

invented to keep it simple (i.e. our data suggests a 930am break would do the most good – but easier just to have this happen regularly; once an hour to impactful on learning).

Trying to be very direct and nuanced in this – i.e. ‘three ventilation tips for classrooms that will help reduce COVID-19 transmission this winter season’. Hence aiming for an easy catch-phrase that can be graphically represented like **sneak, heat and reboot**; or **keep it fresh, keep it warm and REBOOT**.

But the key questions – do VTAG members agree these are the three themes we should be emphasising with the occupants in direct control of the classroom through the school day? Are we overlooking other parts of our ventilation guidance that are MORE beneficial to highlight than these?

Note I’ve left CO2 and air cleaners out as these are not a tool in all spaces. We might following this have a response-style poster – i.e. one you stick on the door of a room we believe has higher risk due to activities or property factors that point to other more specific mitigations (i.e. This room has an air cleaner in it for a reason – turn it on FULL all day!).

All ideas and feedback welcomed!

Thanks again,

Scott MacKenzie
Programme Director – Ventilation (COVID-19)

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Dr Ian Longley
Principal Scientist - Air Quality
Programme Leader - Atmospheric Environment, Health and Society

9(2)(a) [Redacted]

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Sofia Craig

From: Tracey Jury
Sent: Monday, 18 July 2022 8:30 am
To: Scott MacKenzie
Cc: Michelle Patience
Subject: FW: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hi Scott,

Before responding to Renelle, I just want to make sure we're on the same page.

My recommendation would be to not change the graphic (aside from considering a new fox, as per your comment on Saturday) – we're working at pace to ensure these are finalised in time for inclusion in the distribution of the monitors. At the end of the day, it's just intended to be an engaging device to capture an audience. With time constraints, we aren't able to illustrate from scratch so have to work with what can be sourced. If Dylan spends time looking for new animals, it could compromise our ability to get other materials into the pack.

As for creation, these were put together by an external designer (SweeneyVesty) who has designed other materials for the ventilation programme. Our intention was for this to look different to other materials – we've learnt that our materials need to work harder to engage our audience and this is an opportunity to do that.

Tracey

From: Renelle Gronert <Renelle.Gronert@education.govt.nz>
Sent: Monday, 18 July 2022 8:15 AM
To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Cc: Michelle Patience <Michelle.Patience@education.govt.nz>; Tracey Jury <Tracey.Jury@education.govt.nz>
Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

From: Renelle Gronert
Sent: Monday, 18 July 2022 8:14 am
To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Cc: Michelle Patience <Michelle.Patience@education.govt.nz>
Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Morning guys

Didn't need to go around the whole group on this, but -

- Who set up the graphics as they look a tad different.
- Where did the fox come from? It seems a very odd icon ... a canary may have been better related to air.

Many thanks - Kia ora rawa atu

Renelle Gronert | Senior Manager - School Design
Te Puna Hanganga, Matihiko | Infrastructure & Digital

DDI +6444637061 | Mobile 9(2)(a) [REDACTED]
Auckland Mt Eden Office

education.govt.nz

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Monday, 18 July 2022 7:31 am

To: Robyn Phipps <robyn.phipps@vuw.ac.nz>; Perry Davy <p.davy@gns.cri.nz>; Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Tracey Jury <tracey.jury@sweeneyvesty.com>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Mikael Boulic <m.boulic@massey.ac.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>

Cc: Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Guy Coulson <guy.coulson@niwa.co.nz>; Ackley Aniebietabasi <Ackley.Aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>; Tracey Jury <Tracey.Jury@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Thanks all, we're going to push ahead today considering the feedback.

Robyn, think of the fox as a relieving teacher. Hoping this generation know that's it's important to do what the fox say. Perry – I reached the same conclusion last week – visible display of current vs rolling 60-min CO2 average would be a valuable tool, but not one available right now.

I'll come back to the group as I expect the activities for Term 3 (next week!) to solidify and form very quickly over the next 48 hours.

Scott MacKenzie

Programme Director – Ventilation (COVID-19)

From: Robyn Phipps <robyn.phipps@vuw.ac.nz>

Sent: Monday, 18 July 2022 6:54 am

To: Perry Davy <p.davy@gns.cri.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Tracey Jury <tracey.jury@sweeneyvesty.com>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Mikael Boulic <m.boulic@massey.ac.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>

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Subject: Re: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Can we replace the fox with a nz bird kea perhaps so it looks NZ ised - more relatable.

Agree with other comments.

Get [Outlook for iOS](#)

From: Perry Davy <P.Davy@gns.cri.nz>

Sent: Sunday, July 17, 2022 10:14:02 PM

To: Scott MacKenzie <scott.mackenzie@education.govt.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Tracey Jury <tracey.jury@sweeneyvesty.com>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Mikael Boulic <m.boulic@massey.ac.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>

Cc: Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Guy Coulson

<guy.coulson@niwa.co.nz>; Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>; Tracey Jury <Tracey.Jury@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hi Scott

The key points and suggested refinements all make sense.

I ran the poster versions past a couple of age appropriate classroom occupants and the overwhelming vote was for version 2.

The key messaging around averaging periods is always going to be difficult to convey. It's a pity two numbers can't be displayed - instantaneous and moving average, say with instantaneous flashing and moving average constant (sustained)....

Kind regards

Perry

Dr Perry Davy

Senior Scientist I Atmospheric Chemistry 9(2)(a)

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Saturday, 16 July 2022 16:40

To: Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Tracey Jury <tracey.jury@sweeneyvesty.com>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Mikael Boulic <m.boulic@massey.ac.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <P.Davy@gns.cri.nz>

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Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Note: External sender:

- Agree we need to loosen the association between heat/sneak/reboot and 800/1250/2000 – it's not 1:1.
- Agree 'briefly' needs a number, suggest 'a few minutes' to avoid the 'seconds' briefly. 10 mins too long on coldest day, risk too much heat loss, risk of stringent adoption ("you kid is cold because the Ministry said we MUST open everything for 10 minutes"). If they do not enough mins and CO2 levels don't drop back to Green, they fall back into the guidance already on the poster to do it for longer.
- Agree was missing call to action at 1250, and also clarified it's <800 is good air etc.
- **The big one:** Set of notes there that need to be represented somehow – key missing point is **PEAK vs SUSTAINED**. Everyone currently uses display for PEAK – you risk pandemonium in classes if we create a call to action every time, and as soon as CO2 levels rise. So I'm suggesting a **60 minute** definition which we've talked about before as the definition of **SUSTAINED** and also linking to a the impact of **DWELL TIME**. Need to be realistic here between what they can reasonably do (e.g. at the end of each period) versus what would be too disruptive to implement (e.g. every 20 or 30 mins, 10 min reboot – that would be reality in lots of schools if they based it on a shorter time).

On other points:

- Fox out of room @ 2000 = yes we discussed or if mask in hand, but risk over emphasising this measure and can't students encouraged to abscond class ("that poster tells us it's dangerous and we all need to GET OUT NOW!"). Remember I've had schools shut down operations at 700ppm, freeze rooms because it's 1000ppm,

put on masks at 1100ppm and others ignore 4000ppm. Lift importance of the simple actions being taken rather than drastic action. "ASAP" was as strong as I thought we could be and communicates 'consider alternatives, take action' as per our calculator etc.

- Don't think we need picture of CO2 monitor with the added words – stay device agnostic. Three colours along the bottom match the 3 colours on the bottom of the Aranet exactly.
- I have no evidence to back that 'most classrooms will automatically be heated in term 3' – so many factors and designs at play (central boiler vs heat pumps without scheduling controls etc). We have lots of evidence of heating starting when rooms are occupied followed by high CO2, and remembering those in the room don't always have full control over their heating. Didn't want to say pre-heat as it needs to continue. How much and how much more depends on LOTS of factors. Felt key point was to link it to "SO WINDOWS CAN BE OPENED EARLIER". A tough one.

Which option was asked – so far on votes in, version 2 as below hence my focus on markup.

Note we'll be locking this in for print on Monday – so close to perfect enough for a 5 year old ("Teacher, what does sustained mean?") is a good standard for us to seek.

Released under the Official Information Act 1982



Help Slow COV

And other illnesses using the magic of fresh air
Every little bit helps!

HEAT

The room so windows can be opened earlier in the day

SNEAK

Open windows as much as practical, while staying warm. Every little bit helps!

Fresh air, let's keep it that way!



< 800 ppm

It's getting stuffy in here, time to open more windows or take a break soon....



1250+ ppm

Missing messaging (rough draft):

High sustained CO2 levels in a room means there's less fresh air flowing through, and more bugs hanging around.

CO2 levels will continually fluctuate, but when they stay elevated for **60 minutes or more** – employ these tactics to maintain a healthy learning environment.

If the CO2 monitor says..... (linking ppms to the device readout – think just a statement fine)

CO2 = Carbon Dioxide
Ppm = parts per million

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What's in the box?



Intro Letter

Why, key messages, what's in the box, more support etc



Nanogirl Flyer

Link to ventilation video and call to action. Small A5 or A6 slip.



Teacher Pamphlets

Summarising masking, ventilation and other COVID-19 advice.



Our Setup Guide

How to best configure in NZ schools. Replaces factory user manual.



CO₂ Posters

Poster explaining PPM levels and on-room calls to action.



Vent. Posters

Poster explaining Term 3 advice ('tips for winter' existing poster, updated).



PAC Poster(s)

Poster to address issues: On FULL, best position, won't reduce CO₂ levels.



Property Checklist

Checking & fixing windows, heating etc



Aranet Devices

1-20 devices depending on school roll & devices already received.

From: Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>

Sent: Friday, 15 July 2022 7:06 pm

To: Robyn Phipps <robyn.phipps@vuw.ac.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Tracey Jury <tracey.jury@sweeneyvesty.com>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Mikael Boulic <m.boulic@massey.ac.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Guy Coulson <guy.coulson@niwa.co.nz>; Ackley Aniebietabasi <Ackley.Aniebietabasi@education.govt.nz>; Michelle Patience

<Michelle.Patience@education.govt.nz>; Tracey Jury <Tracey.Jury@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

My take 1.

The action actually needs to come in the green zone, to KEEP the air clean, so can the foxy little critter say, Fresh air, lets keep it that way !

The fox and the Heat Sneak and Reboot are sort of linked so that it goes

1. Preheat
2. Less than 800, Great air keep it that way by ...
3. Sneak the windows open a bit BUT...
4. < 1250, It is getting a bit orange
5. Reboot Get those windows really open
6. >2000, get that fox outa there! (have the fox disappearing out of the picture)

Jeremy

From: Robyn Phipps <robyn.phipps@vuw.ac.nz>

Sent: Friday, 15 July 2022 5:47 pm

To: Ian Longley <ian.Longley@niwa.co.nz>; Tracey Jury <tracey.jury@sweeneyvesty.com>; Scott MacKenzie <scott.mackenzie@education.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Mikael Boulic <m.boulic@massey.ac.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Guy Coulson <guy.coulson@niwa.co.nz>; Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>; tracey.jury@education.govt.nz

Subject: Re: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

My Nit picking take 1:

I'd like to see a call to action on the middle band. I'm still uncomfortable as 1250ppm. Agree to replace briefly with 10 mins.

Ideally there is a version of the poster for classrooms without a CO2 monitor.

The message is really ... if people are present then open the windows a crack.

Robyn

From: Ian Longley <ian.Longley@niwa.co.nz>

Date: Friday, 15 July 2022 at 5:16 PM

To: Tracey Jury <tracey.jury@sweeneyvesty.com>, Scott MacKenzie <scott.mackenzie@education.govt.nz>, Renelle Gronert <Renelle.Gronert@education.govt.nz>, Robyn Phipps <robyn.phipps@vuw.ac.nz>, Mark Jermy <mark.jermy@canterbury.ac.nz>, Mikael Boulic <m.boulic@massey.ac.nz>, Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>, Manfred Plagmann <Manfred.Plagmann@branz.co.nz>, Perry Davy <p.davy@gns.cri.nz>

Cc: Jason Chen <Jason.Chen@education.govt.nz>, Euan Russell <Euan.Russell@health.govt.nz>, Guy Coulson <guy.coulson@niwa.co.nz>, Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>, Michelle Patience <Michelle.Patience@education.govt.nz>, tracey.jury@education.govt.nz

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hi Tracey

Good start!

I know this is tricky and everyone will nitpick, so I'll start.

- Any chance of adding an image of a CO2 monitor to make it abundantly clear that the ppm colour bands relate to the monitor?
- HEAT – I'm assuming most classrooms will automatically be heated in term 3, at least at the start. The pertinent point is to start heating as early as possible and maybe crank it up a bit more than normal – can't offer a concise wording I'm afraid!
- SNEAK – again, an important point is to do this as early as possible – ideally on entering the room
- REBOOT – I know Scott may push back (😊) but I think it's important to indicate we're talking around 5 - 10 minutes here, not 10 seconds. "Briefly" feels just a bit too vague to me.
- Also having 800 ppm/green and HEAT in the same "column" might be misinterpreted that HEAT is a response to having 800 ppm. Any way of "disconnecting" them?

Hope that's helpful!

Ian

From: Tracey Jury <tracey.jury@sweeneyvesty.com>

Sent: Friday, 15 July 2022 4:59 PM

To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Ian Longley <ian.Longley@niwa.co.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

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Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hello all,

We have created a first draft of the poster that will be printed and distributed to all schools to sit alongside CO2 monitors.

The designer has put together two versions (attached) and our comms team is split on their preferred versions. Both need wording finessed, but would appreciate **initial feedback on the concept as well as any preference on the two options over the weekend**. We'll then refine on Monday so that it can be finalised early next week.

Given such short deadlines, we won't be making any significant changes to the design – instead, we're looking to refine wording etc.

Best regards,
Tracey

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Friday, 15 July 2022 12:04 PM

To: Renelle Gronert <Renelle.Gronert@education.govt.nz>; Ian Longley <ian.Longley@niwa.co.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey Jury <tracey.jury@sweeneyvesty.com>; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi

<Ackley.Aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hi all – round robin certainly working this Friday! 😊

The intent here was to ensure we were on point with regard to the three main points of focus – being heat, partially open windows (without killing heat) and airing out the room regularly. Looking across all responses I and reading that we have VTAG support for this. We now hand over to the comms extraordinaries to draw up and word it in a way that makes sense, is simple and appeals to a 5-95 year old.

On a related front, and in confidence, the Ministry will be distributing +6000 Aranet CO2 monitors to schools at the start of Term 3 (and another +1500 in reserve). This time, I've managed to have it so these are the PRO devices going out, which can talk to a base station via radio frequency as we are doing in 40 of the 100 schools. Though we do not have a current intention to then network/capture data from them on mass, having the devices out there means this becomes a more accessible option be it Ministry-led, school-led or research-led down the track. At the same time we will be doing revisions to our current posters and providing version to go in the classrooms for six winter tips, how and when to use air cleaners, and a new one on how to respond to CO2 levels. All of these will follow the same narrative for the 'pamphlet' being discussed below.

This is a massive and urgent undertaking that I'm in the middle of logistically organising now, and there are other strands to it (for example, accelerating the Te Haratau fixed IEM device initiative as well).

I will summarise the below for our comms team, and thanks for giving us some confidence that we're on track, expect more to come out 'shortly'.

Have a great weekend,

Scott MacKenzie
Programme Director – Ventilation (COVID-19)

From: Renelle Gronert <Renelle.Gronert@education.govt.nz>

Sent: Friday, 15 July 2022 11:55 am

To: Ian Longley <Ian.Longley@niwa.co.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi <Ackley.Aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

'Resupply of fresh air' is often mentioned, Reboot was trying to appeal to the school lingo, flush will have comment for sure...school kids context here 😊

Many thanks - Kia ora rawa atu

Renelle Gronert | Senior Manager - School Design
Te Puna Hanganga, Matihiko | Infrastructure & Digital

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*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes*

From: Ian Longley <ian.Longley@niwa.co.nz>

Sent: Friday, 15 July 2022 11:30 am

To: Robyn Phipps <robyn.phipps@vuw.ac.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

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Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

FLUSH might not be taken seriously!

I prefer REFRESH

From: Robyn Phipps <robyn.phipps@vuw.ac.nz>

Sent: Friday, 15 July 2022 11:27 AM

To: Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Ian Longley <ian.Longley@niwa.co.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: Re: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

I like FLUSH better than REBOOT – again more direct.

Apologies for multiple emails – working through the email chain backwards.

R

From: Mark Jermy <mark.jermy@canterbury.ac.nz>

Date: Friday, 15 July 2022 at 8:21 AM

To: Mikael Boulic <m.boulic@massey.ac.nz>, Ian Longley <ian.Longley@niwa.co.nz>, Scott MacKenzie <scott.mackenzie@education.govt.nz>, Robyn Phipps <robyn.phipps@vuw.ac.nz>, Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>, Manfred Plagmann <Manfred.Plagmann@branz.co.nz>, Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com <Tracey.jury@sweeneyvesty.com>, Jason Chen <Jason.Chen@education.govt.nz>, Euan Russell <Euan.Russell@health.govt.nz>, Renelle Gronert <Renelle.Gronert@education.govt.nz>, Guy Coulson <guy.coulson@niwa.co.nz>, Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>, Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: Re: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hello all, it seems we are broadly in agreement that a 3 point poster for classrooms covering Heat, Sneak/Crack Open and Reboot/Flush is a good idea for getting the essential message direct to those who can implement it in classrooms. I move that VTAG strongly recommends this message is disseminated as soon as possible and no later than the beginning of Term 3 and that, if MoE agrees with our recommendation, we make a subgroup available to work with MoE communications specialists to finalise the wording and graphics.

Kind regards,

Mark

Get [Outlook for Android](#)

From: Mikael Boulic <M.Boulic@massey.ac.nz>

Sent: Thursday, July 14, 2022 2:56:33 PM

To: Mark Jermy <mark.jermy@canterbury.ac.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com <Tracey.jury@sweeneyvesty.com>; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi <Ackley.Aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Hi Mark, Ian and colleagues,

We need it as simple as possible. We learnt that people are busy, so less text as possible.

1. Pre heat before class start and keep it at 18 C during class
2. Open windows as much as you feel ok. Even a 2 cm opening will help. (we should have the sticker "open me" on the picture of the window)
3. Flush the classroom during breaks to start the next class with fresh air

Mik

From: Mark Jermy <mark.jermy@canterbury.ac.nz>

Sent: Thursday, 14 July 2022 2:38 PM

To: Ian Longley <Ian.Longley@niwa.co.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Mikael Boulic <M.Boulic@massey.ac.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com <Tracey.jury@sweeneyvesty.com>; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: Re: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Yes agreed heat, sneak, reboot covers all the main points in a simple way. I (very roughly) drafted a poster at

https://vuw.sharepoint.com/:w:/r/sites/COL_MoEIAQTechAdvisoryPanel/Shared%20Documents/Winter%20ventilation%20advice/Brief%20points%20of%20advice%20for%20starting%20Term%203.docx?d=wde9b869b977142739e2a53ea5b83c5df&csf=1&web=1&e=BwnShY

Kind regards,

Mark

Prof. Mark Jermy

From: Ian Longley <Ian.Longley@niwa.co.nz>

Sent: Thursday, July 14, 2022 1:20 PM

To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Robyn Phipps <robyn.phipps@vuw.ac.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com <Tracey.jury@sweeneyvesty.com>; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

HEAT, SNEAK and REBOOT – in that order!

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Wednesday, 13 July 2022 6:34 PM

To: Robyn Phipps <robyn.phipps@vuw.ac.nz>; Ian Longley <Ian.Longley@niwa.co.nz>; Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; Manfred Plagmann <Manfred.Plagmann@branz.co.nz>; Mark Jermy <mark.jermy@canterbury.ac.nz>; Boulic, Mikael <m.boulic@massey.ac.nz>; Perry Davy <p.davy@gns.cri.nz>

Cc: Tracey.jury@sweeneyvesty.com <Tracey.jury@sweeneyvesty.com>; Jason Chen <Jason.Chen@education.govt.nz>; Euan Russell <Euan.Russell@health.govt.nz>; Renelle Gronert <Renelle.Gronert@education.govt.nz>; Guy Coulson <Guy.Coulson@niwa.co.nz>; Ackley Aniebietabasi <ackley.aniebietabasi@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: RE: VTAG Advice: Most pertinent advice for teachers in a classroom (urgent)

Importance: High

Thanks all for the discussion today.

Late today we had it confirmed that we will be providing some direct information into classrooms to help remind teachers on the pertinent use of masking and ventilation, for the start of Term 3. Form TBC but think graphical, not many words, maybe an A4 poster that can go on the door as you head in. Half masking, half ventilation but up to wider team if other measures go on it too. **I was hoping to defer this into next week's VTAG but round-robin feedback ASAP appreciated (sorry).**

Our challenge is to pull our advice down to what we believe are the three more pertinent ventilation points for a TEACHER (and other occupants of the room) to be mindful of. Attached are some current material, and we need to focus on what the room occupants can control or moderate – for example, often teachers cannot control pre-heat. We will still cover the full set of advice through other mediums. We want this poster to be assertive i.e. 'just tell us what to do' advice that anyone can get – including young students.

My starter for ten (sticking with the sneak, heat and reboot theme yesterday with some tweaks), and these are the CONCEPTS not the final wording:

1. **Windows:** Open it by a little when you can't open it a lot, and close it when you have to. Sneak them open whenever you can. Don't default to full closed just because. If you can, fully open.
2. **Heating:** Keep warm, and don't make it cold just to make it fresh. If it's cold, get it to 18 degrees before you start sneaking windows open. Preheating, warm clothing, ongoing heating all fit within this. Nothing we do should result in cold classrooms or students.
3. **Refresh breaks:** Reboot the room at least 4 times a day. A few minutes with everything wide open will blast out the bugs but won't blast out the heat. Airing out the room during breaks also fits into this. '4 times' is

invented to keep it simple (i.e. our data suggests a 930am break would do the most good – but easier just to have this happen regularly; once an hour to impactful on learning).

Trying to be very direct and nuanced in this – i.e. ‘three ventilation tips for classrooms that will help reduce COVID-19 transmission this winter season’. Hence aiming for an easy catch-phrase that can be graphically represented like **sneak, heat and reboot**; or **keep it fresh, keep it warm and REBOOT**.

But the key questions – do VTAG members agree these are the three themes we should be emphasising with the occupants in direct control of the classroom through the school day? Are we overlooking other parts of our ventilation guidance that are MORE beneficial to highlight than these?

Note I’ve left CO2 and air cleaners out as these are not a tool in all spaces. We might following this have a response-style poster – i.e. one you stick on the door of a room we believe has higher risk due to activities or property factors that point to other more specific mitigations (i.e. This room has an air cleaner in it for a reason – turn it on FULL all day!).

All ideas and feedback welcomed!

Thanks again,

Scott MacKenzie
Programme Director – Ventilation (COVID-19)

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Dr Ian Longley
Principal Scientist - Air Quality
Programme Leader - Atmospheric Environment, Health and Society

9(2)(a) [Redacted]

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Sofia Craig

From: Scott MacKenzie
Sent: Monday, 18 July 2022 12:05 pm
To: Ackley Aniebietabasi; Tracey Jury
Cc: Tracey Jury
Subject: RE: Co2 poster - for review/design

Thanks notes below (covering some of my and VTAG early thoughts buried in the round robin email)

Scott MacKenzie
Programme Director – Ventilation (COVID-19)

From: Ackley Aniebietabasi <Ackley.Aniebietabasi@education.govt.nz>
Sent: Monday, 18 July 2022 12:01 pm
To: Tracey Jury <tracey.jury@sweeneyvesty.com>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Subject: RE: Co2 poster - for review/design

Thanks, Tracy.

The poster generally looks great and below are some thoughts for your consideration:

- In the introductory sentence, delete the phrase "Every little bit helps", because this is repeated under the 'SNEAK' section and makes more sense there.
>> Agreed and covered in feedback already in
- Perhaps, the introductory sentence could be phrased as *"Help Slow COVID-19 and other illness using the magic of fresh air to maintain healthy indoor spaces and improve learning"*.
>> I think KISS simple needs to apply – lots of words on page already.
- Under 'Sneak', instead of "open windows as much as practical ..." change to *"open windows by about 5 cm"*. This would ensure consistency with our earlier published advice, the ventilation studies and the Nano girl video. As we saw on TVNZ in our last Tuesday's workshop, it seems the 5 cm rule of thumb is already out there, so let's re-enforce it further.
>> Resisting this as 5cm advice is devoid of CO2 knowledge – so a rule of thumb when you have no quantification. If this poster is in a room then you have a CO2 monitor in there too, and it will be the CO2 levels that drive how open the window is. So don't tell them to open it by 5cm, if by monitoring CO2 they can get away with 2cm or need it to be 10cm. Same reason we can't say to heat the room by +2 degrees as you don't know if that's what is actually needed.
- I agree that the infographics shouldn't appear to be suggesting an association between 'Heat, Sneak and Reboot' and the CO2 thresholds.
>> Discussed loosening the association and I think in the brief for changes.

Well done for the good work.

Regards,
Ackley

Aniebietabasi Ackley (Jnr), PhD | Senior Technical Advisor | TPHM School Design Team
TPHM-Te Puna Hanganga, Matihiko | Infrastructure & Digital

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education.govt.nz

*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes*



From: Tracey Jury <tracey.jury@sweeneyvesty.com>
Sent: Monday, 18 July 2022 11:09 am
To: Ackley Aniebietabasi <Ackley.Aniebietabasi@education.govt.nz>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Subject: Co2 poster - for review/design

You don't often get email from tracey.jury@sweeneyvesty.com. [Learn why this is important](#)

Hi Ackley,

These are the changes that were briefed in this morning, so what we can expect to see back at some point today. It's not the nicest version to review, but probably most efficient if you comment on these so we can get anything additional briefed in instead of waiting for the version to revert.

Thanks,
Tracey

Tracey Jury | Consultant | SweeneyVesty | www.sweeneyvesty.com
9(2)(a)
Level 3, City Chambers, Cnr Johnston & Featherston Streets, Wellington 6011, New Zealand
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From: Tracey Jury <>
Sent: Monday, 18 July 2022 8:14 AM
To: Dylan Drego <dylan.drego@sweeneyvesty.com>
Subject: MoE design - updates to poster

Hi Dylan,

Lot's of feedback and comments through over the weekend – the consensus is to go with V2, but with the following/attached updates:

- Some different options for the third fox. The client feedback is that this fox shouldn't be scared and instead should be "determined". They also don't like what he's holding. Are you able to send through a few extra selects that I can share with the client?
- Remove "Every little bit helps" in the main header re COVID-19
- Add a key message that states – "If CO2 levels stay high for an hour or more, follow these tips to refresh the air" – perhaps put this where "every little bit helps" was?

Call me if you want to chat this through!

Tracey

Tracey Jury | Consultant | SweeneyVesty | www.sweeneyvesty.com

9(2)(a)

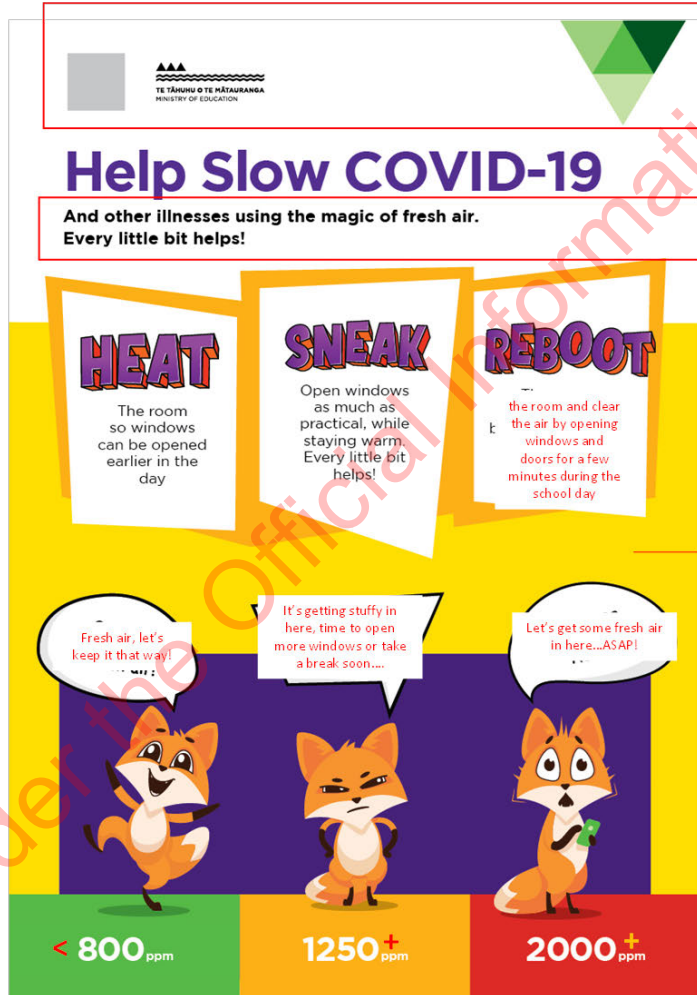
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Reduce, just discrete logo in corner and QR code.

"and" not "And", fit on one line

Sort sizing and alignment, no caps at start of sentences.

Needs a visual break here as not 1:1 between above and below – it's a loose association.

Missing messaging (rough draft):

High sustained CO2 levels in a room means there's less fresh air flowing through, and more bugs hanging around.

CO2 levels will continually fluctuate, but when they stay elevated for **60 minutes or more** – employ these tactics to maintain a healthy learning environment.

If the CO2 monitor says..... (linking ppms to the device readout – think just a statement fine)

CO2 = Carbon Dioxide
Ppm = parts per million

Released under the Official Information Act 1982

Sofia Craig

From: Tracey Jury <tracey.jury@sweeneyvesty.com>
Sent: Monday, 18 July 2022 4:35 pm
To: Tracey Jury
Subject: FW: Update poster
Attachments: Co2-poster-v3.jpg

Tracey Jury | Consultant | SweeneyVesty | www.sweeneyvesty.com

9(2)(a)

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From: Dylan Drego <dylan.drego@sweeneyvesty.com>
Sent: Monday, 18 July 2022 4:32 PM
To: Tracey Jury <tracey.jury@sweeneyvesty.com>
Subject: Update poster

Hi Tracey,

See attached v3.

D

Dylan Drego | Creative Director | SweeneyVesty | www.sweeneyvesty.com

9(2)(a) | AUCKLAND | WELLINGTON | NEW YORK

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HEAT

the room
so windows
can be opened
earlier in
the day

CRACK

open ^{the} windows
as much as
^{much as you can} practical while
staying warm.
Every little
bit helps!

REBOOT

the room at
different times
during the day
by ^{fully} opening all
the windows
and doors

Help Slow COVID-19

and other illnesses using the ^{power} magic of fresh air. If CO₂ levels stay high for an hour or more, follow these tips to refresh the air:

Fresh air,
let's keep it
that way!



< 800 ppm

It's getting stuffy in here,
time to open more windows
or reboot soon...



1250+ ppm

Let's get some
fresh air in here...
ASAP!



2000+ ppm

Sofia Craig

From: Sam Fowler
Sent: Tuesday, 19 July 2022 9:56 am
To: Scott MacKenzie; Matt Huntington; Liz Anderson
Cc: Tracey Jury; Michelle Patience; Karen Walfisch; Sonia Anglem
Subject: RE: Ventilation posters for Term 3 pack....but sickness and absences abound....

Thanks Scott and Matt,

I have to say 'SNEAK' doesn't sit entirely right with me.

Regards,

Sam Fowler | Head of Property
Te Puna Hanganga, Matihiko | Infrastructure & Digital
DDI +6444637744 | Mobile 9(2)(a)

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Sent: Tuesday, 19 July 2022 9:43 am
To: Matt Huntington <Matt.Huntington@education.govt.nz>; Liz Anderson <Liz.Anderson@education.govt.nz>; Sam Fowler <Sam.Fowler@education.govt.nz>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>; Karen Walfisch <Karen.Walfisch@education.govt.nz>; Sonia Anglem <Sonia.Anglem@education.govt.nz>
Subject: RE: Ventilation posters for Term 3 pack....but sickness and absences abound....

Thanks Matt. To fast track Sam raised at Te Ohu Poutoko this morning, action resulting was focus on a Te Reo Maori version and return to Iona's office with advice on if we can do one alongside (which I think, as a direct translation, may be doable).

On the points below, my opinion:

- SNEAK vs CRACK analysed at length, favouring the former to make the HEAT SNEAK REBOOT 'roll off the tongue', both have potential negative connotations.
- REFRESH vs REBOOT is direct feedback from schools on current messaging. People get reboot = reset things to how they were and go again. Refresh softer (I feel refreshed after a drink). So you refresh the air by rebooting the room. Also apparently lines up with some previous campaign to Reboot your Brain by sending kids out for a run around the field.
- The reality is the online advice is not working well, this approach is supported by our VTAG experts as how we should be re-focussing, with the intent being to then update online to match.

Good idea to swap 'magic' for 'power' – the magic was the first draft that just hasn't been knocked back, power a much better word. >> Tracey

The FOX was discussed and remains in play as the 'if you want this by next week, it's a fox'. Agree if time and resources higher = other options could surface.

If any of the above/below are die in the ditch, let's discuss and resolve in the final approvals with Sam and Liz (Helen on leave)?

Scott MacKenzie
Programme Director – Ventilation (COVID-19)

From: Matt Huntington <Matt.Huntington@education.govt.nz>
Sent: Tuesday, 19 July 2022 9:30 am
To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Liz Anderson <Liz.Anderson@education.govt.nz>
Cc: Sam Fowler <Sam.Fowler@education.govt.nz>; Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>; Karen Walfisch <Karen.Walfisch@education.govt.nz>; Sonia Anglem <Sonia.Anglem@education.govt.nz>
Subject: RE: Ventilation posters for Term 3 pack....but sickness and absences abound....
Importance: High

Hi Team

Question (1) – are we OK with this design approach?

In general, I'm happy with the design approach. Couple of comments:

1. The fox is cute but need to test if there is any negative cultural connotation with foxes here in NZ? Maybe better to be safe and go with a sheep or a sheep dog or something.
2. I don't think we should use the word 'sneak' as it will make some uncomfortable. For example, I'm trying to impart the idea of open and honest communication with my two boys. I know it's meant in good fun but humour is not always the best strategy since it is in the 'eyes of the beholder' if you will. Suggest we go with CRACK if we want to be edgy ('show us your crack!') or just OPEN if we want to be safe.
3. I'm also not sold on 'reboot'. Why not just REFRESH?
4. Suggest taking out the word 'magic' and just say 'using fresh air'. You could say something like the 'power of fresh air' if you really needed a word. I don't like 'magic' because it's not magic, it's science.
5. In general I think the wording should be as close as possible to the wording in our advice online and not create new words now to be cute.

Question (2) – are to more deeply consider things like which animal is best, translation etc as a priority over timing?

As above, maybe a sheep dog? They are 'clever' without the potential negative connotation of a fox.

Question (3) – who can give the final/formal go / no go on this design approach?

I think Sam Fowler and Helen Hurst. They may want to get OK from their respective Hautū but can just ask them directly if that's the case.

Cheers

Matt

Matt Huntington | Manager, Engagement
Te Puna Hanganga, Matihiko | Infrastructure & Digital

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From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Monday, 18 July 2022 5:26 pm

To: Liz Anderson <Liz.Anderson@education.govt.nz>; Matt Huntington <Matt.Huntington@education.govt.nz>

Cc: Sam Fowler <Sam.Fowler@education.govt.nz>; Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>; Karen Walfisch <Karen.Walfisch@education.govt.nz>; Sonia Anglem <Sonia.Anglem@education.govt.nz>

Subject: Ventilation posters for Term 3 pack....but sickness and absences abound....

Importance: High

Hi Liz,

The SweenyVesty team have worked with us to come up with the attached, and are working through other deliverables this week for the Term3 distribution of CO2 monitors (and now also air cleaners) to schools. Below is an outline of the components within this pack, give or take. Michelle is off sick, Matt's wider team equally pressured, Helen S away hence wanting to get some 'OK' on the general layout/approach here from 'central comms'.

Of the below, all of which goes into a printed pack to schools along with actual +CO2 monitors – letters, setup guides etc are fairly standard Ministry-letter-type documents. The two 'edgy' ones are the new CO2 poster (attached) to go in classrooms on the wall right beside a monitor; and then a similar one to go right beside an air cleaner saying how to use it. As our current dilemma is limited appreciation and application in classrooms of the guidance, the brief was make these attractive to kids and keep the call to action simple. No use sending out more of these devices, if no one is using them properly.

Why a fox (and not a kiwi or a kea etc)? The short answer – when you design a poster starting last Thursday, to go into print tomorrow, it's what fitted the brief and timeframe the best. And at this stage, no translated versions.

Question (1) – are we OK with this design approach?

Question (2) – are to more deeply consider things like which animal is best, translation etc as a priority over timing?

Question (3) – who can give the final/formal go / no go on this design approach?

My push here is to get this pack and the devices out ASAP from the start of Term 3, which denotes Blue Star printing from Wednesday this week.

Direction/thoughts/process?

Scott MacKenzie | Programme Director – Ventilation (COVID-19)
Te Puna Hanganga, Matihiko | Infrastructure & Digital

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National Office 1 The Terrace

education.govt.nz

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**Te Tāhuhu o
te Mātauranga**
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Sofia Craig

From: Anna Cook <Anna.Cook@mbie.govt.nz>
Sent: Tuesday, 19 July 2022 2:00 pm
To: Scott MacKenzie; Jeremy.Tuohy; Amber Bill [DPMC]
Cc: Tracey Jury; Dave Gittings; Rolf Westerhuis
Subject: RE: Quick check - MoE vs other agency ventilation advice/poster [UNCLASSIFIED]

Hi Scott

Thanks for the heads up.

From a MBIE perspective you are not crossing over any current intentions. This looks like good, concrete information associated with your roll-out of the CO2 monitors.

A

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Sent: Tuesday, 19 July 2022 1:16 PM
To: Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; Anna Cook <Anna.Cook@mbie.govt.nz>; Amber Bill [DPMC] <Amber.Bill@dpmc.govt.nz>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>
Subject: Quick check - MoE vs other agency ventilation advice/poster

Good afternoon,

Sorry for 'out of the blue' email, lots of work/normal avenues currently hampered by staff off sick. ASAP please (rapid formation and into printing tomorrow) – sorry for short turnaround, appreciated.

Seeking your confirmation that the following doesn't crossover with any current MoH, MBIE or DPMC intention to do a similar thing outside of education, that this may conflict with?

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Later this week as part of our COVID-19 ventilation response work, we will advise schools of a further distribution of portable CO2 monitors. This will lift us to approx. 1 in 4 learning spaces having these available (and later closer to 1 in 2 as fixed monitors are deployed via a longer term programme). In doing this we are being clearer on what simple actions teachers and students can/should take when working with CO2 monitors. Though the advice for this is well worked through and has been published online for 6+ months, actual adoption is currently highly variable. So with this distribution we are providing all schools with printed A4 posters to go on the wall beside each monitor. A similar approach will then also be used for the appropriate use of air cleaners.

The actual messaging has been worked through with our Ventilation Technical Advisory Group (VTAG) which includes you Jeremy (thanks).

We're not seeking feedback on the poster layout, if it's a fox or a kiwi or a sheepdog, or if this is the right advice for schools (confirmed).

The term 'crack' (versus Jeremy 'sneak') I expect will go through some more iterations before being finalised.

So question here is if we put this out, that it isn't then creating a rub with something else in the works that we aren't aware of?

Thoughts/comments?

Sofia Craig

From: Marc Piercey <Marc.Piercey@dpmc.govt.nz>
Sent: Tuesday, 19 July 2022 3:39 pm
To: Rachel Sutherland [DPMC]; Scott MacKenzie; Fiona Weightman [DPMC]
Subject: RE: Quick check - MoE vs other agency ventilation advice/poster

You don't often get email from marc.piercey@dpmc.govt.nz. [Learn why this is important](#)

Hi,

Looks fine noting that Education is already checking in with MBIE to ensure messaging aligns with theirs to business.

Cheers

Marc

Marc Piercey

Deputy Head of Communications & Public Engagement
COVID-19 Group

M 9(2)(a)

E marc.piercey@dpmc.govt.nz

W www.covid19.govt.nz

[Facebook](#) | [Twitter](#) | [LinkedIn](#) | [Instagram](#)

**Unite
against
COVID-19**



**DEPARTMENT OF THE
PRIME MINISTER AND CABINET**
TE TARI O TE PIRIMIA ME TE KOMITI MATUA

From: Rachel Sutherland [DPMC] <Rachel.Sutherland@dpmc.govt.nz>
Sent: Tuesday, 19 July 2022 2:49 pm
To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Fiona Weightman [DPMC] <Fiona.Weightman@dpmc.govt.nz>; Marc Piercey <Marc.Piercey@dpmc.govt.nz>
Subject: RE: Quick check - MoE vs other agency ventilation advice/poster

[UNCLASSIFIED]

Thanks Scott... will run past our Comms

Mark / Fiona – could you please take a look at this for Scott M?

Thanks
Rachel

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Sent: Tuesday, 19 July 2022 1:19 pm
To: Rachel Sutherland [DPMC] <Rachel.Sutherland@dpmc.govt.nz>
Subject: FW: Quick check - MoE vs other agency ventilation advice/poster

You don't often get email from scott.mackenzie@education.govt.nz. [Learn why this is important](#)

From: Scott MacKenzie
Sent: Tuesday, 19 July 2022 1:16 pm
To: Jeremy.Tuohy <Jeremy.Tuohy@health.govt.nz>; ^MBIE: Anna Cook <Anna.Cook@mbie.govt.nz>; Amber Bill [DPMC] <Amber.Bill@dpmc.govt.nz>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>
Subject: Quick check - MoE vs other agency ventilation advice/poster

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Thoughts/comments?

Scott MacKenzie | Programme Director – Ventilation (COVID-19)
Te Puna Hanganga, Matihiko | Infrastructure & Digital

Mobile 9(2)(a) [REDACTED]
National Office 1 The Terrace

education.govt.nz

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes



HEAT

the room so windows can be opened earlier in the day

CRACK

open ^{the} windows as much as ^{much as you can} ~~practical~~ while staying warm. Every little bit helps!

REBOOT

the room at different times during the day by ^{fully} opening all the windows and doors

Help Slow COVID-19

and other illnesses using the ^{power} ~~magic~~ of fresh air. If CO₂ levels stay high for an hour or more, follow these tips to refresh the air:

Fresh air, let's keep it that way!



< 800 ppm

It's getting stuffy in here, time to open more windows or reboot soon...



1250+ ppm

Let's get some fresh air in here... ASAP!



2000+ ppm

Sofia Craig

From: Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>
Sent: Tuesday, 19 July 2022 2:09 pm
To: Scott MacKenzie; ^MBIE: Anna Cook; Amber Bill [DPMC]
Cc: Tracey Jury
Subject: RE: Quick check - MoE vs other agency ventilation advice/poster

Kia ora Scott,
Thanks for your email.

Your question regarding any conflict with current advice is relatively simple to answer because so far we (MoH or I think MBIE) have no guidelines for CO2 monitoring within the built environment. Regarding the ability to determine these, I am aware that these are 1/ based on the best evidence, 2/ currently limited to schools over which MoE has jurisdiction and 3/ were already part of the regulations for schools prior to COVID.

Ngā mihi,
Dr Jeremy Tuohy | [He/Him](#)
MBChB, BMedSci, PhD

Principal Advisor
Rōpū tohutohu i te pūtaiao me te hangarau | Science & Technical Advisory
Intelligence, Surveillance and Knowledge
Public Health Agency
Manatū Hauora - Ministry of Health



From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>
Sent: Tuesday, 19 July 2022 1:16 pm
To: Jeremy Tuohy <Jeremy.Tuohy@health.govt.nz>; ^MBIE: Anna Cook <Anna.Cook@mbie.govt.nz>; Amber Bill [DPMC] <Amber.Bill@dpmc.govt.nz>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>
Subject: Quick check - MoE vs other agency ventilation advice/poster

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Thoughts/comments?

Scott MacKenzie | Programme Director – Ventilation (COVID-19)
Te Puna Hanganga, Matihiko | Infrastructure & Digital

Mobile 9(2)(a) [REDACTED]
National Office 1 The Terrace

education.govt.nz

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We shape an education system that delivers equitable and excellent outcomes



Released under the Official Information Act 1982

Document 15: Email with next iteration of poster (V6)

Sofia Craig

From: Tracey Jury <tracey.jury@sweeneyvesty.com>
Sent: Tuesday, 19 July 2022 2:05 pm
To: Tracey Jury
Subject: FW: Feedback on C02 poster
Attachments: Co2 posters v6a.jpg; Co2 posters v6b.jpg; Air Cleaner poster-v1.jpg

Tracey Jury | Consultant | SweeneyVesty | www.sweeneyvesty.com

9(2)(a)

Level 3, City Chambers, Cnr Johnston & Featherston Streets, Wellington 6011, New Zealand
Level 7, Tower 1, 205 Queen Street, Auckland 1010, New Zealand
Postal: PO Box 940, Wellington 6140 | New Zealand

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From: Dylan Drego <dylan.drego@sweeneyvesty.com>
Sent: Tuesday, 19 July 2022 1:57 PM
To: Tracey Jury <tracey.jury@sweeneyvesty.com>
Subject: Re: Feedback on C02 poster

New V6

Dylan Drego | Creative Director | SweeneyVesty | www.sweeneyvesty.com

9(2)(a)

| AUCKLAND | WELLINGTON | NEW YORK

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From: Tracey Jury <tracey.jury@sweeneyvesty.com>
Date: Tuesday, 19 July 2022 at 10:15 AM
To: Dylan Drego <dylan.drego@sweeneyvesty.com>
Subject: Feedback on C02 poster

Hi Dylan,

Three points of feedback on the C02 poster (potentially more to come):

- Change SNEAK to CRACK (sorry, I know that's nowhere near as easy as it sounds)
- Replace "magic" with "power"
- End the hero sentence with a : - so make it read "tips to refresh the air:"

Let me know how you're getting on with the PAC poster as well – unfortunately no sign of PNGs from Samsung.

Tracey

Tracey Jury | Consultant | SweeneyVesty | www.sweeneyvesty.com

9(2)(a)

Level 3, City Chambers, Cnr Johnston & Featherston Streets, Wellington 6011, New Zealand
Level 7, Tower 1, 205 Queen Street, Auckland 1010, New Zealand
Postal: PO Box 940, Wellington 6140 | New Zealand

HEAT

the room so windows can be opened earlier in the day

CRACK

open the windows as much as you can, while staying warm. Every little bit helps!

REBOOT

the room at different times during the day by fully opening all the windows and doors

Help Slow COVID-19

and other illnesses using the power of fresh air. If CO₂ levels stay high for an hour or more, follow these tips to refresh the air:

Fresh air, let's keep it that way!



< 800 ppm

It's getting stuffy in here, time to open more windows or reboot soon...



1250+ ppm

Let's get some fresh air in here... ASAP!



2000+ ppm

HEAT

the room
so windows
can be opened
earlier in
the day

CRACK

open the windows
as much as
you can, while
staying warm.
Every little
bit helps!

REBOOT

the room at
different times
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Fresh air,
let's keep it
that way!

It's getting stuffy in here,
time to open more windows
or reboot soon...

Let's get some
fresh air in here...
AAAASAP!

< 800 ppm

1250+ ppm

2000+ ppm

Sofia Craig

From: Paul Fenton
Sent: Tuesday, 19 July 2022 5:16 pm
To: Matt Huntington; Scott MacKenzie; Sam Fowler
Cc: Tracey Jury; Michelle Patience
Subject: RE: Quick update re ventilation posters

Agree with Matt, nice wording Scott.

I like the idea of aligning the image with the text.

Ngā mihi nui,

Paul Fenton | Director - Office of the Secretary for Education
Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education
DDI +6444632818 | Mobile 9(2)(a)

Rāhina-Mon	Rātū-Tues	Rāapa-Wed	Rāpare-Thurs	Rāmere-Fri
Office	Office	Office	Office	Office

From: Matt Huntington <Matt.Huntington@education.govt.nz>

Sent: Tuesday, 19 July 2022 5:15 pm

To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Paul Fenton <Paul.Fenton@education.govt.nz>; Sam Fowler <Sam.Fowler@education.govt.nz>

Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: RE: Quick update re ventilation posters

Kia ora koutou

It's good. To the point and safe. Since it's kind of an 'instructional poster' I think that ticks the box.

If one wanted to get a bit cute to tie in the image choice, and we were ok with hyperbole, you could say 'Outfox COVID-19' instead of 'Help Slow COVID-19'.

Cheers

Matt

Matt Huntington | Manager, Engagement
Te Puna Hanganga, Matihiko | Infrastructure & Digital

DDI +6444638848 | Mobile 9(2)(a)

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Tuesday, 19 July 2022 5:04 pm

To: Paul Fenton <Paul.Fenton@education.govt.nz>; Matt Huntington <Matt.Huntington@education.govt.nz>; Sam Fowler <Sam.Fowler@education.govt.nz>

Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>
Subject: RE: Quick update re ventilation posters

Group think team, how about this?

TE TĀHURU O TE MĀTAURANGA
MINISTRY OF EDUCATION

QR CODE

HEAT
the room so windows can be opened earlier in the day

OPEN
windows by a crack while staying warm, and by more whenever you can. Every little bit helps!

REBOOT
and refresh the room at different times during the day, by fully opening all the windows and doors

Help Slow COVID-19

and other illnesses using the power of fresh air. If CO₂ levels stay high for an hour or more, follow these tips to refresh the air:

Fresh air, let's keep it that way!

It's getting stuffy in here, time to open more windows or reboot soon...

Let's get some fresh air in here... ASAP!

<800 ppm

1250+ ppm

2000+ ppm

From: Paul Fenton <Paul.Fenton@education.govt.nz>
Sent: Tuesday, 19 July 2022 4:28 pm
To: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>; Matt Huntington <Matt.Huntington@education.govt.nz>; Sam Fowler <Sam.Fowler@education.govt.nz>
Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>
Subject: RE: Quick update re ventilation posters

Thanks Scott.

It was timely that Sam was able to get this to Hautū this morning, so great work on giving me a heads up! 😊😊😊

If we have a little time to translate, it's worth the wait, that's for sure. Big thumbs up for this work.

The additional feedback from Jocelyn was that for te reo Māori, it was more than just about translation per se, it was about the look and feel. Easier said than done Scott, so my expectations are realistic here, but I wanted to pass that comment on, though I'm not sure how those providing translation support would take that into account. Perhaps it may involve different wording around "Heat", "Crack" and "Reboot" keywords, that sort of thing.

On the "Heat", "Crack" and "Reboot" keywords, I wonder if another synonym might be used?, e.g. "RESET", or "REFRESH", rather than "REBOOT."

I like the word "REFRESH", as you already use this word in the middle section under the "Help Slow COVID-19" heading – it sounds really positive.

Surely, now you have to send a picture of the sheep though Scott.

Ngā mihi nui,

Paul Fenton | Director - Office of the Secretary for Education
Te Tari o te Tumu Whakarae mō te Mātauranga | Office of the Secretary for Education
DDI +6444632818 | Mobile 9(2)(a) [REDACTED]

Rāhina-Mon	Rātū-Tues	Rāapa-Wed	Rāpare-Thurs	Rāmere-Fri
Office	Office	Office	Office	Office

From: Scott MacKenzie <Scott.MacKenzie@education.govt.nz>

Sent: Tuesday, 19 July 2022 4:06 pm

To: Paul Fenton <Paul.Fenton@education.govt.nz>; Matt Huntington <Matt.Huntington@education.govt.nz>; Sam Fowler <Sam.Fowler@education.govt.nz>

Cc: Tracey Jury <Tracey.Jury@education.govt.nz>; Michelle Patience <Michelle.Patience@education.govt.nz>

Subject: Quick update re ventilation posters

Hi all,

On the actions discussed this morning:

- MoH, DPMC, MBIE all have confirmed no crossover or concern with the poster messaging we are working on
- I've emailed 9(2)(a) [REDACTED] <[\[REDACTED\]@huia.co.nz](mailto:[REDACTED]@huia.co.nz)> re translation. I think a translated version is doable for the key posters, looks like we have +1 week up our sleeve until the CO2 monitors arrive pending in their available to perform this for us. Will keep going on this, think we can make it happen
- We tried a non-fox but alas other immediately available options be worse (a sheep I won't show you).
- I think we just keep active the risk around the 'HEAT-CRACK-REBOOT' (which is why we ended up with 'SNEAK')

Onwards to the rest of the set.

Scott MacKenzie | Programme Director – Ventilation (COVID-19)
Te Puna Hanganga, Matihiko | Infrastructure & Digital

Mobile 9(2)(a) [REDACTED]
National Office 1 The Terrace

education.govt.nz

*He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes*

Sofia Craig

From: Tracey Jury
Sent: Wednesday, 20 July 2022 5:48 pm
To: Sam Fowler
Cc: Scott MacKenzie; Michelle Patience
Subject: For Approval - first tranche of CO2 distribution materials
Attachments: 034 MOE220702-Six-tips-for-good-ventilation-infographic FOR APPROVAL.pdf; 030 Co2 posters v7-01 FOR APPROVAL.jpg; 010 20220717 Aranet4 Setup Guide -FOR APPROVAL.docx; 003 Nanogirl_MOE_Ventilation Card FOR APPROVAL.pdf

Hi Sam,

Sending through the first tranche of materials to be included in packs to school for your approval. This includes:

1. CO2 poster/infographic (for children)
2. Tips for winter ventilation (for teachers)
3. Aranet monitor how-to guide
4. Nanogirl video flyer

Please note that Scott has liaised with MBIE, Health and DPMC on the approach for the CO2 infographic and each agency has confirmed that they are comfortable with this approach. We have also ensured that central design has been consulted on all posters from a branding perspective. All posters will be translated into te reo – this work is already underway.

Materials still being developed for this pack include:

1. Intro letter
2. Personalised dispatch letter (containing info on supplementary energy payment)
3. PAC infographic
4. Property checklist
5. PAC how-to guide

We are working to have the remaining documents ready for your review/approval shortly, but wanted to send through this initial batch. Do let us know if you have any feedback on any of the materials.

Thank you
Tracey



HEAT

the room
so windows
can be opened
earlier in
the day

OPEN

windows by a crack
while staying warm,
and by more
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