

ZEALANDIA

Zealandia is the only safe zone from a virus outbreak and hard to get into.

Before watching: Read through the **glossary** to familiarize yourself with the expressions.

attention	<i>lystring</i>
border security	<i>gränskontroll</i>
contamination	<i>smitta</i>
territory	<i>territorium/område</i>
outbreak	<i>utbrott</i>
refugee	<i>flykting</i>
to proceed	<i>att fortsätta</i>
compliance	<i>följsamhet/medgörlighet</i>
mankind	<i>mänskligheten</i>
trace	<i>spår</i>
pathogen	<i>patogen, smittoämne</i>
to disrobe	<i>att klä av sig</i>
tracking device	<i>spårapparat</i>
to insert	<i>att sätta in</i>
to retrieve	<i>att hämta</i>
delay	<i>försening</i>
to resolve	<i>att lösa</i>
unstable	<i>instabil</i>
intrusion	<i>intrång</i>
security breach	<i>säkerhetsintrång</i>
to surrender	<i>att överlämna/ att ge upp</i>

While watching: Pause the movie at **7:24** and discuss together as a group.

Discuss together

1. Who is this movie about?
2. Where does the movie take place and why?
3. What do you think will happen next?



After watching: Read through the questions below and answer them.

What is your understanding of what happens in the movie?

A. Answer these questions for yourself:

1. Who do you think Eva is?
2. Who do you think she's meeting?
3. What do the guards look like?

B. Answer these questions in pairs:

1. How can we tell this is a border control?
2. Where do you think Eva has been and why?
3. Why do you think she had a false tracking device?

C. Answer these questions together as a group:

1. What do you think has happened to the world when this movie takes place? How does this particular country handle the situation? How do you think it's working? Where do you think the government's responsibility starts and ends?
2. What do you think will happen to the baby she saved?
3. What do you think is the message of the movie? What can we learn from it? How do you think the movie makers want us to feel after having watched it?

What to do next.

Choose one or more out of the following exercises to work with.

- The guards in the movie look and act very robotic. Work on your own and design your own guards for something imaginary. Think about what these guards would be guarding. Where would they be stationed. What functions would their armors/suits be filling? Would they be intimidating? Friendly? In camouflage? Would they be seen or not? Illustrate your guards using a medium of your own choice.
- Work in pairs or groups of three and take turns interviewing each other. Pretend one of you is a guard working at the border control in Zealandia. The other one/ones are people trying to get into Zealandia. What questions would you need to ask? What would be necessary to know regarding the people you're about to allow into your safe zone in order to keep protecting the people already living there? Make up a persona that you pretend to be, both the guard and the immigrants.

- Work together as a whole group. Use the whiteboard/smartboard to take brainstorm around different objects that you would bring if you had to suddenly pack and move to a different country. Try to think of things you could carry in a backpack. Which objects do you need? Which objects would you want but perhaps not need? Which objects do you think your parents would want you to bring? Look at the objects you have noted on the board and discuss them in group. Can you agree on certain objects?

Deeper discussions.

Zealandia takes place in a futuristic New Zealand.

- Divide into smaller groups and research one of the following topics. Present the results to the rest of the group.
What are New Zealand's laws and rules regarding:
 1. immigration
 2. disease control
 3. residential permission
 4. How many migrate to New Zealand every year?
 5. What does the routine for coming to New Zealand look like?
 6. Where do immigrants usually stay coming to New Zealand?
 7. Are there any subsidies or other help from the state in coming as an immigrant to New Zealand?
- Discuss together: how could we tell from the movie that this was border control? What did the migrants have to go through? How could we understand what was happening? How did the movie makers work with attributes, set design, costumes etc. to establish that this was border control and set in the future?
- Discuss together: the movie made some clear historical references. Which ones could you think of and why?
- During the 19th century, Sweden was struck with severe famine and many people decided to migrate. What do you know about this? Where did people migrate and why? From which parts of Sweden did they migrate? How many people migrated during this time? What happened to them? Where did they end up? Are there any descendants of them left?

Arbetsbladet är skrivet av Nina Olivier

Upphovsrätten till innehållet i det här arbetsbladet tillkommer UR, om inte något annat särskilt anges. Arbetsbladet får endast kopieras, distribueras digitalt och visas i undervisningssammanhang.