

## **Earthquake!**

(Preparing students to deal with personal disasters)

**Purpose:** To improve student understanding of a counselor's role in helping people deal with the after effects of personal disasters and increase awareness on the importance of developing a recovery plan.

**Materials:** Double sided handout (use the last two pages of this activity.)

Student Materials: Pencil.

**Time:** 25-30 Minutes.

**Key Concepts:** Big Areas, Fault Lines, Blame & Preparedness Kit.

**Introduce/reintroduce:** Make sure students know who you are. Check for new or returning students. Review previous classroom activities. Let students know how glad you are to be with them and to have the chance to do a counseling activity with them today. Ask the students to give their classroom teacher a round of applause for making time for the activity to happen=)

### **Part 1:**

Tell: Students that we're going to do be doing an interesting counseling activity today but before we do that we've got to get ready.

State: First let's do a warm up.

Ask: Raise your hand if...

- #1. You've been in an earthquake before.
- #2. You've ever seen an earthquake on television or in the movies? (Call on some kids for their answers. Ex. Titanic, 2012, etc.)
- #3. You believe anything good ever happens as a result of an earthquake.
- #4. You know what causes an earthquake (Big underground tectonic plates pressure/shift/move/change at fault lines)
- #5. You know of at least three things you should have ready in case of an earthquake. (Call on some kids for their replies.)
- #6. You can name the five most populated continents in the world where most earthquakes happen. (Solicit answers...any will do;)  
1. North America. 2.South America. 3 Africa. 4. Eurasia. 5. Australia

Inform: Ha! Most earthquakes probably happen out in the water!

FYI: Thousands of earthquakes occur each year even though many are very little and largely go unnoticed!

Congratulate: Students on getting through the warm up!

**Part 2:**

Ask: Students to take out a pencil.

Distribute: The double sided handout.

Instruct: Students to follow along with you as you read aloud each question on the test.

Read Aloud: The following questions (and encourage accordingly.)

1. Define Continent:
  - A. A mountain range.
  - B. The name of an automobile made by Lincoln.
  - C. A big part of our/my world.
  
2. Which expression best describes an Earthquake:
  - A. Rock' N Roll
  - B. Stop, Look & Listen
  - C. Stop, Drop & Roll
  - D. Tremor, Shake, Destruction & Disaster**
  
3. A Fault line is best described as:
  - A. An area between two opposing forces.
  - B. Found in every part of our world.
  - C. A place some people blame for the start of an earthquake.
  - D. All of the above.**
  
4. **True** or False: Earthquakes often leave people in shock/disbelief.
  
5. An Earthquake Preparedness Kit should contain which of the following:
  - A. Food & Water.
  - B. Names of at least 3 shelters.
  - C. Directions on how to stay safe and take care of yourself.
  - D. A plan on how to adjust and rebuild.
  - E. All of the above.**

**Part 3:**

Instruct: Students to turn their paper over.

Direct: Students attention to the MY WORLD map.

Suggest: Before going on with the test that we as a class figure out what numbers 1,2,3,4, & 5 are before writing them down on our papers.

Restate: Do not write in any of the five spaces yet!

Call: On students to offer their answers for continents 1-5.

Disagree: With each answer given and offer “I understand what you might be thinking but that’s not what I’m thinking.”

Create: A fun atmosphere in the classroom that borders on exasperated curiosity!

State: “Ok, I want you to listen to MY world answers but in order for you to understand them you’ll have to think differently.”

Share: Your world answers (example): 1. Family. 2. Faith. 3. Health 4. Job 5. Friends.

Say: Those are the names for the biggest parts of MY world!

IF: students still don’t understand...

Revisit: Question #1. Define Continent. C. A big part of Our/My world.

Listen: For the “A-ha” sound of sudden understanding=)

Inform: Students that their World answers may be different than yours and that’s ok too.

Direct: Students to pencil in their answers in the five spaces identifying the big parts of their world.

Allow: 1-2 minutes.

Call On: Students to share their world answers.

**Part 4**

Announce: I’m going to use the rest of our test questions to help better explain the counseling activity=)

*(See question/answer #2.)*

Explain: Any big part of our world could get shaken up, devastated (earthquake) and turn into a disaster

For example:

Ask: Students to raise their hand (without explaining) if their family ever had something happen that shook up, devastated or nearly destroyed their family?

*(See question/answer #3.)*

Explain: And when something important gets ruined some people look to see whose fault it is so they can blame someone or something.

For example:

Ask: Students to raise their hand if they or a friend/ex friend were ever blamed for ruining a friendship?

*(See question/answer #4.)*

Explain: And when a big part of your life get ruined/destroyed, lots of people go into shock about it and can't believe it's happening.

For example:

Ask: Students to raise their hand if they ever had the experience of being shocked and couldn't believe something not good had happened (death?) or was happening with family, friends or their health?

*(See question/answer #5.)*

Explain: And when a big part of your world has turned into a disaster some people don't know where to go, what to do or how they're going to move forward.

For example:

Ask: Students to raise their hand if they ever had the experience of having to leave home for whatever reasons and not sure of where else to go or have many resources or a plan to follow on what to do next? (Pay attention and make a mental note to remember anyone who raises their hand.)

**Part 5**

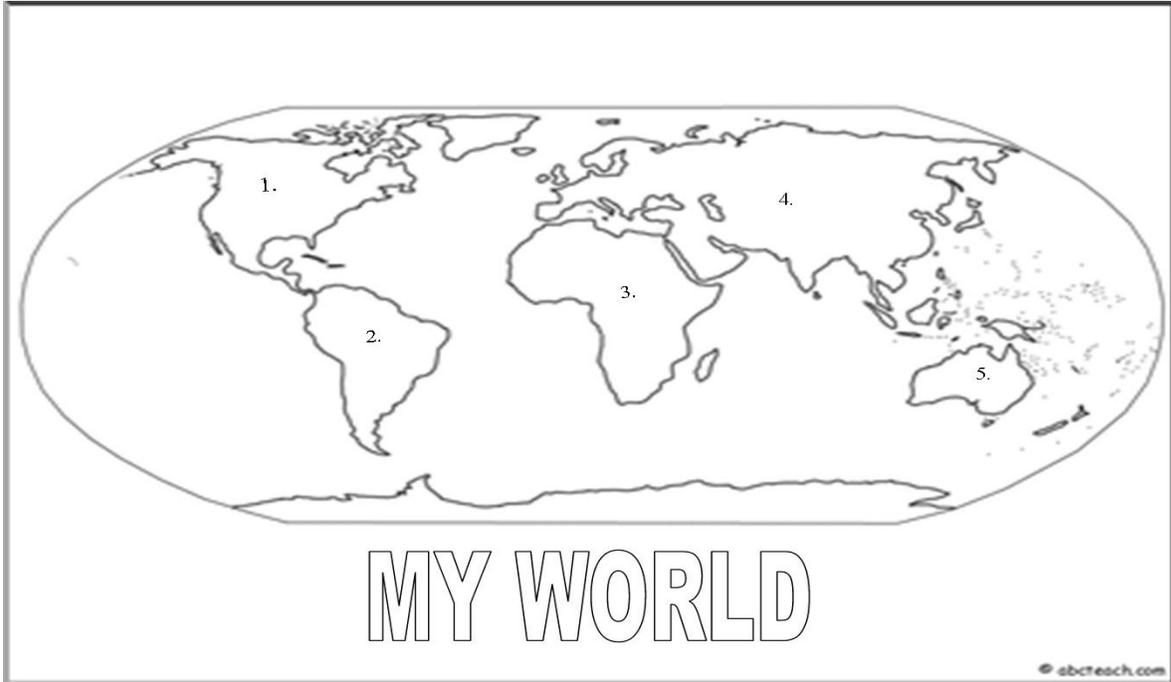
Share: Counselors are really good at helping people cope and deal with disasters in the big parts of their world that usually involve family, friends, school, work and health etc. Counselors can also help you prepare a plan to keep you safe and get you ready to deal with the next time something big in your world has an earthquake too!

## MY WORLD

1. Define Continent:
  - A. A mountain range.
  - B. The name of an automobile made by Lincoln.
  - C. A big part of my world.
  
2. Which expression best describes an Earthquake:
  - A. Rock' N Roll
  - B. Stop, Look & Listen
  - C. Stop, Drop & Roll
  - D. Tremors, Shake up, Destruction & Disaster
  
3. A Fault line is best described as:
  - a. An area between two opposing forces.
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  - d. All of the above.
  
4. True or False: You can always expect an earthquake somewhere & sometime it's just that you don't usually know when or where.
  
5. An earthquake preparedness kit should contain which of the following:
  - a. Food & Water.
  - b. Names of at least 3 shelters.
  - c. Directions on how to stay safe and take care of yourself.
  - d. A plan on how to adjust and rebuild.
  - e. All of the above.

(over)

6. Provide a name for each of the five major areas on the MY WORLD map.



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1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_