

# EDUCATIONAL RESOURCE

## EXPRESSIONS WHIRINAKI ARTS & ENTERTAINMENT CENTRE

Expressions Whirinaki Arts & Entertainment Centre is Upper Hutt's own art hub. We are committed to offering engaging and accessible visual and performing art experiences for local students and have a range of exciting and world class programmes.



### INTRODUCTION

At 12.51 p.m. on Tuesday 22 February 2011, a magnitude 6.3 earthquake caused severe damage in Christchurch and Lyttelton, killing 185 people and injuring several thousand.

The earthquake's epicentre was near Lyttelton, just 10 km southeast of Christchurch's central business district. It occurred nearly six months after a previous earthquake on 4 September 2010.

The earthquake struck at lunchtime, when many people were on the city streets. More than 130 people lost their lives in the collapse of the Canterbury Television and Pyne

Gould Corporation buildings. Falling bricks and masonry killed 11 people, and eight died in two city buses crushed by crumbling walls. Rock cliffs collapsed in the Sumner and Redcliffs area, and boulders tumbled down the Port Hills, with five people killed by falling rocks.

Although not as powerful as the magnitude 7.1 earthquake on 4 September 2010, this earthquake occurred on a shallow fault line that was close to the city, so the shaking was particularly destructive.

The earthquake brought down many buildings damaged the previous September, especially older brick and mortar buildings. Heritage buildings suffered heavy damage, including the Provincial Council Chambers, Lyttelton's Timeball Station, the Anglican Christchurch Cathedral and the Catholic Cathedral of the Blessed Sacrament. As a result of this earthquake, more than half of the buildings in the CBD sustained irreparable damage, or were deemed unsafe and subsequently demolished.

Liquefaction occurred as a result of the February 2011 earthquake, to a greater extent that had been seen in the previous year's event. Shaking turned water-saturated layers of sand and silt beneath the surface of the streets into sludge that squirted upwards through cracks. Thick layers of silt covered properties and streets, and water and sewage from broken pipes flooded streets. House foundations cracked and buckled, wrecking many homes. Irreparable damage led to the demolition of several thousand homes, and large tracts of suburban land were subsequently abandoned.

Although smaller in magnitude than the 2010 earthquake, the February earthquake was more damaging and deadly for a number of reasons.



Results of liquefaction. The fine washed-up sand solidifies after the water has run off.



Christchurch City Centre immediately after the 22 February 2011 earthquake

- The epicentre was closer to Christchurch, and shallower at 5 kilometres underground, whereas the September quake was measured at 10 kilometres deep.
- The February earthquake occurred during lunchtime on a weekday when the CBD was busy,
- Many buildings were already weakened from the previous quakes.
- The peak ground acceleration was extremely high, and simultaneous vertical and horizontal ground movement was very difficult for any buildings to survive intact.
- Liquefaction was significantly greater than that of the 2010 quake, causing the upswelling of more than 200,000 tonnes of silt which needed to be cleared. The increased liquefaction caused significant ground movement, undermining many foundations and destroying infrastructure. As result 80% of the water and sewerage system of Christchurch was severely damaged.

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## SCIENTIFIC REPORTS OF THE FEBRUARY 2011 EARTHQUAKE

GNS Science stated that the earthquake arose from the rupture of an 8 km x 8 km fault running east-northeast at a depth of 1–2 km beneath the southern edge of the Avon-Heathcote Estuary and dipping southwards at an angle of about 65 degrees from the horizontal beneath the Port Hills. Both the 2010 and 2011 earthquakes occurred on "blind" or unknown faults. The peak ground acceleration (PGA) in central Christchurch exceeded 1.8g (i.e. 1.8 times the acceleration of gravity with the highest recording 2.2g, at Heathcote Valley Primary School, this is the highest PGA ever recorded in New Zealand;



## FIRST RESPONSE TO THE EARTHQUAKE BY THE POLICE AND OTHER SERVICES

The photos in Beyond the Cordon were taken by the police first responders to the Christchurch earthquakes. “Beyond the Cordon” refers to the cordon that was put in place around the most severely affected area of the inner city of Christchurch, the perimeter of which ran along Bealey Avenue, Fitzgerald Avenue, Moorhouse Avenue, Antigua Street, Rolleston Avenue, and Park Terrace. All these photos were taken from within this cordon, which was not accessible by the public, although there were people that lived within the cordon that were allowed to return to their residences once deemed safe. No photos were taken within the first 24 hours of the earthquake, as all sworn officers were called to urgent tasks such as keeping the public safe, and as police had to be evacuated from their offices, camera equipment was left behind in the building immediately following the earthquake.

The cordon was maintained by police. The principle roles of the police in a civil defence emergency are maintaining law and order, protecting life and property, assisting the movement of rescue, medical, fire and other essential services, assisting the coroner, coordinating movement control over land and conducting inland search and rescue.

They work closely with local and central government organisations, emergency services, welfare and health agencies, utility companies and the many other organisations that can be involved in responding to an emergency.

The Government declared a national state of emergency the day after the 22nd February 2011 quake. Authorities quickly cordoned off Christchurch’s central business district. The cordon remained in place in some areas until June 2013.

In New Zealand the Primary organization for responding to natural disasters is Civil Defence. Immediately after the February 2010 earthquake, Civil Defence implemented their Emergency management response.

Civil Defence were assisted in the immediate aftermath of the quake not only by volunteers of all descriptions but also by the fortuitous presence of a large number of New Zealand Defence Force (NZDF) personnel who were in the city at the time to conduct a training exercise. The military helped police establish and maintain the cordon around the CBD and, in the following days, moved out to suburban areas to reassure the public. Naval personnel who were in Lyttelton at the time of the quake helped the community in a number of ways, dishing up 1000 meals and providing emergency accommodation on HMNZS Canterbury.

Despite the valuable contribution of volunteers and the NZDF, there was enormous pressure on the city’s dedicated emergency services—Police, Fire Service and St John Ambulance—in the immediate aftermath of the main shock. Each organisation was flooded with 111 calls for help from the CBD and suburbs on top of business as usual – and staff also needed to look to their own families. While making a number of recommendations for each service, an independent review of Civil Defence’s Emergency Management response concluded that over the first 24 hours they had coped in a ‘commendable and on many occasions courageous’ fashion with demands that far outstripped their resources. The first responders to the Earthquake were dauntless in their efforts as aftershocks were many, and strong during the immediate aftermath of the 22 Feb quake. Most emergency services workers who wrote about the quake did not mention the aftershocks. Perhaps they felt as Urban Search and Rescue (USAR) squad leader Mike Carter did. In an interview published in the New Zealand Herald two days after the quake, Carter noted that ‘The job had its dangers, and it was scary being trapped inside a collapsed building when the aftershocks struck’ – but ‘he preferred to focus on the potential rewards, rather than the risks of what they were doing’

The first responders showed immense bravery in the days following the 22 February earthquake, tirelessly working to rescue people and identify victims for their loved ones.

## ABOUT THE EXHIBITION: THE PHOTOS OF BEYOND THE CORDON

The Police photographers were initially deployed in the Christchurch CBD as part of the Disaster Victim Identification Team. However the photographers quickly realised they were in a unique position to document the earthquake's aftermath, and turned their lenses on the devastation and rescue efforts around them.

The police Forensic photography team respond to police crimes that happen in New Zealand. About 40 photographers work in police stations around the country. They use still or video cameras to record any evidence that may help a criminal inquiry or a later prosecution. Their work includes documenting homicides, sexual assaults, robbery, arson, burglary, drug scenes, car crashes and suspicious deaths. The devastation following the earthquake was something unique for them, as well as dangerous work.

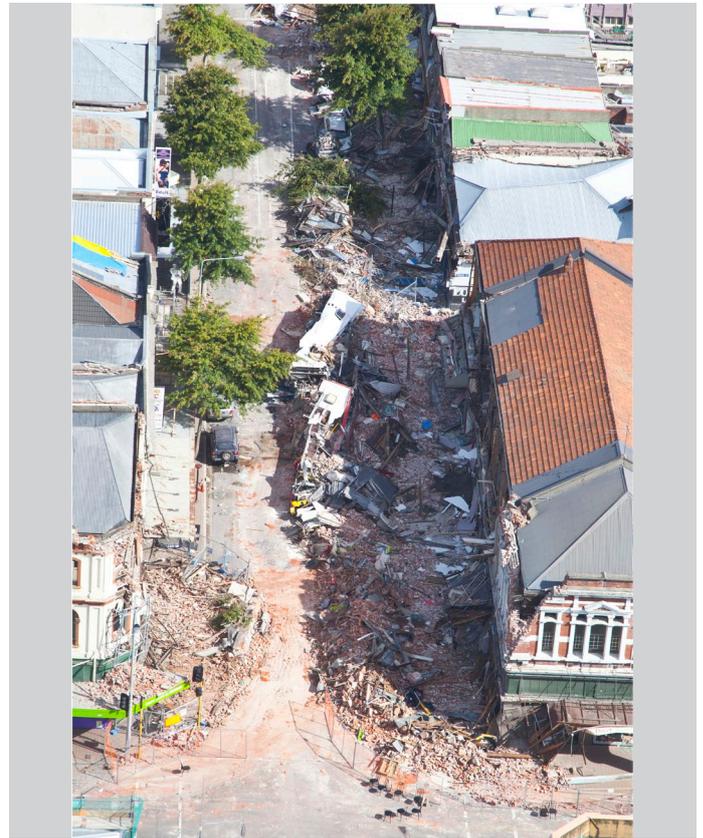
A team of 23 Police photographers were deployed to take photos of the devastation that surrounded them. They were attached to Disaster victim identification teams, formally recording each step of the identification process as police sought to return loved ones to their families. The rescue effort continued around them, and as aftershocks also continued police photographers were the only media allowed to take ongoing photos of the area inside the cordon.

At the end of 2011 the police released a book of these images. The book, Christchurch 22.2: Beyond the Cordon featured 256 images, approved by Canterbury area commander Superintendent David Cliff.

"I instructed [the photographers] to go into the city and start recording things because we wanted as much information as possible about what had happened as well as the DVI [disaster-victim identification] process," Cliff said.

"It was about a month afterwards when one of the photographers said, 'these images are stunning and potentially they could become a book and it could be a good way of making money for the earthquake appeal'. And that's where it came from."

Publisher Hachette New Zealand was asked to produce the 208-page book. The forensic photographers normally carried high-quality digital cameras capable of capturing good images.



Police repeatedly helped facilitate media access to the central city in the period after the earthquake to allow media to photograph and provide opportunities for them to record the devastation. This involved police hiring buses to facilitate the safe passage of media into the central city. However the photos taken as part of Beyond the cordon remain as a record of the recovery process and an example of forensic photography of one of our Nation's largest Civil Defence response to a natural disaster.

Police did not make any money from the book. All royalties from the book went to the Christchurch Family Help Trust. The book was re printed a year later and raised over \$140,000 for the trust.

The decision was made to re-create these photos as a touring exhibition, as a tribute to the people of Christchurch and the emergency services that attended the aftermath of the February 22 earthquake.

## COMMUNITY RESPONSE TO THE CHRISTCHURCH EARTHQUAKE: HOW DID PEOPLE HELP EACH OTHER?

The Christchurch Earthquake of 2011 solidified and created new links within the community, where groups were formed to help each other during the immediate and ongoing aftermath of the disaster. These groups worked with emergency services to help as much as they could.

One of the main examples of this was the Student volunteer Army (SVA). In response to the September 10 2010 earthquake in Christchurch, University of Canterbury student, Sam Johnson, created a Facebook group called the Student Base for Earthquake Clean Up' to assist local residents with non-lifesaving tasks, in particular removing liquefaction around Christchurch. More than 2,500 student volunteers arrived in force to clean-up of over 65,000 tonnes of liquefaction. In the collaboration with the University of Canterbury this momentum was maximized, and from this came the Student Volunteer Army (SVA).

When Canterbury was rocked again by a 6.3 magnitude earthquake on the 22nd of February 2011, the damage from this quake was far greater. The SVA dispatched thousands of volunteers within a three week period to assist communities in need. Up to 450 car-loads of students were allocated using a mixture of software, texting, and Google mapping. Street teams managed volunteer engagement for various organizations, including

multiple government departments, Civil Defence and the Christchurch City Council. Another group that sprang up following the 22nd February earthquake was the "Farmy Army" this was a group of federated farmers members, who saw that they had the skills and equipment to help with non life threatening clean-up efforts, such as cleaning up silt from liquefaction. Other members of the public were called to help the SVA and Farmy Army, and their efforts and collaboration continued in the months following the earthquake.

Many communities created their own groups that helped each other during the immediate aftermath of the earthquake- however this was more likely in higher socio economic areas of Christchurch, where leaders were more likely to come forward to direct these groups, either people with specific experience, of a set of skills to help with a specific job. In other areas, groups such as the Red Cross helped spearhead community mobilization. In emergency like the Canterbury earthquakes, Communities rely on each other for immediate help.

As a result of the Canterbury earthquakes, Civil defence planning has shifted towards a focus on communities organizing themselves during the immediate aftermath of a natural disaster.

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## CIVIL DEFENCE IN OUR AREA

Community Hubs—where do I go in a Civil Defence emergency?

In a disaster such as a big earthquake, there is likely to be widespread damage to power lines, water pipes, buildings, roads, and phone networks.

Emergency services will be dealing with the most urgent matters, so the people you live nearest to will be your most immediate and ongoing source of support.

It is important that your household is prepared for an emergency as no supplies are kept at the hubs. On the next page is the Civil defence checklist

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## KEY QUESTIONS ABOUT COMMUNITY

- How well do you know your neighbours?
- What community groups do you know about, or do you belong to? What do they do?
- What skills does anyone you know have that might help in an emergency and why?
- What do you do in an emergency (drop cover hold, turtle hold, etc)? Do you need to teach anyone else in your Whanau what to do?
- What could you do to help them in an emergency?



# HOUSEHOLD EMERGENCY CHECKLIST

## WHAT YOU WILL NEED TO GET THROUGH

### EMERGENCY SURVIVAL ITEMS

- Torch with spare batteries or a self-charging torch
- Radio with spare batteries
- Wind and waterproof clothing, sun hats, and strong outdoor shoes
- First aid kit and essential medicines
- Blankets or sleeping bags
- Pet supplies
- Emergency toilet - toilet paper and large rubbish bags
- Face and dust masks

Check all batteries every 3 months.

### FOOD AND WATER FOR 3 DAYS OR MORE

- Non-perishable food (canned or dried food)
- Food, formula and drinks for babies and small children
- Water (at least 3 litres per person, per day) for drinking
- Water for washing and cooking
- A primus or gas barbeque to cook on
- A can opener

Consider stocking a two-week supply of food and water for prolonged emergencies such as a pandemic. Check and replace food and water every twelve months.

### HOW TO STORE WATER

- Wash bottles thoroughly in hot water. Fill each bottle with tap water until it overflows. Add five drops of household bleach per litre of water (or half a teaspoon for 10 litres)
- Store in a cool dark place and replace the water every 12 months

### GETAWAY KITS

Everyone in the house should have a packed getaway kit in an easily accessible place which includes:

- Torch and radio with spare batteries
- Hearing aids and spare batteries, glasses or mobility aids
- Emergency water and easy-to-carry food rations
- Extra supplies of special dietary items
- First aid kit and essential medicines
- For infants or young children – formula and food, nappies
- Change of clothes (wind/waterproof clothing and strong outdoor shoes)
- Toiletries – towel, soap, toothbrush, sanitary items, toilet paper
- Blankets or sleeping bags
- Face and dust masks
- Pet supplies
- Important documents:
  - Identification (birth and marriage certificates/driver's licences and passports)
  - Financial ( insurance policies and mortgage)
  - precious family photos

### IF WE HAVE TO EVACUATE WE WILL:

- Take our Getaway Kit
- Turn off electricity and water
- Turn off gas only if we suspect a leak or if asked to do so by the authorities
- Take our pets with us

For more information visit the Civil Defence Emergency Management Office at your nearest council or

[www.getthru.govt.nz](http://www.getthru.govt.nz)

PRODUCED BY THE MINISTRY OF CIVIL DEFENCE AND EMERGENCY MANAGEMENT

**GET READY  
GET THRU**



**IT IS ALSO IMPORTANT THAT YOU AND YOUR FAMILY KNOW WHERE TO GO IF THERE IS AN EMERGENCY, IF YOU ARE AT HOME, SCHOOL OR ELSEWHERE**

# HOUSEHOLD EMERGENCY PLAN

COMPLETE THIS PLAN WITH ALL MEMBERS OF YOUR HOUSEHOLD

## YOUR HOUSEHOLD

Address

Name

Phone numbers

- 1.** If we can't get home or contact each other we will meet or leave a message at:

Name

Contact details

Name (back-up)

Contact details

Name (out of town)

Contact details

- 2.** The person responsible for collecting the children from school is:

Name

Contact details

- 3.** Emergency Survival Items and Getaway Kit

Person responsible for checking water and food

Items will be checked and replenished on:

(check and replenish at least once a year)

The Getaway Kits are stored in the

- 4.** The radio station (inc AM/FM frequency) we will tune in to for local civil defence information during an emergency

- 5.** Friends/neighbours who may need our help or who can help us

Name

Address

Phone

Name

Address

Phone

- 6.** On a separate sheet of paper draw a plan of the house showing places to shelter in an earthquake or storm, exits and safe assembly areas and where to turn off water, electricity and gas.

## IMPORTANT PHONE NUMBERS FOR POLICE, FIRE OR AMBULANCE CALL 111

Local Police station

Water Supplier

Medical Centre

Gas Supplier

Insurance Company

Electrician

Vet/Kennel/Cattery

Plumber

Electricity Supplier

Builder

Council Emergency Helpline

## COMMUNITY EMERGENCY HUB

As seen in the Canterbury earthquakes and other disasters around the world, communities naturally come together to help those in need.

After you have checked on your household and neighbours, you can go to your local Community Emergency Hub. It's a place where people in your neighbourhood can support each other and work out what to do next.

Your Community Emergency Hub is opened and run by people like you, using the skills and resources that you already have.

A Community Emergency Hub will open when there has been a major emergency where people need assistance, and official services are stretched to the point where they must prioritise the most urgent call-outs.

There are 127 Hubs across the Wellington Region. They are located at community facilities and some schools and can be opened by keyholders living in the local area.

When you have checked on your household and neighbours, you and your family can go to your local Community Emergency Hub to:

- Ask for and offer help by sharing skills and resources among your community
- Share and find information about what's happening in your suburb
- Start organising the clean-up of your community
- Be in the company of others facing a similar situation

What will I find at a Community Emergency Hub?

The Hub is run by people like you in your local community without official assistance. Each Hub has a guide for how to coordinate the sharing of information, skills and resources that exist in your community.

There is a small amount of equipment, including a VHF radio in case the phone and internet networks aren't working. The radio will allow communities to communicate with the Emergency Operations Centre (EOC) run by your local council.

There are no supplies, food, water or blankets stored at Hubs. Our communities are full of beds with blankets on them and pantries with food in them to get through the first week after an emergency. Your community can gather the things it needs at the time by working together.



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## LOCAL COMMUNITY HUBS- WHERE IS YOURS?

A link to the webpage with the maps of our community hubs can be found in the 'Reports and Resources' section of this resource

### **Akatarawa:**

Staglands Wildlife Reserve, 2362 Akatarawa Valley Road

### **Birchville:**

Birchville School, 16 Gemstone Drive

### **Blue Mountains**

Blue Mountains Progressive Association Hall, 8 Avian Crescent

**Ebdentown:** Oxford Crescent School, 5 Oxford Crescent

**Elderslea:** Fraser Crescent School, 16 Redwood Street

**Heretaunga:** St Brendan's School, 56 Palmer Crescent

**Kaitoke:** Aston Norwood, 1747 Main Road SH2

**Mangaroa:** Mangaroa School, 93 Flux Road

**Maoribank:** Maoribank School, 32 Hillside Drive

**Pinehaven:** Pinehaven School, 67-85 Forest Road

**Silverstream:** Silverstream School, 27 Whitemans Road

**Te Marua:** Plateau School, Molloy's Road

**Totara Park:** Totara Park School, 16 California Drive

**Trentham:** Trentham School, 2 Moonshine Road

**Upper Hutt Central:** St Joseph's School, 1 Pine Ave

**Wallaceville:** Upper Hutt School, 49 Martin Street

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## FOCUS QUESTIONS- CIVIL DEFENCE

- Where is your closest civil defence hub when you are at school?
- Where is your closest civil defence hub when you are at home?
- What does a civil defence hub have that might help you in the case of an emergency?
- Are you prepared for a civil defence emergency at home? What can you do?
- Where can you find more information on what you need to do in a Civil defence emergency?

## TUIA 250 IN 'BEYOND THE CORDON'

The Tuia 250 programme, commemorates the first on shore meetings of Maori and Europeans in Aotearoa. This is a chance to reflect on our History, and the Moments in our shared history that make our nation what it is today. One of the key Themes of the Commemoration is Dual heritage- shared future. We can present a balanced and honest narrative to our history and build a strong foundation for a richer shared future.

In the aftermath of the Christchurch earthquakes in 2011, both Maori and non-Maori worked together in the weeks following to recover life and loved ones. Maori warden's knocked on doors delivering food and checking on people, many from other areas coming in to be part of the effort.

Marae played a vital, central role in the response and recovery after the earthquakes. Māori values like manaakitanga were key—marae were opened up to the whole community, not just Māori. The Maori recovery network was collaboratively established within 24 hours of the February 11 Earthquake, with the theme of "Aroha nui ki te tangata"- love to all people

Māori communities were among the hardest-hit by the earthquakes, as many lived in the worst-affected areas. Māori research participants said the effects on marae workers and volunteers of dealing with people in severe hardship was challenging. Many leaders and workers were themselves dealing with difficult personal circumstances after the earthquakes.



For example Rehua Marae became a central hub for the Māori response, with many services based there including fire, police, ambulance, social workers and Māori support workers. It hosted high numbers of visitors for at least six weeks after the February earthquake. Ngāi Tahu also organised professional Māori mental health support available at the marae.

Marae leadership was important. So, the rapid response at Rehua Marae was facilitated by leaders with the autonomy to act quickly. A clear chain of command was in place, based on whakapapa, seniority and mana. Marae became emergency response centres.



The Ngāi Tahu earthquake response also included the Māori Recovery Network – a collaboration between iwi and Maori organizations, locally and nationwide, to support the people of Christchurch. The network emerged from Rehua Marae. A Ngāi Tahu Earthquake Recovery Working Group (Te Awheawhe Ru Whenua) was also established to plan the iwi's immediate and longer-term response and recovery. There was also a fund put in place to assist affected whānau.

However, the emergency response to the Christchurch earthquake bought to light problems with engagement between Maori and non Maori authorities. Maori identified key issues surrounding their inclusion in their response to the disaster.

- Delayed coordination between Maori agencies and emergency services.
- A lack of Maori representation on a local and national level of emergency response preparedness, meant that the Maori community needs, capacity and capability were overlooked. This was both immediately following the disaster, and ongoing in the months afterwards.
- Maori volunteers experienced difficulty in integrating with the mainstream emergency response.

In Aotearoa/ New Zealand work still needs to be done to ensure that disaster and risk management is inclusive of ethnic differences and integrates cultural strengths into policy and planning at a national and local level. Since the Christchurch earthquakes, there have been efforts to do so, for example here in Wellington the Red Cross, Te Puni Kōkiri and WREMO (Wellington Regional Emergency management office) have worked together with a collective of 10 Marae in Our region to develop disaster preparedness and planning to strengthen community resilience locally. Also there has been increased status of Ngāi tahu to be on a par with both the city and regional councils in Canterbury.

The Canterbury earthquakes have acted as a genesis for more connectedness and a foundation of a richer and shared future, in which we can move forward together.

## ACHIEVEMENT OBJECTIVES

### Visual arts through the medium of photography

#### Levels 1 – 3

Through viewing *Beyond the Cordon*, students will address the following learning objectives

Understanding the visual arts in context

- Investigate the purpose of objects and images from present cultures and identify the contexts in which they were or are made, viewed, and valued.

Developing practical knowledge

- Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.

Developing ideas

- Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.

Communicating and interpreting

- Describe the ideas their own and others' objects and images communicate

#### Levels 4-8

Students will:

Understanding the visual arts in context

- Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.
- Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.

Developing practical knowledge

- Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field.
- Extend and refine skills in a selected field, using appropriate processes and procedures.

Developing ideas

- Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.
- Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.

Communicating and interpreting

- Research and analyse selected approaches and theories related to visual arts practice.
- Critically reflect on, respond to, and evaluate art works.

**Viewing *Beyond the Cordon* will allow students to address the following key concepts in the New Zealand Secondary school Visual arts curriculum:**

#### Visual arts

##### **Creativity and connection**

Creating is a process of engagement.

The visual arts are about giving form to ideas and expressions for the purpose of engaging and interacting with self and others.

The creative process explores and questions notions of identity and community.

Reflection and critique of visual cultures defines us and connect us to our worlds.

##### **Inquiry and production**

The process of inquiry is founded on the formation of a problem or question. How do we record a National disaster in a respectful way, and why?

It is reliant on a responsive process of investigation, critique, evaluation, and synthesis within and through the production of work.

##### **Challenge and invention**

The visual arts aim to create contexts where students take risks with their ideas and concepts generated from their interaction with the worlds they live in.

They are premised on the notion that instability in terms of knowing or knowledge is a productive space for invention or the creation of the 'new'.

##### **Transformation and empowerment**

Creation is a process of transformation – change, conversion, alteration, metamorphosis – realised through expression and production.

Transformation creates the conditions for empowerment of both individuals and (on a more collective basis) groups or communities.

Beyond the Cordon will also address achievement objectives from the New Zealand social sciences curriculum.

Through viewing and discussing the works in Beyond the Cordon Students will gain knowledge, skills, and experience to:

### Social Studies

#### Levels 1-4

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Understand that events have causes and effects.

Understand how formal and informal groups make decisions that impact on communities.

Understand how people participate individually and collectively in response to community challenges

#### Levels 4-8

Social studies

- Understand how individuals, groups, and institutions work to promote social justice and human rights.
- Understand how cultures adapt and change and that this has consequences for society.

History

- Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.

Geography

- Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

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## KEY COMPETENCIES

Our Art Gallery is a public space; Students will be learning the following Key Competencies through a visit to Expressions Whirinaki

- Thinking
- Relating to others
- Using language, symbols, and texts
- Managing self
- Participating and contributing

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## PRE AND POST VISIT ACTIVITIES

- Locate and visit your closest emergency Hub
- Work with your family to look at your family emergency plan. Where would you go, and what would you do?
- Look at your emergency repose kit at home. Do you have one? If so, does it need to be amended? Download the emergency kit checklist:  
[getthru.govt.nz/themes/getthru/templates/vwluResources/Emergency\\_checklist\\_10/\\$file/Emergency\\_checklist\\_10.pdf](https://getthru.govt.nz/themes/getthru/templates/vwluResources/Emergency_checklist_10/$file/Emergency_checklist_10.pdf)
- Research the science behind earthquakes What do these things mean? Epicentre, Liquefaction, Peak ground acceleration (PGA), P and S waves, faultline, Richter scale.
- Documentary photography. Take a camera to a local public event and take photos. Consider light composition, subject matter, and audience.
- Look at other documentary series of photos, what events do they cover? From natural disasters to wars, to national celebrations, and traditions. Why is important that we visually record these events?
- Creative writing.  
Put yourselves in the shoes of people that experienced the Christchurch earthquake. What might they see, hear, smell and feel?
- Write a news report on the Christchurch earthquake
- Consider and write about how might different people view natural disasters differently, and how might their attitudes and needs differ. For example
  - Children
  - Emergency workers
  - Senior citizens
  - People with physical disabilities

## RESOURCES AND REPORTS

<https://www.gns.cri.nz/static/pubs/2013/SR%202013-037.pdf>

GNS Publication about Community resilience in Christchurch

<https://sva.org.nz/>

Student Volunteer Army website

<https://www.tandfonline.com/doi/full/10.1080/1177083X.2015.1066401>

Report on Maori response to the Christchurch earthquakes

<https://www.civildefence.govt.nz/get-ready/>

Civil defence website for New Zealand

<https://getready.govt.nz/prepared/school/whats-the-plan-stan/>  
Personal Civil defence online planner for Children.

<https://getprepared.nz/my-community/community-emergency-hubs/>

Community hubs information

<https://www.cpag.org.nz/assets/Backgrounders/140227%20CPAG%20Children%20and%20the%20Canterbury%20Feb2014.pdf>

Report on the effect of the earthquake on children.

## PLANNING A VISIT

### Getting here

Public Transport: with buses and trains stopping at Upper Hutt Station, Expressions is just a five minute walk down the road.

Bringing your own bus or cars: car parking and bus drop off points are right behind Expressions in the carpark near H2O Xtream swimming pool.

### During Your Visit

Lunch & morning tea:

We have an indoor space to enjoy morning and afternoon tea should the weather require (subject to availability)

School bags & jackets:

Yes you can bring your school bags and jackets as we have a space for them while you visit.

### For further information or to book a visit please contact

Claire Mephram, Learning Programmes Specialist  
Expressions Whirinaki Arts and Entertainment Centre  
04 5290086

[education@expressions.org.nz](mailto:education@expressions.org.nz)  
[www.expressions.org.nz](http://www.expressions.org.nz)

Claire is also available throughout the year to visit your school and discuss the exhibition programme and the opportunities for your students.

Please contact her to make a time to visit you.



**EXPRESSIONS**  
Whirinaki

EXPRESSIONS WHIRINAKI ARTS & ENTERTAINMENT CENTRE  
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