

OKLAHOMA ROCKS!

shake, RATTLE & ROLL

DROP, COVER, HOLD ON

What to do if there is a strong earthquake.

DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.



COVER your head and neck with one arm and hand.

- If a sturdy table or desk is nearby, crawl underneath it for shelter.
- If no shelter is nearby, crawl next to an interior wall (away from windows).
- Stay on your knees; bend over to protect vital organs.



HOLD ON until shaking stops

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts
- No shelter: hold on to your head and neck with both arms and hands.



Go to this website to find out what to do in almost every situation. <http://www.earthquakecountry.org/step5/>

Shake a Minute

Materials:

- Large clock with a second hand
- Black board with chalk or white board with marker
- Pencils
- Paper

Activity:

1. Ask students to estimate on a piece of paper how long they think an earthquake lasts. (How long will the ground shake?)
2. Collect the estimates and list them on the board.
3. Explain to students that in most earthquakes shaking rarely lasts for as long as a minute in any one area. Strong shaking from a major quake usually lasts from 30 to 60 seconds. The 1906 San Francisco earthquake lasted about 40 seconds. In the 1964 Alaskan earthquake, the shaking lasted 3 to 4 minutes – an extremely long time. This does not happen very often.
4. Now have everyone in the class shake for one minute at the same time. Tell them when to start and stop, but ask them not to watch the clock. Then ask:
 - Did the time you shook seem like more or less than a minute? (Explain that even though an earthquake is over in a short time, it usually seems much longer to those people experiencing it.)
 - What might happen to objects in this classroom if the ground shook strongly for a minute? (Answers will vary.)