**ACTIVITY: Who’s on your team**

**Activity idea**

In this activity, students work in small groups to select a 6-member disaster response team from a set of 12 biography cards.

By the end of this activity, students should be able to:

* better understand the consequences of a volcanic eruption – on people and on infrastructure
* discuss the most important needs for people after a volcanic eruption
* discuss the utilities that would be given priority for restoration after an eruption
* better understand the key personnel required to help manage the consequences of a volcanic eruption in their city, town or rural area.

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**Introduction/background**

Since New Zealand sits on the boundary of the Pacific and Indo-Australian tectonic plates, it is not surprising that volcanoes are such a characteristic part of New Zealand’s landscape. In such a volcanic region, what would happen if a volcano did erupt in a populated area of New Zealand? Would we be ready?

In this exercise, students select a team of 6 experts from a set of 12 biography cards. They are asked to pick the 6 people they feel would make up the best team to predict and prepare a city or town before and after a volcanic eruption. The DEVORA project in Auckland is an example of such a team.

After a volcanic eruption, the restoration of service facilities is essential both for an efficient emergency response and for daily living. Facilities that could be affected by an eruption include transport (road, rail, sea and air), telecommunications (computers, telephones, television and radio), energy (gas and electricity) and the health sector (water supply, waste disposal and hospitals).

An eruption could destroy houses and other buildings, block roads and cut off water, sewerage, power and communication systems. Total destruction would occur at the centre of the volcanic eruption.

See the articles [Determining Auckland’s volcanic risk](https://www.sciencelearn.org.nz/resources/642-determining-auckland-s-volcanic-risk), [Exercise Ruaumoko](https://www.sciencelearn.org.nz/resources/655-auckland-s-volcanoes) and [Auckland’s volcanoes](https://www.sciencelearn.org.nz/resources/655-auckland-s-volcanoes) for more background information for this activity.

**What you need**

Copies of [biography cards](#biography)

**What to do**

1. As a class, watch the video clips [DEVORA](https://www.sciencelearn.org.nz/videos/337-devora) and [Future explosions in Auckland](https://www.sciencelearn.org.nz/videos/344-future-explosions-in-auckland).
2. Brainstorm and discuss the priorities of the DEVORA project along the 3 themes Dr Jan Lindsay discusses – geological, hazard and risk.
3. As a class, brainstorm and discuss the priorities of a disaster response team or operations centre:

* Before eruption – early warning based on scientific information; evacuation of affected areas.
* After eruption – keeping people safe; looking after life, then law and order, then utilities; restoration of service facilities such as energy, water, transportation, energy and telecommunications.

1. Have students work in small groups (3–4 students) and hand out a set of biography cards to each group. Explain that each group represents an expert panel whose task is to assemble a 6-person team from the 12 biography cards given. The team will be responsible for:

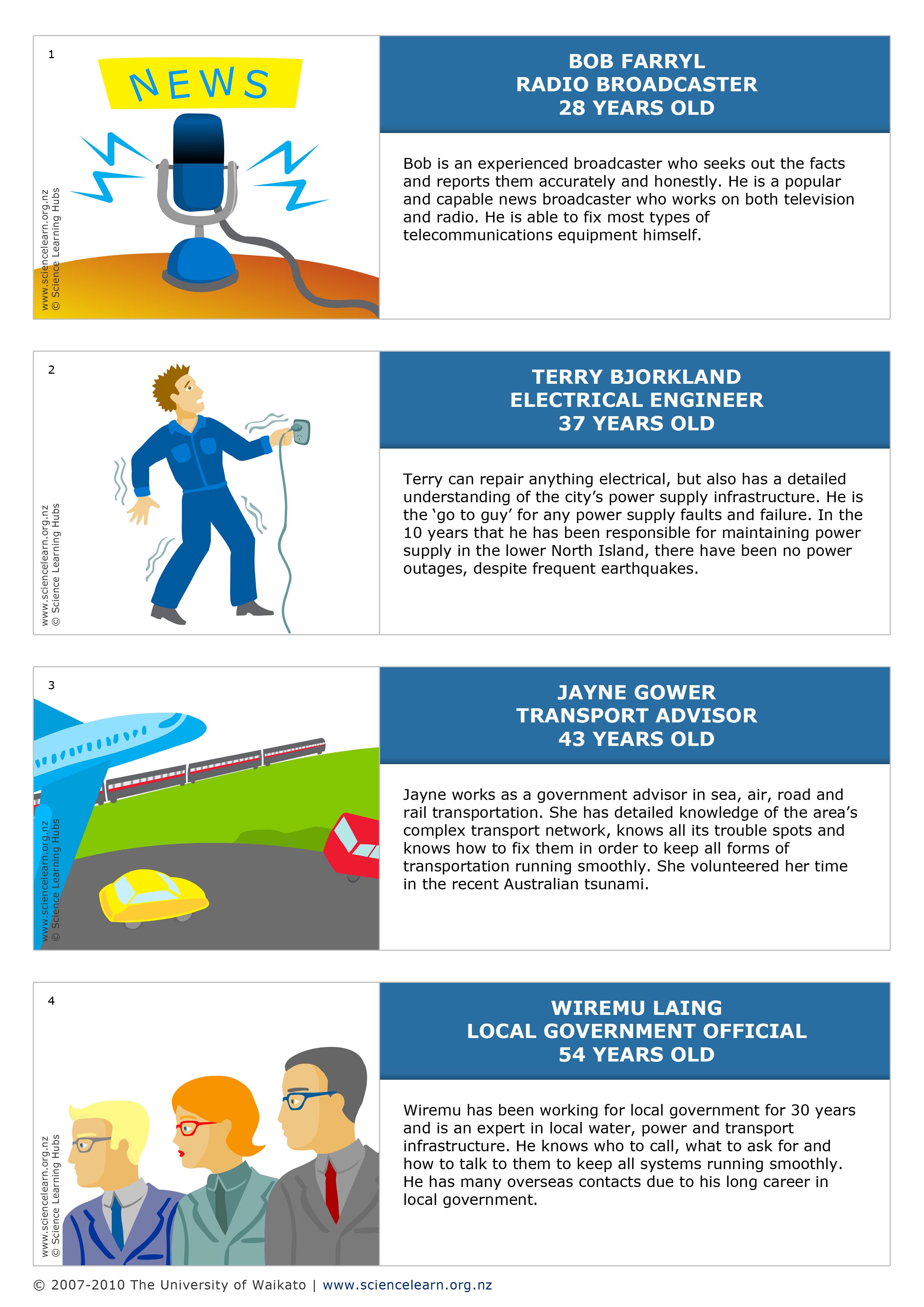
* predicting volcanic eruptions
* preparing New Zealanders for a volcanic eruption
* responding to an eruption after it has happened.

1. Ask each group to read each card, discuss the individuals and then select the 6 members of their disaster response team. They must be able to justify their choices to the class.
2. Provide an opportunity for each group to feed back to the class and discuss. If appropriate, come up with an agreed disaster response team for the whole class based on these discussions.

**Discussion questions**

* What criteria did you use to make your decisions?
* Do you need any additional information? If so, what kind of information would be helpful?

**Biography cards**

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