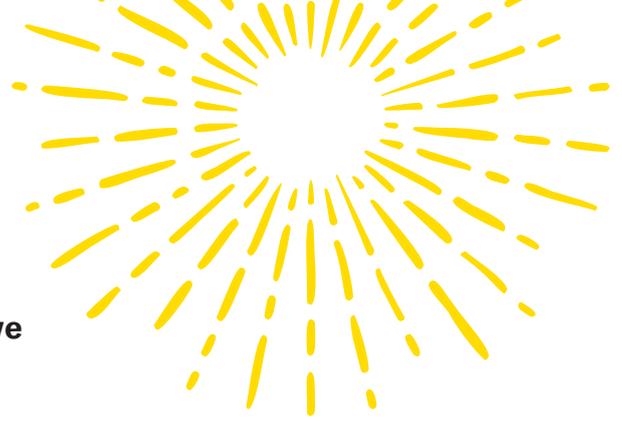


# OUR VISION

Inspiring tamariki and rangatahi to make positive choices.



# OUR PHILOSOPHY

is based on three principles...

## YOU ARE UNIQUE

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

## THE HUMAN BODY IS MAGNIFICENT

We capture children's imaginations using technology that shows them the magnificence of the human body, how it functions and what its needs are.

## We need to SUPPORT & RESPECT

each other, because of the delicate and complex nature of life.





# WHO WE ARE

**Life Education exists to empower children with the knowledge and confidence to make healthy decisions for themselves. Our vision is that children will reach their full potential and our philosophy focuses on the well-being and mental health of children.**

We work with schools to reach children through the Health Science topic that is part of the New Zealand Curriculum. What we teach is always evolving - as the needs of children are, so our programmes are delivered in state-of-the-art mobile classrooms by Educators who are qualified teachers. The mobile classrooms are fitted with technology that provides a unique learning environment through audio-visual materials, interactive models (including a talking brain) and Harold, the Giraffe.

Since commencing in May 2006, Marlborough's mobile classroom has visited some 99% of the primary and intermediate schools in the Marlborough region, including Rai Valley, the Marlborough Sounds, Kaikoura, and in 2010 we extended into the Hurunui region. As we are a not-for profit organisation our programme is dependent on the support of a small but vital group of local sponsors whose contributions by way of funding services help us deliver the programme to schools at a highly subsidised rate so that all pupils have the opportunity to attend.

# OUR VALUES

We are committed to providing positive health-based education in a way that ensures we remain:

## AUTHORITATIVE

Updating our knowledge and expertise to ensure we are meeting the needs of children.

## TRUSTED

At all times we act with integrity, professionalism and can be relied upon.

## Non-Judgemental

In all our efforts we will remain inclusive, caring and respectful – driven by our belief that every child is precious, and deserving of love.

## Inspirational

We will be innovative and challenging to ensure we capture the imaginations, hearts and minds of our children and our partners. We aspire to continuous improvement to bring fresh thinking and innovative delivery of life skills to children.

## ENABLING

Our focus is on ensuring children are enabled through health-based education, and our volunteers and staff feel enabled and supported in the work they do to achieve our purpose. We value our people and their time.

## DEDICATED

We are determined to make a difference; to remain energetic and focused on fulfilling our vision.

## Independent

Ensuring we can never be captured by political, educational or funder ideologies.





**TREVOR GRICE**

# OUR FOUNDER



**Trevor was born in Christchurch in 1932, the sixth of seven children. Just before his fifth birthday his father was tragically killed at work. Shortly after, Trevor was admitted for several months to Cholmondeley Children's Home, his admittance notice read 'malnourished and no shoes'.**

After these months in care Trevor returned to his family home and resumed his schooling, first at St Annes School and then at Xavier College.

World War II was having its impact on many families; in the absence of male relatives Trevor worked to support his family at a milk round before school. Moving on after college to Christchurch Polytechnic he achieved the certification necessary to take up a cadetship with the NZ Post Office, becoming a senior telegraphist.

In 1967 he joined the United States Antarctic Program base at Christchurch Airport (Operation Deep Freeze) as a Supply Officer. Over the ensuing years Trevor became increasingly involved with managing issues that arose with service men and women on the ice in Antarctica. Moving to the role of Executive Administrator for NZ Affairs, his duties now included responsibility for the recognition and treatment of drug and alcohol dependencies. The US Navy provided opportunities for him to attend various treatment centres and institutes in America for continued education. It was through this avenue of his work that Trevor developed a reputation as a family crisis counsellor.

Early in 1987 Trevor was approached to bring the Australian Life Education programme to New Zealand. Trevor travelled to meet with the founder, Ted Noffs', wife Margaret (Ted was in hospital having suffered a severe stroke) and spent a week reading Ted's books, meeting with programme and sponsor personnel and sitting in on classes.

As Trevor read, he fell in love with the idea of Life Education. Central to both his medical training and the Life Education programme was an understanding of the 'three pound universe', the human brain. The idea that children could be given so much knowledge and empowerment was revolutionary.

In May 1987 he resigned from his job with the US Navy to work for Life Education New Zealand. Fast-forward ten years and more than 30 regional Trusts had been established and \$30m had been raised as Trevor shared his vision and enthused volunteers nationwide. This resulted in 200,000 children a year taking part in lessons in mobile classrooms. In 1996 Trevor and Tom Scott, along with the Publishing Trust, produced their NZ best seller "The Great Brain Robbery". It has subsequently been translated into several languages and is globally available.

In 1997 Trevor was made a Member of the NZ Order of Merit (MNZM) and in 2000 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 and in 2010 was further recognised as a Companion of the New Zealand Order of Merit (CNZM).

The founding and current Trustee of Life Education Trust (NZ) Trevor retired from his 'day job' with Life Education in 2014 at age 82. Trevor is still very much a part of Life Education.

# WHAT LIFE EDUCATION MEANS TO PEOPLE

## What schools around Marlborough have to say:

“What an amazing facilitator. Cannot say enough good things about how she works with the children.”

“An enthusiastic and professional teacher who delivers the programme really well to the children.”

“High-quality teacher, well trained and flexible.”

“Our facilitator [Educator] was excellent- as always. Extremely professional, enthusiastic, skilled and knowledgeable in the content. She teaches at the students level and relates to children of all stages and ages. Although this visit was not in the learning mobile classroom due to Covid, the mobile classroom is definitely a point of interest for the children who love to visit and learn from a new location. Harold!!! The children always eagerly await Harold's possible visit.”

“Real life contexts - originality of delivery - great use of mobile classroom technology.”

“Strong links to the curriculum and links to the children's' interests/ ages and stages. (Springlands)”





"I had to laugh today as we were doing an activity in maths where students have to identify which of four shape doesn't belong and why, but any of them might not belong for different reasons. A few students were quick to point out that because all answers are correct, any idea is 'not wrong just different'. Then, as I popped onto Google Classroom this evening, I noticed a student had added a video of you and Harold from lockdown - you've had a huge impact on them over the years! Thanks"

**Rebecca - St Mary's School**

"Our facilitator/Educator was excellent- as always. Extremely professional, enthusiastic, skilled and knowledgeable in the content. She teaches at the student's level and relates to children of all stages and ages. Although this visit was not in the learning mobile classroom due to COVID, the mobile classroom is definitely a point of interest for the children who love to visit and learn from a new location. Harold!!! The children always eagerly await Harold's possible visit."

**Recent school visit**



# CHALLENGES FACING CHILDREN AND ADOLESCENTS TODAY

THESE CHALLENGES SHAPE OUR FIVE TEACHING STRANDS. THEY ALL INTERWEAVE BECAUSE HEALTH AND WELL-BEING ARE RARELY ISOLATED TO A SINGLE TOPIC.

## OBESITY

"One in nine children (aged two to 14 years) are obese and a further 21% of children are overweight. Within that, 15% of Māori and 30% of Pacific children are obese."<sup>1</sup>

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



### WE TEACH FOOD & 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.

21%

## 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."<sup>2</sup>



### WE TEACH SUBSTANCES

We focus on the effects of alcohol and other drugs, both legal and illegal. Children learn how to identify the difference between helpful and harmful drugs, how drugs can change the way the mind and body works and the impact drugs can have on people's lives. Children explore the power of advertising, peer pressure and social influences. We want to empower children to make informed decisions as they enter their teenage years.



## MENTAL HEALTH & WELL-BEING

“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.”<sup>3</sup>

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



## WE TEACH RELATIONSHIPS & COMMUNITIES

This strand focuses on connecting and relating to others. Lessons look 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).”<sup>5</sup>

“Nearly one in ten students have been afraid that someone would hurt or bother them in the past year.”<sup>2</sup>



## WE TEACH IDENTITY & 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. Annual Update of Key Results 2015/16 New Zealand Health Survey.
2. The Youth ‘12 National Health and Well-being 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. Phillippa C. Diedrichs et al. (2015).
5. Bullying in New Zealand Schools: A Final Report, Victoria University of Wellington. Vanessa A. Green et al. (2013).

# LIFE EDUCATION AND THE NEW ZEALAND CURRICULUM

Life Education provides opportunities to develop the following New Zealand Curriculum values:

**FOOD & NUTRITION**

**HUMAN BIOLOGY**

**RELATIONSHIPS & COMMUNITIES**

**IDENTITY & RESILIENCE**

**SUBSTANCES**

**KEY COMPETENCIES IN THE NZ CURRICULUM:** Managing Self | Relating to Others | Participating & Contributing | Using Language, Symbols & Text | Thinking

**HEALTH & PHYSICAL EDUCATION LEARNING CONCEPTS:** Hauora | Attitudes & Values | Socio-Ecological Perspective | Health Promotion

Food & Nutrition  
Balanced Diet  
Anatomy and Physiology  
Physical Development and Growth  
Food Sources  
Food Packaging  
Influences on Food Choices



Body Care and Physical Safety  
Sexuality Education  
Basic Needs and Body Care  
Anatomy and Physiology  
Physical Development and Growth  
Physical Safety  
Stress Management  
Pubertal Change



Mental Health  
Sexuality Education  
Body Care and Physical Safety  
Conflict Resolution  
Leadership and Teamwork  
Friendships  
Decision Making  
Digital Citizenship (e.g. cyber safety)  
Emotional Safety  
Citizenship  
Rights and Responsibilities  
Peer Pressure

Mental Health  
Sexuality Education  
Body Care and Physical Safety  
Feelings and Emotions  
Emotional Changes and Growth  
Citizenship  
Conflict Resolution  
Personal Identity, Reputation and Selfworth  
Stress Management  
Resilience  
Self Management and Goal Setting  
Positive Sexuality

Mental Health  
Body Care and Physical Safety  
Decision Making  
Different Drugs and their Effects  
Relationships  
Physical Safety  
Anatomy and Physiology  
Self-efficacy and Assertiveness



**LINKAGES TO OTHER AREAS OF THE CURRICULUM:**

**SCIENCE**

**SCIENCE**

**SOCIAL SCIENCES**

**SOCIAL SCIENCES**

**SCIENCE & SOCIAL SCIENCES**

# LIFE EDUCATION'S GRADUATE PROFILE

# TEAM HAROLD



**BY THE END OF YEAR 8  
TEAM HAROLD MEMBERS WILL BE:**

## **PROUD**

of their identity  
and confident in  
who they are.

## **CONNECTED**

and engaged with  
the world.

## **RESPECTFUL**

of themselves,  
others and the  
environment.

## **EMPOWERED**

to make healthy,  
informed choices.

## **CURIOUS**

and have  
inquiring minds.

**WHY WE USE HAROLD AS A ROLE MODEL:**



**There are very  
good reasons why  
Harold the Giraffe  
was chosen to be  
the Life Education  
figurehead.**

Giraffes are  
gentle, caring  
animals that live  
in families and  
work together.

To remind  
children to  
stand tall like  
a giraffe.

As like humans,  
giraffes are all unique;  
they have different  
spot patterns just  
like each person has  
different fingerprints.

Giraffes are very  
careful about what  
they eat and only  
put fresh food into  
their bodies.

# WHY OUR VALUED SUPPORTERS CHOOSE TO GIVE

"We have been involved with Life Ed since it first came to Marlborough. We were asked if we could help out with sponsorship to get the concept up and running in our province. At the time I had 4 children at primary school and the idea seemed like a no brainer.

There was a very limited curriculum within our mainstream education system, not varying too much from the basic reading, writing, and arithmetic. The concept of what Life Ed was all about was very appealing to support. Covering education topics such as Nutrition, Substance abuse, Mental health & Wellness, and Bullying are all added value subjects for our young children to learn and start to become aware of.

Now my children are all young adults, they often recall some of the lessons learned with Harold as they navigate through what seems to be more complex life issues nowadays.

We are very fortunate at Laser Electrical to be able to help out as we have Tradespeople all over our province at any given time. For us, we can attend a breakdown to the classroom relatively quickly and get them back up and running.

I take my hat off to the Life Ed Trust team and for the fine work they do to keep the classroom going for our children. I would encourage everyone to support the trust and help out where you can. Their work goes a long way for our people."

**Brendon Adams - Managing Director,  
Laser Electrical Blenheim**

"Education is key to creating sustainable communities. Through our support of the Life Education Trust, Fulton Hogan is helping to improve the learning opportunities for kids.

Health-based education provides children with important knowledge and skills around important life subjects, empowering them to have a voice. This knowledge and skills is also transferable to their whānau and community.

Fulton Hogan believe everyone should have the opportunity to learn and reach their full potential.

The values of Life Education aligns with Fulton Hogan's REAL values (Respect, Energy and Effort, Attitude and Leadership) - all vital to the learning environment.

Through our sponsorship, we are supporting the Marlborough community, education, and the wellbeing of our future generations.

**Lourens van der Vyver - Regional Manager - Fulton Hogan**

# LIFE EDUCATION Marlborough's FUTURE GOALS

Currently we engage with around 99% of the schools in Marlborough. Our goal is to see every child, every year.

We will achieve this by focusing on our points of difference, which are:

- Our skilled, registered Educator forms strong relationships by working directly with each school
- Our reach – we are already respected by the schools who choose to use Life Education and they are excellent advocates
- Our philosophy and the unique learning experience offered through our mobile classrooms
- Our volunteer hours, which ensure administration costs are minimal.

Our critical success factors to reach our goal are:

- Having a sustainable and effective Trust to maximise the use of our classrooms
- Placing specialists in schools who are at the forefront of education practice
- Being future and technology focused
- Ensuring sufficient, diversified income to enable us to continually improve and remain relevant
- Developing partnerships
- Ongoing independence from Government contracts and remaining true to our purpose.



# YOU CAN HELP LIFE EDUCATION Marlborough REACH THEIR GOALS

## PERSONAL GIVING

Bespoke recognition of personal gifts can be developed in partnership with the contributor. Personal donations made to Life Education may qualify for a 33.3% tax rebate, up to the taxable income of the donor. Some people prefer to manage their giving by making annual pledges over a specific period, for example three years. We welcome this approach.

If you would like to talk to us about how to structure a gift, and how that giving is affected by the rebate, please get in touch. For professional advice, we recommend contacting your financial advisor.

### Example of Tax Effective Giving:

Pledge	Tax Rebate	Net Cost to Donor
\$5,000	\$1,665	\$3,335
\$10,000	\$3,330	\$6,670
\$20,000	\$6,660	\$13,340
\$50,000	\$16,650	\$33,350



## BUSINESS PARTNERSHIPS

Life Education Marlborough has considered a number of benefits and alignments for businesses who choose to partner with us.

Unique and highly leverageable opportunities can be created in recognition of support. Packages will be tailored and presented for the consideration of your business.

We would love the opportunity to discuss in person the most effective way to give to Life Education Marlborough and to answer any of your questions in greater detail.

### GIVE TODAY!

You can donate simply and safely today by depositing funds directly into the Trust's account: 03 1355 0613206 00

Please email [charnay.lifeed@gmail.com](mailto:charnay.lifeed@gmail.com) to inform us of your donation so we can issue you a receipt and acknowledge your gift.

Life Education Marlborough is registered with Charities Services (CC22853) and is authorised to receive donations by way of IRD Donee Organisational Status.

**For 14 years Life Education has been an integral part of the lives of children in Marlborough and it has constantly evolved and adapted to ensure it always meets the needs of those it serves. Without Life Education, Marlborough kids wouldn't have the chance to take part in in-depth learning about the key life skills and situations that will help to shape them and our future communities.**

**It costs more than \$120,000 per year for The Life Education Marlborough Trust to provide its valuable services. With no Government funding, it is vital that the community served by Life Education helps them to deliver their programmes. To continue to deliver their exceptional experiences, Life Education needs your support to remain relevant, while extending its reach to impact more children.**

**By giving to this cause you empower the next generation of Kiwi kids with the knowledge to live full and healthy lives. Donate today to invest in the future of our children and community.**

**THANK YOU**





**Life Education Marlborough**

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**Charnay Van Rooyen**

Trust Fundraiser

charnay.lifeed@gmail.com | 021 11 29720

**[www.lifeeducation.org.nz](http://www.lifeeducation.org.nz)**