



What We Do

Real People, Real Talk, Real Change

Activity	Output	Outcomes
Camp	Week-long immersed experience	Whanaungatanga Confidence building Risk taking Cultural immersion Establishing tikanga me kawa
Wellbeing/hauora	Four weeks between two camps School visits Physical training MMA/mau rākau Goal setting	Improved physical condition Continuing cultural immersion Support for school reintegration
Whānau	Whānau Engagement Whānau hui Graduation End camp - dinner	Support for whānau Manaakitanga by boys for whānau Public recognition and celebration of achievements
Whaiake/follow up	Tuakana/teina Alumni Social media Ongoing contact	Sustained change Belonging to Bros for Change alumni Recognition in the community as a Bros for Change member



Ko te ahurei o te tamaiti arahia ō tātou mahi

Let the uniqueness of the child guide our work



Evidence of Impact

Key behavioural changes included improved confidence and self-belief, improved attendance and engagement at school, improved ability to think critically about own behaviour and adjust accordingly, increased goal setting and direction in life.

84%

Completion Rate

186 enrolments since 2017
156 completions

2016	2017-2018	2019-2020	2021-Present
30 rangatahi engaged, mentoring, surveys, haka, korikori tinana	95 rangatahi enrolled 85 completed	51 enrolled from Kaitioura 17 currently employed	64 enrolled (54 Maori) -34 are NEETs -35 previously stood down/expelled -8 convictions 52 completed 19 currently employed -12 left/withdrew from program 30 in further education/training 3 unknown

I've found ever since Jernee been involved with Bros for change, his addiction is to play as many sports as he can, basket ball for the Kura rugby for Woodend rugby league club plus kapa haka for the Kura. Jernee has been doing really well and broken out of his shyness with talking openly to his dad and myself... Me myself I remember asking a question before I signed the forms for Jernee to sign up for the 6week course, my question was what happens once the 6weeks is up... Are the boys forgotten? Bros for change Jay n Ben replied no there never forgotten and I'd like to say to you's all, thank you for keeping your word, with still touching base with Jernee... I must apologise for Jernee not attending the taiaha noho, as Jernee flies up to turangi to do taiaha with his Ngati Tuwharetoa Whanau. If you need any more information just flick me a text Kia ora Polly Kimura



"Bros for Change really saved my son's life."

"I am working harder at school, NCEA Level 1 and gaining my credits." (Participant 4, Tama).

"I am more positive in myself, more pride." (Participant 2, Tama).



Hāpaitia te ara tika pūmau ai te rangatiratanga mō ngā uri whakaitipū

Foster the pathway of knowledge to strength, independence and growth for future generations



Mindfulness helps tamariki find their full and real selves so they can live their best lives.

Mindfulness helps teachers professionally and personally to manage stressors & enhance their practice

Through 20 sessions covering mindfulness curriculum, occur once per fortnight within a long term relationship with a school.

8 weeks w teachers- 1.5 hrs/ week investigating and developing their practice through mentoring/ coaching.



Body	Senses	Breath
1. Mindful Bodies 6. Body Scan 12. Mindful Walking 16. Getting to Our Place	2. Mindful Listening 7. Mindful Seeing 12. Mindful Eating 17. Mindful of Any Activity	3. Anchor Spot Breathing 8. Anchor Words 13. Taking Three Breaths
Thoughts	Emotions	Heartfulness
4. Mindfulness of Thoughts 19. Mindfulness of Judgment	9. Mindfulness of Emotions 14. Riding the Waves 18. Mindfulness of Overwhelm	5. Sending Kind Intentions 10. Gratitude 15. Generosity 20. Heartful Commitments

Each Session	PRIMER ON COGNITIVE SCIENCE (ie STEM content)	PRACTICE (ie build new habits, skills and knowing by doing)	REFLECT (ie sense making and plans for future use)
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Teachers:
"Erica has given us another language/way to speak, and recognise our emotions. She has allowed children to have agency into how they are feeling and the reassurance that all emotions are good, natural and o.k. I have seen the strategies in action in our class and from anecdotal evidence our babies are taking these messages home and are teaching their whānau."

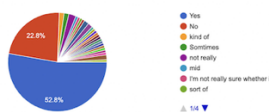
"I feel this is impactful as it is a hands-on experience in class for both students and teachers. The sessions truly unwrap what it means to be mindful, focussed, calm, and what it looks like to feel busy and unfocussed."

PRACTICE BASED
International Research: "The findings from MYRIAD show that the idea of mindfulness doesn't help – it's the practice that matters. If today's young people are to be enthused enough to practice mindfulness, then updating training to suit different needs and giving them a say in the approach they prefer are the vital next steps."
Mark Williams, Emeritus Professor of Clinical Psychology, University of Oxford

"Make sure you weave your parachute every day, rather than leave it to the time you have to jump out of the plane." Jon Kabat-Zinn

Evidence of Impact

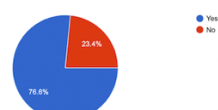
Has learning mindfulness helped you in your life?
127 responses



Do you enjoy your mindfulness classes?
130 responses



Do you think you will use mindfulness in the future?
128 responses



EVIDENCE OF THE CONTEXT:
"In 2020, New Zealand primary school teachers and principals reported experiencing more work than they can complete and regularly having to work at a fast pace. They regularly deal with emotionally challenging situations (emotional demands) and frequently must conceal their emotions at work (emotional labour)." <https://www.nzps.org.nz/whanau/our-research>

"Schools are grappling with an increase in mental health issues. In 2021, 82% of teachers agreed or strongly agreed that mental health issues are occurring more often than 2-3 years ago." (9) <https://www.nzps.org.nz/whanau/our-research/mental-health-in-new-zealand>

In 2018, 62% of secondary school principals say they need, but cannot access, external expertise to help their school support and work with students on their wellbeing – a sharp rise from 36% in 2015. This was especially true in decile 1 and 2 schools. (6) <https://www.nzps.org.nz/whanau/our-research/secondary-school-principals>

Students:
"I think mindfulness is a nice thing to do and I think that we are lucky that we have it cause we can talk to our teacher about things that are going on. If you get the chance to do mindfulness, do it."
"Something that I have always struggled on is thinking before doing and this really helped! I still am not the best at it but baby steps!"
"When our mindfuliess teacher comes in it just feels calm."
"Mindfulness has helped me get to sleep at night."
"There are no bad feelings and even if things don't go your way it's ok."
"When im mad and my parents try's to talk to me I remember to calm down and chill for a bit and then go and talk."

Principal:
"Life-changing for us! Erica has been working with our school for the past 5-6 years and her mindfuliess techniques have had a profound impact on our community. Erica works directly with the children, which not only benefits them, but also the teachers. As they observe her techniques and apply them in their own classrooms, the practice of mindfuliess has become common across the school."
-Liz Weir Principal Rāwhiti School

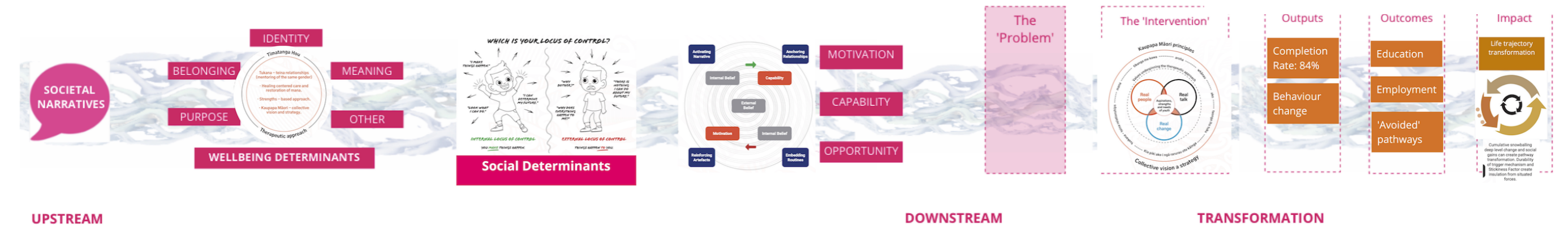
"We were running a very reactive model. Whereas I'd like to think now that we are running a far more proactive model. So we are front footing and providing the students with the skills to self-regulate, rather than trying to put out fires and putting plans in place once behaviours escalate. I think Erica would agree with me that mindfuliess by itself isn't going to fix everything. But if it is part of a concerted school-wide approach, then it has a really important part to play."
Justin Perriam - Principal Te Kura o Matarangi

What we hear:
"Because you want me to make good choices"
"I now know that I am 80% there"

IMPACT MAPPING MULTIPLE TYPES OF DETERMINANTS PATHWAYS



BROS FOR CHANGE: Impact Mapping



MINDFUL: Impact Mapping

