



[Activities](#) [1]

Interactive Activities

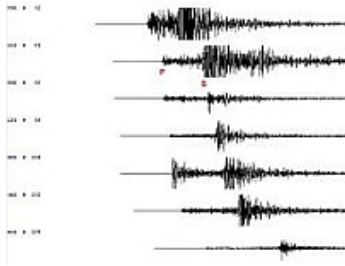
Go to the [Quizzes](#) [2] page.

Printable Activities

Curriculum Area	Strand	Learning Outcome	Activity
Science Level 3-4	Planet Earth and Beyond	<ul style="list-style-type: none">Identify the major plates and their boundariesApply the theory of plate tectonicsModel movement of plates	<ul style="list-style-type: none">Pangaea to Present - Word [3] (152k) PDF [4] (192k)Geohazard Impacts - Word [5] (89k) PDF [6] (338k)
	Nature of Science		
Social Studies Level 3-5	Place and Environment	<ul style="list-style-type: none">Inform people how to protect themselves and their property from a disaster	<ul style="list-style-type: none">How Safe is My House Word [7] (60k) PDF [8] (92k)
and			
English Level 3-5	Presenting	<ul style="list-style-type: none">Show how a disaster should be managedPresent information effectively	<ul style="list-style-type: none">Civil Defence Poster - Word [9] (245k) PDF [10] (190k)
			
Mathematics Level 3-4	Number and Algebra	<ul style="list-style-type: none">Summarise and categorise earthquake impactsApply number strategies and number knowledge to	<ul style="list-style-type: none">Canned Disaster - Word [11] (2Mb) PDF [12] (176k)Geohazard Impacts - Word [5] (89k) PDF [6] (350k)Field Trip Number Challenge - Word [13] (31k) PDF
	Statistics		

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a range of problems related to the virtual field trip

[14] (125k)
• Geohazards Work it Out - [Word](#) [15] (39k) | [PDF](#) [16] (267k)

Science Level 4-8

Planet Earth and Beyond



Nature of Science

Physical World

- See patterns in the worldwide distribution of earthquakes and volcanoes
 - Understand that New Zealand's location on a plate boundary explains why the country has earthquakes and volcanoes
 - Understand that specialists collaborate to provide evidence to support their ideas
 - Understand how base isolators protect buildings from damage during earthquakes
 - Be able to predict where future earthquakes might occur
- World of Quakes and Volcanoes - [Word](#) [17] (335k) | [PDF](#) [18] (398k)
 - Shaky New Zealand - [Word](#) [19] (204k) | [PDF](#) [20] (274k)
 - Plates Quakes and Volcanoes - [Word](#) [21] (456k) | [PDF](#) [22] (551k)
 - Plate Boundary Models - [Word](#) [23] (4.3Mb) | [PDF](#) [24] (821k)
 - How Safe is My House - [Word](#) [7] (60k) | [PDF](#) [8] (92k)
 - Earthquake Prediction - [Word](#) [25] (185k) | [PDF](#) [26] (93k)
 - Slinky Simulation - [Word](#) [27] (364k) | [PDF](#) [28] (191k)
 - Human Molecules - [Word](#) [29]

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- Understand the movement of plate boundaries in different parts of New Zealand (300k) | [PDF](#) [30] (200k)
- Home Disaster Kit - [Word](#) [31] (348k) | [PDF](#) [32] (382k)
- A Tsunami Through the Window - [Word](#) [33] (1.2Mb) | [PDF](#) [34] (117k)
- Look for patterns in earthquake events but appreciate that earthquakes cannot be predicted
- Explain the causes and impacts of tsunami
- Develop an understanding that increasing stress within the earth builds up until it is released as an earthquake
- Model how seismic waves travel through the Earth
- Demonstrate the properties of seismic waves

More Things to Try

- Diaries and journals; keep your own field trip diary - [Word](#) [35] (13k) | [PDF](#) [36] (274k) | [Google Doc](#) [37].
- Web conference activity. Students can work on this activity while they listen to live or recorded web conferences - [Word](#) [38] (25k) | [PDF](#) [39] (167k) | [Google Doc](#) [40]. Notes from these pages could be shared to help put

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together the class web conference summary.

- Web conference summary template [Word](#) [41] (29k) | [PDF](#) [42] (113k) | [Google Doc](#) [43].
- A simple activity for students to build connections between words and improve their vocabulary. Students could enter words from the field trip glossary into <http://graphwords.com/> [44].

Source URL: <http://www.learnz.org.nz/naturalhazards203/activities>

Links

- [1] <http://www.learnz.org.nz/naturalhazards203/activities>
- [2] <http://www.learnz.org.nz/naturalhazards203/quizzes>
- [3] <http://www.learnz.org.nz/sites/learnz.org.nz/files/pangaea-to-the-present.doc>
- [4] http://www.learnz.org.nz/sites/learnz.org.nz/files/pangaea-to-the-present_0.pdf
- [5] <http://www.learnz.org.nz/sites/learnz.org.nz/files/geohazard-impacts.doc>
- [6] <http://www.learnz.org.nz/sites/learnz.org.nz/files/geohazard-impacts.pdf>
- [7] http://www.learnz.org.nz/sites/learnz.org.nz/files/how-safe-is-my-house_0.doc
- [8] http://www.learnz.org.nz/sites/learnz.org.nz/files/how-safe-is-my-house_0.pdf
- [9] http://www.learnz.org.nz/sites/learnz.org.nz/files/poster-activity_0.doc
- [10] http://www.learnz.org.nz/sites/learnz.org.nz/files/poster-activity_0.pdf
- [11] http://www.learnz.org.nz/sites/learnz.org.nz/files/disaster-can-activity_0.doc
- [12] http://www.learnz.org.nz/sites/learnz.org.nz/files/disaster-can-activity_0.pdf
- [13] http://www.learnz.org.nz/sites/learnz.org.nz/files/field-trip-number-challenge_3.doc
- [14] http://www.learnz.org.nz/sites/learnz.org.nz/files/field-trip-number-challenge_3.pdf
- [15] http://www.learnz.org.nz/sites/learnz.org.nz/files/geohazards-work-it-out_0.doc
- [16] http://www.learnz.org.nz/sites/learnz.org.nz/files/geohazards-work-it-out_0.pdf
- [17] <http://www.learnz.org.nz/sites/learnz.org.nz/files/world-of-quakes.doc>
- [18] <http://www.learnz.org.nz/sites/learnz.org.nz/files/world-of-quakes.pdf>
- [19] <http://www.learnz.org.nz/sites/learnz.org.nz/files/shaky-new-zealand.doc>
- [20] <http://www.learnz.org.nz/sites/learnz.org.nz/files/shaky-new-zealand.pdf>
- [21] <http://www.learnz.org.nz/sites/learnz.org.nz/files/plates-and-quakes.doc>
- [22] <http://www.learnz.org.nz/sites/learnz.org.nz/files/plates-and-quakes.pdf>
- [23] <http://www.learnz.org.nz/sites/learnz.org.nz/files/new-zealand-plate-boundary-models.doc>
- [24] <http://www.learnz.org.nz/sites/learnz.org.nz/files/new-zealand-plate-boundary-models.pdf>
- [25] <http://www.learnz.org.nz/sites/learnz.org.nz/files/earthquake-prediction.doc>
- [26] <http://www.learnz.org.nz/sites/learnz.org.nz/files/earthquake-prediction.pdf>
- [27] <http://www.learnz.org.nz/sites/learnz.org.nz/files/slinky-simulation-activity.doc>
- [28] <http://www.learnz.org.nz/sites/learnz.org.nz/files/slinky-simulation-activity.pdf>
- [29] <http://www.learnz.org.nz/sites/learnz.org.nz/files/human-molecules-activity.doc>
- [30] <http://www.learnz.org.nz/sites/learnz.org.nz/files/human-molecules-activity.pdf>
- [31] <http://www.learnz.org.nz/sites/learnz.org.nz/files/home-disaster-kit.doc>
- [32] <http://www.learnz.org.nz/sites/learnz.org.nz/files/home-disaster-kit.pdf>

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[33] <http://www.learnz.org.nz/sites/learnz.org.nz/files/tsunami-thro-the-window-earth-learning-idea.doc>

[34] <http://www.learnz.org.nz/sites/learnz.org.nz/files/tsunami-thro-the-window-earth-learning-idea.pdf>

[35]

http://www.learnz.org.nz/sites/learnz.org.nz/files/Diaries%20and%20Journals_1.docx

[36]

http://www.learnz.org.nz/sites/learnz.org.nz/files/Diaries%20and%20Journals_1.pdf

[37] <https://docs.google.com/document/d/1YT995IGjUCxa9Kwoy0V1BH4PflbverQDWmfeOn1s7w4/edit?usp=sharing>

[38] http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity_2.doc

[39] http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-activity_2.pdf

[40] <https://docs.google.com/document/d/17P4Y7tdFu8rf5q5CiAkwGoNktt-gQdTMYNqAChAO-JY/edit?usp=sharing>

[41]

http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary_2.doc

[42]

http://www.learnz.org.nz/sites/learnz.org.nz/files/web-conference-summary_2.pdf

[43] <https://docs.google.com/document/d/1uX6uXI9kBrUKF8NblivXTUxAc9Kdf7YKFlxtUGwZdNw/edit?usp=sharing>

[44] <http://graphwords.com/>