# Earthquakes as a Geomorphological Hazard

## Year 8 Geography

### Australian Curriculum learning objectives

[ACHGK053](http://bit.ly/1fIVzoh)[[1]](#footnote-1) - The causes, impacts and responses to a geomorphological hazard

[ACHGS060](http://bit.ly/1hqPrfJ)[[2]](#footnote-2) - Apply geographical concepts to draw conclusions based on the analysis of the [data](http://www.australiancurriculum.edu.au/Glossary?a=G&t=Data) and information collected

### Cross-curriculum priority area [sustainability](http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Sustainability) organising ideas

OI7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

## Resources required

* *Natural Hazards - The Christchurch Earthquake* captioned video from VEA. (Duration: 29 minutes)
* Earthquakes video worksheet x class set
* [Save the Children Earthquake response game](http://bit.ly/RjVYCn)[[3]](#footnote-3) (available from the App Store)
* Model emergency response plans (see hyperlinks in outline)
* [Earthquake profile](http://environment.nationalgeographic.com.au/environment/natural-disasters/earthquake-profile/)[[4]](#footnote-4) from National Geographic
* [Earthquakes Geo Science Australia images](http://www.ga.gov.au/earthquakes/)[[5]](#footnote-5)

Lesson outcome: Students investigate the causes, impacts and responses to earthquakes as a geomorphological hazard,

## Lesson outline

1. Prior knowledge activity: As a class, analyse the Earthquakes Geo Science Australia images.
   1. What do you notice about earthquakes in the Australian region?
   2. Do you think we are at risk of experiencing earthquakes?
   3. What countries do you hear about when we hear about earthquakes?
2. Distribute earthquake worksheet and instruct students to fill it in as the video, *Natural Hazards - The Christchurch Earthquake* is played.
3. Discuss answers to why earthquakes are economically and socially expensive.
4. Further discussion questions:
   1. How do people return to daily life after traumatic events such as this?
   2. THINK/PAIR/SHARE discussion: Some people often wonder why people would continue to live in high risk areas such as Christchurch. If it was your home that had experienced such earthquakes and aftershocks, would you want to leave or stay? Why or why not?
5. In groups, prepare an emergency response plan to earthquakes. Examples include Earthquake Country’s [create a disaster-preparedness plan](http://www.earthquakecountry.info/roots/step2.html)[[6]](#footnote-6) or [Bay Quake Alliance’s poster](http://bayquakealliance.org/prepare/images/7steps-lrg.jpg)[[7]](#footnote-7).

## Homework/extension

Students can write their own profile of earthquakes after investigating images and completing wider reading from National Geographic.

Students are to analyse the[ABC Survival Guide to Earthquakes](http://www.abc.net.au/news/emergency/plan-for-an-emergency/earthquake/#before).

Questions could include:

1. Do you think this guide is sufficient for a high- risk area such as Christchurch in New Zealand?
2. Why is it important for people to be aware of disaster response plans in their local areas?

## Opportunity for further activity

* Save the Children Earthquake response game could be played individually or as a class.
* Students can investigate the Haiti earthquake disaster through this [earthquake simulation.](http://insidedisaster.com/haiti/experience)
* Students can collect a media file of articles and reports about the Christchurch earthquakes to analyse economic and social costs.

1. <http://bit.ly/1fIVzoh> [↑](#footnote-ref-1)
2. <http://bit.ly/1hqPrfJ> [↑](#footnote-ref-2)
3. <http://bit.ly/RjVYCn> [↑](#footnote-ref-3)
4. <http://environment.nationalgeographic.com.au/environment/natural-disasters/earthquake-profile/> [↑](#footnote-ref-4)
5. <http://www.ga.gov.au/earthquakes/> [↑](#footnote-ref-5)
6. <http://www.earthquakecountry.info/roots/step2.html> [↑](#footnote-ref-6)
7. <http://bayquakealliance.org/prepare/images/7steps-lrg.jpg> [↑](#footnote-ref-7)