



Insight gathering and youth wellbeing micro-campaign

A summary

July 2021

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Executive summary

This report provides a full summary of the DMs insight gathering and youth wellbeing micro-campaign – a project, which, in its entirety, ran from September 2020 until March 2021.

Strategic intent

The project – named ‘DMs’ in reference to Direct Messaging and Deep and Meaningful conversations – sought to understand the experiences and needs of Māori and Pasifika young people transitioning out of school amidst the global complexity of COVID-19.

DMs used design research, listening, making and testing to arrive at a clear sense of how the wellbeing of Māori and Pasifika young people can best be supported.

Process

The project travelled through eight phases: expert interviews; desktop research; brand development; workshops with young people; filming; editing; a social media and microsite campaign; and post-campaign analysis. The voices and perspectives of Māori and Pasifika young people – and their safety and consent – were prioritised throughout.

Summary of insights

Each phase in the DMs process surfaced a wealth of insights. When our desktop research, interview, workshop, filming, and campaign insights are considered together, here’s what they reveal...

1. Māori and Pasifika young people generally don’t talk about how they’re feeling, and expressed that they often feel alone in their experiences. However when given the space and provocation, they appreciated the opportunity to share safely.
2. The impacts of COVID-19 are widely acknowledged by these young people. They expressed a sense of disruption to their lives and plans; and the impact is missing significant milestones and rites of passage eg, school balls, sports tournaments, camps etc. However, these impacts haven’t necessarily diminished their hopes for the future.
3. Many of these young people are living with complex intersecting challenges on a day-to-day basis, and much of their time is spent in service to their family and community. But in some ways, COVID-19 provided space for them to just enjoy ‘being kids’ for a bit.
4. Racism, poverty, harmful stereotypes, and society’s low expectations are taking a toll, making it feel exponentially harder for Māori and Pasifika young people to hold onto their hopes for their future, and work towards their goals. While this feels very real for these young people, they have firm aspirations for the future to look different for them and their communities.
5. Separated from in-person friendships and communities, many young people have relied on digital distractions to help them cope – including social media, Netflix, and gaming.
6. Programmes and people who might help young people take care of their wellbeing often aren’t being perceived as useful, relevant, or trustworthy. While they didn’t explicitly reference existing programmes, young people shared that they don’t want to be ‘told what to do’ or ‘how to be’. But they did express that they do appreciate seeing their realities, experiences, and identities reflected in ways that help them to make sense of themselves and the world around them.

Opportunities

Project DMs has revealed there are significant opportunities to better support the wellbeing of Māori and Pasifika young people in transition. These young people are demonstrating a need for experiences, projects, communities and systems which...

Put creativity and play at the centre

Creativity and play help young people relieve the pressures of life, connect with others, express who they are, and talk about the challenges they're facing.

Build a sense of connection and belonging

Create the conditions for young people to connect with one another – establishing opportunities for them to safely open up and share what's really going on.

Honour milestones

Find new ways to honour moments of significance in young people's lives – reminding them they are growing, succeeding, and moving forward.

Reflect the reality

Wellbeing initiatives must be grounded in the reality of these young people's lives. There is a need for initiatives which honour their experiences and identities – what matters to them, and what they want more of.

Celebrate identity

Māori and Pasifika young people need to know they can thrive because of who they are – not in spite of it. Showcasing and celebrating the identities and successes of other Māori and Pasifika young people can send that message.

Decolonise approaches to wellbeing

Many wellbeing initiatives are rooted in Western neo-liberal ideology. When working with and for Māori and Pasifika young people, we see a need for approaches which decolonise ideas of wellbeing – centering community and cultural wisdom.

Demonstrate dependability

In a time of huge transitions, changes, and sudden shifts, young people are facing lost routines and an absence of stability. There is an opportunity to offer dependability – to create a trustworthy, reliable, supportive presence in young people's lives.

Harness what already exists

While there are incredible initiatives happening across Aotearoa to support the wellbeing of Māori and Pasifika young people, these offerings are disconnected and have limited visibility. We see a need to connect the dots between programmes and organisations, and an opportunity to showcase what exists – offering young people an ecosystem of support.

Highlight meaningful pathways

COVID-19 has disrupted young people's pathways out of school – and they are left feeling a loss of direction. To help restore a sense of agency, ambition, and purpose in young people, there is a need to highlight accessible, meaningful, exciting, and unexpected avenues for learning, training, and career progression.

Play where – and how – young people play

Māori and Pasifika young people consume media in their own unique ways – and the technologies and platforms they're using are ever changing and evolving. Wellbeing initiatives need to be authentically connected into – and adapting along with – these shifting worlds.

Introduction

DMs is a project that seeks to understand the experiences and needs of Māori and Pasifika young people transitioning out of school amid the global complexity of COVID-19.

Between September 2020 and February 2021 we have generated insights through design research, listening, making and testing – allowing us to arrive at a clear sense of how the wellbeing of young people can best be supported.

The impact of COVID-19 on young people

Over the last year, the COVID-19 pandemic has affected the lives of all New Zealanders. However, the wellbeing of Māori and Pasifika young people approaching the end of high school has been uniquely challenged.

These young New Zealanders are at a point of transition – a stage of their lives where freedom, personal agency, responsibility and resilience rapidly evolve. However, the pandemic has caused significant disruption to their lives¹. They have found their freedoms and future plans constricted – and are navigating increased mental distress and a less promising labour market². For many Māori and Pasifika young people, these emergent challenges are intersecting with existing inequities leading to particularly adverse impacts on their wellbeing².

During the nationwide level 4 lockdown, Curative worked with Te Hiringa Hauora and the Ministry of Youth Development to develop 'Youth Chat'. This programme of activity aimed to support a broad range of young people, helping them consider various ways of coping with the disruption COVID-19 has brought to their lives.

The concept of Youth Chat (now renamed 'DMs') was refined to inform the Youth Wellbeing Campaign – an action led by Te Hiringa Hauora as part of the cross-government Youth Plan².

¹ Te Hiringa Hauora. (2020). *Rapid Evidence and Policy Brief: COVID-19 Youth Recovery Plan 2020-2022*. Retrieved from <https://www.hpa.org.nz/research-library/research-publications/rapid-evidence-and-policy-brief-covid-19-youth-recovery-plan-2020-2022>

²Ministry of Youth Development. (2020). *Youth Plan 2020-2022: Turning Voice into Action – Rebuilding and Recovering*. Retrieved from <https://www.myd.govt.nz/young-people/youth-plan/youth-plan.html>

The project's strategic intent

1 Create experiences and content that help young people build their 'kete of resilience'. Encouraging the sharing of realities, reflections, and coping strategies; supporting them to navigate challenges to their wellbeing.

2 Build a deep foundational knowledge about Māori and Pasikifa young people which can be used to inform future efforts to support their mental health and wellbeing.

This report

The following pages document our project activities, insights, and recommendations.

The report is divided into four sections:

- **What we've done**
- **What we've learned**
- **Summary of insights**
- **Opportunities**

We used design research and co-design methodologies³ to gather insights. We began our research with interviews and workshops. The findings and outputs from these were used to create a short social media campaign and microsite, which aimed to reach and engage Māori and Pasifika young people over the 2020/21 summer period. This campaign allowed us to test our ideas with a wider audience of young people. We discovered what resonated, and surfaced additional insights into effective media strategies for connecting with young people online. In this document we detail the DMs project process and insights – centering the experiences and voices of the young people involved – and suggest opportunities for future engagement with Māori and Pasifika young people who are transitioning out of school.

³ www.beyondstickynotes.com
www.aucklandco-lab.nz
www.curative.co.nz/approach

What we've done

This section describes our process for DMs – we break down what we've done and why we've done it.

Our project process was built around DMs' two strategic aims. It allowed us to learn how our Māori and Pasifika young people might be better supported in the future, whilst also offering immediately helpful tools and experiences to young people struggling in their current contexts.

This process had eight phases that enabled us to investigate, prototype, and test our change logic: interviews; desktop research; brand development; workshops; filming; editing; the campaign and analysis.

The following page outlines the co-design process we followed throughout the duration of this project.

Our co-design process

He Tangatā



Uncover

Review existing research and beliefs about how to best support youth wellbeing.



Wānanga

Listen and learn

Conduct six key informant interviews, and desktop research.



Rongo

Establish project identity informed by insights gathered in interviews and desktop research.

Identify

Look for underlying truths that can unlock shifts in attitudes and behaviour.



Mōhio

Deepen insights

Hold three workshops with approx. 80 young people to reveal deeper insights.



Mārama

Film and gather direct youth perspectives and experiences.

Open

Unlock hearts and minds to opportunities.



Auhatanga

Imagine

Edit 54 unique pieces of video and static content.



Mātau

Set campaign live across five digital and social media channels and the microsite.

Reflect

Refine and assess ideas to ensure relevance for audiences.



Whakamātautau

Test

Examine all engagement and media performance. Total impressions (opportunities to view) = 3,955,099.



Change recommendations

Create final report and highlight opportunities.

What we wanted to explore

The DMs project process sought to generate a strong foundation of knowledge about Māori and Pasifika young people transitioning out of high school in the midst of the COVID-19 pandemic, the challenges they are facing, and how their wellbeing might be better supported.

We sought to explore

Who these young people are

- How do they talk about themselves?
- How do they identify?
- How do they spend their time?
- What do they value?

How they access support

- Are young people engaging with services, advice, or support?
- If so, where? When? How? Why?
- If not, what is getting in the way?

How best to reach and engage them

How they want to receive information

- What kinds of information are young people seeking out or engaging with?
Who – or what – do they turn to?
- Which mediums work best for them?
- What makes these sources feel credible or useful?

How their mental health and wellbeing might be better supported

- How are young people feeling right now?
- What does wellbeing mean to them?
- How might the world better support them?

Whether there is a need for careful targeting of future work

- Might gender, locality, level of engagement with help-seeking, or psychographic/values-based segmentation be useful for targeting?

Investigating our change logic

As we mapped the scope of what we wished to learn through DMs, we drew on our existing understanding and experience of working with young people to develop a simple theory of change. This theory of change explains how we think we might make a difference for Māori and Pasifika young people and their wellbeing.

We believed we might

- ▼ **Get** young Māori and Pasifika people...
- ▼ **Who** are transitioning out of school...
- ▼ **To** understand, embrace, and feel equipped for the challenge and change ahead...
- ▼ **By** sharing experiences, and showing how other young people are finding ways to cope.

Our process has helped us investigate, prototype, and test this theory. We've now interviewed experts and reviewed existing research; held workshops with young people; captured film footage; developed a brand; and run a brief campaign.

Ensuring safety and support for the young people involved

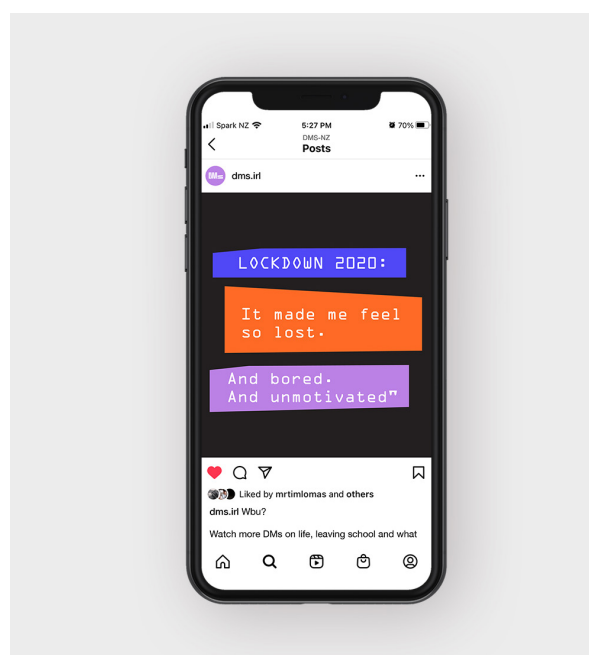
Consent and support

Throughout DMs, we have carefully built in processes around consent and support. We wanted to ensure young people who contributed to this project felt informed, respected, valued, and cared for.

To support this, a full risk mitigation plan and consent forms were prepared at the outset of this project. As the result of an administrative error, follow up consent forms were developed and provided to all young people retrospectively. Examples of these documents are included in the appendix.

Some of the critical elements to providing appropriate levels of safety and support to our young people included:

- making sure our workshops were facilitated by folks experienced in working with young people. This included people with professional backgrounds in education and youth work; community representatives; and youth leaders
- using a production crew who have worked with young people in South Auckland on projects addressing similar challenges to DMs
- clearly explaining the purpose of DMs, and the final outputs of the project to every young person involved. This was recapped at each stage of their participation – beginning with their recruitment
- providing each young person with the contact details of the Curative team members they were interacting with, so that should any concerns arise they could quickly contact us to express them
- ensuring our young people felt comfortable signing a talent release form giving permission for their footage to be used for the duration of the campaign
- removing highly sensitive, or identifying material from final video edits
- providing our young people with links to the campaign social handles and microsite ahead of launch – encouraging them to message us directly should they feel in any way concerned
- monitoring social media activity across all platforms and ad formats, and quickly removing harmful comments or trolling
- developing a thorough escalation process should harmful activity on social media require further action



Project DMs: A summary

Our plan in practice

During the campaign, one of the young people featured messaged us and requested an ad they appeared in be taken down.

All ad activity was immediately paused until we could gather more information. Upon speaking with the young person, we learned they were only unhappy with one specific piece of content – and their discomfort was primarily due to the shock of seeing themselves in a social media ad. We removed the advertisement from our media schedule, and the young person expressed their appreciation for our quick response to their concerns. We encouraged them to call should any further concerns arise. Remaining paid media then resumed.

Projects like DMs are powerful because they work with the real-life stories and experiences of participants and co-designers. But it's vital we remember that these folks are not paid talent. Many of them are new to the worlds of media and advertising and they may have unexpected reactions to seeing themselves and their stories out in the world.

During the write up of this report, our team realised that the original consent forms signed by the young people from the workshops had been misplaced.

To maintain our open, honest, trust-filled and respectful relationship with these young people, we thought it was important to acknowledge this mishap. We developed a follow up consent form to explain this situation to the young people and sought consent from them a second time.

Of the 74 young people who took part in the workshops, 24 returned completed consent forms, 22 did not respond, 0 said they no longer consent to be involved, and 28 consented via text message or verbally but did not return their forms. Any direct quotes from the 22 young people who did not respond have been removed from this report.

These situation act as an important reminder that consent is not a one-time discussion, but an ongoing process. Because we worked hard to form genuine relationships with the young people involved in DMs' content, they felt comfortable coming to us with their worries. This allowed us to respond quickly and empathetically, and mitigate additional risks.

We can't always foresee every bump in the road at the start of a participatory project. But fostering open, caring, respectful relationships can help us navigate whatever emerges.



Interviews and desktop research

There is a wealth of existing research, insight, and knowledge about young people's mental health and wellbeing, and their needs when transitioning out of school. To complement our direct engagement with young people, we reviewed existing reports, and held a series of interviews.

Interviews

During September and October 2020, we conducted six in-depth interviews with people who work within systems supporting young people. This series of interviews aimed to enrich our understanding of the current realities for young people. These contextual insights – when considered alongside what we were hearing directly from young people in our workshops – helped us form a fuller picture of young people's needs, challenges, and opportunities. Our interviewees shared their understanding of what life was like for Māori and Pasifika young people living in Aotearoa in 2020. We discussed youth identity, transitioning out of high school, factors that are impacting wellbeing, and where young people are finding support and information.

We spoke with:

- **Tania Pouwhare**, Manager, Social and Community Innovation, The Southern Initiative
- **Deidre Shea**, President of the Secondary Principals Association of NZ, and Principal of Onehunga High School
- **Ben Birks Ang**, Deputy Executive Director of Programmes, NZ Drug Foundation
- **Sasha Webb**, Formerly Senior Project Advisor, Young People, Te Hiringa Hauora
- **Jane Zintl**, Executive Officer, Ara Taiohi
- **Senior Advisor**, Ministry of Youth Development

(Note: All interviewees have given their express permission to be cited in this report.)

Desktop research

Alongside these interviews, we undertook a synthesis of existing research, to further substantiate – or challenge – what we had heard.

Key research included:

- Youth '19 Research Findings (A Youth 2000 Project)
- Youth Plan – Engagement 2019 (Ministry of Youth Development)
- New Zealand Peer Crowds – Discovery Report (Rescue Agency)
- School Leavers' Toolkit Insights (Ministry of Education)
- The Attitude Gap Challenge – A South Auckland Employment and Skills Challenge (The Southern Initiative)
- COVID-19 Youth Recovery Plan 2020-2022 (Te Hiringa Hauora)
- Victoria University – Student Wellbeing Insights (Curative)
- A range of news items relating to the impacts of COVID-19 and lockdowns on young people

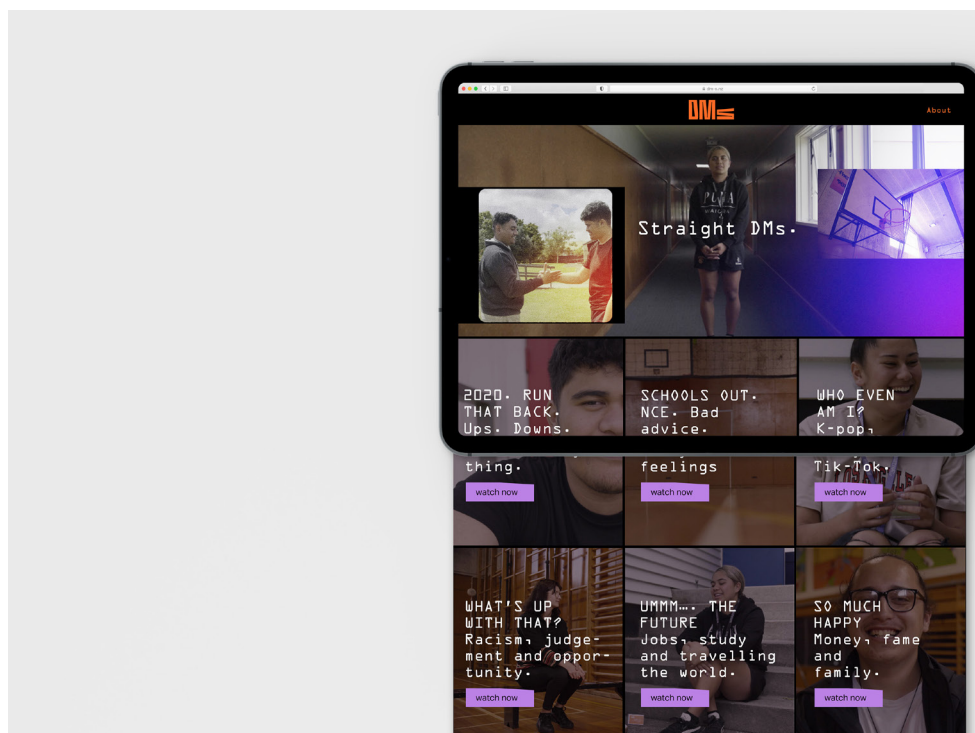
The insights which surfaced during our interviews and desktop research are detailed in the 'What we learned' section of this document.

Brand development

To support the project activities which would see us working directly with young people, we developed the DMs brand. We knew a strong brand that reflected the values and motivational needs of Māori and Pasifika young people would be critical if we wished to connect with and engage these young people.

Because of the aims and scope of this project, the DMs brand is designed to live for a short period of time only. We want it to feel 'of the moment' – something which reflects young people's current needs and contexts. The brand identity helps us connect with young people, get immediately useful content to those who need it, and gather data and insights which can inform future projects.

As we developed the DMs brand and values, we drew on the insights gathered in our interviews and desktop research, and our change logic – the theory that sharing experiences could help young people find ways to cope. We thought about all we had learned about the current needs of Māori and Pasifika young people in transition, and where they were struggling with their wellbeing.



Brand values

A strong brand is anchored in a clear set of values. The following values embody the heart of the DMs brand. They have guided our decision-making as we have brought DMs to life in-person and online.

Connection

The DMs brand values connection and relationship. It believes that each one of us needs to spend time with other people who 'get' us – who understand us and appreciate us for who we are. DMs believes that connection provides comfort, strengthens resilience, and encourages hope.

Growth

DMs values learning, growth, and change. It believes our perspectives widen when we reflect on our personal experiences, and listen to those of others.

Empathy

The DMs brand values open-hearted empathy. It believes that working to understand the feelings of others allows us to connect more deeply – helping us feel less alone as we journey through life.

Fun

DMs values fun, play, and lightness. It believes that moments of levity are essential, and make the harder times easier to bear.



Brand name

This project began life under the name 'Youth Chat'. As the interview and desktop insights surfaced, and our brand values began to emerge, we recognised the need for a new name.

Our brand name needed to convey ideas of connection and empathy in a way that felt relevant and relatable to young people. It couldn't feel patronising or 'government-ey'. We wanted to speak to young people in their own lexicon. After a series of creative brainstorming sessions, we landed on the name 'DMs'.

DMs encapsulates two meanings. It links to the world of social media and the shorthand for Direct Messages. For young people, DMs are a common way of connecting privately with another person – away from social media's publicly visible comments sections. Our brand name also references 'DMCs/D&Ms' – or 'Deep and Meaningful Conversations' – the open and often vulnerable conversations we have with people we trust.



Tone of voice

To ensure DMs' brand values are embodied in every aspect of our written comms and storytelling, we developed a brand 'tone of voice'. DMs aims to sound like the kind of encouraging and relatable person young people feel safe confiding in.

Real

DMs is easy to talk to and honest – like a good friend you've known for a while. It doesn't waste time on too much small talk. It's always up for deep and meaningful.

Supportive

DMs is always there to cheer you on. It's an encouraging voice insisting 'you've got this!'

Playful

DMs has a sense of humour. It pokes fun when it needs to. It delivers classic Kiwi dryness, and has a twinkle in its eye.

Hopeful

DMs is optimistic but real. It believes the glass is half full, but it doesn't own rose-tinted specs.



Workshops

Throughout November 2020 we ran a series of creative workshops, hosting approximately 80 young people from across South Auckland and Huntly.

Our facilitation team



Eddy Royal

15+ years experience running co-design events alongside young people.



Red Nicholson

7 years experience in pedagogy and educational leadership.



Suivaia Pritchard

10 years experience in a variety of youth development roles.



Jēru McDonald-Ness

18 years old, with a background in a variety of creative arts.





Our objectives for the workshops

(Please note: 'Participants' refers to the young people who took part in our workshops.)

-  Provide participants with opportunities to connect with other young people, share their experiences of 2020, and have those experiences validated.
-  Gather insights into young people's perspectives on wellbeing – how they are thinking, feeling, talking about, and managing their own wellbeing.
-  Provide participants with tools and strategies for building resilience, and managing challenges.
-  Offer space for reflection, play, and fun.

How we ran the workshops

Each one of our workshops included the following phases and activities.

-  **Whanaungatanga**
-  **Wānanga**
-  **Auahatanga**
-  **Tau**



Whanaungatanga – connection

During this introductory section of the workshops we:

- welcomed participants into the space
- began to form connections through whanaungatanga
- ran a series of short interactive energising activities.



Wānanga – learning and insights

The wānanga phase of the workshop included:

- **persona** activity which was designed to elicit a deeper understanding of how young people are thinking and talking about identity and wellbeing
- **'week in the life'** activity which allowed our workshop participants to creatively explore a week in their persona's life. This activity allowed us to gather deeper, more specific insights into the realities of life for young people.



Auahatanga – imagine

Here we completed three activities:

- **'My year in review.'** Using a range of creative media, our young people designed a timeline of their year so far.
- **'Future intentions.'** Holding a large ball of string, each participant spoke their name aloud, verbalised a future intention, and threw the ball of string to someone else in the circle. This repeated until each person had a turn. The criss-crossing of the string offered a visualisation of the ways in which we are all linked together, despite our differences.
- **'I have a dream!'** Our participants explored their collective dreams for the young people of Aotearoa.



Tau – closing round

We closed our workshops with a 'takeaways circle'

This final round of reflections allowed each of our young people to share what they had enjoyed, learned, and would be taking away with them as they left the space.

More information on the structure of our workshops, and the outputs young people generated can be found in our appendices. The insights which surfaced during our workshops can be found in the 'What we learned' section of this document.

Filming

At each of our workshops, we filmed pairs of young people in conversation with one another. This footage formed the basis of the DMs campaign.

By capturing and sharing these moments of connection, we aimed to help a wider audience of young people feel less alone in their current challenges.

What we did

Throughout each of our three workshops, pairs of young people were selected to join our small film crew set up nearby to answer a set of questions covering lockdown, leaving school, identity, wellbeing, racism, culture, happiness, and hope for the future.

These questions were informed by the points of interest raised through our desktop research and key informant interviews. They were then distilled down to what resonated most and generated a strong response from young people during the workshops.

Each pair was filmed in conversation with one another, pulling cards from our question box of prompts to help them engage in deep, light, funny – and at times, vulnerable – deep and meaningful. The questions we developed aimed to break the ice, develop a sense of rapport, make them laugh, and help them reflect on ideas and issues affecting their lives (a full list of these questions can be found in the appendices).

We learned that the best questions were really simple ones – exploring topics which related to their personal contexts and experiences: the difficulties of lockdown; what leaving school means for them; how they think about their culture, their friends, family, or faith.

If we got them talking about food, they wouldn't stop! Questions which were complex didn't land. Prompts which asked them about Te Tiriti o Waitangi, self-care, anti-racism protests, or to reflect critically on their social media use weren't nearly as successful at generating conversation.

Wrapping aroha around the young people being filmed was a priority; the crew was small with experience in both youth work and film production, and our camera set up as minimal (and unthreatening) as possible.

Each young person who chose to be filmed signed a talent release form, and was provided with our contact details should they need further support, or want to talk about anything they had disclosed. We worked closely with the young people to ensure nothing that was brought up was left unresolved by the end of the day. More information on how we worked to care for the young people involved in DMs can be found at the end of this section.

What we captured

We filmed 10 interviews with pairs of young people across the three workshops. Our young people were in their last year of high school (around 16 or 17 years old) or finishing their first year of university. Some knew each other and were close friends, and others had just met that day. This helped us capture a series of different dynamics.

Footage captured during the three workshops formed the backbone of the DMs campaign.

The DMs campaign

Helping young people feel less alone in their current challenges

The DMs campaign ran over summer 2020/21. It allowed us to broaden our conversations with young people beyond those who attended our workshops, and deepen our understanding of our their needs, their behaviours, and what works best for them.

The campaign shared the thoughts and wellbeing strategies our DMs workshop attendees offered during filming. It aimed to help other young people feel less alone, more connected, and better equipped for this time of transition.

We were careful to ensure the young people featured in the campaign videos were cared for and protected. More details can be found at the end of this section.

What we did

The campaign was designed to run short term – gathering learnings, while sharing ideas and conversations which could help young people in their immediate contexts. With DMs we were not seeking to build a brand which young people would depend on as a source of support, so the campaign's temporary nature was clearly signposted with our audience.

The campaign ran for six weeks – from 18 January to the 28 February 2021. It utilised social media channels (TikTok, YouTube, Facebook, Instagram, and Twitch), a central microsite, and video content.

Video footage from our workshops was edited into six themed 'hero' videos. Each video explored a theme: lockdown, leaving school, identity, equality, happiness, and the future. The videos reflected the tone of content young people consume – offering real, relatable moments and a blend of lightness, humour, and depth.

These six videos were then edited into 52 pieces of content, which we ran as ads and organic (unpaid) posts across our five social media channels.

These aimed to draw viewers to the DMs campaign website: www.dm-s.co.nz. The site featured the longer versions of the videos – enabling our audience to spend more time engaging with, and reflecting on the experiences, stories and reflections shared by our talent.


Each week, a new theme of content went live, using an evenly weighted media spend. This enabled us to test which content formats and channels were resonating with our target audience.


By the end of the campaign – which utilised a \$40k media spend to generate 3,955,099 impressions – we had unearthed rich insights into the media consumption preferences of our target audience.


A copy of the campaign's media plan is included in the appendix.

What we measured

The DMs campaign allowed us to measure video views, likes, comments, shares, traffic generated, and length of time spent engaging with the site or content. This data helped us understand:

- 

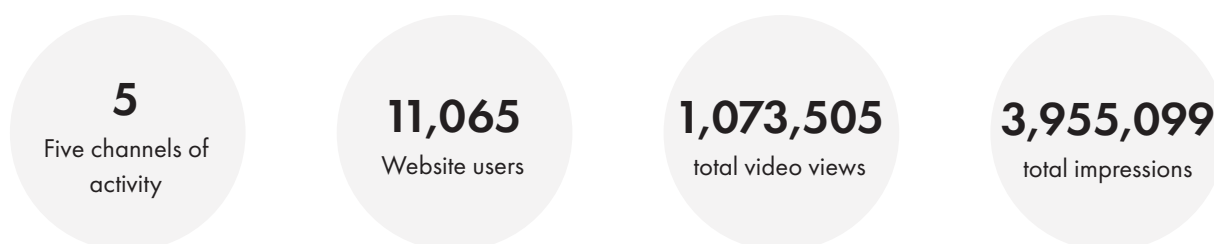
Whether young people engage with microsites.
- 

Which social media platforms are most successful at generating engagement with young people.
- 

Which content formats, lengths, and topics resonate.

The campaign data can be found below. In the 'What we have learned' section, we explain what these figures reveal.

Topline results



Channel performance

Our six themes of content ran in even flights across each channel to enable us to test, as objectively as possible, what was the most effective messaging, duration and engagement.

We cut the content into various formats - optimised for each channel.

Channel	Format
Facebook	6 x still pull quotes
Instagram	6 x 15" videos 6 x 30" videos
TikTok	6 x 30" videos
Twitch	6 x 30" videos
YouTube	6 x 6" bumper videos 6 x 15" videos 6 x 30" videos 6 x full-length videos
Microsite	6 x full-length videos

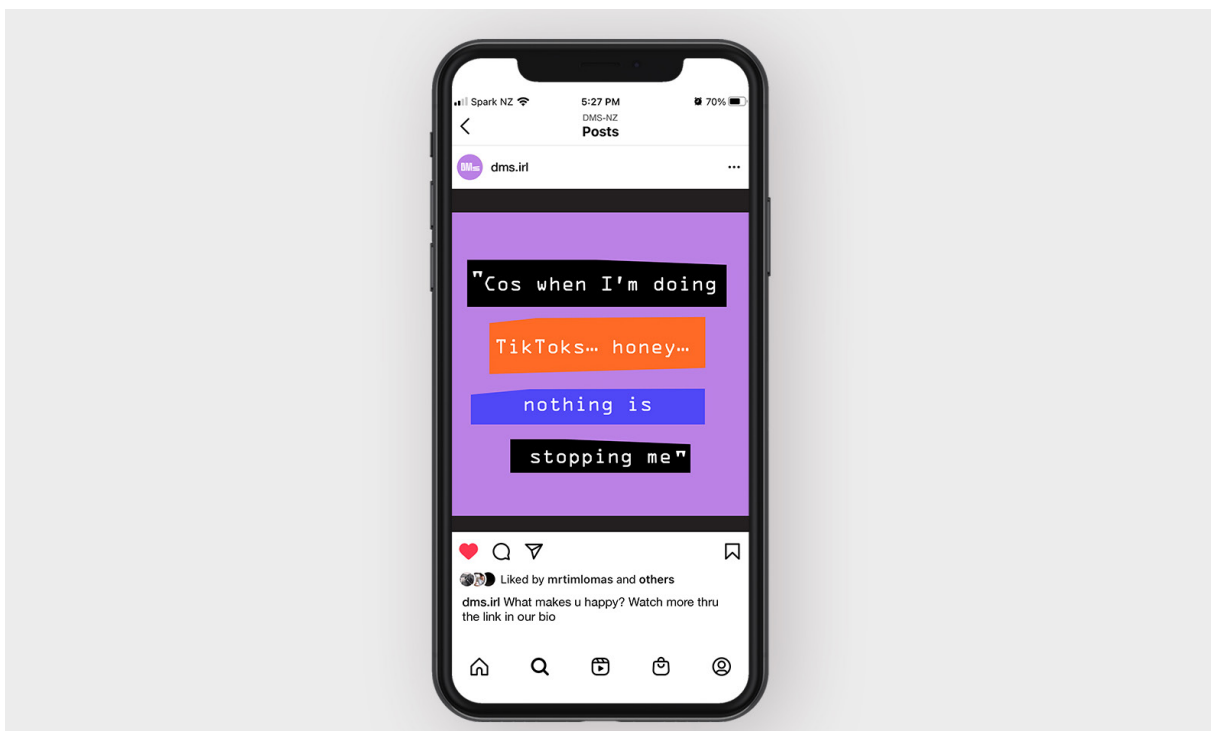
Channel	Impressions	Reach	Views	View through rate	Engagements	Engagement rate	Clicks	Click through rate	Shares	Spend
YouTube	1,287,999	468,920	569,029	N/A	134,422	10.44%	2,397	0.19%	N/A	\$11,499.58
TikTok	258,240	110,430	246,777	4.1%	23,451	9.1%	655	0.25%	N/A	\$3,714.00
Twitch	118,966	41,197	118,044	74.31%	N/A	N/A	638	9.54%	N/A	\$5,120.00
Instagram	632,536	167,038	9,882	1.56%	41,949	6.63%	340	0.05%	58	\$3,502.19
Facebook	1,657,358	138,366	131,368	7.93%	42,210	2.55%	8,527	0.51%	29	\$14,660.64
Total/Avg	3,955,099	925,951	1,075,100	27.18%	242,032	6.12%	12,557	0.32%	87	\$38,496.4

Content performance

Below is a breakdown for each of the themed videos we ran during the campaign. We used Facebook and Instagram as our key data point channels to gain insights from as they were our largest reach platforms.

We also ran a layer of retargeting activity, that went live from the 9-28 February, serving the four top-performing video to people who had previously watched other themes or landed on the microsite. This saw a small uptake in shares but a drop in click through rate, indicating an appetite from our audience to continue being served new content, but remain within its app environment and not click offsite.

Theme	Reach	Impressions	Link clicks	Click through rate	Engagements	Engagement rate	Cost per view	Post shares
Lockdown	127,359	351,542	1,762	0.50%	54,357	15.46%	\$0.10	14
Leaving school	136,028	356,512	1,670	0.47%	51,434	14.43%	\$0.11	15
Identity	131,806	426,093	1,129	0.26%	32,135	7.54%	\$0.51	23
Equality	152,861	400,672	1,484	0.37%	47,564	11.87%	\$0.11	11
Future	149,855	392,721	1,527	0.39%	46,195	11.76%	\$0.11	7
Happiness	149,438	362,354	1,295	0.36%	38,547	10.64%	\$0.13	17
Total/Avg	209,981	2,289,894	8,867	0.39%	270,232	11.8%	\$0.13	87



What we've learned

This section describes what we've heard, observed, and learned from the DMs process. We capture insights from our interviews, desktop research, workshops, filming, and campaign.

Interviews and desktop research

Our interviews and desktop research surfaced the complexity of the challenges young people are currently experiencing.

This 'unprecedented' year with all its rapidly shifting challenges meant much of the existing literature we reviewed in our desktop research felt incomplete, or limited in its usefulness. However the reports we explored helped us solidify our understanding of the pre-existing challenges faced by Māori and Pasifika young people. They underscored that – even before COVID-19 – these young people were feeling disenfranchised; lacked equitable access to health and wellbeing support services; and were being excluded from systems and structures set up to support them. This is perhaps best summarised in the recent *Thriving Rangatahi* report:

“In Aotearoa New Zealand... literature identifies the impact of colonisation as a significant driver of structural inequalities. Intergenerational trauma and disadvantage, and ongoing racial bias, discrimination and the privileging of western world views and systems disadvantage and exclude Māori and Pacific young people.”

Centre for Social Impact. (2019). *Thriving Rangatahi*. Retrieved from <http://foundation.vodafone.co.nz/wp-content/uploads/2020/01/Thriving-Rangatahi-Literature-Review.pdf>

The following pages summarise the themes that emerged from our interviews, supported by quotes from interviewees and additional data from media reports and research, where possible.

It's important to note that our subsequent work directly with young people both validated and contradicted some of these perspectives.

The loss of routine, safety, and solitude

Lockdowns and isolation periods have meant young people have lost the routine of school, and have been impacted by the absence of the safe, and dependable experiences schools can provide. Other supportive environments like churches, friend's houses, and service providers have also been off-limits at times. This has meant young people who have challenging home environments – homes which are cold, damp, crowded, or abusive – have been particularly impacted.

“The challenges of a young Māori or Pasifika person have been exacerbated through COVID19. Those young people are having to face greater difficulty at a time where they should feel like they have a plan, their routine is gone and that's fundamental to stability and safety. They're what I'm seeing more and more of, young people who are struggling.”

Deidre Shea, Onehunga High School

“[We have heard about the need for...] space and privacy. If you're living in a house with 10, normally your outlet would be going to friends or accessing our service providers. That's been difficult, having that support or support of church being taken away.”

Senior Advisor, Ministry Youth Development

“Recent reports revealed detrimental impacts of lockdowns on school-aged youth with potentially lifelong implications, and expert warnings around the heightened vulnerability of youth during the pandemic and beyond. It is suggested that a paradigm shift towards promoting mental wellbeing and preventing mental illness within schools and communities will be a key strategy in protecting youth mental health and providing early interventions.”

Menzies, R., Gluckman, P., & Poulton, R. (2020). *Informed futures – Youth mental health in Aotearoa New Zealand: Greater urgency required*. Retrieved from <https://informedfutures.org/wp-content/uploads/Youth-Mental-Health-in-Aotearoa-NZ.pdf>

The impact of missing milestones

Due to the impact of COVID-19, young people who are finishing up high school in 2020/21 are missing key milestones and rites of passage, eg, the last sports game, the ball, the geography trip. This is generating a feeling of 'why bother' in students – the joy of final year celebrations and transitions is being lost.

“Our head girl is well resourced in every aspect and she said, 'sometimes you wonder what the point is of coming to school' ... they've been flat. Normally these young people are vibrant and out there.”

Deidre Shea, Onehunga High School

Derailed Pathways

COVID-19 has disrupted young people's transition pathways out of school. Their post-school plans for OEs, training, tertiary study, or employment have been derailed, and they are left feeling a loss of direction.

"I think across the board there is loss of direction... for those who had a path moving forward. Thinking 'I'm going to do this or go to this exchange programme or trade or course or uni'... those future options are disrupted."

Ben Birks Ang, NZ Drug Foundation

"We're just on edge. We don't know if we're going to get into these courses that we want to get into just because of this year. I know if I ask around my friends they're going to say 'yeah, this is probably one of my worst years in school' just because of this huge blow to our routine and how we go through our year. It's been quite stressful," Turua said."

Gerritsen, J. (2020, September 3). *Students want more NCEA changes: Lockdown 'just pulled away all the motivation'*. Radio New Zealand. Retrieved from <https://www.rnz.co.nz/news/national/425124/students-want-more-ncea-changes-lockdown-just-pulled-away-all-the-motivation>

Financial pressures

The pressures of job losses on families has meant added pressure on Māori and Pasifika young people. Many are supporting their whānau financially through paid employment – which has flow on effects for their studies.

"If someone loses their job, there is a significant impact on the family. There have been some students who felt that to support their family they have had to leave school or take on extra shifts in a part time role."

Sasha Webb, Formerly Senior Project Advisor, Young People, Te Hīringa Hauora

"Manurewa High School principal Pete Jones claimed this week that about 10 percent of his school roll – more than 100 students – had failed to return at the end of the first lockdown, with most dropping out to work to contribute to their families, as adults in their homes lost jobs or hours as a result of the stalled economy. Anecdotally, this phenomenon would also seem to be affecting other low-decile schools, in communities with significant Māori and Pasifika populations, such as South Auckland and Porirua."

Quince, K. (2020, August 22). *Coronavirus: COVID-19 inequities are showing up in school leaver figures*. Stuff.co.nz. Retrieved from <https://www.stuff.co.nz/national/education/122517212/coronavirus-covid-inequities-are-showing-up-in-school-leaver-figures>

The importance of serving others

For many young Māori and Pasifika, a strong value around service – and the belief that whānau comes first – means time outside of school isn't really their own to govern. Free time is often distributed between whānau responsibilities, the church, the community, and volunteer work. This can make it difficult for young people to carve out space for things that nourish their own sense of wellbeing.

“For Pasifika young people, service to community and service to family and voluntary work is implicit. Service for others is part of a strong value set.”

Ben Birks Ang, NZ Drug Foundation

“One of the ways that plays out is our young people accessing employment and trying to do everything. For some young people it's looking after younger family members and it's felt squarely on the shoulders of that young person. If they are in their last year (of High School), they're thinking 'Gosh I shouldn't look selfish. I need to be at home or go to a job to look after my family.'”

Deidre Shea, Onehunga High School

“Māori and Pasifika young people [have told us they] don't get their 'own time'. Spare time is allocated to other tasks, supporting whānau, doing jobs, volunteering and church – it's difficult to carve out that time for themselves.”

Senior Advisor, Ministry of Youth Development

“The cultural diversity of South Auckland, and centrality of family and whānau to Māori, Pacific and Asian cultures, creates additional complexity when home life and work life intersect. Many Māori and Pacific young people in particular have whānau and community commitments, expectations, obligations and responsibilities external to work which are often invisible or unfamiliar to employers.”

Auckland Co-Design Lab. (2016). *The attitude gap challenge: A South Auckland employment and skills challenge*. Retrieved from <https://www.aucklandco-lab.nz/attitudetagap>

Worries about global crises and systemic inequalities

The last few years have been filled with challenges that even older generations have struggled to understand or cope with – climate change, Black Lives Matter, COVID-19, political polarisation and volatility, health and financial inequalities, and the digital divide. Intersections of these issues have impacted Māori and Pasifika young people in profound ways, and young people are feeling anxious and overwhelmed in the face of all they cannot control.

“Particularly for Pasifika youth climate change is quite important... the impact on the Islands and ancestral homes, and flooding and how they can make a difference. They're feeling a lot of pressure.”

Senior Advisor, Ministry of Youth Development

“Jess's school is very eco-conscious, which is great, she says, because it instils the need to care about the environment. 'But it also means that we know about a lot of stuff that's happening in the world, and we do worry about it'... Poverty, housing, bullying, jobs, the rising seas: it all comes back to uncertainty. As Jess puts it, 'being terrified about stuff that's going to happen. Or not going to happen.'”

Woulfe, C. (2018, February). *More and more kids are returning to school with anxiety disorders*. The Listener.

The complexities of identity

Our interviewees described how the youth sector often thinks in stereotypes of young Māori and Pasifika when targeting their work. This approach fails to recognise the complex reality of the different values and ideals young people hold, the demands of the environments they are intersecting with, and how they adapt their identity as they shift contexts eg, online, at school, at home, at church, with friends.

“People walk in different worlds and we construct a version of ourselves that is appropriate.”

Ben Birks Ang, NZ Drug Foundation

“Young people are more accepting and welcoming of the idea of holding different identities in different spaces. That idea of ‘edge walkers’, understanding different rules and how to behave in different contexts.”

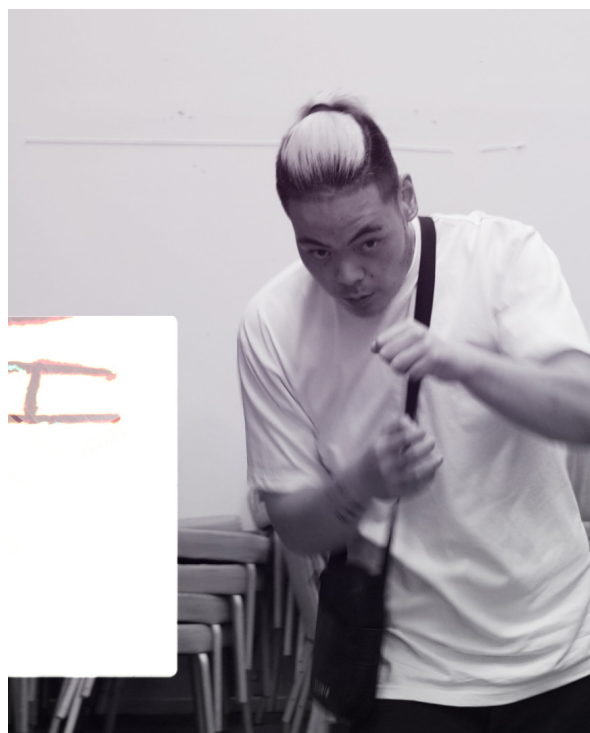
Jane Zintl, Ara Taiohi

School can be a cultural safe-harbour

High school may offer Māori and Pasifika young people a cultural-safe harbour – surrounding them with others who are like them, who understand them and view them as a whole and complete person. The outside world – in particular, employment and tertiary education spaces – can confront young people with the everyday realities of cultural difference and racism.

“School represents a safer place than other sectors of society. We are fortunate because our school is predominantly Pacific and Māori. The norm is Pacific and Māori, so it can feel like a much safer place than walking the streets.”

Deidre Shea, Onehunga High School



Stereotypes and invisibility

Harmful stereotypes of Māori and Pasifika young people work to narrow their horizons over time.

Schools often encourage these students into vocational courses, and because they don't see people like themselves in a variety of post-school pathways, they can become hypersensitive to the ways they don't fit in. This sense of not belonging depletes motivation, and reduces willingness to engage.

"I used to find this when I would mentor first year uni students, the ones who I mentored who were doing something that was new to people like them, in their community. If they were one of a few who were going to university, there was a hyper sensitivity and they would notice cues for how they couldn't fit in over being open to the ways that they could."

Ben Birks Ang, NZ Drug Foundation

"Our kids are limited by the options that are put in front of them. They might say, 'Oh, I want to join the army', but that's because the army comes into their schools. If you can't see it, you can't imagine it."

Tania Pouwhare, The Southern Initiative

"A disproportionate number of rangatahi leave school after completing NCEA Level 2 to go on to Level 3 certificates at PTEs [Private Training Establishments]. Unfortunately those that do will earn significantly lower wages by age 25 than those rangatahi who stayed longer at school."

BERL. 2020. *He Awa Ara Rau: A journey of many paths*. Retrieved from <http://www.maorifutures.co.nz/wp-content/uploads/2020/08/He-Awa-Ara-Rau-A-Journey-of-Many-Paths-Nov-2019.pdf>

"About one in five students of non-European ethnicities report one of these discriminatory experiences due to their ethnicity in the past year, compared to 8% of Pākehā/European students... New Zealand teachers have systematically higher subjective judgements of Pākehā students than students of other ethnicities."

Ministry of Education. (2019). *He Whakaaro: What do we know about discrimination in schools?* Retrieved from https://www.educationcounts.govt.nz/__data/assets/pdf_file/0006/195909/He-Whakaaro-Discrimination-in-Schools.pdf

Wellbeing campaigns aren't working for young people

Young people are highly media-savvy, meaning well-intentioned attempts by government agencies to connect with them are often not successful because they sound and look like government messaging. Young people spot the campaigns for what they are, and switch off. These approaches often focus on the promotion of 'wellbeing skills', but fail to meet young people where they are – missing what matters to Māori and Pasifika young people, and what they want more of in their lives.

Note: While young people did not make this point directly during our workshops, their inability to recall or reference useful wellbeing campaigns, messages or material strongly supports the insight that was offered by our key informants.

"Many [social campaigns] have been well intended, and seen in a positive way, but also seen as what they are – the Government telling me something, rather than a message that I need to pay attention to."

Ben Birks Ang, NZ Drug Foundation

"We can't minimise the reality of their world, brush over, or ignore it. Young people can see right through ignorant idealism."

Jane Zintl, Ara Taiohi

Workshops

Our workshops allowed us to work directly with young people to uncover further insights about how they talk and think about wellbeing. Here's what we heard and observed.

The workshops enabled young people to connect over shared experiences

Each workshop created space for young people to talk about their experiences of 2020 openly and frankly. Many expressed some surprise that their experience was shared by others – and by the end, shared that they no longer felt like they were struggling alone.

“This has been a great space for us to share what we've gone through this year.”

Social norms mean that spaces like these are hard to find

Current social norms make it difficult for young people to have conversations about wellbeing – especially conversations that require them to be vulnerable. Entrenched expectations around gender roles – especially for young men – mean that they prefer to keep things to themselves, and don't seek the help they need.

“These conversations will help others open up... we're so closed with each other.”

“I don't know how to talk about me. I've never been given the chance.”

Instead of managing their wellbeing, young people find distractions

The wellbeing strategies young people most often make use of – gaming, chilling with friends, and scrolling through social media – serve as distractions, rather than solutions. And, they don't trust those who are best-placed to improve their wellbeing, like school guidance counsellor, or community health providers.

“I feel most free when I'm doing TikToks... When I'm doing TikToks, nothing can stop me.”

Gaming functions as a useful protective layer

Gaming – across PCs, consoles, and phones – was a universal and important presence in the lives of all our young people. Gaming served as a way to connect, feel a sense of belonging, and achievement. In this way, even if they weren't able to be together in person, gaming met an important social need – despite often being misunderstood by adults.

"I like fighting games, like Mortal Kombat and Street Fighter. 'Cos I like beating people in that game, especially this guy. He's rubbish at games – he always thinks that he's the man except for video games. Cos I always beat him."

Other forms of distraction can have a negative impact

Negative influences seem to be everywhere: at school, among their friend group, and social media. This can make online spaces feel particularly unsafe for many young people, as they negotiate a range of perilous elements, eg, catfishing and trolling. These negative influences are difficult to avoid, but paradoxically, many young people feel they are necessary to engage with to keep up socially.

"Peer pressure from friends can be hard."

"So much drama #toxic."

Their experience of education can be deflating, and frustrating

School is not a positive experience for many young people. It's not fun, they don't feel respected or valued, and it's hard for them to shine.

"They underestimate me as a brown girl."

"Not only me but my boys too, teachers doubted us to the last minute."

Dreams are being replaced by stark realities

Each young person we met had dreams and ambitions – for themselves, their whānau, and local community. However, surfacing these dreams required intentional, careful facilitation. And for many, these dreams are beginning to feel less realistic, replaced by the realities of life in poverty, and the impact of others' low expectations.

"Hopefully we make it big. And we stay tight. Like we are now."

"It's unfair. Some people have dreams and they can't chase them."

These kids have to grow up fast – and COVID-19 has accelerated that timeline

Many of the young people we spoke to just want to be kids. They want space to have fun, and hold fewer responsibilities. But their context means they have to grow up fast – putting their whānau, church and community ahead of their own wellbeing.

“I’m 16 and working four jobs just to help my family get by... it’s like I became an adult too early.”

“Once I leave school, everything depends on me.”

They are being impacted by transitions and changes that they have no control over

Life can feel repetitive, and it’s hard to catch a break. There’s no buffer. Things are already stressful, so anything else on top can feel like it’s all getting too much. But they find stability in their relationship with whānau, church, and one or two trusted friends.

“I’m grieving the parts of myself I had to sacrifice to survive.”

“Beginning of the year we recently moved into a new house, so school was my only access to wifi and a device where I could do work.”

COVID-19 is presenting a new set of challenges

Almost universally, our young people expressed feelings of resignation and defeat in response to the COVID-19 pandemic, and the impact of lockdowns. They spoke of losing access to many of the things that made life enjoyable: friends, sports teams, and church.

“During the lockdown I lost my relationship with the Lord, so that’s something I’m trying to work on.”

“Coming off the back of an eventful and positive 2019, I was hella hyped for the coming year. In the beginning I was full of hopes and goals. My motivation died after COVID. I felt pretty lost and couldn’t ground myself.”

The pandemic has also provided some temporary relief from the grind

It’s been a tough year, and young people have coped the best they could. While many of the plans they’d made failed to eventuate, lockdown allowed them to ‘be a kid’, eat heaps, and be around family more often than they’d usually be able to.

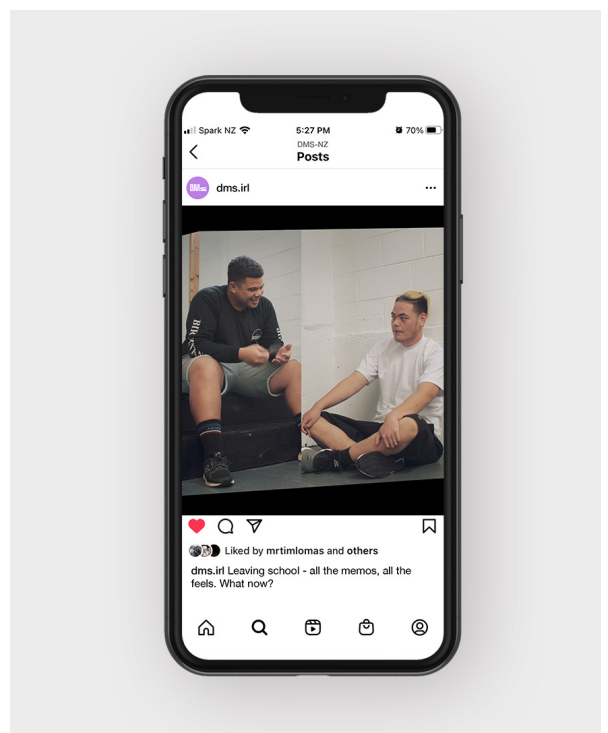
“[during lockdown]... you don’t want to do anything except watch Netflix and sleep.”

“A positive during this year was spending more time with my family.”

“I got to be a kid again.”

Campaign

The DMs campaign allowed us to gather insights into which content formats, channels, and topics resonated with our audience of young people. Here's what we discovered.



Timeliness is key

The most popular theme of content we ran, was 'Leaving School', closely followed by 'Lockdown'. We ran these videos at the beginning of the campaign (in early January) when we knew they would be particularly relevant. Interestingly, 'Happiness' was the lowest performing theme. This highlights the importance of content planning to maximise relevancy and timeliness amongst our audience.

There's an appetite for an online community

Our TikTok fanbase grew to over 900 followers and gained over 20,000 likes during the campaign period, which was impressively high given that was not a Key Performance Indicator, nor was it part of our content engagement strategy. We were conscious of the campaign itself being ephemeral and not wanting to create a community that would later disappear, however, these stats in such a short period of time indicate that good content will captivate an audience.

Short and sweet

The average View Through Time (the average amount of time users watched a piece of video content) for the DMs content was 7.3 seconds – an indicative sweet spot for viewing retention in terms of content duration, or trailer-style content at the least.

Mobile-first for everything

88% of our site traffic was mobile. It's an unsurprising statistic, particularly for this audience, but creating primarily for mobile should be a paramount consideration in filming and formatting any future content.

Put your media money where your objectives are

Media works most effectively when each buy is optimised differently per channel. For example, Twitch had our highest Click Through Rates (the number of clicks the ad received divided by the number of times the ad was served) (0.54%), whereas YouTube had the lowest Cost Per View (the advertising spend divided by how many people viewed the ad) (\$0.04) These results indicate each platform has its strengths based on the media it heroes – being strategic about how these are bought would create higher cost efficiencies and social performance.

Microsite engagement with this audience is low

The average time on the DMs microsite for the 11,000 sessions (lands on the microsite – this is not individual people but unique times in which the microsite was visited) was 3 seconds. This indicates that our audience prefers in-app experiences as opposed to clicking off-site to watch the full form of content. It highlights the need for campaigns to include a full matrix of messaging that play out through its content.

Multimedia tells deeper stories

To support the videos, we used static pull-quotes from the interviews as traffic drivers to the microsite, tapping into the typographic treatment trends on Instagram. Having a variety of content lengths, forms and types enabled us to tell a deeper story, capture our audience in different ways and in different moments, and proved to be effective in terms of both engagement and reach.

Summary of insights

Each step in the DMs process surfaced a wealth of learnings. When our desktop research, interview, workshop, filming, and campaign insights are considered together, here's what they reveal.

**1**

These young people generally don't talk about how they're feeling, and often feel alone in their experiences. However, when given the space and provocation, they appreciated the opportunity to share safely.

**2**

The impacts of COVID-19 are widely acknowledged by these young people. They expressed a sense of disruption to their lives and plans; and the impact is missing significant milestones and rites of passage eg, school balls, sports tournaments, camps etc. However, these impacts haven't necessarily diminished their hopes for the future.

**3**

Many of these young people are living with complex intersecting challenges on a day-to-day basis, and much of their time is spent in service to their family and community. But in some ways, COVID-19 provided space for them to just enjoy 'being kids' for a bit.

4

Racism, poverty, harmful stereotypes, and society's low expectations are taking a toll – making it feel exponentially harder for Māori and Pasifika young people to hold onto their hopes for their future, and work towards their goals. While this feels very real for these young people, they have firm aspirations for the future to look different for them and their communities.

5

Separated from in-person friendships and communities, many young people have relied on digital distractions to help them cope – including social media, Netflix, and gaming.

6

Programmes and people who might help young people take care of their wellbeing often aren't being perceived as useful, relevant, or trustworthy. While they didn't explicitly reference existing programmes, young people shared that they don't want to be 'told what to do' or 'how to be'. But they did express that they do appreciate seeing their realities, experiences, and identities reflected in ways that help them to make sense of themselves and the world around them.


Opportunities

Project DMs has revealed there are significant opportunities to better support the wellbeing of Māori and Pasifika young people in transition.

There's no transformative silver bullet for Māori and Pasifika young people – our insight themes demonstrate the complexity of the intersecting challenges these young people are facing every day. However, we see a wealth of exciting opportunities, clear needs, and meaningful places to start. Brand, communications strategy, and social marketing could play pivotal roles in realising these opportunities.


Māori and Pasifika young people in transition are demonstrating a need for experiences, projects, communities, and systems which...

Put play and creativity at the centre




Young people are feeling weighed down by the stresses and responsibilities of their circumstances and contexts. They are hungry for opportunities to be kids – to play, to create, to mess around and have fun. Play and creativity can help young people relieve the pressures of life, connect with others, express who they are, and talk about the challenges they are facing in their lives. Creativity, gaming, and play offer relevant, desirable, and effective vehicles for wellbeing initiatives with young people.

Build connections and a sense of belonging



Young people are navigating hard realities whilst facing practical, material, social, and cultural barriers to connection. As a result, they feel alone in their experiences. We need to create the conditions for young people to connect with one another – establishing opportunities for them to safely open up, share what's really going on, form friendships, find support and a sense of belonging amongst their peers.

Honour milestones



The pandemic and its containment strategies have robbed young people of many of the milestones which marked their growth and achievements. We see a need to find new ways to honour moments of significance in young people's lives – reminding them they are growing, succeeding, and moving forward.



Reflect the reality

Māori and Pasifika young people are living with complex intersecting challenges on a day to day basis. For wellbeing approaches to be useful – and perceived as relevant – they must be grounded in the reality of these young people’s lives. There is a need for initiatives which honour their experiences and identities – what matters to them, and what they want more of.



Celebrate identity

The constraints of poverty and racism, and the impact of society’s low expectations can make it hard for these young people to hold onto their hopes for the future. We need to lift their gaze by building visibility of Māori and Pasifika young people just like them who are out in the world doing great – or wonderfully ordinary – stuff. We want young people to know they can thrive because of who they are – not in spite of it. Showcasing and celebrating the identities and successes of other Māori and Pasifika young people can send that message.



Decolonise approaches to wellbeing

Many wellbeing initiatives are rooted in Western neo-liberal ideology. When working with and for Māori and Pasifika young people, we see a need for approaches which decolonise ideas of wellbeing – centering community and cultural wisdom.



Demonstrate dependability

In a time of huge transitions, changes, and sudden shifts, young people are facing lost routines and an absence of stability. There is an opportunity to offer dependability – to create a trustworthy, reliable, supportive presence in young people’s lives. We see a need for wellbeing initiatives which are steady, easy to access, and don’t make false promises. Because our young people’s time is largely governed by school, whānau, church, and community responsibilities, building a sense of brand legitimacy and trust amongst these communities will be critical.



Harness what already exists

Across Aotearoa, there is a wealth of initiatives designed to support the wellbeing of Māori and Pasifika young people. While there are incredible things happening, these offerings are disconnected and have limited visibility. We see a need to connect the dots between programmes and organisations, and an opportunity to showcase what exists – offering young people an ecosystem of support.



Highlight meaningful pathways

COVID-19 has disrupted young people's pathways out of school – and they are left feeling a loss of direction. There is a need to highlight accessible, meaningful, exciting, and unexpected avenues for learning, training, and career progression. Demonstrating the wide variety of pathways available – pathways which enable the success of young people just like them – can help restore a sense of agency, ambition, and purpose in young people.



Play where – and how – young people play

Māori and Pasifika young people consume media in their own unique ways – and the technologies and platforms they're using are ever changing and evolving. What's seen as cool and engaging one moment becomes outdated and contrived the next. Wellbeing initiatives need to be authentically connected into – and adapting along with – these shifting worlds.

I Appendix

Workshop structure

Our workshops guided participants through four phases – whanaungatanga, wānanga, auahatanga, and tau – and a series of activities. This journey helped our participants connect with one another, talk about their lives in safe and constructive ways, and add to their own 'kete of resilience'.

1. Whanaungatanga - Connection



Scene-setting, building connections (90 mins)

Our young people were appropriately welcomed into the space, and walked through an initial briefing around the aspirations for DMs – what we collectively hoped to achieve, and any housekeeping.

Following the briefing, we grounded ourselves in whanaungatanga, sharing where we've come from that day, and how we were feeling – using a sorting cards activity.

Then, we guided our young people through a series of short interactive energisers, designed to facilitate connections, set intentions for the day, and build collective energy and momentum.

2. Wānanga – Learning and insights



Personas (60mins)

The persona activity aimed to elicit a deeper understanding of how young people think and talk about identity and wellbeing; the identities they hold, their experiences throughout 2020, and their sources of support. The use of personas – representations of our audience created by workshop participants – allowed our young people to speak to barriers, enablers and challenges they face in their lives in a safe way, by providing some distance between the issue and their personal experience.

Using personas we explored the following experiences with our young people:

- Education & employment
- Support & influence
- Social life
- Home life
- Health & wellbeing
- Online content
- Goals & ambitions

A week in their life (45 mins)

This activity used the personas from the previous exercise to creatively explore a week in each of our characters' lives. This allowed us to gather deeper, more specific insight into the different components of a week in the life of our young people: where they spend their time, what they do to relieve stress, where/who they seek support from, and so on – without asking them to share specific details of their own experiences.

3. Auahatanga – Imagine



This final section of the workshops provided our young people with a variety of creative tools and strategies to take away from the workshop, and add to their own kete of resilience. Following each activity, we provided our young people with an opportunity to share thoughts and reflections with the rest of the group.

My year in review (20 mins)

Using a range of creative media, our young people designed a timeline of their year so far, highlighting significant milestones – events they've attended, things they've accomplished, and projects they've finished. Next, they created visual representations of the things they were looking forward to – events coming up, family celebrations, and goals yet to be achieved. This helped our young people notice both what they've achieved during a hugely challenging year, and all the things they still have to look forward to. This activity was wrapped up by asking our participants to add a meaningful quote beneath their timeline – one that's supported them as they have navigated the year, and helped them get through.

Future intentions (10 mins)

As a group, the young people formed a circle, and spent a minute thinking about an action they'd like to take to shape their future. Holding a large ball of string, each person spoke their name aloud, verbalised a future intention, eg, "From tomorrow on, I will...", and then threw the ball of string to someone else in the circle. This repeated until everyone had a turn, and the criss-crossing of the string became a visualisation of the way in which, despite differences in our individual pathways, there's always something linking us all together, through backgrounds, journeys and stories. Finally, we positioned a rock on top of the string network, demonstrating the impact of the collective strength of everyone's stories.

I have a dream! (30 mins)

To finish, we developed our collective dreams for young people of Aotearoa. Our workshop participants organised themselves into groups, and recreated Martin Luther King Jr's famous 'I have a dream' speech, replacing the words of the original speech with their own. They then shared their speech with the rest of the groups. Their dreams formed a collection of their hopes and aspirations for themselves and each other, ending the day on a positive, hopeful note.

4. Tau – Closing round



Takeaways circle (15 mins)

We closed our workshops with a final round of reflections, allowing each of our young people to share what they enjoyed, learned, and what they would be taking away as they left our space.

As we closed the space, we paid particular attention to participants who appeared to be experiencing strong emotional responses to our time ending. Support was proactively provided, and we worked alongside each young person to ensure they had access to additional support if needed, eg, by making contact with the school guidance counsellor, or other local community organisation.

Consent

Below is a copy of the talent release form issued to all young people who partook in the DMs project, and a follow up form to clarify their consent to use the insights gathered through this process in this report.

Project DMs talent release form

Onehunga High School Workshop, Saturday 28th November 2020

This Talent Release Form outlines the consent given when attendees are filmed by Curative NZ at the Project DMs hui on Saturday 28th November.

It outlines the ongoing consent process for each element of the DMs project, from filming right through to the final insights report being both written and shared.

By signing this form, I hereby give my consent for footage of my interviews to be used by Te Hiringa Hauora as part of their Project DMs campaign. I have been adequately explained that this footage will be edited and used as part of a nationwide campaign to gain a deeper understanding about rangatahi wellbeing in Aotearoa.

I understand and consent to this footage to be used as promotional material until February 28th 2021. If Te Hiringa Hauora want this footage to be used beyond these dates I will be contacted and my permission will be required for this to happen.

I also understand that my consent is given for each stage of the project; the workshop, filming, editing, campaign and report. I will be notified once each of these stages has been completed as an opportunity to change my mind.

I acknowledge that these visual and/or audio recordings for DMs are the sole and exclusive property of Te Hiringa Hauora and Curative. Requests for footage may be shared at their discretion. Curative is under no obligation to use the Recordings and/or Participant's Likeness in any manner.

If I would like their footage to be removed, I may email hello@curative.co.nz or direct message the DMs social media accounts to request this is done. If I do this, Te Hiringa Hauora and Curative will endeavour to stop using my visual and/or audio recording as soon as possible and follow this up with a phone call to talk through the experience.

I also understand that at any stage of this process (the workshop, filming, editing, the campaign and the Summary of Insights report) if I feel uncomfortable, I am encouraged to get in touch with the Curative team where my feelings and concerns will be met with alofa and support and that I will be within my rights for any content I appear in to be removed.

By signing this form, I consent without further consideration or compensation to the use (full or in part) of all still photography, audio and video taken to be used as described above on behalf of Te Hiringa Hauora and Curative.

Name: _____

Date: _____

Organisation (school, group or other): _____

Contact number: _____

Email: _____

Signature: _____

curative.

Project DMs – Consent Form

Last year, people who work at Ministry of Youth Development and Te Huringa Hauora – both part of the New Zealand Government - wanted to hear from young people about their experiences of the Covid-19 pandemic, as well as their hopes and aspirations for their future.

So, in November 2020, Curative ran some workshops with young people across Auckland and Huntly, which you came along to.

At these workshops, you and other young people like you shared stories of 2020 - the good stuff, and the tough stuff.

At the time of the workshops, some of the young people involved were filmed, and this content was edited and used in a social media campaign that went live over January – March 2021. This piece of the project has now completed.

Within our workshops we also explained that some of the stories you shared might be used by Curative in a report we will be sharing with the Government, and other people who are interested in the perspectives and experiences of young people like you.

This report will be used to inform the design of future programmes and services that meet the needs of young people in Aotearoa. It is only one source of information – and will be used alongside other data and information.

The stories included in the report are **anonymous**, and don't include any identifying details, such as your name, age, gender, school, or town. However, the report might include something you said, or something you wrote, as an example to help people in government understand the realities for young people.

At the time of the workshop, you consented to the use of your input, however the original form you signed has been misplaced. Before we can publish and share the final report, we ask that you sign and return this version to confirm that you are happy for your stories to be used anonymously.

By signing this form I confirm that:

- I participated in one of the DM's workshops hosted by Curative in November 2020
- I understand that the purpose of these workshops was to gather content and insights to inform the DM's social media campaign that went live in January – March 2021, and a summary of insights to inform the future design of programmes and services for young people
- I am happy for my input and stories to be included anonymously in the report that will be shared by Curative, Te Huringa Hauora and Ministry of Youth Development

Name: _____

Email: _____

Signature: _____



LifeChurch Manurewa workshop

The following pages include the outputs our LifeChurch Manurewa workshop attendees created over the course of their day together.

Permission has been expressly given for the following documentation to be shared in this report.

Note: We have transcribed our attendees' notes into tables for ease of reading, but we haven't edited or altered their content.

Personas

Adam

Age: 18

Location: Otara

Some of their favourite things: Rap, music, art

School & Work

- Hillary College
- McDonald's – Part-time Job
- He is going to work there for a year as his gap year
- Does music

Support & influence

- He looks up to God
- 501 Band
- His family is a positive influence
- His parents encouraged him to finish off school and to go hard for his last year at Sir Edmund Hillary
- His gang, the people he hangs out with bring him down, stop him from doing what he loves

Online Habits

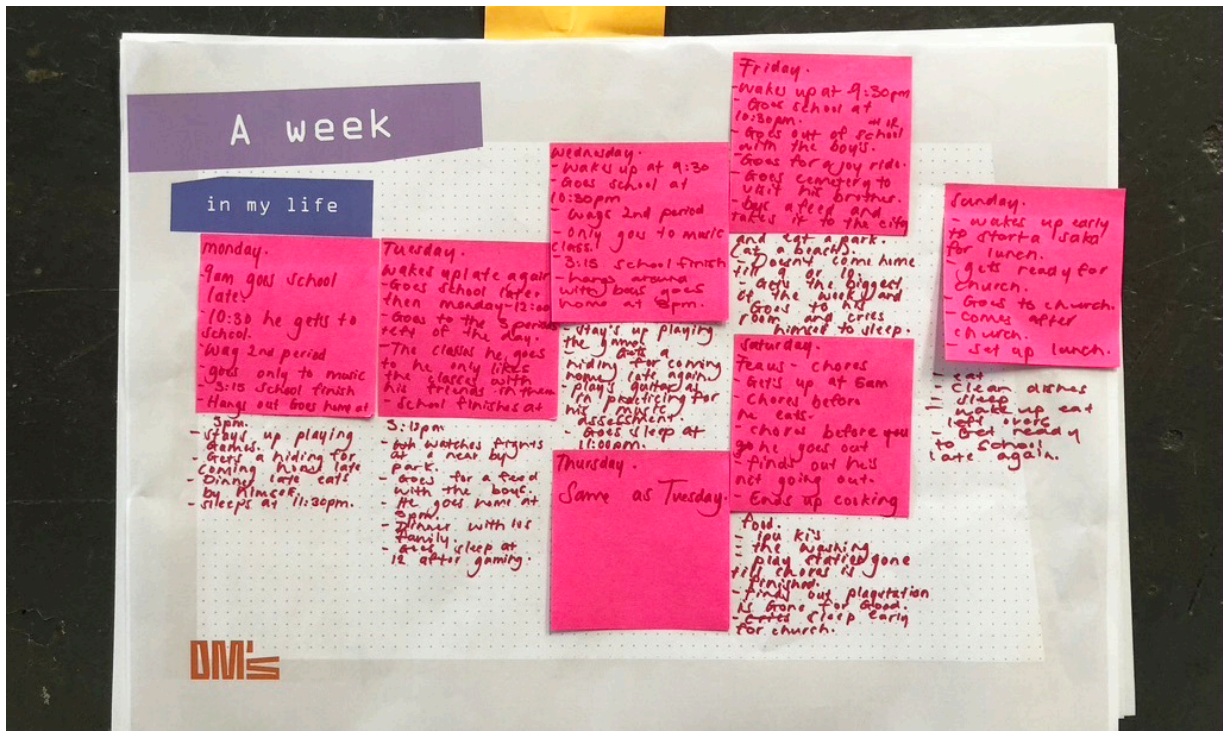
- Insta, Facebook
- C.O.D, Fortnite

Wellbeing

- Plays guitar and sings
- Playstation
- Art (draw)
- Fight
- Raps like Biggie
- To release stress he does boxing, plays and listens to music
- During stress time we turn to good friends
- When physically unwell he pretends that he's not sick and 'be's a man thru it'
- Parents won't care
- Our person isolates themselves from everyone and sees himself as a tough guy that he has to live up to.

Social life

- Family
- Gang violence
- Plays guitar
- Wakes up at 3 am
- PlayStation
- Goes to church
- Spend time with friends – go out
- Edible brownies.



Junior

Age: 17, Year 12

Location: Otara

Some of their favourite things: Gaming, eating, chilling with his mates, plays rugby & touch.

School & Work

- This person goes to T.C (Tangaroa college)
- What's unique is that they're welcome to baby mamas
- He works at a factory packing and stuff
- His dream job is to be a police officer
- The best part about school is that he gets to hang out with his mates and find a girlfriend
- The worst part for him is that he has no idea or concept of what he wants (to do) when he finishes school which makes him struggle
- Yes/no goals to be a better person. He wants to be more active and more resilient
- What makes school a better place? he's wanting more support.

Support & influence

- **Positives**
 - His real mates
 - Siblings / parents to look up to
 - Has a best mate he goes to chat to
- **Negatives**
 - Hanging out with the wrong people e.g trouble makers.

Online Habits

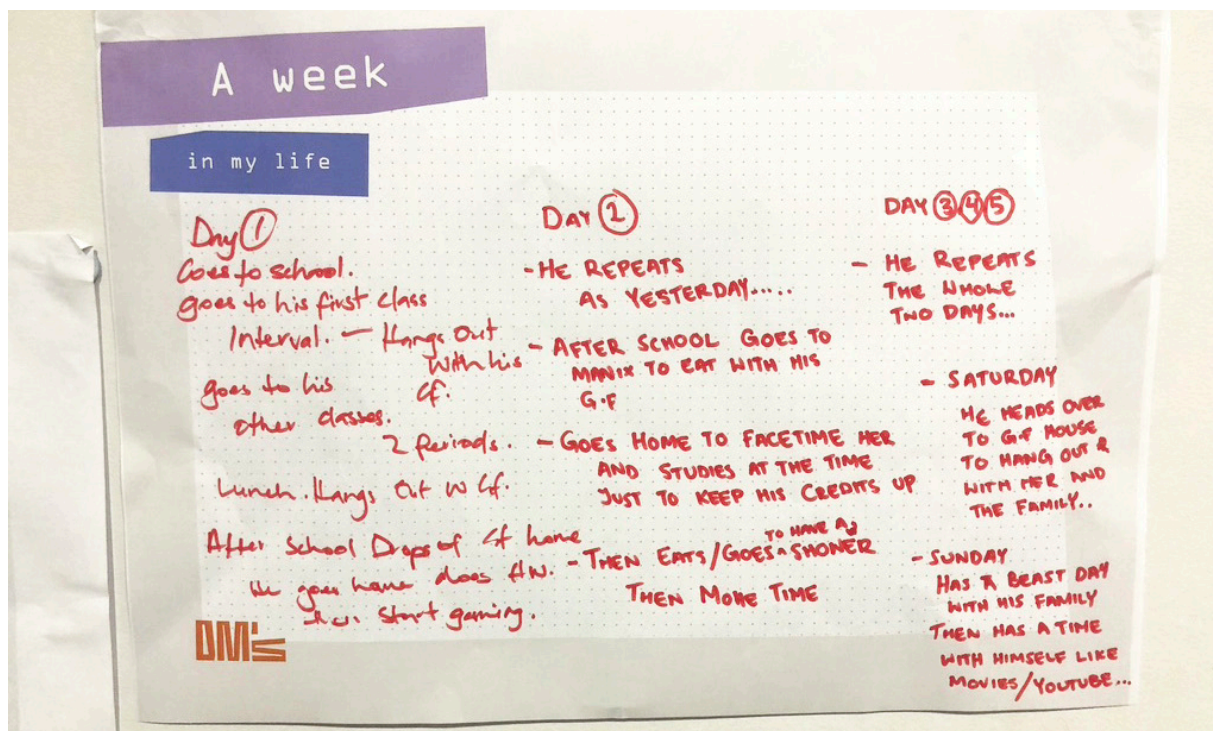
- Enjoys
 - Instagram
 - Gaming
 - Study
- Easy to shut away from everything
- Bored most times and is always online for entertainment
- Easy to shut away from everything.

Wellbeing

- What do they do for fun?
 - Play games
 - Going out with friends and family
 - Thinking about life
- What do they do to relieve stress?
 - Talk to someone that's close to you, rather than keeping it to yourself
 - If you're feeling unwell, do something you're comfortable with...
 - Watch Youtube, Walk to the park, listen to music, talk to others
 - Think about your next move or tell someone like family or mates
- What does well-being look like to them?
 - Happy
 - Safe
 - Well
 - Excited

Social life

- They spend time with loved ones
- They love to hang out at home
- He likes to game and likes to eat
- He likes to be with his friends and family
- He likes going to arcades because he likes being around their positive vibes
- He's surrounded by depressed people and trouble makers or going to parties which makes him nervous because he doesn't know his surroundings
- He should be hanging out with the right people who are a good influence on him.



Lorraine

Age: 17

Location: Manurewa

Other: Full Tokelauan

School & Work

- Manurewa High School
- Making friends & memories
- A diverse community
- Wide variety of opportunities
- Dream job: Chef in Brazil – full time working with Gordon Ramsay
- Peer pressure, alcohol & drugs, addictions, bullying
- Current part-time work – Clendon Maccas
- Wants to open her own restaurant. Aims to go to chefs courses
- Wants to be a good role model. Become head girl to be the voice of the students to better the school
- Access to bad influences. (smokes etc.) VS prayer – guidance counselors
- Siblings are close – small circle.

Support & influence

- **Positives**
 - Close friends & family
 - People with the same interest
 - Prayer
 - Scripture / motivational accounts (Instagram)
 - Guidance counselors
 - Siblings, close cousins
 - Teamwork from sports groups
 - Cooking on her own
 - Getting good grades (E&M)
 - Music – Jazz and Classics
- **Negatives**
 - Boy problems
 - Family conflict
 - Stress / school = smoking
 - Fake friends
 - Bad influences
- **Peer Pressure**
 - Wanting to fit into society (bad)
 - Changing herself to fit in
 - Fights addictions (smoking).

Online Habits

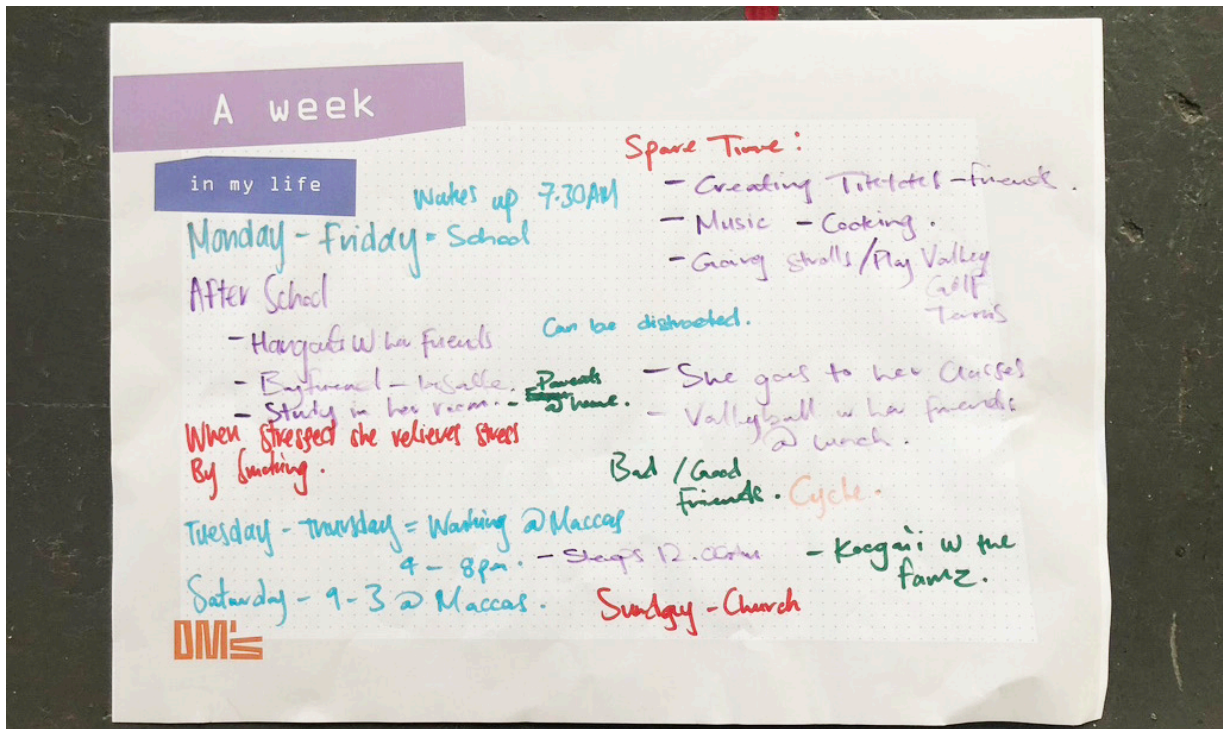
- TikTok, Instagram, Among Us, GTA5, Facebook
- Negative comments & DMs. Fake accounts
- Magazine, recipe books, daily newspaper, novels
- Podcasts, Spotify, R&B, Jazz, Classics, Jawsh685, Solange
- Mukbangs, ASMRs, Netflix, documentaries, celebrity ent, reality shows.

Wellbeing

- Listen to music
- Go out and party with friends
- Veronica, Benjamin and Sarah hang out at school and the homai shops
- Gardening – veggies & fruits, strolls, botanical gardens, going out with friends.
- Goes to church, library, plays volleyball, golf & tennis
- Working.

Social life

- Friends:
- Veronica
- Benjamin
- Sarah
- They hang out at school and homai shops
- (Memorials) – Smoking – Stressed



My year in review

Attendee #1

- Losing weight
- Being closer the boys at leadership camp
- Doing course
- Passed Level 3
- QLD winning game 1

Attendee #2

- Went on a camp
- Bonded with the boys
- Wrote a stink rap posted on insta
- Played rugby of school
- Made some videos

Attendee #3

- **Jan**
 - Lived with my brother since last xmas. Lived there for three to four months
- **Feb**
 - Started high school, met new friends
- **March**
 - COVID-19 started, messed up my social life with school
- **Apr**
 - Started course
 - Learning for my driver license
 - Had a 21st
- **May**
 - Started gaming
 - It was my birthday on the 12th
 - Lot of work papers for course
- **June**
 - Went through a break up
 - Got all depressed...
 - Days went by I got myself together and moved on
- **July**
 - Had two birthdays
 - Had to stay in cos COVID-19 started again...
 - Worst day ever

Attendee #4

- January: Comp for The Rising Foundation
- Travelled to Tauranga for brothers sports! Made memories with whānau. Restaurant, swimming, basketball, playground
- School
- Staying up late
- Studying
- Tutorials
- Coffee lol
- Zoom sessions
- Extremely stressed
- Reading Novels
- A Lot of online learning
- Polyfest in march was canceled :(
- Work experience for the first time During holidays
- I did the vaka experience within TRF. Connecting to my pasifika roots & seeing older people who are doing what I want to do
- Term 3 camp for TRF – biggest highlight this year. Based in Rotorua & learning about identity.
- Lockdown
- Baking
- Fitness
- Reflecting
- Family
- Phone
- Laptop
- A lot of school
- Facetime
- Went to dinner for my birthday in Feb.

Attendee #5

- **January**
 - New Years with my families
 - Brother / friend's 21st
- **February**
 - School – year 13
 - Seeing friends
 - Polyfest
- **March**
 - Lockdown
 - Birthday in lockdown
 - Online school
- **April**
 - Lockdown continues
 - Home alone (family are essential workers)
- **May**
 - Back to school
 - Reunited with friends
- **June**
 - School
- **July**
 - School
 - Ball postponed
- **August**
 - Back to lockdown for 3 weeks
 - Online school
 - Baby sitting
- **September**
 - School
- **October**
 - Tauranga
 - Road trip
- **November**
 - School exams
 - Workshop, good experiences
- **Lows**
 - Lockdown
 - Birthday in lockdown
 - Baby sitting
- **Highs**
 - Polyfest
 - Tauranga road trip
 - Baby sitting.

Attendee #6

- **January**
 - Started at a new school
 - My first year as a year 11
 - Joined Polyfest
 - moved to mangere
 - Supposed to go A.C (Even bought the uniform)
- **February**
 - Practiced for Polyfest everyday
 - Still in the process of moving houses
 - Athletics day
 - Process of making new friends
- **March**
 - COVID-19 happened
 - Still practising for Polyfest / more exams
 - Fiafia night
- **April**
 - More exams, went on a geo trip
 - Made more friends
 - A lot of birthdays
- **May**
 - Just started to get use to scc
 - Started to get back to music – which was my favourite subject then
- **June**
 - A whole lot more exams
 - Had my 16th birthday and my sisters bday happening on the same week
 - Moved houses again
 - Moved back to my mum's house
- **July**
 - The second lockdown happened
 - I signed out of Southern Cross
 - In the process of moving houses / schools
- **August**
 - Finally moved back to my mums in the process of moving back to Manurewa High School
 - Started late term 3
- **September**
 - Had a lot of exams
 - Had to catch up with my credits.



I have a dream

Group #1

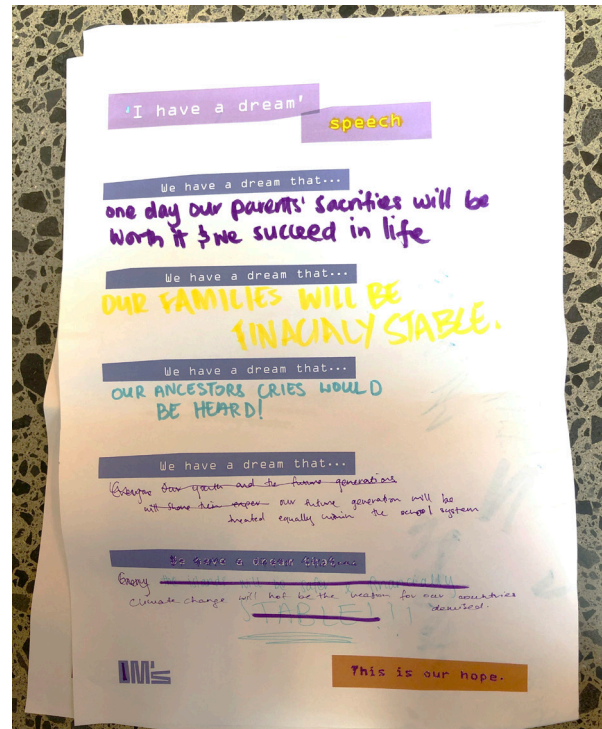
I have a dream that...

- People won't stereotype people from South Auckland...
- My friends will come to know Christ...
- Our family will be in a stable place...
- COVID-19 will no longer exist...

Group #2

I have a dream that...

- COVID-19 will disappear so that we can live with no fear...
- All young people will travel to all the places they wish to be and to be able to get money and be financially stable...
- We could live our lives strong and free and not be controlled by society...
- We will be addiction free and still live our lives young and free...



Huntly College workshop

The following pages include the outputs our Huntly College workshop attendees created over the course of their day together.

Note: We have transcribed our attendees' notes into tables for ease of reading, but we haven't edited or altered their content.

Personas

The following pages include fictional personas developed by young people in order to give us an example of what a young person is like.

George

Age: 17

Location: Rahui Pokeka

Some of their favourite things: Video games, sports, academics.

School & Work

- He goes to Huntly College
- It's full of exotic opportunities
- It has gaming classes
- Numeracy and literacy classes
- He likes the way it is
- He works part time at countdown
- Dream job is an NBA player
- Short term goal is to be Head Boy.

Support & influence

- Jahmin Tengu
- Tien Ngahere
- Ja Morant
- Kevin Durant
- He gets his support from his fans because his fans support him no matter what he does
- Positive influences – parents, friends and family
- Negative influences – haters, bad people.

Online Habits

- George plays online games
 - Modern Warfare
 - Fortnite
 - Pub G
 - Beta Cold War
- He also watches TikTok and makes them and is TikTok famous
- He watches basketball videos too and this has influenced him to practise more and he achieved the MVP award
- Even though he is Insta famous – he gets haters that put him down
- He is a big fan of Atlanta faze and one is his favourite. Faze Swagg.
- It will be bad without the internet because he has 250,000 followers to tend to. If he will lose income.

Wellbeing

- Practises his keyboard skills
- Meditates
- Practises his jump shot
- Visits the Shaolin monks.

Social life

- They spend time with friends and family
- They sometimes hang out at the park, home and college
- Play sports
- Play basketball
- Read books
- People = family, friends
- Places
- Hangs out at college, shows and has dinner with friends because it makes him happy.
- Has haters because he is famous
- He is not worried at all only if he is anxious or unhappy about something
- (how do they stay safe?) By telling his mum and dad that he is going to hang out with his friends.

Tane

Age: 20

Location: Grew up in a bad environment – Huntly

Some of their favourite things: Music, RnB, Hip Hop, Jazz.
Also likes chilling with the bros, rugby.

Is trying to make it out of his mindset.
His motivation is self-innovation.

School & Work

- Goes to HC
- Got held Back 2 years
- His fav part of school is C2 (Computer room)
- His dream job is a Youtuber and Twitch streamer
- Students at HC call him Caaripsta and Mr Drifta
- Can't read
- Part time job at WINZ.

Support & influence

- Tu Pac & Biggie
- Work and income
- Bene money = good money
- Twitch streamers
- Spell
- Brozh_
- Fav character from Bro Town is Mr Papelo
- Mr Papelo is his father figure.

Online Habits

- He's got a lot of online girlfriends that are all actually his cousins
- Clears history a lot
- Facebook
- His dream job is Youtuber
- Insta profile pic is a lonely potato.

Wellbeing

- He drinks and goes to parties and hangouts with the boys
- They smoke all the stuff
- Everyone knows him in huntly
- In his free time he streams and goes on live and swears a lot
- Goes to his kids for help.

Social life

- Hangs with Hood rats at the back of town
- Drink ups / parties, goes live
- His oldest kid is his 7y/o daughter
- He has twin boys
- His family is dead – wife left him
- Hangs around outgoing people, garage sales and home (doesn't get much time with his kids.)

Eddie

Age: 16

Location: Huntly

Some of their favourite things: Sports and family

School & Work

- HC
 - 200 kids
 - Low decile
 - Everyone knows everyone
 - Whanaungatanga
 - Kotahitanga
- HC is the school where if you need help there is someone there who will help you.
 - All support and all love
- Fav class is PE and Health
 - He loves socialising at school
 - Likes seeing his rugby team, lunch time and opportunities
- Worst parts
 - Puna Ako
 - Bullies
 - Dramas
 - Struggles academically
 - The school should provide more teacher support for him academically and mentally
 - Incorporate sport and study into classes
- They work to provide for the family and to help his siblings out. He works at maccas after school
- Dreams to become the next All Black star
- Short term goal is doing everything he needs to do fitness wise, academically and mentally to become an All Black.

Online Habits

- Positive influence and support
 - Best friends Jordan and Jason
 - Sports teams
 - Fav teacher
- Negative
 - Drugs & alcohol
 - No real idols
 - Family is in gangs.

Support & influence

- Youtube
- Sports Highlights / Documentaries
- Gaming
- Facebook
- Snapchat
- Instagram
- Has haters
- Sports highlights
- Gaming Youtubers
- Doesn't read (not good academically)
- Rap music
- It would be bad if there was no internet because his influences are on youtube and they keep him on track with sports.

Wellbeing

- Fun
 - Every single sport
 - Social media
 - Spending time with family
- Relieve stress
 - Music
 - Sports
 - Family & friends
- Support network
 - Two friends
 - Maybe family
 - Usually keeps to herself
 - Partner
- If I am physically unwell
 - Parents
 - The two closest friends
 - Doctors
- Wellbeing looks like
 - Being happy around family
 - Feeling good about yourself.

Social life

- Spends time with his 2 mates and family.
At home, at events, sports and at casual hangouts
- He enjoys small circles and loves playing sports. He also loves being surrounded by loved ones
- He is low on academic achieving but is an overachiever when it comes to sports
- He is worried that lack of academic achievements will hinder his sporting career.

Cameron

Age: 17

Gender: Neutral

Location: Queenstown

Location: Reading, sports eating, sports (volleyball, table tennis, BBall, traveling with friends and family)

School & Work

- Job: Accountant worker
- Dream job – scientist (Biology)
- School
 - Worst – strict uniform and expensive
 - Best – the gym and library
- To make it better
 - Change the price and the look of the uniform
 - Include reasonably priced cafeteria.

Support & influence

- Jahmin Tengu
- Tien Ngahere
- Ja Morant
- Kevin Durant
- He gets his support from his fans because his fans support him no matter what he does
- Positive influences – parents, friends and family
- Negative influences – haters, bad people.

Online Habits

- Positive
 - Family
 - James Charles
 - Friends
 - People who support him in general
 - Support from family and friends and others
 - ...By showing its ok to be different
 - Have people around them that spread positivity
- Negative
 - People who put them down for being gender neutral
 - Judgey people in general
 - People who think negative.

Wellbeing

- Relieves stress and pressure:
 - Skate
 - Be with friends
- For fun
 - Skate
 - Read
 - Hang with friends
 - Sports
 - Explore
- Their parents and friends basically take care of them
- Wakes up at 7am – bed at 11pm
- Friends and family support when they are unwell.

Social life

- Good Feel
 - Exploring
 - Skating
 - Friends
 - Exploring haunting places for excitement
 - Friends
 - Skating to relax and think while having fun
- Their friends
 - Best friend is hayley
- They spend time with their friends. Usually at the skatepark
- For fun
 - Reading
 - Skating
 - Going to haunted places to explore
- Keeping safe
 - Friends are genuinely nice so he always feels protected
- Unsafe
 - When he is around people that make him feel unsafe.

I have a dream

Group #1

I have a dream that...

- People and lands shall thrive in peace, love and hope
- People will portray themselves truthfully and not tainted by outer judgement
- We will be rich in values of heart and soul
- People will stand united in the face of travesty and fear
- Youth are ensured with a stable environment.

Group #2

I have a dream that...

- We live to our fullest
- We accomplish to get our dream jobs
- One day we die happy about how we lived
- We travel the world together
- Donald Trump doesn't come to NZ.

Group #3

I have a dream that...

- To better myself as a man, to show people there's more than what lies beneath
- We have a dream to uprise all of our youth to speak truth through a booth like bluetooth from the tech that traps our rangatahi's mind for not 1 but near 10 hours at a time.

Onehunga High School workshop

The following pages include the outputs our Onehunga High School workshop attendees created over the course of their day together.

Note: We have transcribed our attendees' notes into tables for ease of reading, but we haven't edited or altered their content.

Personas

The following pages include fictional personas developed by young people in order to give us an example of what a young person is like.

Kyle

Age: 19

Location: Avondale, UNITEC Institute

Some of their favourite things: Family, friends, TikTok, visiting his deceased dad.

School & Work

- Unitec – degree in Communication
- Closer to home, cheap. Offered a scholarship for media studies and first in family
- Offered a scholarship, good nature, quiet, near to the beach, good house, good support system
- Worst part is people not understanding his circumstances
- Has a few friends but they're bad influences and he doesn't have time to hang out with them
- Works at my food bag packaging – minimum wage
- Dream job is to work for NZ herald – where his dad worked
- Goal is to financially support family because two other siblings failed at that
- One got pregnant, others dropped out because dad died
- He works the night shift because his mum works the day shift.

Support & influence

- He looked up to his dad. Dad worked at NZ Herald. Dad had a degree in communications
- His siblings and mother are positive influences as well as the memory of his dad
- His negative influences are his friends – peer pressure
- TikTok & Netflix
- Doesn't get support because others rely on him
- He inspires those around him (His peers) to be brave and work through hardship.

Wellbeing

- Listen to music
 - relieves stress & anxiety
- Writing, playing sport
- Exercise for fun & to keep sane
- Keeps to himself & helps other people to distract himself from his own problems.
- PTSD from his car accident
- Gets peer-pressured
- Goes for long walks on the beach
- Cousins take him out
- Goes to his dad's grave.

Online Habits

- TikTok, Netflix, gaming for fun
- Facebook, Instagram, comparing to 'better' lives, comparison, easy to waste time
- Youtubers – Liam Thompson, Pewdiepie
- Music – Bob Dylan, Taylor Swift, Fleetwood Mac, olden day music
- Accesses internet only at school. No internet would affect him as it's his main source of entertainment
- His life without internet access would be him just working and going to the library to find resources for his school. He would train a lot.

Social life

- Younger siblings, home
- He enjoys helping people who are suffering and want help. He likes to play rugby, watches TikTok
- Goes to Pt Chev to chill during breaks – makes him happy
- The road, driving his car – relieves stress
- Talks with his cousins – debriefs
- Introverted but not anti-social cause he has friends
- Church on Sunday.

Marcel

Age: 18

Location: South Auckland

Social life: Reggae music, playing guitar, digital elements, music, basketball, tech.

School & Work

- Best part – playtime / fun
- Mangere college
- Worst part – school work / English
- School is inclusive / Family like
- Extra curricular
- Works as a caterer
- Dream job: Music producer.

Support & influence

- Giveon
- J Dilla
- D'Angelo
- Stevie Wonder
- Parents
- Teachers
- Has toxic friends
- Coach
- Grandparents
- Older brother
- Student leaders.

Online Habits

- Low profile
- Youtube
- Active person.

Wellbeing

- Makes music, plays video games
- Play Basketball / listens to music
- Family, basketball coach
- Nurse or doctor (health supports)
- Being healthy physically, mentally and spiritually.

Social life

- Doesn't like going out
- Friends / team
- Playstation party
- Makes beats
- Play music
- Online games.

Raj

Age: 25

Location: India – moved to the Bronx – then came to Westmere (Cashmere)

Location: Reggae music, playing guitar, digital elements, music, basketball, tech.

School & Work

- Western Springs College
- Learns Cooking from Anime
- Works for Spark
- Best parts
- Hanging out with his mates
- Food tech
- Eating
- Worst parts
- Beef with the Māori unit
- Maths – too hard, too many things
- Dream job – anything except a dishwasher. Not fussed otherwise.

Support & influence

- Watches Haikyuu, Naruto, 7 Deadly Sins, All Studio Ghibli things
- New South Wales.

Online Habits

- Omegle
 - Says hello to girls then leaves
- Gogo anime
- TikTok famous
- All socials – Insta, Facebook...

Wellbeing

- Cooks for fun
- Play volleyball for the Bronx
- Long walks on the beach
- Likes chilling with the homies
- He looks for help from his homies
- Moved around a lot so he's good at making friends.

Uaka

Age: 16

Location: Mangere, goes to Tangaroa College because all his older brothers went there

Location: Feeds with the boys, freestyling, basketball, Nephews + nieces.

School & Work

- School: Goes to tangaroa because all 3 of his older brothers and older sisters went there. He has a year nine sister
- Unique to the school is the family vibe
- Best parts
 - Best subjects are the arts and english
 - Loves hanging with the boys at the court
- Worst parts
 - Science HOD hates him, the school is trying to convince him to sign out because he's always away looking after his nieces and nephews
- Changes
 - Fund the arts department more
 - Compulsory Maori / PI history
 - More support for working students
 - Get rid of all the racist teachers
 - Morning breakfasts for all the struggling students
 - Proper stationary
 - Cheaper tuckshop
 - Care more about the students well being than the school image
- Work
 - Part time job at cavendish maccas, his dream job is a graphic designer
- Goals
- Pass NCEA level 1
- Help out at home.

Support & influence

- Who do they look up to
 - Older brothers, his mum + Grandparents (Dad passed away when he was young)
 - Jawsh685, Facekilla, Smashproof, Ladió, LadyFats
 - Big homies in year 13 / the hood / his brothers friends
- Positive influences
 - Grandparents, mum, brothers (sometimes), the art teachers (miriama) Everyone he sees doing good in the hood
- Negative influences
 - Some of his mates, school teachers, brothers friends, his uncle, the media
- Gets advice from art teachers, siblings, grandparents
- Influences others through his art, not a man of many words but mean with self expression, humble + hustles hard.

Online Habits

- Instagram / TikTok for socialising with friends
- Youtube and Kissanime, putlocker, window shops stores online
- Friv, cool math games, garageband
- What makes them worried?
 - Instagram / TikTok / NZ Herald, Stuff, Facebook
- Watches heaps of rap stuff / reactions on youtube
- Reads manga online
- Beat making videos
- Watches all the movies he can see on putlocker
- TedTalks when he needs advice
- Coconet and docs on the southside / pacific
- Without internet
 - A lot of the knowledge / resources would be less accessible
 - He'd always be at the library / internet cafe or staying at school to get things done
 - Relationships with loved ones would be worse because he's too busy working to see them heaps in real life.

Wellbeing

- Do for fun
 - Thrifting, siren battles, cemetery to see his dad, street basketball, rap slaps
- Relieving stress
 - Plays games, spars with his brothers, sleeps, writes raps / poems he doesn't show anyone
- Keeps feelings to himself but if he needs to, talks to his dad or the art teacher (doesn't trust counselors)
- Their mum and grandparents care for them if they are physically unwell
- Well being means being good mentally and physically – getting through the week. Loved ones are well and he doesn't have to worry about the rent.

Social life

- Mates: Da boys, they hang out at the school courts or at otara (dawson shops)
- Fun:
 - Makes beats to freestyle with the boys
 - plays "Bet You won't"
 - GTA / 2K / COD when his brothers aren't hogging the game
 - Plays with his nieces and nephews
 - Graffiti (on the low)
- Enjoys...
 - Arts events in the hood (mostly at Mangere Town Centre), going to OMAC to work on music
 - Non-judgemental people because they understand him
- Doesn't like
 - People that make him feel dumb
 - being out of southside
 - The school SLT's
 - Anyone / anywhere that judges him based off his exterior
- Doesn't open up easily, lives by the no snitching rule, tries to stay out of trouble and has his older brothers / sisters on speed dial in case.

My year in review

Attendee #1

- Struggles in my first year of uni
- Gained weight in lockdown
- Felt less motivated
- No internet connection at home
- Didn't feel like I accomplished a lot.

Attendee #2

- Has been a bumpy ride!
- Studies piling up
- Events and programmes cancelled eg. the ball
- Different techniques and ways of learning
- Got to spend more time with family
- More time to think and appreciate life as well as myself
- Extrovert: miss interacting with people.

Attendee #3

- Very mud
- Very bad
- Chill
- Seki.

Attendee #4

- I liked this year
- I studied English
- I played football
- I talked my friend
- I make friend
- I like eat this year
- I like NZ
- I respect Island people.

Attendee #5

- Very mud
- Churry!
- Good because we were in lockdown but also not good because there was so much stress with online schooling and also maccas [mcdonalds] was closed and all the fast food places :(police help!

Attendee #6

- Nothing like I thought it would be
- Full of anxiety, stress, grief and fear
- Also but not equally full of relief, comfort & bittersweet memories
- Took a lot out of me
- Survived but don't know if I'm coming out whole
- Grieving the parts of myself I had to sacrifice to survive
- Lost rights of passage.

Attendee #7

- Has been one hell of a ride!
- During the lockdown I lost my relationship with the Lord so that's something I'm trying to work on
- A lot of work/assessments got pushed forward due to COVID-19 so I had to really put everything I had planned for me on hold (eg. plans, out with friends, me time etc) to finish all my work on time!
- Negative/positive (cause I finished all my work on time)
- Hanging out with family
- A positive during this year was spending time with my family
- Another positive for me is work opportunities because of COVID, we were given a lot more opportunities and did a lot of jobs in the medical area.

Attendee #8

- Hard cause of COVID-19
- Not only me but my boys too, teachers doubted us to the minute. Everyone thought we passed before majority of the school
- Been solid vibe with the boys staying true and humble to ourselves
- Maccas was closed during lockdown :(

Attendee #9

- Lockdown pros:
 - Prefer online school
 - Time to recharge
 - Less pressure
 - Easier to develop structure & routine
 - More time for hobbies & other activities
 - Appropriate little things
- Lockdown cons:
 - Limited social interaction
 - Repetitive days
 - No real holidays
 - Same environment
- School pros:
 - Subject choices I enjoy
 - New friends and support networks (teachers etc)
- School cons:
 - Pressure
 - Personal growth
 - More things out of my comfort zone.

Attendee #10

- School
 - Had to take 2020 seriously as it would be important for university
 - Didn't achieve as well as I wanted to in internals so I studied hard for the exams
- Home
 - Lockdown #1
 - Lots of baking and bonding with family
 - Had to learn how to motivate myself w/ studying
 - Connecting w/friends & fam through technology
 - Adjusting to change
 - Self control – had too much food, had to find new hobbies
- Church
 - Missed seeing everyone physically during lockdown.

Attendee #11

- This year for me has honestly been tough
- Pandemic
- Being a student leader it really had a big impact on my role
- Online learning was a struggle overall
- Then coming back to school knowing the distribution that has happened
- Finding a balance between leading & social work was hard
- A positive however was I've passed NCEA Level 3 with Merit endorsement
- As a reflect of my hard work got a few awards at prize giving this year
- Mainly for me it was just sticking to it and motivating myself towards a future dream jobs of secondary school teaching & then becoming a politician.

Attendee #12

- Coming off the back of an eventful and positive 2019, I was hella hyped for the coming year 2020. In the beginning was full of hopes and goals. My motivation died after COVID-19. I felt pretty lost and could not ground myself
- 2020 filled with heaps of drama
- Unmotivating
- Pretty shitty
- Learned not to plagiarize
- Successful
- Learning flags.

Attendee #13

- Got my first and probably only scholarship every
- 2 years – Acura – Break
- These became essential (drawing of lollie wraps?)
- Mum beat cancer (#cancersucksass)
- Drawing of school logo = Pandemic made school a Chore
- U17 Niue – I got to rep my home
- Jobs = X [no] sleep.

Attendee #14

- Super chill
- Big chill
- Very chill.

Attendee #15

- It was tuff
- Take me back to 2019
- Exposed a lot of systemic inequality.

Attendee #16

- Started uni. LLB / Arts in politics & international relations & pacific studies
- Survived a pandemic.

Attendee #17

- First year of university (spent most of my year @ home):
- Learning experience
- Staying home and study = lack of motivation. Made it hard to get the [work] done
- New environment with new people
- Working
- Board members during the year
- Working during uni
- 2000 calls every week
- Positive
- Spending time at home with family
- Spending time with myself
- Stayed home with no COVID-19
- Struggles
- Lack of motivation being at home
- Watching lectures were boring
- Not being able to go through with some plans that were ready
- Getting good grades was hard to pull off with no motivation.

Attendee #18

- My year in review was a challenge but also a very interesting fun challenge. Beginning of the year we recently moved into a new house, so with school that was my only access to wifi and a device where I could do work. This was because our broadband wasn't paired with the house's broadband. We had no internet for up until April 29th. Also we only had a device to share amongst 3 people who were also studying. I also ended up in hospital for 1 and half months which sucked a lot
- Sad/upset face drawing: no wifi
- Drawing of a person on a hospital bed
- Forest drawing: This is where I spent a lot of my time during LD because my backyard has a really big field
- Coffee drawing: I always drank coffee.

Attendee #19

- Working on a song
- Working on a beat
- Looking forward to going back to course so I can do my Level 4 Hospo or Level 3 cooking
- This year so far has been up and down
- Because of COVID-19 my level 3 hospo was hard but I still managed to pass with flying colours.

Attendee #20

- Good experience
- Church conference was cancelled
- Online communication with families, friends etc
- F***** Up!
- Learning experience
- Travel plans have been postponed
- More family time (lockdowns)
- Study from home
- Ball almost being cancelled
- Online classes were aight!
- Almost having to graduate online
- Ivb trainings were cancelled (during lockdowns)
- School volleyball was cancelled (nationals)
- Wake up call
- Assessment deadlines (pushed back / withdrawn / on hold).

Attendee #21

- Interesting year
- Church youth group : doing too much – needs rest zzz
- Unmotivating during lockdown. Felt lazing
- Tiring. OHS is trash
- Learning new info about us as a society
- Sports injuries and loss of opportunities
- Stressful year in academics / finishing school work
- BORING! Trying to find something to do
- Extra training
- Challenging – restricted / limitations on things to do
- Prem Volleyball 12th :/ – didn't compete @ nats :(
- Netball rarely played – COVID-19 restrictions
- Club volleyball – injured
- Adjusting to change
- Goals weren't reached
- Friendship bonds
- Trying to find job to support family
- Otago hands on 2021 w/friends
- Friends = happiness during boring times
- More family time = connection
- tennis first moments team
- Passing with Merit endorsement L2.

Attendee #22

- So much drama #toxic
- Lack of motivation to do anything
- Beginning to find myself
- Had some moments where I felt like giving up
- Signed up for spoken word
- Music will sometimes be my only friend
- Rebelled way more this year
- Learnt more about societal issues
- 2021 is definitely gonna be my year though
- LOL: be a fat mood sometimes
- I've shed a lot of tears :(
- Wakanda forever :)

Attendee #23

- Personally, this year felt like both the best and worst year I've lived out. It was the first year of uni for me and my first year in "adulthood." It started off exciting and once the first lockdown hit, things went downhill for me. I felt like I was alone esp with the uni workload. I struggled and was diagnosed with anxiety & depression. I did fine up until the second lockdown & it felt like the first lockdown all over again
- Aside from the bad things, I was able to create memories I'll forever cherish. I made many connections & branched out. Made new friends & learned many lessons not just about life but about myself.

I have a dream

Group #1

I have a dream that...

- To become a professional rugby league player and play for Queensland
- To become a football (soccer) player
- To have our families settled
- To travel and experience new things
- To be a chef.

Group #2

I have a dream that...

- We will embrace our authentic selves
- Complete high school
- Our families feel safe + happy
- We go to uni on our own time
- We follow our passions.

Group #3

I have a dream that...

- One day our parents sacrifices will be worth it & we succeed in life
- Our families will be financially stable
- Our ancestors' cries will be heard!
- Our future generation will be treated equally within the school system
- Climate change will not be the reason for our country's demise.

Group #4

I have a dream that...

- We want to become a better version of ourselves and be able to play rugby league and be a potential rugby league player for Queensland.
- Next year is going to be better than this year and be easier for us to achieve our individual career goals / aspirations
- Next year coronavirus doesn't happen again and dylan can achieve on becoming a boom king, TikTok famous and eating real horse
- Zhane wants to start WW4 and be a president of the whole world and change the innovation of education by making kids go to school for 3 days
- Daisy wants to start traveling around the world and have new experiences.

Filming questions

To assist us in generating conversations between pairs of young people for filming, the following question prompts were written on cards and placed in a box. Participants pulled out a question and asked their conversation partner to answer it. This let the young people direct the flow of the conversation – so the dialogue remained as natural and authentic as possible.

Joy/fun Stuff

- Complete this sentence: I feel most free when...
- How do you treat yourself?
- What's your guilty pleasure?
- If you and your friends had \$500 to spend what would you do together?

Values and beliefs

- What are the three most important things in your life?
- Do you believe money can buy you happiness? Why or why not?
- Are you religious and/or spiritual? [If yes] What does your faith mean to you?
- Who's the most important in your life and why?

Hopes and dreams

- Who's your favourite person to follow online at the moment and why?
- If you could be anyone for a day who would it be? Why?
- What would next year look like if anything was possible?
- What do you feel hopeful about?

Real talk 2020

- What kept you sane during lockdown?
- What was the hardest part about it?
- What's the best piece of advice you've been given this year? What's the worst?
- My 2020 low so far...
- My 2020 high so far...

Identity

- What does 'Plastic Polynesian' mean to you?
- Show and tell: Show me the last thing you posted to your socials and tell me what it was about
- What's the best thing about being you?
- What's the hardest thing about being you?
- What would your friends say you slay at?

Racism

- How do you feel when you see images or videos of anti-racism protests from around the world?
- What's the first story or example that pops into your mind when you think about racism?
- Have you ever encountered racism? When? What did you do?
- True or false: "Everybody gets an equal chance at living their best life in Aotearoa"
- What does Te Tiriti o Waitangi mean to you?

Leaving school

- Complete this sentence: Leaving high school means...
- What's the best thing about being in your final year of high school?
- If you could sum up in one word how you feel about leaving high school, what word would you choose? Why?
- If you could give advice to your 16-year-old self about being in your final year, what would it be?
- What do you wish you got to experience this year but didn't?

Power of youth

- Complete this sentence: The superpower of being young is...
- Complete this sentence: Older people view young people as...
- What would you want to tell your 50-year-old self?

Creativity

- What's your favourite thing on the internet at the moment?
- What do you do to feel free or express yourself?
- Who is your fashion icon and why?
- If you could buy any piece of clothing right now, what would it be?

I **Media plan**



Schedule

MEDIA SCHEDULE Curative and Te Hiringa Hauora (HPA) BRAND: Project DMs PRODUCT: Māori and Pacific 15-20 nationwide TARGET AUDIENCE: Māori and Pacific 15-20 nationwide																						
CHANNEL / MEDIUM	PLACEMENT / SECTION	TARGETING CONSIDERATIONS	BUY TYPE	ESTIMATED IMPRESSIONS	ESTIMATED CLICKS	CREATIVE FORMAT	NET COST	COST TO CLIENT	JAN			FEB										
									3	10	17	24	31	7	14	21	28					
Video:																						
YouTube	TrueView	AP 18-24 (Interest and Geo)	CPV	575,000	173	6", 15" and 30"	\$10,000.00	\$11,500.00														
Twitch	Twitch	Games and content skewed to 16-24	CPM	151,316	45	15" and 30"	\$5,000.00	\$5,750.00														
Paid Social:																						
Facebook / Instagram	Newfeed and stories	AP 15-20, Interest, Geo	CPM	1,211,333	363	Text and image and 15"	\$15,800.00	\$18,170.00														
Tik Tok	In Feed	AP 15-20	CPM	309,615	93	Video	\$3,500.00	\$4,025.00														
DoubleClick:	Full Ad Serving	NA	CPM	2,247,265	NA	Tracking Code	\$337.09	\$337.09														
				4,494,529	674		\$39,782.09	\$19,891.04														\$19,891.04

All costs Excluding GST

Ethical engagement with young people:

**Safety, support, and risk
mitigation**

Purpose

This plan was developed to keep everyone involved in Project DMs – including the wider project team, the design team and the young people we worked with – safe and supported through the whole process and scaling of this project.

We drew on youth development best practices to inform our principles.

The following documents include:

- Our guiding principles - how we work with young people participating in Project DMs
- How we work together (partners, clients, curative, creatives, young people and other suppliers)
- Confidentiality – disclosure & escalation
- Privacy policy – information holding
- Staying safe online
- Complaints process
- Event risk mitigation
- Wider support
- Social media engagement and risk management

How we work with young people participating and involved in Project DMs

The following principles (based on youth development Mana Taiohi¹ principles) have been selected to ensure the project and the way we work best supports the young people involved:

Whakawhanaungatanga – Sense of connectedness and elements of fun. Building authentic relationships with them directly and the Project DMs brand.

The future is creative – Young people feel that their creative skills are being utilised. They get a sense of exploration and sense they are unlocking their creativity.

Sense of belonging & value – Young people feel connected, accepted and heard. There is no judgement.

Fresh perspectives – Giving them new opportunities to help lift their horizons.

Sense of Aspiration – The realisation of the things they didn't realise they could do.

Cultural awareness – Being mindful of how we work and relate to a diverse group of young people.

Authentic participation – Every engagement is purposeful and there are opportunities for them to lead in their own strengths.

Authentic communication – Transparency and keeping young people informed.

Ownership – They become agents of change and finding their independence.

Optimistic – Staying hopeful in their realities.

Trust – Adults and youth are able to trust one another – gaining trust from parents later down the track.

Strengths-based approach – Utilizing the strength of the young people and developing new strengths they thought they didn't have.

Fun – Creating an environment and culture of fun where they can enjoy what they do whatever that is in the movement.

Keeping young people safe – Ensuring there are safety plans in place and that we are checking in on this.

¹ www.arataiohi.org.nz/mana-taiohi/

How we (Curative & external support) work collaboratively

The team working together to bring Project DMs to life commits to:

Whakawhanaungatanga – Sense of connectedness and elements of fun. Building authentic relationships with them directly and the Project DMs brand.

Self-care & check-ins – We are actively reflecting on our practice with others and maintain support from supervision and co-workers.

Safety – How are we checking in on one another and processes have been put in place to keep ourselves safe while working together and with the rangatahi.

Authentic communication – We are actively updating our progress and changes to Project DMs and this can be done through ongoing WIPS and sending emails of any changes or new developments of the project.

Understanding the big picture – Keeping ourselves aligned to the core purpose of the project to help us stay on track while planning or developing new ideas for the project.

Confidentiality – disclosure & escalation

Who this is for: Internal use

How it will be used: The below outlines measures for Curative when working with young people, designed to keep both us and the young people safe

We need to ensure all young people involved in the project are safe. However, we may not be able to provide all the support they need. The following section identifies where we can support and where we need to escalate.

Sometimes, we cannot keep everything confidential. We call these limitations of confidentiality and they include when:

- the young person is at risk of harming themselves
- there is a risk of others harming the young person or another young person (see also Child Protection Policy)
- there is a risk of the young person harming others
- a young person is diagnosed with a notifiable disease
- a young person has been reported to Police as a missing person

At all levels of disclosure, Curative staff will demonstrate empathy, care, and a commitment to put the needs of the young person at the centre of any response.

We will have a dedicated support person on site during each workshop identified at the beginning of each workshop that young people are able to access at any point should they feel distressed.

How will any disclosures be communicated within the Project DMs?

- We will inform each young person in advance that Project DMs staff work as a team to support young people.
- Disclosures will be treated respectfully and discussed where appropriate with Project Lead, Director and partner organisation staff.
- Any further actions, to ensure that safety procedures have been put in place for the young person and staff members, will be taken on a case-by-case basis.
- Add case to the issue register and raise with the school or organisation to ensure ongoing support.

Privacy policy – information holding

Data collection

- Data collection in this project includes; interviews with key informants, review of existing research about youth mental health and wellbeing, insights gathered through workshops with young people and video footage captured of young people.
- The sole purpose of any data collection is to inform the development of Project DMs including; production, media, insight gathering and reporting, and provide appropriate support when or if needed.
- Talent release forms will be distributed to all rangatahi who opt into being filmed. The scope of the filming will be clearly outlined at the beginning of workshops, no pressure will be applied to be a part of the filming component and rangatahi will be able to indicate at any stage or moment if they would like to no longer be included in the shoot. This includes once the shoot has been completed, and the edit is completed. All of the young people involved will be notified that they are able to withdraw from participation at any stage if it no longer feels right for them.
- These forms will be filled out by the young person themselves, wherever possible, with the assistance of a Curative staff member where necessary
- This privacy policy will be discussed with the young person at the time of registration

Social media risk management potential risks

Paid social and digital media activity will run through accounts set up under a 'DMs' project name. Due to the nature of the project, ads will be dark-posted (not posted to timelines or feeds).

These posts will be closely monitored and any concerns will be escalated with the team accordingly.

Below we have outlined potential risks that relate to those involved in Project DMs, particularly those who feature in the content

Risk management processes

There are a number of measures in place to help reduce risk and harm for anyone involved in creating, featuring in or being a part of Project DMs. These risks include:

Tone and content

All content created and shared on the Project DMs social media channels will consider the potential risks. Content will go through a careful audit and approval process via both Curative and Te Hiringa Hauora to ensure:

- All post content will work within the messaging guardrails; simple & clear, diverse and relatable and fresh.
- School uniforms or affiliations will not be visible in the content.
- All shooting will adhere to Te Hiringa Hauora's production and photography guidelines.
- All post content and tone will be approved by Te Hiringa Hauora ahead of going live.
- Should any of the content created and shared for this project be repurposed by anybody outside of this project in conflict with its intention, we will request removal, and follow due process under the guidelines of the channel and Creative Commons regulations.

Community management and moderation

- Social media comments and posts will be closely monitored by Curative.
- Curative will aim to respond to questions or comments within 6-12 hours.
- All questions and answers will be recorded in a shared document to build a repository of standard answers. In the future this document will be used to respond to questions.
- Any inappropriate or abusive comments will be deleted or hidden from public view.
- Page settings will be fixed to ensure that any posts containing expletives will automatically be hidden from public view.
- Negative or challenging comments will be hidden or deleted from public view initially, and then managed through the escalation process (detailed below).

Escalation processes

- If a question or comment is posted by the community that is of concern and can't be easily responded to, it needs to be escalated as follows:

curative.

- The post will be hidden from public view.
- The Curative team member in charge of monitoring the page will escalate the post to the writer.
- The writer will craft a relevant response.
- If required the comment will be further escalated to Te Hiringa Hauora.
- Where possible, it will be important to respond to all comments, but to move problematic conversations out of public forums.

Enacting our risk process

The only time these processes were enacted during the project was when one young person who featured in the campaign contacted DMs through the project's Instagram account, requesting to have an ad taken down. This was actioned immediately and the young person was wrapped in alofa and support during the entire process. The full account of this can be found in the main report, in the section entitled 'Our Plan In Practice'.

Complaints procedure

Who this is for: Workshop team and young people

How it will be used: Below outlines how young people can complain. This will be used when young people feel unsafe or they feel that there has been a breach or misconduct that has created a form of risk to the young person and Curative.

Statement of complaints

Curative aims to have an authentic working relationship between all those involved in the Project DMs project. We will facilitate an efficient and effective resolution of complaints.

Project DMs is a learning journey and Curative are and will continuously use feedback to improve or develop our services to young people and the community. In the first instance, a young person will need to speak to a member of the Project DMs team about their feedback to determine whether their feedback can be resolved. We will work to resolve their feedback or concerns as soon as possible.

We want to do our best to ensure that young people feel safe to make a complaint if they feel that Curative has shown:

1. A breach in any signed contracts between Curative and the rangatahi
2. A breach in any form of privacy and confidentiality
3. Misconduct in any form or agreement between Curative and rangatahi

Complaints can be made either verbally or in writing to hello@curative.co.nz. Should they wish to make a complaint the following procedure will be followed.

Enacting our complaints process

Aside from the incident outlined in the Enacting Our Risk Mitigation Process section above, our Complaints Process was not required to be enacted during the period of the project.



Thanks

Any questions?

Get in touch
hello@curative.co.nz
curative.co.nz