

## PREPAREDNESS ACTIVITY #4

All Grades

### Pass the Flashlight

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 review essential emergency items by playing a game

#### MATERIALS/RESOURCES NEEDED:

- Timer or clock with seconds
- Flashlight (or any item from the emergency kit)
- Emergency Plan sheet

#### ACTIVITY:

##### Set-Up (10 minutes)

Read through the Emergency Plan sheet. Create a chart on the board with the six categories listed on the handout. During the game, dim the lights lightly to incorporate the “hot potato” flashlight.

##### Procedure (20 minutes)

The italicized phrases are spoken suggestions for the instructor.

1. As an introduction, review the essential emergency items and earthquake hazards.  
*Today, we will review important earthquake safety information. First, I will start by asking the class a question. As you answer, I will write your answers in the table on the whiteboard/ chalkboard I have created.*
2. Have students list out as many items as they can for each question. Emphasize the importance of each item.  
*These items are all important pieces of a family emergency plan.*
3. Once all the categories/materials have been discussed, erase or cover up the answers before playing the game.  
*Now we will play a game to test your knowledge on earthquake emergency preparedness.*
4. Have the students sit in a circle.  
*Gather around and sit in a circle. I will turn on the flashlight and hand it to a student; they will start the game.*

As the educator/facilitator, stand off to the side with a timer set between 30 and 60 seconds (varies by age group).

5. Explain the rules of the game

*I will ask a question from my Emergency Plan sheet. As soon as I ask, I will start the timer.*

*a. The student holding the flashlight must give me a good answer to my question.*

*b. When the student answers the question correctly, they can then pass the flashlight to the person beside them. The next student must then suggest another answer to the same question.*

*c. The answers cannot be repeated and you cannot pass the flashlight until you give a new answer.*

*d. We have \_\_ seconds on the timer so if you are holding the flashlight when it goes off then you are "out" of the game.*

*e. Then we start all over again with a new question until we finish the list and everything has been reviewed.*

6. Remind students that we never know when an earthquake will occur and it is essential to always be prepared for an earthquake.

*We never know when an earthquake will happen and so we must always be prepared for an earthquake. Who has an emergency plan or a disaster supplies kit?*

Allow for students to share.

*Who is not prepared? If you are not prepared, I strongly encourage you to start planning as soon as possible. Start small by gathering water, canned food or extra blankets.*

## CONTENT BACKGROUND:

### **Create a Disaster Preparedness Plan:**

Will everyone in your classroom do the right thing during the violent shaking of a major earthquake? Before the next earthquake, get together and plan what each person will do before, during and after. Once the earthquake is over, there will be the risk of fire, the potential lack of utilities and basic services, and the certainty of aftershocks. By planning now, you will be ready for an earthquake, or for any other emergency.

Everyone should have personal disaster supplies kits. Keep them where you spend most of your time, so they can be reached even if your building is badly damaged. The kits will be useful for many emergencies. Keep one kit in your home, another in your car, and a third kit at work. Backpacks or other small bags are best for your disaster supplies kits so you can take them with you if you evacuate.

Electrical, water, transportation, and other vital systems can be disrupted for several days or much longer in some places after a large earthquake. Emergency response agencies and hospitals could be overwhelmed and unable to provide you with immediate assistance. Providing first aid and having supplies will save lives, will make life more comfortable, and will help you cope after the next earthquake.

Use and replace perishable items like water, food, medications and batteries on a yearly basis.

Have occasional earthquake Drop, Cover, and Hold On drills to practice your plan. Practice your plan with anyone who may surround you, or be taking care of things for you, in the event of an earthquake, such as family, friends, sitters, and neighbors.

To learn more about how to create a disaster preparedness plan or how to prepare a disaster supplies kit, see Step #2 and Step #3 from Southern California Earthquake Center's *Putting Down Roots in Earthquake Country*, available online at: <http://www.earthquakecountry.info/roots/step2.html> and <http://www.earthquakecountry.info/roots/step3.html>

## Emergency Plan

Ask students:	<u>What are some items you should include in a disaster supplies kit?</u>	<u>What are some daily activities that require water or electricity?</u>	<u>When you are outdoors, what are some dangerous areas/objects to avoid?</u>	<u>Who in a household or neighborhood might have special needs during an earthquake or other emergency? What are some things they might need after an earthquake, in addition to the other emergency kit items?</u>	<u>What are some important documents you should have a spare copy of in case something happens to the originals?</u>	<u>What topics should you include on an emergency information/ contact list that you store with your other important documents?</u>
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*Create a chart on the board with the following six highlighted categories:*

Category	<b>Emergency Kit</b>	<b>Water/ Electricity</b>	<b>Danger Outdoors</b>	<b>Special Needs</b>	<b>Important Documents</b>	<b>Contact List Information</b>
Suggested answers:	Bottled water, whistle, sturdy shoes, emergency cash, road map, list of emergency out-of-area contact phone numbers, snack foods, flashlight, radio, personal hygiene supplies, comfort items like games, copies of personal identification, medications, first aid kit, dust mask, examination gloves, etc.	<b>Water:</b> - Taking a shower - Washing hands -Using bathroom - Doing laundry - Brushing teeth - Cooking -Washing the car -Watering Plants -Drinking water <b>Electricity:</b> -Watching TV -Using the computer -Turning on lights - Using the phone - Using kitchen appliances	- Trees - Power lines - Buildings -Flagpoles - Fences -Street lamps	-Infants (Need: formula, diapers, medicine, vitamins) -Person with disabilities (Need: assistance with equipment) - Elderly (Need: medicine, pills, prescriptions, assistance equipment) - Pets (Need: food, a leash or cage, water)	-Passports - Driver License - Birth Certificates - Copies of insurance documents	-Home address -Meeting place (near home) - Meeting place (away from home) - Out-of-state contact Name(s): Home Phone: Cell phone: Address: - Special needs list - Responsibilities