

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

Strand Achievement Objectives to be Assessed	Learning Outcomes
<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>Understand how time and change affect people's lives.</li> <li>Understand how people make significant contributions to New Zealand's society.</li> </ul>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Identify how the Mt Erebus disaster affected New Zealanders</li> <li>Identify how the people involved in the investigations into the Mt Erebus disaster have contributed to New Zealand.</li> </ol>
<p><b>English</b> Listening, reading and viewing (processes and strategies)</p> <ul style="list-style-type: none"> <li>Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.</li> </ul>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Use reports, video footage and newspaper articles to gather information about the Mt Erebus disaster</li> <li>Recall the main points of story of the Mt Erebus disaster</li> </ol>
Supporting Achievement Objectives (depending on type of tribute created)	Learning Outcomes
<p><b>English</b> Listening, reading and viewing (purposes and audiences)</p> <ul style="list-style-type: none"> <li>Show some understanding of how texts are shaped for different purposes and audiences.</li> </ul>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Write a story or poem as a tribute to the Mt Erebus disaster.</li> </ol>

## Technology

### Planning for practice

- Outline a general plan to support the development of an outcome, identifying appropriate steps and resources.

### Brief development

- Explain the outcome they are developing and describe the attributes it should have, taking account of the need or opportunity and the 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.

6. Make a plan for a tribute to the Mt Erebus disaster that reflects an understanding of a major aspect of the disaster

7. Create a tribute that reflects an understanding of a major aspect of the disaster and evaluate this

## The Arts

### Dance

#### Developing ideas

- Use the elements of dance in purposeful ways to respond to a variety of stimuli.

#### Communicating and interpreting

- Share dance movement through informal presentation and identify the use of the elements of dance.

### Drama

#### Developing ideas

- Develop and sustain ideas in drama, based on personal experience and imagination.

#### Communicating and interpreting

- Share drama through informal presentation and respond to elements of drama in their own and others' work.

### Music

#### Developing ideas

- Explore ways to represent sound and musical ideas.

8. *Create a tribute to the Mt Erebus disaster in dance form that shows an understanding of an important aspect of the disaster*

9. *Create a tribute to the Mt Erebus disaster in dramatic form that shows an understanding of an important aspect of the disaster*

10. *Create a tribute to the Mt Erebus disaster in musical form that shows an understanding of an important aspect of the*

<p><b>Communicating and interpreting</b></p> <ul style="list-style-type: none"> <li>• Share music making with others, using basic performance skills and techniques.</li> </ul> <p><b>Visual Art</b></p> <p><b>Developing ideas</b></p> <ul style="list-style-type: none"> <li>• Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination.</li> </ul> <p><b>Communicating and interpreting</b></p> <ul style="list-style-type: none"> <li>• Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul>	<p><i>disaster</i></p> <p><i>11. Create a tribute to the Mt Erebus disaster in a visual way that shows an understanding of an important aspect of the disaster</i></p>	
<p><b>Learning Experiences</b></p>	<p>Learning outcomes</p>	<p>Key competencies</p>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Give the children a copy of the junior article about the disaster (located in teachers section of <a href="http://www.erebusforkids.co.nz">www.erebusforkids.co.nz</a>) children will read it</li> <li>• Discuss the article focusing on what? Where? When? Why? Who? How?</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 - 3</li> </ul>	<ul style="list-style-type: none"> <li>• using language, symbols, and texts</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher will read "The Mt Erebus Disaster" (attachment 3)</li> <li>• Children will listen and then tell their buddy 3 things from the article</li> <li>• Give each child a copy of the entire article to read and add to their research folder.</li> <li>• As a class decide on 6 main points of the Mt Erebus tragedy and make a bullet point display (see example attachment 4)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 - 4</li> </ul>	<ul style="list-style-type: none"> <li>• thinking</li> </ul>
<ul style="list-style-type: none"> <li>• Set children up in a computer lab or with as many computers as possible.</li> <li>• Give them the address of the Airline Pilots Association website <a href="http://www.erebusforkids.co.nz">www.erebusforkids.co.nz</a> go into the section for the correct age group and then follow the link to "stories"</li> <li>• Children will do a "treasure hunt" (attachment 5) through the articles to find important information. It is a good idea to put a time limit on this rather than emphasise completing all questions. Print out articles which children are particularly interested in for their "research folders"</li> <li>• Share answers from treasure hunt in small group or as a class</li> </ul>	<ul style="list-style-type: none"> <li>• 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• using language, symbols, and texts</li> </ul>

<ul style="list-style-type: none"> <li>• Visit the <a href="http://www.erebus.org.nz">www.erebus.org.nz</a> website and follow links to the memorials. Share with the children the pictures of the memorials</li> <li>• Share the poem by Peter Mulgrew <a href="http://www.teara.govt.nz/EarthSeaAndSky/SeaAndAirTransport/AirCrashes/1/ENZ-Resources/Standard/2/en">http://www.teara.govt.nz/EarthSeaAndSky/SeaAndAirTransport/AirCrashes/1/ENZ-Resources/Standard/2/en</a></li> <li>• Discuss what a tribute is and why people create tributes/memorials</li> <li>• Discuss that this year is the 30<sup>th</sup> anniversary of the Mt Erebus disaster and why we remember tragedies like this on such anniversaries (honoring the dead, respect for the living, etc)</li> <li>• Explain to the children that they are going to create their own tribute to the Mt Erebus disaster in honour of the 30<sup>th</sup> anniversary</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> <li>• 6</li> </ul>	<ul style="list-style-type: none"> <li>• participating and contributing</li> </ul>
<ul style="list-style-type: none"> <li>• Children will plan their tribute using planning sheet (attachment 6)</li> </ul>	<ul style="list-style-type: none"> <li>• 6 &amp; 7</li> </ul>	<ul style="list-style-type: none"> <li>• Managing self</li> </ul>
<ul style="list-style-type: none"> <li>• Children will create their chosen tribute incorporating the ideas from their plan.</li> </ul>	<ul style="list-style-type: none"> <li>• 5, 7 - 11</li> </ul>	<ul style="list-style-type: none"> <li>• Managing self</li> </ul>
<ul style="list-style-type: none"> <li>• Children will present their tribute to the teacher/class/assembly/parents/on a memorial day for the Mt Erebus disaster.</li> </ul>	<ul style="list-style-type: none"> <li>• 1,2, 4</li> <li>• 5, 7 - 11</li> </ul>	<ul style="list-style-type: none"> <li>• Relating to others</li> </ul>
<ul style="list-style-type: none"> <li>• Children will complete self evaluation form</li> </ul>	<ul style="list-style-type: none"> <li>• 7</li> </ul>	<ul style="list-style-type: none"> <li>• Managing self</li> </ul>

Attachment 1



Attachment 2

# Air New Zealand Flight TE901

This research belongs to: \_\_\_\_\_

1

## The Mt Erebus Disaster

On 28<sup>th</sup> 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 29<sup>th</sup> 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 28<sup>th</sup> 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 5

### Treasure Hunt Level 2

1. What airline was the plane from?
2. Where did it happen?
3. How many people died?
4. Name 2 countries that the victims were from.
5. What was the captain's name?
6. Why did the crash happen?

## Attachment 6

### Tribute Plan - level 2

What do you want people to remember about the Mt Erebus disaster?

How do you want people to feel?

What are you really good at?

Music

Drawing/painting

Craft

Writing

computers

I want to make:

The steps to making this are:

When it's finished it will be:

## Self Evaluation of My Tribute to the Mt Erebus Disaster

1. I made:
2. What was I trying to make people understand about the Mt Erebus disaster?
3. Did I do this well?
4. How did my audience feel?
5. What was my favourite thing about my tribute?
6. What could I have done better?
7. Is it good enough to be presented on the internet?
8. Why/why not?

