

A Tribute to the Mt Erebus Disaster		
YEAR	LEVEL	DURATION
7 - 8	4	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 people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</li> <li>Understand that events have causes and effects.</li> </ul>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Explain how the Mt Erebus disaster story is still remembered and why.</li> <li>Identify the causes and effects of the Mt Erebus disaster.</li> </ol>
<p><b>English</b> Listening, reading and viewing (processes and strategies)</p> <ul style="list-style-type: none"> <li>Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.</li> </ul>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>Integrate various written and video resources to gain a deep understanding of the Mt Erebus disaster.</li> <li>Recall with an in depth knowledge the Mt Erebus story, the controversy surrounding it and the impact it had on New Zealanders.</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 an increasing 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 with a specific purpose and audience in mind.</li> </ol>

## Technology

### Planning for practice

- Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.

### Brief development

- Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.

### Outcome development and evaluation

- Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.

6. Create a plan for a tribute that reflect their learning about the Mt Erebus disaster

7. Justify why they created the tribute they did

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

## The Arts

### Dance

#### Developing ideas

- Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes...

#### Communicating and interpreting

- Prepare and present dance, with an awareness of the performance context.

9. Create a dance as a tribute to the Mt Erebus disaster that reflects an understanding of the impact of the disaster on New Zealanders

<p><b><u>Drama</u></b></p> <p><b>Developing ideas</b></p> <ul style="list-style-type: none"> <li>• Initiate and refine ideas with others to plan and develop drama.</li> </ul> <p><b>Communicating and interpreting</b></p> <ul style="list-style-type: none"> <li>• Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.</li> </ul> <p><b><u>Music</u></b></p> <p><b>Developing ideas</b></p> <ul style="list-style-type: none"> <li>• Express, develop, and refine musical ideas, using the elements of music, instruments, and technologies in response to sources of motivation.</li> </ul> <p><b>Communicating and interpreting</b></p> <ul style="list-style-type: none"> <li>• Prepare, rehearse, and present performance of music, using performance skills and techniques.</li> </ul> <p><b><u>Visual Art</u></b></p> <p><b>Developing ideas</b></p> <ul style="list-style-type: none"> <li>• Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.</li> </ul> <p><b>Communicating and interpreting</b></p> <ul style="list-style-type: none"> <li>• Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work...</li> </ul>	<p>10. Create a drama/play as a tribute to the Mt Erebus disaster that reflects an understanding of the impact of the disaster on New Zealanders</p> <p>11. Create a musical piece as a tribute to the Mt Erebus disaster that reflects an understanding of the impact of the disaster on New Zealanders</p> <p>12. Create a piece of visual art as a tribute to the Mt Erebus disaster that reflects an understanding of the impact of the disaster on New Zealanders</p>	
<p><b>Learning Experiences</b></p>	<p>Learning outcomes</p>	<p>Key Competencies</p>

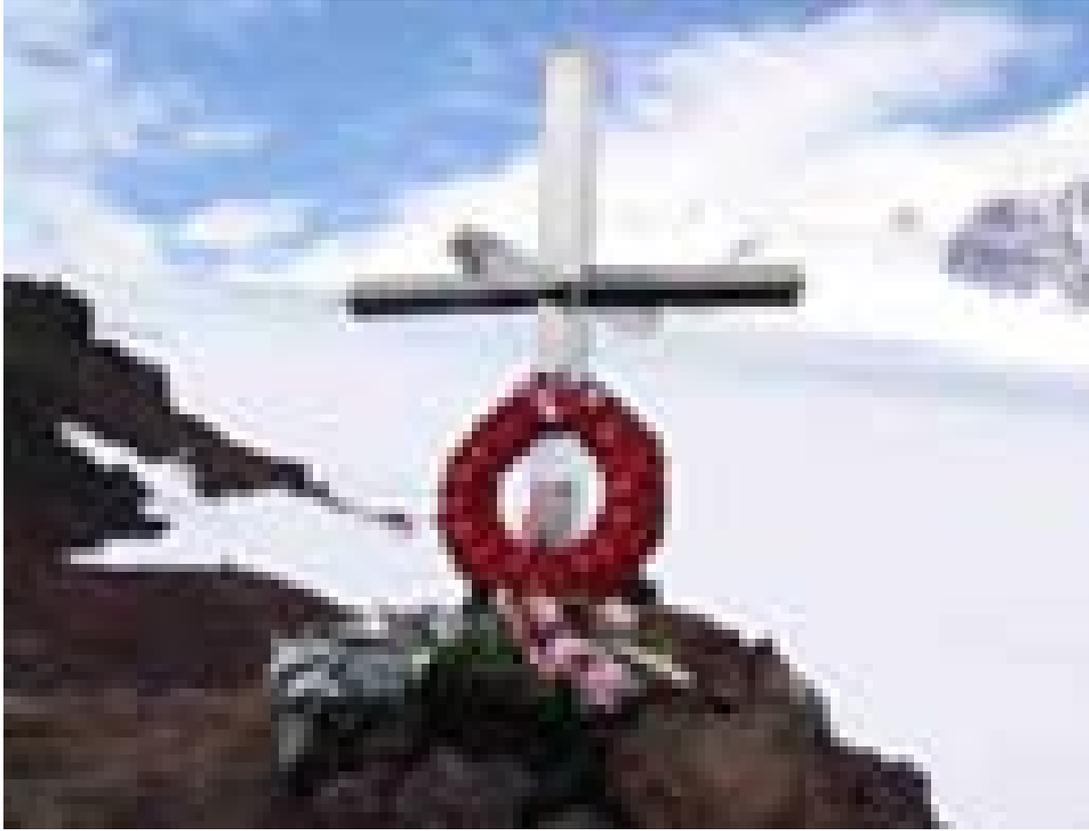
<ul style="list-style-type: none"> <li>• Print off the picture of the Mt Erebus memorial and stick onto a large sheet of white paper. Ask the children; "what could this be?" "Where could this be?" "What do you think happened?" Record the children's responses around the picture.</li> <li>• Show the children the newspaper article from the day after the tragedy and read it to them.</li> <li>• Discuss the article focusing on what? Where? When? Why? Who? How? (Note that the 'why' and 'how' will not be clearly answerable yet)</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>• 2</li> <li>• 3</li> </ul>	<ul style="list-style-type: none"> <li>• using language, symbols, and texts</li> </ul>
<ul style="list-style-type: none"> <li>• Cut up article (attachment 3) and divide children into 7 groups. Children will read the article and then report back to the class the main points of the article in order from 1 – 7. This will give a summary of the main points of 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 10 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>• 2/3/4</li> </ul>	<ul style="list-style-type: none"> <li>• Participating and contributing.</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" 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>• 2/3/4</li> </ul>	<ul style="list-style-type: none"> <li>• managing self</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>• thinking</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</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, 9 - 12</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>• 5, 9 - 12</li> </ul>	<ul style="list-style-type: none"> <li>• relating to others</li> </ul>

- Children will do self evaluation sheet (attachment 7)

- 7 &  
8

- managing  
self



# 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 4

1. What time did the disaster happen?
2. What time was the wreckage found?
3. How many people died?
4. Name 5 countries that the victims were from.
5. What was the captain's name?
6. What was the first officer's name?
7. What was controversial about the crash?
8. How long did it take for the body's to be retrieved?
9. Why do you think Air New Zealand stopped flying to Antarctica on scenic flights?
10. What was the saddest thing that you read?
11. What has changed within aviation because of the Mt Erebus disaster?

## Attachment 6

### Tribute Plan - level 4

What part of the Mt Erebus disaster story impacted on you the most?

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?

I will create:

The steps of the process will be:

I will need:

I will be satisfied with my work when:

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

1. What did I create?
2. What was I trying to express to my audience?
3. Did I achieve this?
4. How did I achieve this?
5. How was my tribute received?
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?