

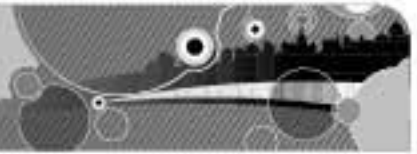
These activities are designed to stimulate discussion about *identity* with young people.

- (a) *'If the World was a Village'* looks at the global make-up of the world – a chance for young people to think about the proportional mix of the people who inhabit our planet, and to consider their different experiences and realities.
- (b) *'Reflections of Your World'* encourages young people to consider the many different cultural markers and to determine how it reflects their unique identity.
- (c) *'The Search for Pākehā Identity'* suggests ways to help young Pākehās identify positive aspects of their cultural identity.
- (d) *'Balancing Acts'* issues a challenge to youth workers to help bridge the divide between Māori and Pākehā, and to celebrate the unique cultural identity of each.



➤ 'If the World was a Village'

A critical thinking and analysis activity



If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, what would it look like?

There would be...

- 57 Asians
- 21 Europeans
- 14 from the Western Hemisphere, both north and south
- 8 Africans
- 52 would be female
- 48 would be male
- 70 would be non-white
- 30 would be white
- 70 would be non-Christian
- 30 would be Christian
- 89 would be heterosexual
- 11 would be homosexual
- 6 people would possess 59% of the entire world's wealth and all 6 would be from the United States.
- 80 would live in substandard housing
- 70 would be unable to read
- 50 would suffer from malnutrition
- 1 would be near death; 1 would be near birth
- 1 (yes, only 1) would have a university education
- 1 would own a computer

➤ **Requirements:** Small groups, 5 chairs in a line with large labels to create a scale from 0 to 100 (20, 40, 60, 80, 100, i.e. one sign per chair).

1. Read the opening sentence above and encourage participants to imagine there are only 100 people in the world.
2. Explain that you would like them to guess how the global population is proportionally divided amongst the groups mentioned above. Provide paper (or 'post-it' notes) and have them place each label where they think it would fall on the scale of 0-100.
3. The group is then asked to discuss each choice, and consider whether they think each category should remain where it is on the scale or be moved. The aim is to get some kind of consensus (but it is not necessary, and may prove impossible!)
4. When the group feels they have reached a final decision on each category, reveal the accurate list. The group now has the opportunity to compare their line up with the facts.
5. Have them discuss the differences between their guesses and the reality, and the implications of the accurate list. What surprised them? What does it tell them about the world that they had never given conscious thought to before?

Adaptations: You could also do this activity by giving each participant 100 jelly-beans, and having them sort them into the various groups... or pebbles... or shells...

Taking It Further: Use the information to get young people thinking about different realities for people depending on ethnicity etc. This could be a great first step to stimulating debate and exploration about issues affecting them and their communities as, when one considers our world from such a compressed perspective, the need for more acceptance, understanding and education becomes glaringly apparent.

Note: These figures are intended to stimulate debate and should only be used as a starting point for inquiry into inequalities both locally and globally, and are not intended to be fact.

Reflections of Your World

This activity encourages young people to consider the many different cultural markers and to determine how it reflects their unique cultural identity.

You may require several sessions to complete the tasks, and it may involve research from libraries, schools, the local community, family members etc.

Requirements: Have participants find out as much as they can about each of the headings below, as it relates to their own culture/ethnicity.

Have them record their discoveries, and present/compare with others in their group once finished.

Have them reflect on what they have discovered about their own unique identity and how it is reflected in the community around them.

Place Names: Pick out some of the place names in your area that reflect your culture/ethnicity— street names, towns, hill, rivers, bays etc. For instance, if you are Māori, focus on the Māori names; if you are Pākehā, on the Pākehā names.

Where did these names come from? Piece together the history of your area through these names (your local library could help). How many relate to men? How many to women? What does the choice of names show you about what was important to your culture/ethnicity?

If there are no names that reflect your culture, choose the dominating culture they reflect and answer the questions in that light (i.e. if most of the place names are Māori, what does this tell you (and answer the other questions within this framework)?

Legends and Rhymes: We inherit a number of different legends, proverbs, nursery rhymes and fairy stories. Make a list of all the ones you know, and try to identify where they first came from. Compare the different origins and consider what makes them different and how each reflects the culture they originate from.

Stories: Different cultures/ethnicities tell different stories. See if you can identify the different stories and authors from your own cultural/ethnic background. Compare them with others. How are the stories the same? Different? Does the different cultural/ethnic background of an author change how they tell a story?

Language: How important is your 'first' language to you? Does it reflect your cultural/ethnic background? Why/why not? How many other languages do you know? How would you feel if Aotearoa/ New Zealand was occupied by another country and you were no longer allowed to use your own language? Why do you think language has so much power?

Media/Advertising: Use old newspapers and locally produced magazines (such as New Zealand Woman's Weekly). Cut out advertising images of the people represented in these advertisements.

What kinds of people do they show? (i.e. Male, Female, Pākehā, Māori.)

What sort of lives are they shown to be living? What sorts of homes? Clothes? Possessions? Expectations? Values?

Who *isn't* represented in these advertisements? How do you think this lack of representation would affect these groups?

Are there any people like you? What do you think these pictures say about Pākehā culture/other identifiable cultures? What appears to be most valued? What does it say about the dominating sense of humour? What does it say about what is regarded as essential? Does this fit with your own cultural/ethnic values? Why/why not?

News Images: Collect newspapers every day for a week and clip all the photos of New Zealanders. Group the pictures into: Māori, Pākehā, other Polynesians, Asians, other migrants etc. How many in each group? What does this tell you? Do you think it reflects a true picture of New Zealand society? Why/why not?

Now group them according to different roles – i.e. home, work, sport, sex roles, age etc. How many in each group now? What does this tell you? Do you think it reflects a true picture of New Zealand society? Why/why not?

Who is missing from these pictures? Why do you think they are not represented?

Taking It Further: This activity can be continued – focussing on such things as:

- **Housing/Homes** – who lives there, style, decoration, ownership, use etc.
- **Outdoor Activities** – kinds, with whom, how often, significance, etc.
- **Food** – what kinds, who with, who cooks, how it's changed, significance etc.
- **Historical Stories** – exploration of stories from Aotearoa's past, and discussion on the accuracy and balance.

Source: Project Waitangi – Pākehā Debate The Treaty (Resource Kit Pt2.)

➤ The Search for Pākehā Identity

For many young Pākehā, the idea that they might have a unique cultural identity does not occur to them. They see their Māori, Pacific Island or other friends as possessing concrete links to their cultural heritage, but are not sure where they fit into their own Pākehā world. It is as if they are living in an 'identity void' – vaguely aware there is a gap there but unsure how to fill it.

While Pākehā are obviously not alone in this, many youth workers have identified this as a gap that needs addressing.

The start of any journey of discovery into identity begins with a conversation.

Ask participants:

- Where do your people come from?
- What is your story?
- What rock do you stand on? (Where do you feel most at home?)

Have participants draw a timeline going as far back into their ancestry as possible (you could also do this as a 'family tree'. Have them identify (as much as they can):

- What was going on for each of these people?
- What would have been the major concerns in each of these people's lives?
- What decisions did each person make that would affect their, and their family's, future?

(If participants can't remember or don't know all the details, then suggest they ask family or friends to help). Responses need not be written. They could be drawn, made as a collage or mosaic, spoken, sung etc.

Have participants identify:

- What songs and dances you remember sharing with your family and relatives?
- What about books and/or art works featured in your childhood?
- What stories were you told (both personal stories and others)?
- What festivals, special days and/or anniversaries did you and your family take part in?
- Who were your role models? Why?

Reconnect with the pioneering spirit:

- ❖ **Take** your young people on an outdoors experience where they can reconnect with the pioneering spirit of the first settlers.
- ❖ **Choose a place** with a rich settler history to explore i.e. coal or gold mines; old logging tracks; old whale stations; lighthouses; ship wrecks; abandoned communities; old carriage-ways etc.
- ❖ **Weave stories** about this historical past into everything you do – building up a sense of shared history as you journey.
- ❖ **Engage their imagination** in what those days would have been like, and the people who would have lived then.
- ❖ **Reflect on** what was going on for Māori at this time and how they would have been feeling.
- ❖ **Tie the two histories together in an historically accurate and meaningful way.**

› Balancing Acts

Note: When we started planning for the writing of our latest *Global Bits on Identity*, we met with a group of youth workers to discuss identity issues in Aotearoa/New Zealand, and to focus on activity suggestions designed to challenge others to help bridge the divide between Māori and Pākehā, and to celebrate the unique cultural identity of each. The following activity suggestions are the result of that discussion...

Don't know? Don't want to know?

At the core of much resistance to respect and equality between Māori and Pākehā (and to upholding of the principles of Te Tiriti o Waitangi) is a lack of truthful knowledge and discussion about our historical past. Many Pākehā claim it's a case of the 'past is past' and that it's time to move on; while for Māori, it's about acknowledgement of wrong and a 'putting right' of those wrongs before forward movement can be made.

We suggest, before you embark on identity exploration with a group of young people, you take time to explore your own identity...and to swot up on some Aotearoa/ New Zealand history!

For a brief, easy-to-read overview of Aotearoa/New Zealand's indigenous/ colonisation history, go to our web-based resource

The Next at http://www.thenext.org.nz/the_resource/

We have also developed a complimentary CD-rom resource called *Global Perspectives: A Journey of Identity Through Hip Hop*, which offers five exciting and creative activities to explore personal and global identity through the medium of Hip Hop.

National Pride

One of the themes to come out of discussions with our selected youth workers was the feeling that 'positive identifiers' were needed to point young people towards positive notions of what it meant to be a New Zealander.

Have participants explore the following political stands:

- The women's suffragette movement and New Zealand's unique place in the fight to give women the right to vote.
- New Zealand's Nuclear Free Legislation.
- New Zealand's part in the downfall of apartheid in South Africa (the 1981 Springbok Tour protests)
- Homosexual Law Reform and other Human Rights Legislation (such as Prostitute Law Reform/ Civil Unions etc.)
- **Ask:** what others can you identify and why does each event have a positive effect on our sense of independent nationhood?
- **Ask:** what are the things that make you proud to be a New Zealander? Why?

Paralysing Guilt vs. Acknowledgement and Action

Scenario: *The Māori Party has succeeded in changing the political landscape forever, and Government has agreed to honour the original commitment to Te Tiriti O Waitangi. Aotearoa now operates under a dual governorship.*

Have participants respond to this scenario. What are the issues? How does it make you feel? What are your hopes? What are your fears?

Once fears have been identified, break them down and **brainstorm potential safe-guards/ solutions** that could make this scenario work for *all* – so that all New Zealanders are the winners.

Taking It Further: How could the solutions discovered in this scenario be used to create a fairer world for all the people of the world?

Extraordinary Pākehās:

How many of these outstanding New Zealanders do you know?

Richard Pearse – First to fly

Jean Batten – Solo flyer

William Pickering – Rocket man

Bill Hamilton – Hamilton jet

Jack Lovelock – first Olympian

John Britten – motorcycle designer

Bruce McLaren – racing driver

Arthur Lydiard – sports guru

Janet Frame – writer

Katherine Mansfield – writer

Edmund Hillary – adventurer

Alexander Aitken – Mathematician

Nancy Wake – War hero

Charles Upham – Soldier

Sir Peter Buck – anthropologist

Rewi Alley – social reformer/
educator

Kate Sheppard – suffragette

Ernest Rutherford – atomic scientist

Maurice Wilkins – DNA enabler

Alain MacDiarmid – Chemist

Beatrice Tinsley – Cosmologist

Allan Wilson – Evolutionist

Sir Harold Gillies – Plastic Surgeon

Fred Hollows – Eye Surgeon

Find out more about these extraordinary people going to:
<http://www.nzedge.com/heroes/>



What other examples can you think of to add to this list?

The Finn Brothers? Helen Clark?

Peter Jackson? Sam Morgan?

Dave Dobbin? Daniel Carter?