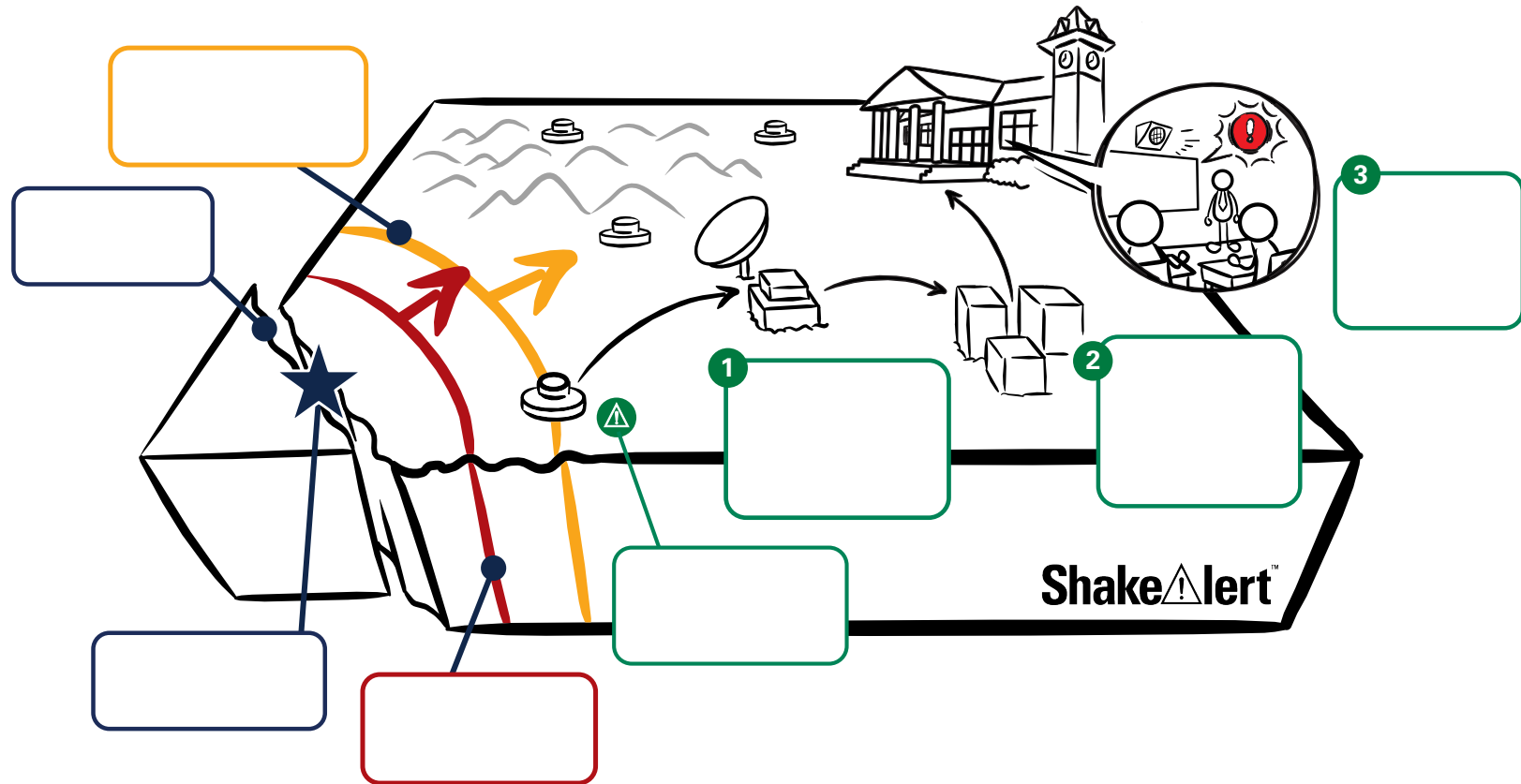


Name: _____

ShakeAlert Model - Student Sheet

DIRECTIONS: Follow your teacher's directions to add labels and notes to the model below.



Name: _____

ShakeAlert Model - Student Sheet

Reflection

1. What are 1-2 things you think you'll remember about Earthquake Early Warning?
What will you share with your family tonight? Why?
2. How would you describe your confidence to be safe during an earthquake compared to before this lesson
(Less Confident, About the Same Confidence, More Confident)? Why?
3. Identify two places other than school or home where you often go. For each place, describe the protective action that you would take if you received an alert or felt ground shaking. Explain why you would take that protective action.
4. Describe two automated systems that could either be automatically turned off, or automatically turned on, when receiving a ShakeAlert earthquake early warning. Explain why those automated actions help keep people safe.

Name: SAMPLE RESPONSES

ShakeAlert Model - Student Sheet

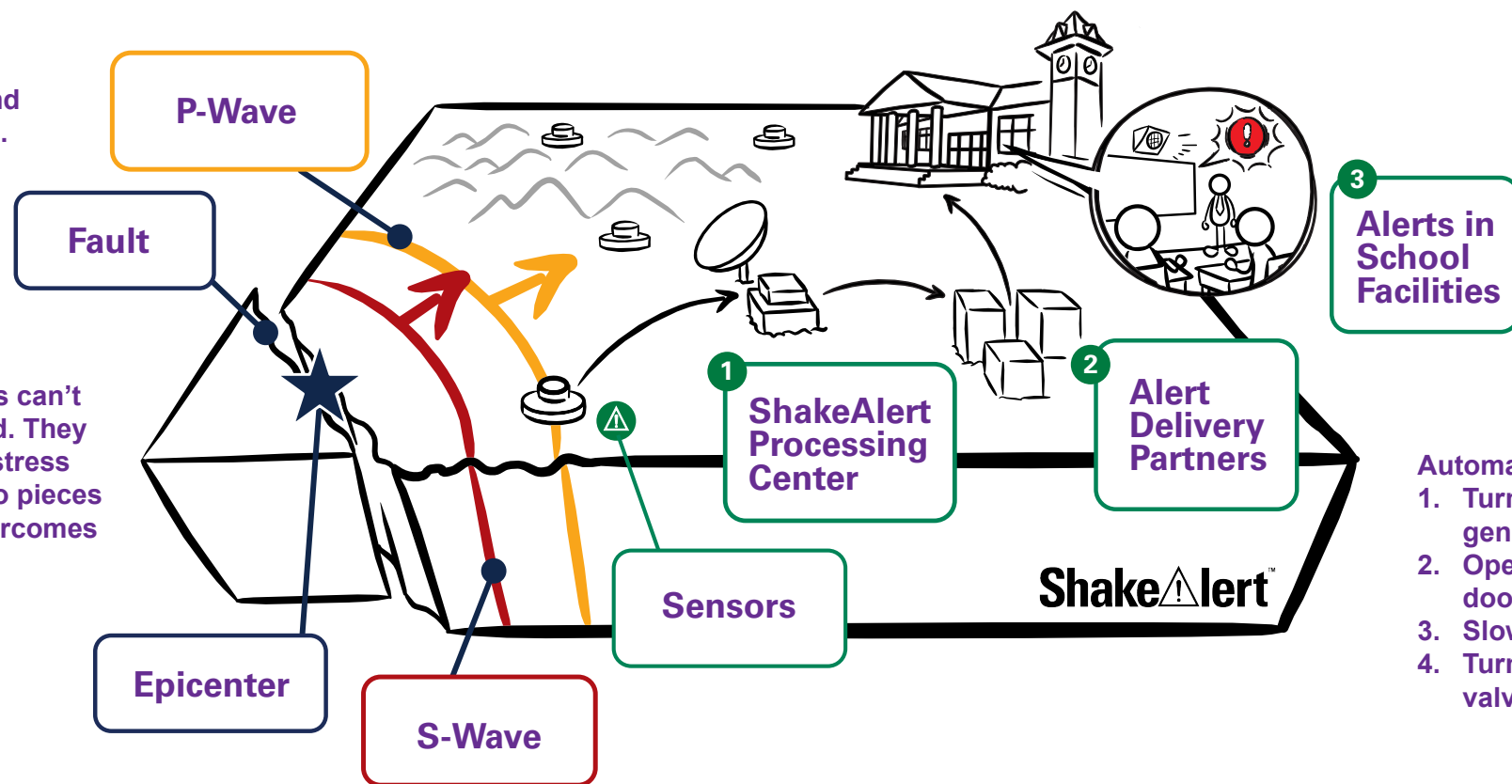
DIRECTIONS: Follow your teacher's directions to add labels and notes to the model below.

If you feel shaking or get an alert, Drop, Cover, Hold On.

1. Inside-Drop to knees, take Cover under the table, cover the back of your head and Hold On to table leg.
2. In bed-turn onto your stomach and cover your head with a pillow.
3. Outside-move away from things that can fall on you, then Drop, Cover, Hold On.

P-Waves are fastest and compress and stretch earth.

Earthquakes can't be predicted. They start when stress between two pieces of earth overcomes friction.



S-Waves are slower, more damaging, and move earth material perpendicular to the direction the wave travels.

Seismic stations detect ground motion.

Processing Centers estimate the size and location of the earthquake.

Alert Delivery Partners send the earthquake early warning alert.

- Automated Actions
1. Turn on hospital generators.
 2. Open firehouse doors.
 3. Slow down trains.
 4. Turn off system valves.