

A Tribute to the Mt Erebus Disaster		
YEAR	LEVEL	DURATION
0 - 2	1	3 weeks

Strand Achievement Objectives to be Assessed	Learning Outcomes
<p>Social Studies</p> <ul style="list-style-type: none"> Understand how the past is important to people. 	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Identify why the Mt Erebus disaster is such a significant event to New Zealanders
<p>English Listening, reading and viewing (processes and strategies)</p> <ul style="list-style-type: none"> Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. 	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Identify the main points of the Mt Erebus story
Supporting Achievement Objectives (depending on type of tribute created)	Learning Outcomes
<p>English Listening, reading and viewing (purposes and audiences)</p> <ul style="list-style-type: none"> Recognise how to shape texts for a purpose and an audience. 	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Write a story or poem as a tribute to the Mt Erebus disaster.
<p>Technology Planning for practice</p> <ul style="list-style-type: none"> Outline a general plan to support the development of an outcome, identifying appropriate steps and resources. <p>Brief development</p> <ul style="list-style-type: none"> Describe the outcome they are developing and identify the attributes it should have, taking account of the need or opportunity and the 	<ol style="list-style-type: none"> Make a plan as a class for a tribute to the Mt Erebus disaster that meets the need of remembering a specific aspect of the Mt Erebus disaster explain what they are creating and why Create a tribute that inspires

resources available.

Outcome development and evaluation

- Investigate a context to communicate potential outcomes. Evaluate these against attributes; select and develop an outcome in keeping with the identified attributes.

feelings and remembers a specific aspect of the Mt Erebus disaster

The Arts

Dance

Developing ideas

- Improvise and explore movement ideas in response to a variety of stimuli.

Communicating and interpreting

- Share dance movement through informal presentation and share their thoughts and feelings in response to their own and others' dances.

Drama

Developing ideas

- Contribute and develop ideas in drama, using personal experience and imagination.

Communicating and interpreting

- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

Music

Developing ideas

- Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.
- Explore ways to represent sound and musical ideas.

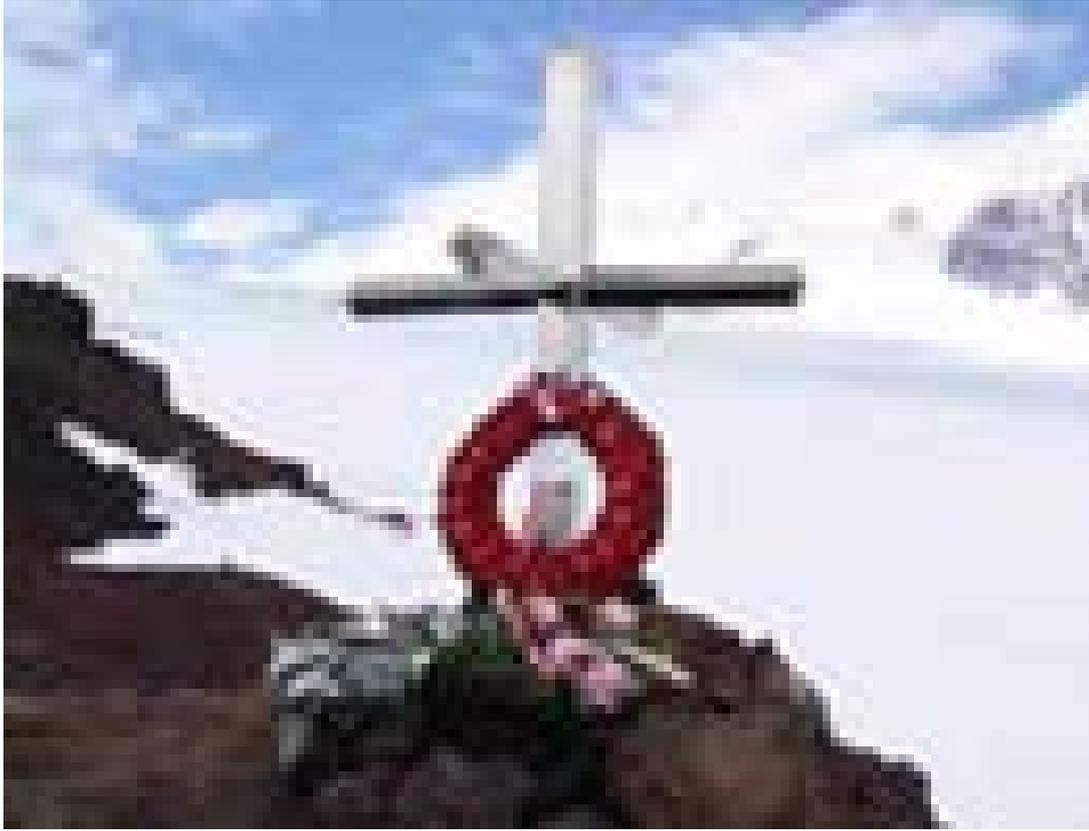
7. Create a dance as a tribute to the Mt Erebus disaster

8. Create a drama/play as a tribute to the Mt Erebus disaster

9. Create a musical piece as a tribute to the Mt Erebus disaster

<p>Communicating and interpreting</p> <ul style="list-style-type: none"> • Share music making with others. <p>Visual Art</p> <p>Developing ideas</p> <ul style="list-style-type: none"> • Investigate visual ideas in response to a variety of motivations, observation, and imagination. <p>Communicating and interpreting</p> <ul style="list-style-type: none"> • Share the ideas, feelings, and stories communicated by their own and others' objects and images. 	<p>10. Create a piece of visual art as a tribute to the Mt Erebus disaster</p>	
<p>Learning Experiences</p>		<p>Learning outcomes</p>
<ul style="list-style-type: none"> • Print off the picture of the Mt Erebus memorial and stick onto a large sheet of white paper. Ask the children; "what could this be?" "Where could this be?" "What do you think happened?" Record the children's responses around the picture. • Read the junior version (ages 5 – 8) of the story outlining the Mt Erebus disaster www.erebusforkids.co.nz • Discuss the article focusing on what? Where? When? Why? Who? How? • Children can make a "Research Folder" cover (attachment 3); this will be glued to the front of a manila folder/A4 envelope or similar and be where all of their research into the Mt Erebus Disaster will be kept. 	<ul style="list-style-type: none"> • 1 • 2 	<p>using language, symbols, and texts</p>
<ul style="list-style-type: none"> • Using a data projector/smart board/ large computer screen show children the video footage from the www.erebusforkids.co.nz website • Brainstorm "We learnt...." From the video footage 	<ul style="list-style-type: none"> • 1 • 2 	<p>using language, symbols, and texts</p>

<ul style="list-style-type: none"> • Visit the www.erebus.org.nz website and follow links to the memorials. Share with the children the pictures of the memorials • Share the poem by Peter Mulgrew http://www.teara.govt.nz/EarthSeaAndSky/SeaAndAirTransport/AirCrashes/1/ENZ-Resources/Standard/2/en • Discuss what a tribute is and why people create tributes/memorials • Discuss that this year is the 30th anniversary of the Mt Erebus disaster and why we remember tragedies like this on such anniversaries (honoring the dead, respect for the living, etc) • Explain to the children that they are going to create their own tribute to the Mt Erebus disaster in honour of the 30th anniversary • Children will get into pairs and come up with five types of tributes that could be created; e.g. song/waiata, poem, statue, powerpoint, movie, poster, prayer/ karakia, booklet, story book for young children, etc. 	<ul style="list-style-type: none"> • 1 • 2 • 4 	participating and contributing
<ul style="list-style-type: none"> • Class will plan a tribute using planning sheet (attachment 6) 	<ul style="list-style-type: none"> • 4 	managing self
<ul style="list-style-type: none"> • Children will create their own tribute incorporating the ideas from their class plan. 	<ul style="list-style-type: none"> • 1 • 2 • 3/5 - 10 	
<ul style="list-style-type: none"> • Children will present their tribute to the assembly/parents/on a memorial day for the Mt Erebus disaster. 	<ul style="list-style-type: none"> • 1 • 2 • 3/5 - 10 	relating to others



Air New Zealand Flight TE901

This research belongs to: _____

1

The Mt Erebus Disaster

On 28th November 1979, Air New Zealand DC10 flight TE901 crashed into Mt Erebus on Ross Island in Antarctica killing all 257 people on board. This is the worst aviation disaster in New Zealand's history.

2

Antarctica is an amazing place with so many magical things to see; snow covered islands and mountains, ice, penguins and so much more. People have always wanted to see this mysterious place but it wasn't possible for anyone except adventurous explorers until Air New Zealand began taking people for scenic flights in 1977. People that could afford it could pay \$245, which is about \$1,200 in today's money, and fly over Antarctica for the day.

3

Air New Zealand's scenic flights took off from Auckland then flew over many picturesque points and landmarks around Antarctica including the Auckland Islands, Balleny Islands near the Antarctic coast, the coast of Victoria Land as far as McMurdo Sound, McMurdo Station and Scott Base on Ross Island and Campbell Island. The DC 10 would then return to Christchurch after covering over 8,600 km and flying for 11 hours.

4

At 12.49pm, only half way through their adventure, all 257 people onboard the Air New Zealand DC10 were killed when the plane crashed into the slopes of Mt Erebus. Back home in New Zealand nobody knew that this disaster had occurred until later that evening when the first reports started coming in over the television and the radio informing the whole country that Air New Zealand flight TE901 sightseeing over Antarctica was missing. There was a lot of confusion about where the plane might have been. The wreckage of the plane wasn't found until midnight, 12 hours after it was first reported missing, and New Zealanders read of the terrible loss of life in the newspapers on the morning of 29th November 1979. The whole country was shocked and very sad about the disaster.

5

The New Zealand public and especially the families of those who died wanted to know why the disaster had happened. Mr. Ron Chippindale, the air accident investigator, wrote a report blaming "pilot error" as the cause of the disaster. This was debated at great length and many people, especially the families, colleagues and friends of the crew were outraged at the finding. Many people, especially those who knew the flight crew, could not believe that the pilots had made such a serious mistake. People were so upset by Mr. Chippindale's report that the government asked Justice Peter Mahon to do another investigation about the plane disaster. One person in particular, Captain Gordon Vette, made a special project of finding out what had happened and he told Justice Mahon what he had found. In April of 1981 Justice Mahon's report was released to the New Zealand public and it cleared the crew of blame. Mahon's report argued that the main causes of the crash were changes made to the plane's navigation computer co-ordinates and the whiteout conditions which made it impossible for the crew to see the mountain. He also reported that there were many errors within the administration of Air New Zealand that contributed to the crash.

6

Air New Zealand flight TE901, that ended so devastatingly on the slopes of Mt Erebus, changed the way investigators examined aviation accidents in New Zealand and around the world forever. Crash investigations now include research into "systemic failure" which looks into all the administrative and managerial factors that may contribute to plane crashes. The training of pilots in New Zealand has also changed to include more study into the various human factors that can cause crashes.

7

Sadly, 200 New Zealanders, 24 Japanese, 22 Americans, 6 Britons, 2 Canadians, 1 Swiss, 1 Australian and 1 French person died on that terrible day in the Antarctic. Thousands of people were directly affected by losing someone close to them and our nation was permanently changed by such a horrific loss of life. Many memorials have been built around New Zealand and there is also a memorial site on the lower slopes of Mt Erebus. Ceremonies are often held at these places on the anniversary of the tragedy and people take the opportunity to pay their respects and to remember those people who lost their lives in such a terribly sad and tragic way.

Mt Erebus Disaster (Attachment 4)

- example of 10 point summary -

- An Air New Zealand plane crashed into Mt Erebus
- It was a sight seeing flight over Antarctica
- Disaster occurred on 28th November 1979
- 257 people died in the tragedy
- Most of the people that died were New Zealanders
- Jim Collins was the captain of the plane
- Ron Chippindale concluded that it was "pilot error" that caused the crash
- Justice Peter Mahon investigated the cause after Ron Chippindale and concluded that it was many *other* factors that caused the crash
- It is still New Zealand's biggest aviation disaster
- There are memorials all over New Zealand dedicated to the disaster

Attachment 6

Tribute Plan - level 1 - Class Plan

We think that the most important part of the Mt Erebus disaster story is:

We want to people to remember this because:

We want people to feel:

We want people to use their



Our class is good at:

We are going to make:

We will do this by:

We will need:

