



SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES  
ISSUE 61 TERM 2 2009

OSCAR Network  
Christchurch

WHAT'S FUNNY TO A  
SCHOOL-AGE CHILD?  
SIX DEGREES OF  
SEPARATION  
**CRASH! BANG! BOOM!**  
TEN THINGS EVERY  
CHILD WITH AUTISM  
WISHES YOU KNEW



# THE OSCAR NETWORK IN CHRISTCHURCH INC.

We are a non-profit making organisation dedicated to providing information to O.S.C.A.R. (Out of School Care And Recreation) programmes.

Our Aim is to support, promote and network safe quality, accessible OSCAR services which are professional and centre around the needs of the child and its whanau.

The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme.

The OSCAR Network in Christchurch encourages OSCAR providers to operate

quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services

The OSCAR Network in Christchurch has a well-earned reputation for working co-operatively alongside groups and agencies.

We work as a team in an environment based on mutual respect and trust. It is the combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by 'thinking differently'.

SEE THE CALENDAR ON THE BACK COVER FOR TIME AND PLACE DETAILS OF OSCAR NETWORK TRAINING AND EVENTS.

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## THANK YOU

We would like to thank our funders. The OSCAR Network could not operate without the generous support of the following funding agencies:

- Ministry of Social Development
- Christchurch City Council
- Canterbury Community Trust
- Hagley Community Education Grant
- Lottery Grants Board
- Community Organisation Grants
- Save the Children Fund
- Pub Charity
- Mainland Foundation
- Tertiary Education Commission

## MEMBERSHIP

Membership is open to any person or organisation that has an interest in or provides an OSCAR service. The service may be not-for-profit, private provider, school managed, preschool extension to OSCAR, Trust, Church, Sports group, Kohanga Reo, company or other agency.

### MEMBERSHIP PROVIDES:

- Joint membership with the OSCAR Foundation
- Staff and Management Professional Development training
- On-Site organisational development
- Advocacy at regional and national levels
- Resources
- Extensive library
- Website access
- Mentoring information and guidance
- Quarterly Magazine SNOOP
- Facilitation of networking meetings
- Referral service for public enquiries

### DISCOUNTS ON

- Staff and Management Professional Development Training
- Treasure Trove Trust Play Library membership

### MEMBERSHIP FEE STRUCTURE

#### MEMBERSHIP OPTION

Individual and family membership  
\$65.00 (GST inclusive)

#### PROGRAMME MEMBERSHIP

(Core Services)  
\$125 (GST inclusive)  
Core services are defined as a before school and/or after school and/or holiday programme and/or camp

#### ORGANISATION AND GROUP MEMBERSHIP

(Additional Programmes)  
\$165.00 (GST inclusive)  
Core Services plus additional sites or programmes.

**PLEASE NOTE: THE MEMBERSHIP YEAR RUNS FROM APRIL 1ST TO MARCH 31ST EACH YEAR.**

## NEW BOOKS IN THE OSCAR NETWORK LIBRARY

### THE DANGEROUS BOOK FOR BOYS

Conn Iggluden & Hal Iggluden

This bestselling book for boys from eight to 80 covers essential boyhood skills such as building tree houses. This edition has been adapted for Kiwi boys of all ages, with the addition of our own plants, animals, historical tragedies triumphs heroes and unique Southern hemisphere perspective. A stunning foreword by John Campbell, writing both as a Kiwi boy and the father of a son.



with his own compassionate strategies for rehabilitation, a child psychiatrist explains what exactly happens to the brain when a child is exposed to extreme stress - and reveals the measures that can be taken to ease a child's pain and help him grow into a healthy adult. "I started to leaf through this book and could not put it down".

**Talking to tweenies.** Getting it Right Before It Gets Rocky with Your 8 - 12 Year Old. *Elizabeth Hartley-Brewer*

**The Power of Play.** Learning what comes naturally. *David Elkind, Ph.D.*

**Tricky Kids.** Transforming conflict and freeing their potential. *Andrew Fuller*

**The Challenging Child.** Understanding, Raising and Enjoying the Five "Difficult" Types of Children.

*Stanley I. Greenspan, M.D. with Jacqueline Salmon*

**The Man With No Arms & Other Stories**

**The Little Big Book for Girls.**

*Edited Alice Wong and Lena Tabori*

**The Little Big Book for Boys.**

*Edited Alice Wong and Lena Tabori*

**Inclusive Games.** Movement Fun for Everyone.

*Susan L Kasser*

**Ten Things Every Child With Autism Wishes You Knew.**

*Ellen Notbohm*

**The All-New Woodworking for Kids.** *Kevin McGuire*

**Beading, Bracelets, Earrings, Necklaces and More.**

*Judy Ann Sadler*

**Making Masks.** *Renee Schwarz*

**Mudworks.** Creative Clay, Dough and Modeling

*Experiences. Mary Ann F. Kohl*

**Models.** *Helen and Peter McNiven*

**Good Earth Art.** Environmental Art For Kids.

*Mary Ann F. Kohl & Cindy Gainer*

**Real kids in an Unreal World.** How to build resilience

and self esteem in today's children. *Maggie Dent*

**Get Away C.D.** Calming relaxations away from the world.

*Maggie Dent*

**Saving our Children from our chaotic world.**

Teaching Children the Magic of Silence and Stillness.

*Maggie Dent*

**Nurturing kids hearts and souls.** Building Emotional, Social and Spiritual Competency. *Maggie Dent*

We have loads of new books arriving at the moment. These will regularly be updated on the website so please keep looking.

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## NEWS//ISSUES//RESOURCES

### THIS WEEK IN NZ HISTORY

This month in 1889 New Zealanders were reading about Dunedin children growing up wild. The stories had city streets swarming with children, some of them as young as two or three. Working mothers got the blame: They were busy in factories, working long hours and trying to survive. The kids, so the stories went, were missing out.

In June the first kindergarten was set up by Lavinia Kesley. For its first few months it might as well have been a doctor's surgery. Local nurses and doctors took the opportunity to cure the children's nits, lice and scabies. Kesley was rewarded with some abuse for all this. Dunedin's ruling cabal spread the word she was encouraging women to keep working and 'neglect home'.

### MANAGING TO MAKE A DIFFERENCE COURSE

When: Tuesday, 7 July

The Unitec 'Managing to Make a Difference' series will dramatically improve your skills in leading, managing or relating to organisations in the not-for-profit sector. This one-day course will:

- Update you in the latest not-for-profit management thinking and practice
- Provide tools and frameworks that will make a difference in your organisation tomorrow
- Provide valuable opportunities to network and share practice with others.

For further information and to enrol please contact Volunteer Canterbury, 366 2442, [mgn@volcan.org.nz](mailto:mgn@volcan.org.nz)

Te Reo Ukaipo: NEW FREE ONLINE Maori language programme for parents E nga mana, e nga reo, e nga karangatanga maha o te motu, piki mai, kake mai ki tenei o nga kaupapa, e kiia nei ko 'Te Reo Ukaipo'.

Have you ever wondered how to say "flush the toilet!" and "it's not nice to tell tales" in Maori? Te Reo Ukaipo is a new online Maori language programme to support parents talking with their children in te reo Maori.

Te Reo Ukaipo was created by Haemata Ltd, with funding support from Ma Te Reo. Te Reo Ukaipo features:

- Language modules available on-line, free of charge – all content focuses on everyday

parent-child language and includes reo to support bonding with your baby, praising and cautioning your child

- Word lists, focusing on phrases that you need for everyday situations
- Information and strategies about how to maintain te reo Maori in the home.

Visit [www.ukaipo.co.nz](http://www.ukaipo.co.nz) and find some new and exciting things to help you and your whanau with speaking Maori around your home. Let your friends and family know too. And keep popping back - the site will be updated regularly with new information, functionality and images.

No reira, kia kaha tatou ki te whangai i a tatou tamariki ki te reo Maori. Noho ora mai. Na matou o Haemata, Hineihaea Murphy, Haemata Limited.

Phone: 64 04 233 2055

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Mobile: 027 243 1455

Email: [hineihaea@haemata.co.nz](mailto:hineihaea@haemata.co.nz)

[www.haemata.co.nz](http://www.haemata.co.nz)

[www.reostore.haemata.co.nz](http://www.reostore.haemata.co.nz)

[www.akopanuku.tki.org.nz](http://www.akopanuku.tki.org.nz)

### CCC ACTIVE CANTERBURY: GET SET GO WORKSHOP

Get Set Go! Is an essential course for organisers of community recreation programmes and events. You'll find out everything you need to know about running a recreation programme or event.

When:

Thursday 6 August, 9.30am - 12.30pm

Thursday 1 October, 9.30am - 12.30pm

Thursday 3 December, 9.30am - 12.30pm

Cost: \$30 for voluntary organisations/ individuals (ask us about group fees). \$50 for Government or business organisations

If you have any queries or would like us to run a workshop with your team at a time and place to suit you call us to discuss the options, Sarah on 941 5333 or Diana on 941 6628. Email [sarah.benton@ccc.govt.nz](mailto:sarah.benton@ccc.govt.nz)

### COGS

The next funding round for COGS opens on 1 June 2009 - closes 31 July 2009. Community groups can apply for COGS funding between these dates by entering an online application form at:

[www.cdgo.govt.nz](http://www.cdgo.govt.nz) or by requesting a paper application from a Local Government & Community branch office.

### GOVERNANCE WORKSHOP

We are pleased to be able to offer this Not-for-Profit Management Short Course in association with Unitec. This course will increase your understanding of 'good governance' for not-for-profit organisations and evaluate the effectiveness of your Board. Topics include: Governance and management defined; how Boards can add value; how to avoid the common pitfalls; key functions and inherent dilemmas of the Board; roles, rights and responsibilities of board members; board/staff relations, and effective meetings.

Date: Tuesday 7 July 2009

Time: 9.00 am - 4.30 pm

Tutor: Garth Nowland-Foreman

Venue: Christchurch Community House

Te Whakaruruhau ki Otautahi

141 Hereford Street, Christchurch

Fee: \$30.00

Garth is a community consultant with 28 years experience working with voluntary organisations (and those who fund them) in New Zealand, Australia and the Pacific, and the Co-ordinator for Unitec's Non-profit Governance courses.

Download a registration form from:

[www.volcan.org.nz](http://www.volcan.org.nz) or phone Volunteering Canterbury 03 366 2442

### STORY TELLING RESOURCES

There are also some excellent websites that provide information about a variety of subjects dealing with storytelling. Here are a few sites to get you started:

[www.aaronshep.com](http://www.aaronshep.com)

[www.lilliput.co.uk/faq.html](http://www.lilliput.co.uk/faq.html)

[www.storyarts.org](http://www.storyarts.org)

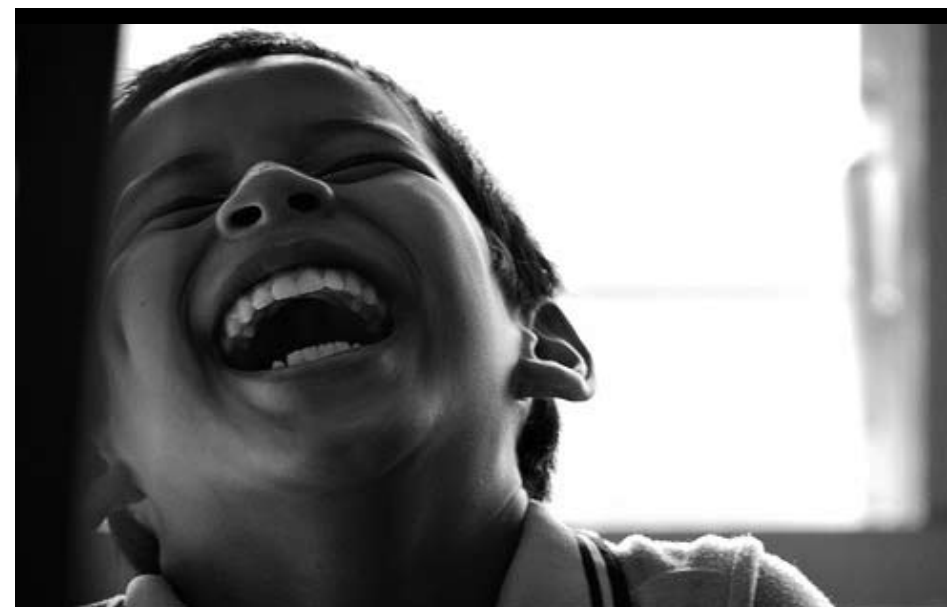
### SOME COOL PRINTABLE ACTIVITY SHEETS

[www.momsminivan.com/printables.html](http://www.momsminivan.com/printables.html)

Great printable sheets for cards and games.

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

# WHAT'S FUNNY TO A SCHOOL-AGE CHILD?



Around age 6 or 7, kids start to understand language well enough to know that words can have two or more meanings.

As children develop this cognitive ability to grasp different meanings, riddles, jokes, and puns start making sense and will be a top source of enjoyment for the next 3 or 4 years.

Kids this age delight in their newfound ability with an insatiable appetite for jokes of all stripes. They are enjoying the ability to make these connections and to finally be the insider, the one with the info and the answers.

### WHAT ELSE IS SOOOOO FUNNY?

General categories of humor that kids this age often find funny include: So this sponge lived under the sea in a pineapple... Kids love nonsensical situations, especially when they involve grown-ups

Nyuk, nyuk, nyuk! Whether it's eyes getting poked, heads getting hit by hammers, or an anvil falling on the head of Wile E. Coyote, kids often find violence to be funny.

The old boutonniere trick. Slapstick and practical jokes can be very funny for school-age kids. Watching someone get sprayed in the eye with water or jumping out and yelling "boo" might have kids rolling in the aisles.

As kids get older, they may deal with anxiety by laughing or making inappropriate jokes. A friend tripping or falling down or a sibling being punished may cause laughter. Some kids also can't help laughing when they're in trouble with a parent or teacher. In both cases,

SO DID YOU HEAR ABOUT THE COLT WITH A COLD? HE'S A LITTLE HOARSE.

HOW ABOUT THE PIG WITH A RASH? HE NEEDED A LITTLE OINKMENT.

### ORANGE YA GONNA LAUGH?

laughter is a way of relieving fear or anxiety.

### DEVELOPMENTAL STAGES OF HUMOUR

By age five most children become interested in the verbal humour of older children around them. They hear other kids ask puzzling questions and then give what appear to be very arbitrary answers that are followed by laughter. So they simply imitate what they hear other kids doing. This can make adults think the riddles children tell are understood, because they are telling them correctly.

Often they tell such riddles or knock-knock jokes as: "What did the cat say to the mouse? I'm gonna eat you up!" "Knock-knock. Who's there? Piece of bread. Piece of bread who? Piece of bread... Want another piece of bread?" When five- and six-year-olds tell these not-quite riddles and jokes, they typically laugh as soon as they tell them. Adults can genuinely share this laughter - but for a very different reason. Children's off-the-wall answers to their own riddles are very funny, because they make no sense at all.

Kids don't really understand the riddles at this age, so their answers seem just as good as those older kids give. By the age of 6 or 7, children begin to understand the double meanings evolved in the puns and these "off-the-wall" answers gradually disappear.

### SOCIAL BENEFITS

Among both children and adults, humour is now understood to be one basic component of interpersonal competence. It is a key social skill that will serve children well in the work world and in interpersonal relationships generally.

Children who initiate humour more often than their peers have been found to show more social participation in activities; they also tend to be judged by their peers as being more sociable.

Humour provides children with a socially acceptable means of expressing anger. This will facilitate the handling of conflicts in social



situations throughout the developmental years.

## EMOTIONAL BENEFITS

There is ample research showing that humour is a very effective means of managing one's emotions - of sustaining a more positive, upbeat mood and attitude on the tough days as well as on the good days. When you see young children playing, you generally see them laughing. This laughter is a reflection of the joy and happiness that humour and play provide, but we now know that laughter can also help generate a joyous and happy state where there was none before. So nurturing children's sense of humour helps them to gain a measure of control of their daily mood and you know that when they're in a good mood, it's easier for you to sustain a good mood.

Good humour skills during childhood help build a solid sense of self-esteem. Since humour and shared laughter help the child receive a lot of positive feedback from other kids and adults, this gradually builds a strong sense of good feeling about oneself.

## INTELLECTUAL BENEFITS

Since humour is really a form of intellectual play and language is our main vehicle for thought, it comes as no surprise that children love to play with words. They first play with the sounds of words, and then with meanings. The discovery that the same word can have two meanings is an exciting one, and spurs them on to find even more words to play with.

One direct result of this excitement about double meanings of words is an enriched vocabulary. Riddles expose children to new words and meanings, and the repeated telling of the riddles consolidates the memory of those words and makes them more accessible in everyday life.

Humour also boosts children's creative thinking capacity. Research shows that there is a close relationship between the kind of thinking involved in humour and other forms of creative thinking. Children who spend more time finding new and incongruous ways of making sense out of words develop a generalized skill of thinking in innovative ways in connection with other questions or problems.

A general shift in children's humour begins to occur in the early primary school years.

This shift is more striking than any shown at any other age. By six or seven, kids make the exciting discovery that the same word can have two (or more) different meanings. This means you can now use these extra meanings to trick people. It is only at this point that children really understand the very riddles they've already been telling for the past year or more. This is usually an exhilarating insight, and produces the riddle disease. Kids become consumed with riddles and tell them endlessly.

Another source of enjoyment in riddles comes from the fact that for the first time in a child's life, she gets to be the one who has the answer - who possesses a bit of knowledge that parents, teachers or other kids do not have. From the year 1 on, the child sees that there is a premium placed on having the right answer and it always seems to be the case that teachers and parents have the answer, while the child must learn it. With riddles, the child gets to turn the tables. She gets to be the one who knows the answer while adults or other children who can't answer the riddle are shown to be not very knowledgeable.

Different forms of word play comprehension occur at different ages. Some are more intellectually demanding than others. But the simplest ones are finally understood by six or seven. For the first time, children can genuinely share a laugh with adults, and their sense of humour begins to share some features in common with an adult sense of humour. Adults will, however, generally not find riddles as funny as children - even though they can't guess the answer without a clue. Adult content of jokes, however, will often be at the same level as children's riddles. It is the adult content that allows adults to laugh at them.

The biggest reason for the exhilaration shown in hearing and telling riddles is the sheer intellectual pleasure derived from making a meaningful link between two pieces of information that seem to be initially unrelated (which is the way it always appears when you don't get the joke). When this is done in the spirit of fun and play, it's a great source of joy ●

REFERENCES:  
HOW HUMOUR FACILITATES CHILDREN'S INTELLECTUAL, SOCIAL AND EMOTIONAL DEVELOPMENT: PAUL E MCGHEE  
LAUGHING MATTERS: THE HEALING POWER OF LAUGHTER: DR. MARGO NAPOLETANO  
WWW.CHILDANDFAMILYCENTER.COM

## ENCOURAGING HUMOUR IN YOUR PROGRAMME

So what can you do? Keep the children stocked with material. Buy or check out joke books from the library. Look for jokes, riddles, and puns online. And best of all, make your own. Play the pun-a-day game. Memorize riddles and try to stump each other. Tell jokes and see who can keep from laughing the longest.

### TRY ONE OR ALL OF THESE!

- *Play a backwards day.*
- *Wear pyjamas all day long*
- *Play the "Make Me Laugh" game - everyone takes a turn trying to make the group laugh doing whatever he or she thinks is fun*
- *Smile at everyone you see Day*
- *Giggle a Lot Day*
- *Wear a Hilarious Hat Day*
- *Talk in Rhythm Day*
- *Change your Name for the Day Day*
- *Reverse Roles at Home or Work for 15 Minute Day*
- *Look at the World through Funny Glasses Day*
- *Have a Laughing Argument Day*
- *Play a Giggle Producing Game Day*
- *Blow Bubbles & Pop Balloons Day*
- *Silly Singing & Dance Day*
- *Write a Playful Poem Day*
- *Take a Goofy Photo Day*

And don't forget those good old standbys from your childhood: staring contests, tickle fights, and pillow battles - whatever gets you giggling. The most important thing is to have a playful attitude.

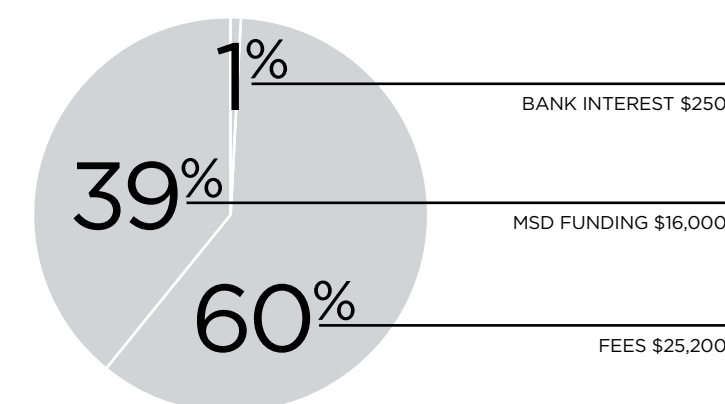
### LAUGHING WITH KIDS

It's important to encourage the children's sense of humour. He or she delights in telling jokes that make you laugh and in "getting" jokes that you tell. Let this excitement about the humour in language be contagious. And beyond simply enjoying jokes together, be a good humour model. Look for the humour in everyday situations. Laugh at yourself and deal lightly with irritations. Use humour as opposed to scolding; crack a joke to ease tension. You'll not only be giving your children the tools needed to handle difficult situations in the future, you'll find that you feel better too.

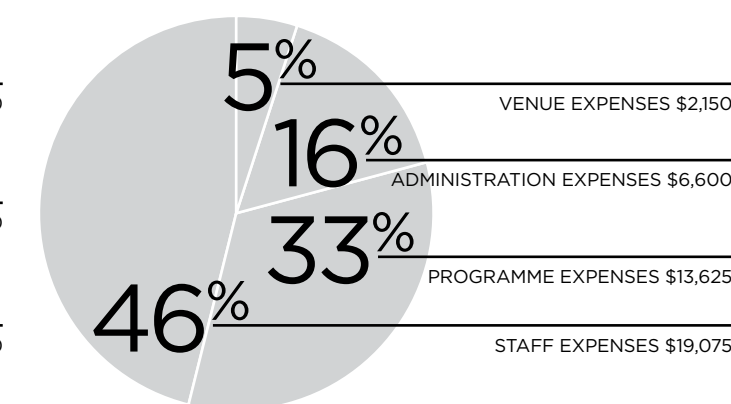
# COSTINGS FOR 8 WEEKS HOLIDAY PROGRAMME

This breakdown is for a programme with 20 children attending per day at a cost of \$35 per session per child.

### 8 WEEKS HOLIDAY PROGRAMMES INCOME



### 8 WEEKS HOLIDAY PROGRAMMES EXPENDITURE



## THE BENEFITS OF HUMOUR

Recent research has demonstrated what our grandmothers always knew: **LAUGHTER is GOOD MEDICINE**. Humour and laughter make a significant contribution to both your physical and mental health. Learning to adopt a lighter attitude and see the funny side of everyday situations gives you the resilience you need to cope on the tough days.

### PHYSICAL HEALTH BENEFITS

- *Stronger immune system*
- *Improved cardiovascular health*
- *Reduced stress hormones*
- *Reduced pain*
- *Muscle relaxation*
- *And more!*

### WORK-RELATED BENEFITS

- Humour Improves:*
- *Team building*
  - *Communication skills*
  - *Conflict management*
  - *Morale, job satisfaction*
  - *Creativity, problem solving*
  - *Resilience*
  - *Stress management*
  - *Productivity*

### MENTAL HEALTH BENEFITS

- *Less stress*
- *Reduced anger, anxiety*
- *Increased joy, aliveness*
- *More positive, optimistic mood*
- *Sense of control*
- *Increased emotional*
- *Intelligence*
- *And more!*



**STAFF EXPENSES** The Supervisor is paid \$18 an hour and the Assistant \$15. Both are paid for 50 hours per week. There is another \$1,900 paid for a third worker at \$15, for 19 hours each week to cover lunch breaks and outings. Holiday pay 8% and a training budget of \$1250 (including wages) for each staff member, and ACC contributions.

**ADMINISTRATION EXPENSES** include Manager's wage of \$23 per hour for 25 hours each week; stationery; advertising; audit expenses; subscriptions; bank fees; volunteer and management expenses.

**VENUE EXPENSES** include rent at \$30 a day, cleaning, electricity and maintenance/repairs.

**PROGRAMME EXPENSES** include equipment and/or resources, sport, art & craft, transport and outing expenses, food and petty cash.

For a more comprehensive breakdown of the OSCAR Network example of this income and expenditure budget email Pam: [pam@oscarnetwork.org.nz](mailto:pam@oscarnetwork.org.nz)

# SIX DEGREES OF SEPARATION

## Are boys and girls really that different?

Twenty years ago, doctors and researchers didn't think so. Back then, most experts believed that differences in how girls and boys behave were mainly due to differences in how they were treated by their parents, teachers, and friends.

It's hard to cling to that belief today. An avalanche of research over the past twenty years has shown that sex differences are more significant and profound than anybody guessed. Sex differences are real, biologically programmed, and as important as how children are raised, disciplined and educated.

### YOU GET ON MY NERVES!

The female autonomic nervous system in humans has been shown to be influenced more by the parasympathetic nervous system, whereas the sympathetic nervous system plays the greater role in controlling autonomic responses in men.

When most young boys are exposed to threat and confrontation, their senses sharpen, and they feel a thrill. When most young girls are exposed to such stimulus, however, they feel dizzy and "yucky." They may have unaccustomed trouble expressing themselves with just the right words.

Some ten-year-old boys will spend their last pennies to play videogames in which enemies shoot at them. Few ten-year-old girls find simulated combat worth spending their money on. That is not to say that girls are never violent: just girls seldom enjoy physical violence the way boys do.

Understanding that the sympathetic nervous system predominates in boys and that the

sympathetic nervous system is tuned to react best in the cold helps to put this observation in context. Recall the last photo you saw of a "polar bear club" - a group of people who enjoy jumping into ice-cold lakes in the wintertime. Such clubs are almost entirely male. Few women regard jumping into freezing water as an enjoyable pastime.

The ideal temperature for boys is about 69° F or 20.5 C, and about 75° F or 23.5 C for girls - "six degrees of separation." A woman's sense of smell is at least 100,000 times more sensitive than a man.

**"I HAVE THE SAME GOAL I HAD EVER SINCE I WAS A GIRL, I WANT TO RULE THE WORLD"**

MADONNA

differences increase as kids grow up. So when a grown man speaks to a girl in what he thinks is a normal voice, she may hear it as yelling. Conversely, boys who appear to be inattentive in class may just be sitting too far away to hear - especially if it is a female talking. Boys respond to being spoken to loudly and in short, direct sentences with clear instructions. With girls it is better to speak much more softly, using their name with more terms of endearment and fewer direct commands.

### VISION

Girls acquire binocular vision at a much

earlier age than boys do and the visual cortex appears to be organised in fundamentally different ways in females and males. Various researchers are now saying that boys (and male monkeys) prefer to play with things that engage the magnocellular visual system... things that move! Whereas girls are more likely to be interested in things that have colour or texture.

**"THE JOY OF BEING A KID, AND A GIRL KID AT THAT, IS ONE THAT YOU CAN HOLD ON TO FOREVER"**

JUDITH HARLAN

### RISK

Boys from two years of age on are more likely than girls to take dangerous risks. For example, if you search the statistics anywhere in the world on who is more likely to die in drowning accidents, you'll find that it's boys.

Imagine you're at a beach and there's a warning sign: "Dangerous Currents!" Girls, in this situation, are far more likely to swim between the flags. But when boys - particularly a group of teenage boys - are confronted with the same sign, they're far more likely to accept that risk. A group of teenage boys have a collective I.Q. significantly lower than any one of them individually. "It's only water, I'm stronger than those currents!" So they jump in and can quickly get into trouble.

They have very different attitudes to risk-taking. The boy who does something outrageously dangerous is likely to raise his status in the eyes of the other boys... whereas

the girl who does the same thing - just for the sake of doing something dangerous - will be regarded by other girls as stupid.

### HOW DO BOYS AND GIRLS DIFFER WHEN IT COMES TO CONFLICT?

You may have noticed that if girls are playing a game and there's an argument, it'll generally break up the game. Boy's, on the other hand, will usually keep playing even after exchanging a few pushes and shoves. But, for girls if the relationship is fractured there is no point continuing with the game.

When boys fight, they're more likely to get over it quickly and engage again in friendly interaction tomorrow. Girls tend to fight far less often than boys... but when they do, watch out! Emily tells Melissa, "I hate you. I'm never going to talk to you again!" - and she won't, not for a year!

In fact, not only will Emily not talk to Melissa, but Emily will make sure her friends don't talk to Melissa as well - and the entire playground will divide into Emily's or Melissa's side!

Fighting does seem to have a different significance for the genders. Conflict for girls is more serious and often ends a friendship; whereas young boys are able to use conflict as a means of building the friendship and moving on.

If you ban play-fighting, you don't make boys into flower-children. Instead, those aggressive impulses which have been denied a constructive outlet may well result in more serious kinds of fighting.

The tendency in schools to prohibit play-fighting among boys is not grounded in evidence but in political correctness. Yes, of course, we have to have rules for what is and what isn't allowed but if two boys choose to engage in a wrestling match, I'm not persuaded that it should be prohibited, or that by prohibiting it we're ensuring that boys will be less aggressive.

In most state schools today, fighting is against the rules. If boys want to have a wrestling match, they're told, "None of

that!" And the result is that boys come to see school as a place where they're expected to act like a girl... which is unfortunate.

The same goes for prohibiting games or activities in which children sometimes get hurt. More and more schools are banning these. By simply outlawing all rough-and-tumble we're sending the message; "No boy-stuff allowed here - this is not the place for boys to be boys!" We might see them as doing something potentially dangerous. But actually what they're doing is playing around with ideas of courage and valour, good versus evil, and teamwork.

### COMMUNICATION

When you look at the brain areas involved with emotion in young children, whether they're girls or boys, you find that most of the activity is happening in the amygdala. This 'ancient' part of the brain doesn't make much connection with the part of the brain we use for talking, the cerebral cortex. So if you ask a six year-old boy or girl, "How does this story make you feel?" they'll probably either give you a blank look or try and guess the answer they think you want to hear.

At about 6 years of age, boys seen to go through a change which has some hormonal components to it. It's as if they notice for the first time that they're MALE. They suddenly 'lock-on' to their father or to a nearby male figure. They want to start studying how to be male"

By the time a girl is about 12 or 13, you see a very different pattern on the MRI scan. For her, most of the activity associated with emotion has shifted from the amygdala to the cerebral cortex. That's where we 'process' thinking and talking. So if you ask her now, "How does this story make you feel?" 12- or 13-years-old girls can go on and on about the sad feelings involved.

This is NOT the case for 12- or 13-year-old boys. When it comes to emotions, the brain

activity in 12-year-old boys - or 17-year-old boys, is no different than the activity seen in 6-year-old boys. Talking about feelings is something that most boys aren't comfortable doing.

Effective communication with boys is best done shoulder-to-shoulder - not face-to-face. The worst thing to do is sit him down and ask, "Tell me how you're feeling and why you feel that way?" These are excruciatingly uncomfortable and unfathomable questions for a boy. The best way to communicate with a boy is to simply join them in activities they enjoy. We can share our own stories, opening the way to listening with empathy to theirs. Once you join a boy in doing something, you'll find that the two of you establish a comfort level that leads naturally to better communication. If he has something else to focus on as he talks, he can protect himself from shame he might experience as he shares his worries and fears. This kind of "action talk" provides a potent technique for breaking through the mask that boys so often wear.

### DISCIPLINE

Broadly, there are two basic sorts of discipline. The first one is what psychologists call 'inductive discipline' - which basically means asking, "How would you feel if someone did that to you?" That's effective for girls, even young girls. You can ask a five-year-old girl, "Well, how would you like it if someone pushed you off your bike?" She'll think about it and may even actually change her behaviour, because she wouldn't like it if someone behaved that way to her! But if you deal the same way with a five-year-old boy he'll probably just respond, "I'd push him back! And then I'd kick him and sit on him!" Inductive discipline is simply not effective with most young boys. Okay, most boys fairly quickly learn the 'right answer' to that question - they know they're supposed to say, "Well, I wouldn't like it!", but it's seldom effective in changing their behaviour.

Women are more inclined than men to use this 'inductive' approach.

Men are more likely to use the second sort of discipline - 'punishment-and-rewards'.



Men will say, “Okay because you did that you don’t get to play with your favourite toy for three days!”

The think-it-through inductive approach suits girls - but straightforward, black-and-white punishments and rewards work better with boys. Unfortunately, just as women tend to apply the inductive approach across the board, men are inclined to apply rewards and punishments to both boys and girls.

Ideally, they both need to use the style that’s most effective for a given child - not the one the adult intuitively feels most comfortable with.

In light of this information it is up to us as adults working with children to acknowledge our own gender behaviour when interacting with children. We need to reflect on how our gender bias does impact on our relationships with the children in our care ●

*What are little boys made of?*

*Snips and snails, and puppy dogs tails*

*That’s what little boys are made of!”*

*What are little girls made of?*

*“Sugar and spice and all things nice*

*That’s what little girls are made of!”*

19TH CENTURY POEM



RESOURCES/REFERENCES:  
RAISING GIRLS: GISELA PREUSCHAF, RAISING BOYS: STEVE BIDDULPH, THE DARING BOOK FOR GIRLS, THE DANGEROUS BOOK FOR BOYS. (ALL AVAILABLE IN THE OSCAR NETWORK LIBRARY)  
SIX DEGREES OF SEPARATION: LEO SAXS

# CRASH! BOOM! BANG!

In their fantasy play, boys turn sticks into guns, balloons into bombs and pencils into swords. They kill, die and get reborn in a matter of seconds, then hop right up to play some more.

Experts say that you should try not to compare boys and keep in mind that there are many different kinds of boys. They range from the highly physical and highly competitive at one end to the very peaceful quiet boy, who prefer to read. “Not all boys want to compete in sports, wrestle and shoot guns. It’s important to remember that there are quiet, studious and bookish boys as well and this is perfectly normal.”

In most games young boys clobber, kill or cream someone. If four girls are playing it’s not uncommon for four boys to go in and rob them. These games and fantasies, while disturbing to some, are not unusual. In fact, they are the norm. However, if someone gets hurt during this play a boy gets in trouble and is often labeled aggressive. But is he? And is this a cause for concern?

What does it mean to be aggressive? According to Webster’s Dictionary, aggression is “a forceful action... the process of making attacks... hostile, injurious, behaviour... caused by frustration.” Real life boy examples include physical fighting, name-calling and roughhousing that result in injury. Aggression is part of the human repertoire. All human beings have the ability to protect themselves and attack others when in danger.

Why do boys become aggressive? Sometimes boys are aggressive because they are frustrated or because they want to win. Sometimes they are just angry and can’t find another way to express that feeling. Some may behave aggressively but they’re not aggressive all the time. An active boy is not necessarily an aggressive one. We often see boys playing out aggressive themes. It’s only a problem when it gets out of control.

Competition, power and success are the true stuff of boys’ play. Many boys see things in competitive terms and play games like “I can make my marble roll faster than yours“, “My tower is taller than yours” and “I can run faster than you.” But these games of power and dominance are not necessarily aggressive unless they are intended to be.

Fantasy play is not aggressive. A common boy fantasy about killing bad guys and saving the world is just as normal as a common girl fantasy about tucking in animals and putting them to bed. Most boys will pick up a pretzel and pretend to shoot with it. If a boy is playing a game about super heroes, you might see it as violent. But the way he sees it, he’s making the world safe from the bad guys. This is normal and doesn’t indicate that anything is wrong unless he repeatedly hurts or tries to dominate the friends he plays with. And sometimes an act that feels aggressive to one child was actually intended to be a playful action by the child who did it. When this happens, talk about it, so one child can understand that another child’s experience may be different than his own. This is the way empathy develops.

Only a small percentage of boys’ behaviour is truly aggressive. While “all boys have normal aggressive impulses which they learn to control, only a small percentage are overly aggressive and have chronic difficulty controlling those impulses. These are the boys who truly confuse fantasy with reality and frequently hit, punch and bully other kids. They have a lack of impulse control and cannot stop themselves from acting out. “They cannot contain their anger and have little control over their physical behaviour and this is when intervention by parent or teacher is needed.

## AGGRESSION HAS BECOME A LABEL

Calling boys ‘aggressive’ is an attempt to punitively try and control behaviour we are not comfortable with. We rarely use this word

in a positive way, so when we start by calling boys’ behaviour ‘aggressive’ we are already prejudicing how we look at it. Children use their bodies and express their feeling by pushing, grabbing and fighting. This is age-appropriate for young children. Teachers and parents need to help children find ways to resolve these conflicts. But the problem isn’t that boys have these impulses and interests; the problem is that we over-react.

There are ways we can help support boys’ active impulses and help them work through feelings of aggression. Start by developing an appreciation for what and how boys like to play and by giving them safe spaces at home where they can go wild. Get out the pillows and join in the fun from time to time!

Remember boys’ adventurous fantasies are not the same as real aggression. If boys do play games filled with violent imagery, don’t tell them not to play them. Instead talk together about how these games make others feel and set rules to ensure the game is safe. Instead of telling him to stop talking or playing games about destruction, try to look at the game from his point of view and then discuss how he can make sure the game doesn’t scare of hurt anyone else. Don’t freak out if the themes of the game are violent, they are just themes, not reality.

Keep in mind when you inhibit boys’ natural aggression, they may become more aggressive. Punishing boys by taking outlets such as playtime away may only encourage them to become more aggressive.

Boys are more active than girls and have trouble sitting still for long periods of time. Experts agree that physical play is essential for boys and girls, particularly young children in the motor stage of development. In fact, moving around helps them learn.

Create learning activities where boys can use their bodies. Boys learn best when learning is ‘hands-on’. They learn by touching, moving, climbing and building things. They solve problems physically – so if kids are handling real things, they will learn more effectively. The most tiring thing you can ask a boy to do is **SIT DOWN** ●

RESOURCES:  
UNDERSTANDING AND RAISING BOYS  
WWW.PBS.ORG/PARENTS/RAISINGBOYS

# GOVERNANCE & MANAGEMENT

A major obstacle in the governance of community organisations is ensuring the Governing Body and Managers are able to define their different responsibilities.

“Governance” is the strategic task of setting the organisation’s goals, direction, limitations and accountability frameworks. “Management” is the allocation of resources and overseeing the day-to-day operations of the organisation. One way to think about this is that Governance determines the “What?” - What the organisation does and what it should become in the future. Management determines the “How?” - How the organisation will reach those goals and aspirations.

Good governance creates a strong future for an organisation by continuously steering it towards a vision and making sure that day-to-day management is always lined up with the organisation’s goals. It ensures that the organisation remains viable and thrives. At its core, governance is about leadership. Effective governance will improve the organisation’s results (both financial and social) and make sure the owners’ assets are protected and funds are used appropriately.

Poor governance can put organisations at risk of commercial failure, cause financial and legal problems for directors/trustees or may allow an organisation to lose sight of its purpose and its responsibilities to its owners and people who benefit from its success.

## GOVERNANCE MAIN TASKS:

The governing body (board, committee, collective, etc) of an organisation, elected by the membership, has the main tasks of:

- Ensuring an organisation meets its contractual, ethical and legal obligations
- Ensuring organisational resources are sufficient and well managed
- Ensuring that the organisation’s objectives/mission are developed and sustained
- Planning and monitoring the achievements of the organisation in relation to the objectives/mission

- Ensuring the ongoing viability of the organisation

## GOOD GOVERNANCE ROLES

Allows an organisation to:

- Have a “big picture” vision and appropriate strategies to realise that vision
- Be accountable to its membership
- Achieve its stated objectives
- Support its employees to pursue the full range of their job descriptions

## METHODS OF GOVERNING

The governing board/committee achieves its goals and task this by:

- Understanding the organisation’s philosophy & objectives
- Being organised, efficient & responsive
- Understanding its responsibilities
- Understanding the objectives, programs & work of the organisation
- Demonstrating inclusive & fair processes
- Setting goals & priorities & monitoring progress on these
- Ensuring the committee is diverse, relevant, skilled & representative of the organisation’s membership

## GOVERNANCE PROBLEMS

A governing body should not be:

- A group that interferes with the day to day functional aspects of an organisation
- An irrelevant but necessary body to tick off the required boxes
- A group of individuals who get involved in the day to day operations of an organisation
- Manager of the administrative functions of an organisation (some of these tasks might be done by committee members working as volunteers - this is not ‘governing’).

RESOURCE: WWW.COMMUNITY.NET.NZ

# KIA ORA FROM THE MANAGER

We have all had a great start to 2009 with over 300 staff and management attending training events in term 1.

The Ministry of Social Development is supportive of our work and is keen to know that your budgeted training fund is being used. Due to the support from the Ministry we are able to offer reduced training fees for this year to our members.

We encourage providers to maintain your investment in ongoing staff professional development. Quality services are strongly related to training and we are always pleased to hear how your new learning has been implemented.

In order to provide the training, you want look for and fill in the Training Development survey.

The OSCAR Network staff will still visit your programme if requested to provide onsite information.

## HEHA FUNDING

I enjoyed catching up with some providers at this professional development event and finding out about the gardens, worm farms, recycling, activities and cooking equipment that has been added to your programmes. Health nurses and nutritionists had been visiting. Cookbooks and tips on how to get kids to eat vegies were shared. Great tips on propagation and handy hints for movable garden patches were a highlight. The fruit kebabs for morning tea were delicious.

OSCAR providers are in a position to provide good nutrition for children at the mid afternoon snack time and so we are very pleased with the success of this funding negotiated for our members.

Jan Waiti Manager

# CHILDREN IN THE KITCHEN

Cooking is fun, but it's also potentially hazardous! The kitchen can be a dangerous place for young children; therefore it is important to carefully supervise children in the kitchen. Prevention is the key in helping to avoid injuries, burns, and, in the worst-case scenario, a fatality.

Because children learn from watching adults, it is important to set a good example. All too often we hear of accidents that could have easily been prevented if those involved had used common sense.

**1. SUPERVISE CHILDREN** and cooking food at all times - don't be tempted to "pop out" of the kitchen and leave the children alone, even for a minute.

**2. WASH HANDS** before handling food and after touching raw eggs and meat - ensure the children do the same.

**3. WATCH USE OF HOT TAP WATER** - if appropriate have a mixer tap that controls the temperature of the water.

**4. TEACH CHILDREN THAT STOVES, OVENS AND MICROWAVES ARE ALL HOT** and not to be touched. Younger children should stay at least three feet away when food is cooking. **TIP:** Mark off a safety zone on the floor with masking tape.

**5. GIVE CHILDREN AGE-APPROPRIATE TASKS** and safe tools. No sharp knives or glass containers for young children.

**6. CLEAR AWAY FLAMMABLE ITEMS** from stovetops, including hot pads, paper and tea towels.

**7. PLACE SAUCEPANS ON BACK ELEMENTS** of the stove and turn pot handles toward the rear of the stove to keep them out of reach.

**8. AVOID STEAM BURNS** by removing pan lids slowly and aiming them away from you, and allowing items to cool before eating.

**9. WIPE UP SPILLS ON THE STOVE TOP** or in the oven to prevent food from catching fire. Also wipe up spills on the floor as you go to prevent the possibility of someone slipping over.

**10. CLEAN COOKING SURFACES;** Keep appliance surfaces free of spills and grease that may catch fire.

## PRACTICE FIRE SAFETY.

If a grease fire occurs, smother it with a fire blanket. In extreme cases, put the centre's evacuation plan into place.

## WHAT TO DO IF YOU HAVE A KITCHEN FIRE?

**1.** Put a lid on it.

**2.** To extinguish a grease fire, turn the heat source off then use a potholder or oven mitts and slide a lid or a cookie sheet over the flames. If the flames do not go out, immediately leave and call the fire department

## 3. OVEN/ MICROWAVE FIRES

If a fire starts in your oven, close the oven door and turn off the heat source. For a microwave fire, keep the door closed and turn off the microwave. Remember, if the fire does not go out, leave and call the fire department immediately.

## 4. USE PORTABLE FIRE EXTINGUISHERS

Portable fire extinguishers can be effective in fighting small contained fires. Use the appropriate extinguisher and ensure that you are trained in its use.

## HOLIDAY PROGRAMMES IS THE IDEAL TIME TO GET CHILDREN IN THE KITCHEN!

The longer days spent at the centre in holiday programmes provide a great opportunity for children to get involved in cooking activities. Cooking doesn't have to be complicated and it is a great way to teach children life skills; safety and hygiene; social skills - such as sharing, serving others; environmental issues such as recycling and of course, it is one way to include multiculturalism into the program – just think of the amazing variety of foods from around the world.

How can you help children get the most benefit and pleasure from cooking? You could sit them in chairs and let them watch you. Maybe you could even let them stir the mixture occasionally – but that's not going to be much fun for them! A better alternative is to let the children choose their recipes. Allowing the children a voice in what they are going to cook encourages their participation in the kitchen and their pride in their culinary accomplishments. Start by picking recipes that are fairly easy and do not require skills the children do not yet have. Let little children get involved by washing foods, stirring ingredients or measuring foods while older children do the chopping and use appliances. Praise the children for their efforts, be willing to try their creations!

THE HOLIDAY TIMES VOL 15 N2 2009 NETWORK OF COMMUNITY ACTIVITIES AUSTRALIA

# DIVIDING TEAMS

Fairness and playing by the rules characterise the school-age child from 7-10 years old. Staff working with this age group need techniques for choosing teams that the children view as fair. Here are a few "cheap tricks" for dividing teams without picking anyone last or letting children be with their buddies all the time.

**PARTNERS** (the quickest, best way to make two even teams): Have school-agers get a partner, then say good-bye to them with one partner becoming a member of one team, and one becoming a member of the other team. Voilà! Two even teams. (If necessary, have one partner sit and have all the standing people cluster by you as one team.)

**COUNT OFF BY 5'S** (the best way to break up cliques): Have the children line up shoulder-to-shoulder and count off by 5's (apples, peaches, plums, pumpkins, pears, etc.) As the leaders, you can now select the 1's and 2's (or apples and peaches) as one team, or 1's and 3's, or 2's and 3's, etc. Have the 5's cluster around you and assign some of them to one team or another to even things out if necessary. This gives you more flexibility.

**BIRTHDAYS:** The people born in the first six months of the year are on one side and the second six months on the other.

**ALPHABET:** People whose names begin with letters in the first half of the alphabet vs. the second half.

**ODD/EVEN DAYS AND MONTHS:** People born on an odd number day (or month) on one team - "evens" on the other team.

**NAILS:** Have the children look at their nails. If they look at them palms up, fingers folded, they're on one team; palms down, fingers straight are on the other.

**STAND ON ONE FOOT:** Children standing on their left foot are on one team; those standing on their right foot are on the other team (variations include folding arms or thumbs - right arm or thumb on one team, etc.)

All of the above techniques have at their core the idea of picking teams quickly and arbitrarily. And remember if the teams are not exactly even, you reserve the right as general manager to make a couple of quick "trades."

The next techniques take a little longer or are used in a more integrated fashion. But they are just as effective and fun for picking teams.

**DUCKS AND COWS:** Children close their eyes. Either the play leader whispers "duck" or "cow" in the ear of each child, or they decide which they'll be. At a given signal, with eyes closed and "bumpers" up (hands in front of them), the children find their fellow ducks or cows by quacking or mooing, then cluster together. Of course, pick any animals you want for this exercise.

**PRESETS:** Use colours, cards, stickers, puzzle pieces, etc. for this exercise. As the children enter the area where the activity or game is to take place, hand each one a playing card (as an example). Later, you can say, "All Hearts on one team," etc. The same principle applies to hundreds of other grouping techniques. Give the children different puzzle pieces, for example, and the children who hold the pieces that form a complete puzzle then become a team.

## REMEMBER TO ALWAYS KEEP IT FUN, FAIR, AND INCLUSIVE.

BY BILL MICHAELIS, PH.D & JOHN O'CONNELL  
SCHOOL-AGE NOTES, MARCH 1998

## STAFF MEETINGS

ALWAYS WORK TO AN AGENDA OF SOME SORT, EVEN IF DEvised JUST BEFORE THE MEETING

GIVE EVERYONE SOME KIND OF TASK OR JOB EVEN IF IT'S SETTING UP CHAIRS OR MAKING REFRESHMENTS

SCHEDULE VITAL TASKS FIRST (LIKE ROSTERS) - LATE/ABSENT STAFF MISS THE OPPORTUNITY TO INPUT ON THESE

TAILOR THE MEETING TO WHO WILL BE THERE - PERMANENT STAFF OR LAST MINUTE VOLUNTEERS AND CASUAL STAFF?

STAFF MIGHT TALK MORE IF "THE BOSS" ISN'T THERE FOR SOME OF THE MEETING

STAFF MAY NOT COME TO MEETINGS IF THEY HAVE UNFAIRLY BEEN MADE UNCOMFORTABLE AT PAST MEETINGS

STAFF ARE USUALLY PAID FOR MEETINGS

SNOOP



The Advisors have been busy visiting a variety of programmes and helping establish many new providers throughout Canterbury. Nationally the OSCAR Foundation is currently developing a quality assurance plan entitled Te Korowhai Kounga for the OSCAR Sector and are seeking feedback. Please check the OSCAR Foundation website for more details. The OSCAR Foundation Conference is being held in Wellington in May 2010 and are calling for presentations for the conference the theme is, Tamariki te Tuatahi, Children First. Kounga Ataata, Reflections on Quality. It looks at being another exciting training event with a lot of networking opportunities.

The Advisors have recently been given the approval to visit each funded programmes. This is a change from visiting each programme each funding period. If your programme runs an after school, school holiday programme and before school programme Advisors, will only be visiting once. This allows the advisors to spend more time working more intensively with all programmes as needed.

The Advisors suggest programme management review the programmes policy and procedures manual and update as required. One thing Advisors are finding is staff do not have a code of conduct this is an essential part of your policies and procedures manual. These should be sighted and signed by each staff member. For samples please contact the OSCAR Advisors.

The Advisors are available for advice and support. Please contact us at the OSCAR Foundation office.

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# TEN THINGS EVERY CHILD WITH AUTISM WISHES YOU KNEW

Autism is an extremely complex disorder but for purposes of this one article, we can distill its myriad characteristics into four fundamental areas: sensory processing challenges, speech/language delays and impairments, the elusive social interaction skills and whole child/self-esteem issues. Though these four elements may be common to many children, keep front-of-mind the fact that autism is a spectrum disorder: no two (or ten or twenty) children with autism will be completely alike.

*Every child will be at a different point on the spectrum. As importantly - every parent, teacher and caregiver will be at a different point on the spectrum. Child or adult, each will have a unique set of needs.*

## HERE ARE TEN THINGS EVERY CHILD WITH AUTISM WISHES YOU KNEW:

### 1. I AM FIRST AND FOREMOST A CHILD. I HAVE AUTISM. I AM NOT PRIMARILY “AUTISTIC.”

My autism is only one aspect of my total character. It does not define me as a person. As a child, I am still unfolding. Neither you nor I yet know what I may be capable of.

### 2. MY SENSORY PERCEPTIONS ARE DISORDERED.

Sensory integration may be the most difficult aspect of autism to understand, but it is arguably the most critical. It means that the ordinary sights, sounds, smells, tastes and touches of everyday that you may not even notice can be downright painful for me. The very environment in which I have to live often seems hostile. I may appear withdrawn or belligerent to you but I am really just trying to defend myself. Here is why a “simple” trip to the grocery store may be hell for me:

My hearing may be hyper-acute. Dozens of people are talking at once. The loudspeaker booms today’s special. Musak whines from the sound system. Cash registers beep and cough, a coffee grinder is chugging. The meat cutter screeches, babies wail, carts creak, the

fluorescent lighting hums. My brain can’t filter all the input and I’m in overload!

My sense of smell may be highly sensitive. The fish at the meat counter isn’t quite fresh, the guy standing next to us hasn’t showered today, the deli is handing out sausage samples, the baby in line ahead of us has a pooppy nappy, they’re mopping up pickles on aisle 3 with ammonia ???”? I can’t sort it all out. I am dangerously nauseated.

Because I am visually oriented, this may be my first sense to become overstimulated. The fluorescent light is not only too bright, it buzzes and hums. The room seems to pulsate and it hurts my eyes. The pulsating light bounces off everything and distorts what I am seeing -- the space seems to be constantly changing. There’s glare from windows, too many items for me to be able to focus (I may compensate with “tunnel vision”), moving fans on the ceiling, so many bodies in constant motion. All this affects my vestibular and proprioceptive senses, and now I can’t even tell where my body is in space.

### 3. PLEASE REMEMBER TO DISTINGUISH BETWEEN WON’T (I CHOOSE NOT TO) AND CAN’T (I AM NOT ABLE TO).

Receptive and expressive language and vocabulary can be major challenges for me. It isn’t that I don’t listen to instructions. It’s that I can’t understand you. When you call to me from across the room, this is what I hear: “\*^%\$#@, Billy. #\$\$%^\*^%\$&\* ??””? ??””? ??””?” Instead, come speak directly to me in plain words: “Please put your book in your desk, Billy. It’s time to go to lunch.” This tells me what you want me to do and what is going to happen next. Now it is much easier for me to comply.

### 4. I AM A CONCRETE THINKER. THIS MEANS I INTERPRET LANGUAGE VERY LITERALLY.

It’s very confusing for me when you say, “Hold your horses, cowboy!” when what

you really mean is “Please stop running.” Don’t tell me something is a “piece of cake” when there is no dessert in sight and what you really mean is “this will be easy for you to do.” When you say “It’s pouring cats and dogs,” I see pets coming out of a pitcher. Please just tell me “It’s raining very hard.” Idioms, puns, nuances, double entendres, inference, metaphors, allusions and sarcasm are lost on me.

### 5. PLEASE BE PATIENT WITH MY LIMITED VOCABULARY.

It’s hard for me to tell you what I need when I don’t know the words to describe my feelings. I may be hungry, frustrated, frightened or confused but right now those words are beyond my ability to express. Be alert for my body language, I may be withdrawn, agitated or show you other signs that something is wrong.

### 6. BECAUSE LANGUAGE IS SO DIFFICULT FOR ME, I AM VERY VISUALLY ORIENTED.

Please show me how to do something rather than just telling me. And please be prepared to show me many times. Lots of consistent repetition helps me learn.

### 7. PLEASE FOCUS AND BUILD ON WHAT I CAN DO RATHER THAN WHAT I CAN’T DO.

Like any other human, I can’t learn in an environment where I’m constantly made to feel that I’m not good enough and that I need “fixing.” Look for my strengths and you will find them. There is more than one “right” way to do most things.

### 8. PLEASE HELP ME WITH SOCIAL INTERACTIONS.

It may look like I don’t want to play with the other kids, but sometimes it’s just that I simply do not know how to start a conversation or enter a play situation. If you can encourage other children to invite me to join them, it may be that I’m delighted to be included.

I do best in structured play activities that have a clear beginning and end. I don’t know how to “read” facial expressions, body language or the emotions of others, so I appreciate ongoing coaching in proper social responses. For example, if I laugh when Emily falls off the slide, it’s not that I think it’s funny. It’s that I don’t know the proper response. Teach me to say “Are you OK?”

### 9. TRY TO IDENTIFY WHAT TRIGGERS MY MELTDOWNS.

Meltdowns, blow-ups, tantrums or whatever you want to call them are even more horrid for me than they are for you. They occur because one or more of my senses has gone into overload.

If you can figure out why my meltdowns occur, they can be prevented. Keep a log noting times, settings, people, activities. A pattern may emerge.

Try to remember that all behavior is a form of communication. It tells you, when my words cannot, how I perceive something that is happening in my environment.

### 10. PATIENCE. PATIENCE. PATIENCE.

Work to view my autism as a different ability rather than a disability. Look past what you may see as limitations and see the gifts autism has given me. It may be true that I’m not good at eye contact or conversation, but have you noticed that I don’t lie, cheat at games, tattle on my classmates or pass judgment on other people?

Also true that I probably won’t be the next Michael Jordan. But with my attention to fine detail and capacity for extraordinary focus, I might be the next Einstein. Or Mozart. Or Van Gogh ●

BASED ON A BOOK WRITTEN BY ELLEN NOTBOHM, AVAILABLE IN THE OSCAR NETWORK LIBRARY.

A LOVELY, SIMPLY WRITTEN BOOK, WHICH GIVES A FANTASTIC OVER SIGHT AND UNDERSTANDING OF THE WORLD OF AN AUTISTIC CHILD.

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# WAIATA

**Waiata** or songs and chants are an important part of Māori culture. The words and expressions preserve the wisdom and knowledge of ancestors.



This is a waiata you may remember from your school days and can be used to accompany stick games. In olden times they served as a way of training young warriors to catch enemies’ spears in battle.

E papa Waiari	
E Hine hoki mai rā	Girl return unto me
E Papa waiari	O elder Waiari
Taku nei mahi	All I seem to do
Taku nei mahi	All I seem to do
Hei tuku roimata	Is to shed tears

E Aue	Alas,
E ka mate au	I will die
E Hine hoki mai rā	Girl so return unto me

Māku e kaute	I will count
Ō hikoitanga	Your footsteps
Māku e kaute	I will count
Ō hikoitanga	Your footsteps

E Aue	Alas,
E ka mate au	I will die
E Hine hoki mai rā	Girl so return unto me
E Hine hoki mai rā	Girl so return unto me

### TO MAKE YOUR STICKS:

Use two firmly rolled up magazines to make two sticks or have broom handle cut up in to similar lengths, sand the sawn ends.

### TO GET STARTED:

Hold a stick in each hand, players sit opposite each other. Tap on ground, Tap sticks together, Each player throws right stick to partner and with right hand catches partners stick. Repeat with left stick the players stood or knelt in a circle as the tempo of the chant increases, those who drop their sticks dropped out of the game. Last person in is the winner. ●

RESOURCES:  
[HTTP://WWW.KORERO.MAORI.NZ/RESOURCES](http://www.korero.maori.nz/resources)

MAORI GAMES BY COLIN DEED  
OSCAR NETWORK LIBRARY

FOR A YOUTUBE DISPLAY OF THE GAME IN ACTION VISIT:  
[HTTP://FOLKSONG.ORG.NZ/EPAPA/INDEX](http://folksong.org.nz/epapa/index)



# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 3 2009

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
<b>Play Workshop</b>	Treasure Trove Trust providing resources that can be used to extend your programming	<b>Thursday 30th July</b>	<b>10am – 12 noon</b> 25 Disraeli Street, Addington	\$20 first staff member \$10 additional staff \$60 non members
<b>Cluster North West</b>	Suitable for all Staff and Management	<b>Tuesday 4th August</b>	<b>10am – 12 noon</b> Fendalton Service Centre Cnr Jeffreys & Clyde Roads	Free
<b>Cluster South East</b>	Suitable for all Staff and Management	<b>Wednesday 5th August</b>	<b>10am – 12 noon</b> Beckenham Service Centre 66 Colombo Street	Free
<b>Training Day</b>	<ul style="list-style-type: none"> <li>Relationships and the Brain</li> <li>I'm only five</li> <li>Child Protection</li> <li>New to OSCAR</li> </ul>	<b>Saturday 15th August</b>	<b>9am – 2.30pm</b> Knox Centre, 28 Bealey Ave	\$40 first staff member \$30 additional staff \$120 non members
<b>Cluster North Canterbury</b>	Suitable for all staff and Management	<b>Tuesday 18th August</b>	<b>10am – 12 noon</b> Rangiora War Memorial Hall Albert Street, Rangiora	Free
<b>Open Polytechnic Certificate in OSCAR</b>	This is suitable for all staff – you do not have to be already doing the certificate	<b>Tuesday 8th September</b>	<b>9.30 – 10.15am</b> Introduction to course <b>10.15–12.30pm</b> Building positive relationships 25 Disraeli St, Addington	Free
<b>Core Training</b>	Child Protection	<b>Tuesday 22nd September</b>	<b>10 – 12 noon</b> Knox Centre, 28 Bealey Ave	\$20 first staff member \$10 additional staff \$60 non members
<b>Evening Training</b>	<ul style="list-style-type: none"> <li>Child Behaviour - On another planet - older children</li> <li>RAMs/SAPs &amp; Hazards</li> </ul>	<b>Tuesday 24th September</b>	<b>7 – 9 pm</b> Knox Centre, 28 Bealey Ave	\$20 first staff member \$10 additional staff \$60 non members

## WEB RESOURCES: MAKING A GMAIL ACCOUNT

Open up your internet browser (ie internet explorer, firefox, or whatever).

Type into the address bar at the top:  
google.com/mail - In the bottom left hand corner, you should see in big letters "Create an account." Click on this.

For first and last names, just enter your

programme name. Once you have picked a "desired login name" ie your email address, click check availability. If it is not available, keep trying till you find one you like that is easy to remember that is available (for example, woosh.ocks)

### Choose a password that you will remember!

Also choose a security question that other staff in the programme will know the answer to.

Once you have created your account, you can access your email by going to the same link as above (google.com/mail) and entering your username and password.

If you have any trouble, you can go to mail.  
google.com/support/ for help on all aspects of google mail.

**If you come across any good resources you would like to share contact:**

**[liz@oscarnetwork.org.nz](mailto:liz@oscarnetwork.org.nz)**