

Quake-Safe

A Patch Program for Girls



Also includes:

Quake-Safe Workshop

A plan for presenting information on being prepared for an earthquake.

Quake-Safe Workshop features:

- What is an earthquake?
- Things to have ready
- A family plan, in case
- What to do during and after an earthquake
- Helping the younger child cope with an earthquake

The first four sections may be presented by girls after they become prepared.

Planning guide and resource listings are included.

How Girl Scouts Can Help Their Families and Community be Quake Safe

Girl Scouts in San Diego-Imperial Council, Inc. have been able to earn a Quake-Safe Patch for several years. A method for presenting the material has been developed so that troops/groups may include families and neighbors in this very important effort to be prepared.

The information is prepared in modules, each of which can be a station run by girls or adults. Supplement information with material from The American Red Cross or the Office of Disaster Preparedness.

Quake-Safe Workshop Planning Steps

1. Discuss with girls if a workshop for their parents/neighbors is something they would like to do. Questions to ask:
 - Do you feel prepared for an earthquake?
 - What do you know about how to get ready?
 - Do you think your family is ready? What has your family done to get ready for an earthquake?
 - Finally, would you like to have a workshop including your parents? Younger Girl Scouts? Neighbors? Others?

If girls have received earthquake safety in school, the material may be a repetition. However, the idea of helping their families be prepared may be appealing and relieve some of their fears.

2. Plan time, place, who will attend, who will work on each module. Modules are:
 - (A) What is an earthquake
 - (B) Materials to have ready in case of an earthquake
 - (C) Things you should know before an earthquake
 - (D) What to do during and after an earthquake
 - (E) Helping younger children cope with an earthquake. (For adults and older girls only.)

Each module will take about five minutes.

3. Plan how the modules will be presented.

Divide the troop/group into four groups, each assigned one section A through D. Section E should be done by an adult, for the adults, to take place while the girls do last minute preparation and practice. As each group presents, the parents and the other girls listen and ask questions. The leader may help each group. The group either hears or presents each topic.

If done by a larger audience (e.g. a service unit), each module would be presented several times with the audience segmented to go through the four stations. Section E would again be separate.

4. Prepare the girls for their parts. Perhaps a parent can help. Add displays, posters and printed materials. Try to have as little "reading to" the audience as possible. Divide materials so that girls feel comfortable presenting their portion of the information.

Complete the "Quake-Safe" patch for the appropriate age level. Most of the activities will be included in the workshop, but there are additional ones.

Earthquakes and After-Shocks

Quake-Safe Workshop Module (A)

During a major earthquake, you may experience a shaking that starts out to be gentle and within a second or two, grows violent and knocks you off your feet. Or you may be jarred first by a violent jolt--as though your house was hit by a truck. A second or two later you'll feel the shaking and, as in the first example, you'll find it very difficult (if not impossible) to move from one room to another. The motion is frightening, but unless it shakes something down onto you, it is harmless. Keep calm and ride it out. Your chances of getting through it safely are good if you act calmly and protect yourself from falling objects.

Small earthquakes are occurring every day. They are so gentle that we do not even feel them. The crust of the earth is subjected to stresses from deep within the earth. The crust bends and, with enough stress, it will break and "snap" to a new position.

Demonstrate this phenomenon by placing two attached sections of toilet paper flat on the table. Press each side with the flat of the hands, pulling gently in opposite directions. If the pressure is very slight, the paper moves a little, but stays in one piece. As the pressure increases, there will be a tear, usually along the perforated line, which simulates a fault line. Standing very small pieces of wood on the paper before pulling will demonstrate what can happen to structures during an earthquake.

After a strong earthquake there will be more "waves" of swaying or rolling motion which are called "after shocks." They are usually much less severe than the original quake. They may cause additional damage, especially if the first shock weakened structures. They are, however, more apt to cause psychological damage to a small child. It is extremely important that, when possible, children should be with their parents during these critical hours, and certainly never left alone.

Everyone should understand the nature of earthquakes and their consequences, but discussions of earthquakes should be conducted in a calm manner without frightening stories.

End of Module (A)

Items to have Available

Quake-Safe Workshop Module (B)

Fire extinguisher (ABC type) - Keep it in working order. A fire may result from a quake. Your garden hose will probably not work.

First aid kit - Keep it fully equipped including bandages, antiseptic, tourniquets, etc. Include a two-week supply of medication prescribed on a permanent basis for family members, if it will keep with- out refrigeration. Pack an extra pair of prescription glasses in foam rubber. Glasses may be broken in the quake. If you have a hearing aid, keep extra batteries.

Battery-operated radio - Keep extra fresh batteries on hand. A car radio doesn't need electricity. Use the radio for information and instructions. If someone in your family or neighborhood is deaf, be sure he/she knows what is happening. Remember if the telephones and television are out, there is no way to communicate with a deaf person by radio.

Flashlights and lanterns - Have at least two flashlights and fresh batteries. If you have a Coleman camping lantern, keep it stored full of fuel in a safe place. Keep candles on hand, but do not light them before checking for gas leaks.

Outdoor barbecue and charcoal or camping stove with fuel - It may be necessary to cook out-of-doors. Make buddy burners and fire starters and have them ready.

Tools - Screwdriver and pipe and crescent wrenches might be needed to turn off water and gas valves. A good shovel will be invaluable should you have to bury garbage and human waste for a few days.

Sleeping bags and extra blankets - If the electricity is off, you will need extra blankets to keep warm. You will need sleeping bags if you have to sleep outside.

Disposable items - Paper plates, cups, napkins, paper towels, and disposable diapers, if there is a baby, will help eliminate the use of water for clean-up. Also have on hand old newspapers and bags for wrapping garbage.

Garbage cans - A 20 gallon size for garbage, a covered ten gallon container for human waste, and a pail to use as an outdoor toilet.

Matches

Hand-operated can opener

Food/Safe drinking water

Electricity - If someone in your family is dependent on electrical power for life support or requires an electric wheelchair, buy a small generator and keep extra fuel.

Module (B) cont. on page 4

Module (B) cont.

Storing Water

Plan to have about four gallons of water available (including the liquids that you store with your food supply) for each member of the family. This is about a week's supply for drinking. Bathing, washing, and cleaning will require additional water.

Consider the water you already have stored. The hot water heater stores 20-30 gallons of water. Ice cubes can be melted. If there are no chemicals in the holding tank of the toilet, the water there can be used. Do not waste water in flushing.

Water can be safely stored in plastic jugs. Use the bleach jugs as they are emptied. If hypochlorite is the only active ingredient don't rinse them out as the remaining bleach will act as a purifier. Change this water every three months. Date the bottles.

If you have water pressure after a quake, start running some water into the bathtub. It can be stored here and purified later if needed for drinking. The water from the taps could be contaminated.

If the taps do not flow following a quake, turn off all the faucets - prevent flooding when the water comes on again. Turn off the gas or electricity that supplies the hot water heater. If the limited supply of water remaining in the hot water tank continues to be heated, an explosion may occur. Continued heating of the water will make it useless for drinking.

To purify water you may filter it, then boil it for five minutes. Add about 16 drops of chlorine bleach per gallon of water, mix well and let stand for 30 minutes.

Storing Foods

Many homes have pantry shelves. Try not to let shelf supplies run too low. In this way you will have foods your family likes and eats. Should you choose to maintain a separate shelf just for emergency use, date the cans and rotate them with pantry supply so that they don't get old.

When storing foods, consider the possibility of friends or relatives who might have to depend upon your family's hospitality, should they be evacuated from their homes. Consider special needs of infants, small children, and those in your family who are on special diets.

After an earthquake, use the food in your freezer first. Even though the quake may not have interrupted your power, after-shocks or fires may; or shortages elsewhere could result in the loss of your electric current.

When opening cans of fruits or vegetable, do not throw away the liquid that they are packed in. This is another source of liquid if there is a water shortage.

Do not drink or eat anything from open containers near shattered glass. Strain suspected liquids through a clean handkerchief.

End of Module (B)

Check List for a Quake-Safe Home and Family

Quake-Safe Workshop Module (C)

Store one week's supply of food and water.

Keep a pair of shoes by your bed. During a strong quake, there may be broken glass.

Make an inventory of your possessions for insurance purposes, and store it in a metal box with important papers. Pictures of the more valuable pieces can be helpful. The head of the house might want to check on earthquake insurance to know what the present policy covers.

Eliminate hazards in your home. See that the cabinet doors have tight catches, especially the medicine cabinet. Remove or isolate flammable materials. Secure free-standing shelves, bolt down heavy objects including water heaters. Store heavy objects and boxes at or near ground level. Remove pictures and shelves that are over the head of the bed. Relocate beds, if possible, so they are not directly under large windows. Make sure that antennas are attached to the middle of the roof or along the wall of the house, not to a chimney, and that they are well-braced.

Train family members in basic first aid.

Train family members how and when to shut off water, gas, and electricity. The main *gas* shut-off valve is located next to the meter on the inlet pipe. Use a wrench and give it a quarter turn in either direction so that it runs crosswise on the pipe. This closes the line. The *electricity* shut-off switch is in the circuit breaker box or fuse box. It is located on a wall outside the house, nearest to the utility pole that carries the feeder line. The *water* shut-off valve is usually along the house foundation at the front of the house just below where the main water pipe goes under the house.

Place the number of your local police, fire, and ambulance services in a visible place. But do not use the telephone during or after an earthquake unless it is an emergency.

Make certain that each member of the family knows in advance where he/she will go for safety when a quake hits. Best locations are under a heavy bench or table, under an inner door frame away from windows or mirrors, or against an inner wall away from objects that will move. If out-of-doors, when it is safe to move, turn to an open area. Keep in mind that overhead electrical wires, debris from buildings, poles, and other installations may fall and cause injury. If you are closer to a building, stand in the entry way. If you are in a car, stop at a safe place, lie down on the seat, and stay in the car.

Family Evacuation Plans

You're going to be on your own following a major earthquake, so plan ahead. Police, fire, paramedic and hospital staff may be overwhelmed and unable to respond.

You may have to evacuate your home, so be prepared.

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Module (C) cont.

1. Decide ahead of time on three or four places where you plan to go if you cannot stay in your home. These could be a neighbor's or relative's home, a local school, or community center. Ensure that members of the family know where these places are.
2. Learn your school's policy as to whether it will hold the students at the school or release them to go home. This may make a difference in your evacuation plans.
3. Make a list of key addresses and phone numbers. This should include the heads of household's places of work, the children's schools, close family members or relatives who should be notified in an emergency situation. Keep the list in a visible place near the phone. Arrange an out of state phone contact in case local lines are overloaded.
4. In case of evacuation, take the following things with you:
 - First aid kit and medicines
 - Flashlight, radio, and batteries
 - Important papers, cash, and jewelry
 - Water and food for two to three days
 - Sleeping bags or blankets
 - Extra clothing
 - Pets
5. When you leave, post a message in a prominent place, indicating where you are going.

End of Module (C)

What to do During an Earthquake

Quake-Safe Workshop Module (D)

When an earthquake occurs, you will have very little warning, but you will have *some*, and those few seconds will be important to you. The major shock may be preceded by earth movement for several seconds. Don't wait to determine whether it will be a major or minor quake. At the first sign of a tremor, do the following:

1. Get to a pre-selected safe position and shout to everyone in the family "Earthquake!"
2. Don't try to move during the shaking, as you could be thrown around with the furniture. Stay in your safe position - under a table, along an inside wall, or in a doorway.
3. If you have properly prepared and trained yourself, you will not panic. You may be frightened, but you will be able to keep your wits and use good judgment. Remain in your safe position until movement stops. It will seem like minutes, but actually, the initial shock will probably be 45 seconds or less.
5. If you are in a building constructed of masonry, the air may become filled with lime dust. Cover your nose and mouth with two thicknesses of your handkerchief or other material.
6. If you are in a car, pull to the side of the road away from buildings and overhead lines, roll up the windows, lie down on the seat, and stay there until the shocks subside.
7. If you are at work or school, follow the instructions that you have been given.

What to do After an Earthquake

The actual movement of the ground in an earthquake is seldom the direct cause of injuries. Correct procedures after the quake can minimize injuries and prevent fires and other accidents.

1. Always be alert for after-shocks.
2. Give first aid to anyone who is injured.
3. Put out any fires that may have started.
4. Sniff for gas leaks, starting at the hot water heater, then the stove and fireplace jets. If you smell gas or suspect a leak, turn off the main gas valve, open windows, and carefully leave the house. Don't allow smoking, and do not light any matches or candles.
5. If you still have water pressure, start water running into the bathtub. If water leaks are suspected, shut off the water at the main valve. Do not leave taps open: prevent flooding when the water comes back on.

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Module (D) cont.

6. If damage to your electrical system is suspected (frayed wires, sparks, or the smell of hot insulation), turn off the electrical system at the main fuse box.
7. Check to make sure that your pets are all right and not injured. Pets, like children, may suffer trauma during a quake. Comfort your pet; keep it on leash or indoors for several days after a quake. Frightened dogs will run away and may get hopelessly lost.
8. Turn on your portable or car radio for reports and advice.
9. Check neighbors for injuries or fire hazards. If fires have started in the neighborhood, try to protect your rooftop from flying embers.
10. Move your car out of the garage, ready for use if needed.
11. Check your house, roof, and chimney for structural damage. Determine whether or not it is safe to remain inside.
12. Start your clean-up effort. As you go along, list your losses on a sheet of paper. Open closet and cabinet doors cautiously to avoid falling objects.
13. Gather your emergency supplies. Be ready, should you have to evacuate.
14. Collect valuables for safe storage. There is sometimes looting during disasters.
15. Be alert for live electrical wires which may have fallen in the area.
16. Don't be alarmed if your mercurial light switches cause your lights to flicker. Also, your telephone may ring for no reason.
17. Do not use your phone unless it is an emergency. Do not go for a drive to see what has happened in other areas.
18. Be thankful that you prepared properly.
19. Should you have to evacuate, prominently post a message, indicating where you are going to be.

End of Module (D)

Understanding the Effects of Earthquakes on Children

(For parents, Girl Scout Leaders and Senior Girl Scouts working with children)
Quake-Safe Workshop Module (E)

Earthquakes can be a frightening experience for everyone involved. The amount and the duration of the emotional upset can depend upon many factors such as: the emotional makeup of the child, the circumstances of the event, physical injuries to herself and those close to her, and most importantly, being prepared and understanding quakes in general. By knowing what to expect and how to react to it, we may be able to minimize some of these effects in children.

During an earthquake children are afraid of the same things as adults. They are especially afraid of another earthquake happening. They are afraid of being hurt, of dying, and of being separated from their families. They are not pretending; this fear is genuine and it is reinforced by observing fear in adults. Older people should admit they are afraid and should listen sympathetically to the child as she expresses her fear. On the other hand, dwelling on the fear endlessly or constantly questioning the child about it could prolong the fear. Constructive activity and a return to a routine speeds up a return to normalcy in the child.

Children thrive best in routine, orderly situations. Examples of some of these regularities are being with the family, playing with friends, going to school, having the same teacher each day, having fairly regular time schedules, and being in familiar surroundings.

An upset child can become panicky about being separated from family, so it is best to include her in all activities immediately after a quake, even when it is not the most convenient thing to do. Let her help clean up some of the mess, help build a fire to cook out of doors, and tag along whenever a family member goes. Don't leave her alone. She needs reassurance for awhile, and often spoken reassurance is not enough. She should be held and comforted, but she should also know what she is expected to do. A return to school is very helpful, since it is a routine and it is activity. The child may object, but be firm and insist that she goes.

Briefly, a child needs:

- To know what quakes are and what to expect.
- To know what to do during a quake.
- To have families that know what to do.
- To help with activities immediately after a quake.
- To have family togetherness as much as possible after a quake.
- To have someone who will listen to and understand her fears.
- To have a quick return to as many of her normal routines as possible.

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Module (E) cont.

It is of great importance for the family to remain together.

Being together with the family provides immediate reassurance to the child. Fears of being abandoned and unprotected are immediately alleviated. For example, immediately after a disaster, parents should *not* leave the child in a "safe" place while they themselves go elsewhere to inspect the possible damage. They should not leave the child alone in the evacuation center while they go back to the damaged area or go shopping without her. The child is less likely to develop clinging behavior, if she has no opportunity to experience the fear of being left alone.

The child needs reassurance by the parents' words as well as their actions!

"We are all together and nothing has happened to us." "You don't have to worry, we will look after you." Realistically, parents are also experiencing fear. However, they have the maturity to cope with the stress. Demonstrate strength so the child will feel more secure and reassured; however, it will not harm the child to let her know that you are also afraid. It is good to put these feelings into words. This sharing will encourage her to talk about her own feelings or fears. Communication is most helpful in reducing the child's fears, especially unfounded fears.

Listen to what the child tells you about her fears.

Listen when she tells what she thinks of what has happened. Explain the disaster (the fear inducing event) to the child and, again, listen to her. A child may express her fears in play or in actions. You may have to repeat yourself many times. Don't stop explaining just because you have told her once before.

Encourage her to talk.

The silent child needs to be encouraged to talk. Her difficulty in expressing herself may be very frustrating to the parents. It can be helpful to include other members of the family, neighbors, and their children in a talk about reactions to the disaster. Through the sharing of common experiences, fears are further reduced. Provide an atmosphere of acceptance where a child can talk about her fears (be it at home or at school). Adults may be reluctant to encourage the child to talk about fears and anxiety, because they believe fears and anxiety will increase. Also, parents may be afraid of harming the child by continued discussions. Statements like "I know you are afraid," or "It is a scary feeling," are helpful and should be used. Being told it is natural to be afraid, is reassuring.

A child's fears need not completely disrupt her and the family's activities.

It is apparent that there will be important things to do after a disaster: checking on the damage, cleaning up broken glass or fallen furniture. A child should be included in these activities. It is reassuring to see the house back in order and to resume household routine. For the parents of a very young child, the task is more difficult. Such a child may need more physical care, more holding; and this makes it harder for the parents to attend to other things that should be done. There is no short-cut. If the child's needs are not met, the problem will persist for a longer period.

This material was adapted from a pamphlet prepared by the San Fernando Valley Child Guidance Clinic.

End of Module (E)

Brownie Girl Scout Earthquake Project Requirements

Purpose: To learn about earthquakes and to practice safety measures to protect you and your family when one happens.

1. Do at least *two* of the following:
 - Learn what makes the ground shake in an earthquake, and why we cannot feel most earthquakes.
 - Draw a picture that tells something about an earthquake. Share it with your troop.
 - Look at pictures of a severe earthquake and talk about why there was so much damage. Think of ways that life has changed since the time in the picture. Would we have the same hazards today?
 - Take a hike along an "earthquake trail," or visit a place where you can see evidence of earth movement.
 - Invite someone to visit your troop to talk about earthquakes - perhaps a Cadette or Senior Girl Scout who is working on the patch. Or, present your earthquake safety information to others.

2. Do at least *two* of the following:
 - Check your bedroom or other rooms for objects that might fall and cause injury in a strong earthquake.
 - Develop the habit of keeping a pair of shoes by your bed at night, and explain why this is a good habit.
 - With your family, set aside a place to store water, first aid supplies, a flashlight, and a battery powered radio.
 - Know where to find drinking water at your house if the water pipes are broken. Know how to purify water.
 - Pretend that you are shopping for food that you could store at home for emergencies. What would you buy? Why?

3. Do *one* of the following:
 - Learn simple basic first aid (Pages 72-76, ***Brownie Girl Scout Handbook***, copyright 2000; pages 120-124, ***Brownie Girl Scouts Handbook***, copyright 1993).
 - Invite a Cadette or Senior Girl Scout who is earning her patch to teach first aid.

4. Do *one* of the following:
 - Hold an earthquake drill; discuss what to do during a strong quake at home, at school, at a troop meeting, in a car, in a shopping center, in the out-of-doors.
 - Explain what "after-shocks" are.
 - Talk to your family about what you should do if you are not all at the same place when a strong quake happens. Find out with your parents, your school's earthquake/disaster policy regarding keeping students at school or sending them home.

5. Do at least *one* of the following:
 - Name at least three things that would be dangerous to do after a strong earthquake has occurred.
 - Think of one good thing you could do for a neighbor after an earthquake.

6. Do *one* of the following:
 - Make at least ten families aware of the earthquake information in the front of the phone book or on the San Diego County Office of Emergency Services website at www.sdcounty.ca.gov/oes.
 - Make a poster for your school or library that tells something useful about earthquakes.

Junior Girl Scout Earthquake Project Requirements

Purpose: To learn about earthquakes and to practice safety measures to protect yourself and your family when one happens.

1. Do *one* of the following:
 - With others in your troop, find out what causes an earthquake and what happens to the earth and buildings when one occurs.
 - Visit a museum with an exhibit on earthquakes.
 - Hike an "earthquake trail," or visit a site that shows evidence of earth movement.
 - Invite someone to your troop to talk about earthquakes, perhaps a Cadette or Senior Girl Scout who is working on the patch. Or, present an earthquake safety workshop.
 - Visit <http://earthquake.usga.gov/learning/kids/php> and explore earthquakes for kids.

2. Do at least *two* of the following:
 - Discuss with your troop what you would need in case of an earthquake (emergency food, water, equipment). With your family, set aside a shelf to store these things (be prepared to sustain yourselves for 72 hours).
 - Make emergency fuel and cooking equipment to use during a power failure (tin can stove, buddy burner, etc.).
 - Know where to find drinking water in your home if the water pipes are broken. Know how to purify water.
 - Check all the rooms in your home for objects that might fall and cause injury during a quake.

3. Do at least *one* of the following:
 - With your troop, learn simple basic first aid (*Junior Girl Scouts Handbook*).
 - Earn the First Aid Badge (*Girl Scout Badges and Signs*).
 - Invite a Red Cross speaker or a Senior or Cadette Girl Scout to teach simple first aid.

4. Do at least *two* of the following:
 - Discuss what to do during a strong quake at home, at school, at a troop meeting, in a car, or the out-of-doors.
 - Discuss what "after-shocks" are.
 - Talk with your family about what you should do if you are not all at the same place when a quake happens.
 - Find out what your school's earthquake/disaster policy is regarding keeping students at school or sending them home.

5. Do at least *one* of the following:
 - Make a plan to entertain preschool children for one hour with games, songs, and stories.
 - Make a list of games, toys, and craft supplies you have that could be taken to an early child-care center.
 - Plan well-balanced menus for one day of foods that do not require cooking.

6. Do at least *one* of the following:
 - Make at least ten families aware of the earthquake information in the front of the telephone directory or on the San Diego County Office of Emergency Services website at www.sdcounty.ca.gov/oes.
 - Make posters or an exhibit for your school or a library telling something helpful to do before or during an earthquake to prevent injuries.
 - Hand out earthquake preparedness pamphlets provided by the Office of Emergency Services or Red Cross.

Cadette Girl Scout Earthquake Project Requirements

Purpose: To learn about earthquakes, to practice safety measures needed to protect yourself and your family when one happens, and to prepare yourself to help others.

1. Do at least *one* of the following:
 - Visit an earthquake fault trail. Hike the trail and look for evidence of earth movement.
 - Visit a museum where earthquake information is available.
 - Listen to a talk, see a documentary or attend a seminar on earthquakes.
 - Visit www.usgs.gov and learn about earthquakes.

2. Do at least *three* of the following:
 - With your family, plan for storage of food, water, and other things you will need in the event of an earthquake (be prepared to sustain yourselves for 72 hours).
 - Check all the rooms in your home for objects that might fall and cause injury during a quake, and reorganize to eliminate hazards.
 - Know when and how to turn off the main gas and water valves and the electrical power in your home.
 - Demonstrate how to purify water and cook during a power failure.
 - Have a portable radio and fresh batteries available.

3. Do *two* of the following:
 - Discuss with your troop and your family what to do during a quake at home, at school, in a car, etc.
 - Discuss "after-shocks."
 - With your family, decide on places to meet, should you be separated after an earthquake.
 - Discuss what possessions to take should evacuation be necessary.
 - Find out your school's earthquake/disaster policy regarding keeping students at school or sending them home.

4. Do *one* of the following:
 - Share your earthquake knowledge with a Brownie or Junior Girl Scout troop. Be sure they know about the earthquake information in the front of the telephone directory.
 - Teach simple first aid to a Brownie or Junior Girl Scout troop.
 - Accompany a Brownie Girl Scout troop to an earthquake fault trail which you have visited previously.

5. Complete Skill Builder 1 and 2 of the Emergency Preparedness Interest Project in the "*Cadette and Senior Girl Scout Interest Projects.*"

Senior Girl Scout Earthquake Project Requirements

Purpose: To learn about earthquakes, to practice safety measures to protect yourself and your family when one happens, and to prepare yourself to help others.

1. Do at least *one* of the following:
 - Visit an earthquake fault trail. Hike the trail and look for evidence of earth movement.
 - Visit a museum where earthquake information is available.
 - Listen to a talk, see a documentary or attend a seminar on earthquakes.
 - Visit www.usgs.gov and learn about earthquakes.

2. Do at least *three* of the following:
 - With your family, plan for storage of food, water, and other things you will need in the event of an earthquake (be prepared to sustain yourselves for 72 hours).
 - Check all the rooms in your home for objects that might fall and cause injury during a quake, and reorganize to eliminate hazards.
 - Know when and how to turn off the main gas and water valves and the electrical power in your home.
 - Make a list of family valuables for insurance purposes.
 - Demonstrate how to purify water and cook during a power failure.

3. Do *all* of the following:
 - Discuss with your troop and your family what to do during a quake at home, at school, in a car, etc.
 - Discuss "after-shocks."
 - With your family, decide on places to meet, should you be separated after an earthquake.
 - Discuss what possessions to take should evacuation be necessary.
 - Find out what your school's earthquake/disaster policy is regarding keeping students at school or sending them home.

4. Do *one* of the following:
 - Share your earthquake knowledge with a group of adults (PTA, Lions, etc.) and be sure they know about the earthquake information in the front of the phone book.
 - Present a Quake-Safe Workshop and help a younger Girl Scout troop do their Quake-Safe patch requirements, including simple first aid.
 - Make a PowerPoint or video presentation on earthquake hazards, reduction and safety. Make a plan for using the presentation.

5. Do the following:
 - Be prepared to entertain and care for children at a community center after an earthquake has occurred, helping with their fears and anxieties.

6. Complete the Emergency Preparedness Interest Project in the "*Cadette and Senior Girl Scout Interest Projects.*"

Resources

The American Red Cross offers several courses that are recommended for both girls and adults. Upon request, the Red Cross will make short first aid presentations to troops. They also have films and pamphlets that will help with first aid. “*Putting Down Roots in Earthquake Country*” a free pamphlet is available at the American Red Cross office. Information can be accessed online at www.sdarc.org.

Pamphlets available from the Red Cross include: *Emergency Preparedness Checklist*, *Your Family Disaster Supplies Kit*, and *Your Family Disaster Plan*.

| Presentation | Age | Time period |
|--|---------------|-------------|
| Basic Emergency Education | K-12 | 40 minutes |
| Basic Aid Training – troop leader led | 8-12 years | 6 hours |
| Standard First Aid/Adult CPR/AED | 8+ years min. | 7 hours |
| Cardio-Pulmonary Resuscitation/AED | 8+ years min. | 4.5 hours |
| First Aid and CPR Instructor courses | 17 years min. | 25 hours |
| Introduction to Disaster Services | 18 years min. | 3 hours |

Pet Watch: Your dog may have good reason for suddenly refusing to enter his dog house, or for climbing into your lap and shivering, according to California scientists, who are studying the long held notion that many animals behave abnormally prior to earthquakes. Dr. Leon Otis, Director of "Project Earthquake Watch" says results of the federally-funded project may someday help set the basis for predicting major earthquakes.

Special speakers: Your local colleges may be able to recommend a geology student who can answer questions for your girls. Some fire departments train their personnel in disaster prevention.

Telephone Directory: There is a survival guide of several pages in the front section of the telephone directory. The entire section can be ordered as a separate free booklet in English or Spanish by contacting the business office in you local Telephone Company.

Libraries: Check the reference books and the juvenile section for information on fault lines.

Office of Emergency Services: This is listed in the county section in the front of the phone book. They have distribution materials.

San Diego County Offices of Emergency Services can be reached at (858) 565-3490 or www.sdcounty.ca.gov/oes

Links:

www.usgs.gov
www.fema.gov/kids/quake/html
<http://science.howstuffworks.com/earthquake>

