

Teachers' Notes

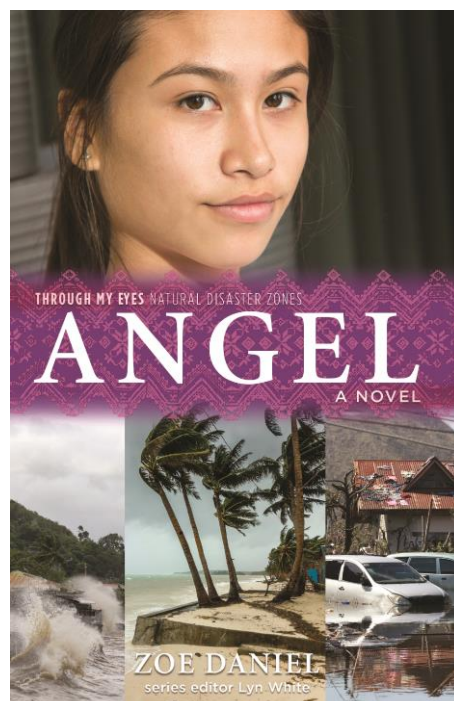
Angel: Through My Eyes - Natural Disaster Zones

by
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Series editor: Lyn White

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Recommended for ages 11-14 yrs

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Introduction.....	2
Links to the curriculum.....	5
Background information for teachers	12
Before reading activities.....	14
During reading activities.....	16
After-reading activities.....	20
Enrichment activities	28
Further reading	30
Resources	32
About the writer and series editor.....	32
Blackline masters	33



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INTRODUCTION

Angel is the fourth book in the Through My Eyes – Natural Disaster Zones series. This contemporary realistic fiction series aims to pay tribute to the inspiring courage and resilience of children, who are often the most vulnerable in post-disaster periods. Four inspirational stories give insight into environment, culture and identity through one child's eyes.

www.throughmyeyesbooks.com.au

Advisory Note

There are children in our schools for whom the themes and events depicted in *Angel* will be all too real. Though students may not be at risk of experiencing an immediate disaster, its long-term effects may still be traumatic. Teachers are encouraged to read the text before sharing it with their class. They are also encouraged to monitor student reactions and respond appropriately.

Most of the webpage links in these notes are to educational sites. However, some links are to news sites with changing news stories and ads in sidebars. It is recommended that teachers preview these sites *on the day students will view them*: possibly disturbing or inappropriate material may be headlined in the sidebar for that day.

SYNOPSIS

Angel by Zoe Daniel is based on the true events of the Super Typhoon Yolanda (also called Cyclone Haiyan) that hit Tacloban City in the Philippines on November 8, 2013.

The story opens with a nightmare in which Angel and her father, Juan, are out on the sea fishing and the weather is turning fierce. Angel is gripping on to the boat as the waves churn, calling out for her father, but he calmly keeps going with his task. As Angel is flung into the sky and into the eye of the storm, she wakes up. She worries that the sea, which has always been a safe and happy space for her, is now becoming dangerous with the approaching storm that everyone is talking about. Angel does not know that this nightmare will come true in just a few days' time.

Written in close third person, the story is told from Angel's point of view. At the beginning of the narrative, Angel is just turning thirteen, and she has a small party with her friends and family: her parents, Juan and Veronica, and her younger brothers, Cristian and Carlos; her maternal grandparents, Pedro and Gloria, who live across the strait on the island of Samar; their older neighbour, Mrs Reyes; and Angel's best friend, Issy. Angel is gifted a necklace with a real Filipino pearl from her father, who tells her to always wear it and know that he is with her.

Two days before the typhoon is estimated to hit Tacloban, Angel's family begins to prepare. Despite several warnings from the government many people decide to stay in Tacloban; they're reluctant to leave their houses unprotected against both the storm and looters. Veronica is taking Angel's brothers across the strait to Samar, where she can assist her parents. Angel is going to stay with Juan to protect the house. The family has lived through several storms, they know what to do. Angel spends the day before the storm preparing the house by tying things down, securing windows with cardboard and checking the roof for holes.

That night Angel wakes up to rain pouring through the roof, where a sheet of iron has flown off in the wind. As the winds grow stronger, Angel and her father climb up to the roof-space just as the ocean sweeps into their house. But they are not high enough, and the house fills up with water. Angel can't breathe nor find the hole in the roof to get out. Just as she is about to give up, Angel feels her father push her up from below and strong hands pulling her up and out onto the roof. Mrs Reyes holds onto Angel as the wind and the sea tear at them, and a large wave washes the two off the roof and away from the

house. They manage to grip hold of a thick cable, which they cling to until the danger passes. The city has been destroyed.

Her city is unrecognisable. It has been destroyed. In its place are mountains of jagged timber, great chunks of broken cement, smashed furniture and piles of jeepneys. There are cars and motorbikes hanging from trees. Even more bizarre, in the middle of it all is a huge fishing boat, at least twenty-five metres long, perched precariously on top of a pile of rubble.

p. 42

The narrative is dominated by the aftermath, and Angel's desperate search for her family. Despite the terrifying experience she has been through and her fear for her family, Angel stays strong and determined. Angel and Mrs Reyes return to their homes to see if there is anything to salvage, but the only thing that looks mostly undamaged is Juan's bangka (fishing boat). They make their way to Issy's house, and find the whole family safe and with the house still standing. They have a safe place to stay, but food is scarce and so is clean water. That night a group of armed looters force their way into the house to steal their food. At this point it's been two full days after the storm, and still no sign of the army or aid. People are going hungry and thirsty.

The water sources have been contaminated and most of the food has perished. The electricity is down city-wide, and all communication has been cut. Due to the destruction to infrastructure and the damage to the Tacloban airport, both vehicles and cargo planes struggle to reach the people in need. Help arrives on the third morning after the super typhoon with rice, clean water and medical supplies. A provisional medical tent is set up close to the airport, and points of food supply and medical treatment pop up around the city. Apart from the army, volunteers from other parts of the Philippines and national aid, twenty-two foreign countries pledge millions of dollars in humanitarian aid.

Four days after the storm Angel leaves Issy's house to continue her search for Juan, and to bring medical help to Mrs Reyes, who is growing extremely weak. Angel hopes to find her father at the church of Santo Niño, but he isn't there. Angel writes the names of her whole family on a sheet of paper listing missing persons. Father Jose suggests she try the airport where wounded are being taken, and there she finds Juan. He is injured but will be fine with a few days' rest. With her father found safe, Angel returns to the church to cross his name off the list. Almost methodically, she moves on to the next step: reaching Samar where her mother and brothers are to make sure they also are safe. But first, she brings medical help to Mrs Reyes early the next morning. Unfortunately, they are too late, and the brave woman's heart has already given out.

Angel has heard the damage in Samar was severe, and with Issy's brother Justin she comes up with a plan to reach the other island. Issy's parents reluctantly agree to let the young teenagers try to cross the strait on Juan's bangka, fixed up with a motor taken from Justin's friend's house. They make it across the strait due to a mixture of luck, deftness, bravery and the kind help of other people. The beaches of Samar are covered in rubble, and people are desperately calling out to Angel and Justin for help. Five days later, little help has made it across from Tacloban to aid the survivors of Samar. While Angel and Justin travel inland to Pedro and Gloria's farm they see people digging graves. At the farm Angel finds the rest of her family safe and sound.

Angel quickly explains that Juan is alive and recovering in the hospital, and that he is going to be alright too. That's when Veronica, overcome with emotion, dissolves into tears and falls to her knees. Angel understands her mother's reaction. Her whole family survived. It's nothing short of a miracle.

p. 129

The stories of how everyone survived are, indeed, nothing less than miraculous. Veronica almost drowned in a flash flood, saved by a neighbour; Juan was swept kilometres away from the house; Issy's family all clung to a pole for hours; and Angel and Mrs Reyes clung to a cable that would have been lethal if the electricity had not already died. The number of deaths is estimated at over 6000, and 1.9 million people became homeless. After Angel and her family return to Tacloban to reunite with Juan, they must seek refuge since their house is destroyed. But when they go to Santo Niño, Angel can cross out all the names she wrote on the missing persons list, and write: 'Found safe and well.'

The story ends a year later the anniversary of Yolanda, when Angel has just turned fourteen. Juan has built the family a new home higher up the hill—they no longer must live in provisional housing. Many families remain homeless. Most of the rubble has been cleared from the streets, but one of the bigger boats that was washed on land is still standing in the middle of the city. Some of the aid agencies continue their work. Many of the names on the list in Santo Niño are still uncrossed.

Angel's family and Issy's family attend a memorial service at Santo Niño. The people of Tacloban share a mixed sense of intense sorrow and joy; they all lost someone in the storm, but the sense of community and the pride in their city has grown strong through the hardships of the past year. After the memorial service in the church the people move into the street where they sing and dance and celebrate life.

On the final pages Justin tells Angel that after the storm he vowed to leave Tacloban as soon as he finished school, as the still-broken city was no place for a young person to start their life. 'I felt there was no future for me here', he says. Angel understands him, as the city is still recovering and the past months have been very difficult. But on this day, Justin knows that Tacloban city will always be where his home is. Angel agrees, saying that even though there are things she wants to do and see, she will always return home. In this wonderful moment, as yet another storm, albeit not as strong as Yolanda, brews out at sea, these two teenagers silently prove that the bond of family, community and home is stronger than the fear of more destruction and suffering; when thinking of their own futures they will both stay with their loved ones, even in a city that has proved to be exposed and vulnerable.

THEMES

Angel is an excellent text for exploring relevant themes, including:

- Disaster resilience and survival;
- Courage in the face of danger and adversity;
- Culture and family;
- Role of religion in the community and in times of disaster;
- Role of the community in the face of disaster;
- The value of ingenuity and perseverance, as well as prior experience;
- Importance of family, friendship and community;
- Role of disaster preparedness
- Response rates to disasters in developing countries
- Everyday life amongst the poorer citizens of a Philippines city;
- Children taking on adult roles in times of crisis;
- Trust and friendship
- Role of international aid agencies;
- Australia's response to international disasters

LINKS TO THE CURRICULUM

Angel is especially suitable for study in the English learning area Years 4 – 8.

The text is highly relevant for integrated learning across learning areas such as HASS – Geography and History. *Angel* would be an excellent adjunct to the study of natural disasters at any of these year levels.

Angel can be studied as a class text and is perfect for a tuning-in resource for Inquiry Units across a range of learning areas. It is also extremely suitable for use in literature circles and guided reading in the upper primary setting and for inclusion on suggested reading lists for lower secondary classes.

The activities in these teachers notes provide the opportunity to address the following content descriptions for Years 4, 5, 6, 7 and 8.

Year 4 English

Language	Literature	Literacy
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY169)
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	Plan, draft and publish imaginative, informative and persuasive texts...demonstrating increasing control over text structures and language features (ACELY169)
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Create literary texts by developing storylines, characters and settings (ACELT1794)	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)

Year 5 English

Language	Literature	Literacy
Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)
Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)		Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)
		Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)
		Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

Year 6 English

Language	Literature	Literacy
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)
		Plan, draft and publish imaginative, informative and persuasive texts, appropriate to purpose and audience (ACELY1714)
		Use comprehension strategies... (ACELY1713)
		Analyse strategies authors use to influence readers (ACELY1801)
		Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Year 7 English

Language	Literature	Literacy
Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different...cultural contexts (ACELT1619)	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated...(ACELA1782)		Plan, draft and publish imaginative, informative and persuasive texts, ... to convey information and ideas (ACELY1725)
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)		Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Year 8 English

Language	Literature	Literacy
Understand the influence and impact that the English language has had on other languages...(ACELA1540)	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	Analyse and evaluate the ways that text structures and language features vary ... and the ways that referenced sources add authority to a text (ACELY1732)
Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions... (ACELY1736)
	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	
	Create literary texts that draw upon text structures and language features of other texts ...(ACELT1632)	

Year 4 History and Social Studies (HASS)

Inquiry and Skills
If the unit of work incorporates study of cyclones, the activities and resources suggested in these notes can meet most of the requirements.
Knowledge and Understanding
<p>If the syllabus includes an examination of the colonial history of the Philippines, these notes can be linked to the study of the great voyages of European exploration.</p> <p>If it includes a geography study of human interaction with the environment of the Philippines (e.g. subsistence farming, shanty housing or the post-cyclone debate about the role of mangroves in protecting the shoreline), these notes can be linked to the Inquiry Questions:</p> <ul style="list-style-type: none">• How does the environment support the lives of people and other living things?• How do different views about the environment influence approaches to sustainability?• How can people use environments more sustainably? <p>The role of local and federal government, and of vandalism, in emergency response is relevant to the Inquiry Questions in the Civics and Citizenship strand.</p>

Year 5 History and Social Studies (HASS)

Inquiry and Skills
If the unit of work incorporates study of cyclones, the activities and resources suggested in these notes meet the Questioning and Researching requirements.
Knowledge and Understanding
It would be difficult to meet these requirements because the focus is on colonial Australia; Indigenous influence on the Australian environment; Europe and Northern America.

Year 6 History and Social Studies (HASS)

Inquiry and Skills
If the unit of work incorporates study of cyclones and, in particular, Australia's contribution to the emergency response to Typhoon Yolanda, the activities and resources suggested in these notes can meet most of the requirements.
Knowledge and Understanding
<p>Year 6 syllabus is based on Australian history and Asian geography. Within this focus, if the Philippines and the emergency response to Typhoon Yolanda are studied, the following are addressed in these activities and resources:</p> <ul style="list-style-type: none">• The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)• Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)• The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)• Australia's connections with other countries and how these change people and places (ACHASSK141)• The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)

Year 7 History and Social Studies (HASS)

HASS – Inquiry and Skills
Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)
Knowledge and Understanding
Geography <ul style="list-style-type: none">• In investigating water as a natural resource:• Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the <u>Asia region</u> (ACHASSK186)• Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187)• Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188)• The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)• The influence of social connectedness and community identity on the liveability of places (ACHASSK191) Economics & Business <ul style="list-style-type: none">• Why individuals work, types of work and how people derive an income (ACHASSK202)

Year 7 Geography

Geographical Knowledge and Understanding
Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042) Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) The influence of accessibility to services and facilities on the liveability of places (ACHASSK189) The influence of social connectedness and community identity on the liveability of places (ACHGK046)
Geographical Inquiry and Skills
Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047) Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050) Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053) Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)

Year 8 Geography

If the unit of work incorporates a full geographical study of the Philippines, the following sub-strands can be taught.

Geographical Knowledge and Understanding – Unit 1
Different types of landscapes and their distinctive landform features (ACHGK048) Human causes and effects of landscape degradation (ACHGK051)
Geographical Knowledge and Understanding – Unit 2
Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)
Geographical Inquiry and Skills
Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057) Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058) Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS059) Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS061) Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)

Cross-curriculum Priority - Sustainability

These notes can result in students engaging with two of the three concepts of sustainability:

1. the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing.
3. building capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to promote reflective thinking processes in young people and empower them to design action that will lead to more a more equitable and sustainable future.

General Capabilities:

It is possible to engage students with all the General Capabilities when *Angel* is taught as part of a cross-curriculum unit based on inquiry learning.

BRIEF BACKGROUND INFORMATION FOR TEACHERS

TYPHOONS – QUICK VIDEOS & FACTSHEET

Australian Government Bureau of Meteorology. *About Tropical Cyclones*.

<http://www.bom.gov.au/cyclone/about/>

BBC News 8 Nov 2013. How do tropical storms form? (1'23"). Short and succinct:

<https://www.youtube.com/watch?v=4xI1cqyUf74>

ClickView 20 Sept 2017. Formation of a Tropical Cyclone (3'42"). More detailed but perhaps less suited to younger students:

<https://www.youtube.com/watch?v=UKL9NIxLIIE>

NCERT, Indian Government's National Council of Educational Research and Training, video to support Year 7 teaching about cyclones. How Cyclones Work [Class 7, Chapter 8, Winds Storms and Cyclones, NCERT] 16 Dec 2016 (5'25"):

<https://www.youtube.com/watch?v=F4ApOc4p-CE>

DIFFERENCE BETWEEN HURRICANE, TYPHOON AND CYCLONE

These are three different names for the same type of storm, known under the collective name of *tropical cyclones*. The only difference between the three names is the geographical location of the storm. *Hurricanes* are located in the Atlantic and northeast Pacific Oceans; *cyclones* in the northern Indian Ocean; while the northwest Pacific countries call them *typhoons*. A hurricane that crosses over to the northwest Pacific Ocean will be renamed a typhoon.

STORMS IN THE PHILIPPINES – OVERVIEW

The Philippines consists of over 7000 islands in the Pacific Ocean, and it's extremely vulnerable to earthquakes, volcanic activity and storms. This is because of the islands' location along the Ring of Fire, the section where the tectonic plate structures are a little more complex than along the rest of the ocean basin. This area is also often referred to as the "typhoon belt". Each year, this section of the Pacific Ocean generates around 80 storms strong enough to qualify as typhoons; of these 80 typhoons around twenty will hit the Philippines, and between six and nine will make landfall. Every year a number of destructive storms hit the Philippines, but they are rarely as extreme as Yolanda. This precarious location, however, also makes the Philippines fertile, with volcanic soil and high rainfall, and it has a very high population given its size.

THE 2013 SUPER TYPHOON YOLANDA (HAIYAN)

A good, simply written, factual account can be found at

<https://www.britannica.com/event/Super-Typhoon-Haiyan>

A timeline that tracks Typhoon Yolanda across the Pacific Ocean, published six months later is found at <http://www.abc.net.au/news/2014-05-05/typhoon-haiyan-timeline/5435156>

The Guardian report on the state of Tacloban a year after the typhoon:

<https://www.theguardian.com/world/2014/oct/31/tacloban-a-year-after-typhoon-haiyan>

SBS Dateline report 17 June 2014. SBS reporter Kathy Novak returns to Tacloban seven months after the typhoon:

<https://www.youtube.com/watch?v=iA-eD2NErmg>

NB: After Super Typhoon Yolanda, the name 'Yolanda' was stricken from the official naming list for typhoons, such was the trauma associated with it.

The eye of the storm

Students may wonder why there is no mention in Angel's story of the 'calm at the eye of the storm', followed by a reversal in wind direction. This is a feature often reported in television reports of Australian cyclones. In the case of Super Typhoon Yolanda, the eye of the storm did not pass directly over Tacloban. Therefore, there was no calm. There were changes in wind direction which contributed to the storm surge.

STORM SURGE

The devastation suffered by coastal dwellers like Angel was mostly due to an immense *storm surge* that accompanied the record wind strengths and rainfall of Yolanda.

A storm surge occurs when water is being pushed towards the shore by powerful winds. When it approaches land, i.e. areas of normally shallower sea, the low pressure at the eye of the storm allows the water to rise up forming the storm surge—a wave much larger and higher than any normal tide would produce. It then crashes into land like a tidal wave or tsunami. To coastal cities, this is often the most destructive and lethal part of cyclones that make landfall.

How powerful a storm surge can be depends on a few factors, apart from the size, speed and direction of the storm. It also depends on the air pressure at the eye of the storm, the coastal features, the slope of the continental shelf etc.

The Storm Surge Preparedness and Safety protocol recommended by Australian Government Bureau of Meteorology:

- <http://www.bom.gov.au/cyclone/about/stormsurge.shtml>

National Geographic video of a storm surge much smaller than that of Yolanda: not frightening to watch, but shows how powerful this surge can be. While outside filming the storm, a cameraman gets completely washed over by a wave as he stands on the promenade. He is not seriously hurt, just startled.

- <https://www.youtube.com/watch?v=XTvkrLESrwU>

Difference between a storm surge and a tsunami

A storm surge is caused by meteorological (weather) events; a tsunami is caused by events in the earth's crust, such as tectonic plate shifts and earthquakes.

TACLOBAN AND SAMAR– AN OVERVIEW

A brief overview:

<https://www.britannica.com/place/Tacloban>

<https://www.britannica.com/place/Samar>

EMERGENCY RESPONSE

Australian students should learn that in emergencies, Australians tune to ABC radio – local and national – for up-to-the-minute bulletins and instructions. The ABC has a short and very comprehensible set of guidelines for planning for, surviving and responding to a cyclone.

<http://www.abc.net.au/news/emergency/plan-for-an-emergency/cyclone/>

Though not recommended for in-depth study, students might be interested to see official emergency response plans. The contents page can give an insight into the levels of bureaucracy involved.

Scanning individual sections can reveal what procedures government, utility companies and businesses must have in place. For an example, see Emergency Management Victoria:

[State Emergency Response Plan – Storm Sub-plan](#).

HELPING YOUR PETS DURING A CYCLONE

The family's pet should be included in any emergency plan for bushfires, floods or cyclones.

https://www.townsville.qld.gov.au/_data/assets/pdf_file/0032/27788/Pets-in-Cyclones-Pet-Disaster-Kit.pdf

https://secure.nt.gov.au/_data/assets/pdf_file/0003/381459/pets-in-emergency.pdf

<https://www.rspcaqld.org.au/what-we-do/provide-animal-care-advice/pet-tips-for-summer/be-cyclone-ready>

BUILDING RESILIENCE

Australian Institute for Disaster Resilience [AIDR] & the Sendai Framework

Teachers may find useful information about building disaster resilience in school children at:

<https://schools.aidr.org.au/disaster-resilience-education/what-is-dre/>

The Sendai Framework for Disaster Risk Reduction for Children

Information and worksheets engaging children in the multinational 15-year plan, agreed in 2015, to make the world safer.

<https://www.preventionweb.net/educational/view/46959>

BEFORE READING

LEARNING ABOUT TYPHOONS

NB: *When discussing the geography topic, rather than the novel, these notes use the term 'cyclone' rather than 'typhoon' or 'hurricane'.*

If it is not intended to study cyclones as part of this unit of work, use the 'Find out more about...' section on pp. 177-8 of *Angel* to fill any gaps in student knowledge or guide background research. See '[Sections of a Book](#)' activity, below.

ACTIVITY: Typhoon quiz

See [BLM1](#). Use students' answers to the quiz to gauge their existing knowledge about cyclones.

ACTIVITY: Cyclones – KWL table

- Ask students to complete the first of two columns on a KWL table (either individually, in groups or as a class poster): What I **K**now About Cyclones and What I **W**ant to Know About Cyclones.
Discussion starters could include: what causes a cyclone? Where do cyclones happen? Do you know of any famous cyclones? What can happen as the result of a cyclone?
[Keep the table and return to it after students have investigated cyclones to complete the third column, What I Have **L**earnt About Cyclones.]

What I know about cyclones	What I want to know about cyclones	What I have learnt about cyclones

- Depending on the depth of study of cyclones intended for this unit of work, use the questions in the What I Want to Know About Cyclones column as a focus for **inquiry learning**. Suitable resources are listed [below](#) – but there are numerous available, including your school's geography textbooks and library books if a quick introduction is all that is required.

ACTIVITY: predicting and developing vocabulary and concepts

Drawing on their KWL charts and other research, students create **WordStorms** to describe the following:

- Angel's likely feelings/experiences during the Super Typhoon
- The aftermath of the cyclone and its effects on Tacloban

Depending on the class level and aims of the lessons, WordStorms can be a brainstorming session re-organised graphically by concepts or a full set of lessons orienting students to the likely content of the novel/other resources they will read. They develop familiarity with vocabulary they will encounter and need to use themselves in later activities.

[Teachers can see two ways to use Word Storms at the following sites:

<https://www.pbslearningmedia.org/resource/cheatl.plr.wordstorm/word-storming-reading-strategy/#.W1WHM9IzaUk>

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-word-storms-explore-886.html?tab=4#tabs>]

ACTIVITY: Philippines overview

Using Google Maps or Google Earth

- Locate the city of Tacloban and Samar Island in the Philippines
- Look at the satellite photos to discover the geographical makeup of the area
- Locate the Philippines on the map of the world's cyclone belt. See [BLM2](#) at the end of these notes.

ACTIVITY: Cyclone response

- Create a cyclone information poster for a cyclone-prone area of Australia, telling about cyclone warnings, immediate dangers and appropriate precautions to take. Work out the main graphic features that apply to such information posters.
- If you live in a cyclone-prone area, make a list of precautionary actions your family should take and items that you should have in your house – *just in case!*

FULL UNIT OF WORK

Teachers may want to use or adapt the detailed unit of work on cyclones produced by the Australian Institute for Disaster Resilience. Their *Cyclone Lesson Plan* is based on the Australian Curriculum: Science and Geography for Upper Primary/Lower Secondary.

<https://schools.aidr.org.au/media/5591/aidr-cyclone-lesson-plan.pdf>

This unit of work includes information, readings, worksheets, activities, an experiment and related links to other resources produced by Australian government and reputable non-government organisations.

PREDICTING BY SCANNING THE NOVEL

ACTIVITY: Examining the cover

- What can we learn about the book from the front cover?
 - look at the pictures below the title
 - look at the title
 - look at the picture above the title
- What is the effect of putting the photo of Angel on the top half of the cover and her name in the largest type in the title? Is this a fiction book or an information book? How do you know?
- What is the effect of Angel's gaze being directed at the viewer?
- Read the blurb on the back cover:
 - list the words that describe the typhoon setting
 - list the words that describe the severity of the situation
 - list the words that describe positive reactions to the situation (the phrase *batten down* may need to be taught here)

ACTIVITY: Discussion about genre

Angel is an example of the contemporary realistic fiction genre.

- **Discuss:**
 - What is realistic fiction?
 - What other books of this genre have you read?
 - Why are books such as *Angel* important?
 - What changes would need to be made for *Angel* to be written as non-fiction?

ACTIVITY: The sections of a book

Flip through the pages of *Angel*.

- What features suggest this is a fiction text? [Few pictures in the text, chapter numbers, dialogue in the text]
- What layout features suggest this is an information book? [Map, Glossary, Timeline, 'Find out more about...']

Option if no pre-teaching about cyclones is occurring:

- Use the references on the 'Find out more about...' page to familiarize yourself with the real events and organisations you will be reading about in *Angel*.

DEVELOPING EMPATHY

ACTIVITY: What were you doing on your last birthday?

Students create a diary of their activities on the day of their last birthday.

A class display can be created using actual photos or depictions of the activities described by the students.

DRAMA ACTIVITY: Shelter from the storm

In small groups, students develop sounds and body movements to represent a strong storm. Noise-making equipment essential!

Create a scene of a small number of students surrounded by a circle of students enacting the storm. The students in the centre react to the storm in mime, seeking safety and shelter.

DURING READING

READ-ALOUD

Suitable read-aloud sections in *Angel*:

- *Angel and her father...the whirling eye of the storm.* (pp. 1-2)
- *There's nothing Angel can do about the hole in the roof...Angel can hear another sound now, too. A deep shuddering roar. It's the sea* (pp. 35-36)
- for three students: a narrator, Angel and Mrs Reyes:
Eventually Angel is snagged across the chest by a long, thick cable...all she can see is the churning black sea below, reaching up to engulf and swallow her. (pp. 39-40)

Read Aloud Activities

Have a **RALFF Performance** (Read Aloud For Fun) using the sections above. Students could choose their favourite text and read aloud to the class.

VOCABULARY

ACTIVITY: Glossary

- While reading, students should be adding to a class or individual list any words they need to learn that are NOT in the glossary on page 175.

CHAPTER DISCUSSION POINTS

The following chapter breakdown and suggested discussion points may be useful in guiding students' initial responses to *Angel*.

Chapter One

1. The chapter opens with a nightmare where Angel and her father is out at sea, and Angel is consumed by the storm's fury. This dream is almost a mirror of what will happen to Angel

and Juan when Yolanda hits Tacloban. Discuss the importance of this dream as an opening sequence for the book.

2. What does the big black seabird that Angel sees both in her nightmare and throughout the novel symbolise?
3. Consider the description of Angel's family home and its location. Can you list some of the weaknesses their home has when facing a powerful storm?

Chapter Two

1. Angel turns thirteen, entering teenagerhood. Discuss the importance of this age milestone in regard to the coming events.
2. This chapter gives a glimpse of what a regular day for Angel and her family is like. How does her day differ from your typical day?

Chapter Three

1. Describe Angel's family and friends. Did you notice any special characteristics of the family or its individual members?
2. Despite the warnings of a major storm coming, Angel's family and other Taclobanians are not planning to evacuate. What are some of the reasons for this?

Chapter Four

1. What preparations does Angel's family and the other people of Tacloban City take before the typhoon?
2. What signs can you spot in the text that suggest this storm is going to be different from the other typhoons Angel has seen before?

Chapter Five

1. Consider the description of the super typhoon from page 36 until the end of the chapter.
 - How does the author create a visual image of the typhoon for the reader?
 - Did you learn anything new or surprising about typhoons?
2. Do you think Angel's previous experience with typhoons meant she underestimated it and therefore put her in danger, or did it help her survive?

Chapter Six

1. What are some of the dangers Angel and Mrs Reyes face when walking through the piles of rubble towards their homes?
2. Consider what some of the other people Angel and Mrs Reyes encounter on their way home. What does it seem like most people are doing now that the storm is over?
3. Despite Angel's house still standing, little is left undamaged. What is Angel able to salvage?

Chapter Seven

1. When Angel wakes up the next morning she knows she must go to the church. Discuss why the church community can be a beacon during disaster times.
2. With the typhoon passed, but with the entire city destroyed and no help from outside, what are the immediate problems Angel and Mrs Reyes must face to survive?

Chapter Eight

1. Issy's home is attacked by looters.
 - Why, after such a destructive disaster, do some people turn to threats, violence and theft?

- Consider Danilo's reaction before the looters arrive, on page 61. Why is he so angry?
2. When help finally arrives it's been three days since the super typhoon. Considering the scale of the destruction of the city, what reasons can you think of that may have caused this long delay?
 3. Even after waiting for days on help, Danilo doesn't fight for the rice nor does he decide to take his family to the staging point by the airport. What are his reasons for these decisions?
 4. When help first arrives, it arrives from all over. List some of the organisations and countries that sent aid to the Philippines after the storm. How did Australia assist in the aid effort?
 5. The author, Zoe Daniel, was one of the first reporters to arrive on the scene. Read the Author's Note at the back of the novel for her first impressions.

Chapter Nine

1. Angel sets out alone to search for her father and find medical help for Mrs Reyes. Is she foolhardy or brave to go alone? Give reasons for your answer.
2. What signs of recovery does Angel see on her walk to the church?
3. Although Angel is very worried for her family, she has up to this point proved to be extremely resourceful and she seems to be coping really well.
 - What do you think keeps her acting so calmly?
 - Consider the final two paragraphs of the chapter (on page 77). How do you think Angel is actually doing?

Chapter Ten

1. Many people offer Angel help on her way to the airport to look for her father. Do you think this kindness, from strangers and friends alike, is important to keep Angel's spirits up?
2. The airport has been turned into a staging point. What exactly does this mean? What does Angel see when she arrives at the airport?
3. 'Even worse, what if [Juan] isn't here at all? *Then I will have to try the convention centre and if he isn't there, then...*' (page 83) The airport is one of the last places Angel can think of to look for her father, and she is worried she will find him terribly injured or that he won't be there at all. How well is her worry conveyed in this chapter?

Chapter Eleven

1. When Juan says they can take the bangka across to Samar to unite with Veronica and the boys, Angel doesn't tell him she's heard that Samar was severely damaged. Why does she feel she has to protect him, when he is the father and she is the child? Would you do the same in her shoes?
2. Juan survived because a stranger found him and brought him to the hospital. Leanne says: 'Situations like this can bring out the very best in people.' Angel replies: 'And the very worst.' (p. 91). Why do you think this is?
3. Now that Angel knows that her father is safe, she immediately decides that she must go to Samar to find her mother and brothers. Why do you think she decides to keep searching for her family, instead of staying to take care of her father?
4. Father Jose has found a generator, but at great cost. With so many people injured and their homes destroyed, why is this such a necessity despite the cost?

Chapter Twelve

1. Angel starts spotting journalists and film crews, both Filipino and foreign. What does Angel think of the disaster being broadcast world-wide?
2. What sad news does Angel receive when she returns to Issy's home?

Chapter Thirteen

1. Describe Angel and Justin's action plan to cross the strait to Samar.
 - How much of the plan relies on Justin's skills, and how much relies on the help of others?
 - Do you consider it risky to sail so soon after the storm?

Chapter Fourteen

1. Consider the damage Angel and Justin see on Samar. How do you think it compares with the damage seen in Tacloban?
2. Tacloban city has over the past days received a lot of aid and disaster relief, but volunteers from Cebu arrive to help only moments before Angel and Justin.
 - Why do you think aid hasn't come from Tacloban earlier?
 - Does it seem reasonable to you that they have to wait longer for any help?
3. Justin and Michael agree that the warnings sent out by the government weren't clear enough. 'I don't think that most of us really understood what "surge" was. If they had called it a wall of water like a tidal wave or a tsunami, a lot more people would have got out.' (p. 126) Do you think this is a reasonable assumption, or is it wisdom coming from hindsight?

Chapter Fifteen

1. What extra measures did Pedro take to keep his farm safe during the storm?
2. Compare some of the stories you've now heard of how people survived Yolanda (Angel, Juan, Issy's family, Veronica and her parents). Are the stories very similar, or do they show different dangers of living through a super typhoon?
3. On Angel's journey to make sure her family is safe, she has received help from many people, quite a few of which were close neighbours and friends. Comment on the importance of taking care of and looking after your community when disaster hits. Have you ever experienced this kind of support and care from your community?
4. Gloria says: 'Padayon an kinabuhi. Life goes on.' (p. 138) Is accepting and moving on the best course of action after a disaster like Yolanda?

Chapter Sixteen

1. When Angel and her family return to Tacloban, Cristian says the city looks like a disaster movie. (p. 141) What do you think of how Cristian's first reaction is to compare this very real and disastrous situation to a movie?
2. 'Papa, will you rebuild the house?' Angel asks. (p. 145) What are some pros and cons for the family rebuilding their house where it was, or for moving somewhere else?
3. Angel's city is destroyed together with her home, but her family is safe. Angel can cross off all the names she wrote on the list in Santo Niño. Is this a happy ending?

Chapter Seventeen

1. A year after Yolanda, in what ways have things returned to normal?
2. This final chapter brings the narrative into a circle in many ways: the big black bird is back, Angel still wears her pearl necklace everywhere, it's one year later, and there's even a storm in the air. What effect does this circular narrative have on the story?
3. During the final two pages Angel and Justin discuss whether they want to leave Tacloban or stay. What do they think? To what extent do you think Yolanda and the aftermath has influenced the way they feel about their hometown now?

AFTER READING

The MyRead website describes effective strategies for responding to the text:

- <http://www.myread.org/organisation.htm> (page down webpage to select, for example, Jigsaw.

PLOT

ACTIVITY: Table to book trailer

In groups:

- Do you think the main 'complication' of the story shifts from immediate survival during the cyclone to finding Angel's family? If so, are there two resolutions to these two major complications of the novel?
- Create a table of the main plot points in *Angel*, explaining how a problem was resolved and what, if anything, was added to our understanding of characters or issues.

Problem	Resolution	Did the reader learn more about the characters or issues because of the way this problem played out in the book?

- Convert the first two columns of the table to a line graph, showing relative intensity of plot points as peaks on the graph. Where would you put the climax (i.e. highest plot point) of this book? (There is no right answer to this one!)
- Create a book trailer for *Angel* showing the main plot events. This website provides good ideas: <http://www.booktrailersforreaders.com/>. (See also [Book Review activity](#), below.)

CHARACTERS

ACTIVITY: Character Grid

After reading *Angel*, have students in groups find passages in the text that provide details of the characters' appearance, personality and, optionally, their role in the story—a more sophisticated task.

Character	Physical Characteristics	Personality	Role in story
Angel			
Juan			
Father Jose			
Mrs Reyes			
Issy			

Justin			
--------	--	--	--

ACTIVITY: Acrostic Poem

- Create an **Acrostic poem** for a selection of characters describing their characteristics.

ACTIVITY: Characters' Backstories

- Choose one of the secondary characters such as Mrs Reyes, Father Jose or Justin and create a 'backstory' for them. Describe what has led to them being in Tacloban, what are their thoughts and feelings during the disaster, what family do they have?

STYLE

ACTIVITY: Present tense narration

- Choose a short scene from the novel and re-write it in the past tense.
- How is your reading of the novel influenced by the use of the present tense?

DISCUSSION: Symbolism

Angel sees a black seabird at certain times during the novel. (References can be found on pages 2, 6, 32, 114, 116, 151.)

Yet the meaning, if there is one, of the bird seems to shift from 'foreboding' to something more calming, like 'home' or 'a guardian'. Even Angel wonders what it means.

- Examine the appearances of the seabird and discuss its usefulness in the text as a symbol.

LANGUAGE

Modifiers: adjectives and adverbs

Chapter Four can be used as an entry point to language study. Pages 22 to 26 contain descriptive passages, first about Angel's journey through the devastated town, then the atmosphere and people inside the church. Examples include:

Adjectives	Adverbs
bright-green jeepney bus	sweating freely
acrid stench	grip (the window bars) tightly
wide green lawns	jammed together higgledy-piggledy
grand square entrance	towered proudly
hushed tones	quietly gazing
important business	calmly explaining
tall steeples and orange walls	telling (her mother) gently
sweet scent (of...trees)	speaking quietly
calm serenity	sits silently
soaring ceilings	sighs heavily
welcome escape	regards (her daughter) appraisingly
frenetic traffic	
afternoon sun	

incoming storm	
his loyal flock	
worried faces	
strongest storm	
previous typhoons	

Students can add to these lists then answer the following question about them:

- Why are there so many more examples of adjectives than adverbs? What about the style of the story in this chapter might influence this?

ACTIVITY: Degrees of intensity

- Students rank the adjectives in the following lists in order of intensity
 - destructive, mild, severe, moderate, catastrophic
 - fatigued, weary, exhausted, tired
 - destroyed, broken, damaged, obliterated
- Check out the Tropical Cyclone Category System and the 12 levels of the Beaufort Scale (from *calm* to *hurricane*):
<http://www.bom.gov.au/cyclone/about/intensity.shtml>
- Students may have seen bushfire warning signs when driving in the country. These are often represented as a dial, with a pointer pointing to the relevant warning level. Degrees of intensity can be represented in many ways, often by colour, or by ranking in a column. What other examples can be found in everyday life?
- Using this website <http://www.bom.gov.au/cyclone/about/intensity.shtml>, create a cyclone warning sign for an at-risk area of Australia.

DESCRIPTIVE WRITING

Use the lesson on modifiers as a jumping-off point for lessons in descriptive writing. Tips and lesson plans can be found on these sites:

For younger primary students. Based on activity, group work, discussion and speaking.

<http://www.teachingideas.co.uk/writing/descriptive-writing>

For middle grade students. Introduces the use of graphic organisers for planning; how to incorporate descriptive writing into maths, science and social studies classes; tips for helping students needing extra or different support.

http://www.readingrockets.org/strategies/descriptive_writing

For upper grade students. Techniques to make stories more interesting and vivid to the reader.

<http://lessonbucket.com/english/year-9-english/narrative-writing/descriptive-writing/>

ACTIVITY: Analysing descriptive writing

1) Using the senses

The first two paragraphs of Chapter Four, from 'They squeeze together...' to '...conduct their important business' (p. 22) provide examples of descriptive writing.

- Students locate the words that tell us what the journey *feels* like and what Angel *hears*, *smells* and *sees*. (N.B. What sense is missing?)

2) Using descriptive vocabulary

We can improve our descriptions by not only adding adjectives and adverbs, but also choosing specific or intense verbs and nouns.

For example, brainstorm all the different words to describe how a person moves on two legs: *walk, run*, but also *lope, stumble, tear, limp, creep*, etc.

For example, not just 'a tree'—what kind of tree? what colour? what shape?

- Using the same passage from Chapter Four, students locate specific or intense phrases e.g. *flags down, squeeze together, cram in skin-on-skin, grip...tightly, acrid stench, occasional whiff, higgledy-piggledy, speaks in hushed tones*.
- Try re-writing these two paragraphs using the most basic and generic vocabulary and very simple sentences.

Further passages for analysis:

- Analyse the language—particularly verbs, sentence length and use of dialogue—used to describe the encounter with looters: 'Around midnight the girls are suddenly snapped awake...'Go now,' she commands him. 'Don't even think of coming back!' (pp. 60-61)
 - Notice how the atmosphere changes from loud and frightening (the looters) to calm and defiant (Angel and her friends) to an uncomfortable, uncertain retreat (the looters).
- A shorter passage for analysis can be found on page 64—helicopters throwing food and water to a crowd: 'Around the aircraft it's chaos...reluctant to get caught up in the mayhem.'

3) Figurative language

The principle figurative devices to be found in *Angel* are **personification** (a type of **metaphor**) and **simile**.

Example of personification:

There's an ear-splitting crash as the first wave *jumps* the shoreline and engulfs everything in its path. Angel has barely made it to the roof-space before the sea *hurls itself* at the little house, *forcing open the door* and gushing through the window.

p. 37 [eds.' italics]

Examples of simile:

It's so very dark. the wind is *howling like a beast*. The rain *stabs like pins* into their upturned faces as they're *swirled around like rag dolls*.

p. 38 [eds.' italics]

- Students identify personification and simile in the following passage:
They climb up as high as they can, one either side of the T-bar, and wrap themselves around it like caterpillars on a twig. They hold on grimly as the water rages beneath them and the wind does its best to topple them off.

p. 39

Another passage demonstrating descriptive and figurative writing can be found on pages 41-42: 'Clinging to the power pole...they've been gripping so tightly.'

ACTIVITY: Using images to prompt writing

Using images such as the following as inspiration, students can create WordStorms and turn them into descriptive poetry.

[Images taken from Google Images. Teachers need to be aware that some images on this site are not suitable for children.]



Image: a cargo ship washed ashore by Typhoon Haiyan sits among the ruins of Tacloban in the central Philippines on November 11, 2013. (Reuters: Romeo Ranoco) sourced from ABC Radio National <http://www.abc.net.au/radionational/programs/breakfast/philippines-ambassador-to-australia/5087998>



Taiwanese Buddhist relief mission: Tzu Chi volunteers provide hot meals to the Typhoon Haiyan affected residents. (Photo by Huang Hsiao-che, Dec 2013, Tacloban) sourced from

http://tw.tzuchi.org/en/index.php?option=com_content&view=article&id=1191%3Athe-great-things-love-can-achieve-typhoon-haiyan-yolanda-relief&catid=82%3Amiscellaneous&Itemid=326&lang=en



Image from Focolare Movement: <http://www.focolare.org/gb/news/2014/11/12/message-of-thanks-to-all-those-who-helped-after-typhoon-yolanda-haiyan/>

RESILIENCE

DISCUSSION: What is 'resilience'?

'Filipinos are a tough bunch, she thinks to herself. And resilient.' p. 70

Discuss what *resilient* means.

- Does being resilient mean you don't need any help?
- Is resilience something some people just have, or can it be taught?
- How much stress on a person is too much? How do you know if you are under too much stress?
- What is the difference between resilience and courage?
- When have you or someone you know shown resilience?

RELIGION

- **Discuss** how religion helped the people of Tacloban face the oncoming cyclone and its aftermath.
- **Research** religion in the Philippines, its importance and its origin in the country.
- **Create** a discussion board using your research and linking it to Angel's story

THE AUTHOR

Zoe Daniel has been the Australian Broadcasting Corporation's Washington bureau chief covering the election and administration of Donald Trump since 2015 along with other notable news events in the United States. She is also the ABC's former South-East Asia Correspondent. From 2009 to 2013 she provided on-the-ground coverage of stories ranging from major political events to natural disasters including the Bangkok protests, the reform process in Myanmar and the devastation caused by Typhoon Haiyan in the Philippines. In 2005-2006, Zoe was the ABC's Africa Correspondent. Prior to that in 2004, Zoe covered the Olympic Games in Athens.

Zoe began her career in journalism as a radio producer in South Australia. She then reported on rural issues in New South Wales and presented the 'Country Hour' in Victoria before becoming a business reporter and working on flagship ABC programs such as '7.30' and 'Lateline'. Zoe has reported from countries around the world including Sudan, Sierra Leone, Zimbabwe, India, Burma, Cambodia, Thailand, Vietnam, Turkey, the USA and Canada. Zoe has been on the frontline of unfolding international news events including civil unrest, political upheaval, conflict, natural disasters and mass shootings. Zoe has interviewed a range of world leaders including Burma's Aung San Suu Kyi, Thailand's Thaksin Shinawatra and South Africa's Jacob Zuma. Zoe is also the author of *Storyteller*, which provides a personal insight into her life as a foreign correspondent, as well as juggling a family.

Zoe is an example of a writer who is primarily a journalist, but has also written books. In investigating the author of *Angel*, students may also investigate the profession of journalism.

ACTIVITY: Classroom Display

- Create a **classroom display** of the author Zoe Daniel featuring photos and information sourced from the Internet.

NOTE: When the writer of these notes Googled 'Zoe Daniel', the top links that appeared were remarkable for so many being about the fact that she is a woman and a mother, taking her family with her to various countries for her work. Older students may want to engage with these issues:

Blog interview (approx. 2013): <http://engagingwomen.com.au/career-and-money/zoe-daniel/>

Blog interview 9 June 2013 (when Zoe was in Bangkok):
<http://www.forkandfiction.com/archives/1900>

Tasmanian Examiner 9 March 2014. 'In the zone: a balancing act':
<https://www.examiner.com.au/story/2137151/in-the-zone-a-balancing-act/>

And in terms of the ongoing discussions in our society about social media, students can see what a 'professional' Facebook page looks like—what it contains and what it DOESN'T!

<https://www.facebook.com/ZoeDanielABC/>

And a professional website which broadcasters subscribe to:

<https://www.radioinfo.com.au/news/zoe-daniels-life-road>

ACTIVITY: Research journalism

This activity is suitable for a Jigsaw approach. The main skill involved is discriminating between the many sources available online, so it also involves computer literacy and some explicit teaching about trustworthy sources.

In groups, students briefly research and report on:

- different types/roles of journalists (foreign correspondent, feature writer, freelancer...online, magazine, newspaper)
- skills needed for journalism
- how to become a journalist (tertiary education is not the only entrance path)
- educational requirements to study journalism
- responsibilities of journalists/professional ethics

ACTIVITY: Feature Article

Based on your research of Zoe Daniel and journalism, write one of the following feature articles:

- 'Zoe Daniel: Her Brilliant Career'
- 'So you want to become a journalist'
- 'Journalists: often first on the ground in an emergency'
- 'A journalist explains her code of ethics' (Invent a fictional journalist to interview.)

Based on your research into Super Typhoon Yolanda, write the following feature articles:

- Write two feature articles about the aftermath of Super Typhoon Yolanda. One article to be read by school students aged 11-14 years and one for adults. How different would these articles be?
- You're one of the last journalists to arrive in Tacloban. All the other journalists have written about the horror of the typhoon. Find another 'angle' to write about and write one for an Australian magazine.

A guide can be found in [BLM 3](#). Students can use the guide to analyse real feature articles before designing their own.

AUTHOR'S INSPIRATION

Read the Author's Note (pp 161-4) about covering Super Typhoon Yolanda.

- Of the sights or events that Zoe Daniel describes, which found their way into *Angel*?
- What events in *Angel* do you think you can say are wholly fictional?
- What do you believe would motivate a busy foreign correspondent to write *Angel*?
- View the video of Zoe Daniel speaking about the writing of *Angel*. Video is available on the Through My Eyes website: www.throughmyeyesbooks.com.au

ACTIVITY: Book Reviews

- Write a book review of *Angel*. The following website has helpful hints: <http://www.booktrust.org.uk/books/teenagers/writing-tips/tips-for-writing-book-reviews/>
- Create a book review trailer for *Angel* to be displayed on screen in the school library

MAKING A DIFFERENCE

After reading *Angel*, students may want to know how they can help communities in emergency disaster situations. This can be broadened to volunteering in general, if desired.

ACTIVITY: Volunteers – brainstorming and research

- The temporary field hospital where Angel found Juan was staffed by overseas aid workers. What international or national volunteer aid organisations are students aware of?
- **Explore** how aid agencies such as Save the Children, the Australian Red Cross, RedR, UNICEF and Caritas provide on-the-ground relief when cyclones strike throughout the Asia Pacific region.
<https://www.savethechildren.org.au/>
<https://www.redcross.org.au/>
<https://www.redr.org.au/>
<https://www.unicef.org.au/>
<https://www.caritas.org.au>
- In groups, students brainstorm a flow chart for first response to a disaster such as Super Typhoon Yolanda. What do the people need first? What should be restored first – electricity, communications, water? The groups share their flowcharts and discuss how each one is different.
- Investigate organisations such as Girl Guides, Scouts or Surf Life Saving Clubs that your age-group can join and where you would learn survival and emergency response skills and be involved in volunteer work.
- Read about the Resilience Ambassadors Program for young emergency volunteers:
<https://www.aidr.org.au/programs/resilience-ambassadors/>

Moving away from emergency response and thinking about other forms of volunteering:

- What volunteer organisations could you join if you were keen to help your local community?
- Can you identify a need in your local community that volunteers might be able to assist with?

ACTIVITY: Volunteers – taking action

- There are many ways that students can **raise funds** for an aid organisation or project. It doesn't have to be money – books, toothbrushes, pencils, soap are easily collected and passed onto organisations that can help.
- Organise a St John's Ambulance first aid course for your class/year level. Ask the people who deliver the course about their experience of volunteering.

ENRICHMENT ACTIVITIES

ACTIVITY: Monitoring and mapping

Government and international bodies are responsible for monitoring weather patterns and advising citizens on potential and developing emergencies.

- **Monitor** cyclones around the world for the period of study of *Angel*. This can become a mapping or spreadsheet exercise but only works during the cyclone season.
 - PAGASA – Philippine Atmospheric, Geophysical and Astronomical Services Administration – Tropical Cyclone Advisory page:
<https://www1.pagasa.dost.gov.ph/index.php/tropical-cyclones/tropical-cyclone-advisory>
During emergencies, monitor the hourly updates:
<https://www1.pagasa.dost.gov.ph/index.php/tropical-cyclones/hourly-update>

- US National Oceanic and Atmospheric Administration, National Hurricane Centre provides constant advisories:
<https://www.nhc.noaa.gov/> - toggle from Atlantic to Pacific maps.
- Current tropical cyclones advice from Australian Bureau of Meteorology:
<http://www.bom.gov.au/cyclone/index.shtml>

ACTIVITY: Story building

- **Browse** Google Images for images of cyclone and relief work at cyclones. Select one photo to base a story on.
 - Choose one person in your photograph and **create a character profile** of that person.
 - Use this character profile to **build a story** about the character's cyclone experience.
 - Does this character survive?
 - Where were they during the cyclone?
 - How/why did they survive?
 - What did they witness?
 - How did they feel six months later?

ACTIVITY: Comparative text study

1) Compare Super Typhoon Yolanda with Hurricane Katrina.

Students compare the following:

- The weather event itself
- The warnings given to the population
- The aftermath, the aid given, the media response
- Reasons for the difference in response times etc

Novels that could be used include *Finding Someplace* by Denise Lewis Patrick, *Upside Down in the Middle of Nowhere* by Julie T Lamana and *Zane and the Hurricane: A Story of Katrina* by Rodman Philbrick

2) Compare *Angel* with another Through My Eyes book (complete series listed [below](#)) either comparing disaster to a conflict zone, or one type of disaster to another, looking at the following:

- The nature of the problem facing the protagonist and the dangers involved
- The personal characteristics that the protagonist draws on
- The help received from other individuals by the protagonist
- The help, if any, received from organisations, agencies or government
- The writing style of the author

ACTIVITY: study of book series

- Examine other books in the Through My Eyes series and the Through My Eyes—Natural Disaster Zones series. What about the cover designs shows that these are series? What do you think are primary considerations in creating a cover design template for a series?
- Research cover designs of other book series you know of—both fiction and non-fiction.
- In groups, come up with an idea for a series of books on any topic, in any genre. Create a template of the cover design for the books in your series OR write the brief for the designer who will create the template.

ACTIVITY: Name that cyclone

- Using the Bureau of Meteorology Tropical Cyclone page, students discover how cyclones within Australia are named. As an enrichment experience, students can write a formal letter (not email) to The Bureau of Meteorology requesting the use of a name. Students will need to write a persuasive letter outlining the reasons the name would be suitable for a cyclone.

FURTHER READING

INFORMATION ABOUT ZOE DANIEL

<http://www.abc.net.au/news/zoe-daniel/166858>

<https://www.facebook.com/ZoeDanielABC/>

NOVELS FOR WIDER READING

Allen & Unwin acknowledges the extremely useful resource, The Source, available through the website of Magpies magazine. Many school libraries subscribe to this database. Most of the books below and the descriptions of them are from The Source.

<https://www.magpies.net.au/>

Novels about Cyclone Tracy

Cyclone Christmas by Verity Croker, illustrated by Kelvin Hawley. 2000 Auckland, NZ by Wendy Pye Publishing (7-11 yrs). Short novel for younger readers, telling about a young girl's experience of Cyclone Tracy and her family's subsequent relocation to Cairns

When Tracy Came for Christmas by June Epstein, illustrated by Geoff Todd. 1982 Melbourne by Oxford University Press (8-12 yrs). 32-page illustrated story.

Catastrophe Cat by Mary Small, illustrated by Chantal Stewart. 2004 Crawley, WA by University of Western Australia Press, Cygnet Young Fiction series (7-10 yrs). Leisa's family survive Cyclone Tracy, but her beloved cat cannot be found.

Cyclone Tracy the diary of Ryan Turner by Alan Tucker. 2006 Lindfield, NSW by Scholastic Australia, My Australian Story series (10-15 yrs). Survival tale distinctive for also showing normal life in Darwin before the cyclone. Novels about cyclones

Novels about cyclones

A Cyclone is Coming! by Darlene Oxenham, illustrated by Tracey Gibbs. 2013. Fremantle, WA by Fremantle Press (4-10 yrs) 43-page story book in the Waarda series, intended 'to support the literacy needs of Indigenous children in primary school by making available to them stories written by Indigenous authors'. Annie helps her family prepare for a cyclone. A good manual for cyclone preparedness for younger students.

Jimmie Jean & the Turtles by Christina Dwyer, illustrated by Margaret Power. 1992. Montville, Qld by Walter McVitty Books (4-10 yrs) 32-page picture book about saving turtle nesting area during a cyclone.

Cyclone Bola: Gisborne, 1988 by Kath Beattie. 2013. Auckland, NZ by Scholastic NZ (10-14 yrs) Fictional diary of a girl's experience of a real cyclone, but with facts and real photos.

Grave of the Roti Men by Geoff Havel. 2003 South Fremantle, WA by Fremantle Arts Centre Press (10-13 yrs) A boy is visiting his aid-worker father in Indonesia and stows away in a fishing boat that is caught in a cyclone.

Wild Wind by Elaine Forrester. 2005. Camberwell, Vic by Penguin Group (Australia) (10-13 yrs). 4th in the Eden Glassie Mystery series, but works as a stand-alone novel. A cyclone strikes a farm in NZ and surviving it is complicated by a savage dog, the victim of the trade in fighting dogs.

Against the Tide by Fleur Beale. 1993. Auckland, NZ by HarperCollins. (10-14 yrs) A survival thriller, involving a murder, set in a cyclone in NZ.

Crocodile Attack by Justin D'Ath. 2005. Camberwell, Vic by Penguin Group (Australia) (9-13 yrs) Survival thriller involving kidnap, set in a cyclone in Australia.

The Cay by Theodore Taylor. First published in 1969 by Doubleday, New York (10-14 yrs). This is a classic of anti-racist children's literature, available as a Puffin Modern Classic and in many other editions. A cyclone provides the climax of this tale of shipwreck during WWII.

Where Cuckoos Call by Des Hunt. 2007 Auckland, NZ by HarperCollins (10-14 yrs). Principally a New Zealand novel about a boy fighting to save a bird habitat. The story climaxes during Cyclone Alex.

Red by Libby Gleeson. 2012. Crows Nest, NSW by Allen & Unwin (10-14 yrs). Thriller set in the near future, beginning with a devastating cyclone in Sydney.

Hot Mail by Tessa Duder and William Taylor. 2000. Auckland NZ by Penguin NZ (13-16 yrs) Really a story of relationships, caring for family and coping with death but plot revolves around a family on a yacht caught in a cyclone.

Novels about severe storms

Hills End by Ivan Southall, illustrated by Jim Phillips. 1962 Sydney by Angus & Robertson (11-15). Australian classic about isolated children and teacher fighting a huge storm.

A Boat for Bridget by James Roy. 2001 Brisbane by University of Queensland Press (10-14 yrs). A story about family relationships and love of the sea, with a dramatic climax as a storm sinks a yacht in the Sydney to Hobart race.

No Safe Harbour by David Hill. 2003 Auckland, NZ by Mallinson Rendel (10-16 yrs). Novel set around a famous NZ disaster - the sinking of the *Wahine*. *Magpies* review says, 'The quality of writing is superb, blending fiction with genuine observations to bring history alive.' A good book to compare with *Angel*.

Other books about disasters

Buck, Pearl S. *The Big Wave* 1947, Curtis Publishing Co, NY. (It may be interesting to read an early example of this genre, set in Japan, by a very famous writer in her time.)

Colbert, June *Volcano* 2007, Hachette Livre Australia

McAllan, Kate *Disaster!* 2006, Scholastic Australia. Non-fiction. (Mix of natural and man-made disasters focussing on survival stories.)

Saxby, Maurice and Glenys Smith *Dangers and Disasters* 1986, Methuen. (Anthology of extracts, poems and short stories)

OTHER BOOKS IN THE SERIES, 'THROUGH MY EYES: NATURAL DISASTER ZONES'

Hotaka (2011 Tsunami in Japan) by John Heffernan, March 2017

Shaozhen (2014 drought in Henan, China) by Wai Chim, August 2017

Lyla (2011 earthquake in Christchurch, New Zealand) by Fleur Beale, March 2018

Books in the earlier Through My Eyes series about children living in conflict zones

Shahana (war in Kashmir) by Roseanne Hawke, June 2013

Amina (civil war in Somalia) by J.L. Powers, Sept 2013

Naveed (war in Afghanistan) by John Heffernan, March 2014

Emilio (the drug war in Mexico) by Sophie Masson, June 2014

Malini (civil war in Sri Lanka) by Robert Hillman, Sept 2014

Zafir (civil war in Syria) by Prue Mason, March 2015

RESOURCES

Note: numerous additional resources are cited throughout these teachers notes.

Hazards of cyclones and community preparedness

US government fact sheet: 'Hurricane safety tips and resources'

<https://www.weather.gov/safety/hurricane>

Limits to preparedness in the face of extreme disaster

BBC World News 21 Nov 2013 – Typhoon Haiyan preparedness (3'42''):

<https://www.youtube.com/watch?v=s8b0SejbdVU>

Aftermath

BBC GLOBAL 20 March 2015 – Interview, Post Environmental Disaster Satellite Analysis Typhoon Haiyan (4'02''):

https://www.youtube.com/watch?v=KID_8tvMJWY

Recovery

The *Telegraph* UK, 6 May 2014. Typhoon Haiyan: Aerial footage shows how Tacloban has recovered 6 months on. Wordless, with before and after shots side by side (4'18''):

https://www.youtube.com/watch?v=gycvf_lxb4

The most obvious feature of this footage is the reoccupation by poor families of the most dangerous coastal land, in sub-standard houses or tents. This could be a jumping off point for the debate about whether this should be allowed by authorities and whether the coastal fringe should be replanted with mangroves, as it was in the past.

Australian cyclone preparedness

Queensland Government Get Ready Queensland section on cyclones:

<https://getready.qld.gov.au/natural-disasters/cyclones/>

Australian Institute for Disaster Resilience [AIDR]

<https://schools.aidr.org.au/>

ABOUT THE WRITER AND SERIES EDITOR

ZOE DANIEL

Zoe Daniel was for many years the ABC's South-East Asia correspondent, where she was based in Bangkok with her husband and young family, and is the author of *Storyteller: A Foreign Correspondent's Memoir*. She reported on nine countries across Southeast Asia filing copy and stories for TV, radio, online and social media. She was the Africa correspondent during 2005 and 2006 and spent parts of 2009 covering the Khmer Rouge war crimes trials from Phnom Penh in Cambodia. She is currently the ABC's Washington bureau chief.

LYN WHITE

Series editor and series creator Lyn White has extensive experience as a primary school teacher-librarian and EAL teacher and in 2010 completed postgraduate studies in Editing and Communications at the University of Melbourne. Lyn is passionate about children's literature and has great expertise in engaging students with quality texts. Her work with refugee children motivated her to create the acclaimed Through My Eyes series of books set in contemporary war zones. Lyn created and edited the Through My Eyes - Natural Disaster Zones series to pay tribute to the courage and resilience of children who are often the most vulnerable in post-disaster situations. Lyn

CYCLONE QUIZ

Multiple choice: circle the letter of the answer – a, b, c or d.

1. What are two other terms that mean ‘cyclone’?

- a. storm / whirlwind
- b. whirlpool / tsunami
- c. hurricane / typhoon
- d. tropical storm / tidal wave

2. What is the centre of a cyclone called?

- a. the hole
- b. the eye
- c. the centre
- d. the calm

3. The wind of a cyclone...

- a. goes in all directions at huge speed
- b. slows down the closer to the centre it gets
- c. is drawn down from the upper atmosphere
- d. whirls around the centre, where it is fastest

4. If you are on the ground directly under the centre of a cyclone, ...

- a. you might think the cyclone has passed because it is so calm
- b. you will be sucked up into the cyclone
- c. you will be pushed to the ground by the strong air pressure
- d. you can come out of your shelter and start cleaning up

5. Cyclones are likely to occur in the following Australian states:

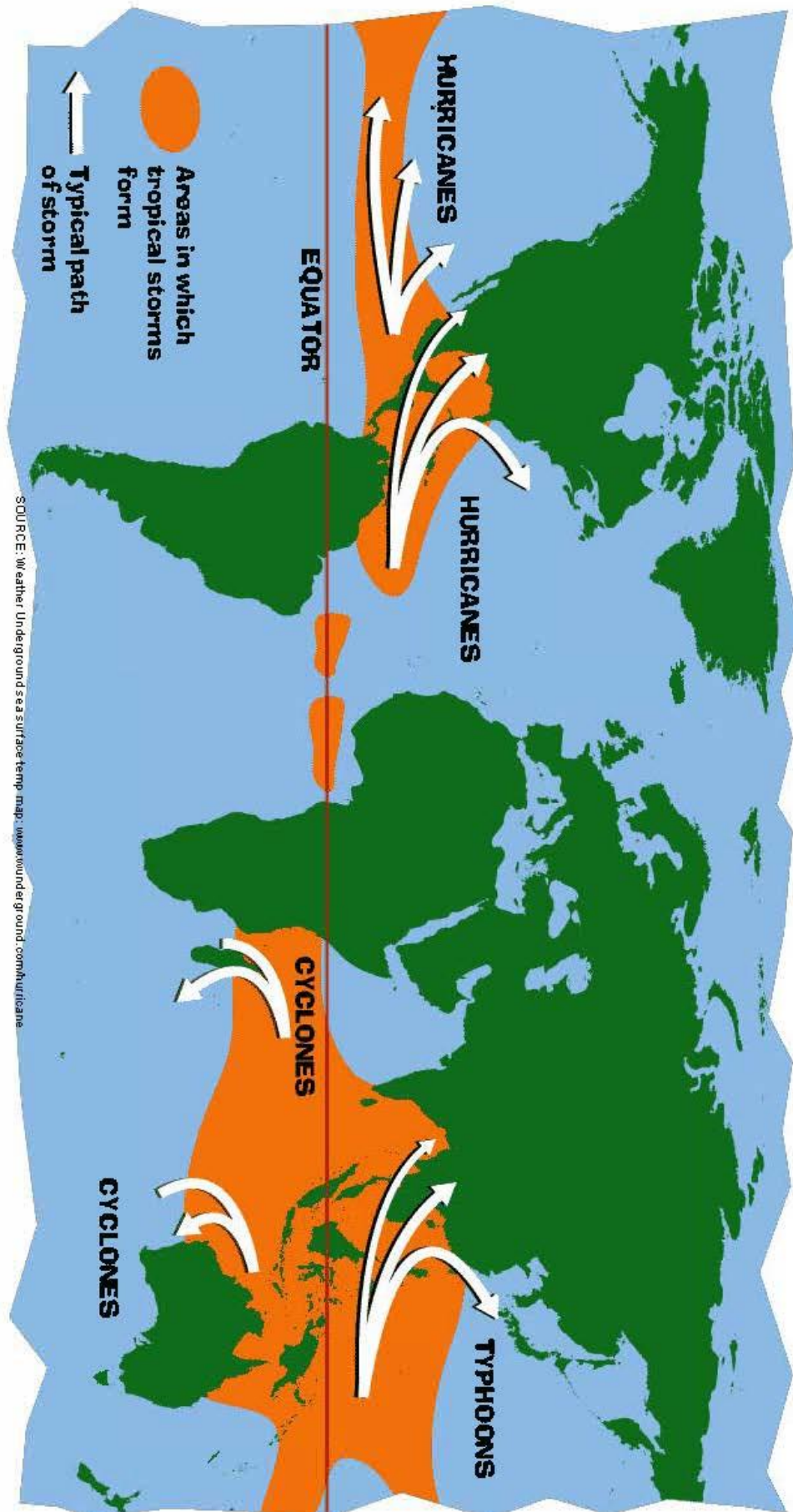
- a. Victoria, Western Australia and Tasmania
- b. All states and territories
- c. Western Australia, the Northern Territory and Queensland
- d. New South Wales, Victoria and South Australia

TRUE or FALSE?

Place a tick in the correct box.

		TRUE	FALSE
6.	After the eye of the cyclone passes, the other side of the cyclone hits with equally strong winds now going in the opposite direction.		
7.	A cyclone gets stronger as it moves onto the land from the sea.		
8.	Cyclones usually bring heavy snow falls.		
9.	In the southern hemisphere, cyclones spin clockwise and in the northern hemisphere, cyclones spin anti-clockwise.		
10.	Cyclones begin over oceans and seas.		

MAP OF THE WORLD'S CYCLONE ZONES



Design aspects of a feature article for an online or print magazine

Photographs or graphics Most feature articles will use photos or graphics, such as tables, in their design. If a person is the subject of the feature, a large photo of them should appear near the headline or on the first page of the article. An informational article will need graphics to explain information briefly and to break up the paragraphs of writing, thus making the article easier to read. Remember to credit the photographer or source of the graphic, if appropriate.

Caption A caption for the photograph may or may not be necessary. The photographer should be acknowledged: 'Photo XXX'.

Headline Choose a headline that draws the reader into the feature story. This could be chosen after writing the article. Use a large, possibly coloured, font for the headline. It could be placed inside a box or as part of a visually interesting geometric or other design.

By-line Credit the writer of the article. Appears at top or bottom of article.

Hook The written text should begin with a dramatic or interesting statement or question that will grab the reader's attention. This could be highlighted by using a different font.

Background Orientate the reader by providing some background information about the person featured and what they have experienced OR the topic and its relevance to readers. Outline what the article will explore.

Body A magazine feature may have short paragraphs. In each paragraph write about one idea. Use descriptions, examples and quotes from the subject/resources where appropriate. Try to engage the reader's curiosity and empathy by including interesting information.

Blockquotes Use blockquotes as well as photographs to break up blocks of written text. These are short quotes from the text that highlight interesting ideas or summarise important points. Format these differently from the main text using change of font type and colour.

Conclusion If about a person: End with a well-formed summary of the subject's experience, how they have faced it and how they may move into the future. If about a topic: End with a summary of the relevant information, followed by a comment about the current relevance of the topic or a prediction about the topic.

Design Position the text and visual elements in a clean design that grabs the attention of the reader and then leads them through the information.

Sidebars Facts and figures about the event can be written as sidebars to the article. This gives the reader an overview of the event or person.