



## Newsflash! Our Dynamic Earth hit by Quake!

Have you ever felt an earthquake before? Would it surprise you to learn that between 200 and 300 earthquakes occur every year in the UK? Most of these are little more than the rumbling felt as a big truck goes past you on the road, but that is not the case for many places around the world. The strongest earthquake ever measured occurred in Chile in 1960, measuring 9.5 on the Richter scale. This quake not only killed around 5,000 people and caused millions of dollars of damage but also caused a tsunami that created 10m high waves 10,000km away on the other side of the Pacific Ocean!

In this exciting and thought provoking activity, pupils are encouraged to think about the range of ways an earthquake impacts on a population through an immersive scene setting activity followed by writing a newspaper article.

At a glance, you will need:

- A 'Rolf Harris' style thunder board or a thunder stick (we can tell you how to make one of these).
- An overhead projector (optional)
- Images showing the aftermath of earthquakes (we can provide you with some websites to help you).

Workshop	Title	Pre/Post	Suggested CfE Stage
Restless Earth	Newsflash! Our Dynamic Earth hit by Quake	Pre/Post	Second/Third

### Learning Intention

We are learning about earthquakes and the effects they have on people and place.  
We are learning to write a newspaper article.

### Task

We will create a newspaper article imagining we have experienced an earthquake.



## Success Criteria

- Pupils will gain an appreciation of the skills involved in investigating and writing up an article in a journalistic style.
- Pupils will learn to apply different skills and activities to enhance learning.

## CfE Capacities

### Successful Learners

- With enthusiasm and motivation for learning.
- Able to apply different styles of learning in new situations and to a directed outcome.
- Able to link prior knowledge to new situations.

### Responsible Citizens

- Able to evaluate environmental issues and develop informed attitudes to complex issues.

### Confident Individuals

- Able to achieve success in different areas of an activity, gaining confidence through self awareness and relating to others.

## CfE Outcomes

### Social studies- People, places and environment

I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07a

### Literacy and English- Writing

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self correction techniques and a range of resources. LIT 2-21a

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a

### Literacy and English – Writing – Creating texts

I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a

I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

## Description

In this immersive and stimulating two-part activity pupils will gain an understanding of the impact and effects of a serious earthquake. To fully participate, pupils would benefit from having a basic understanding of plate tectonics and how earthquakes occur before beginning this activity.

The activity starts by setting the scene:

Ask your pupils to close their eyes while you lead them through the experience of an earthquake. Maybe it is an ordinary evening, perhaps they have school tomorrow. Ask questions to help the pupils set the scene for themselves.

- Have they done their homework?
- What did they eat for supper?
- Is their mum or dad asking if they have brushed their teeth before they go to bed?
- Are they thinking about what they are going to do tomorrow?
- Do they read for a while in bed before going to sleep?

They have settled down in bed and all is quiet....

Suddenly a loud RUMBLING starts!

Shake a thunder board/thunder stick, building in intensity as you describe what is happening around them.....they are woken abruptly, their bed is shaking, the window frames rattling, the rumbling is getting louder and louder, books are starting to fall off the bookcase to the floor, the bedside lamp crashes to the carpet, breaking the bulb, you hear a loud crumbling follow by a massive CRASH! Then suddenly....

NOTHING.....

Complete silence. Was it a dream?

Nobody is sure what has happened until they look out the window. As the pupils open their eyes, images projected from overhead show scenes of earthquake aftermaths.

It was no dream.

The scene is set.

Pupils can now be set the challenge of writing a newspaper article about their experience.

Pointers can be given on what makes a good newspaper article: it should be in an appropriate layout including a headline, sub-headlines, pictures and columns. Words should be appropriate both in tone and style specific to their newspaper (you may want to split the class into 'tabloid' and 'broadsheet?').

The article should also contain:

- A headline paragraph, factually correct and written to encourage the reader to discover more!
- Quotes from those affected by the earthquake.
- A picture from the scene.
- A description of the impact on their town.
- A factual description of why the earthquake happened, maybe your pupils might include annotated diagrams to explain the occurrence of this natural phenomenon.

Pupils might like to draw on other members of the class to act as witnesses or scientific experts to explain what has happened.

**You will need:**

- A 'Rolf Harris' style thunder board or a thunder stick.
- An overhead projector (optional)
- Images showing the aftermath of earthquakes (we can provide you with some websites to help you).

**Additional and follow up activities:**

- This activity could be extended to include other forms of media or further developed as a drama activity. Pupils could interview each other to create TV or radio reports on the earthquake.
- You may also want to extend this activity by 'returning to the scene a year later' to discover how pupils, their families, friends and the surroundings have recovered from the earthquake.

## Web Resources

### General Information

<http://earthquake.usgs.gov/>

<http://news.bbc.co.uk/1/hi/world/4126809.stm>

<http://openlearn.open.ac.uk/course/view.php?id=1648>

### Earthquakes around the Globe

<http://www.redcross.org.uk/TLC.asp?id=75811>

<http://www.timesonline.co.uk/tol/news/world/asia/article3917473.ece>

<http://www.aeic.alaska.edu/Seis/recenteqs/index.html>

### Earthquakes in the UK

<http://news.bbc.co.uk/1/hi/england/7266136.stm>

<http://www.earthquakes.bgs.ac.uk/>

