

Building Science Concepts book *Earthquakes Feeling the Earth Move* Book 40

Before playing the drop, cover and hold game you could play the New Zealand ad that explains what some children think earthquakes are:

<http://www.youtube.com/watch?v=RrUpc9qFvWA>. Then to show the children how earthquakes are formed, play another small animation video:

<http://www.youtube.com/watch?v=tcPghqnnTVk>.

The only problem with this book, and to its defence it is hard to re-enact an actual earthquake, it does not have an activity where the children are able to see an experiment of an earthquake, only liquefaction but on the website

<http://www.brainpop.com/science/earthsystem/earthquakes/preview.weml> there is a great game that explains how earthquakes occur as well as show what results take place. This will provide the children with a close to life visual example of the series of events that occur, forming an earthquake.

## **Earthquakes**

The following website link refers to the plates and what happens when they move.

<http://www.amnh.org/explore/ology/earth#>

In another section on the resource you are able to create your own survival kit and pick which items should or should not go in it. I think this would be an acceptable activity for years three to four to enjoy.

[http://www.tepapa.govt.nz/7\\_awesomeforces29062005v01.7/awesomeforces.html](http://www.tepapa.govt.nz/7_awesomeforces29062005v01.7/awesomeforces.html)

When I was on practicum there was an earthquake drill. All students knew that if the bell sounded in 5 short, sharp rings they were to stop what they were doing, cover their head either by a table, doorway or by putting their hands over their heads and then to stay there until it is safe. The children were in year two and knew promptly what to do. I think that it is important that they know exactly what to do no matter what age they are. They also know what goes into a survival kit and where they go when it is safe to move. The students were well informed and would act well in the event of a real earthquake. Doing drills I think is also an important aspect of investigating so people are ready when they need to be and know exactly what to do.

American museum of natural history, No date, Plates on the move, No date

<http://www.amnh.org/explore/ology/earth#>

Faculty of science and engineering – the university of Waikato (No date) reflecting on teaching (& learning) about the nature of science (No date)

<http://sci.waikato.ac.nz/bioblog/2010/06/reflecting-on-teaching-learnin.shtml>

Te Papa Tongarewa (No Date) Awesome forces (No date)

[http://www.tepapa.govt.nz/7\\_awesomeforces29062005v01.7/awesomeforces.html](http://www.tepapa.govt.nz/7_awesomeforces29062005v01.7/awesomeforces.html)

I think that this book would be a brilliant resource as it helps link in with the fact that scientific answers are always changing as our world is always changing due to things such as earthquakes. [http://www.youtube.com/watch?v=PwtFuG\\_M4EE](http://www.youtube.com/watch?v=PwtFuG_M4EE), the most important thing is that much like this video this book clearly explains how they happen.