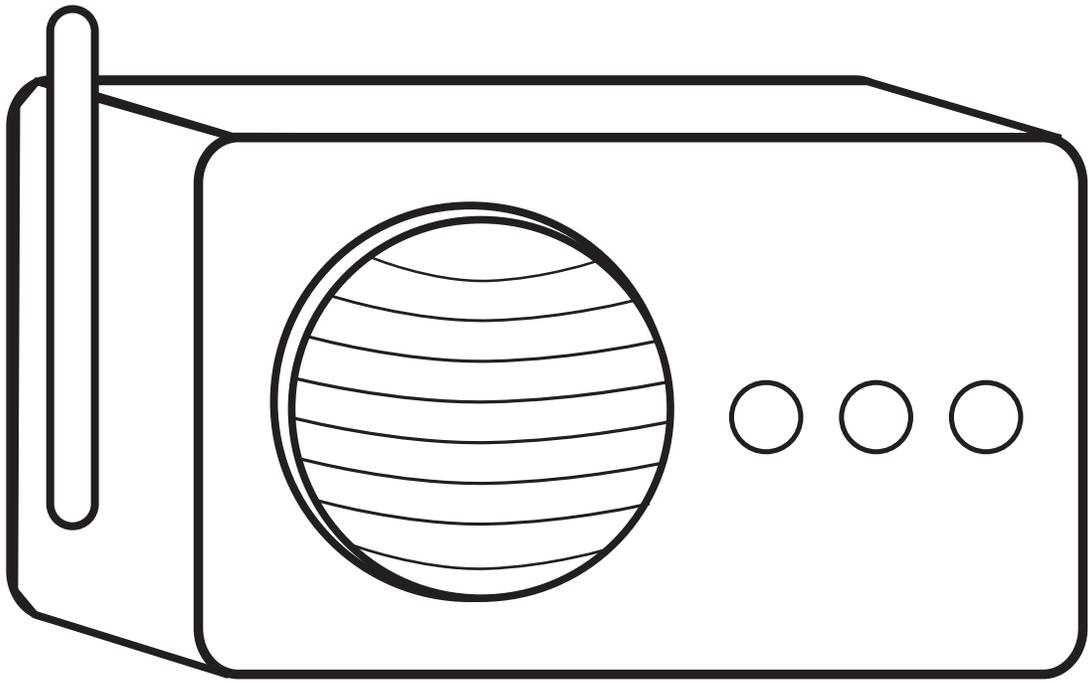
**FLASHLIGHT**



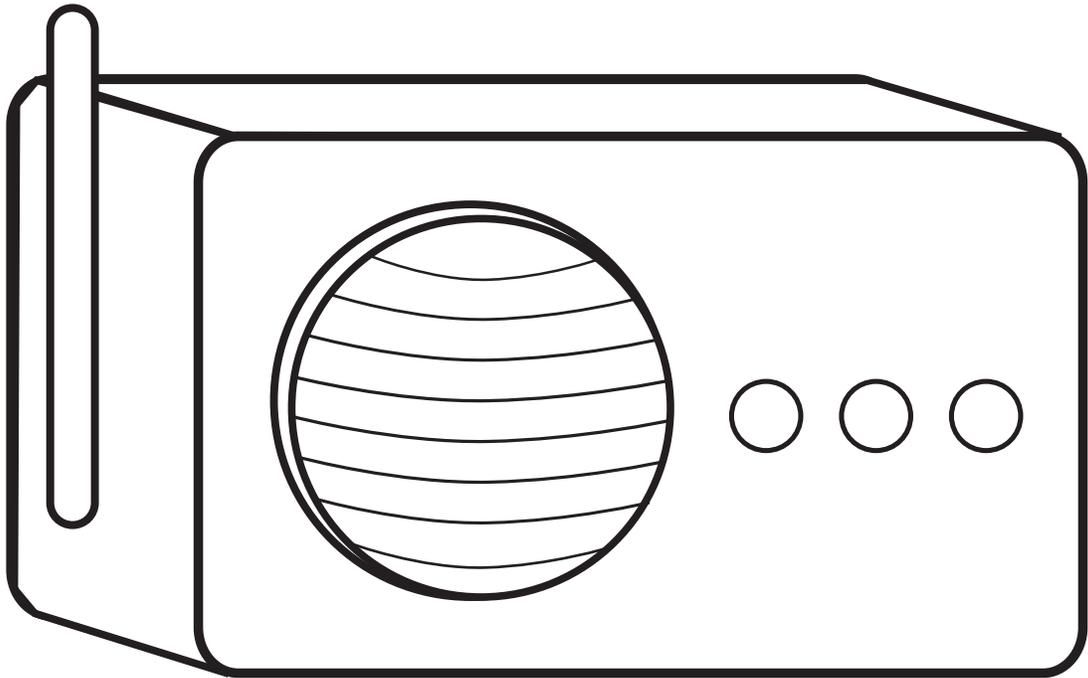
**MEDICINES**



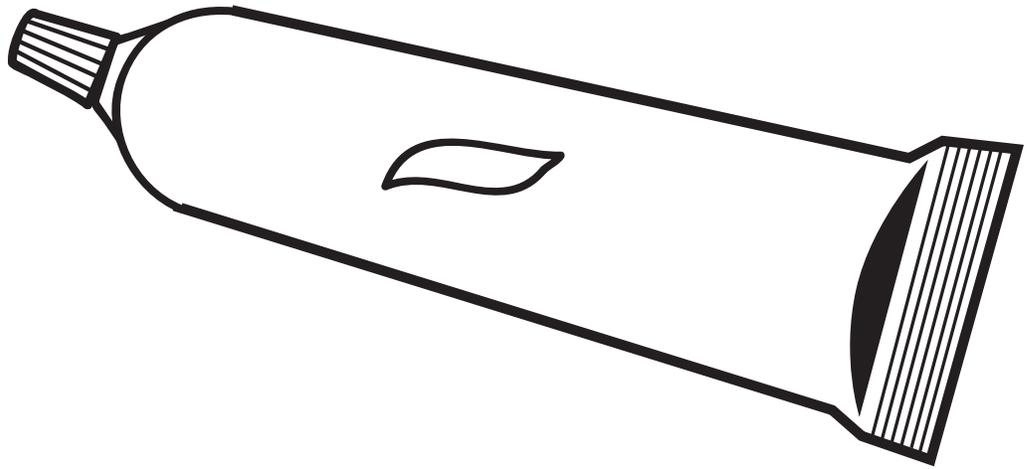
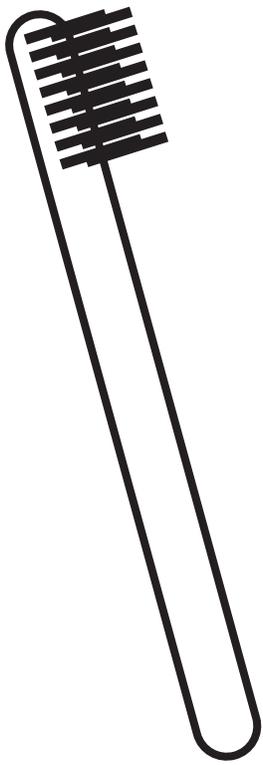
**MEDICINES**



**RADIO**

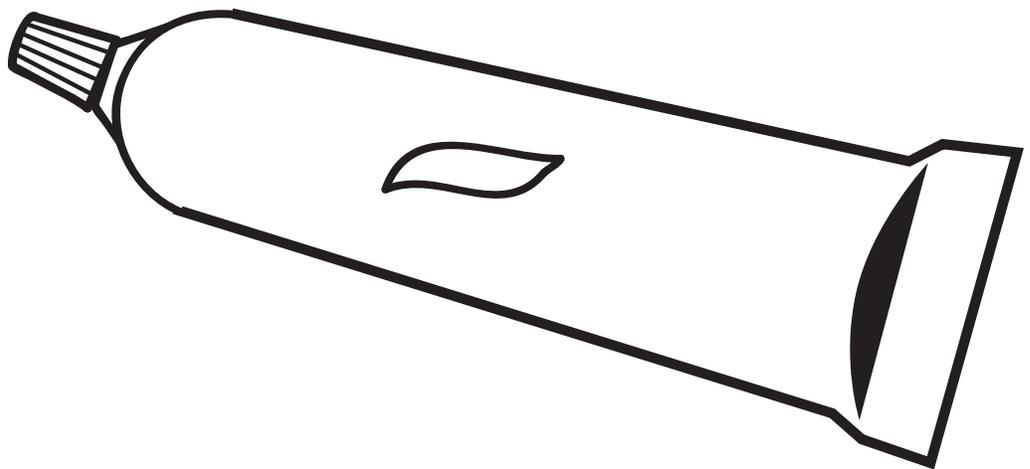
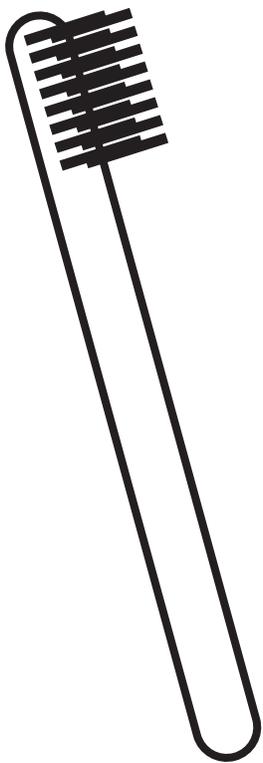


**RADIO**

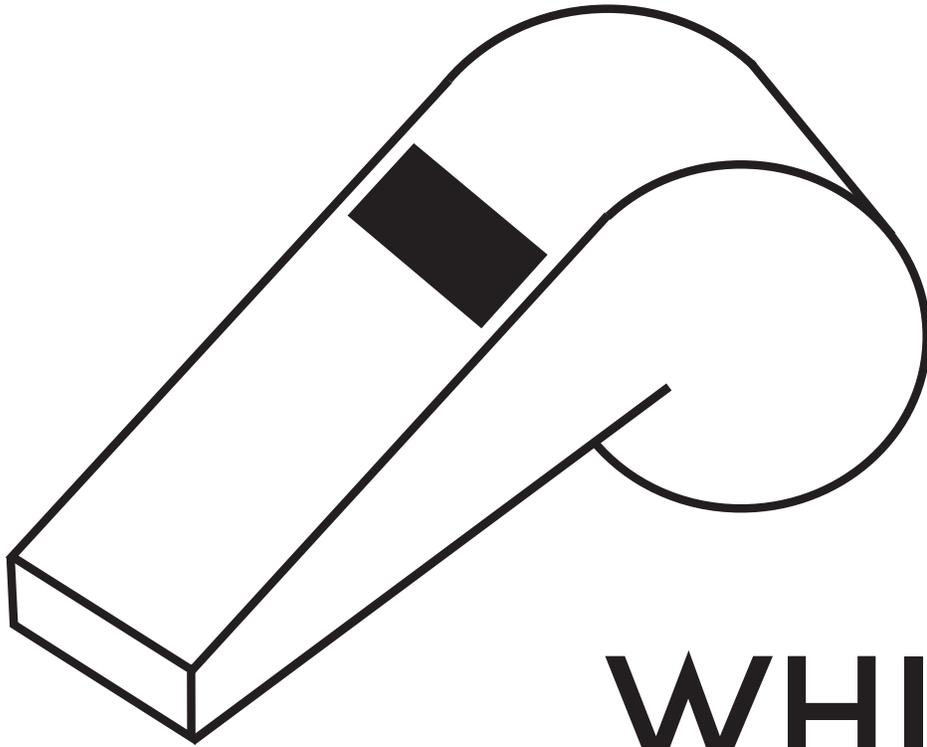


**TOILETRIES**

---



**TOILETRIES**



**WHISTLE**

---



**WHISTLE**