

ACTIVITY BASED ENGAGEMENT 008
MAY 2019



FANTASY ISLAND

A narrator tells a story while the young people create an island. This activity requires the young people to listen carefully and be creative as they develop a simple island into a thriving community. Then their community is faced with some hard situations.

What age group is this appropriate for?

10 years and older

Where should it be done?

Indoors, with the activity completed at tables or on the floor

How much time is needed?

30 minutes to explain the activity then narrate the story

30 minutes to discuss the different situations

Resources required:

Flip chart paper for each team

Coloured felts or pencils

Directions:

- 1) Teams sit around their flip chart paper. They must design an island as the story is narrated. (Embellish the story with your own flavour) They begin on a ship travelling across the Pacific Ocean they find an island; Draw the shape of a large island on their flip chart paper.
- 2) Thirsty from their long travel they need to find a precious source of To survive. Draw a source of water (pond, well, waterfall, river, lake etc.).
- 3) With no more rations of the ship the team must now find some nutritious Draw a source of food (fruit trees, berries, vegetable patch, animals etc.).
- 4) You find a place to settle and your team gets to work building to live in. Draw places for shelter and protection (huts, homes, tents etc.).
- 5) The seasons are changing and it will soon be winter, you prepare by building Draw storage places for your food/ resources (warehouses, granary, barn etc.)
- 6) During their hard work someone gets injured and needs a place to rest and heal. Draw a place for medicine and healing (Hospital, medical centre, healer's tent etc.).
- 7) A member of the village has become a great healer and wants to teach others. Draw a space where people can learn and share their knowledge (school, academy etc.)
- 8) The fishermen are bored with eating fish and want to trade for some apples. Draw Places where people can come and trade their wares (Market, shops etc.)
- 9) As the town grows, new settlements are built further away. How will they travel? Draw roads and paths that connect the spaces, public transport maybe?
- 10) Some people are becoming upset because some people in the village are not sharing resources; others feel as though things are happening without consultation. Draw places suitable for gatherings and meetings, where decisions can be made and leaders can be elected. (Town hall, parliament, council buildings etc.).
- 11) The first act of the elected leaders is to create some universal rules and rights. Write a Law or Code for your island, at least 10 rules/rights. How often will elections be held and who can participate.
- 12) A few people are breaking the rules because there are no consequences. Draw a place that enforces the law and prevents crime (courts, police etc.).



PURPOSE OF THE ACTIVITY:

The Children's Convention

The United Nations Convention on the Rights of the Child (The Children's Convention) has 42 promises for children across the world. But why are they important?

This activity gives the young people the power to create a perfect community where everything is fair; when situations are introduced each team begins to see how things can be unfair. It is an opportunity to discuss Human Rights and the Rights of the Child. As well as allowing children to understand how these apply to day to day life with active examples; and why they are important.

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- 13) People want places to observe the greater universe and consider life and death. Draw sacred spaces, places where people can worship and meditate.
- 14) All work and no play can cause stress, where can people relax/ release energy? Draw recreation and entertainment spots (libraries, sports clubs, malls etc.).
- 15) What is missing? Each team can add spaces and places for their islanders. Draw five things that you feel are missing from your community.

Now the teams have created a community from scratch, is it paradise? Read out these situations, let the team discuss their response and share with the wider group.

Situations:

- 1) While fishing one day a villager sees a ship out on the horizon. No one knows why is on the ship and where it is coming from but it seems very threatening. What will they do?
- 2) During a game of tennis, villagers are interrupted by a strange looking woman speaking an unfamiliar language. After following her they find out that a whole civilisation has existed on the island prior to you coming, and the tennis courts are built on an ancient burial ground. What will they do?
- 3) A couple of smart Orchard owners become very rich and decide to buy all the houses, markets and hospitals. They raise rents by 500%, lower pay by 50% and the best schools become very expensive. People start to starve and get sick, housing projects are built for cheap rent, gangs begin to form and crime increases. What will they do?
- 4) A few council men conspire with corrupt law makers and take over the government, all decisions are now made by them. What will they do?
- 5) Tensions are rising between the sea-side residents and the forest dwellers, they strongly disagree on where the best settlements are, resulting in conflict and violence. What will they do?

Outcomes:

New Zealand is a great place to live because people have worked hard to make it a good, safe and friendly place. Elsewhere in the world there are many challenges such as racial discrimination, religious conflict, corruption in government, and poverty causing inequalities. This is why it is important that we know that Universal Human Rights exists, especially that every child has rights through the Children’s Convention. Were children considered during the design of our islands? They suffer the most when things go wrong. When each team got to add a few more things did they add child-friendly spaces? When writing laws and rights did they consider children? Did they let children vote?

The situations are a great korero space discussion, they relate to real-world issues and events like Te Tiriti o Waitangi.