

## Revised unit plan

<b>Unit: Geological Processes</b>	
<b>Lesson #: 4</b>	<b>Title: Earthquake Preparedness</b>

### Routines:

Introduce the lesson topic

Refer to what was learned yesterday

Set up computer to projector, check for visual and audio

Open presentation slides and prepare video to start time

Write framework on the board

### *Planning*

<b>Intentions:</b> Understand what is meant by “The Big One” Develop understanding of geological records on our coast Know risks associated with living on our coast Develop a hands on understanding of preparedness	<b>Supplies and Materials:</b> Google Slides presentation Video: <a href="https://youtu.be/vEgLjgmv_3c">https://youtu.be/vEgLjgmv_3c</a> EQ Kit Items cut outs Glue sticks Sheets of paper Markers
---	---

### *Exploration/Orientation*

<b>Approx Times</b>	<b>Student Activity</b>	<b>Teacher Activity</b>
3min	Watch video	Introduce ourselves
7 min	Take notes, answer questions, demonstrate subduction using hands, display their understanding with thumb-o-meter	Warn that some students may find video to be frightening Play video Juan de Fuca plate/subduction refresher

		<ul style="list-style-type: none"> <li>• Explain clearly how hand example demonstrates the way in which plates build energy but that movement of plates is very small / slow</li> <li>• Directly point out plate boundaries on map so students are not confused how they are moving.</li> </ul> <p>Explain “The Big One” and how shaking happens</p> <ul style="list-style-type: none"> <li>• Use thumb-o-meter to gage students understanding of terminology</li> </ul> <p>Explain how we know it is coming and when when it might come</p> <ul style="list-style-type: none"> <li>• Make reference to how long we have lived on our coast/when we began written records</li> </ul>
--	--	--

***Discussion/Development of ideas***

<b>Approx Times</b>	<b>Student Activity</b>	<b>Teacher Activity</b>
2 min	Listen to explanation	Explain what kind of challenges we might face in the event of “The Big One”-- how long we would be without help
7 min	Discuss among group members which items are most important for an earthquake kit, cut	Explain EQ Kit activity/display assignment on screen for reference Hand out emergency item cut outs, glue sticks, big sheets of paper

	and paste the top 5 items, write a one sentence rationale for each item that was chosen	Walk around groups and check in on group work
--	---	---

***Understanding/Application***

<b>Approx Times</b>	<b>Student Activity</b>	<b>Teacher Activity</b>
4 min	Have groups quickly show their EQ kit and share the items they chose including their rationale for choosing one time over another	Show the suggested EQ kit items from BC government website
2 min	Think about how they can translate this information to a real kit/go home and ask their parents about their preparedness kit	Ask students if there were any noticeable differences in opinions, and how they feel about creating an EQ kit in real life?
	Review the lesson re-cap to cement understanding	Remind students to be aware of how mobile their kit is and where it is stored
	Ask any last questions	Recap lesson in quick summary-What did we learn today?
		Include what we are covering tomorrow - tsu
		Final remarks, ask if there are any questions