



**LIFE
EDUCATION
TRUST^{NZ}**



Inspired Learning. Inspiring Lives.



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• **OUR VISION** •

**Inspiring tamariki
and rangatahi
to make positive
choices**

**YOUNG PEOPLE NEED
OUR SUPPORT**

Tamariki face many challenges to their mental health and wellbeing, and growing up isn't easy.

Factors like increased social media, increased loneliness, discrimination, harmful environments, social pressures and worries about the future are just a few of the struggles that impact the mental health of tamariki.⁽¹⁾

Health, wellbeing and behaviours developed as a young person largely shape your success throughout life.

Life Education support young people to grow their hauora, providing them with knowledge and strategies to help them make positive choices both now and in the future.

MAKING A DIFFERENCE TO THE LIVES OF TAMARIKI AND RANGATAHI

YOUNG PEOPLE IN NEW ZEALAND FACE MANY SIGNIFICANT HEALTH ISSUES:

- 23% of young people report significant symptoms of depression, almost double the 13% in 2012. ⁽¹⁾
- New Zealand has the second highest youth suicide rate in the developed world. ⁽²⁾
- One in five children feel 'really sad or stressed about things most of the time'. ⁽³⁾
- School leaders report that anxiety is the leading challenge children face, with 86% responding it was an issue for their children. ⁽⁴⁾
- New Zealand has one of the highest child obesity rates in the OECD, and we know this leads to poor mental health, higher incidences of being a victim of bullying and lower educational achievement. ⁽²⁾
- Thirty percent of children aged 13 or less have tried alcohol and 18% of that group say they 'currently drink', with nearly 7% saying they have been 'binge drinking' in the last four weeks. ⁽⁵⁾

Young people need to feel empowered to take care of their health and wellbeing. They need access to the tools and knowledge to make positive choices for their physical and mental health.

This is why Life Education exists.



1.Youth19 Rangatahi Smart Survey
2.Unicef Innocenti Report Card 2020
3.Life Education Child Survey 2018
4.Life Education Feedback, Research New Zealand 2020
5. The University of Auckland Youth 2000 Series



SUPPORTING YOUNG PEOPLE TO GROW UP HAPPY AND HEALTHY FOR 33 YEARS

The need to support the health and wellbeing of rangatahi saw Life Education begin its journey 33 years ago.

Now, Life Education is New Zealand's leading external health education provider, used in 86% of primary and intermediate schools across the country. ⁽⁶⁾

Our Healthy Harold programme is available nationwide, delivering tailored interactive learning experiences in primary and intermediate schools. Using our mobile classrooms, students are able to explore education outside of their classroom. Their experiences with our specialist registered teachers, unique technology and interactive resources make our lessons memorable and engaging.

In 2019 we increased our impact expanding into secondary schools with our first Theatre-in-Education programme, SMASHED. Designed to equip young people with knowledge, awareness and confidence to make positive choices around alcohol, SMASHED focuses on demonstrating the affects alcohol and peer pressure can have on young people's lives. Through the interactive workshop students are able to explore various situations and develop strategies for resisting peer pressure while in a safe learning environment.

Given the successful outcomes of SMASHED, in 2020 we piloted SMART\$, a second secondary school programme using a Theatre-in-Education model to educate about financial literacy. The SMART\$ programme provokes thinking and conversation about everyday financial decisions and opportunities impacting rangatahi, showcasing the impacts of concepts like saving, KiwiSaver, deferred payments schemes, interest and credit. The SMART\$ pilot partnered with Banquer High, who provided a free trial of their online financial simulation for all schools involved, and was supported by The Reserve Bank of NZ.

SMASHED and SMART\$ programmes are designed to be integrated into classroom teaching and provide lesson plans to support teachers with continued learning after sessions.

Covid-19 has created stress on whānau, and tamariki are experiencing increased anxiety as they struggle to comprehend adult concepts they are exposed to every day. Being told their school is closed, they cannot play with friends or be with wider whānau for fear of tens of thousands dying is hard to comprehend for a ten year old. School leaders report increased anxiety, and school attendance has declined markedly. Whānau are under increased financial pressure, and homelessness now no longer affects just a few.

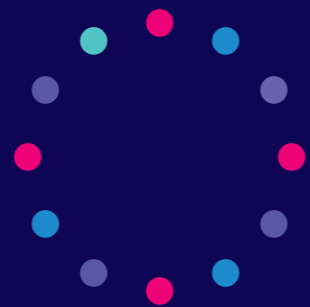
**Support for young people's mental health
has never been more important.**

6. National Monitoring Study of Student Achievement published in 2018 by the Ministry of Education

KEY HIGHLIGHTS OF 2020 AT A GLANCE



We supported schools through Covid-19 lockdowns, providing resources to assist online learning.



SMASHED

SMASHED, our alcohol and relationships programme, toured for the second year, reaching over 10,500 year nine rangatahi.

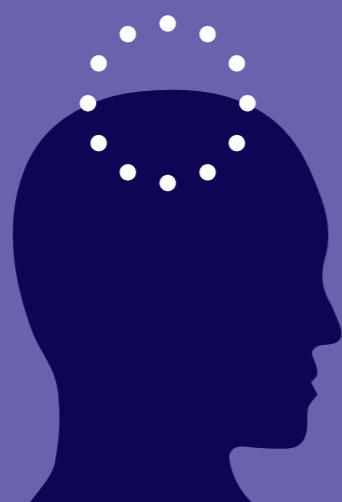
SMART\$

Supported by The Reserve Bank of New Zealand, the pilot of SMART\$, our financial literacy programme, travelled the country for the first year reaching over 4,000 year ten rangatahi.

We reached over 186,000 tamariki and rangatahi through Healthy Harold, SMASHED and SMART\$.




We created numerous new mobile classroom and take-home resources to support learning beyond the mobile classroom.



We formed new partnerships with Anxiety New Zealand and Family Planning New Zealand to support tamariki and their teachers.



Our Educators and Trustees took part in a string of professional development sessions to expand their knowledge.



"Plant the seed of love in our children and they will blossom, grow and journey towards the greatest pathway in life."

Child and Youth Wellbeing Strategy

CHAIR'S WORDS

PAT SEYMOUR – QSO, OBE

2020 was a challenge for all in Education in NZ, with the extensive Covid lockdown disrupting learning for all children. In the early days of the lockdown the disruption was substantial and our national service centre managed to gain the Government employment support package available to business where there was loss of income, to be available to Trusts. With schools not operating our Trusts across NZ had to call on those funds, and all Trusts were able to secure the first tranche helping immensely.

The national service centre responded very proactively and made virtual learning possible for Educators to work with schools who sought that teaching. After a few weeks of lockdown some schools were seeking our online assistance for their students and Trusts were able to provide some virtual learning programmes and resources.

The lockdown did expose some Trusts struggling with financial security and this presented challenges for those Trusts legally. With support from the CE negotiations were initiated in a small number of Trusts and new working contracts were established once the Covid lockdown was lifted.

Once the lockdown lifted schools returned to normal at differing times and responses from schools varied. However, within a few weeks all Trusts were back in the mobile classroom environment visiting schools.

The prompt response from our national service centre team led by John O'Connell was a critical and effective strategy to ensuring that our Trusts not only survived, but remained strong and delivered a valued education package to the schools across NZ both during and post Covid. Professional support for the Educators at a national level was also critical, and thanks must go to the national team for their work supporting Educators in challenging times.

The challenge of Covid saw the annual conference for Trustees and Educators cancelled, but later in the year

an opportunity was made available in Auckland and Wellington, for Trustees to come together for a day to share learnings and information around employment and other operational challenges.

Trustees across NZ are a critical component of the Life Education programmes for the children of NZ. It is essential that LET NZ makes time to assist Trustees to fill their role in supporting delivery. Some Trusts are relatively isolated and some have better access to funds than others. I am ever mindful that the strength of LET for children across NZ is dependent on strong Trusts. On behalf of the Board I thank all Trustees sincerely for the time and expertise they bring to their volunteer role.

Through the support of long term friends of Life Education, Benton Group and Jarden Corporation, we completed our charity house build in the Wellington suburb of Newlands, with a successful sale providing a very positive outcome for both LET NZ and the local North Wellington Trust.

Thanks go to our partners, Mainfreight, The Warehouse, Pub Charity, Lion Foundation, NZ Lottery Grants Board, and the Tomorrow Project and many other supporters. Thanks to our Harold Club supporters who continue to make a difference. Thank you to Myles Gazley and his team who hosted a supporters evening, with proceeds shared with Wellington City Trust, enabling them to resume operations post Covid. Thank you to all sponsors for your financial support and professional commitment to Life Education in your Trust areas.

Special thanks to our Educators across NZ, you are the public face of Life Education. Your professional credibility ensures LET is invited in to the school environment and our teachings are sought after and valued. Thank you to John O'Connell and the service centre team who collectively ensure the success of Life Education across NZ. Thank you to my fellow Board of Trustees for your support and your challenge to the scope of our work and to the direction for the future.

CHIEF EXECUTIVE'S WORDS

JOHN O'CONNELL

The past year saw us continue our expansion into secondary schools. In 2019, we launched a new initiative, SMASHED – supporting year nine students (13-14 year olds) to develop responsible attitudes to alcohol. In 2020, we retained SMASHED and expanded our work with our first financial literacy initiative under our Money Mojo concept – SMART\$.

We also completed the design of our Outcomes Framework, capturing a range of measures aligned to the NZ Child and Youth Wellbeing Strategy. Reporting on our outcomes will more succinctly demonstrate our value in inspiring tamariki and rangatahi to make positive choices.

Later in the year, we formalised partnerships with Anxiety New Zealand and Family Planning New Zealand, as we remain committed to finding ways to collaborate with other organisations, so together we achieve more and provide better outcomes for young people.

While not wanting Covid-19 to define the year, we cannot avoid reporting the impact it had on our activity and goals.

Our Healthy Harold programme in primary and intermediate schools was impacted by school closures. However, with many of our resources now in digital form, our Educators supported classroom teachers with online resources and lessons for children. When schools reopened, it was humbling to see how quickly we were back teaching, as they made having Life Education at their school a priority. Sadly though, 65,000 children missed out on taking part at their school with lockdowns creating a shorter school year.

Our secondary school programmes operated at around 50% of bookings and this impacted on the launch of

SMART\$, our financial literacy initiative, but we still gained valuable learnings from this first year.

As an organisation we proved to be resilient. Income was down 22% with the government's wage subsidy helping to soften the impact to 15% by year end. However, we worked hard to maintain activity, new initiatives continued within these constraints and prudent decisions saw us able to match expenditure to income.

The lockdown period created cashflow pressures on several Trusts and with the uncertainty we had to make difficult decisions we might not normally have made. That saw several Trusts restructure their operating model, however, the goal was to ensure we emerged in a strong position and this was achieved with 2021 beginning at full capacity.

As we look ahead, we must be ready for the impact on tamariki from decisions made in 2020. Announcing tens of thousands of New Zealanders could die, to stay away from friends in case you get sick and not to hug your grandparents is difficult to comprehend for children. The events of 2020 compounded the challenges children already have, grappling with adult concepts in today's connected and 'live' world.

At the close of 2020, 86% of school leaders reported anxiety as an issue impacting on children today and herein lies the challenge for Life Education going forward as New Zealand's largest provider of health education in schools.

To our funding partners and donors, your continued commitment while we were all surrounded with uncertainty was invaluable, so a very sincere thank you.

ALIGNING OUR WORK WITH THE NEW ZEALAND CHILD AND YOUTH WELLBEING STRATEGY

Life Education Trust supports the New Zealand Child and Youth Wellbeing Strategy and our work is aligned to the framework. Through our programmes we support the values and actions below:



Children and young people are happy and healthy

- We support children to build self-esteem and resilience.
- We teach children tools to have good mental wellbeing and recover from trauma.
- We promote wellbeing in primary and intermediate schools.



Children and young people are learning and developing

- We help children to develop the social, emotional and communication skills they need as they progress through life into adulthood.
- We give children knowledge, skills and encouragement to achieve their potential and enable choices around their further education, encouraging them to reach for their dreams.



Children and young people are involved and empowered

- We teach children and young people how to make positive choices.
- We give children and young people knowledge about alcohol and substances so they can make positive informed decisions.



Children and young people are accepted, respected and connected

- We encourage acceptance and respect of others and teach children how to treat others with kindness.
- We teach children about stable and healthy relationships, and how to be a good friend.
- We work to help schools prevent and respond to bullying.

To view the full Child and Youth Wellbeing Strategy visit:
www.childyouthwellbeing.govt.nz

TAMARIKI AND RANGATAHI FACE A LOT OF CHALLENGES IN THE WORLD WE LIVE IN.

TODAY'S CHALLENGES



OBESITY

"One in nine children (aged 2 to 14 years) are obese and a further 20% of children are overweight. 15% of Māori and 28% of Pacific children are obese."¹

The effects of being overweight for a child include low self-esteem, bullying, eating disorders, chronic ill health and even suicide.

We teach food and nutrition

Children learn how food gives them energy, how it helps them grow and how their body digests it. They explore the variety of nutrient-rich foods needed every day, what a balanced diet looks like and how to read packaging. Lessons may include science and human biology.

We teach human biology

Children learn about body systems and how they work to carry food, water and oxygen around their body. Children explore their brain and the nervous system as the control centre for their body. They learn that stress affects people in a variety of ways.

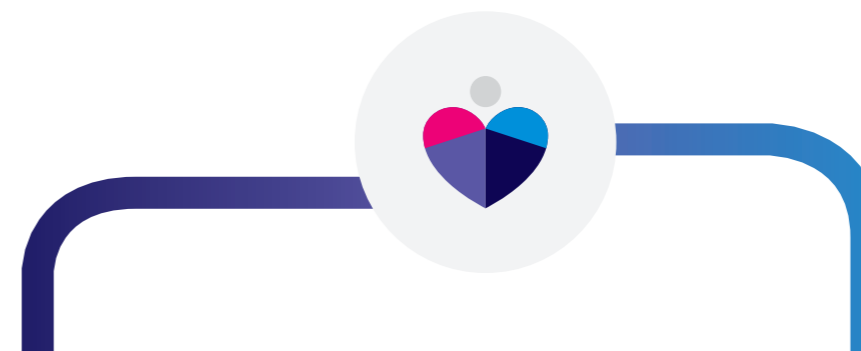
SUBSTANCE USE

"Approximately 11% of New Zealand high school students use substances at levels that are likely to cause them significant harm and may cause long-term problems. Students with very high substance use (including binge drinking) have more challenging family and school lives than others."²

We teach about substances

We focus on the effects of alcohol and other drugs, both legal and illegal. Young people learn how to identify the difference between helpful and harmful substances, how substances can change the way the mind and body works, and how they can impact brain development. We teach about the consequences that substances can have on people's lives and explore different situations that young people may get into when taking them. Young people explore the power of advertising, peer pressure and social influences.

We want to provide young people with knowledge so they are empowered to make positive choices as they enter their teenage years. Our reach is wide in this teaching strand as we educate through our Healthy Harold programme in primary and intermediate schools, SMASHED in secondary schools and through our website www.gbr.org.nz which provides online support for young people.



MENTAL HEALTH AND WELLBEING

"New Zealand has the worst teen suicide rate in the developed world... the number of adolescents reporting two or more psychological symptoms (feeling low, feeling irritable, feeling nervous, and having sleeping difficulties) is increasing."³

"Six out of ten girls are so concerned with the way they look they participate less in daily life – from going swimming and playing sports, to visiting the doctor, going to school or even offering their opinions."⁴



We teach about relationships and communities

We focus on connecting and relating to others, with lessons looking at friendships and relationships as well as the need to show respect and consideration for others. Children learn about leadership and teamwork, coping with change, pressure and conflict, and digital citizenship. Bullying and cyber safety are often subjects schools request our expertise and support with.



BULLYING

"Rates of school bullying in New Zealand are among the worst worldwide. About one in three Year 4 students report being bullied on a weekly or more frequent basis. 94% of New Zealand teachers believe that bullying occurs in their school and 68% believed it begins very early in a child's life (between pre-school and Year 4)."⁵

"Nearly one in ten students have been afraid that someone would hurt or bother them in the past year."²

We teach about identity and resilience

Confidence in their own identity and where and how they fit in are challenges that come with growing up. Children learn about feelings and emotions, and that they are special and unique and it is okay to be different. Value is placed on the idea that each individual's personality makes them unique and it shapes how they make decisions and respond to situations.

1. New Zealand Health Survey 2018/19.
2. The Youth '12 National Health and Wellbeing Survey of New Zealand secondary school students.
3. UNICEF Innocenti Report Card 14: Children in the Developed World.

4. Effectiveness of a brief school-based body image intervention 'Dove Confident Me: Single Session' when delivered by teachers and researchers. Behaviour Research and Therapy 74, Philippa C. Diedrichs et al. (2015).
5. Bullying in New Zealand Schools: A Final Report, Victoria University of Wellington, Vanessa A. Green et al. (2013).

OUR STRATEGY

1.

We will provide knowledge...

We will lead health teaching in schools and grow the number of tamariki and rangatahi we teach each year. We have an evidence based approach to our practice and strive to meet the individual needs of children in our communities. We will continue to evolve our unique and engaging learning experiences through our mobile classrooms and Theatre-in-Education programmes.

2.

beyond the mobile classroom...

As health education specialists, we'll be recognised and sought after as leading practitioners. Through collaboration our resources and expertise will ensure we are supporting schools, tamariki, rangatahi and families in every community.

3.

to tamariki, rangatahi and families...

We want to be accessible, relevant and topical, create a sense of community and be a source of information and support. Life Education will strengthen and extend our relationships with tamariki and rangatahi so they can make positive choices and reach their full potential.

By 2025 we will engage directly with 85% of tamariki and families each year.

"Mental health is a robust state to be grown and nurtured in children - even from the time of conception - by parents, whānau, schools and the community."

"This means promoting resilience to the inevitable exposure to emotional stresses and building self-control skills in early childhood and primary years."

Sir Peter Gluckman



OUR OUTCOMES FRAMEWORK

The objective of the NZ Curriculum is the acquisition of knowledge and skills so young people can go on to realise their potential. As health education specialists, our goal is consistent with the NZ Curriculum; to equip children with the knowledge and skills so they can make informed decisions. Over time, informed decisions will lead to positive changes in society.

Societal Outcomes

From the NZ Child and Youth Wellbeing Strategy

Children and young people are...

- Confident in their identity – both cultural and personal.
- Socially connected to friends, whanau and their community.
- Healthy and happy.
- Resilient and prepared for life's challenges.
- Knowledgeable about the choices they have.

Children and Young People Outcomes

Life Education's role within the NZ child and Youth Wellbeing Strategy

Children and young people who experience Life Education can...

- Be respectful to themselves, others and the environment.
- Appreciate their identity and uniqueness.
- Explore and interact safely in their environment.
- Embrace diversity and resolve conflict in a respectful way.
- Form positive healthy relationships.
- Care for the needs of their body as they change and grow.
- Understand how their decisions impact on material wellbeing.
- Demonstrate resilience.
- Make healthy choices to avoid risky behaviour.
- Reflect on learning experiences to help make positive decisions for their future.

Actions - What We Do

INDIVIDUAL NEEDS	EDUCATE	SUPPORT	AVAILABLE	ADVOCATE	COMMUNITY
We work with schools in each community to understand their unique health and wellbeing needs.	We educate children and young people to build knowledge and skills.	We support teachers with health education resources and expertise to enhance learning.	Provide timely accurate and relevant information for children and young people when they need it most.	From an evidence based approach be an advocate and voice for children and young people in NZ.	Our decentralised community focussed approach forms strong community ties.

We do this through....

- A team of skilled, community-based Educators
- Collaborative community engagement through a shared planning process with each school
- A suite of online learning sites and resources
- Mobile classrooms to provide access for all
- Immersive education experiences to support wide ranging learning styles

Measuring Outcomes

How we know we are achieving outcomes for young people and making a difference

Creating our annual Outcomes Report

In our environment we'll demonstrate Outcomes achieved through...

- Evidence from school evaluations of how we met their community's needs. 11,000 teachers a year are provided the opportunity to report. Continuous process updated monthly. (In place)
- School teachers reporting improved knowledge and skills - providing their observations and examples of changing attitudes and behaviour as a result of increased knowledge and skills from our teaching. (In place)
- Community research reporting trends in behaviour and attitudes of young people. Ministry of Health and the Youth 2000 series research are key evidence providers. (In place)
- NMSSA Reports by Ministry of Education capturing school's use of Life Education as expert provider to support their community. (Five yearly)
- Educators reporting improved knowledge and influences of attitudes. Evidence is captured and aligned to teaching plans as successful outcomes. (To be further developed)
- Student voice – children sharing their knowledge, perspectives and opinions. (In place)

Within society, over time we'll see evidence of changed behaviour from the skills and knowledge we have provided

- Less risk taking behaviour by young people.
- A reduction in child obesity rates.
- A reduction in youth suicide and self harm.
- Improved trend in youth reporting 'good wellbeing'.
- Continual reductions in binge drinking and other substance use by young people.



SUPPORTING SCHOOLS AND CHILDREN THROUGH THE CHALLENGES OF 2020

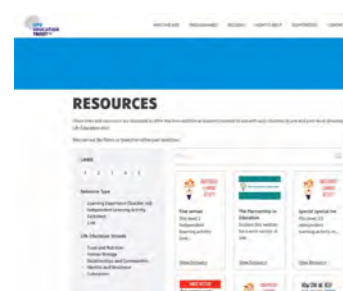
With the challenges of Covid-19 exposing our most vulnerable children to emotional stress and uncertainty we quickly changed tack in March as the country went into lockdown. We rapidly saw the need to support children's mental health become more critical than ever with strain being put on many children, whānau and schools.

ONLINE TEACHING SUPPORT AND RESOURCES

During the lockdown period we worked promptly to provide support to schools, sharing our extensive range of resources to assist online learning. We created new resources relevant to the challenges children may be facing through this period. Our Educators took the opportunity to gain new skills and knowledge, participating in professional development sessions readying themselves to support children around topics like the immune system. Educators also held online sessions with schools during this time.

Heading into level two, schools were able to open their doors which meant we could see children face-to-face once again. While schools had many hurdles to overcome, we were thrilled to be back right from the first day and by the end of the first week more than half our Educators were back operating. To prioritise Life Ed at this time reinforced the value placed on the support we offer their tamariki.

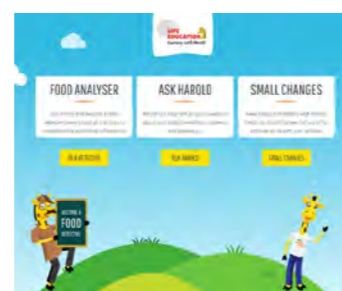
Our online resources



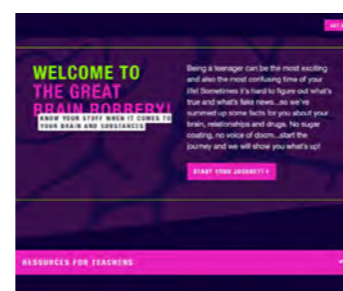
www.lifeeducation.org.nz



www.smallchanges.org.nz



www.healthyharold.org.nz



www.gbr.org.nz

THE SMALL CHANGES WHĀNAU CHALLENGE

Our Small Changes wellbeing website provided an avenue for us to further support schools and families with educational activities that whānau could do together with a focus on health, wellbeing and spending quality time together.

During lockdowns we regularly emailed schools with Small Changes activities while children were learning from home, and provided new content with tools and strategies to work through feelings and emotions that children may have during times of uncertainty.

Small Changes activities were also shared by The Warehouse's online portal 'The Jam', helping extend the reach of our teaching.

www.smallchanges.org.nz



PARTNERING WITH ANXIETY NEW ZEALAND

After the lockdown period we saw a rise in schools requesting support to build children's resilience and manage anxiety, leading us to seek partnership with subject matter experts, Anxiety NZ.

Anxiety NZ's clinical team of registered psychologists began to review our teaching models and learning resources in this space, working with our team to ensure our teaching fits with best practice in the field. Our Educators also took part in professional development in the areas of anxiety, depression, and mental health.

Additionally we began work on an exciting new initiative together to support children and schools with anxiety, resilience and hauora, launched in early 2021.



96%
OF SCHOOL LEADERS
BELIEVE ANXIETY IS
AN ISSUE FOR THEIR
STUDENTS

**Kia tupu ai ēnei kakano
hei rākau nui**

.....

**May these tender
seedlings grow into
mighty trees**



**Healthy
Harold**



OUR HEALTHY HAROLD PROGRAMME



Our Educators visit schools around the country in our fleet of 45 mobile classrooms, along with our mascot Harold the giraffe.

We use a range of technology to engage children's imaginations, teaching them how brilliant the human body is, about relationships and communities, and about resilience and their identities.

Children are excited to enter our mobile classrooms, where they have fun, engaging and memorable learning experiences.

Our specialist Educators are all registered teachers, who offer schools a shared planning approach creating tailored lessons to ensure we meet individual children's learning needs.

Ministry of Education research identified 86% of schools use our Healthy Harold programme because health is a subject teachers have less confidence teaching. Schools seek specialist support to get the very best outcomes to meet the needs of their children.



THE INCREASING CHALLENGES OF GROWING UP

Health and wellbeing behaviours developed as a child largely shape success in later life, and tamariki are encountering increasing challenges which have significant impacts on their hauora.

Factors like increased loneliness, discrimination, harmful environments, social pressures, increased social media, and worries about Covid-19 and the future are just a few of the struggles that impact the mental health of tamariki.

As the challenges that young people face are always evolving, we are always advancing the concepts and topics we teach.

To keep the knowledge of our specialist Educators up-to-date we provide continued professional development and look for opportunities to grow their knowledge on emerging topics.

School leaders report...

86%

report anxiety is very much an issue, or an issue for their students

62%

believe bullying is very much an issue, or an issue for their students

70%

report distraction by personal devices is very much an issue, or an issue for their students





OUR PHILOSOPHY

Our philosophy is at the essence of everything we do. Our three key principles are:

THE HUMAN BODY IS MAGNIFICENT

We capture children's imagination using technology that shows them the magnificence of the human body, how it functions and what its needs are. We illustrate how the earth provides these needs and teach how we should protect our internal and external environments.

WE NEED TO SUPPORT AND RESPECT EACH OTHER

Because of the delicate and complex nature of life, we need to support and respect every other person, regardless of sex, race, religion or beliefs.

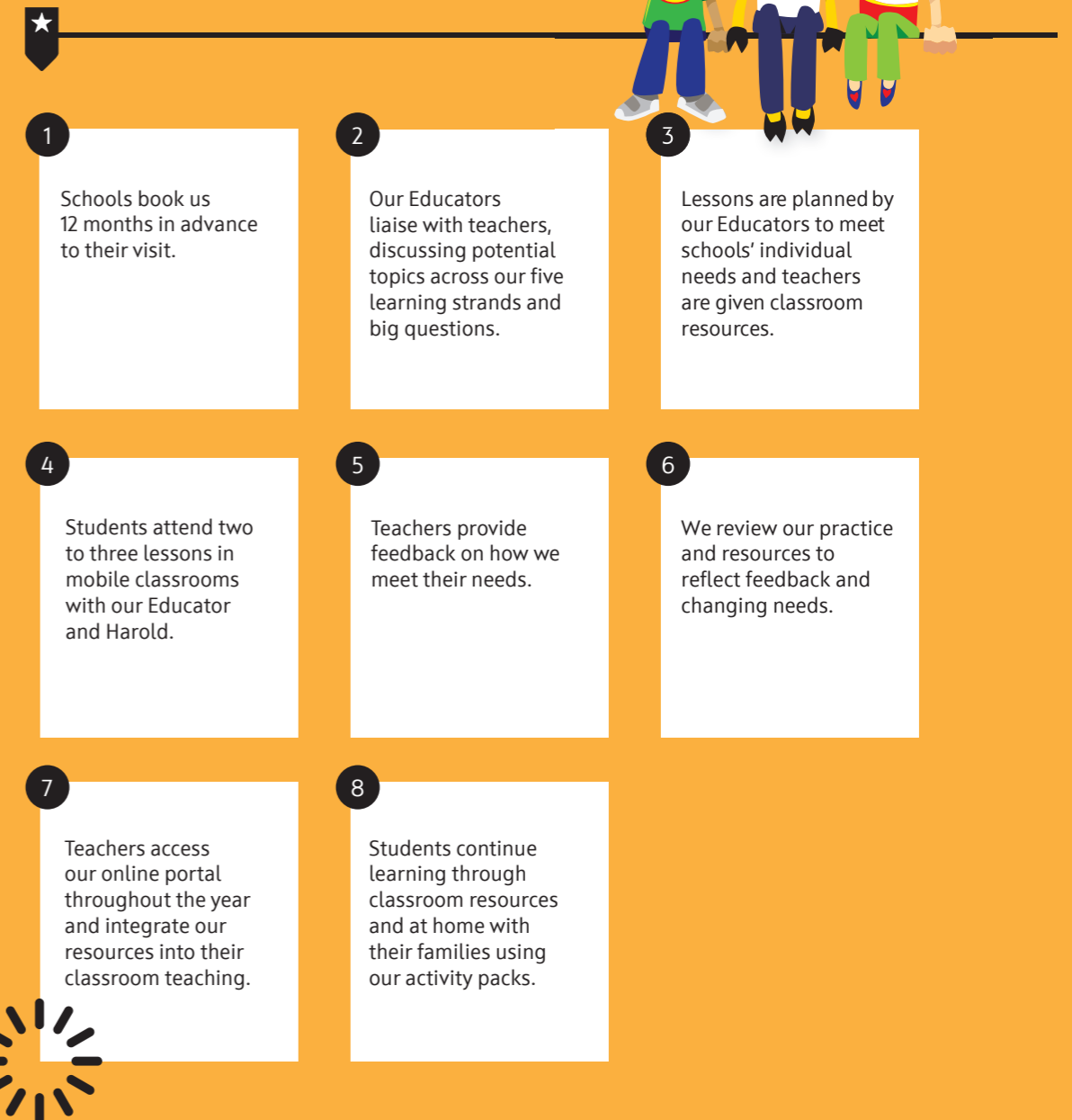
YOU ARE UNIQUE

Never before and never again will there be another person just like you. We try to make each child feel comfortable with their identity and to show them how special they are.



OUR INTEGRATED APPROACH TO SUPPORTING SCHOOLS

Through a shared planning approach with schools we support children in each school community. 96% of teachers report they would recommend us to other schools in their area.



HEALTHY HAROLD PROGRAMME MEASURES

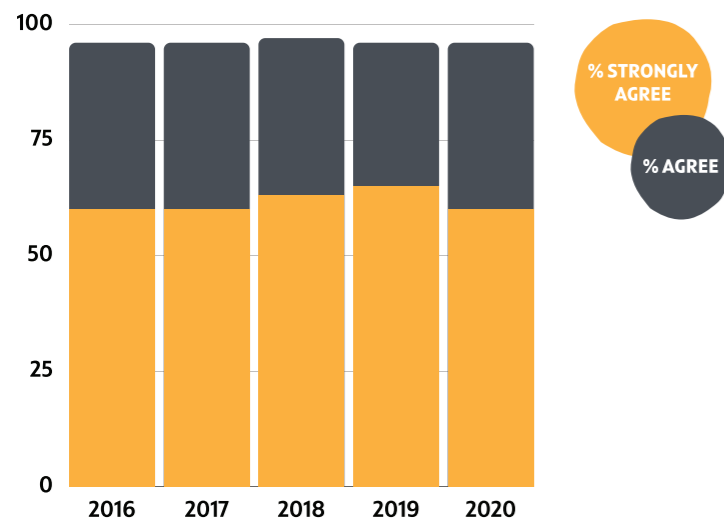
To ensure we are meeting children’s learning needs and the requirements of teachers we work with, we continuously evaluate and measure the quality of our teaching and service.

Teachers provide their feedback after lessons with Life Education through our portal which is independently managed by Research New Zealand. **In 2020 our teacher feedback found...**

WE MEET CHILDREN’S NEEDS

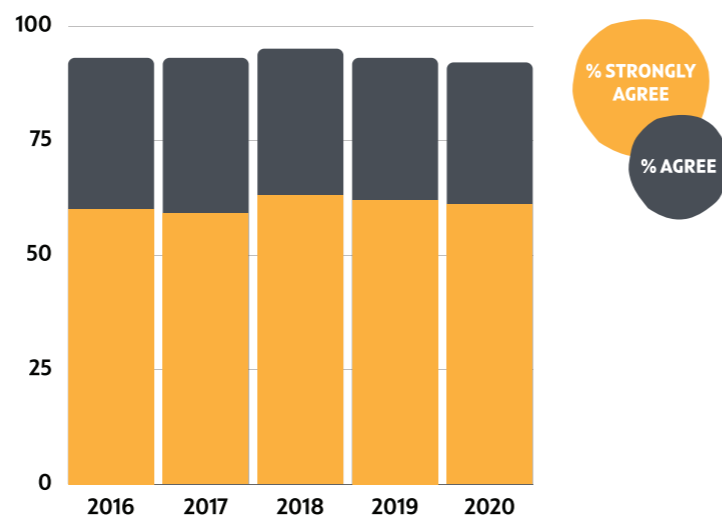
Life Education helps provide children in my school with the information they need to make positive decisions.

Supporting our vision - inspiring tamariki and rangatahi to make positive choices.

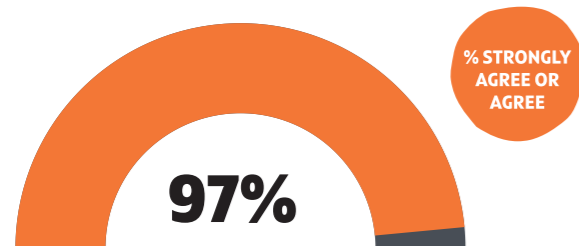


The Educator created and delivered lessons that met the needs of the children in my class.

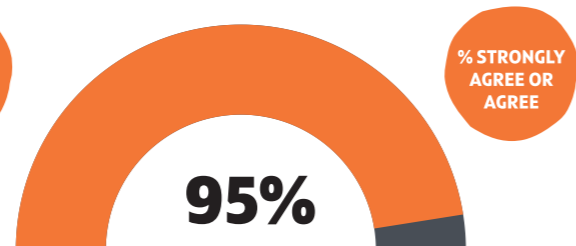
Through effective planning, we work to better meet the needs of children.



SCHOOLS VALUE OUR WORK



Strongly agreed or agreed Life Education provides children in their school with useful skills for the future.



Strongly agreed or agreed they would definitely recommend Life Education to other schools in their area.



HEALTHY HAROLD IMPACT

“Students were using the wording that was introduced in their lesson about reactions and responses. Parents mentioned that their children were using these words to help them to make decisions at home.”

(Hamilton Trust)

“Students were able to use skills taught to explain how a balanced Hauora was important for everyone. They could use examples to demonstrate ways to improve or recalibrate behaviour and why it was important to do this.”

(Hutt Valley Trust)

“The examples used in lessons were specific to what was current in the school environment therefore as they were unpacked in great depth there were changes in decision making to get positive outcomes.”

(Marlborough Trust)

78% Of school leaders strongly agreed or agreed they had seen or heard about positive attitude or behaviour changes in their children as a result of Life Education.

HEALTHY HAROLD REGIONAL ACTIVITY

TRUST	SCHOOLS INVOLVED	LESSONS TAUGHT	CHILDREN TAUGHT
Auckland Central	15	582	4,722
Auckland West	11	255	3,152
Canterbury	78	1,549	16,787
Central Plateau	37	447	4,406
Coastal Otago	40	565	4,670
Counties Manukau	83	1,711	18,570
Eastern Bay of Plenty	3	40	391
Far North	12	85	824
Gisborne	49	398	3,587
Hamilton	22	371	4,090
Hawkes Bay	23	418	4,301
Heartland Otago/Southland	44	910	6,707
Hutt Valley	20	436	4,551
Kapiti Horowhenua	3	99	714
Manawatu	36	569	5,767
Marlborough	52	460	4,818
Mid and South Canterbury	49	608	6,364
Nelson/Tasman	33	475	5,167
North Shore	28	1,106	11,775
North Wellington	17	411	4,574
Rodney	16	430	4,799
Rotorua Area	17	353	3,441
Southland	51	619	6,252
Taranaki	77	988	10,633
Waikato East	44	459	4,156
Waipa/ King Country	41	657	6,965
Wairarapa, Tararua & Central Hawkes Bay	36	485	3,983
Wanganui and Districts	33	655	4,613
Wellington City	6	98	766
West Coast	28	342	2,508
Western Bay of Plenty	16	374	3,105
Whangarei	24	396	4,445
TOTAL	1,044	17,351	171,603



We were pleased to reach over 171,000 tamariki with our Healthy Harold programme in 2020, despite the interruption of school closures during lockdowns.

In a normal year Healthy Harold reaches over 240,000 tamariki.



NORTH ISLAND

- 1 Far North
- 2 Whangarei
- 3 Rodney
- 4 North Shore
- 5 Auckland West
- 6 Auckland Central
- 7 Counties Manukau
- 8 Waikato East
- 9 Hamilton
- 10 Waipa/King Country
- 11 Western Bay of Plenty
- 12 Rotorua Area
- 13 Eastern Bay of Plenty
- 14 Gisborne East Coast and Wairoa
- 15 Central Plateau
- 16 Hawke's Bay
- 17 Wanganui and Districts
- 18 Taranaki
- 19 Manawatu
- 20 Wairarapa Tararua/Central Hawke's Bay
- 21 Kapiti/Horowhenua
- 22 North Wellington
- 23 Hutt Valley
- 24 Wellington City

SOUTH ISLAND

- 25 Nelson/Tasman
- 26 Marlborough
- 27 Canterbury
- 28 West Coast
- 29 Mid and South Canterbury
- 30 Coastal Otago
- 31 Heartland Otago/Southland
- 32 Southland





SMASHED

**ALCOHOL EDUCATION
TO EMPOWER
A GENERATION**



SMASHED THEATRE-IN-EDUCATION PROGRAMME

Breaking the culture of drinking among young people

SMASHED is a global Theatre-in-Education programme dedicated to reducing alcohol consumption among young people. Using powerful live theatre and interactive workshops to engage students, SMASHED encourages attitudinal change towards underage drinking.

Year nine audiences follow three actors, witnessing how they become involved with alcohol and how it affects their lives. Interactive workshops enable students to explore the facts about drinking and develop strategies for resisting peer influence.

Identifying that there was a strong need for alcohol education in Aotearoa schools, Life Education launched SMASHED in New Zealand in May 2019. Since then, funded by Life Education Trust, the Tomorrow Project, Lottery Grants Board and other funders, SMASHED has done two nationwide tours reaching over 30,000 students. SMASHED has a proven track record with strong evidence of its impact on alcohol education.

The 2020 SMASHED tour was unfortunately impacted by Covid-19 lockdowns, however still reached 50 schools from Whangarei to Dunedin, educating over 10,500 students.



WHY ALCOHOL EDUCATION IS IMPORTANT IN NEW ZEALAND

New Zealand is known to have a binge drinking culture and issues around underage drinking.



While the legal purchase age is 18, we know drinking alcohol is common amongst young secondary school students: **48% of those aged 15 years or under 'currently drink' and 21.4% report they have participated in binge drinking in the last few weeks.**

Auckland University, Youth 2000 Series



Understanding peer pressure and tactics to respond are important. When asking how they access alcohol: **43.5% of 14 year olds say friends supplied them with alcohol.**

Auckland University, Youth 2000 Series



Alcohol-related harm in New Zealand is estimated to **cost \$5.3 billion per year.** This equates to a cost of \$14.5 million every day.

Ministry of Health, NZ Health Survey 2016/17



In 2019/ 2020 **one in every five (20.9%)** New Zealanders had a **hazardous drinking pattern.** This equates to 838,000 New Zealanders aged over 15 years.

ActionPoint, Alcohol Health Watch 2020

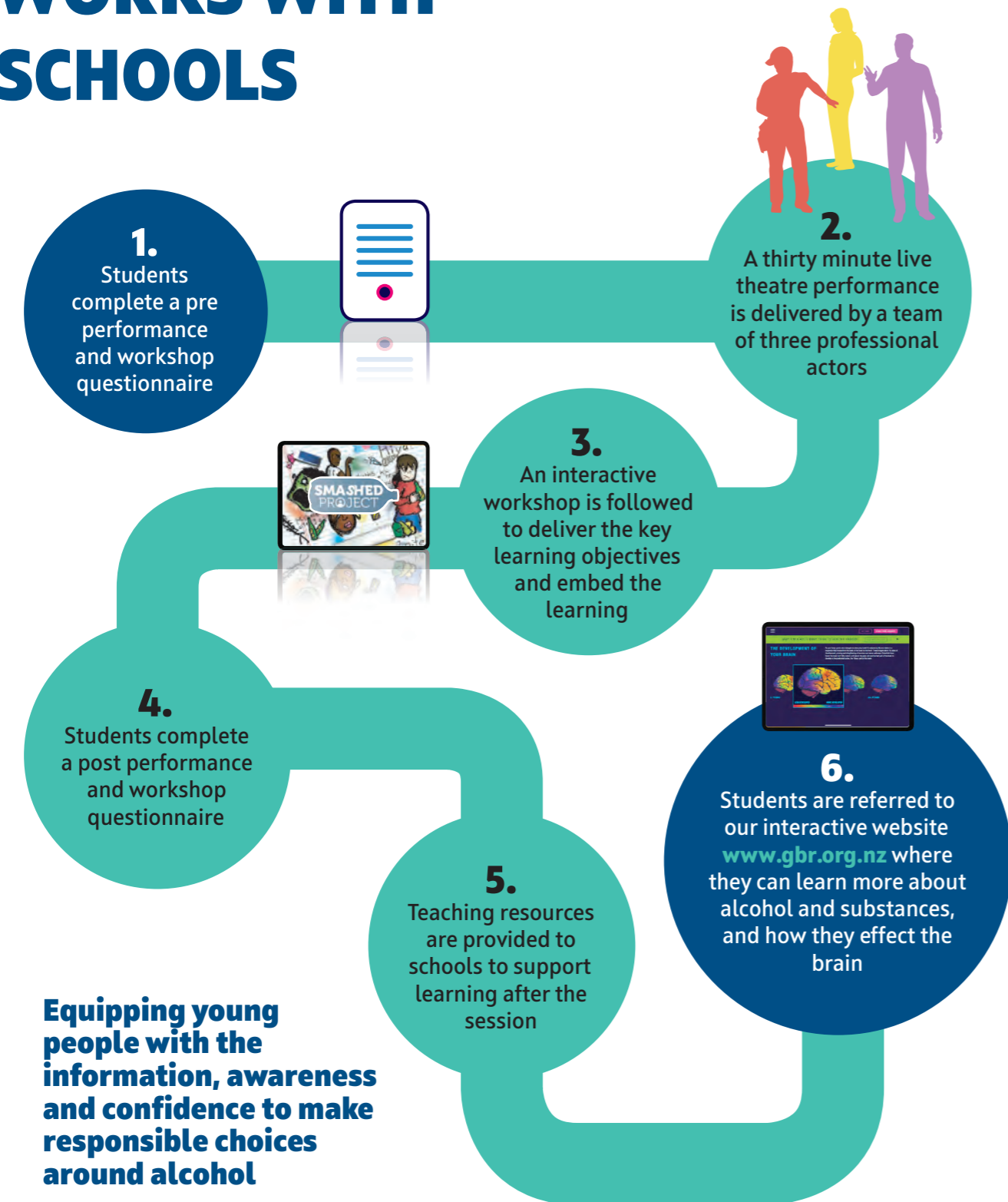
SUPPORTING YOUNG PEOPLE WITH ALCOHOL EDUCATION

SMASHED is a relatable theatre performance which demonstrates several different situations that could arise when young people consume alcohol. The performance highlights potential dangers, giving students context to how situations can get out of control quickly when alcohol is involved.

Directly after the performance a workshop is facilitated which extends the learning experience by allowing the audience to question and challenge the characters and their behaviour in a safe learning environment.

Students leave a SMASHED session more knowledgeable about the dangers of alcohol consumption, helping them to develop a more responsible attitude to consumption. With this new knowledge they are empowered to make informed choices in situations where alcohol is present going forward.

HOW SMASHED WORKS WITH SCHOOLS



Equipping young people with the information, awareness and confidence to make responsible choices around alcohol

SMASHED PROGRAMME MEASURES

10,574 rangatahi participated
78 performances and workshops
50 schools visited

Through pre and post questionnaires we were able to measure the immediate impact that SMASHED has on student knowledge, awareness, attitudes and intention.

STUDENTS

We found after students took part in SMASHED:

- 49% of students reported they knew 'lots' about the dangers of underage drinking, an increase in 12%.
- 90% of students were aware of the legal age for purchasing alcohol in New Zealand, compared to 84% prior to taking part.
- Students had more awareness on the potential impacts to their mental health; 'feeling sad, anxious or depressed' (19% increase in awareness), 'feeling grumpy and falling out with friends' (19% increase in awareness).
- 69% of students knew where they could go to get help if they experience problems with alcohol, an increase in 24%.
- 86% of students felt equipped to make the right choices about drinking alcohol, an increase of 8%.

TEACHERS

Of teachers who were involved with SMASHED:

- 83% of teachers would like SMASHED to visit their school again next year.
- 88% thought the performance and workshop explored issues around underage drinking which were relevant to the students' age group.
- 74% of teachers thought their students understood more about the dangers of underage drinking than they did before taking part.
- 88% of teachers thought the performance and workshop explored issues around underage drinking which are relevant to this age group.
- 63% of teachers felt more confident to talk with young people about the dangers of underage drinking after participating in SMASHED.



SMART\$

**EMPOWERING YOUNG PEOPLE TO MAKE
POSITIVE FINANCIAL CHOICES**



SMART\$ THEATRE-IN-EDUCATION PROGRAMME

Empowering young people to make positive financial choices

SMART\$ is a Theatre-in-Education interactive programme designed to provoke thinking and conversation about every day financial decisions and opportunities impacting young people.

SMART\$ was created in 2020 by Life Education Trust NZ, specifically for rangatahi and the financial challenges they face. It is delivered by Life Education Trust NZ to students at a year ten level in a school setting. In the initial trial over 4,500 students participated.

The interactive performance follows the decisions and behaviour of characters focusing on traditional needs versus wants and opportunity costs covering; saving vs deferred payment schemes, credit cards and KiwiSaver. During the performance students take part in workshop elements, encouraging discussion and further thinking to reinforce the key learning points.

To extend learning after the session, we have partnered with Banqer, to provide a free trial of their online learning platform for secondary schools. In Banqer High, students explore financial concepts through online simulation in the school classroom.

The 2020 SMART\$ pilot was impacted by Covid-19 lockdowns, however still reached 25 schools from Auckland to Otago, educating over 4,500 students.



WHY FINANCIAL LITERACY EDUCATION IS IMPORTANT IN NEW ZEALAND

New Zealand's financial environment is challenging for young people growing up today. Financial education is patchy in schools despite widespread recognition of its importance.

Life Education's interest is in teaching rangatahi life skills, preparing them for challenges they may face now and in the future. The poverty trap and intergenerational impact of poor financial skills is a real issue in New Zealand. Without 'skills and knowledge to apply to real life situations involving financial decisions', strategies to lift household income will have limited impact.

Ongoing life challenges from poverty include addictions, mental health challenges, family violence, long-term unemployment, and ill-health/disability. People experiencing financial difficulties are often under considerable stress and the accumulation of hardship-associated problems may result in family breakdown. Some families do not seek help for financial problems because of the stigma (Families Commission, 2012).

The Commission For Financial Capability (CFFC) contracted the New Zealand Council for Educational Research to assess financial capability in secondary schools.

Teachers believe that students' money management skills are low. Importantly though, 82% of secondary students want to learn more about how to manage their money, and see the value of obtaining advice on money issues. While school leaders see the importance of teaching financial skills across the curriculum, just five percent strongly agreed that their school has a strong emphasis on it.

By teaching students about money and making financial decisions we can prepare students to contribute to our society and our economy in a meaningful way.

SMART\$ SUPPORTS STUDENTS TO GAIN MONEY MOJO

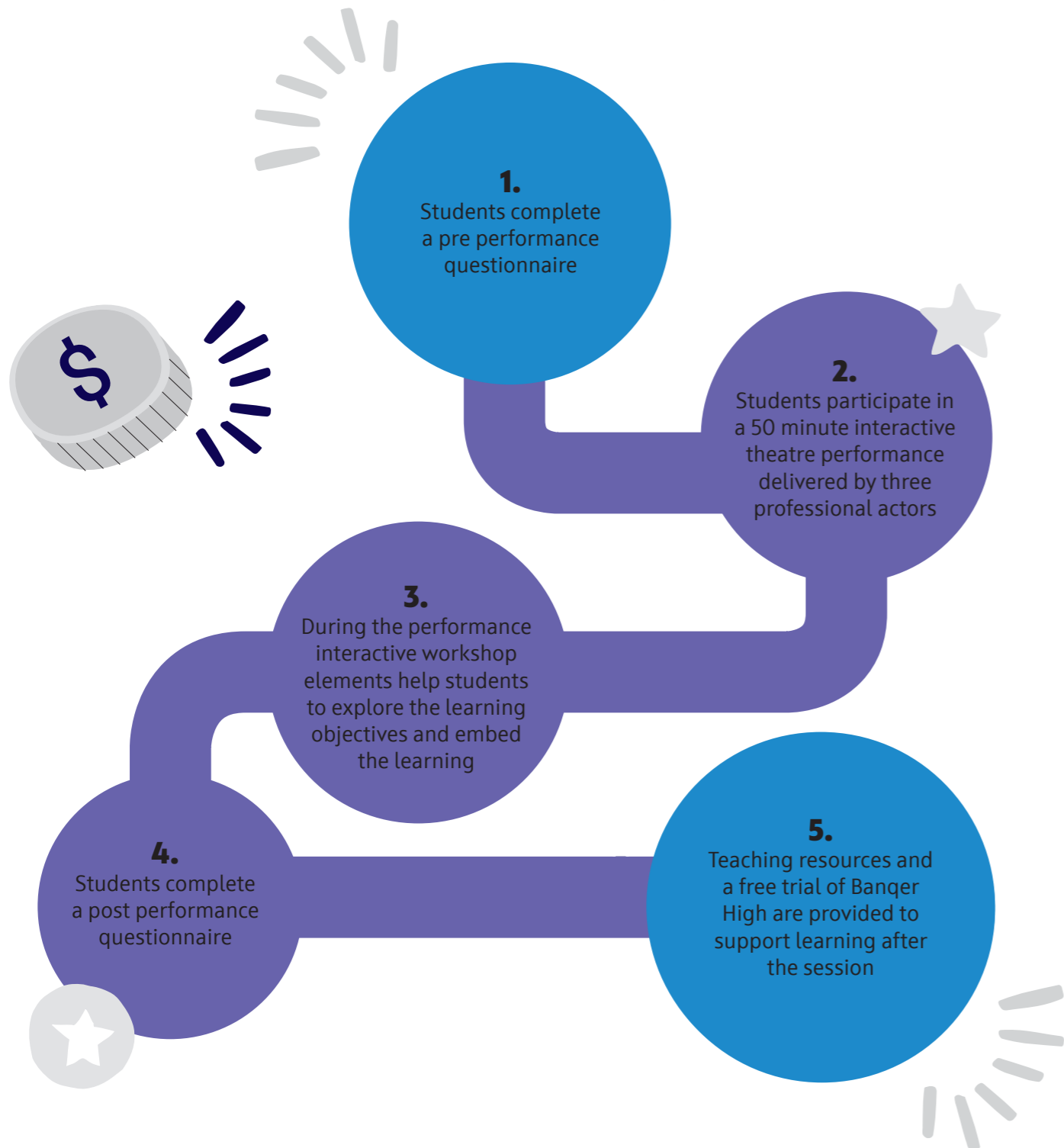
Consistent with the NZ Curriculum objectives SMART\$ aims to increase young peoples life skills and knowledge. In turn supporting them to become more responsible, confident and independent managers of money helping them to live, learn, work, and contribute as active members of their communities.



Money Mojo

HOW SMART\$ WORKS WITH SCHOOLS

EQUIPPING YOUNG PEOPLE WITH THE INFORMATION AND CONFIDENCE TO MAKE POSITIVE FINANCIAL CHOICES



SMART\$ PROGRAMME MEASURES

4,025 rangatahi engaged
31 performances and workshops
25 schools visited

Through pre and post questionnaires we were able to measure the immediate impact that SMART\$ has on student knowledge, awareness, attitudes and intention.

STUDENTS

We found after students took part in SMART\$:

- 66% of students felt they understood more about interest on things like credit cards.
- 83% of students said if they saw something online that they really wanted to buy, they would wait and save for it (16% increase).
- 88% would choose to wait to save up for an item valued at \$100, versus paying \$120 in small payments (8% increase).
- 80% of students said if they started a new job they would enrol in KiwiSaver, or that they already had enrolled (28% increase).
- 41% of students were more aware to check the currency of items when buying something online.

TEACHERS

Of teachers involved with SMART\$:

- 79% strongly agreed or agreed that the SMART\$ performance explored issues which are relevant to the year ten age group.
- 89% strongly agreed or agreed that key learning points around saving money were clearly presented.
- 100% of teachers strongly agree or agree that it is important that programmes like SMART\$ exist and visit schools.
- 84% of teachers thought the key learning points in the SMART\$ performance provided them with a springboard for further discussion.
- 83% of teachers agreed or strongly agreed they would like SMART\$ to visit their school again next year.



**LIFE
EDUCATION
TRUST^{NZ}**

*Inspired Learning.
Inspiring Lives.*

OUR JOURNEY 33 YEARS OF LIFE ED

Looking back to
celebrate what we
have achieved

1987

Trevor arrived back from Australia with permission to start Life Education.

1992

Dire Straits promoted the 150,000th child taking part during their Christchurch concert.

1996

Our 25th classroom was launched in Otago and we taught 189,000 children this year.

2003

We began an upgrade programme of mobile classrooms called 'the 2nd generation.'



2007

Mainfreight became a national sponsor and we have 40 mobile classrooms operating nationwide.

2014

We began the rollout of the 3rd generation mobile classroom upgrade.

2015

Our online interactive planning tool was launched, enabling us to undertake shared planning and respond to the individual needs of each school.

2018

We celebrated the completion of Harold's Food Analyser, an online tool teaching children to learn and understand nutritional information.



2020

We launched SMART\$, a theatre-in-education programme for Year 10 students, educating and empowering rangatahi to make positive financial choices.

We supported young people through the impacts to their mental health caused by Covid-19 and lockdowns.

1990

Princess Anne opened the static classroom in Christchurch.



1993

Shifted away from the Australian resources to develop our own.

1998

Trevor toured and talked in communities about Life Education.



1997

Westpac begin their journey as a sponsor for the next ten years.

1994

Had 18 mobile classrooms and Prime Minister Jim Bolger visited us in action.



2000

34 classrooms nationwide and Harold released a CD called 'Harold Songs.'

2005

Programmes are renamed as modules and Year 7/8 begin having three lessons instead of two.

2009

Harold is taken into space in the space shuttle.



2016

Recipient of The Warehouse Gala Dinner, which led to a new partnership with Garden to Table.

2017

Our 30th year since Trevor began!



2013

We celebrated 25 years and a record of 258,761 children taught in a single year.

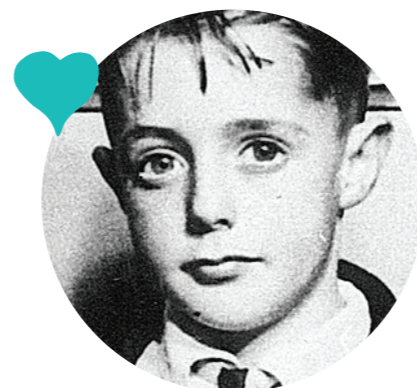


2019

We started our work in secondary schools, launching SMASHED to educate Year 9 students on the dangers of underage drinking. In light of this and future projects, we updated our branding enabling us to extend into different audiences.



OUR FOUNDER TREVOR GRICE MNZM, CNZM



The Founder of Life Education Trust, Trevor Grice, was born in Christchurch in 1932, the sixth of seven children in his family. When Trevor was only five years old, his father was tragically killed in a freak dynamite accident at his workplace. Trevor's mother worked hard to support her seven children, but she eventually became very sick.

At the age of ten Trevor suffered from malnutrition and was admitted for several months to an orphanage. On returning to his family a few months later, he continued his schooling. After finishing high school Trevor continued his studies at Christchurch Polytechnic, which then enabled him to take up a cadetship with the NZ Post Office, becoming a senior telegraphist.

In 1967 Trevor joined 'Operation Deep Freeze', the United States Antarctic Programme based at Christchurch Airport, as a Supply Officer. During the following years Trevor became progressively involved with managing any issues that arose with service men and women on the ice in Antarctica.

Later, Trevor moved into the role of Executive Administrator for NZ Affairs, taking on responsibility for the recognition and treatment of drug and alcohol dependencies. In this role, the US Navy gave Trevor opportunities to continue his learning, and he attended many treatment centres and institutes in America. Through this line of work, Trevor began to gain a reputation as a family crisis counsellor.

In early 1987, Trevor was approached to bring the Australian Life Education programme to New Zealand. Trevor traveled to Australia to meet with the founder, Ted Noffs, but unfortunately found that Ted was in hospital, having suffered a severe stroke. Trevor spent several days reading Ted's books, meeting with programme and sponsor personnel and sitting in on various classes. During this time he fell in love with the idea of Life Education. He loved the innovation of the

programme, of capturing children's imagination using science and building their self-esteem at a young age.

Trevor resigned from his job with the US Navy in May 1987, to start Life Education New Zealand. The following year, the first two mobile classrooms were imported from Australia to begin teaching children in Christchurch and Auckland.

Within just ten years, more than 30 regional Trusts were established and \$30 million had been fundraised, as Trevor shared his vision and enthusiasm with volunteers throughout the country. This resulted in 200,000 children each year taking part in lessons in mobile classrooms.

In 1996, Trevor and Tom Scott, along with the Publishing Trust, produced their NZ best seller book "The Great Brain Robbery". The book became available globally, and was translated into several languages.

Over the years, Trevor has been awarded and recognised for his extraordinary work. In 1997 Trevor was made a Member of the NZ Order of Merit (MNZM) and in 2000 he was named as a UNESCO Peacebuilder. Rotary International made Trevor a Paul Harris fellow in 2004. In 2000 and 2005 he was named Wellingtonian of the Year for Community Service and Youth Services. In 2010 he was further recognised as a Companion of the New Zealand Order of Merit (CNZM).

Trevor retired from his 'day job' with Life Education in 2014 at age 82.

Trevor J. Grice

OUR PEOPLE

Our team of over 300 volunteer Trustees and 50 Educators give us their time, knowing their contribution is helping to make a difference to the lives of tamariki and rangatahi.

Volunteers donate more than 23,000 hours each year to support our work.

Over \$6,500,000 is raised through events, partnerships and donations each year.

PATRON DAVID WALE, CBE
FOUNDER TREVOR GRICE, MNZM, CNZM



OUR PEOPLE ARE
OUR MOST VALUABLE
RESOURCE

NATIONAL BOARD OF TRUSTEES

Chair, Pat Seymour, QSO, OBE
Deputy Chair, Rob Simcic
Cameron Bagrie
Christine Goodin
Jeff Hart
Maria Johnson
Dee Lambie
Graham Lawrence
John Spring
Jacqueline Taylor

NATIONAL OFFICE STAFF

Chief Executive, John O'Connell
Education Support Manager, Michelle Dow
Programme Development Manager, Jo Mortimer
Finance Manager, Penny Robertson
Project and Partnerships Manager, Jess Limbrick
Leader OMT, Cilla Bennett
Marketing and Communications Specialist, Hayley Sims
Office Administrator, Lucy Clarke
Trust Support, Robyn King

OUR REGIONAL TEAMS

TRUST	CHAIRPERSON	EDUCATOR
Auckland Central	Lance Hutchison	Nicole Fonua Lynne Darroch
Auckland West	Jason Woolston	Murielle Gill
Canterbury	Dean Percy	Siobhan Cummings Keri Dekkers Claire Leach Louise Kidd
Central Plateau	Brent Fryer	Michelle Wallace
Coastal Otago	Aileen Winmill	Maria Sinclair
Counties Manukau	Gavin Arnet	Mari Hechter Brittney Knight Ben Wombwell Kat Greenham Natalie Coyle-Smith Carleen Craig
Eastern Bay of Plenty	John Spring	Rhonda Connor Jacquie Hendrikse
Far North	Diane Henderson	Mandy MacCarthy Morrogh
Gisborne East Coast and Wairoa	Pat Seymour	Fergus Knight
Hamilton	Melanie Rouse	Anna Carr Belinda Kane
Hawkes Bay	Angela Williams	Anne Jamieson
Heartland Otago/Southland	Margaret Box	Pip Tisdall
Hutt Valley	Steve Graves	Andrea Young
Kapiti Horowhenua	John Granville	Paula Marsters-Sasa
Manawatu	Christine Vangioni	Tim Jones
Marlborough	James Ryan	Genevieve MacDonald
Mid and South Canterbury	Roger Scammell	Jane Hooper Rudi Keggenhoff
Nelson/Tasman	Michelle Fitzgerald	Ingrid Kemp
North Shore	Stuart Farquharson	Charlie Pollard Corinne Kirkham Jenni Gilbertson
North Wellington	Allan Nichols	Marsha Chiet
Rodney	John Davies	Elizabeth Marriott Celia Thompson
Rotorua Area	Jules McLaughlin	Berni Volschenk Kirsty Ferguson Katie Knapman
Southland	Jaime McNaught	Teresa Wallace
Taranaki	Matt Goodin	Michelle Williams Megan Lilley Amber Ormond Donna Taunt
Waikato East	Keith Trembath	Mike Budd
Waipa/King Country	Grant Wilks	Nicky Wise Sarah Bolton
Wairarapa, Tararua & Central Hawkes Bay	Liz Kirkland	Sam Michau
Wanganui and Districts	Phil Walker	Mark Keelty
Wellington City	Todrick Taylor	Charlotte Rolton
West Coast	Fergal O'Gara	Monique Locharte
Western Bay of Plenty Region	Sue Boyne Astrid Martin	Michael Chemis Mac Harris Chantelle Smith
Whangarei	Mike Procter	Nadine Campbell

MEET SOME OF OUR TEAM



Ingrid Kemp - Healthy Harold Educator

Life Education Trust Nelson/ Tasman

Ingrid began her journey as an Educator at the start of 2014 and has 28 years experience teaching various age levels in primary schools.

Ingrid was driven to work for Life Education as she saw a need for raising young people's wellness and self esteem. She loves encouraging students everyday to become the best version of themselves and feels Life Ed is an organisation that totally targets the health needs of our youth today.

Ingrid loves connecting with her students in a way that is unique and supportive to their needs. She finds that students tend to open up and share concerns and aspects of their lives in the safety of the mobile classroom.

"If we can be the light that inspires others to dream and make positive changes, then a ripple effect will occur. My hope each day is to inspire, evoke positive change and equip young people with the skills to become the best version of themselves."

Lance Hutchison (QSM) - Chairperson

Life Education Trust Auckland Central

Lance formed Life Education Trust in Auckland Central 19 years ago, and with the help of his fellow Trustees, has seen the Trust grow into a respected community asset with strong support from the community.

A past President of a number of Lions Clubs, Lance was heavily involved in a variety of youth projects, and saw the exceptional value that Life Education adds to the young people of the community.

Lance works as a Private Banking Manager at ASB Bank, and is also a Justice of the Peace and a Civil Marriage Celebrant. Lance was humbled to receive the Queens Service Medal (QSM) in the Jubilee Queens Birthday Honours in 2013.

Lance is hugely committed to the growth of Life Education in Auckland Central and to achieving the mission of 'leaving no child behind'.



Suzi Taylor - Fundraising Manager and Executive Officer

Life Education Trust West Coast

Growing up in Canterbury, Suzi has fond memories of visiting the mobile classroom back in the 80's. With a background in community fundraising projects, Suzi joined the Life Ed team in 2017.

Suzi loves that she meets and works with so many people from all walks of life in her role. Whether it be through running fundraising initiatives or events, organising speakers to present at local high schools, or watching the excitement and delight on children's faces when they see Harold and our mobile classroom arrive at their school.

"I love working for an organisation that aims to make a difference in the lives of our tamariki and rangatahi, they are our future and I believe the Life Ed philosophy is one that is becoming increasingly important in our world today."

Leighan Slade - Trustee

Life Education Trust Coastal Otago

Leighan started volunteering for our Coastal Otago Trust in 2014, when a friend on the Trust asked her to help with a fundraising event - she loved it, and never left!

Leighan believes that now more than ever, children need to be made to feel special and unique. They need to be supported in building suitable life long strategies they can use now and in the future.

Leighan loves that Life Ed provide individualised lessons to meet the needs of schools and children, and feels that Harold provides a little bit of magic in a sometimes confusing and challenging world.

"It doesn't matter your age, young or old, child or adult, Harold brings a smile to your face."



Cilla Bennett - Theatre-in-Education Coordinator

Life Education Trust NZ

Cilla has a strong education background as a qualified primary school teacher, and also has experience in office administration, event management and business management.

Cilla coordinates our SMASHED and SMART\$ secondary school programmes and is our liaison with schools. In this role she loves being able to combine all her skills and values, making a positive contribution to the health and wellbeing of young people.

Cilla believes that Theatre-in-Education is an effective way to get messages across to a wide range of learners as it's both visual and interactive.

"I love that Life Education Trust is a not-for-profit and involves a fantastic group of volunteers who give back to the community."



VOLUNTEER RECOGNITION

Our Volunteer Recognition Awards were introduced in 2011 to recognise and celebrate the incredible work that our volunteers do, putting in hours of service to support their local Trusts' work with the young people in their communities.



★ OUR LIFE MEMBERS

Ray King
Grant Coward
Janet Lean
Keith Trembath
Roger Scammell
Val Whyte*
Ian Holyoake
John Spring
Stephen Burnett
Joslyn Tjeerd
Lance Hutchison, QSM
John Beattie
Bruce Darvill, QSM*

Rob Wilton
Trevor King, QSM*
Robyn Paterson
Margaret Radford
Peter Cox
Roy Savage*
Michael Cooney, QSM
Pat Seymour, OBE
Paul Cressey, ONZM
Jeanette McIntyre
Steve Graves
Brian Shearer
Steak (John) Goodin, QSM

Graeme Pentecost
Kay Crosby
Astrid Martin
Jo Coughlan
Ian McBride
Chris Kirk-Burnnand, MNZM
Allan Nichols
Brian Kelsey
Ian Emmerson
Debbie Given
Christine Goodin

* Deceased

COMMUNITY PARTNERSHIPS

It's thanks to the support and contributions from our generous community partners that we are able to commit to future initiatives and extend our work to reach more of those who need our support.

Thank you to the continued support of Mainfreight, The Warehouse, Baker Tilly Staples Rodway, Apparelmaster and Herbalife.

Thank you to Reserve Bank of New Zealand for supporting us to provide SMART\$, and to The Tomorrow Project for supporting us to provide SMASHED.

Thank you to our generous Build for Life Ed sponsors, including Jarden Corporation, Penny Homes, Bayleys, Gazley, and numerous other local businesses.

Our Charity Gaming partners, in particular Pub Charity, The Lion Foundation, The Southern Trust and the many smaller Trusts who support us nationwide are an integral part of supporting communities and volunteers.

Our individual donors who make up our Harold Club continue their generous support.



LOCAL HEALTHY HAROLD SUPPORTERS

Recognising our supporters nationwide (over \$5,000)

A-Jet Carpet Cleaners	Counties Manukau
AK Franks Trust	Far North
Albany Toyota	North Shore
Alpine Energy Ltd	Mid and South Canterbury
Alterno Foundation	Counties Manukau
Amalfi Investments	Rodney
Auckland Airport	Counties Manukau
Audio Visual People	Central Plateau
Baker Tilly Staples Rodway Auckland	Auckland Central
Bathurst Resources Ltd	West Coast
Beacon Media Group	Eastern Bay of Plenty
Blackadder Trust	West Coast
Blue Horizon Services Ltd	North Shore
Blue Sky Trust	Counties Manukau
Blue Waters Community Trust	Counties Manukau
Canterbury Earthquake Recovery Trust (CERT)	Canterbury
Central Lakes Trust	Heartland Otago/Southland
Central South Island Charity Bike Ride	Mid and South Canterbury
Cephas Trust	Nelson/Tasman
Chatterbox PR - Jackie Russell	Rodney
Christchurch Casino Charitable Trust	Canterbury
Christchurch Mitsubishi	Canterbury
Clutha District Council	Heartland Otago/Southland
COGS Papkura Franklin	Counties Manukau
Community Organisation Grants Scheme (COGS)	Auckland Central; Central Plateau; Counties Manukau; Canterbury; Eastern Bay of Plenty; Far North; Gisborne East Coast and Wairoa; Southland; Manawatu; Taranaki; Waipa/ King Country; Wanganui and Districts; Western Bay of Plenty; West Coast
Community Trust Mid and South Canterbury	Mid South Canterbury
Community Trust of Southland	Southland; Heartland Otago/ Southland
Constellation Community Trust	Rodney; North Shore
Craig Grylls	Auckland Central
D & M Godfrey	Rodney
D V Bryant Trust	Hamilton
Dad's Pies	Rodney
Danielle Johnson	Auckland Central
Davies Family Trust	Waipa/King Country
Development West Coast	West Coast
DGE Andrew Merritt & Grant Megson	Counties Manukau
Dragon Community Trust	Counties Manukau
Eastern & Central Community Trust	Gisborne East Coast and Wairoa; Manawatu; Wairarapa Tararua/Central Hawkes Bay; Kapiti Horowhenua
Eastland Community Trust	Gisborne East Coast and Wairoa
EB Milton Charitable Trust	Canterbury
Edendale Veterinary Club	Southland
Epplatt & Co Accounting	Hawkes Bay
Fagan Motors – Masterton	Wairarapa, Tararua & Central Hawkes Bay
Far North District Council – Bay of Islands / Whangaroa Community Board	Far North
Far North District Council – Kaiokohe / Hokianga Community Board	Far North
Far North District Council – Te Hiku Community Board	Far North
First Light Community Foundation	Gisborne East Coast and Wairoa
First Sovereign Trust Limited	Waikato East
Fitzgerald Construction Ltd	Nelson/Tasman
Foundation North	Far North

Four Winds Foundation	Auckland Central; Canterbury; Counties Manukau; North Shore; Rotorua Area; Rodney; Far North; Hutt Valley
Framed Taupo	Central Plateau
Frances Skeet Charitable Trust	Waipa/King Country
Franklin Local Board	Counties Manukau
Freemasons	Counties Manukau
Frimley Foundation	Hawkes Bay
Fulton Hogan Ltd Marlborough	Marlborough
Gallagher Charitable Trust	Hamilton; Waikato East
Geoff Dalbeth	Auckland Central
Get Set Event Hire	Central Plateau
Gisborne Rotary Club Charitable Trust	Gisborne East Coast and Wairoa
Glenice & John Gallagher Foundation	Hamilton
Godfreys Law	Canterbury
Grace Hospital	Western bay of Plenty
Grassroots Trust Limited	Counties Manukau; Eastern Bay of Plenty; Waikato East; Western Bay of Plenty
Grey District Council	West Coast
Grey Ford	West Coast
Haddocks Spray Painters	Eastern Bay of Plenty
Hamilton City Council Community Welbeing	Hamilton
Harcourts Hamilton Rentals	Hamilton
Hauraki District Council	Waikato East
HB Children's Holding Trust	Hawkes Bay
Howick Local Board	Counties Manukau
HSBC Sir Wylie & Lady Letitia Foundation	Canterbury
Hugo Charitable Trust	Rodney
Hutt Mana Charitable Trust	North Wellington
Hynds Holdings	Auckland Central
ILT Foundation	Southland
Infinity Foundation	Rotorua Area
Internal Affairs - COGS	Hamilton
Invercargill Sunrise Rotary	Southland
iSignit	Counties Manukau
John & Leonie Hynds	Auckland Central
Joyce Fisher Charitable Trust	Auckland Central
Kendons Chartered Accountants Ltd	Hutt Valley
Lakeland Lions Club, Taupo	Central Plateau
Lindsay Foundation	Counties Manukau
Lion Foundation	Auckland Central; Canterbury; Coastal Otago; Counties Manukau; Eastern Bay of Plenty; Far North; Gisborne East Coast and Wairoa; Hamilton; Hawkes Bay; Kapiti Horowhenua; Manawatu; Mid and South Canterbury; North Shore; Rodney; Rotorua Area; Central Plateau; Wairarapa Tararua/Central Hawkes Bay; Wanganui and Districts; Western Bay of Plenty; Wellington City; West Coast
Lions Club of Ashburton	Mid and South Canterbury
Liquorland Taupo	Central Plateau
Lottery Auckland Community Committee	Counties Manukau
Mai FM	Counties Manukau
Mainfreight Ltd	Auckland Central; Hamilton
Mainland Foundation	Canterbury
Mainpower	Canterbury
Mainstreet Pharmacy Group Taupo	Central Plateau
Mangere-Otahuhu Local Board	Counties Manukau
Manukau Local Board	Counties Manukau
Manukau Toyota Group	Counties Manukau
Manurewa Local Board	Counties Manukau

Mars Petcare	Wanganui and Districts
Masfen Foundation	Auckland Central
Matamata Piako District Council	Waikato East
Maungakiekie-Tamaki Local Board	Counties Manukau
McNeil Distribution	Southland
Mediaworks	Central Plateau
Milestone Foundation	Counties Manukau
Mt Wellington Foundation Ltd	Auckland Central; Counties Manukau
Nelson Building Society	Nelson/Tasman
Nelson Pine Industries	Nelson/Tasman
New Plymouth City Council	Taranaki
New Plymouth District Council	Taranaki
New Zealand Community Trust	Taranaki; Wanganui and Districts
New Zealand Lottery Grants Board	Auckland Central; Auckland West; Canterbury; Central Plateau; Coastal Otago; Counties Manukau; Eastern Bay of Plenty; Far North; Gisborne East Coast and Wairoa; Hamilton; Heartland Otago/Southland; Hutt Valley; Nelson/Tasman; Manawatu; Mid and South Canterbury; North Shore; Rodney; Rotorua Area; Southland; Taranaki; Waikato East; Waipa/ King Country; Wairarapa Tararua/Central Hawkes Bay; Wanganui and Districts; Western Bay of Plenty Region; West Coast
New Zealand Post	Auckland Central
NR & JH Thomson Charitable Trust	Auckland Central
Ohai Railway Fund	Southland
One Foundation	Hutt Valley
Otago Community Trust	Coastal Otago; Heartland Otago/Southland
Otara-Papatoetoe Local Board	Counties Manukau
Oxford Sports Trust Inc	Whangarei; Far North
Pacific Toyota	Eastern Bay of Plenty; Western Bay of Plenty
Pak'n Save Te Awamutu	Waipa/King Country
Papakura Local Board	Counties Manukau
Partridge Jewellers Ltd	Auckland Central
Pelorus Trust	Hutt Valley
Penny Homes	Central Plateau
Potter Masonic Group	Counties Manukau
Pub Charity	All Life Education Community Trusts
Pukekohe Toyota	Counties Manukau
Purvis Family Trust	Central Plateau
Quality Print	Central Plateau
Radio Network	Nelson/Tasman
Rata Foundation	Canterbury; Nelson/Tasman
RD Petroleum	Canterbury; Southland
Riccarton Rotary Club	Canterbury
Rosco Contractors Ltd	West Coast
Rotary Club of Auckland East	Auckland Central
Rotary Club of Christchurch Sunrise	Canterbury
Rotary Club of Gisborne	Gisborne East Coast and Wairoa
Rotary Club of Half Moon Bay	Counties Manukau
Rotary Club of Manurewa-Takanini	Counties Manukau
Rotary Club of Newmarket	Auckland Central
Rotary Club of Pakuranga	Counties Manukau
Rotary Club of Plimmerton	North Wellington
Rotary Club of Tawa	North Wellington
Rotary Club Takapuna	North Shore
Rotary Warkworth and Whangaparaoa	Rodney
Rotorua Area Energy Charitable Trust	Rotorua Area
Royston Health Trust	Hawkes Bay
Rural Woman New Zealand, Central, Western, Southland and Mid East Provincials	Southland
Second Nature Charitable Trust & The Momentum Hub	Counties Manukau
Selwyn District Council	Canterbury
Sir John Logan Campbell Residuary Estate	Far North

Sky City Hamilton Community Trust	Hamilton
Snap Printing	Counties Manukau
Sollys Contractors	Nelson/Tasman
Southland District Council	Southland
Sportswise Signz and Graphics	Nelson/Tasman
Stan Semenoff Transport Ltd	Whangarei
Staples Rodway Ltd	Taranaki
Stuff- Taupo Times	Central Plateau
Sturgeon Amusements	Nelson/Tasman
Sue Baty Chartered Accountants	Rotorua Area
Summit Chartered Accountants Limited	Whangarei
Sunrise Rotary Club	Hamilton
Talleys Ltd	West Coast
Taupo District Council	Central Plateau
Tauranga Energy Consumer Trust	Western Bay of Plenty
Terenzo Bozzone	Auckland Central
Thames Coromandel District Council	Waikato East
The Funfest Charitable Trust	Counties Manukau
The Mark	Canterbury
The North and South Trust	Western Bay of Plenty
The Southern Trust	Canterbury; Central Plateau; Coastal Otago; Counties Manukau; Eastern Bay of Plenty; Heartland Otago/Southland; Manawatu; Mid and South Canterbury; Western Bay of Plenty
The Trust Charitable Foundation (Clutha & Mataura)	Heartland Otago/Southland
The Trusts Community Foundation	Auckland West; Counties Manukau; Heartland Otago/Southland; North Wellington; West Coast
The Wright Family Foundation	Western Bay of Plenty
Thomas George McCarthy Trust	Kapiti Horowhenua; Wairarapa Tararua/Central Hawkes Bay; Wanganui and Districts
TIL Freight Limited (Hooker Pacific)	Taranaki
Tindall Foundation	Hamilton
Tip Top Ice Cream Fonterra	Counties Manukau
TNL Group	Nelson/Tasman
Tommy's Real Estate	Kapiti Horowhenua
Top Energy	Far North
Trillian Trust	Counties Manukau; Rodney
Trish Brown	Auckland Central
Truck Stops	Southland
Trust House Community Enterprise	Hawkes Bay; North Wellington; Wairarapa Tararua/Central Hawkes Bay
Trust House Foundation	Hawkes Bay
Trust Waikato	Central Plateau; Waikato East; Hamilton
Trustpower	Central Plateau
TSB Community Trust	Taranaki
United Way	Coastal Otago; Heartland Otago/Southland
Valder Trust	Waikato East
Valley Toyota	Waikato East
Waikato District Council	Hamilton
Waikato Farmers Trust	Hamilton; Waikato East
Waikato Toyota	Hamilton
Waikato WDFE Karamu Trust	Hamilton
Waimakariri District Council	Canterbury
Waiotahi Contractors Bay of Plenty Ltd	Eastern Bay of Plenty
Wairoa Warriors	Nelson/Tasman
Whanganui Community Foundation	Wanganui and Districts
Youthtown	West Coast
Z Energy	Rodney
Z Energy- Kennerley Group (Wayne & Melanie)	Counties Manukau

VOLUNTEER TRUCK DRIVERS

Our volunteer truck drivers kindly move our mobile classrooms from school to school, all around New Zealand.

TRUST	COMPANY	OWNERS, DRIVERS AND COORDINATORS
Auckland Central	Mainfreight New Zealand Post	Jason Street, Jacob Taurua, Grant Smith, Paul Tolson Ryan Beale, Devenesh, Bipendra
Auckland West	Steve Winks Transport Ltd NZ Post	Steve Winks Ryan Beale and Devenesh
Canterbury	TMC Trailers NZ Express Transport Hiltons Haulage Frews Transport PBT Martin Bruce Transport Hororata Transport Rangiora GVT Landline	Paul Currie Murray Young Joey Young Chaz Frew Kylie Trompert and Mike Satherly Martin Bruce Murray Pascoe Marco Woelders
Central Plateau	Mainfreight Taupo Ongarue Transport, Taumarunui Tirau Eath Movers, Putaruru RJ Lincoln Cartage Contractors, Tokoroa Kernohans Contractors Turangi Central Transport R J Lincoln Tokoroa	Nick Hyde Darryl Gulbransen Steve Ensor Raymond Lincoln Jeff Kernohan Robbie Hislop Tony Sargison
Coastal Otago	Dynes	Des Morris Mark Bradford Jeff Winmill
Counties Manukau	Owens Transport Limited TR Group NZ Post Riordan & West Angel Transport	Kartrick Narayan, Aisea (Wise) Cokula Hamish Quinn Bipendra Ram, Devenesh Dev, Ryan Beale Dave West, Kat West Shane, Ayna & Mohammed Shamin
Eastern Bay of Plenty	Waiotahi Contractors Bay of Plenty Ltd	Shareholders and a dedicated team of drivers
Far North	Trusts own truck	Wayne Henderson Charles Stewart
Gisborne East Coast and Wairoa	QRS Wairoa Transport Downers Gisborne	Terry Warren, Kevin McKay Cartage
Hamilton	Mainfreight Transport	Wayne Goodwin (owner driver)
Hawkes Bay	Emmersons Transport Ltd	
Heartland Otago/Southland	Fulton Hogan - Dunedin and Alexandra McLellan Freight Ltd Hokonui Rural Transport Ltd Dynes Transport (Tapanui) Ltd West Otago Transport Ltd Tuapeka Transport 2003 Ltd Clinton Waipahi Holdings Ltd Beckers Transport Ltd	John Corrigan
Hutt Valley	MJH Engineering Limited	
Kapiti Horowhenua	Goodmans Contractors Ltd Waikanae Emmerson Transport Ltd Levin	
Manawatu	TruckStops (NZ)	
Marlborough	TNL (Marlborough) Coles Contracting Ltd (Murchison) Fissenden Bros Ltd (Kaikoura) AGS Earthmoving Ltd	


Mid and South Canterbury	Barwood Motors Fairlie Brosnan Transport Headford Propagators HDPS Hilton Haulage John Fletcher Contracting Bill Turnbull Transport Mainfreight Makikihi Transport Paul Smith Earthmoving Temuka Transport Carrfields Contracting Ryal Bush Transport Wilsons Bulk Transport Philip Wareing Ltd Mayfield Transport	
Nelson/Tasman	TNL Group Sollys Contractors Sturgeons Amusements	Ed Solly Brad Sturgeon
North Shore	L.W. Bonney and Sons East Coast Bays Towing Boat Haulage	
North Wellington	NZ Post Ltd	Tony Hill and Dean Bell
Otago	New Zealand Fire Service	Keith Maydon, Lindsay Rae, Mark Bradford, Ray Adams, Trevor Buchanan, Nigel Manson, Brett Delamere
Rodney	Hiway Stabilizers Mason Contractors	Chris Humphries
Rotorua Area	Trusts own truck	Allan White (own driver)
Southland	Trusts own truck	Owen Anderson, Neil Hodge, Robert Wilson, Richard Dillon, Roger Sutton, Brent Shepherd, Donald Hay, D T King Transport, Truck Stops, Central Southland Freight, McNeills, John Newman
Taranaki	Hookers Pacific TIL Freightling Ltd	David Jury
Waikato East	Murphy Buses Carters Construction of Waihi Carleys of Te Kauwhata Fonterra	Ian Murphy & Todd Murphy Warren Carter
Waipa/King Country	Owned by Trust Progress Transport	Ken Miller, Ken Shearer, Craig Stone, Barry Gadsden, Dennis Goodman, Michael Knowles Paul Bentham
Wairarapa, Tararua & Central Hawkes Bay	Stephenson Transport Ltd (Central Hawkes Bay) Higgins (Wairarapa)	Bruce Stephenson
Wanganui and Districts	Dave Hoskins Transport Ltd Kui Griffin & Co Ltd	Dave, Gwen, Darryl & Karl Hoskin Dave Griffin
Wellington City	NZ Post Ltd	Craig Johnson
West Coast		Warren Whitmore, Pat Walsh, Richard Tunnah, Russell Becker, Sid Steele, Kylee Beynon, Terry Weaver, Emmett Fortune, Ben Johnson, Tim Burden, Tony Routhan, Sean Climo
Western Bay of Plenty Region	Priority Logistics Page Earthworks Ltd Bosselmann Contracting Ltd Reads Transport Ltd	Clinton Burgess, Willy Shears Steve Page Mark & Sally Bosselmann Bruce Read, Neville Campion Chris Raymond, Matt Greenland, harley Roberts, Shane Putahi, Murray Bennet, Rodney Melgers Duane Bennet, Mark Goodwin, Sam Rowland, Mike King & Shaun Keepa
Whangarei	Stan Semenoff Transport	Charlie & Wilem



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