



ANNUAL REPORT

2021

Inspired Learning. Inspiring Lives.



Supporting the health and wellbeing
of 250,000 children each year



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OUR VISION

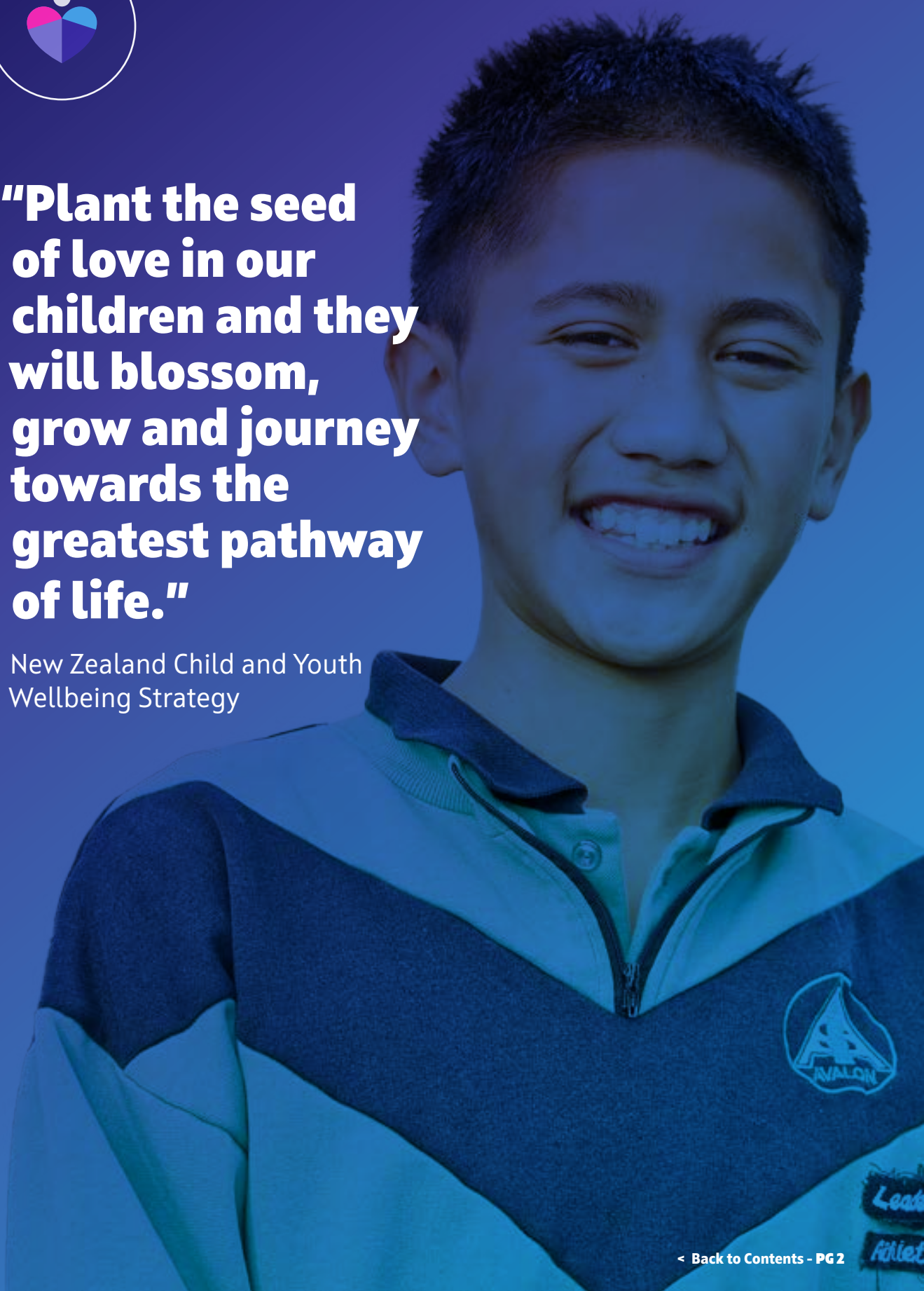
**Inspiring
tamariki and
rangatahi to
make positive
choices.**





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

New Zealand Child and Youth
Wellbeing Strategy



Young people in New Zealand face many significant health issues. Life Education provide tamariki and rangatahi with knowledge and strategies to help them make positive choices for their health and wellbeing. Along with our mobile classroom lessons and theatre programmes in schools, we provide professional development to teachers to support tamariki and their whānau.

TODAY'S CHALLENGES



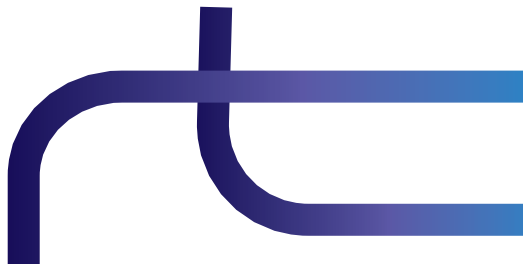
OBESITY

"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

More than one in four NZ secondary school students vape at least once a week. Of the nearly 20% vaping daily, 86% feel they are addicted. Those vaping several times a day are using high doses of nicotine.³

We teach about substances

We focus on the effects of alcohol, nicotine and other drugs. 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.



1. New Zealand Health Survey 2018/19.

2. The Youth '12 National Health and Wellbeing Survey of New Zealand secondary school students.

3. The ARFNZ/SPANZ vaping in NZ youth survey 2021



MENTAL HEALTH AND WELLBEING

"The proportion of young people with symptoms of depression has increased markedly from 13% in 2012 to 23% in 2019." ⁴

"New Zealand has the worst teen suicide rate in the developed world." ³

"90% of primary school leaders see anxiety as an issue for school children and of those, 38% see it as a significant issue." ⁵



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)." ⁶

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

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.

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.

4. The Youth 19 Rangatahi Smart survey

5. Life Education Trust report

6. Bullying in New Zealand Schools: A Final Report, Victoria University of Wellington. Vanessa A. Green et al. (2013).

CHAIR & CHIEF EXECUTIVE'S REPORT

ROB SIMCIC - CHAIR
JOHN O'CONNELL - CE

In 2021, Covid restrictions affected the whole country and our largest city was in lockdown for 181 days. For Life Education, that meant considerable periods not being able to teach or enter school grounds.

Two years ago, that concept seemed catastrophic, however, Harold has endured other tough years on our journey and his team of keepers and volunteers across the country have ensured we remain resilient and focussed on our vision.

Despite disruptions, we achieved outstanding engagement and our strategy to ensure we continue to be New Zealand's leading health education provider for our tamariki and rangatahi hasn't waived.

We're fortunate to have a National Board with a wide breadth of skills and aspirational thinking. During our annual planning process our Board comes together to consider our progress and explore opportunities to increase the reach, recognition and wider community impact of Life Education Trust. Our Board work plan is the net result of these sessions and has been responsible for the roll out of recent initiatives such as SMART\$ Financial Literacy programme, which so effectively uses Theatre in Education techniques to empower early teens to make healthy financial decisions.

This year we said farewell to Pat Seymour, who came to the end of her term on the National Board after 9 years of service, the last two as Chair. We recognise and thank Pat for her remarkable contribution to LETNZ, and acknowledge her ongoing contribution as Chair of LET Gisborne, East Coast and Wairoa.

Our succession plan saw former Deputy Chair, Rob Simcic, step into the role of Chair, with John Spring accepting the role of Deputy Chair. We also welcomed

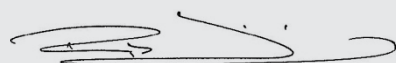
Dr Geoff Kira as a new Board member. Geoff is a senior Māori health researcher in the fields of exercise, nutrition, sleep, and specialises in the application of mātauranga Māori and science to maximise societal outcomes.

Independent evaluation and an evidence-based approach continues to be the backbone of our mahi. In these last 12 months, the NZ Council for Educational Research was commissioned to undertake an independent evaluation of our Healthy Harold programme and of SMASHED, our secondary school alcohol education programme. Impact Lab was commissioned to evaluate the outcomes of our SMART\$ programme. We also commenced our digital strategy development with Wavelength, part of Cognition Education.

Research NZ continues to manage our process of ongoing evaluation of our Healthy Harold programme, providing 'real time' feedback and monitoring to support our decisions and ongoing development.

Independent evaluation and funding free from content influence, leave us in a prime position to do the very best for our tamariki and rangatahi. Collaborative partnerships with like-minded organisations ensure we share our expertise and continue to explore new ways to support communities.

Of course 2021 also saw plenty of change across our 32 Regional Trusts as volunteer trustees and staff worked extra hard to deliver our Healthy Harold programme



ROB SIMCIC
CHAIR



JOHN O'CONNELL
CHIEF EXECUTIVE

across the motu. Our trustees and educators across our five Auckland Trusts in particular, deserve a special mention for coping so admirably with longer and more intensive Covid related disruptions than other regions. That said, there is no single region that hasn't been adversely affected by Covid restrictions and we wish to thank all of our volunteer Trustees and staff for their generous and unwavering commitment to our tamariki and rangatahi.

In 2021, our core business – Healthy Harold in primary and intermediate schools – achieved a remarkable number of 182,479 children still able to take part as we navigated lockdowns and restrictions. We can break that down to:

- Auckland, while in lockdown for more than 100 days, was still able to achieve 59% of what it did in pre Covid 2019
- The rest of the country achieving 86% of our 2019 outcomes.

For the first time, we also provided a series of teacher professional development seminars across the country in partnership with Anxiety New Zealand. Our goal is to ensure we are creating sustainable outcomes and ensure teachers are equipped to support tamariki and their whānau between our own teaching.

In our work with rangatahi we continued with our Year Nine programme, SMASHED, with a record number of students booked to participate before lockdowns disrupted delivery. Our SMART\$ programme (trialled in 2020) was launched with nearly 12,000 Year Ten students booked, surpassing our goal of 8,000. To support SMART\$, and again make sustainable change in schools from our teaching, we developed and trialled a financial literacy teacher seminar, with all Wairarapa secondary schools taking part.

Having the courage to charge on during this disruptive period has only been possible because of the loyalty and commitment of our funders and partners. Mainfreight, The Warehouse, The Tomorrow Project, our charity gaming partners, Z Energy, Baker Tilly, Apparel Master and our generous Harold Club members and other donors, all played a part in this year's journey and the difference we continue to make across NZ communities.

It was a pleasure to bring representatives from all of our Trusts together in Wellington over Matariki for our annual conference in July, especially after missing out in 2020. This was an opportunity to reconnect, to learn from each other and to celebrate the extraordinary service of so many wonderful people. Notably it was a real privilege to recognise five longstanding volunteer Trustees with Life Membership.

KEY HIGH- LIGHTS OF 2021 AT A GLANCE



Through the Healthy Harold Programme we supported schools during and after COVID-19 lockdowns with resilience tools and strategies.



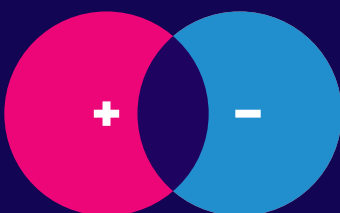
We launched Money Mojo professional development sessions supporting secondary school teachers to tie financial literacy education into their lessons.



In partnership with Anxiety New Zealand, we offered professional development session on supporting children with anxiety. 461 teachers across the country attended.



We formed new partnerships to support our teaching with Family Planning and Save the Children.

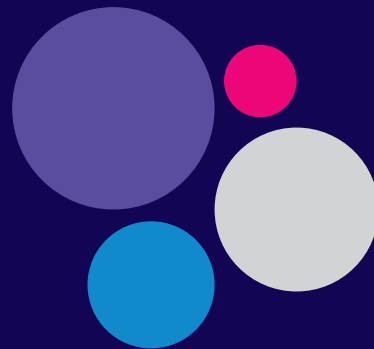


Our Educators expanded their knowledge with professional development sessions on nutrition, gender identity, child safety, Māori culture and anatomy.





We re-launched SMART\$, our theatre-in-education programme with a new storyline. Supported by The Reserve Bank of NZ, Booster and PMG Charitable Trust SMART\$ reached 7,936 rangatahi.



SMASHED, our alcohol and relationships programme, toured for the third year, reaching 13,224 Year Nine students.



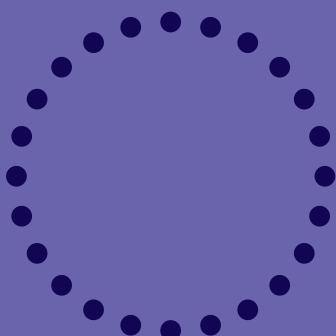
We reached over 186,000 tamariki and rangatahi through Healthy Harold, SMASHED and SMART\$.



We began work on a new secondary school theatre in education programme with a focus on the epidemic of vaping in our youth - launching in 2022.



We formed a new partnership with the Asthma and Respiratory Foundation, who will provide research and clinical advice to inform our new vaping programmes to be launched in 2022.



The NZCER evaluation of the Healthy Harold programme showed the relationships that the educators develop with the school, the staff, and the students are highly valued.



WHY WE EXIST

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 a 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

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.

OUR OUTCOMES FRAMEWORK



The objective of the New Zealand 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 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

We work with schools in each community to understand their unique health and wellbeing needs.

EDUCATE

We educate children and young people to build knowledge and skills.

SUPPORT

We support teachers with health education resources and expertise to enhance learning.

AVAILABLE

Provide timely accurate and relevant information for children and young people when they need it most.

ADVOCATE

From an evidence-based approach be an advocate and voice for children and young people in NZ.

COMMUNITY

Our decentralised community focussed approach forms strong community ties.

WE DO THIS THROUGH...

- A team of skilled, community-based Educators.
- A suite of online learning sites and resources.
- Collaborative community engagement through a shared planning process with each school.
- 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

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.

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.

Community research reporting trends in behaviour and attitudes of young people. Ministry of Health and the Youth 2000 series research are key evidence providers.

NMSSA Reports Ministry of Education capturing school's use of Life Education as expert provider to support their community.

Educators reporting improved knowledge and influences of attitudes. Evidence is captured and aligned to teaching plans as successful outcomes.

Student voice – children sharing their knowledge, perspectives and opinions.

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.

OUR JOURNEY 34 YEARS OF LIFE ED

1987

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



1990



Princess Anne opened the static classroom in Christchurch.

1992

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

1993

Shifted away from the Australian resources to develop our own.

1996

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

1998

Trevor toured and talked in communities about Life Education.

2003

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



1991

By now we had 12 mobile classrooms and Harold joined Thingy and Jason Gunn on after school TV.

1989

Dept of Education created a Curriculum Links booklet to help teachers prepare for visits and David Lange endorsed Life Ed.

1994

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



1997

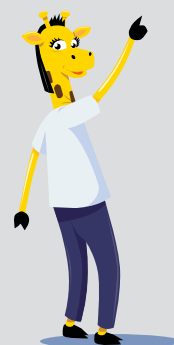
Westpac begin their journey as a sponsor for the next ten years.

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.



Looking back to celebrate what we have achieved



2007

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

2011

We now have 44 mobile classrooms across New Zealand.

2009

Harold is taken into space in the space shuttle.



2013

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

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.



2021

In response to school leaders' concerns about student anxiety, we developed professional development workshops for teachers 'Unpacking Anxiety at School'

2016

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

2017

Our 30th year since Trevor began!



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 HEALTHY HAROLD PROGRAMME



Our Educators visit schools around the country in our fleet of 45 mobile classrooms (or online), 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.



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.



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.



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.



OUR INTEGRATED APPROACH TO SUPPORTING SCHOOLS

**LIFE
EDUCATION**
Learning with Harold

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.



1

Schools book us
12 months in advance
to their visit.

2

Our Educators
liaise with teachers,
discussing potential
topics across our five
learning strands and
big questions.

3

Lessons are planned by
our Educators to meet
schools' individual
needs and teachers
are given classroom
resources.

4

Students attend two to
three lessons in mobile
classrooms with our
Educator and Harold.

5

Teachers provide
feedback on how we
meet their needs.

6

We review our practice
and resources to
reflect feedback and
changing needs.

7

Teachers access
our online portal
throughout the year
and integrate our
resources into their
classroom teaching.

8

Students continue
learning through
classroom resources
and at home with their
families using our
activity packs.



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.

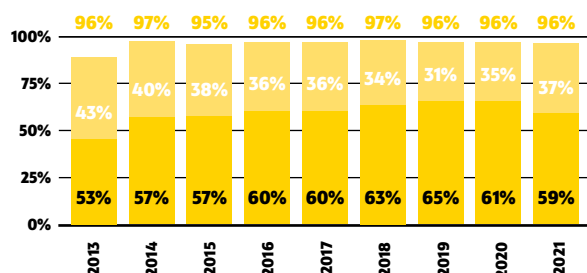
Teachers provide their feedback after lessons with Life Education through our portal which is independently managed by Research New Zealand. In 2021 our teacher feedback found...

AGREE

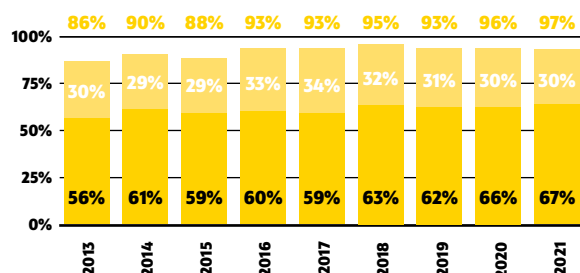
STRONGLY AGREE

WE MEET CHILDREN'S NEEDS

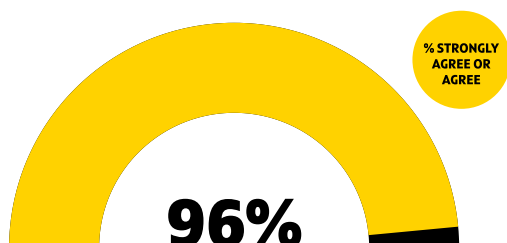
1. Life Education helps provide children in my school with the information they need to make positive decisions.



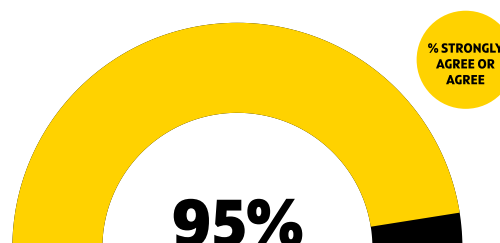
2. The Educator created and delivered lessons that met the needs of the children in my class.



SCHOOLS VALUE OUR WORK



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



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

HEALTHY HAROLD IMPACT

Teacher Feedback



"From the discussions about 'Feelings', which was one of our sessions, a few of my students were able to come forward and express their feelings about what was happening within their homes with family life that were upsetting them and after they shared and a few tears, they knew that it was ok to talk to someone safe about their problems."

Counties Manukau



**"Vaping
has become a
significant problem in
Rangiora community.**

The students are now armed with understanding and knowledge to make good decisions around their wellbeing and health."

Canterbury



**"Children with low
self-confidence are now
referring to themselves
as unique."**

Hawkes Bay



**"They are more
discerning of what
they do/use/play
online."**

Nelson

**"Students have and
continue to use strategies
to build resilience."**

Taranaki



"This visit happened
at the beginning of the year,
after lockdown and I noticed that
**IT RELAXED MY
STUDENTS AND IT HELPED
THEM TO BECOME A
CLASS."**

Rodney

76%

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.

BEST PRACTICE

Research has shown a co-design or shared planning process between an external education provider and teachers is critical to achieving effective education outcomes when external providers are used in schools.

In 2021, Life Education Trust commissioned the New Zealand Council of Educational Research (NZCER) to conduct an independent review of our Healthy Harold programme. The review focused on effective planning processes and the value Life Education adds to teachers and children's learning needs. NZCER found Life Education Trust used a process of co-design that provided flexibility and an education plan tailored to each school, so that the mobile classroom lessons were effectively incorporated into the classroom learning.



"Educators work collaboratively with schools by firstly identifying the needs of the school and the students, then co-planning lessons with teachers."

- NZCER

"Life Education Trust provides our school with yet another layer of resources, expertise, and insight into the concepts that our school and our community has deemed as the most important to cover. Our school recognises Life Education as a part of our community and provides us with a level of expertise that some of our teachers don't have. It supports them with their understanding. It allows our students and teachers to go away from lessons with a path of inquiry into concepts that we can develop further in a more in-depth way in our classrooms."

- School staff

ENERGY AND ENTHUSIASM

The NZCER review found school staff appreciate the expertise, energy, and enthusiasm of the Life Education Trust educators who come on-site to their school and reinforce important understandings about health and wellbeing. The relationships that the educators develop with the school, the staff, and the students are highly valued.



"The biggest part would be the expert knowledge they bring. The students see Life Education as someone who is coming in with expertise. It helps to bolster what we are saying, it gives that extra authenticity. She has really good resources and the kids love the interactive side of the bus. We can't offer that."

- School staff

NZCER reported that Life Education is seen as a complement to, rather than a replacement of, a school's health curriculum. The mobile classroom is seen by teachers as a safe environment where students feel comfortable and confident.

WHY SCHOOLS CHOOSE LIFE EDUCATION TRUST

LIFE EDUCATION
ARE EXPERTS IN CHILD
HEALTH EDUCATION

55%

THEIR LESSONS
HELP US REINFORCE
WHAT IS BEING TAUGHT
IN THE CLASSROOM

79%

● 1% DON'T KNOW

THEIR LESSONS
HELP US MEET SOME OF OUR
CURRICULUM REQUIREMENTS
FOR THE YEAR

71%

POSITIVE
PAST EXPERIENCES

81%



ONGOING IMPROVEMENT

The teachers interviewed had four main ideas for Life Education to enhance the programme:

1. To ensure that content and resources are up to date and relevant.

2. To ensure content and resources are at an appropriate level for students.



3. To incorporate more interactivity and movement into lessons.

4. To build the relationship with Life Education between visits.

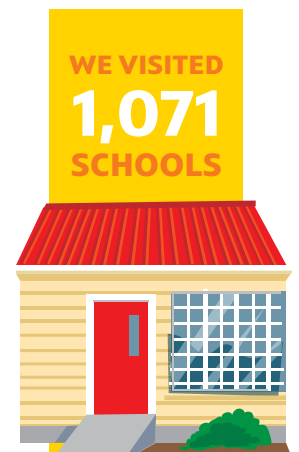
These suggestions will be explored in 2022.

HEALTHY HAROLD REGIONAL ACTIVITY

TRUST	SCHOOLS INVOLVED	LESSONS TAUGHT	CHILDREN TAUGHT
Auckland Central (6)	21	561	5474
Auckland West (5)	13	343	4628
Canterbury (27)	96	1744	18884
Central Plateau (15)	6	60	517
Coastal Otago (30)	46	648	5585
Counties Manukau (7)	60	1525	17144
Eastern Bay of Plenty (13)	24	346	3132
Far North (1)	27	300	3088
Gisborne East Coast and Wairoa (14)	39	386	3240
Hamilton (9)	13	299	3211
Hawke's Bay (16)	26	388	3980
Heartland Otago/Southland (31)	43	943	7049
Hutt Valley (23)	20	527	5174
Kapiti Horowhenua (21)	1	28	342
Manawatu (19)	42	601	6318
Marlborough (26)	56	502	4995
Mid and South Canterbury (29)	50	642	6638
Nelson/Tasman (25)	32	482	5247
North Shore (4)	22	873	9725
North Wellington (22)	21	465	5035
Rodney (3)	13	312	3339
Rotorua Area (12)	19	386	4151
Southland (32)	53	717	7190
Taranaki (18)	79	1049	11314
Waikato East (8)	48	513	4846
Waipa/King Country (10)	33	621	6290
Wairarapa Tararua & Central Hawke's Bay (20)	26	303	2311
Wanganui and Districts (17)	38	694	5003
Wellington City (24)	21	386	4102
West Coast (28)	35	468	3415
Western Bay of Plenty Region (11)	19	511	5545
Whangarei (2)	29	479	5148
	1,071	18,102	182,060



IN 2021

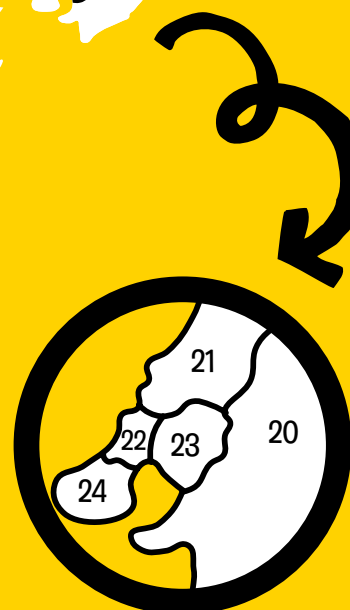


NORTH ISLAND

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 Taranua/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



We were pleased to reach more than 180,000 tamariki with our Healthy Harold programme in 2021, despite the interruptions of school closures during lockdowns. In a normal year, Healthy Harold reaches over 240,000 tamariki.





SMASHED

EQUIPPING OUR RANGATAHI
TO MAKE SAFE DECISIONS
AROUND ALCOHOL

TACTICS TO
MANAGE PEER
PRESSURE

THEATRE-IN-EDUCATION PROGRAMME

Changing the culture of underage drinking

SMASHED uses powerful live theatre and interactive workshops to engage secondary school students in learning about peer pressure, relationships and the dangers of consuming alcohol.

Young audiences follow three characters and witness 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 making positive choices.

SMASHED follows a harm minimisation approach, as recommended by the Ministry of Education*.

"It is best to approach alcohol education through health promoting messages, focusing on delaying use and reducing harm. For example: 'If you choose to drink, then drink safely.'"

More than 43,000 rangatahi across the country have participated in the SMASHED programme since Life Education Trust launched it in New Zealand in 2019. The programme is supported by The Tomorrow Project and the Lottery Grants Board.

The 2021 tour of
SMASHED was impacted by
COVID-19 restrictions,
but still reached
62 schools
and **13,224 students.**



More than
43,000 rangatahi
have participated
since 2019

*Alcohol and Other Drug Education Programmes – Guide for Schools, Ministry of Education 2014



Why alcohol education is important in New Zealand

While youth binge drinking has declined in New Zealand over the last decade, it still occurs more than in other countries and causes preventable physical, mental and social harm. *

*Youth 2000 Survey, 2019 Substance Use



While the legal purchase age is 18, we know drinking alcohol is common amongst young secondary school students: **48.8% of those aged 15 years or under 'currently drink' and 21.4% report they have participated in binge drinking in the last four 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 2011/2012, **one in five (19%)** New Zealanders aged 15 years or more who drank alcohol in the past year **has a potentially hazardous drinking pattern.**

Ministry of Health, 2013





IMPACT

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

83%

of students agreed it was 'a good way to learn about the dangers of underage drinking'

98%

of teachers agreed it is important that programmes like this exist in schools.

74%

of students knew where they could go to get help if they experienced problems with alcohol, an increase of 31% on pre-participation figures.

"I would just say no – if they don't accept my answer and try to pressure me then they aren't the type of friends I want to have."

A student describes how they would respond to pressure to drink alcohol after participating in SMASHED

95%

of teachers would like SMASHED to come to their school next year.

78%

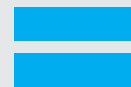
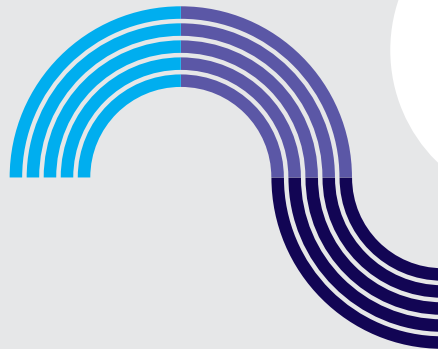
of teachers felt more confident in talking to young people about the dangers of underage drinking.



"Over the course of my 20-year teaching journey I have viewed many performances that do not hit the mark. SMASHED was relevant, engaging and "Kiwi". To be able to engage an audience of 200 Year Nine and Ten boys for an afternoon speaks wonders and I thought the performance was fantastic. The actors were professional, approachable and a credit to your organisation."

Year Nine Dean, Francis Douglas Memorial College .

Money Mojo



THEATRE-IN-EDUCATION PROGRAMME

Enhancing Financial Literacy

SMART\$ is an interactive programme designed to provoke thinking and conversation about everyday financial decisions impacting young people. Designed specifically for New Zealand rangatahi, Life Education trialled the programme in 2020. In 2021, based on feedback from schools, the performance storyline was simplified and interactive components increased.

The audience follows three characters as they reflect on financial decisions they made as young people and the subsequent impact. Concepts covered include saving, deferred payment schemes, credit cards and KiwiSaver. SMART\$ aligns with the New Zealand Curriculum and aims to increase young people's life skills and knowledge, enabling them to become confident managers of money and contribute to their communities.

To support teachers to reinforce learning after the performance, Life Education provide a teacher resource and a free trial of the Banquer online learning platform for secondary schools. In Banquer High, students explore financial concepts such as managing a budget, going flatting and investing through online simulation.



SMART\$ is supported by Reserve Bank of New Zealand, Booster and PMG Charitable Trust.



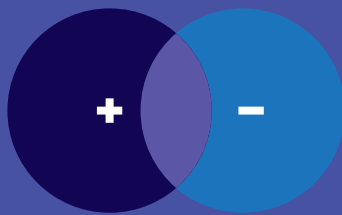
The 2021 tour of SMART\$ was impacted by COVID-19 restrictions, but was seen by 7,936 students.





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 teaching life skills. The poverty trap and intergenerational impact of poor financial skills is real. Without skills and knowledge to apply to real life situations involving financial decisions, strategies to lift household income will have limited impact.

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.



// **TEACHER**

"I think all topics covered were new to students and they didn't realise any of the consequences."



SMART\$ IMPACT

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

84%

of students said if they saw something online that they really wanted to buy, they would wait and save for it, compared to 68% before participating in SMART\$.

"Interest adds up really quickly!" - Student

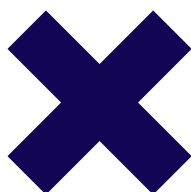
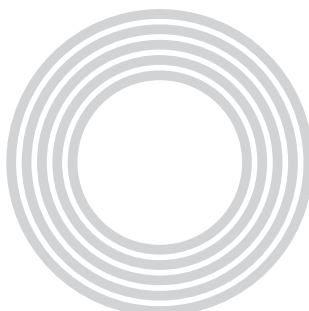
62%

said if they started a new job they would enrol in Kiwisaver, or that they had already enrolled, compared to 32% before participation.

"Slow pay or after pay is not as good as it seems." - Student

80%

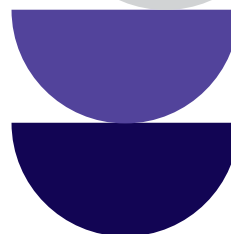
of teachers agreed or strongly agreed that their students would be more likely to make positive financial choices after participating in SMART\$.



"I learnt not to borrow money unless you know you can pay it back."
- Student



"Very clear messages about money safety." - Teacher



**Money
Mojo**

89% agreed or strongly agreed that SMART\$ explored issues that are relevant to this age group.

LIFE EDUCATION TRUST NZ
Inspired Learning. Inspiring Lives.

Teachers play an important role in shaping young people's attitudes, so it's important to equip them with knowledge and skills to support students to become smart with money.

Based on the success of SMART\$ and demand for further financial literacy education, Life Education developed and trialled a professional development workshop for teachers.

A workshop was held in Wairarapa in November, with all secondary schools participating. Feedback showed the teachers who participated felt more confident to have conversations about money with students.

"I saw some good modelling of how to have these conversations in an easy, non-threatening way."

"No matter what your stand point, area or focus in school, [financial literacy] is approachable for all teachers."

Guest speaker Irihapeti Edwards, a young financial analyst and Prime Minister's Scholar, says equipping teachers with the knowledge to teach financial literacy gives tamariki and rangatahi the best chance to thrive.

"Financial skills safeguard our interests and afford us a higher quality of life. Those who are financially savvy are often better prepared for the unpredictable."

Life Education intend to introduce sessions across the country in 2022, in conjunction with SMART\$.

UNPACKING ANXIETY AT SCHOOL

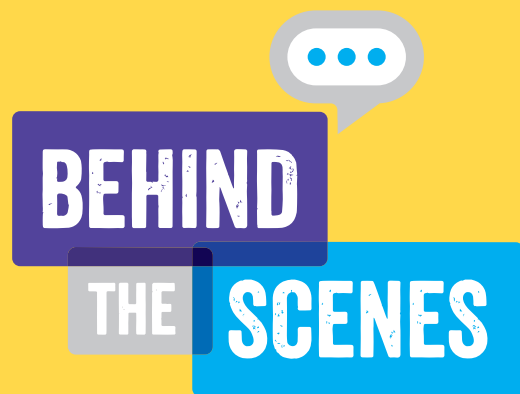
During 2021, Life Education's monthly outcomes reports showed anxiety was as an issue for 90% of schools. As a result of this growing concern, and with the support of Anxiety NZ, Life Education developed a series of nationwide teacher workshops.

The workshops offered insights into childhood anxiety and strategies to support anxious children, recognising that teachers are often the first port of call for families who are concerned about their child's emotional wellbeing or behaviour. More than 460 teachers attended the workshops and feedback was positive. Life Education will expand the series in 2022.



"Anxiety is often an obstacle to engagement in classroom activities. I thought I was being kind and understanding by letting students opt in or out of tasks but now I see that opting out all the time is not helping the students develop strategies to manage their anxiety. Rather than giving my students an out I learnt that I just need to find a different way to help them engage in taking that first small, supported, step."

"It's funny that I was there to seek advice and strategies for my students but I actually noticed that some of the these strategies will benefit me and my family as well. Thank you."



Vaping and social media influences

VAPING: THE NEW TEEN ADDICTION

Vaping has become a huge issue for schools, reflected in our monthly outcomes reports and in the report released by the Asthma and Respiratory Foundation and Secondary Principal's Association in 2021 which showed one in four students vaped at least once a week. This report showed students vaping several times a day were using high doses of nicotine.

Vaping is covered as part of the substances lessons in the Healthy Harold programme for primary and intermediate schools. In response to a request from several schools, some lessons were delivered to Year Nine students in Canterbury.

In 2022, Life Education Trust will include vaping education in four programmes.

- A new theatre-in-education programme concentrating on the impacts of vaping, Behind the Scenes, will be offered to secondary schools. The programme will be based on the Trust's successful alcohol education programme, SMASHED.
- Professional development workshops offered to teachers and whānau throughout New Zealand.
- Workshops with Year 9 and 10 students will be hosted by Life Education Trust specialist health educators at selected secondary schools.
- Vaping is a topic offered to schools in the Healthy Harold programme provided in mobile classrooms at primary and intermediate schools. New resources will be introduced in 2022.



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.

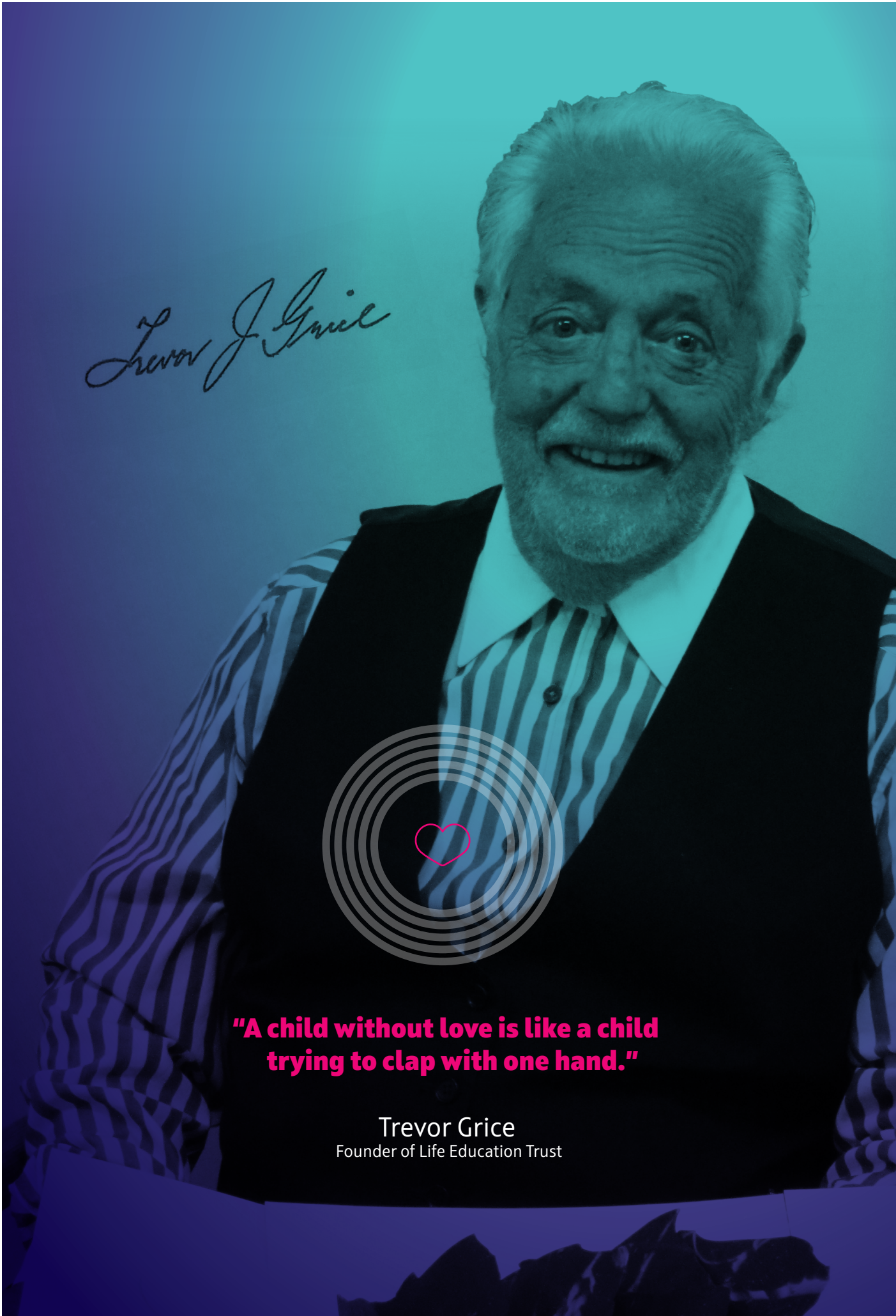
Trevor resigned from his job with the US Navy in May 1987, to start Life Education New Zealand. The following year, the first two mobile classrooms were imported from Australia to begin teaching children in Christchurch and Auckland.

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.

A portrait of Trevor Grice, an elderly man with white hair and a beard, wearing a striped shirt and a dark vest. The image has a teal and purple gradient overlay. In the top left, there is a handwritten signature "Trevor J. Grice". In the center, there is a graphic of concentric circles with a heart in the middle. At the bottom, there is a quote in red text and the man's name and title in white text.

Trevor J. Grice

**"A child without love is like a child
trying to clap with one hand."**

Trevor Grice
Founder of Life Education Trust

OUR PEOPLE

Our team of over 300 volunteer Trustees and 45 Educators give us their time, knowing their contribution is helping to make a difference to the lives of tamariki and rangitahi.

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

NATIONAL BOARD OF TRUSTEES

Chair, Rob Simcic

Deputy Chair, John Spring

Cameron Bagrie

Christine Goodin

Jeff Hart

Dr Geoff Kira

Dee Lambie

Graham Lawrence

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, Belinda Cordwell

Theatre-in-Education Co-ordinator, Cilla Bennett

Marketing and Communications Specialist, Hayley Sims

Content Specialist Lisa Crombie

Office Administrator, Abby Saywell

OUR PEOPLE ARE OUR MOST VALUABLE RESOURCE

OUR REGIONAL TEAMS

Trust	Chairperson	Educator
Auckland Central	Lance Hutchison	Nicole Fonua Sylvia Parke
Auckland West	Steven Khov Peter Young	Sophie Bell Sophie Gibbins
Canterbury	Dean Percy	Siobhan Cummings Louise Kidd Keri Dekkers Lauren Janata
Central Plateau	Brent Fryer	Leiset Gregory
Coastal Otago	Aileen Winmill	Maria Sinclair
Counties Manukau	Gavin Arnett	Natalie Coyle-Smith Mari Hetcher Carleen Craig Brittney Knight Kat Greenham Kate Pollard
Eastern Bay of Plenty	John Spring	Jacque Hendrikse
Far North	Diane Henderson	Shanna Forsythe
Gisborne East Coast and Wairoa	Pat Seymour	Beau Harrison
Hamilton	Melanie Rouse	Amy Lake
Hawkes Bay	Angela Williams	Anne Jamieson
Heartland Otago/Southland	Meghan Pagey	Pip Tisdall
Hutt Valley	Steve Graves	Andrea Young
Kapiti Horowhenua	John Granville	Rebecca Edmunds
Manawatu	Alexander Edmonds	Tim Jones
Marlborough	James Ryan	Genevieve MacDonald
Mid and South Canterbury	Jeff Paul	Jane Hooper Rudi Keggenhoff
Nelson/Tasman	Nigel Andrews	Ingrid Kemp
North Shore	Stu Farquharson Philip Taylor	Charlie Pollard Jenni Gilbertson
North Wellington	Allan Nichols	Marsha Chiet
Rodney	John Davies	Cindy Barrett
Rotorua Area	Jules McLaughlin	Katie Knapman
Southland	Jaime McNaught	Teresa Wallace
Taranaki	Matt Goodin	Megan Lilley Kaahuia Fuglistaller Donna Taunt
Waikato East	Keith Trembath	Mike Budd
Waipa/King Country	Joanne Wansbone	Nicky Wise Sarah Bolton
Wairarapa, Tararua and Central Hawkes Bay	Robyn Cherry-Campbell	Laura Wood
Wanganui and Districts	Mike Green	Mark Keelty
Wellington City	Todrick Taylor	Rachel McKinnon
West Coast	Fergal O'Gara	Nicola Minehan
Western Bay of Plenty	Astrid Martin	Chantelle Smith
Whangarei	Mike Procter	Nadine Campbell

MEET SOME OF OUR TEAM



"I always felt that because Life Ed had their own training programme and their own resources they gave us another dimension to offering the health curriculum to students and I still think that holds true. In fact, I think it's more so now, especially the way Life Ed has adapted to meet the way curriculum is developed in schools."

Ken Miller – Trustee

Life Education Trust Waipa/King Country

In his 36 years as a primary school principal, Ken Miller always made time for Life Education Trust to visit his schools.

"Every principal in the country gets dozens of different requests, but Life Education has consistently been the stand-out in terms of priority."

Ken was one of a group of principals in the Waipa/King Country area that worked to re-establish the local Life Education Trust in 2002 after it went into recess. Since then, it has gone from strength to strength, taking on a second Educator and mobile classroom in 2020 to ensure every school could be visited annually.

Ken uses a medical analogy to describe the Trust's work, likening the classroom teacher to a GP and Life Education Trust's Educators as specialists in the field of health education.

Ken is the first port of call for the Trust's two Educators, helping them with any professional concerns and providing a listening ear. His other responsibility on the Trust has been managing the movement of the mobile classrooms, owing to his background as a truck driver.

Ken was made a Life Member of Life Education Trust in July 2021.



"It doesn't matter where – a Christmas parade or marathon, they just go crazy. It's not just school aged children – its teens who remember what Harold did for them."

Diane Henderson – Chairperson

Life Education Trust – Far North

For Diane Henderson, making sure kids in the Far North get the same opportunities as other New Zealand children is a constant motivation. Diane has been Chair of the Far North Life Education Trust for 13 years and was recently made a life member of the organisation.

The Trust's area stretches across 200km and has a lot of smaller, remote schools.

"It's special that Life Ed makes the effort to visit those schools, because nobody else will. I know it has an impact in the schools."

When Diane joined the Trust in 2006, she was new to the region, but no stranger to the world of education. Diane had been teaching for 11 years and was introduced to the Trust by a principal she had relieved for.

"For me, it was a good fit. It was a way of getting to know more people, it was also good to get to know the other areas of the Far North."

She loves seeing children's excitement when they see Harold the Giraffe or the local Educator at community events.



"I'm very passionate about everything Life Ed do and stand for - engaging with tamariki and rangatahi is so vital and seeing the impact we have is unmeasurable."

Charnay van Rooyen – Executive Officer

Life Education Trust Hamilton

Charnay started working with Life Education in Marlborough, where she was also Executive Officer. She's proud of the work she did to raise awareness of the Trust during her short time in Blenheim.

"The community events we were able to do around this pandemic were well received and helped raise our profile, allowing us to gain some good sponsorship in return. I made some awesome friends in the process!"

Charnay's passion for community work evolved while she was working for Harcourts Taupo, where her marketing and admin role expanded to include community engagement, events, PR and marketing, hosting annual events to support causes for SPCA, Pink Ribbon, Daffodil Day, Plunket and many other local community groups.

"Ever since I have always seemed to gravitate in this direction and gained ample experience."



Wayne Goodwin – Volunteer truck driver

Life Education Trust Hamilton

Wayne is a familiar face around Hamilton primary schools – he's been moving Life Education's mobile classroom from school to school for 20 years. He's given a lot of his weekends up during that time, but he loves seeing students' faces when they see the truck. His daughter was one of many local children to benefit from Life Education lessons and is now a teacher at one of the schools he visits.



Chantelle Smith – Healthy Harold Educator

Life Education Trust Western Bay of Plenty

Chantelle joined Life Education in 2020 after teaching senior primary school students for 10 years. Born and bred on the Kāpiti Coast, Chantelle loved Life Education as a child and then as a teacher. She finds the Life Education classroom a dynamic environment to teach in and says students are as engaged as on a visit to Te Papa museum!

"I absolutely love that working for Life Ed allows me to travel to schools around the Bay of Plenty and make a positive impact in thousands of children's lives every year. It's awesome that I get to educate and inspire not only tamariki, but also teachers in a really fun and exciting environment. "



Dr Geoff Kira – Board member

Life Education Trust NZ

Geoff is a senior lecturer and public health scientist with Massey's School of Health Sciences and the newest member of Life Education's Board. His research focuses on interventions to positively impact unfair differences in health. He works with communities living in poverty and Māori health organisations to develop individualised ways to improve health equity.

"I joined the board because I felt that I could contribute to the expert knowledgebase that exists at Life Ed. But more than that, there is a genuine and desire from the board and the staff to bring relevant and transformative life-skills to kura and tamariki. I wanted to be part of that positive influence for hauora rangatahi."

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.

Every year Trusts are invited to nominate individuals for Life Memberships, Distinguished Service and Community Service Awards, which are presented at our annual conference in July.

Life Members

Our full list of awarded Life Members

Mark Biggs
Diane Henderson
Alison Gilbert
Mike Collins
Sheila Ellis
Ken Miller
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.

We appreciated being part of Z Energy's Good in the Hood campaign.

Our Charity Gaming partners, in particular Pub Charity, The Lion Foundation, Aotearoa Gaming 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)

Pub Charity	All Life Education Community Trusts
ARA Lodge No 348 Charitable Trust	Auckland Central
Baker Tilly Staples Rodway Auckland	Auckland Central
Craig Grylls	Auckland Central
Danielle Johnson	Auckland Central
Geoff and Renae Hipkins	Auckland Central
Hynds Holdings	Auckland Central
John & Leonie Hynds	Auckland Central
Joyce Fisher Charitable Trust	Auckland Central
Lightning Labels Ltd	Auckland Central
Masfen Foundation	Auckland Central
New Zealand Post	Auckland Central; Auckland West
NR & JH Thomson Charitable Trust	Auckland Central
Partridge Jewellers Ltd	Auckland Central
Rotary Club of Auckland East	Auckland Central
Rotary Club of Newmarket	Auckland Central
Terenzo Bozzone	Auckland Central
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; Hawke's Bay; Heartland Otago/Southland; Hutt Valley; Nelson/Tasman; Manawatu; Marlborough; Mid and South Canterbury; North Shore; North Wellington; 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
Lion Foundation	Auckland Central; Canterbury; Coastal Otago; Counties Manukau; Eastern Bay of Plenty; Far North; Gisborne East Coast and Wairoa; Hamilton; Heartland Otago/Southland; 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
Four Winds Foundation	Auckland Central; Auckland West; Canterbury; Counties Manukau; North Shore; Rotorua Area; Far North; Hutt Valley
Community Organisation Grants Scheme (COGS)	Auckland Central; Auckland West; Central Plateau; Counties Manukau; Canterbury; Eastern Bay of Plenty; Far North; Gisborne East Coast and Wairoa; Southland; Manawatu; Marlborough; North Wellington; Taranaki; Waipa/ King Country; Wanganui and Districts; Western Bay of Plenty; West Coast
Mt Wellington Foundation Ltd	Auckland Central; Counties Manukau
Mainfreight Ltd	Auckland Central; Hamilton
The Trusts Community Foundation	Auckland West; Canterbury; Counties Manukau; Heartland Otago/Southland; North Wellington; West Coast
Air Rescue	Canterbury
Aotea Electric	Canterbury

Aotearoa Gaming Trust	Canterbury; Central Plateau; Coastal Otago; Counties Manukau; Eastern Bay of Plenty; Heartland Otago/Southland; Manawatu; Mid and South Canterbury;
Barrer & Co	Canterbury
CBK Kaiapoi	Canterbury
Christchurch Casino Charitable Trust	Canterbury
Christchurch Mitsubishi	Canterbury
EB Milton Charitable Trust	Canterbury
Godfreys Law	Canterbury
Graham Consulting	Canterbury
James Maxwell Heron Trust	Canterbury
Kiwi Gaming	Canterbury
Mainland Foundation	Canterbury
Mainpower	Canterbury
Meta Digital	Canterbury
Rata Foundation	Canterbury; Marlborough; Nelson/Tasman
Riccarton Rotary Club	Canterbury
Road Transport Association	Canterbury
Rotary Club of Christchurch Sunrise	Canterbury
Selwyn District Council	Canterbury
The Mark	Canterbury
Waimakariri District Council	Canterbury
RD Petroleum	Canterbury; Heartland Otago/Southland; Southland
Audio Visual People	Central Plateau
Freedom Dance & Pilates	Central Plateau
Get Set Event Hire	Central Plateau
Lakeland Lions Club, Taupo	Central Plateau
Liquorland Taupo	Central Plateau
Mainstreet Pharmacy Group Taupo	Central Plateau
Mediaworks	Canterbury; Central Plateau
Purvis Family Trust	Central Plateau
Quality Print	Central Plateau
Stihl Shop Taupo	Central Plateau
Stuff- Taupo Times	Central Plateau
Tall Poppy Real Estate Taupo	Central Plateau
Taupo District Council	Central Plateau
Trust Waikato	Central Plateau; Waikato East; Hamilton
MBGuthrie Family Trust	Coastal Otago
Otago Community Trust	Coastal Otago; Heartland Otago/Southland
United Way	Heartland Otago/Southland
A-Jet Carpet Cleaners	Counties Manukau
Alterno Foundation	Counties Manukau
Auckland Airport	Counties Manukau
Blue Sky Trust	Counties Manukau
Blue Waters Community Trust	Counties Manukau
COGS Papkura Franklin	Counties Manukau
DGE Andrew Merritt & Grant Megson	Counties Manukau
Dragon Community Trust	Counties Manukau; North Shore
Franklin Local Board	Counties Manukau
Freemasons	Counties Manukau
Howick Local Board	Counties Manukau
iSignit	Counties Manukau
Lindsay Foundation	Counties Manukau; North Shore
Lottery Auckland Community Committee	Counties Manukau
Mai FM	Counties Manukau
Mangere-Otahuhu Local Board	Counties Manukau

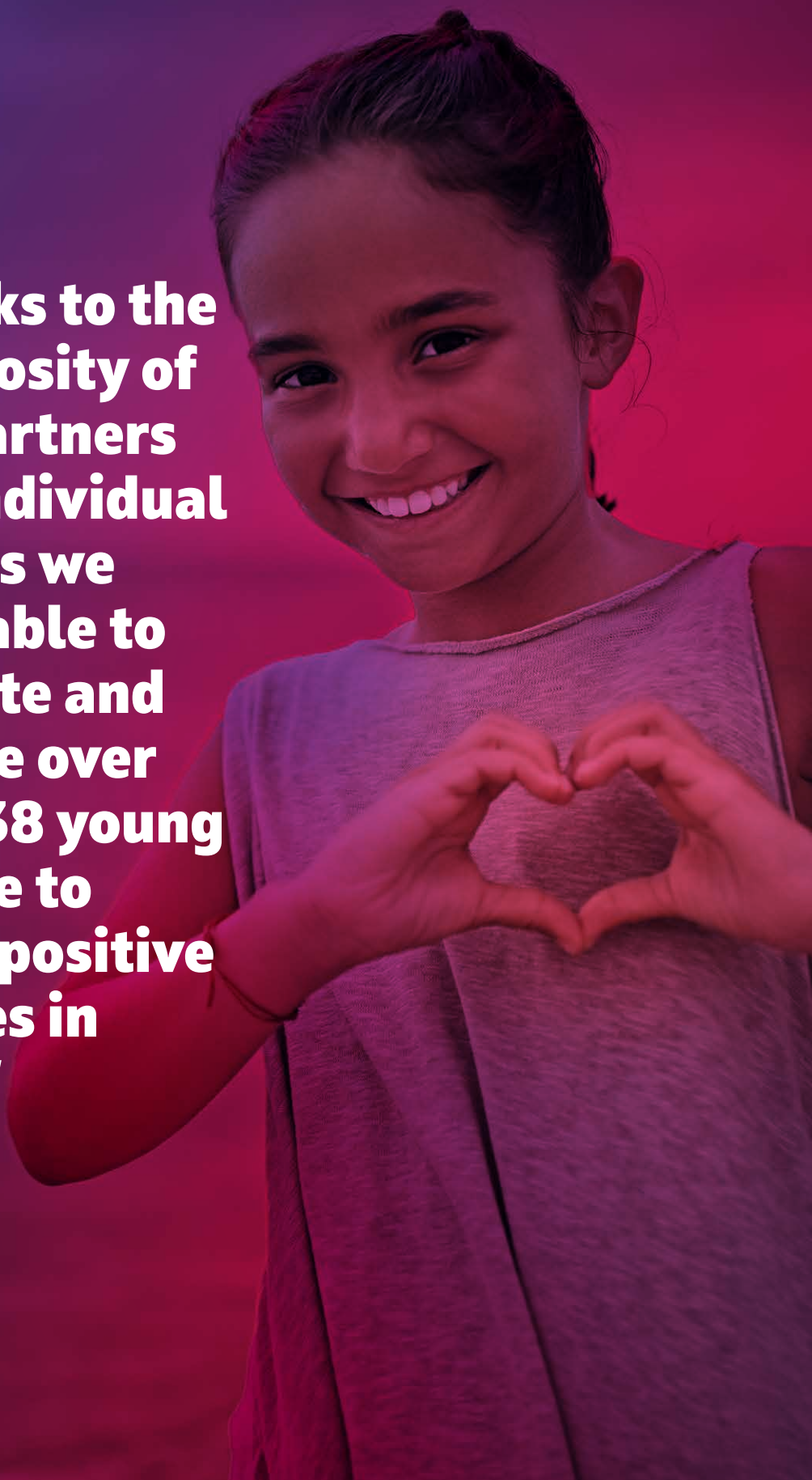
Manukau Local Board	Counties Manukau
Manukau Toyota Group	Counties Manukau
Manurewa Local Board	Counties Manukau
Maungakiekie-Tamaki Local Board	Counties Manukau
Milestone Foundation	Counties Manukau
Otara-Papatoetoe Local Board	Counties Manukau
Papakura Local Board	Counties Manukau
Potter Masonic Group	Counties Manukau
Pukekohe Toyota	Counties Manukau
Rotary Club of Half Moon Bay	Counties Manukau
Rotary Club of Manurewa-Takanini	Counties Manukau
Rotary Club of Pakuranga	Counties Manukau
Second Nature Charitable Trust & The Momentum Hub	Counties Manukau
Snap Printing	Counties Manukau
The Funfest Charitable Trust	Counties Manukau
Tip Top Ice Cream Fonterra	Counties Manukau
Z Energy- Kennerley Group (Wayne & Melanie)	Counties Manukau
Grassroots Trust Limited	Counties Manukau; Eastern Bay of Plenty; Gisborne East Coast and Wairoa; Waikato East; Waipa King Country; Western Bay of Plenty
Trillian Trust	Counties Manukau
Beacon Media Group	Eastern Bay of Plenty
Community Organisation Grants Scheme- COGS Mataatua	Eastern Bay of Plenty
Haddocks Spray Painters	Eastern Bay of Plenty
Waiotahi Contractors Bay of Plenty Ltd	Eastern Bay of Plenty
Pacific Toyota	Eastern Bay of Plenty; Western Bay of Plenty
AK Franks Trust	Far North
Far North District Council – Bay of Islands / Whangaroa Community Board	Far North
Far North District Council – Kaikohe / Hokianga Community Board	Far North
Far North District Council – Te Hiku Community Board	Far North
Foundation North	Far North
Sir John Logan Campbell Residuary Estate	Far North
Top Energy	Far North
Aratu Forests Limited	Gisborne East Coast and Wairoa
First Light Community Foundation	Gisborne East Coast and Wairoa
Mangatawa Beale Williams Memorial Trust	Gisborne East Coast and Wairoa
Rotary Club of Gisborne	Gisborne East Coast and Wairoa
Sunrise Foundation	Gisborne East Coast and Wairoa
Trust Tairāwhiti	Gisborne East Coast and Wairoa
Eastern & Central Community Trust	Gisborne East Coast and Wairoa; Manawatu; Wairarapa Tararua/ Central Hawkes Bay; Kapiti Horowhenua
D V Bryant Trust	Hamilton
Glenice & John Gallagher Foundation	Hamilton
Hamilton City Council Community Welbeing	Hamilton
Harcourts Hamilton Rentals	Hamilton
Internal Affairs - COGS	Hamilton
Sky City Hamilton Community Trust	Hamilton
Sunrise Rotary Club	Hamilton
Tindall Foundation	Hamilton
Waikato District Council	Hamilton
Waikato WDFE Karamu Trust	Hamilton

Gallagher Charitable Trust	Hamilton; Waikato East
Waikato Farmers Trust	Hamilton; Waikato East
Hawke's Bay Children's Holding Trust	Hawkes Bay
DIA COGS	Hawkes Bay
Napier City Council	Hawkes Bay
Royston Health Trust	Hawkes Bay
Trust House Community Enterprise	North Wellington; Wairarapa Tararua/Central Hawkes Bay
Central Lakes Trust	Heartland Otago/Southland
Clutha District Council	Heartland Otago/Southland
The Trust Charitable Foundation (Clutha & Mataura)	Heartland Otago/Southland
Kendons Chartered Accountants Ltd	Hutt Valley
T G Macarthy Trust	Hutt Valley
Tommy's Real Estate	Kapiti Horowhenua
Thomas George McCarthy Trust	Kapiti Horowhenua; Wairarapa Tararua/Central Hawkes Bay; Wanganui and Districts
Bayleys Marlborough	Marlborough
Blenheim Storage	Marlborough
Blue-Door-Grant	Marlborough
Cloudy Bay Clams	Marlborough
Fulton Hogan Ltd Marlborough	Marlborough
Laser Electrical	Marlborough
Lions Club of Blenheim	Marlborough
Marlborough District Council	Marlborough
MoreFM	Marlborough
Motorworld Blenheim	Marlborough
Pelorus Trust	Marlborough
Prisma Print	Marlborough
Ray White Blenheim	Marlborough
RedWood Trust	Marlborough
Transport Repairs	Marlborough
WK Advisors & Accountants	Marlborough
AD Hally Trust	Mid and South Canterbury
Alpine Energy Ltd	Mid and South Canterbury
Aoraki Foundation	Mid and South Canterbury
Central South Island Charity Bike Ride	Mid and South Canterbury
Lions Club of Ashburton	Mid and South Canterbury
Community Trust Mid and South Canterbury	Mid and South Canterbury
Waimate Volunteer Firefighters	Mid and South Canterbury
Cephas Trust	Nelson/Tasman
Fitzgerald Construction Ltd	Nelson/Tasman
Nelson Building Society	Nelson/Tasman
Nelson Pine Industries	Nelson/Tasman
Radio Network	Nelson/Tasman
Sollys Contractors	Nelson/Tasman
Sportswise Signz and Graphics	Nelson/Tasman
Sturgeon Amusements	Nelson/Tasman
TNL Group	Nelson/Tasman
Wairoa Warriors	Nelson/Tasman
Albany Toyota	North Shore
ANZ Staff Foundation	North Shore
Hutt Mana Charitable Trust	North Wellington
Nikau Foundation	North Wellington
Rotary Club of Plimmerton	North Wellington
Rotary Club of Tawa	North Wellington
Constellation Community Trust	North Shore
Infinity Foundation	Rotorua Area
Rotorua Area Energy Charitable Trust	Rotorua Area
Sue Baty Chartered Accountants	Rotorua Area

Edendale Veterinary Club	Southland
ILT Foundation	Southland
Invercargill Licencing Trust	Southland
Invercargill Sunrise Rotary	Southland
McNeill Distribution	Southland
Northern Southland Development Fund	Southland
Ohai Railway Board	Southland
Rural Woman New Zealand - Central, Mid East, Southland and Western Provincials	Southland
Southland District Council	Southland
The Southern Trust	Southland
Truck Stops	Southland
Community Trust of Southland	Southland; Heartland Otago/ Southland
Joe's Garage Charity Riders	Taranaki
New Plymouth City Council	Taranaki
New Plymouth District Council	Taranaki
Shining Peak Brewery	Taranaki
Staples Rodway Ltd	Taranaki
TIL Freightling Limited (Hooker Pacific)	Taranaki
Toi Foundation	Taranaki
New Zealand Community Trust	Canterbury; Taranaki; Wanganui and Districts
First Sovereign Trust Limited	Waikato East
Hauraki District Council	Waikato East
Matamata Piako District Council	Waikato East
Thames Coromandel District Council	Waikato East
Valder Trust	Waikato East
Valley Toyota	Waikato East
Davies Family Trust	Waipa/King Country
Frances Skeet Charitable Trust	Waipa/King Country
Pak'n Save Te Awamutu	Waipa/King Country
Trillian Trust	Waipa/King Country
Waipa Networks	Waipa/King Country
Zuru Toys - Anna Mowbray	Waipa/King Country
Higgins Masterton	Wairarapa, Tararua & Central Hawkes Bay
Mars Petcare	Wanganui and Districts
Whanganui Community Foundation	Wanganui and Districts
Tommy's Real Estate Wellington	Wellington City
Bathurst Resources Ltd	West Coast
Blackadder Trust	West Coast
Development West Coast	West Coast
Grey District Council	West Coast
Grey Ford	West Coast
Rosco Contractors Ltd	West Coast
Westfleet Seafoods Ltd	West Coast
Grace Hospital	Western Bay of Plenty
Tauranga Energy Consumer Trust	Western Bay of Plenty
The Wright Family Foundation	Western Bay of Plenty
Stan Semenoff Transport Ltd	Whangarei
Summit Chartered Accountants Limited	Whangarei
Oxford Sports Trust Inc	Whangarei; Far North



"Thanks to the generosity of our partners and individual donors we were able to educate and inspire over 233,038 young people to make positive choices in 2021."



VOLUNTEER TRUCK DRIVERS

TRUST	TRANSPORT COMPANY	OWNER, DRIVERS & CO-ORDINATORS
Auckland Central	Mainfreight	Ritesh Sharma, Jareth Wong
Auckland West	New Zealand Post	Wayne Jordan, Ryan Beale and Devenesh
Canterbury	TMC Trailers	Paul Currie
	Hiltons Haulage	Murray Young
	NZ Express Transport	Joey Young
	Transport Ranglora	Murray Pascoe
	RTA	John Bond
	Heavy Diesel Parts & Services	Jim Garters
	Harry Rutledge	
Central Plateau	Mainfreight Taupo	Nick Hyde
	Ongarue Transport, Taumarunui	Darryl Gulbransen
	Tirau Earth Movers, Putaruru	Steve Ensor
	Lincoln Logistics, Tokoroa	Gavin O'Donahue
	Kernohans Contractors Turangi	Jeff Kernohan
	Central Transport Ltd	Jason Gordon
	Volunteers	Dave Wilding
Coastal Otago	Dynes	Des Morris
	Rural transport	Kent Rowland
		Jeff Winmill
Counties Manukau	Owens Transport Limited	Tim Hayward
	TR Group	Hamish Quinn
	NZ Post	Bipendra Ram, Devenesh Dev, Ryan Beale
	Riordan & West	Dave West, Kat West
	Angel Transport	Ifraaz, Ayna & Mohammed Shamin
Eastern Bay of Plenty	Waiotahi Contractors Bay of Plenty Ltd	Shareholders and a dedicated team of drivers
Far North		Wayne Henderson, Charles Stewart
Gisborne East Coast and Wairoa	QRS Wairoa Transport	Terry Warren, Kevin McKay Cartage
	Downers Gisborne	
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	
Hutt Valley	MJH Engineering Limited	
Kapiti/Horowhenua	Goodmans Contractors Ltd Waikanae	
	Emmerson Transport Ltd Levin	
Manawatu	TruckStops (NZ)	
Marlborough	TNL (Marlborough)	Nick Hyde
	Coles Contracting Ltd (Murchison)	
	Fissenden Bros Ltd (Kaikoura)	
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	Steve Ensor
	Mayfield Transport	Raymond Lincoln
Nelson/Tasman	TNL Group	
	Sollys Contractors	Ed Solly
	Sturgeons Amusements	Brad Sturgeon
North Shore	L.W. Bonney and Sons	
	East Coast Bays Towing	
	Boat Haulage	
	Fulton Hogan	
	Hiway Stabilizers	
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* Buchanan, Nigel Manson, Brett Delamere
Rodney	Hiway Stabilizers	Chris Humphries
	Mason Contractors	
	Golden Contracting	
Rotorua Area	Trusts Own Truck	Allan White (own driver)
Southland	Trusts Own Truck	Maurice Lindsay, Nathan Parris, Owen Anderson, Robert Wilson, Richard Dillon, Roger Sutton, Brent Shepherd, Donald Hay, John Newman, Truck Stops, Central Southland Freight, McNeill Distribution
Taranaki	Hookers Pacific	David Jury
	TIL Freightling Ltd	
Waikato East	Murphy Buses	Ian Murphy & Todd Murphy
	Carters Construction of Waihi	Warren Carter
	Carleys of Te Kauwhata	
	Fonterra	
	Tony Richards Toyota	
Waipa/King Country	Trust's own truck	Ken Miller, Ken Shearer, Craig Stone, Dennis Goodman, Michael Knowles
	Progress Transport	Paul Bentham
Wairarapa, Tararua & Central Hawkes Bay	Stephenson Transport Ltd (Central Hawkes Bay)	Bruce Stephenson
	Higgins (Wairarapa)	
Wanganui and Districts	Dave Hoskins Transport Ltd	Dave, Gwen, Darryl & Karl Hoskin
	Kui Griffin & Co Ltd	Dave Griffin
Wellington City	NZ Post Ltd	Bruce McKay
West Coast		Warren Whitmore, Richard Tunnah, Russell Becker, Sid Steele, Kylee Beynon, Emmett Fortune, Tony Routhan, Sean Climo, Steve Hutt, Terry Pugh, Kris Marris
Western Bay of Plenty	Priority Logistics	Ricky Clark
Whangarei	Stan Semenoff Transport	Charlie & Wilem



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