



SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES
ISSUE 64 TERM 1 2010

OSCAR Network
Christchurch

THE FIRST
CORE
STRENGTH
LIAR LIAR
TELEVISION
VIOLENCE
WHY DO
CHILDREN
CHEAT?



THE OSCAR NETWORK IN CHRISTCHURCH INC.

We are a 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 other 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'.



OSCAR Hollyday Programme

At OSCAR Hollyday programme there is always something to. Always somewere to go. No matter what there is always something to do.

So far everyone I no at the holyday programme loves it there. We go camping. We go swimming. We go walking. And the staff are awesome!

So I think the holyday programme is so cool!

BELLA AGED 6 YRS

"PLAY OFTEN, THOUGH NOT ALWAYS, IMPLIES A SENSE OF FUN FOR THE CHILD. BUT IT CAN ALSO BE SERIOUS, IN TWO SENSES. THE CHILD MAY FEEL SERIOUS WHILE PLAYING, AND/OR THE CONTENT OF THE PLAY MAY BE SERIOUS, THAT IS, NOT TRIVIAL OR LIGHT HEARTED. MUCH FREE PLAY IS REFLECTIVE... A WAY OF DOING ANYTHING OR NOTHING."
BEST PLAY



OPEN-ENDED PLAY

A child's world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for many of us that clear-eyed vision, that true instinct for what is beautiful and awe-inspiring, is dimmed and even lost before we reach adulthood. If I had influence with the good fairy who is supposed to preside over the christening of all children, I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life.

RACHEL CARSON

Although children's play just 'happens' spontaneously, it is complex and comes in myriad forms. One universal type is open-ended play, also known as free-flow play (Bruce1991), in which the children themselves determine what to do, how to do it, and what to use. Open-ended means 'not having a fixed answer; unrestricted; allowing for future change'. In the course of such play, children have no fear of doing it wrong since there is no 'correct' method or outcome; and observant adults are privileged with insights into children's development and thinking.

To retain their sense of wonder, children need adults who honour the way they learn. Children of all ages should have abundant time for active free-flow play, during which they take initiative, think imaginatively and build friendship. A wealth of open-ended play – with simple materials – can set children on the road to being confident individuals with a lively interest in life.

PROVIDE OPEN-ENDED MATERIALS FOR PLAY.

Wooden blocks, Legos and other building toys, and playdough all provide children with open-ended stimuli that allow them to play as they choose. Add props to encourage pretend play - people or animal figures in the block area, baby dolls or plastic dishes in the water table.

REFERENCE:

I MADE A UNICORN! OPEN ENDED PLAY WITH BLOCKS AND SIMILAR MATERIAL

RESOURCES

Treasure Trove Trust Play library have a fantastic number of resources you could borrow to support the children in their play.
<http://www.communityplaythings.co.uk/resources/articles/childs-work.html>

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THINGS YOU OUGHT TO KNOW...

Consumer NZ has some very handy sample letters you can use when you are sorting out a consumer dispute, including letters about service, goods, insurance, banking and cars. Find at: www.consumer.org.nz/category/legal-rights

GOVT TO STRENGTHEN CRIMES ACT TO PROTECT CHILDREN

The Government is to introduce a bill to strengthen the Crimes Act to deal with violent offending against children, and to modernise the law of assault and injuring,

PAYROLL GIVING FOR EMPLOYERS

Payroll giving is a scheme available to employers who file their EMS(IR348) and EDF(IR345) electronically using ir-File. Where offered the scheme gives employees the opportunity to donate to approved donee organisations of their choice direct from their pay and receive an immediate tax credit for payroll donations. The employer deducts any donation from their employee's pay, reduces their PAYE by the appropriate tax credit, and then forwards the donation to the chosen donee organisation. <http://www.ird.govt.nz/news-updates/campaign-payroll-giving.html>

HAVE YOU REGISTERED OR ORDERED SOFTWARE THROUGH TECHSOUP YET?

The NZ Federation of Voluntary Welfare Organisations, a Workplace Wellbeing Project partner, is the supporter and promoting organisation for TechSoup NZ. Techsoup NZ is part of Microsoft's global software donation programme. There are over 240 products available from Microsoft. Qualifying charities only have to pay 4% of the normal retail value when they order. Don't miss this opportunity to update all your major software. The NZ online accounting programme Xero has just been added to TechSoup NZ, which qualifying charities will get for 25% of the normal monthly

fee. If you don't know about TechSoup NZ check out the website www.techsoup.net.nz and register today.

CHARITIES COMMISSION NEWS

There are new information sheets available for those wanting to 'dig a bit deeper'. The Commission has published several new information sheets that may be of interest to charities, professional advisors and others. www.charities.govt.nz

SUPPORTING KIWI DADS RESEARCH

The Supporting Kiwi Dads research surveyed 1,721 fathers early in 2009. The resulting report provides a snapshot of the views of fathers about a range of issues related to their role as dads. The second report Heart and Head: An explanation of the meaning of fatherhood was funded by Blue Skies research fund. Read the reports at www.nzfamilies.org.nz/publications-resources/research-publications

RUNNING A COURSE FOR FATHERS?

This new resource, put together by the NZ based Fatherhood Foundation, may be useful to any groups doing work with fathers. <http://fatherhoodfoundation.org.nz/resources/great-fathering-course.htm> Male Call, November 2009

DEALING WITH SCHOOL BULLYING

Following an inquiry into the safety of students at school in relation to bullying and violence, the Office of the Children's Commissioner (OCC) is publishing a complementary resource "Responsive Schools" this year. The OCC plans to have one copy available for every school in NZ. "Responsive Schools" outlines the messages from the full report on how to address bullying and violence. The publication also provides examples of some of the successful approaches schools around NZ have taken to formulate

appropriate responses to specific incidents. The report is at http://www.occ.org.nz/_data/assets/pdf_file/0016/6028/OCC_SchoolSafetyReport_160309.pdf Rural Bulletin, November 2009

DIPLOMA IN CHILD PROTECTION STUDIES

The Diploma in Child Protection Studies is an NZQA Accredited Diploma qualification. It provides comprehensive, practical, experience-based professional education in child protection and advocacy. Delivered by CPS, it is not available through any other tertiary qualification in New Zealand. How long is the Diploma and what is expected of me? In-classroom tuition is from 9.00am – 4.30pm daily. There are 8 practical assignments to complete.

When: February – November 2010

Where: Christchurch

How do I find out more about the Diploma? For enrolment enquiries or for more information about the Diploma in Child Protection Studies, please contact Helen on 07 838 3370 or email Mark at mark@cps.org.nz.

Further information can also be found in the on the CPS website at www.cps.org.nz

PARENTING THROUGH SEPARATION

This free information programme helps parents support their children through the difficult time of separation. The programme highlights the advantages of parents reaching agreement for themselves in the arrangements for their children without the need to go to the courts.

Christchurch providers of this programme are: Barnardo's (ph. 365 3923), Christchurch Methodist Mission (ph. 366 6745), Family Works (ph. 366 5472), Family Works Rangiora (ph. 03 313 8588), Goals Centre (ph. 366 4132), Relationship Services (ph. 366 8804) and Te Puna Oranga (ph. 3818472).

The programme is run every month – phone your nearest centre for dates.

MEN IN SOCIAL/HEALTH/EDUCATION (MISHES) SERVICES NETWORK MEETING.

The meeting is for guys wanted space to network/catch up. We will ask the group

each month what they want to do the following month. If you've got a great offer then bring it to the group.

Dates second Thursday of the month April 8, May 13, June 10, July 8, Aug 12, Sept 9, Oct 14, Nov 11, Dec 9

Time is 12:00-1:15, with the first 15 minutes being a time to grab a cuppa.

Meeting at 141 Hereford St, Christchurch. Committee Room on the Ground Floor.

For more information contact Donald Pettitt Manager Canterbury Men's Centre Christchurch Community House 141 Hereford St. 03 940 9487/02102502631 www.canmen.org.nz

FUNDING

COGS

Community Organisation Grants Scheme funds projects that are responding to a locally identified need in the community. Projects or services initiated by local community groups and organisations are eligible. Priority sectors are Maori Women, Pacific communities, other ethnic communities, older people, the rurally isolated, people with disabilities, families, young children and unemployed people.

Closing date: 30 July 2010

Contact DIA, P O Box 805 Wellington, ph. 0800 824 824 or go to www.cdgo.govt.nz

LOTTERY COMMUNITY SECTOR RESEARCH FUND CLOSES 1 JULY 2010

Provides funding for community organisations for research and evaluation enabling them to undertake research for the communities they serve, grow and improve the community knowledge base, apply new knowledge to their operations and strengthen the practice of Maori-centred and kaupapa Maori research.

More from the Dept. Internal Affairs, P O Box 805, Wellington, ph 0800 824 824, email grantsonline@dia.govt.nz or see www.cdgo.govt.nz

HARCOURT'S FOUNDATION

Has a clear focus on providing grants in areas where Harcourt's offices operate to reputable community-based organisations which need

funding for projects and initiatives designed to benefit as many people as possible.

Always open

The Harcourt Foundation, P O Box 99 549, Newmarket, Auckland, email information@harcourtsfoundation.org www.harcourtsfoundation.org/NZindex.html

JR MCKENZIE TRUST REGIONAL FUND

The Trust makes grants to community organisations throughout the country, mainly in the areas of social services, health, and community development.

Closes 28 February & 31 May (Regional)

31 August (National)

Contact JR McKenzie Trust, P O Box 10006, The Terrace, Wellington, ph 04 472 8876, fax 04 472 5367, email info@jrmckenzie.org.nz, web: www.jrmckenzie.org.nz

MAX FOUNDATION FOR NZ WOMEN

Supports individuals and initiatives whose actions enhance the wellbeing and advancement of women.

Closes 30 June 2010

The Max Foundation, email info@maxfoundation.co.nz, web www.maxfoundation.co.nz

NEW HORIZONS FOR WOMEN TRUST (INC)

Second chance education and training awards for older women without qualifications undertaking tertiary study.

Closes 31 May 2010

The Seretary, New Horizons for Women Trust, P O Box 12 498, Wellington. Email enquiries@newhorizonsforwomen.org.nz, web www.newhorizonsforwomen.org.nz

SHARES FOR GOOD

For the support of charities and non-profit organisations who aim to improve communities by reducing poverty, improving equity between groups, supporting children and their families and enhancing the well being and opportunities for those most at risk.

Always open

Shares for Good, Robin Hood Foundation, C/- Goldman Sachs JBWere, P O Box 887, Auckland. Email info@robinhood.co.nz.



Web www.sharesforgood.co.nz

THE TINDALL FOUNDATION

Supporting families and social services; enterprise and employment; caring for our environment and preserving biodiversity; strengthening the 3rd sector; promoting generosity and giving.

Always open

The Tindall Foundation, P O Box 33 181 Takapuna, North Shore City 0740, ph. 09 488 0170, fax 09 486 2365. Email admin.ttf@tindall.org.nz, web www.tindall.org.nz

MAZDA NZ FOUNDATION

To provide assistance to a broad cross-section of worthy charitable entities and causes throughout the country which qualify for income tax deductions.

Closes 31st March, 30th June, 30th November 2010

The Secretary, Mazda NZ Foundation, P O Box 132057, Sylvia Park, Auckland 1644. Ph. 09 571 9722, fax 09 571 9730, email smcgowen@mazda.co.nz, web www.mazdafoundation.org.nz

MICROSOFT NZ

Software donations for charitable organisations

Closes 15 February, 18 May, 15 August, 18 November

Microsoft NZ Ltd, P O Box 8070, Symonds Street, Auckland, ph. 09 357 5823, email nzgiving@microsoft.com, web www.microsoft.com/nz

TRAINING

Maori Concepts of Wellbeing with

Sir Mason Durie

Intervening with Maori Children, Young People and Families

When: 9 June 2010 (Please Note: This date differs from previous marketing for this seminar) 9:00am-3:30pm (Lunch/morning tea incl.)

Where: Hotel Grand Chancellor, 161 Cashel Street

Cost: \$195 incl. GST

Register early as Mason's previous seminars have been fully subscribed. More information at: www.compass.ac.nz

ATTACHMENT

THE FIRST CORE STRENGTH

The ability to form attachments is the first of six core strengths that are an essential part of healthy emotional development.

In this article, Bruce D. Perry, MD, PhD explores attachment and how it contributes to preventing aggression and anti-social behaviours in children.

“Mrs. Brown!” the 5-year-old shouted out in the store as she ran, smiling, to hug her teacher. It made both their days.

Throughout life, each of us will form thousands of relationships. These bonds take many forms. Some are enduring and intimate - our dearest friend - while others are transient and superficial - the chatty store clerk. Together, relationships in all forms create the glue of a family, community, and society. This capacity to form and maintain relationships is the most important trait of humankind, for without it none of us would survive, learn, work, or procreate.

The first and most important of all relationships are attachment bonds. Initially, these are created through interactions with our primary caregivers, usually parents. First relationships help define our capacity for attachment and set the tone for all of our future relationships.

WHAT IS ATTACHMENT?

Attachment is the capacity to form and maintain healthy emotional relationships. An attachment bond has unique properties. The

- the capacity to form and maintain healthy emotional relationships. Except in the most extreme cases we are all born with the genetic capability to form and maintain healthy emotional relationships. When the infant has attentive, responsive, and loving care giving, this genetic potential is expressed. And as this infant becomes a toddler and more people-family, friends, peers enter his life, he will continue to develop this capacity to have healthy emotional relationships.

ATTACHMENT AND PLEASURE

Our brain is designed to promote relationships. Specific parts of the human brain respond to emotional cues (such as facial expressions, touch, scent) and, more importantly, allow us to get pleasure from positive human interactions. The systems in the brain that mediate pleasure appear to be closely connected to the systems that mediate emotional relationships. Indeed this inter-relationship - the capacity to get pleasure from other people - creates a major positive learning tool of infancy and childhood. Young children want to please their teachers. They model adults and children they admire. When attachment capacity develops normally, the child gets pleasure from interacting with other people. The degree of pleasure is related to the degree of attachment-pleasing a parent brings more pleasure than pleasing a stranger. It is this very property that helps parents and teachers shape pro-social behaviours in a child. In the process of teaching children emotional, social, and cognitive tasks, the strongest rewards for a child are the attention, approval, and recognition of success that the parent or teacher can give. Conversely, when a child feels he has displeased a parent or teacher, he can be devastated.

ATTACHMENT CAPACITY MATURES

In order to be capable of forming the wide array of healthy relationships required throughout life, a young child’s attachment capacities must mature. While the roots of attachment are related to the primary care giving experiences in early childhood, full expression of attachment potential requires social and emotional interactions with noncaregivers. As children become older, they spend less time with parents and more

time with peers and other adults. This time with peers and other adults provides many opportunities for continued emotional growth. In early childhood, the relationships with peers start as acquaintanceships. With more time together, however, young children create friendships and the opportunity for strong emotional bonds can develop. In a similar fashion, a young child may form a strong connection with an attentive and nurturing teacher. The acquaintance, the friend, and the teacher all provide different social and emotional opportunities that help a child’s attachment capabilities mature.

KEEPING IN TOUCH DURING SICKNESS ABSENCE

HOW BEST TO KEEP IN TOUCH DURING SICKNESS ABSENCE

Many people in the workforce, at all levels and in all sectors, will have experience of a mental health problem. The Like Minds, Like Mine programme is offering some practical advice to employers on best practice when keeping in touch with employees during sickness absence.

One in five New Zealanders experience a mental illness every year and it is important to note that the vast majority of people who have time off for a mental health problem return to work successfully.

However, there are steps that employers can take to make any employee absence and the transition back to work go as smoothly as possible. “Appropriate contact during an absence is an opportunity to provide clear information and be supportive of an employee,” says Judi Clements, Chief Executive of the Mental Health Foundation. “It also means that they then do not face additional stress through worrying about how they will be received when returning to work.”

An online toolkit on keeping in touch during sickness absence for both employees with experience of mental illness and their employers is available through Like Minds.

WHEN ATTACHMENT GOES WRONG

If a child has few positive relationships in early childhood or has had a bad start due to problems with the primary-care giving experiences of infancy, he is at risk for a host of problems. In a very real sense, the glue of normal human interactions is gone. A child with poor attachment capacity is much harder to “shape” and teach. This child will feel little pleasure from the teacher’s smile or approving words. And he does not feel bad disappointing, angering, or upsetting a parent or teacher. Without the capacity to use human interactions to “reward” and

Areas covered include best practice for supporting an employee who is off sick.

Visit <http://www.likeminds.org.nz/page/164-Employment+Employers-toolkit> to view the toolkit.

EMPLOYERS

Remember that appropriate contact is essential. Co-ordinate approaches to the individual to ensure clarity about professional roles and what support is offered.

Try to keep in touch. Many managers are hesitant about this in case they say the wrong thing or are perceived by the employee as hassling. However, if there is little or no communication, misunderstanding and barriers can quickly arise as employees can feel they are not missed or valued.

Reassure them about practical issues, e.g.:

- Their job is safe, deal with financial worries
- Give the employee the chance to explain what is happening by asking open questions
- Ask if there is anything you can do to help
- Reassure them that you understand medical and personal boundaries and will respect them.

REVIEW THEIR NEEDS/WISHES FOR SUPPORT.

Depending on the severity of the illness, explore if it would be helpful to think about a stepping stone between work and absence, e.g. work for a couple of hours a day at home. The bottom line is to let people know they are not forgotten. Don’t make them feel their problem is shameful.

Avoid putting pressure on the person to divulge personal or medical information and naming a date they will return to work.

“punish,” the teacher and parent often are confused and frustrated in their attempts to promote appropriate social behaviour. In extreme cases, the child with poor attachment capacity demonstrates no remorse when harming others and risks developing further anti-social or even aggressive and violent behaviors. This child needs help. Research shows that attachment capacity is easiest to shape if early identification and intervention takes place.

DR PERRY’S BOOK THE “THE BOY WHO WAS RAISED AS A DOG” IS AVAILABLE FROM THE OSCAR NETWORK LIBRARY



EMPLOYEES

Although it can feel difficult, it is advisable to keep in touch with your employer. This is partly so that practical issues around sick leave can be sorted and you can clear up any worries that you have that relate to the job. However it’s also important for emotional and social reasons. It’s easy to feel cut off and isolated and to lose confidence. And, the longer you are away, the more difficult it can be to cross the threshold when you do return.

CONSIDER THE FOLLOWING:

If you are worried about losing your job or about financial issues, it is best to raise these fears directly so that you can clarify the true position.

- Is there a colleague or friend at work who can keep you in touch and let others know how you are?
- Do you want visits/calls from colleagues?
- What questions are off limits? And how will you handle this?
- Is there a midpoint between working and being off sick - for example, could you work a couple of hours a day from home?

SOURCE: LINE MANAGERS’ RESOURCE, MIND OUT FOR MENTAL HEALTH

LIAR LIAR YOUR PANTS ARE ON FIRE



By Leah Davies, M.Ed.

Why do children lie? Children tell lies for many reasons, depending on the situation and their motivation.

CHILDREN MIGHT LIE TO:

- cover something up, hoping to avoid consequences or punishment
- explore and experiment with their parents' responses and reactions
- exaggerate a story or impress others
- gain attention, even when they're aware the listener knows the truth
- manipulate a situation or set something up – for example, saying to grandma, 'Mum lets me have lollies before dinner'.

It is normal for young children to deny allegations, blame others for their mistakes or make up stories. They find it hard to distinguish fiction from reality. Until the age of six or seven, fantasy is a part of children's lives. However, children beyond that age can develop a pattern of deception

threatening environment where children feel safe to tell the truth. Focus on building closeness and trust with children. Never call a child a "liar" because children have a tendency to live up to negative labels.

2. Use consequences rather than retaliation. Children who receive harsh punishments for telling lies often become skilful at deception. When they can trust adults not to overreact, children are more likely to acknowledge a lie. Allow children to experience consequences for their behaviour. For example, if a child denies tripping another child, he must sit alone or lose a privilege.

3. Do not ignore lying. If the goal is to get your attention, child may tell even more lies. Instead, remind yourself that a child who consistently lies has a problem and needs help to be successful. Always like the child, but not the behaviour.

4. Look for reasons or patterns. Ask yourself, why is this child being dishonest? Does he want attention? Is he seeking power or excitement? Is she doing it to avoid punishment or school work? Does he or she feel inadequate or overwhelmed? Try to accentuate the child's strengths and make sure your expectations are appropriate for the child.

5. Call attention to a child if he or she tells the truth by saying something like, "Thank you, Ryan, for being honest. I admire the

way you are willing to face the consequence and I know you can handle it." When truthfulness is acknowledged it is much more likely to be repeated, so reinforce it by saying, "When you are truthful, people will trust you."

6. Share hypothetical situations with the class by asking "what if..." questions. If the programme rule is that we treat each other

with kindness, what if Tom teased the new boy and would not let him play. When the adult saw the interaction, she said, "Tom, I saw you teasing Michael. What will you do now to help him feel better?" Tom responded, "I didn't do anything!" (Tom not only got one consequence, but two, since he lied about the teasing.)

The adult can ask the group the following: Did Tom tell the truth? If you were Michael, how would you feel? Why is it important to tell the truth?

7. Avoid saying, "If you tell the truth, you won't be punished." Rather teach children that everyone makes mistakes, but that there are consequences for lying. One idea is if a child breaks a rule, there is one consequence and if he or she lies about it, there is an additional one. Dealing with lies in a calm, yet disciplined way teaches children that they are responsible for their behaviour.

8. Never ask a child a question that invites him or her to lie. For example, do not say, "Did you take the envelope with lunch money off my desk?" Rather describe what you observe in a calm voice, "I see that the money envelope is gone. I am sad that someone took something that was not theirs. It belongs to all of the children and needs to be returned."

9. When what happened is unknown, ask the children about it. Observe their facial expressions and other nonverbal behaviours. Listen for inconsistencies in the stories they tell. Ask yourself, "Are the comments spontaneous or rehearsed, believable or full of contradictions?" If you suspect a child is lying, having him or her repeat his story can be helpful in determining the truth.

10. Assist a child in saving face if he or she begins to tell a lie. Instead of saying, "That's a lie!" say something like, "That doesn't sound right to me," or "Wait, I need to hear the truth." Then the child may say something like, "Oh, I forgot, it wasn't exactly like that..." Or simply give attention without hearing the lie by interrupting it with a request, "(Child's name), I need you to collect the papers."

11. When appropriate, talk about imagination and how sometimes children lie to protect themselves or others. You

could say something like, "(child's name), you have a vivid imagination. Your stories are exciting, but now I need to hear the truth," or "In this room we care about each other and it is okay to make mistakes. But, it's not okay to lie to me."

12. Discuss lying with a guilty child as privately as possible, and avoid shaming him or her. Your goal is to help the child become more honest. Attempt to find a solution to the problem together by stating what happened and by asking something like, "What will you do now to make things right?" If the child has no response, provide some suggestions from which he or she can choose.

13. Model honesty and fairness toward your students and peers. Point out that people can learn from their mistakes, and that if

a lie is told it can be rectified if the child or adult acknowledges it. (For children ages three to ten, see the Kelly Bear Behavior book that deals with lying.)

14. If lying becomes a significant problem, involve a parent or parents. Help them see that every child needs to feel loved and cared for, even if he or she is not always truthful. Together explore appropriate consequences and rewards that will reinforce truthfulness.

15. Seek additional professional help if a child exhibits a repetitive pattern of lying and/or continually denies doing it. Persistent lying can be a symptom of a more serious mental health problem.

USED BY PERMISSION OF THE AUTHOR, LEAH DAVIES, AND SELECTED FROM THE KELLY BEAR WEBSITE [WWW.KELLYBEAR.COM]. 1/04 ADAPTED FROM ABOVE BY OSCAR NETWORK

WHEN DO CHILDREN START LYING?

Children can learn to tell lies from an early age, usually by around three years of age. This is when they begin to work out that grown-ups are not mind readers, and that they can give people false information – perhaps to get out of trouble or to cover up.

Generally, children lie more between 4-6. They may become more skilled at telling a lie through their body language or being good actors, but will often implicate themselves if pushed to explain further. Studies suggest that four-year-olds can lie about once every two hours, and six-year-olds about every 90 minutes.

When children reach school-age, they lie more often and can do so more convincingly. The lies also become more sophisticated, as their vocabulary grows and they better understand how other people think. By eight, children can lie successfully without getting caught out.

By age 4 or 5, children understand the effects of a false message on a listener's

mind, recognizing that the listener will interpret and evaluate a statement in the light of their existing knowledge. But they still have trouble knowing whether a listener thinks a statement is true. As one 5 year old said, "You should never tell a lie because the brains inside grown-ups' heads are so smart they always find out."

An even more sophisticated level of lying emerges between the ages of 6 and 8. Children can now understand something like, "John wants his mother to think he feels bad about Grandma not coming to visit." At this stage, it's not just the content of the lie, but the motive or attitude of the speaker that can be doubted, as well.

Looking ahead to ages 10 and 11, most children become able liars. The big difference at this stage is that parents and teachers are no longer seduced by the sound of a child's voice, the innocent look on her face, or an outlandish alibi.

TELEVISION VIOLENCE: A REVIEW OF THE EFFECTS ON CHILDREN

Primary school age (ages six to eleven) is considered a critical period for understanding the effects of television on aggression. At this stage, children develop the attention span and cognitive ability to follow continuous plots, to make inferences about implicit content, and to recognize motivations and consequences to characters' actions. However, they are also investing increasingly less mental effort overall in their viewing and it is mental effort that determines whether children will process television information deeply or merely react to it in an unfocused, superficial way.

information presented with their expectations of what will happen.

By age eight, children are more likely to be sensitive to important moderating influences of television content, and they will not become more aggressive themselves if the violence they see is portrayed as evil, as causing human suffering, or as resulting in punishment or disapproval.

Although children at this age have a truly impressive ability to make sense of the television world, they do not always use it. Children of primary school age invest increasingly less mental effort overall in

useful guide for how to behave in real life. The belief that violence is inherently realistic is not common, even among eight-year-olds, but there is some evidence that it may persist beyond middle childhood for those who do subscribe to it.

Bravery, strength, and power are themes that have run strongly through the fantasy play of six-to eleven-year-olds, even long before television entered children's lives in the 1950s. When children in one study chose to emulate and dramatize fantasy heroes (as opposed to heroes from real life), they almost always described those heroes as brave or courageous. The theme of "power" has



One is that suffering so intensely with the victimized protagonist makes the relief of the happy ending more enjoyable.

A second explanation is that children at this age are so preoccupied with overcoming their state of vulnerability and dependence that they actively seek out opportunities that might provide them with more information about fearfulness and the things they fear. Desensitization has been found to be quite effective in reducing the fears of children at this age. When people see the same television program repeated, they experience the same pattern of physical response that they did when they saw it the first time but at

TELEVISION VIOLENCE

TELEVISION-VIEWING HABITS

When children start school, they watch less television, since they have less time available for day-time viewing. By year 2 or 3, they start watching more TV again, since they are able to stay up later in the evening. From this time, the amount of television that children watch increases gradually until adolescence.

Most researchers, however, agree that the age of eight is critical in the relationship between television violence and the development of aggression. This is because of the cognitive and emotional developments that occur at this age. Perhaps the most important of these is the shift from relying primarily on perceptual information to relying on conceptual information to understand the world.

APPROACH TO PROCESSING INFORMATION AND WATCHING TELEVISION

Between the ages of six and seven, children develop a memory or expectation for how stories (conveyed through any medium) are structured. They become more efficient at processing information about a story (including the plots of television programs) because they are now able to anticipate and direct their attention to important story content, store information in their memories according to its importance, and match the

watching television. Those children who watch television for information do invest more mental effort and learn more, but it is more common for children to watch for relaxation, amusement or just to pass the time.

PARTICULAR SUSCEPTIBILITY TO THE EFFECTS OF TELEVISION VIOLENCE

The age of eight has been identified as a watershed period for the effects of television violence on children. There are a number of reasons for this including the ability to distinguish reality from fantasy. By age eight, children are more likely to become aggressive after watching violent television if they believe the violence they have seen reflects real life. "Real" to an eight-year-old appears to mean physically existing in the world. They see characters with superhuman powers as not real, because they recognize that their activities are physically impossible in the real world. However, they may regard police drama as real because police officers do exist. One year two student in a study explained that The Brady Bunch were real because "they have a refrigerator, and there are such things as refrigerators."

By age ten, "real" is more likely to mean "possible in real life for children who equate violence with reality, all violent content is considered real and therefore a potentially

been found to be one the most frequently expressed themes by children of this age group while watching or discussing television.

Although they may be rather one-dimensional, television heroes of action drama and violent cartoons embody the dimensions that may be the most important to children at this age, especially boys. These heroes are unusually admirable, powerful, and successful in their aggression. No wonder children identify with them! The heroes' victims are portrayed as dangerous, vicious, deserving of their fate, and as not suffering any pain with which the viewer might empathize.

It appears that watching violence on television makes it more likely that children will later create violent fantasies. Children in years one and two have a strong tendency to re-enact the content of televised cartoons in their play immediately after they see it, especially if program-related toys are available.

Eight-year olds who watch a great deal of violent programming have been found to create more aggressive-heroic fantasies when they are ten.

Children who do create violent or heroically aggressive fantasies and who identify with aggressive heroes are the ones most likely to

be affected by violent television. The reasoning is that fantasies serve as rehearsals for violent responses to real-life events. Children who do not dwell on the televised violence in their personal fantasies and play are less likely to have their behaviour affected by these violent images, perhaps because they see it as irrelevant to their real lives or self-image.

EXPECTATIONS ABOUT GENDER-RELATED REACTIONS TO VIOLENCE.

At Primary school age, there appears to be a growing recognition by girls that aggression is not appropriate for them, which may account for both lesser interest in viewing violence on television and less likelihood of using aggression in real-life situations. At this age, girls seem increasingly to recognize that violent content and the cartoon format is "for boys." Girls this age do not report watching a lot of cartoons, and thus their favourite programs – mostly comedies – contain less violence. Girls are less likely to identify with the violent heroes that mostly attract boys. While girls are just as confident as boys are that they could effectively carry out aggressive activities, they are significantly more likely than boys are to believe that such behaviour would meet with social disapproval. Girls also expect to feel more guilty if they are aggressive, and they have a stronger expectation that they will cause suffering to victims.

Boys of this age who are not very aggressive also feel guilt about aggression and empathy for the suffering of others.

For these reasons some researchers have concluded that television violence has a greater effect on boys than on girls, from about age eight to ten onwards.

Nevertheless, girls who do watch violent television are likely to become more aggressive than girls who do not, and girls who prefer masculine activities during their primary school years are especially affected by watching violent television.

Since the 1970s, researchers have known that children who watch a great deal of television see the world as a meaner, scarier, and more dangerous place than children who do not watch a lot of television. Similar patterns have been found with adults.

ATTRACTION TO HORROR MOVIES

A taste for horror movies is one of the more surprising developments in primary school-aged children. This is the genre that is probably the most likely to frighten children.

Why do children deliberately scare themselves with horror movies? We do not know for sure, but a number of explanations have been offered.

a reduced level.

It has been reported that people who are apprehensive about being victimized (and presumably this could include children) seek out action drama for its reassuring and comforting theme of the restoration of social justice.

There are so many scenes of victimization, and the victims are usually so innocent and suffer so much, that most of the scenes actually depict unjust victimization, not the restoration of justice. At best, the message of horror movies might be that justice is eventually restored, but often too little and too late. Moreover, the need to keep the horrifying villain around for sequels means that evil cannot usually be resoundingly and permanently defeated. Children, then, are not likely to find watching horror movies a very successful strategy in assuring themselves that the world is just. To the extent that they desensitize themselves to violence and fear, they are also very likely becoming more tolerant of violence in the real world.

TELEVISION VIOLENCE: A REVIEW OF THE EFFECTS ON CHILDREN OF DIFFERENT AGES
WENDY L. JOSEPHSON, PH.D. FOR THE
DEPARTMENT OF CANADIAN HERITAGE,
FEBRUARY 1995. RETRIEVED FROM WWW.
MEDIA-AWARENESS.CA/.../VIOLENCE/TV_
VIOLENCE_CHILD.CFM

WHY DO CHILDREN CHEAT?

CHILDREN CHEAT FOR SEVERAL REASONS:

Some feel they have to meet high expectations – their own or those of others – and they can't do this without cheating. Some might want to win because they don't know how to cope with the disappointment of losing. After all, learning to lose takes time.

Children might cheat when they find a task too difficult. They might be trying to keep up as the difficulty level of schoolwork or a sport increases.

Occasional cheating is usually harmless, and is not so much a concern in the early years. But if children cheat because they feel pressured to win or succeed, or if cheating becomes a pattern as they get older, you might need to get involved.

Before children cheat, they must first be able to understand the concept of rules, and the difference between right and wrong. Younger children might break or change rules as they play, but this isn't really cheating. School children usually understand rules, so you can teach them about fairness.

WHAT TO DO WHEN CHILDREN CHEAT

The strategies below can help you to send the message that cheating is not appropriate. Try to avoid telling the child that she is a 'cheat' – it's a label that might stick. Try to find out why your child cheated. Ask the child why he felt the need to cheat. His answer can guide your response.

Help the child to understand the consequences of cheating. You can also explain what might happen when she cheats:

- It might upset other children.



- Other people might not trust her next time she plays with them.
- She might never find out how well she can do without cheating.
- She might get caught. How would she feel about that?
- It might stop her from getting better at the game.

- She might start to feel she's not capable and can't win or complete a task without cheating.

Reward the effort rather than the result. Praise the child for his persistence in completing the task. After sport or a game, you can focus on sporting behaviour and the team effort, rather than who won or lost.

It's important to be patient. Children might still break some rules while they are learning. Use these 'teachable moments' to talk to them about cheating and why it's not OK.

When it comes to children's games, playing the game matters more than winning. But some healthy competition is good for children – when it's handled well. So it's important for you to teach your child to play fair and cope with the disappointment of losing. Playing fair is about learning the rules of the game and putting them into practice.

Playing fair is also about learning social rules, like taking turns and being polite. For children, it might mean helping out another child who is having trouble with the game, or giving others a fair shot at winning.

HELPING CHILDREN TO PLAY FAIR

The more the better. Provide lots of opportunities for a variety of play. Try pretend play, board and ball games, competitive games of skill such as chess, competitive games of chance, and cooperative games such as charades.

Go over the rules of the game. Before kids start playing, make sure everyone knows the rules of the game.

Introduce some social rules. Let children know that they need to wait for their turn. Also encourage them to be polite. For example, remind them to congratulate others when they win.

Use opportunities to teach. Point out what the child did well. For example, you can say, 'I thought it was great the way you shook hands with the other team at the end of the game'. Give feedback. Praise for sharing, taking turns and other good sporting behaviours.

Lead by example. Children learn how to play fairly by watching what adults say and do. Playing fair yourself – by following the rules, accepting referee decisions, being a

good sport – is good role modelling. The same applies to being a spectator. Call out those encouraging phrases – 'Better luck next time', 'Good try', 'Well played'.

WHEN CHILDREN AREN'T PLAYING FAIR

Here are some ideas for those times when the child is finding it tough to play fair.

Remove the child from the game and discuss your expectations of her behaviour. If the behaviour repeats or becomes more intense, such as throwing tantrums, deal with the tantrum and have a follow-up discussion when all is calm. Before the child plays the next game, talk about ways he can deal with his frustration. Set down some ground rules. For example, 'If you complain about the rules, I'll stop you from playing the game'.

FAMILY CONFLICT HARMS

FAMILY CONFLICT SIGNIFICANTLY HARMS CHILDREN'S HAPPINESS, SAYS GROUNDBREAKING STUDY.

Children's well-being is far more strongly influenced by levels of family conflict than by family structure, according to new research by The Children's Society (UK) into what makes young people happy.

Young people who felt that their family got along well together had much higher average levels of well-being than those who did not, irrespective of the family structure they lived in.

In the first comprehensive investigation of childhood well-being – or happiness - from a young person's point of view thousands of pupils* were asked to respond to statements such as 'My family gets along well together' and 'Members of my family talk nicely to one another' scoring themselves on a scale ranging from 'strongly disagree' to 'strongly agree.' They were also asked questions exploring the impact on well-being of family structure, such as living in a lone or step parent family.

Continue to emphasise the enjoyment of playing the game, not the winning or losing. If the child is bragging about winning as a way of obtaining admiration or respect from others, try more praise for her efforts in other areas, particularly for cooperating with others, sharing and being helpful.

WINNING AND LOSING

It's not about winning or losing – it's about how you play the game. That's something we want our children to feel. It means they will be good sports, and graceful winners and losers – and that's a big part of playing fair.

Winning is a great feeling, and kids are entitled to experience pride in being the winner. Encourage the child to be a graceful winner by showing sympathy and support

to the losing team or player. Discourage too much boasting and emphasise the fun that everyone had playing the game.

Sometimes it's hard to turn losing into good news. But emphasising how well the child played is really important in helping him shrug off any bad feelings. Praise the child's efforts. For example, 'You were great at helping the younger kids' or 'You followed the rules really well'.

Children (and adults) find it easier to lose in a game of luck than in a game of skill. This is because there is no reflection on abilities. If the child is having difficulty dealing with losing, try playing games of chance first, then build up to skill-based activities.

Other areas where more than 10% of children were unhappy were the amount of freedom and choice they had in life and expectations about the future. The study highlights the importance of a sense of autonomy as a fundamental ingredient of a good childhood.

Recent changes in family structure had a small but significant association with lower well-being among secondary school pupils. The average well-being of young people who had experienced a change in the adults they lived with over the last year was 6.8 out of 10, compared to the average of 7.5 for this age group.

As young people get older, they tend to become less happy with their lives. Average well-being fell from around 8.0 out of 10 in the last year of primary school to around 7.4 for young people aged 14 to 15. Between these age groups, happiness with many aspects of life such as family relationships and school also fell, but happiness with friendships remained stable.

Boys tended to be happier than girls, although the differences were not that large. However the gap in well-being increased with age. Amongst the 14 to 15 age group, girls' average well-being was 7.2 out of 10, compared to 7.6 for boys.

[HTTP://WWW.CHILDRENSOCIETY.ORG.UK/WHATS_HAPPENING/MEDIA_OFFICE/LATEST_NEWS/19895_NEWS.HTML](http://www.childrenssociety.org.uk/whats_happening/media_office/latest_news/19895_news.html)

NATIONAL OSCAR SECTOR WAGE AND FEE SURVEY RESULTS 2009

OVERVIEW

This survey was collated via a survey from 13 July - 31 August 2009.

A hard copy was sent to all members of The OSCAR Foundation and it was also available on their website for OSCAR programmes to enter their answers online. There was a total of 233 responses. 65 responses from Before School Programmes, 183 responses

from After School Programmes and 152 responses from Holiday Programmes from all 9 OSCAR regions throughout NZ.

As this is the first National Wage and Fee Survey it is difficult to pick out trends.

The data from this survey shows a ‘snap shot’ of what is happening in the sector and

now gives us something to compare to when repeated in the future.

The most concerning result shown as a result of this survey is that in more than one region staffs are being paid less than the legal minimum wage. In New Zealand the adult minimum wage is \$12.75 an hour. For the most up to date information on minimum legal wages please visit the Department of Labours website: www.ers.dol.govt.nz/pay/minimum.html

FOR A LOOK AT THE FULL REPORT GO TO: WWW.OSCAR.ORG.NZ/WAGESFEESURVEY2009.ASP

ANSWERING CHILDREN'S QUESTIONS:

As a trusted adult you will be asked questions about important issues. Questions about sex, death, religion, illness and politics may be difficult to answer for many reasons.

- You recognise that there are many social taboos around the subject;
- You are uncertain how to explain a complex issue to a very young child;

- There are many different answers depending on what you believe;
- You don't have enough information to answer the question;
- You think the parent should answer such questions;
- You don't want to be accused of indoctrinating the child.

Whatever your reasons for finding the question difficult, the child has a right to an honest answer. If you cannot answer in an appropriate way immediately, explain why. You can ask for time, “That is a very interesting question and deserves a proper answer which I do not have the time to give today. I will talk to you about this tomorrow/

on...”. Then make sure you do – having got the appropriate information or having shared ideas with colleagues about the most appropriate ways to answer the question.

There are always several ways to answer a question honestly. Give answers in language which will be understood by the child. You can say, “People believe different things or think differently about this. I think... but others think...” It is useful to practice giving answers to questions about subjects which we find awkward to deal with – and to consider how the answer should be phrased differently to children of different ages and stages of development.

DEALING WITH FRAUD

IT'S NO SECRET THAT FRAUD CONTINUES TO COST ORGANISATIONS MILLIONS OF DOLLARS AND AS STATISTICS INDICATE, IT IS EMPLOYEES WHO ARE THE BIGGEST PERPETRATORS.

Ultimately all organisations must sit up and take notice of the fraud data we are seeing in the media. However, reports indicate that while organisations generally accept fraud as a real risk, very few believe that it is a problem for their own organisations. Many organisations still have poor internal controls. If you're the manager of an organisation and your biggest control measure is trust, you need to rethink your strategies.

FRAUD FACTS: EASY STEPS YOU CAN TAKE IN YOUR ORGANISATION TO KEEP AN EYE OUT FOR FRAUD

Fraud can be reduced by strong internal controls, an ethical MANAGEMENT REPORTS organisational culture, an external audit and top management support.

DO THE UNPREDICTED

Fraud is often committed by those who know the routines and processes of the organisation very well. Breaking a few patterns and doing the unexpected can be enough to stop fraud before it happens.

- Hand out payroll slips in person/check direct credit account numbers.
- Review credit card statements for expenditure items.
- Review bank reconciliations.
- Perform GST reconciliation.
- Count petty cash.
- Review sequence of invoices.

- Review statements
- Review purchase orders/invoices and check for authorisation.

KEY MONTHLY MANAGEMENT REPORTS

Management reports are an easy way of reviewing your business for unexpected “activity”

- debtors'/members' ageing
- un-presented cheque lists
- commentary for variance between actual results to budget
- inventory report (major categories compared between this year and last year)
- annual leave provision
- pending invoices

SEE FRAUD FACTS: EASY STEPS YOU CAN TAKE IN YOUR ORGANISATION TO KEEP AN EYE OUT FOR FRAUD AT WWW.BDO.CO.NZ/UPLOADGALLERY/PUBLICATIONS/FRAUD%20FACTS%20OCT%202009.PDF

TIPS FOR THE TOOL KIT, KUMARA VINE, DEC 2009

TRAINING NEW STAFF:

HOW TO HAVE A GREAT FIRST DAY

You undoubtedly have new staff coming into your programme, or you may have a high turnover rate that causes training to stay on your mind. The following has been compiled from Roberta Newman's new book Training After-School Staff: Welcome to the World of School-Age-Care.

One of the most important tools you have on your first day as a school-age care staff member is information. Be it facts about your programme, a clear understanding of your job responsibilities, or what your Supervisor sees as staff do's and don'ts, there are things that you need to know to be well-equipped.

TIPS FOR BUILDING A POSITIVE RELATIONSHIP WITH CHILDREN FROM THE FIRST MOMENT.

Staff who are successful in school-age programmes work hard at building positive relationships with all children and youth. Relationship building starts the first time you interact with a child. Listed below are some ideas for reaching out to children in your programme on the first day of service.

- Greet each child with a friendly smile.

- Use nametags to help you learn children's names; be sure to use names when talking with children as soon as possible.

- Learn at least one strategy you can use the first day to get children's attention, gather them into a group, or prepare for a transition to another activity or area. (for example, in a quiet voice say, “If you can hear me tap your head” (Begin tapping your own head lightly, children standing close by are likely to begin tapping their heads right away.) Continue tapping your head and repeat request again. (A few more will join in) Continue tapping your head and repeating the phrase until you have everyone's attention.) Variations include, “If you can hear me, clap twice... touch your toes...snap your fingers....say Oh yeah!...etc
- Express enthusiasm and excitement about what you and the children will be



and help children state them positively. (for example, instead of “No mean teasing” suggest “Be kind to each other.”) Post the children's ideas in a visible spot as a reminder. If you are responsible for planning or leading games or activities, be prepared with all resources you will need and make a plan for how you will get the activity started.

Be sure you know how to use your programmes system for keeping track of children's whereabouts. Remember, you are accountable.

Be sure you know who each child may be released to when it's time to leave the programme. Check release policies and forms in advance.

TIPS FOR SUCCESS DURING THE FIRST FEW MONTHS

Recognise that there is a lot to learn. Don't make assumptions until you know the facts. Ask lots of questions. When you don't know what to do, go to your supervisor or a mentor who has been assigned to help you.

Exercise resourcefulness. Review programme policies and support systems designed to help you and make use of them. Make the most of resources around you – co-workers, activity books, tapes and training videos, workshops related to school-age care. Explore programme materials and equipment and learn how to use them.

Face issues directly; communicate politely and openly. Avoid gossip. Avoid making assumptions about the intentions and motives of others. Look for guidance and information from reliable resources.

FROM SCHOOL-AGE NOTES - APRIL 2002

“THE OPPORTUNITY TO DEVELOP THROUGH ACTIVITIES WHICH PROMOTE THE PROCESS OF PLAY IS AS ESSENTIAL TO THE FULL AND HEALTHY DEVELOPMENT OF CHILDREN AS TAUGHT LEARNING. YET IT IS A FORM OF LEARNING WHICH IS LARGELY IGNORED AND UNRECOGNISED.”

HESELTINE AND HOLBORN, 1987

OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 2 2010

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
West Coast Training	<ul style="list-style-type: none"> New to OSCAR PLAY - hands-on session 	Saturday 1st May	9.30am - 2.30pm Karoro Learning Centre 180 Tainui St, Greymouth	\$30 per person
Open Polytechnic Certificate in OSCAR	This is suitable for all Staff. You do not have to be enrolled for the certificate.	Tuesday 11th May	9.30am - 10.15am Introduction 10.15am - 12.30pm Modules 2 & 3 25 Disraeli St, Addington	Free tutoring support and overview of these modules
Establishment Evening	Suitable to all new/potential OSCAR providers.	Tuesday 11th May	7pm - 9pm OSCAR Network 25 Disraeli St, Addington	Free
<p align="center">The OSCAR Foundation Conference 21 – 23 May Wellington – see www.oscar.org.nz for further information</p>				
North-West Cluster	Suitable for all staff and Management.	Tuesday 25th May	10am - 12 noon Fendalton Service Centre Corner Jeffreys & Clyde Rds	Free
South-East Cluster	Suitable for all staff and Management.	Wednesday 26th May	10am - 12 noon Beckenham Service Centre 66 Colombo St	Free
North Canterbury Cluster & Training	Suitable for all staff and Management. <ul style="list-style-type: none"> Training: Health & Safety 	Thursday 27th May	10am - 11am Cluster 11am - 1pm Training Rangiora War Memorial Hall, Albert St	Cluster: Free Training: \$30 staff members \$75 non-members
Core Training	<ul style="list-style-type: none"> Child Behaviour 1 Emergency Procedures 2 	Tuesday 1st June	10am - 12.30pm Knox Centre, 28 Bealey Ave	\$30 first staff member \$10 additional staff \$75 non members
Evening Training	<ul style="list-style-type: none"> Child Protection Management Forum (free) Topic: CYF Standards Operation Manual	Thursday 10th June	7pm - 9pm Knox Centre, 28 Bealey Ave	\$30 first staff member \$10 additional staff \$75 non members