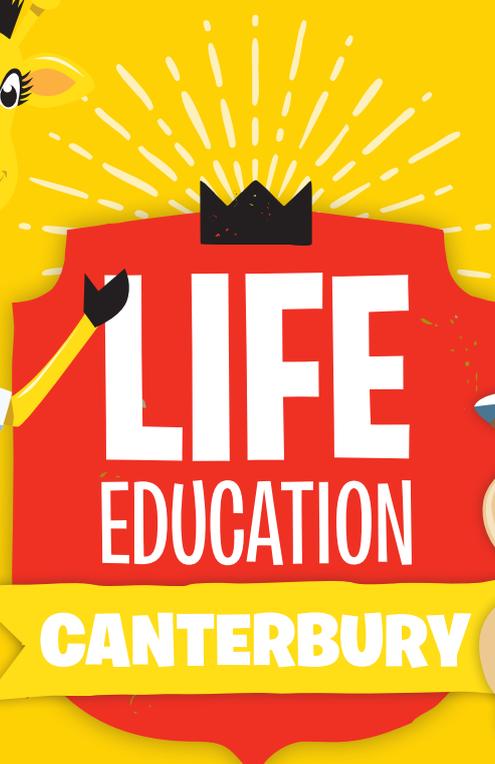


**LIFE EDUCATION**

*Learning with Harold*



# OUR VISION

Enabling children to reach their full potential.

# OUR PURPOSE

To educate and inspire generations to embrace positive choices for a healthy mind and body.

# 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.

Life Education began in Canterbury in 1988 in a static classroom. Today we support three mobile classrooms and three Educators. In 2016, Life Education Canterbury visited more than 17,600 children in 82 different schools. Life Education is a not-for-profit organisation and receives no Government funding to support its programme.

# 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

## FROM THE CATHEDRAL GRAMMAR SCHOOL



Penny Tattershaw has been educating and helping to form the lives of Cathedral Grammar students for the past two decades and in that time has always been a keen supporter of Life Education. “We use it as an essential add-on to our pastoral care and values education programme,” says Penny. “It is such an important tool to reinforce what we teach. The children are always fully engaged with the learning and the Life Education Educators are expert at delivering their content,” she adds.

For Cathedral Grammar, the variety and relevance of the Life Education programmes is what has made their relationship long-standing. Each year they are able to choose learning streams that work alongside their planned teaching. “Having Life Education teach our students about important life issues in an out-of-classroom environment is incredibly valuable to their learning,” says Penny. “The experience for children is an extravaganza that appeals to all their senses and learning styles.

“The Educators have such a deep knowledge of their material and they are excellent at classroom management, quickly developing rapport with students and setting standards and expectations for learning.”

The values of Life Education also align with the ethos of Cathedral Grammar and Penny says the school sees the programme as vital to student’s learning life skills. “Being able to focus on things like healthy eating and living for juniors and substances and relationships for seniors is so important in helping children to lead happy, full lives.”

“Life Education is the perfect model to deliver key messages like these and their Educators and classrooms add so much value to the lives of young people.”

## FROM LITTLE RIVER SCHOOL

For as long as Life Education Canterbury has been operating, they have been visiting Little River School. Current principal, Christian Couper, has seen the positive impact on students for the past nine years and considers the annual visits from Life Education as an integral part of the school's calendar.

“We want our pupils to know about themselves. Our school's vision is to provide quality learning experiences that enable each child to reach their potential. We believe that our pupils are happier, healthier, and better prepared for their present and future due to the teaching and resources provided by Life Education.

For us, having our students learn that they have a lot of say about their life is crucial, and that is where Life Education is expert. Knowing the importance of taking care of themselves, both physically and mentally, is taught in such an engaging way that children respect and retain the information. The Educators are very skilled at what they do and children of all ages respond to messages delivered by Harold.

Life Education also empowers children to have a voice. They are extremely insightful and it is of huge value for them to learn about their own diversity and that it is normal and important.”

## FROM KATE AND EDIE

To my delight, a recent school visit with my nearly five-year-old daughter, Edie involved getting reacquainted with Harold the Giraffe – a charming character from my own childhood. I still remember the positive, open discussions and discoveries supported by Harold that we had when I was at school.

Transported back to my childhood, we entered the magical world inside the truck. It seemed a lot smaller for me now. I could tell Edie felt that tingling of excitement mixed with some trepidation. But our lovely host put us all at ease.

Then an endearing Harold introduced us all to food that makes you ‘go, go, go’ (fruit and vegetables), food that makes you ‘grow, grow, grow’ (protein), and food that makes you ‘sloooow, sloooow, sloooow’ (treat foods).

Excited to share her new knowledge with little sister Mabel (2), Edie got home and requested a platter of ‘go, go, go’ and ‘grow, grow, grow’ foods for dinner. We had fun selecting them, cutting them up and laying them out on a platter. It was a rather ambitious spread in both volume and variety – especially given the impromptu nature of this particular ‘dinner’.

To my surprise, she polished off the section of the platter I had put aside for her, even the raw broccoli. Her little sister also tried the food, but lacked Edie's determination.

At dinner times, we still talk about what Harold would say about the food on her plate in terms of ‘go, go, go’ and ‘grow, grow, grow’ foods. Edie prefers to call treats ‘slow, slow, slow’ foods! We also now have a policy of trying something first before you say ‘it's yucky’!



# 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.

25%  
of lessons  
taught



### 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%  
of lessons  
taught

## 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.

11%  
of lessons  
taught



## 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.

31%  
of lessons  
taught

## 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.

12%  
of lessons  
taught

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

“ Life Education Trust provides education to our young children to empower them with some of life’s most important needs and skills, including identity resilience, relationships at home, community mindfulness, food nutrition and human biology. These are life skills remembered for many years and will help to build a better community for us all.

This is why NZ Express Transport chooses to support Life Education by moving classrooms between schools around Christchurch and the Canterbury region and have done so for over a decade.”

**John Petrie**  
General Manager,  
NZ Express Transport  
2006 Ltd.

“ Our company has chosen to be a Life Education Canterbury supporter because we think it is vitally important to be active in the community. Though we are small, we believe that you can have a big impact if you partner with organisations who make a real difference in a tangible way. Our team doesn’t have time to volunteer with services because of our size, so it made sense for us to make our contribution by doing something we are already good at - transport. We conduct about ten classroom movements for Life Education every year and it is truly rewarding to see children so happy and expectant when it arrives and to know the value they will get from learning life skills in the mobile environment.”

**Arthur Jones**  
North Canterbury  
Truck and Tractor Company.

# LIFE EDUCATION CANTERBURY'S FUTURE GOALS

**Currently we engage with around 40% of Canterbury's children and families; by 2025 we want to have increased this to 85%.**

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

- Our skilled, registered Educators form 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 CANTERBURY 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 Canterbury 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 Canterbury 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 [meri@lifeed.org.nz](mailto:meri@lifeed.org.nz) to inform us of your donation so we can issue you a receipt and acknowledge your gift.

Life Education Canterbury is registered with Charities Services (CC21899) and is authorised to receive donations by way of IRD Donee Organisational Status.

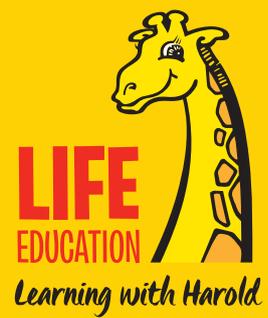
**For 30 years Life Education has been an integral part of the lives of children in Canterbury and it has constantly evolved and adapted to ensure it always meets the needs of those it serves. Without Life Education, Canterbury kids wouldn't have the chance to take part in in-depth learning about the key life skills and situations that will help to shape them and our future communities.**

**It costs more than \$400,000 per year for The Life Education Canterbury 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 Canterbury**

PO Box 80211, Christchurch, 8440

**Meri Wynen**

Fundraising Manager

[meri@lifeed.org.nz](mailto:meri@lifeed.org.nz)

021 128 2926

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