Riverside Community College District
THE GREAT SHAKE OUT
2009
Student Scenarios

INSTRUCTIONS FOR FACULTY

The following scenarios have been created for you to discuss with your students on October 15th. You can use these scenarios with one class or with every class you teach during the day or even the week. Please go over as many scenarios as possible with your students; it is understandable that you will not be able to go over every scenario with every class.

THE SCENARIOS
The scenarios are not designed for you to have concrete answers for what students should do in each situation, as sometimes there are so many considerations that we can't tell individuals exactly what to do. Rather they are designed to get students thinking about what they might do to better prepare themselves both psychologically and physically for a disaster.

FACILITATING:
A PowerPoint has also been designed for the purpose of facilitating these scenarios. The PowerPoint is located on RCCD's Emergency Preparedness Website. http://www.rcc.edu/administration/emergencypreparedness/
If you choose not to use the PowerPoint, you can use the following pages and follow the instructions. The instructions are centered on the page, underlined and in bold print (such as READ, DISCUSS WITH STUDENTS, etc). You will also find notes to assist you with the discussion in text boxes.

GET THEM TALKING:
A great way to get students talking is to have them pair up with one other individual and discuss the scenario and then have those two individuals join another pair to carry on the discussion, followed by a class discussion. By using this method, those individuals who may not be inclined to share in a larger group might share with one other individual, and then as a pair they can present their ideas to another pair and as a quad present to the class.

NOTES FOR INSTRUCTOR:
You may want to review the following with students before beginning the scenarios.

Richter Scale

- Small: 5.0 to 5.9
- Moderate: 6.0 to 6.9
- Major: 7.0 to 7.9
- Great: 8.0 or greater

Even though it may not seem like it, a small earthquake is considered 5.0 to 5.9.

Moderate earthquakes range between 6.0 and 6.9. The 1983 Coalinga Earthquake (6.7), the 1984 Morgan Hill Earthquake (6.2) and the 1994 Northridge earthquake (6.7) are all considered Moderate earthquakes.

Major Earthquakes range between 7.0 -7.9. The Loma Prieta Earthquake of 1989 was a major earthquake measuring 7.1 on the richter scale.

Earthquakes of 8.0 or greater are considered "Great" earthquakes. The last Great earthquake in California of significant impact was the 1906 San Francisco earthquake (8.3).

Scientists state there is a 99.7 percent chance a magnitude 6.7 quake or larger will hit California in the next 30 years.

EXERCISE GUIDELINES

READ:

- Scenarios are intended to be conducted in a SAFE, OPEN, AND STRESS-FREE environment.
- Scenarios are designed to get you thinking and visualizing what you will do during different situations and how you will seek safety for yourself and others.
- Participate based on your knowledge of best safety practices during earthquake situations.
- Scenarios do not necessarily have one correct answer, so please be open to input and options provided by others.
- Scenarios leave some information out so you can discuss considerations.

For each scenario, you will discuss:

- **Possible Considerations:** Content surrounding the scenario you may need to consider before taking action. (time of day, weather, building location, etc.)
- **Possible Options:** What different actions could you take in the situation.
- **Your Actions:** Which option would you choose in the situation.

SCENARIO #1

READ:

You are sitting in class when you hear a loud rumbling sound. You can see the LCD projector overhead swaying and feel a slight movement. As you look around, other students are looking startled and also looking around. The building is still shaking and the rumbling is loud.

Have students:

List their considerations
List their possible options
List their actions

Notes for Instructor:

Possible considerations: What type of classroom is it (lecture hall, classroom, lab), what furniture is there to duck, cover and hold under, are there unsafe items in the room that could make it difficult to duck, cover and hold in certain parts of the room (chemicals, large panes of glass)

Possible options: Duck, cover and hold under furniture; Duck, cover and hold with a book or other hard surface protecting head/neck if no furniture is available; move to location in the room that is safest (away from chemicals, large cabinets, large panes of glass, etc).

Discuss with students:

After discussing Scenario have students think about the scenario and how they can better prepare for similar situations by talking to them about the following:

During an earthquake, often times when adults are with other adults, they will look around to see what everyone else is doing before they act, even if they know they should be seeking cover.

Many Californians, having been through several earthquakes, will wait to see if the earthquake is going to be a "big one" before they seek safety.

During a major (7.0- 7.9) or a great (>8.0) earthquake scientists say that it may start off seeming like it is a smaller quake, and then the violent shaking will begin. Once the violent shaking starts, due to the movement, most people will be unable to walk or get to safety.

Reports from two RCCD students who have been in major/great earthquakes report that they were unable to walk or even roll out of bed during the earthquake. The student who happened to be in bed (magnitude 7.1) reports that had she gotten out of bed when the shaking started she could have retreated to a safer location. Once the violent shaking started, she was unable to get off the bed or even roll to the side of the bed.

BE THE LEADER: During an earthquake – be the person who gives everyone else in the room permission to seek cover! SEEK COVER AS SOON AS THE EARTHQUAKE BEGINS. You may not have the opportunity if violent shaking begins.

SCENARIO #2

READ:

You are in the campus library and go to use the restroom. You are washing your hands when a major earthquake starts shaking the building. You drop, cover and hold until the shaking stops. When you stand you can see damage to the building. As you go to evacuate, the door will not open. You are the only one in the bathroom. If you are a man, you only have what you are currently carrying in your pockets. If you are a woman, you have only what you are carrying in your purse/pockets. You try your cell phone but cannot get it working.

Have students:

List their considerations
List their possible options
List their actions

Notes for Instructor:

Possible Considerations: What items are available in bathroom; does anyone know individual is in bathroom; is the bathroom in a remote location or are there individuals nearby; is there another way out (windows); is there a storage room attached that has items to be used.

Possible Options: try to break out of door; yell for help; tap on pipes to let others know of presence; use items in purse/pockets to help get out/get help.

Discuss with students:

After discussing Scenario have students think about the scenario and how they can better prepare for similar situations by talking to them about the following:

It is crucial for you to think about what items you have that can help you in an emergency.

Keys can be used to bang against metal pipes if trapped or as a weapon during an attack.

Many people carry whistles on their keychain or in their purse. During an emergency situation, you will be able to use a whistle for a longer duration than you can scream for help.

A small flashlight can also be used to seek help – especially during night searches.

SCENARIO #3

READ:

You are walking down an enclosed hallway when the building starts shaking violently. You are unable to walk, due to the violent shaking, and you and other students drop and cover. When the shaking stops, you stand up to assess the situation. Other students are standing. The part of the hallway leading to a nearby stairwell looks clear, but the other direction in the hallway is cluttered with large pieces of debris. You can see one individual surrounded by the debris, but they do not appear injured. She is huddled on the ground covering her ears and not moving. You call but she does not respond. You think you can get past the debris to get to her.

Have students:

List their considerations
List their possible options
List their actions

Notes for Instructor:

Possible considerations: another quake can occur while trying to rescue the student; the student may not be willing to move – severe shock; movement of the debris may cause further damage/collapse; what other type of structural damage does the building have.

Possible Options: Try to help the student out; evacuate with other students and let an authority know there is someone in the building; help get other students out and then go back into the building (not the preferred response); get several other students who are able to help get the student out.

Discuss with students:

After discussing Scenario have students think about the scenario and how they can better prepare for similar situations by talking to them about the following:

There are several things to consider in this scenario – first and foremost being your personal safety. Earthquake aftershocks can be stronger than the original quake and can occur seconds, minutes, hours, days and weeks after the first. Always consider your personal safety. It will be easier for Search and Rescue Teams to find and retrieve one individual from a building than it will if you try to assist and get trapped as well.

Some individuals need to consider the psychological effects of their actions in this type of situation. It would be hard for some to leave that one person behind, even if helping all the other students in the hallway out of the building. Remember: The needs of the many outweigh the needs of the few or the one.

If ever in this situation and choose to get yourself and the others out of the building, make a note of where the individuals was left, what they were wearing and any other identifying information that will assist Search and Rescue Teams.

SCENARIO #4

READ:

You are in class at a campus that is more than 10 miles from your home and a major earthquake starts shaking the building. The students and instructor all take safety precautions (drop, cover and hold). When the shaking stops, the instructor orders everyone to evacuate to the location that he showed the class at the beginning of the semester. Once in the parking lot, the instructor checks roll and reports to the Incident Command that all students are accounted for. The Incident Command lets the instructor know that most major streets and freeways are impassible, but students who live nearby can probably walk home safely.

Have students:

List their considerations
List their possible options
List their actions

Notes for Instructor:

Possible considerations: another quake can occur while trying to drive or walk home; the weather – is it hot/cold; what types of hazards may be located between campus/home; where are other family members/loved ones; how far to home.

Possible Options: wait for further reports on roads; try to walk home; stay on campus; go to nearest shelter; go to nearby friend/family members home; try to drive home.

Discuss with students:

After discussing Scenario have students think about the scenario and how they can better prepare for similar situations by talking to them about the following:

Consider what you will do if you are 10 or more miles away from home when an earthquake strikes and roads are impassible. Have you created a car emergency kit? In this type of situation, it is possible that a mass care and shelter facility will be set up in the vicinity, but it is important that you be prepared in case you need to care for yourself for several days. Store items in your car such as water, food, blankets, extra clothing and comfortable shoes.

- Water can be purchased in aluminum pouches (much like the Capri Sun children's drink), so that it is safe to keep in your car.
- Store granola bars, trail mix or other high protein items in your car. Put them in easily accessible places, so you can eat them in normal circumstances if you are running from place to place and don't have time to stop to pick up food.
- Blankets are important as they can be used for many different things in an emergency (keep warm, use as sun shield, move an injured person, pillow).
- Extra clothing can make it easier to deal with the weather. Have shorts, t-shirts, long pants and sweatshirt/jacket. Comfortable shoes are a must, as you may have to walk many miles.

AFTER SCENARIOS

Talk to Students about the following:

THINK ~ COMMUNICATE ~ MOBILIZE

There will not be a concrete answer on what you should do in every emergency.
It is important during an emergency that you THINK about the best course of action, COMMUNICATE that plan of action to those around you, and for you and those around you to MOBILIZE quickly and safely.

HAVE A PLAN

Discuss with your family what your plan is during an emergency. Where will you meet if unable to return home? Who will you call out of state to relay information if necessary?

GET A KIT

Put together an emergency kit for both your home and your car. Food and water are the most important. If you can afford it, commit to buying one item for your emergency kit every month. One more item in your kit is one more tool you will have at your disposal during an emergency. You can buy items for your kits at dollar stores, yard sales and second hand stores.

PRINTABLE PAGE FOR STUDENTS

What to Do During an Earthquake

Stay as safe as possible during an earthquake. Be aware that some earthquakes are actually foreshocks and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

If indoors

- **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture; and **HOLD ON** on until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay in bed if you are there when the earthquake strikes. Hold on and protect your head with a pillow, unless you are under a heavy light fixture that could fall. In that case, move to the nearest safe place.
- Use a doorway for shelter only if it is in close proximity to you and if you know it is a strongly supported, loadbearing doorway.
- Stay inside until shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- DO NOT use the elevators.

If outdoors

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

If in a moving vehicle

- Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that might have been damaged by the earthquake.

If trapped under debris

- Do not light a match.
- Do not move about or kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Taken from FEMA website: http://www.fema.gov/hazard/earthquake/eq_during.shtm