

A Tribute to the Mt Erebus Disaster

YEAR	LEVEL	DURATION
5 - 6	3	3 weeks

Strand Achievement Objectives to be Assessed	Learning Outcomes
<p>Social Studies</p> <ul style="list-style-type: none"> Understand how people remember and record the past in different ways. 	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Identify how the Mt Erebus disaster has been recorded and remembered
<p>English Listening, reading and viewing (processes and strategies)</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. 	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> Read the articles and reports and view video footage critically to gain knowledge about the Mt Erebus disaster Recall the main points and controversy of the Mt Erebus story.
Supporting Achievement Objectives <i>(depending on type of tribute created)</i>	Learning Outcomes
<p>English Listening, reading and viewing (purposes and audiences)</p> <ul style="list-style-type: none"> Show a developing understanding of how texts are shaped for different purposes and audiences. 	<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"> Undertake planning to identify the key stages and resources required to develop an outcome. Revisit planning to include reviews of progress and identify implications for subsequent decision making. <p>Brief development</p> <ul style="list-style-type: none"> Describe the nature of an intended outcome, explaining how it addresses the need or opportunity. Describe the key attributes that enable development and evaluation 	<ol style="list-style-type: none"> Create a plan for a tribute that reflects their learning about the Mt Erebus disaster Justify why they created the tribute they did

of an outcome.

Outcome development and evaluation

- Investigate a context to develop ideas for potential outcomes. Trial and evaluate these against key attributes to select and develop an outcome to address the need or opportunity. Evaluate this outcome against the key attributes and how it addresses the need or opportunity.

7. Evaluate the effectiveness of their tribute against their planning of it and their audience's reaction to it.

The Arts

Dance

Developing ideas

- Select and combine dance elements in response to a variety of stimuli.

Communicating and interpreting

- Prepare and share dance movement individually and in pairs or groups.

Drama

Developing ideas

- Initiate and develop ideas with others to create drama.

Communicating and interpreting

- Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

Music

Developing ideas

- Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.
- Represent sound and musical ideas in a variety of ways.

Communicating and interpreting

- Prepare and present brief performances of music, using

8. Create and present a tribute to Mt Erebus in the form of a dance

9. Create and present a tribute to Mt Erebus in the form of a drama

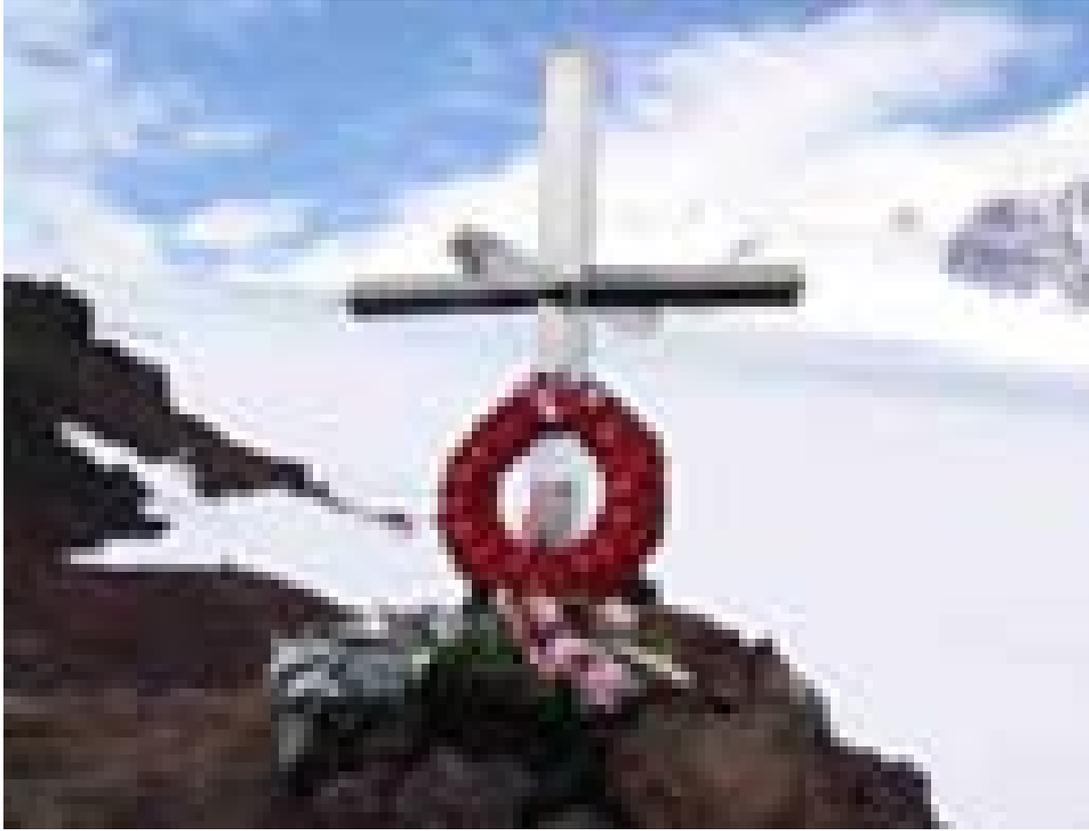
10. Create and present a tribute to Mt Erebus in musical form

<p>performance skills and techniques.</p> <ul style="list-style-type: none"> • Respond to and reflect on live and recorded music. <p>Visual Art</p> <p>Developing ideas</p> <ul style="list-style-type: none"> • Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works. <p>Communicating and interpreting</p> <ul style="list-style-type: none"> • Describe the ideas their own and others' objects and images communicate. 	<p>11. Create and present a tribute to Mt Erebus in a visually artistic way</p>
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Learning Experiences	Learning outcome	Key competency
<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. • Show the children the newspaper article from the day after the tragedy and read it to them. • Discuss the article focusing on what? Where? When? Why? Who? How? (Note that the 'why' and 'how' will not be clearly answerable yet) • 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"> • 2/3 	<ul style="list-style-type: none"> • using language, symbols, and texts

<ul style="list-style-type: none"> • Give each child a copy of "The Mt Erebus Disaster" (Attachment 3) to read silently • Teacher will then read aloud • As a class decide on 10 main points of the Mt Erebus tragedy and make a bullet point display (see example attachment 4) 	<ul style="list-style-type: none"> • 2/3 	<ul style="list-style-type: none"> • using language, symbols, and texts
<ul style="list-style-type: none"> • Set children up in a computer lab or with as many computers as possible. • Give them the address of the Airline Pilots Association website www.erebusforkids.co.nz go into the section for the correct age group and then follow the link to "stories" • Children will do a "treasure hunt" 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" • Share answers from treasure hunt in small group or as a class 	<ul style="list-style-type: none"> • 2/3 	<ul style="list-style-type: none"> • Managing self

<ul style="list-style-type: none"> • Visit the www.erebus.co.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 • 5 	<ul style="list-style-type: none"> • thinking
<ul style="list-style-type: none"> • Children will plan their tribute using planning sheet (attachment 6) 	<ul style="list-style-type: none"> • 5 	<ul style="list-style-type: none"> • Managing self
<ul style="list-style-type: none"> • Children will create their chosen tribute incorporating the ideas from their plan. 	<ul style="list-style-type: none"> • 5/6 • 4, 8 - 11 	<ul style="list-style-type: none"> • Relating to others
<ul style="list-style-type: none"> • Children will present their tribute to the teacher/class/assembly/parents/on a memorial day for the Mt Erebus disaster. 	<ul style="list-style-type: none"> • 4, 8 - 11 • 7 	<ul style="list-style-type: none"> • Relating to others
<ul style="list-style-type: none"> • Children will complete self evaluation (Attachment 7) 	<ul style="list-style-type: none"> • 6/7 	<ul style="list-style-type: none"> • thinking



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 Chippendale, 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. Chippendale'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 Chippendale concluded that it was "pilot error" that caused the crash
- Justice Peter Mahon investigated the cause after Ron Chippendale 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 3

1. What time did the disaster happen?
2. How many people died?
3. Name 3 countries that the victims were from.
4. What was the captain's name?
5. What was the first officer's name?
6. What was the first reason given for why the plane crashed?
7. Who investigated the crash for the second time?
8. What happened with the navigation system?
9. What were the new found reasons for the crash?
10. How many scenic flights to Antarctica were there after the Mt Erebus disaster?
11. What has changed within aviation because of the Mt Erebus disaster?

Attachment 6

Tribute Plan - level 3

What do you want to remind people of in your tribute?

How do you want people to feel?

What senses do you want people to use?

sight

touch

hearing

What are you really good at?

Music

Drawing/painting

Craft

Writing

computers

From answering the questions I think I could create:

I will need:

I will make it by:

I will be happy with my completed tribute when:

Self Evaluation of My Tribute to the Mt Erebus Disaster

1. What did I create?
2. What was I trying to show my audience?
3. How was I trying to make them feel?
4. Did my audience understand my tribute?
5. How did my audience feel?
6. What did I do well?
7. What would I do differently next time?
8. Is it good enough to be presented on the internet?
9. Why/why not?