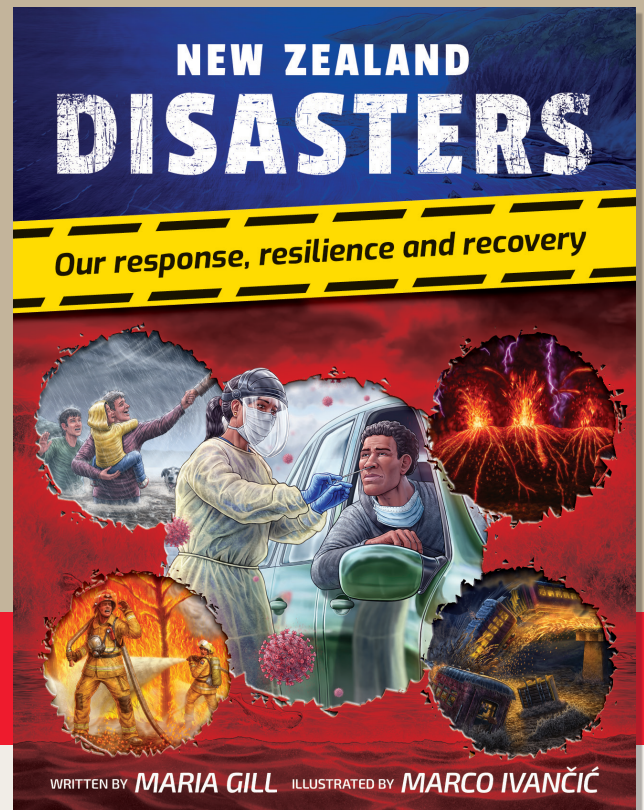


New Zealand Disasters

By Maria Gill

Illustrated by Marco Ivančić

• Reading • Writing • Social Studies • Thinking Skills •



Synopsis

New Zealand Disasters: Our response, resilience and recovery includes the following disasters: cyclones, tornadoes, earthquakes, landslides, floods, volcanic eruptions, fires, plane and train crashes, and pandemics, along with shipwrecks, tsunamis, snow blizzards, and mining accidents. Each subtitle has a creative non-fiction retelling of the disaster with a full double-page illustration, including a text box sharing what was learned from that disaster. On the subsequent double-page spread, text boxes include information about other significant similar disasters and bullet points on how to keep yourself safe. Most of the text boxes include photographs with captions.

About the Author

Maria Gill has written 60 children's non-fiction books, covering themes such as disasters, biographies, environment and creative non-fiction adventure stories. She is a trained Primary school teacher, has a Bachelor of Education, Diploma of Teaching, Graduate Diploma of Journalism degrees and a Masters in Creative Writing. Her book *Anzac Heroes* won the 2016 New Zealand Book Awards for Children & Young Adults non-fiction award, as well as the Margaret Mahy Book of the Year prize. Storylines have also selected ten of her titles as Notable Books in the non-fiction category. Other books she has written with a disaster theme include *Eruption: Discovering New Zealand Volcanoes*; *Earthquakes! Shaking New Zealand*; *find out! Volcanoes*; and *Rangitoto*.

About the Illustrator

Marco Ivančić has a Bachelor of Design degree and works full time as a map designer. He has illustrated five other children's books by Maria Gill: *New Zealand Sports Hall of Fame*; *Anzac Heroes* (winner of the 2016 New Zealand Book Awards for Children & Young Adults Non-fiction award, as well as the Book of the Year prize); *Anzac Animals* (Storylines Notable), *Abel Tasman* (shortlisted for the Illustration award), and *Kate Sheppard*, and numerous book covers.



teacher toolkit

 SCHOLASTIC

Writing Style

New Zealand Disasters has a mix of non-fiction styles: creative non-fiction for the main stories, expository for the text boxes and back section, transactional writing and explanatory captions. The author has divided the book into 12 sections: earthquakes, volcanoes, landslides and lahars, tsunamis, cyclones and floods, snow blizzards, tornadoes, mining accidents, plane crashes, shipwrecks, train crashes, fires, pandemics and epidemics. The book also has a map showing where the disasters have occurred around New Zealand. At the back are double-page spreads about first responders, survival tips and recovery plan, essential workers, and a tribute to the victims of the 2019 Christchurch massacre. In the front there is a contents page and introduction, and at the back a glossary and index. On page 64 is a biography about the author and illustrator.

The stories reveal what happens during a disaster from the moment it unfolds to the recovery period afterwards, written in third person, past tense. On the right-hand side is a text box outlining positive outcomes from the disaster. On the next double-page spread is an introduction and information about 2–4 similar events of that type, with photographs and captions. A red outlined box contains safety tips about what to do if caught in that type of disaster. Note, some of the less frequent disasters such as snow blizzard, tsunami and tornadoes have only one double-page spread.

Shared Learning and Discussion Points

During the shared sessions encourage students to ask questions to clarify their understanding of events. Have them make inferences and predictions, relating to their own experiences. Read the passages aloud and have students read alongside or by themselves.

ASK YOUR STUDENTS:

Look at the cover and read the blurb.

- What do you think this book is about? How can you tell?
- What style of writing do you think the author has used to write the book?
- What New Zealand disasters can you brainstorm?
- In pairs, share a disaster you have experienced or know about.
- Write a word bank of words you might encounter while reading a book like this.

Comprehension questions for front matter and back matter: pages 4–6, 56–61

- Name three major disasters that happened during the time the book was being created?
- Name a disaster that happened close to your hometown.
- Name five things an ambulance officer will do when they arrive on the scene of an incident.
- Where can you get a copy of an emergency plan online?
- What must you do before you evacuate?
- What might some people suffer sometimes after a disaster?
- What four things can you do to help you recover from a disaster event?

Comprehension pp. 8–21

- Name some of the dangers to humans you can see in the picture of the Kaikoura disaster.
- Why does New Zealand have a lot of earthquakes?
- What is the first priority, after a disaster, for emergency services?
- What did Mount Tarawera destroy that was considered the Eighth Wonder of the World?
- What type of volcano is Taupō?
- Which volcano is New Zealand's most active?
- Discuss why it is important to wear a dust mask during an eruption.
- What is the Pacific Rim and where is it?



- Where was New Zealand's largest ever recorded earthquake and subsequent tsunami?
- Why is Mt Kākaramēa prone to landslides?
- Why did the Abbotsford houses fall down the hill?
- What risks does Mt Ruapehu pose?

Comprehension pp. 22–29

- How much rain fell on Gisborne over four days?
- Why do cyclones have more torrential rain?
- What is a flash flood?
- What happened to the sheep during the 1895 and 1992 snow blizzards?
- What safety tip for a blizzard surprised you the most and why?
- Why are tornadoes dangerous?
- Why do you think it is not a good idea to stay in your car during a tornado?

Comprehension pp. 30–45

- What is firedamp and why is it dangerous?
- What are some of the safety measures that miners used to keep safe?
- What was particularly sad about the 2010 Pike River Mine accident?
- Why did the pilot and co-pilot not see Mt Erebus ahead of them?
- Why do you think you shouldn't inflate your lifejacket inside the plane?
- Why is the Kaimai breeze dangerous?
- The *Wahine* disaster could have been considerably more deadly. What helped most of the 734 passengers and crew survive?
- What went wrong for the HMS *Orpheus* crew and passengers?
- Why is it considered a good idea to stay with a group if you're in the water after a shipwreck?
- What did the rescuers do to help get people out of the train wreckage? p.43
- What did NZ Railway do to their trains that probably saved many lives in subsequent rail crashes?
- Why should you never cross a railway track if the barrier arms are down?

Comprehension pp. 46–53

- Why did a fire chief call the Port Hills fire 'a beast with multiple heads'?
- What did the fire service and government learn from three devastating fires in buildings and what safety measures did they urge commercial buildings to take?
- What events happened in 1918 that helped the influenza pandemic spread all over the world?
- What age groups were mostly affected by the polio epidemic and why?
- What pandemic swept the world in 2020? How many people had died at the time this book was printed? Research up-to-date information to find out how many have died since.
- In most safety tips it is advised to stay calm and not panic. Why is this important?
- Why do you think the publisher has decided to present the massacre differently to other sections of the book?
- What lessons do you think we have learned from this disaster?



Activities

ACTIVITY 1: PASS IT ON

Talk about some of the emotions you can experience during or after a disaster. How do you think your body shows that emotion? For example, does your stomach feel like it is clenching, do you have nervous tics, etc. Collate the different emotions in a word bank. Discuss in small groups what you can do if you're feeling post-traumatic stress syndrome. What can you do to help each other?

Students design a draft pamphlet about what to do to help themselves and others if experiencing post-traumatic syndrome. Check with a partner whether they've left anything out and whether there are any spelling and grammatical changes needed. Once proofed, write/design a pamphlet with your information. Display the information in bullet points and include illustrations, diagrams and or photographs. Distribute the pamphlets to your school library, other classrooms, and public places.

ACTIVITY 2: READ ALL ABOUT IT!

Write a newspaper article about a disaster or substantial weather event you have witnessed, experienced or heard about. First, brainstorm your memory of the event. Then do some research to find facts and figures you could include about it. Interview someone and use some interesting quotes from them.

Next, think of a headline that will grab the reader. Then write a lead line that will hook the reader in. In the first paragraph, mention where and when it took place. Include some of your research. Put in one or two quotes from yourself or someone you interviewed, or that someone said in a newspaper/TV interview. Lastly, summarise the article in the conclusion.

ACTIVITY 3: EMERGENCY PLANS

Find out what your school emergency plan is. Discuss what you must do and ask questions about anything you are unsure about.

In groups, write a classroom emergency plan. Consider hazards that have occurred in your region before and take those into account. For example, if you are in a region that has regular earthquakes you will need to build those safety tips into the plan. Afterwards share what your group has decided. The teacher collates ideas and class members vote on the emergency strategies they will use.

For homework, students encourage their household to come up with a home emergency plan, using some of the ideas the class/school has come up with. Write it up and put it somewhere useful so that the family can see it in the case of an emergency.

ACTIVITY 4: BOOK TRAILER TIME

Design a book trailer for the book. Use a software package like 'Animoto', using one of their free templates. Storyboard what you want to say in the book trailer, collect photos, illustrations and videos (if needed), and then insert it into the Animoto template you have chosen. Show it to the class. See if the school library or website would like to include it on their site.

ACTIVITY 5: TIMELINE THE EVENTS!

Ask the students what they think have been the most significant disasters throughout history. Record them on the board. If you think any have been missed, ask, 'What about this disaster?', 'What made this disaster so deadly?'

Students then select important events throughout the book and put them on a timeline. Type it online using an app like SmartDraw 2019 or similar. Or make a timeline that stretches across a classroom wall. Include photographs and illustrations.

ACTIVITY 6: MORE DISASTERS

The author has not included all the major disasters that have occurred in New Zealand. Ask the students why she has selected the ones she has. What makes a disaster 'deadly'? Brainstorm some disasters that have been left out of the book. Students then pick one of the disasters and researches it, using several resources. While researching it, keep a word bank of useful words and phrases that you could use in your retelling of the disaster.

When writing the creative non-fiction story about the disaster, use active verbs, include the senses, and be precise with the nouns. Try to write it like it has just happened. Afterwards, edit the story. Then read it aloud to a partner and listen to positive and constructive feedback about your story. When it is your turn to listen to your partner's story, think about whether they have hooked you in at the beginning. Have they named the place, time and date? Could they make some of their verbs more interesting? Did it keep you engaged from beginning to end? Is their information correct?

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EXTRA ACTIVITIES:

- Make a tsunami in a bottle, measure the magnitude, simulate an earthquake and write a story, play a survival kit matching game, etc. from 'ShakeOut Curriculum: www.shakeout.org/schools/resources/
- Pandemic vs. Epidemic articles and activities: <https://nie.washingtonpost.com/sites/default/files/EndemicEpidemicorPandemic.pdf>
- Volcano activities: <https://www.pinterest.nz/kirstinturner71/volcano-activities/>

PRACTISE SOME DRILLS:

Teacher calls out the disaster and students react with proper drill:

- **Fire!** Students stay low and crawl out. [Teacher says to some students, "You've caught fire, what do you do?" Stop, Drop and Roll.]
- **Tornado!** Students protect their head and hide under a table or desk.
- **Tsunami!** If the earthquake is long or strong, students get gone!
- **Earthquake!** Students drop, cover and hold.

DISASTER MEMES:

Design a disaster meme or animated social media post or paper pamphlet showing what to do in one of the disasters.

NATURAL DISASTER MATCH-UP:






Match up the disaster with its label. Use highlighters or draw a line with a pen.

A long, high and powerful wave, caused by an underwater earthquake or landslide.	CYCLONE
An intense tropical storm resulting in high winds, heavy rain and flooding.	LANDSLIDE
An eruption of hot lava, rock, ash and gases from a vent in the Earth's crust.	TSUNAMI
An uncontrollable blaze that starts in bushland or wilderness.	FLOODING
Heavy downpour of rain that fills paddocks and streets with water.	VOLCANIC ERUPTION
A collapse of a mass of earth or rock from a mountain or cliff	WILDFIRE

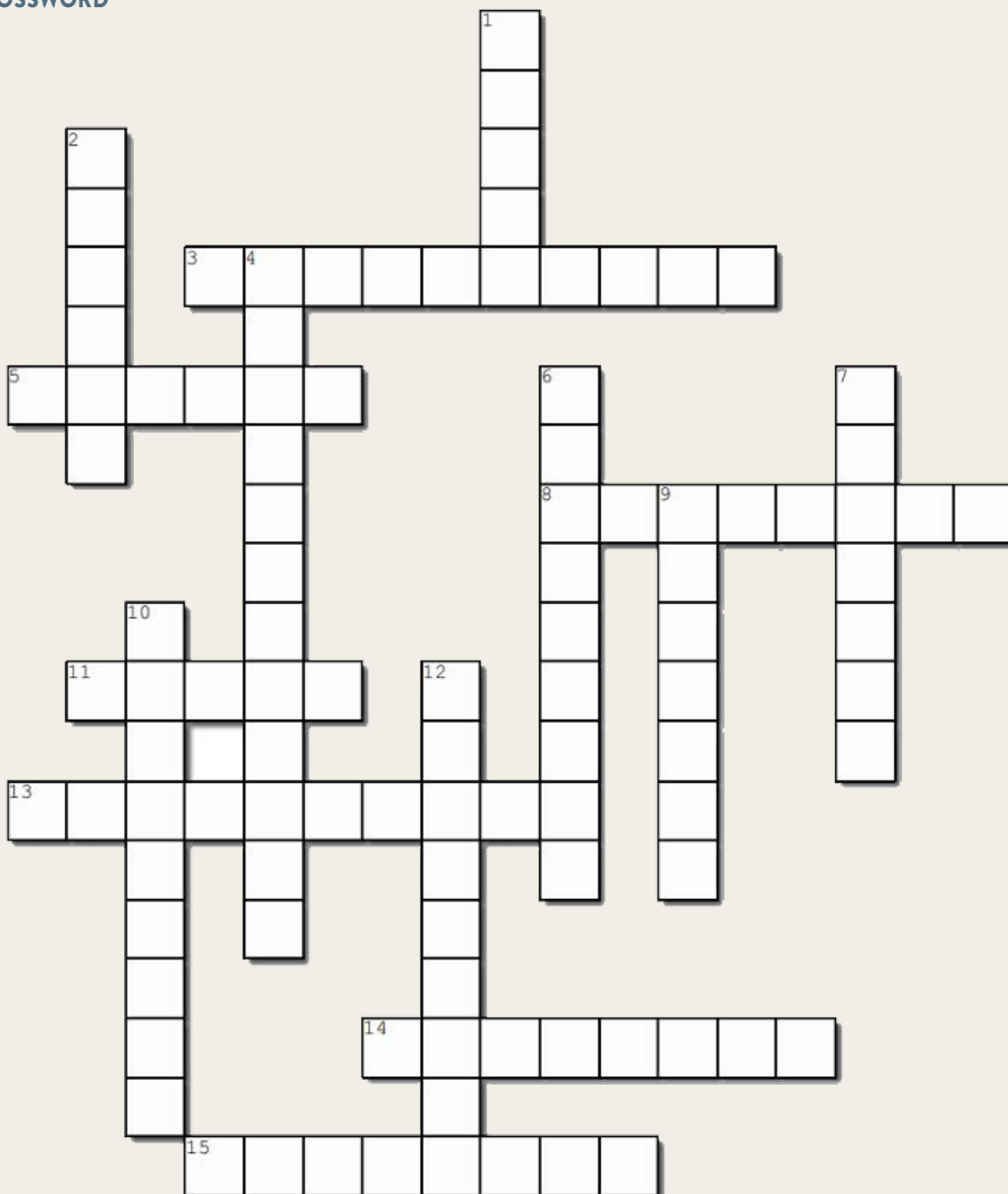


MEMORY GAME

Look at all the objects in the survival kit for 10 seconds. Then close your eyes and try to remember all 12 objects. How many can you remember?

 <p>BOTTLED WATER</p>	 <p>CANNED FOOD</p>	 <p>CAN OPENER</p>	 <p>SLEEPING BAG</p>
 <p>COPIES OF IMPORTANT DOCUMENTS</p>	 <p>WHISTLE</p>	 <p>EMERGENCY CASH</p>	 <p>FIRST AID KIT</p>
 <p>TORCH</p>	 <p>MEDICINES</p>	 <p>RADIO/PHONE</p>	 <p>TOILETRIES</p>

PANDEMIC CROSSWORD



ACROSS	DOWN
<p>3. Need to do this often to prevent picking up virus</p> <p>5. What you wear on your hands to keep safe</p> <p>8. When people stay home during Alert levels 3 and 4</p> <p>11. Number of with sickness</p> <p>13. How to stop spread of virus</p> <p>14. Global viral infection</p> <p>15. Country-wide viral infection</p>	<p>1. Do this into your elbow</p> <p>2. Stay in your during lockdown</p> <p>4. Four stages of isolation</p> <p>6. Look after your</p> <p>7. Stay away from people</p> <p>9. Short word for coronavirus</p> <p>10. What you wear on your face to keep safe</p> <p>12. Goal for health officials</p>

PANDEMIC CROSSWORD – ANSWERS

ACROSS	DOWN
3. Wash-hands	1. Cough
5. Gloves	2. Bubble
8. Lockdown	4. Alert-Levels
11. Cases	6. Wellbeing
13. Prevention	7. Isolate
14. Pandemic	9. Covid19
15. Epidemic	10. Face-mask
	12. Eliminate

DISASTER WORDFIND

Find the words on the right in the WORDFIND

A M B U L A N C E C I L O P Y
 N V O L C A N O O S H Z S Z B
 U P O L I O N V D G A U Y O Q
 A Z Z F T Z I D U A J F R U M
 P S G L J D Z Y S Y N O E U Z
 K A N O B I Z A T L X R V T A
 Y C N O I T P U R E I J O R Y
 K L E D W U U O A D K D C T F
 T I A R E S I L I E N C E L G
 G W R H W M T B N L F I R E S
 A N C A A P I O C Y C L O N E
 O F H N T R I C R B R F Q N C
 W D U V C C W H A M T B G S P
 Q S R E S P O N S E L S A E M
 T M G E K A U Q H T R A E K E

AMBULANCE
 BLIZZARD
 COVID
 CYCLONE
 EARTHQUAKE
 ERUPTION
 FIRES
 FLOOD
 LAHAR
 LANDSLIDE
 MEASLES
 PANDEMIC
 POLICE
 POLIO
 RECOVERY
 RESILIENCE
 RESPONSE
 SAFETY
 SHIPWRECK
 SNOWSTORM
 TORNADO
 TRAINCRASH
 TSUNAMI
 VOLCANO