

Resources:  
*Plenty (through management)*

**FRUITS FOR A FEW**

**INDEPENDENT AOTEAROA**

A

B

Identity:  
*Individual*

Identity:  
*Cohesion*

C

D

**NEW FRONTIERS**

**LIVING ON N<sup>o</sup>8 WIRE**

Resources:  
*Depleted*

Resources:  
*Plenty (through management)*

**FRUITS FOR A FEW**

**INDEPENDENT AOTEAROA**

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*Individual*

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**NEW FRONTIERS**

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Resources:  
*Depleted*



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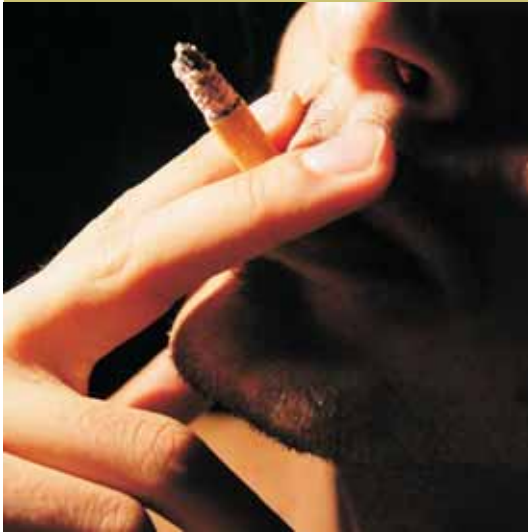
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## IN-FLIGHT ENTERTAINMENT



20 years ago

We could smoke



Today

We can choose films



In 20 years

What could it be?

## TERTIARY EDUCATION



20 years ago

State support



Today

Student loans



In 20 years

What could it be?



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## TELECOMMUNICATIONS



20 years ago

The Brick



Today

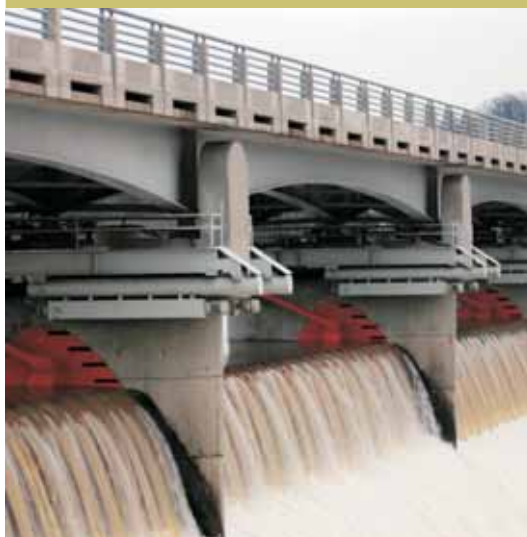
Smart Cellphones

?

In 20 years

What could it be?

## RENEWABLE ENERGY



20 years ago

Think Big Hydro



Today

Windfarms

?

In 20 years

What could it be?





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## TIMBER PRODUCTION



20 years ago

Clear felling  
natives



Today

Clear felling pine

?

In 20 years

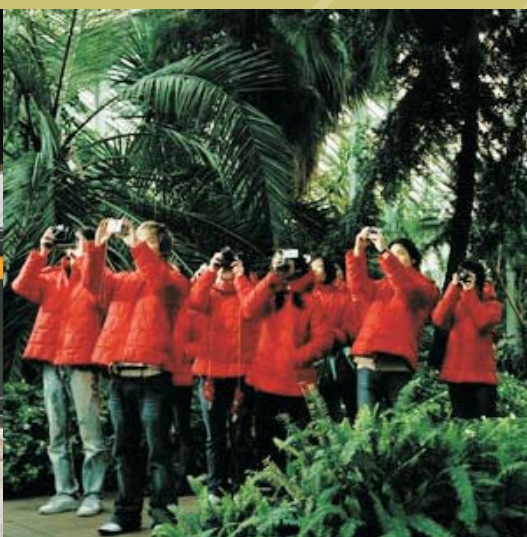
What could it be?

## TOURISM



20 years ago

0.5 million tourists  
per year



Today

2 million tourists  
per year

?

In 20 years

What could it be?



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## TOYS



20 years ago

The Rubics Cube



Today

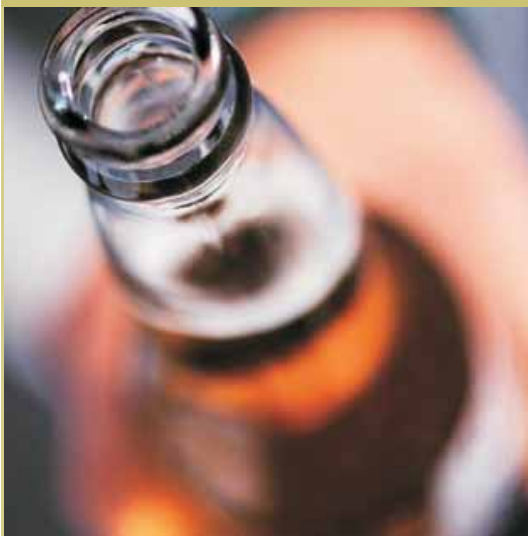
The i-pod



In 20 years

What could it be?

## RECREATIONAL DRUGS



20 years ago

Alcohol



Today

Pills



In 20 years

What could it be?



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## ELECTORAL SYSTEM



20 years ago

First Past the Post



Today

MMP



In 20 years

What could it be?

## INFORMATION TECHNOLOGY



20 years ago

The computer



Today

Mini Tablet PC



In 20 years

What could it be?



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## ENTERTAINMENT



20 years ago

Pacman



Today

Portable Playstation

?

In 20 years

What could it be?

## CAFE SOCIETY



20 years ago

Instant powder



Today

Trim decaf latte

?

In 20 years

What could it be?





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## A NIGHT OUT



20 years ago

The Pub



Today

The Club

?

In 20 years

What could it be?

## SHOPPING



20 years ago

The local shops



Today

The local mall

?

In 20 years

What could it be?



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# GARDENS



20 years ago

Lawns and rose-beds



Today

Pools, paving and  
BBQ's



In 20 years

What could it be?

# EXPORTS



20 years ago

To the UK



Today

To Asia



In 20 years

What could it be?





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## AGRICULTURE



20 years ago

Large farms



Today

Lifestyle Blocks



In 20 years

What could it be?

## YOUR NEIGHBOURS



20 years ago

Bi-cultural

Today

Muti-cultural



In 20 years

What could it be?



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## URBAN SOUNDS



20 years ago

Less noise



Today

More noise

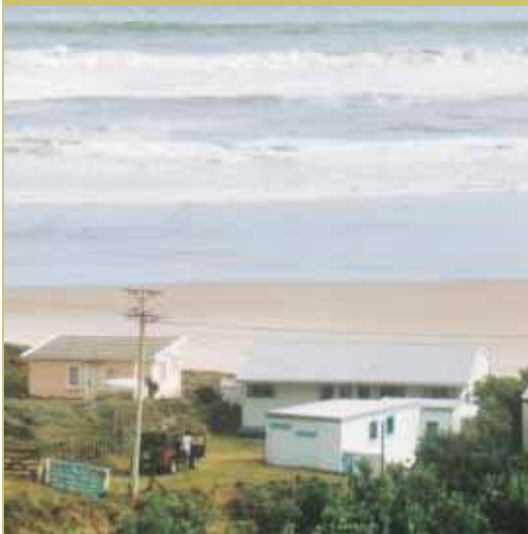


In 20 years

What could it be?

?

## HOLIDAY HOUSES



20 years ago

Kiwi Bach



Today

Marina development

In 20 years

What could it be?

?



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CARS



20 years ago

One car family:  
The Holden

Today

Two car family:  
SUV & one other

In 20 years

What could it be?

20 years ago

Today

In 20 years





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# INDEPENDENT AOTEAROA

A	B
C	D

- By 2055, Aotearoa – New Zealand is a dynamic cohesive society, seeing itself as a global citizen. Whilst outward looking it remains critical and is confident enough to be distinctly different as a South Pacific nation.
- Government seeks and coordinates solutions to climate, environmental and social sustainability challenges. This is a slow process which frustrates some.
- There has been a clear shift from ‘first come first served’ market economics to a more participative governance and regulation. This values social and cultural wellbeing and long term benefits over short term profits. Although the knowledge-based economy is slow growing its benefits are shared equitably. This however, discourages the individualist entrepreneurs, some of whom take their skills abroad.
- The amount of materials, water and energy required to produce goods has reduced, while economic benefits (and even exports) flow from introduction of ‘clean,’ efficient technologies. Less unprocessed primary produce is exported than in 2020.
- Sustainability is a conscious lifestyle choice for many, resulting from a values shift, as Aotearoa – New Zealand decided to ‘go its own way’. Some disagree and contribute much heat to the debate.



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## LIVING ON N<sup>o</sup>8 WIRE

- Until 2025, ‘sustainability’ and responding to climate change were dismissed as faddish bleatings of a liberal minority. They were largely ignored until the social impact of resource shortages, environmental degradation and economic downturn, resulted in a reappraisal of values. The damaged resource base and rising environmental regulation had also made it less attractive to multi-national investment.
- After that, concern rose for environmental restoration. The good effect of resulting innovative action is visible now in 2055.
- Government began to intervene after 2025 to manage trade-offs between economic gain and environmental degradation, to increase trade barriers and promote equitable redistribution.
- In 2055 New Zealand is a modest subsistence economy and has mostly opted out of the Global economy. This has created a cohesive, inward-looking society.
- Due to greater emphasis on subsistence living, settlements are less densely urbanized.
- Strong emphasis on community initiative and social innovation to find affordable local solutions.
- Innovative solutions predominate to gain economic, social and environmental sustainability. These are ingenious people in the Kiwi No. 8 Wire tradition.





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- In 2055, identity is individualistic, defined by visible financial status rather than which group you were raised by. Society is fragmented - the losers feel inequality while the winners enjoy their freedoms.
- State role is reduced to maintaining law and order and governing markets, but is much less involved in environmental protection including climate change responses than in the 2020's.
- Once-public services, like health and education have been privatized, creating new business opportunities.
- The entrepreneurial culture encouraged rapid introduction and development of more efficient technology, some of which protected the environment, but the main criteria for success was profitability. The population still shares a faith in technology to solve problems.
- The exploitative & extractive mindset became increasingly desperate as the local resource base depleted, leading to an economic downturn from 2030.
- In 2055, the economy remains globalised and regional differences have been diminished. Market forces still prevail creating an internationally mobile workforce. The well-educated often leave.
- Sustainability is a notion remembered by a minority without political influence, sometimes expressed through 'eco-terrorism'.



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# FRUITS FOR A FEW

A	B
C	D

- The need to adapt to climate change and environmental damage led to tight resource control in the 2020's, with benefits in the private sector and costs on the wider public.
- Natural resources are used more efficiently now in 2055, and access to them is limited by their rich owners.
- Formerly common resources and public land were privatized by 2030.
- Those owning property and resources obtained strongest rights and administrative role in society, while government role overall has diminished.
- Moderate but variable economic growth. Due to environmental and other regulation by those holding power, the benefits of economic growth are concentrated in ever fewer hands.
- Within a divided society, there are strengthening regional and cultural identities. The poorer majority population returned to family structures and traditions of the group for support. Those in power look after each other financially, but in culture are more internationally influenced.
- Sustainability here is a narrow term defined by accountants and economists to maximise profit and environmental protection for the benefit of large corporates.





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## **Organic Farmer (or horticulturalist)**

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## **Telecoms and computer specialist**

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## **Health promoter (serving ethnic minorities)**

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## **Netballer**

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

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## School Principal



Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Employer



(Medium size services enterprise)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Singer/Entertainer



Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Child



(Aged 10, high decile school)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.





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## Tourist

(Back-packer with low budget)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



## General Medical Practitioner (GP)

(Family doctor based in a clinic)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



## Health protection officer

(Respond to threats to public health – including food poisoning and air and water pollution)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



## All Black

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Emergency response coordinator

(local government or health service)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Child

(Aged 10, low decile school)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Healthy living promoter

(Based in an NGO)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Carpenter

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

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## Elderly couple

(High disposable income)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Part-time shop worker

(and a parent of two children)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Truck Driver

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Water policy advisor

(Regional)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Citizen

(No dependents, low income)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Tourist

(escorted coach tour - medium budget)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Social worker

(Disabled – special needs)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Elderly person alone

(With early stages of dementia)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Paramedic

(Emergency service first aider)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Policy advisor

(e.g. Ministry of Tourism, or its equivalent)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## CEO

(Regional Tourism organisation)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Practice Nurse

(In a rural primary care service)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.





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## Citizen

(with 2 dependants of school age,  
average income)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Policy advisor

(Treasury)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Landowner

(Large investment in extensive  
primary production)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Luxury Transport Provider

(To tourists and VIPs)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Police officer

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## CEO

(Iwi development)t

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Citizen

(Maori, No dependents)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## School leaver

(No qualifications)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## School leaver

(High qualifications)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## CEO

(Air NZ or its equivalent)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Venture Capitalist

(Kiwi seeking onshore investment)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Citizen

(Māori, 2 dependents of school age)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.





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## Citizen

(Pacific Islander, 2 dependents of school age)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## CEO

(Wind turbine manufacturer)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Transport vehicle mechanic

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Fashion Designer

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Recent immigrant

(refugee status, highly qualified,  
poor English)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Childcare Worker

(or nursing home staff member)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Elderly person

(Small State pension only)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Journalist

(Regional newspaper)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Community Board Member

(a retired business person or professional)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Cycle racing professional

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## DOC Area manager

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Energy policy advisor

(Central Government)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.





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## Venture Capitalist

(Chinese entrepreneur seeking investment in NZ)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## CEO

Petroleum company (e.g. Shell NZ or its equivalent)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Councillor

(Local authority)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Wildlife rescue worker

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Industrial researcher

(Nano-technology)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Manager Hotel chain

(overseas owned)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Mental health support worker

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Migrant

(English second language - business skills)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## Accommodation Provider

(To low spending tourists)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Butcher

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## CEO

(Health Service Provider )

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.

## Artist

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.





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## Farmer

(Livestock, plus contracting)

Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.


Record your own thoughts initially then discuss in your group.



## Environmental Policy Advisor


Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



Examine the scenario you have been given and, based on the information you have so far, develop a more detailed picture of what it is like to be in this role.

Record your own thoughts initially then discuss in your group.



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Export volume of NZ primary commodities (e.g. dairy products, fruit, timber) is much reduced.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Water rationing is now widespread in Eastern regions of NZ.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**You are electronically scanned before entry to any public building or transport.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Information Technology and Tourism have overtaken Agriculture as main NZ Industries**



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**All mineral oil derived products are very expensive and less used.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**All landfill tips have been closed. Larger ones are being excavated (mined) for useful materials.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**All students can if they wish complete learning without attending a school.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**You have to book timeslots to use key roads - peak times cost more.**



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Tourists are charged a daily visa fee (above \$50) to offset the environmental impacts of their visit.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Euthanasia is legal in NZ (along with The Netherlands and Denmark).**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Many 'Kiwis' speak two or more languages fluently. Education is conducted in English**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**International visitor numbers are limited to 1 million a year (currently over 2 million visit)**



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Republic of Aotearoa is celebrating 10th Anniversary.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**DOC conservation estate has increased greatly in size**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Small scale 'on demand' computerized manufacturing efficiently supplies precision components that used to be shipped here from abroad.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Stormy weather brings regular flooding and wind damage.**



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**New houses face the sun and are very heavily insulated.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Aotearoa NZ has become an international fashion and design centre.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Coast and mountain holiday homes falling in value, as demand drops.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**NZ recently won the Soccer World Cup - half the team were former refugees.**



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Expensive medical nanotechnology can significantly extend human lifespan.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Bio-fuel crops have replaced grass for dairying on the fertile plains.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**The first Maori Prime Minister was elected 10 years ago.**

## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?

**Farming and gardening had to adapt to pesticide-resistant weeds.**





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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?



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## **FUTURE POSSIBILITY**

What, social, environmental and economic factors could 'drive' this change by 2055?



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## WILDCARD

New Zealand is hit by a Richter Scale 8+ earthquake as Alpine fault slips. Massive death toll and widespread disruption to infrastructure.

## WILDCARD

Price of oil / oil-based products increases 3-5 fold over a period of several months due to escalating instabilities in oil-producing regions.

## WILDCARD

Insecurity elsewhere in the world drives NZers home in droves

## WILDCARD

An outbreak of livestock foot-and-mouth disease in Australia doubles NZ meat export demand overnight

## WILDCARD

Prices of imported food, plastics and travel are high because of oil supply interruptions by conflicts in the Middle-East

## WILDCARD

Auckland's drinking water becomes severely polluted.

## WILDCARD

Climate change causes unbearably hot summers that close many institutions (February and early March)

## WILDCARD

Water quality declines rapidly due to pressure on farming to increase yields. NZ's natural capital becomes seriously degraded.



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## WILDCARD

Tsunami wreaks havoc on the east coast of the North Island. All available budgets are diverted for relief and reconstruction

## WILDCARD

Carbon credits market booms. Credit for NZ's biodiversity becomes a much sought after trading commodity globally. Results in major shift in primary production.

## WILDCARD

Resource taxation globally penalises international air travel and exports with high embodied energy.

## WILDCARD

Global pandemic (e.g. SARS II) kills 10% of working population each year for several years

## WILDCARD

New Zealand has to dramatically increase its refugee quota for climate change refugees

## WILDCARD

Third world countries debts are cancelled, with provisions to aid sustainable development

## WILDCARD

## WILDCARD



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## WILDCARD

Carbon tax on all non-essential air travel (i.e. tourism) severely reduces NZ tourism income

## WILDCARD

Some Treaty of Waitangi issues remain unresolved.

## WILDCARD

Earthquake effectively cuts New Zealand off from Wellington. All available budgets are diverted for relief and reconstruction.

## WILDCARD

Long-distance travel for European outbound tourism becomes politically unacceptable (there).

## WILDCARD

Two governments run New Zealand. One for Maori and one for everyone else

## WILDCARD

Iran uses nuclear weapons against the USA, Middle East chaos and USA financial collapse ensues

## WILDCARD

Fish stocks are severely depleted due to over-fishing, plus impact on their foodchain due to acidity levels rising in the oceans (consequence of climate change)

## WILDCARD

International agreements make tobacco and alcohol illegal drugs



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## WILDCARD

Highly lethal influenza variant causes 20% mortality globally.

## WILDCARD

The mineral oil Peak hit years ago but now GE biofuels are found to be toxic

## WILDCARD

Exports requiring high energy and water use are disadvantaged by resource taxes

## WILDCARD

Tourist numbers are greatly reduced by costly fuel and carbon taxes

## WILDCARD

Nuclear fall-out reaches NZ on the prevailing winds

## WILDCARD

An increase in degenerative diseases leads to fall in the average life expectancy

## WILDCARD

Energy shortages force many institutions to close for 3 days a week in winter months

## WILDCARD

Internet (or equivalent) wiped out indefinitely by irreparable global virus attack



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