

What a Strong Tū Manawa Application Can Look Like

There is no single perfect way to write a Tū Manawa application. Strong applications can look different depending on the activity, the participants and the community.

What they usually have in common is a clear connection between what tamariki and rangatahi have said or experienced, the barriers affecting participation, the activity being proposed, and the equipment or other costs needed to deliver that activity.

The examples below are based on previous applications.

About these examples

*The examples have been abbreviated to highlight the key things that make an application response clear and easy to understand. They are not intended to show the full length of an answer. In the Tū Manawa application, applicants have up to **300 characters** for these responses, so use the available space to clearly describe the activity, share what you have heard from tamariki and rangatahi, and explain the barriers your project will help address.*

Question 9: Tell us about the activity you plan to deliver

A strong answer helps the reader picture what participants will experience and understand how the equipment or other costs in the budget support that activity.

What to include	Why it matters	Think about your application
What participants will do	Helps the reader picture the activity rather than just seeing a programme name	Could someone unfamiliar with your project understand what happens?
Who will take part, where, how often and for how long	Shows the activity is practical and thought through	Have you included enough delivery detail?
How equipment in the budget will be used	Connects the budget directly to the proposed activity	Does every significant equipment item appear in your activity description?
How someone new or less confident can participate	Shows how the activity will be accessible	How will participants enter the activity successfully?

Example paragraph- XYZ School

Our project will provide daily opportunities for tamariki to take part in a wider range of active play during lunchtimes and PE. Shared balls and play equipment will allow students to join games without needing to bring their own gear. A portable tennis net will allow us to introduce racket and modified net games on the turf, while a line marker will be used to create clear spaces for activities such as athletics, Kii-o-rahi and touch. The equipment will be available across the school and will allow more activities to happen at the same time, giving tamariki greater choice in how they want to be active.

Why this is a strong example

The reader can picture the activity, understand how tamariki will use the equipment and see why the items appearing in the budget are needed.

The activity description and the budget tell the same story.

Replacement equipment

If you are asking to replace existing equipment, explain what is being replaced, how it is currently used, why it is no longer suitable or sufficient, and what effect this is having on participation.

For example:

Rather than:

“Our balls are old and need replacing.”

Explain the impact:

“Our current balls are used for daily lunchtime games and small-group activities, but a number are damaged or no longer usable. This means there is not enough equipment for all groups to be active at the same time and some tamariki spend more time waiting or miss out. Replacing this equipment will allow more participants to take part safely and consistently.”

Question 10: How do you know tamariki and rangatahi want the activity?

A strong answer shows who has been listened to, what they said, what was learned and how that information shaped the proposed activity.

What to include	Why it matters	Think about your application
Who you listened to	Shows whose experience is informing the project	Who have you spoken with or heard from?
How you gathered their views	Gives context to the information	Was it through a survey, conversations, previous participation, observations or another approach?
What tamariki or rangatahi said	Keeps participant voice visible	Can you include specific findings or a short comment?
How their feedback influenced the project	Shows you have acted on what you learned	What did you change, include or prioritise because of their feedback?

Example paragraph- XYZ School

We heard from more than 200 tamariki through our Voice of Tamariki survey. Just over half said they had access to equipment during lunchtime, and only a quarter felt they regularly had opportunities to make up their own games. Tamariki also told us that being watched, losing, not

making a team and not having someone to play with could stop them joining in. This helped us recognise the need for more flexible, informal play opportunities where tamariki can choose how they participate rather than relying only on organised or competitive games.

Why this is a strong example

The answer does more than say that students want more activity.

It shows what tamariki said, identifies patterns in their feedback and explains how those insights influenced the activity being proposed.

Question 11: What barriers do participants face and how will your proposal address them?

A strong answer focuses on barriers experienced by participants and clearly explains what the project will do to reduce them.

What to include	Why it matters	Think about your application
What the barrier is	Makes the issue clear	What is currently making participation difficult?
How it affects tamariki or rangatahi	Keeps the focus on participants rather than organisational challenges	What happens for participants because of this barrier?
What your proposal will do	Connects the activity or cost to the issue	What are you changing or providing?
What will be different for participants	Shows the intended benefit	How will participation become easier, safer or more inclusive?

Example paragraph- XYZ School

One barrier is limited access to shared equipment. Some students currently bring their own balls to school, which can mean the person who owns the equipment controls who joins the game. Tamariki who do not have their own equipment can be less confident about joining in. Providing shared school equipment will mean the gear belongs to everyone and more students can take part on an equal footing.

Why this is a strong example

The answer follows a clear connection:

what is happening now → how it affects participation → what the project will do → what will improve for tamariki

The barrier is not simply “we need equipment”. The application explains why the lack of equipment is affecting participation and how the proposed response addresses that.

Final check before submitting

Before you submit your application, check whether the reader can clearly see:

Can the reader understand...	Check
What tamariki and rangatahi have said or experienced?	☐
What barriers are affecting their participation?	☐
What the proposed activity will look like?	☐
How equipment and other costs in the budget support the activity?	☐
What will be different for participants because of the project?	☐