Turbulent Earth: crisis log.

Name: Class: Date:

Keep this log as you work through the crises. Record your call before you read what happened, then compare. Use it to write your after-action report on screen 9.

SCREENS 1 TO 3 My role and the briefing

a **My role:** _____ **What I watch most closely:** _____

b **Draw a subduction zone and label where the earthquake, the tsunami and the volcano come from.**

SCREEN 4 Crisis 1: Pinatubo, 1991

a **Your call at each decision card, and what really happened.**

DECISION	MY CALL AND WHY	WHAT HAPPENED
1		
2		
3		
4		

b **One thing my role would do differently, and the evidence for it:**

SCREEN 5 Crisis 2: Tōhoku, 2011

a Your call at each decision card, and what really happened.

DECISION	MY CALL AND WHY	WHAT HAPPENED
1		
2		

b One thing my role would do differently, and the evidence for it:

c The chain of effects, from the sea floor to the power plant:

SCREEN 6 Crisis 3: Christchurch, 2010–2011

a Your call at each decision card, and what really happened.

DECISION	MY CALL AND WHY	WHAT HAPPENED
1		
2		

b One thing my role would do differently, and the evidence for it:

c Why did a smaller earthquake in 2011 kill more people than the larger one in 2010?

SCREENS 7 AND 8 Prediction, warning and impacts

a Explain the difference between a prediction and a forecast, with an example of each.

b How does an impact like Chicxulub affect each sphere?

SPHERE	EFFECT
Geosphere	
Hydrosphere	
Atmosphere	
Biosphere	

SCREENS 2 TO 8 A chain across the spheres

Choose one crisis. Draw the chain of effects from the first sphere to the others, with an arrow for each step.

SCREEN 9 After-action report planner

Three recommendations for an Australian community, each with evidence from a crisis.

RECOMMENDATION	EVIDENCE
1	
2	
3	