



OSCAR Network  
Christchurch



Another Weekend of  
**Spectacular Fun  
and Learning**

**Christchurch**  
29th - 30th October 2016

Child Protection  
Child Development  
Child Anxiety  
Emergency Preparation  
Health and Safety  
Games  
Sexualised Behaviour  
in Children  
Autism  
Art and Craft  
Vulnerable  
Children Act

Unless someone like  
you cares a whole lot,  
nothing is going to  
get better. It's not.

Dr Suess

Brought to you by the  
Oscar Network  
Production Team



# THE OSCAR NETWORK

We are an 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 their 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 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 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'.

**THANK YOU** 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; Lottery Grants Board; Community Organisation Grants Scheme; United Way.

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# Children Learn What They Live

If children live with **CRITICISM**, they learn to **CONDEMN**.  
 If children live with **HOSTILITY**, they learn to **FIGHT**.  
 If children live with **FEAR**, they learn to be **APPREHENSIVE**.  
 If children live with **PITY**, they learn to feel **SORRY** for themselves.  
 If children live with **RIDICULE**, they learn to feel **SHY**.  
 If children live with **JEALOUSY**, they learn to feel **ENVY**.  
 If children live with **SHAME**, they learn to feel **GUILTY**.  
 If children live with **ENCOURAGEMENT**, they learn **CONFIDENCE**.  
 If children live with **TOLERANCE**, they learn **PATIENCE**.  
 If children live with **PRAISE**, they learn **APPRECIATION**.  
 If children live with **ACCEPTANCE**, they learn to **LOVE**.  
 If children live with **APPROVAL**, they learn to **LIKE** themselves.  
 If children live with **RECOGNITION**, they learn it is good to have a **GOAL**.  
 If children live with **SHARING**, they learn **GENEROSITY**.  
 If children live with **HONESTY**, they learn **TRUTHFULNESS**.  
 If children live with **FAIRNESS**, they learn **JUSTICE**.  
 If children live with **KINDNESS** and consideration, they learn **RESPECT**.  
 If children live with **SECURITY**, they learn to **HAVE FAITH**  
 in themselves and in those about them.  
 If children live with **FRIENDLINESS**, they learn the world  
 is a **NICE** place in which to live.



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

# H&S: WORKING TOGETHER ON RISKS

Health and safety (H&S) is not something you do alone. It's everybody's responsibility. This includes you and your workers, as well as anyone else you might share a work environment with.

Talking to each other about risks, and how to eliminate or minimise them, can go a long way to keeping your workplace healthy and safe. For business owners, it's essential for you to engage with your workers about H&S and give them opportunities to be involved. This is because:

- workers are a business's eyes and ears, especially when it comes to risk
- workers are more likely to engage in H&S if they have input into it
- it makes everyone feel responsible
- it's your legal responsibility to make it happen
- H&S becomes easier because the workload is shared.

It doesn't mean that you all have to agree, but it's important that everyone has had a chance to freely say what they think and have their thoughts considered. When considering who else might be affected by your work, it's a good idea to think broadly. It may not be just you and your workers, but your customers and visitors, neighbouring businesses, and your contractors and sub-contractors. You all have duties to do what's "reasonably practicable" to keep your work healthy and safe under the H&S laws that are coming into effect in April.

*Read our guide to what "reasonably practicable" means. <http://www.business.govt.nz/news/newsarchive/october-2015/h-s-what-does-reasonably-practicable-mean>*

You should work together to manage the different risks. This doesn't mean you all have to do the same thing, but it does mean agreeing who will do what, and keeping tabs to make sure the risks are managed. Ultimately, good H&S practice is all about consulting, coordinating and cooperating with one another.

## CASE STUDY:

Paula runs her nail salon in a leased space at

a Hamilton mall. The salon has chemicals stored in a rear room, and she gets deliveries of bulk products to the loading zone at the back of the mall. She frequently talks with her workers about risks at the salon, and considers their suggestions for improvements. They also know they can raise any health and safety problems with her directly at any time. There's a clothing shop on one side of her salon, and a toy shop on the other, so she always checks the extractor fan is working correctly to keep fumes to a minimum. She asks the shop managers to contact her if they smell a problem or have any other H&S concerns, or if they are doing things that will affect her own staff's health and safety.

She talks to the mall manager about how she is managing risks, including letting him know when deliveries are due. She also discusses how the mall's evacuation plan relates to her salon, and makes sure her workers know what to do in the event of a fire, or other emergency. She also chats to the window cleaner who comes in once a week, as he uses a ladder and Paula doesn't want her door blocked while he's working. He positions the ladder to the side of the salon door and erects orange cones so customers can come and go safely. He's also careful to clean up all spillages after he's done.

H&S laws are changing on 4 April 2016, and we want you to be prepared. More from [Business.govt.nz](http://www.business.govt.nz) on health and safety:

### ***Will I get in trouble over an H&S incident?***

<http://www.business.govt.nz/news/trouble-over-an-hs-incident>

### ***Who will do what in your business?***

<http://www.business.govt.nz/news/newsarchive/august-2015/health-safety-who-will-do-what-in-your-business>

### ***Overview of the key changes***

<http://www.business.govt.nz/news/newsarchive/july-2015/health-and-safety-law-changes>

## **BUSTING SIX MYTHS ABOUT HEALTH AND SAFETY REFORMS**

Paper cuts don't equal workplace hazards, and other myths around health and safety reforms debunked and demystified.

### **MYTH ONE: THE NEW HEALTH AND SAFETY (H&S) LAW WON'T APPLY TO SMALL BUSINESSES.**

False - It applies to all businesses in New Zealand, regardless of size. But it doesn't

necessarily mean that your business will need to do anything differently, if you already take a considered approach to H&S.

### **MYTH TWO: PAPER CUTS ARE NOW A BIG DEAL**

False - The new law emphasizes proportionality. What you need to do will depend on the level of risk and what you can reasonably control. What you need to identify, and take practical steps to manage, are critical risks to the people in your workplace – including visitors and customers. These can range from noise levels to slippery floors, heavy machinery to hazardous substances.

### **MYTH THREE: IT'LL BE EXPENSIVE TO COMPLY.**

False - The most important thing to do costs nothing. Talk with your employees about how to work safely. Expert advisors may be useful if the risks you need to manage are detailed and technical.

### **MYTH FOUR: I NEED TO DO SOMETHING NOW, OR FACE BIG FINES.**

False - High penalties only come into play for employers who recklessly or persistently flout safety management steps. If you already have sound H&S policies and practices in place, you're in a good position to stay compliant when the law changes. If not, there's plenty of time to fix this – and keep those in your workplace safe and healthy.

### **MYTH FIVE: IF SOMEONE GETS HURT, I'LL GO TO PRISON.**

False - Again, penalties such as hefty fines and imprisonment are only imposed in extreme circumstances. For example, if an employer removes safety measures put in place after a WorkSafe inspection, and a worker is seriously injured as a result. In general, WorkSafe aims to support those who show a genuine willingness to comply.

### **MYTH SIX: THIS MEANS LOADS OF PAPERWORK.**

False - Paperwork does not equal managing risk, and managing risk does not equal paperwork. You only need documents if this is the best way to manage and minimise critical risks. Putting things in writing is a useful tool for good communication, but what's most important is for you and your employees to discuss safety management.

# 5 BIG REASONS YOU SHOULD BE INVESTING IN A MENTALLY AND PHYSICALLY HEALTHY WORKPLACE

Sally Kirkright is the CEO of AccessEAP. AccessEAP is one of the major Employee Assistance Programme providers in neighboring Australia. Sally knows a thing or two about structured employee wellbeing programmes and in a recent press release she outlined her top five reasons to invest in a mentally and physically healthy workplace;

## REASON 1 = IMPROVED PRODUCTIVITY

Healthy workers rate their work performance much higher than unhealthy workers and have much fewer short-term absences than their unhealthy counterparts. An Australian study has found that the healthiest workers are almost three times more effective than the least healthy, with the healthiest employees working approximately 143 effective hours per month compared to just 49 effective hours from the least healthy.

## REASON 2 = GOOD FOR BUSINESS

Workplace health promotion interventions that are comprehensive, well-designed and successfully implemented will have a positive return-on-investment. It will help reduce the costs associated with absenteeism and a high staff turnover and help create a work-life effectiveness for employees. Workplace health issues impose costs on employers such as worker's compensation claims, medical costs and absenteeism.

## REASON 3 = IT'S THE LAW

Employers have legal obligations in relation to the management of health and safety in the workplace. WHS legislation [Health and Safety in Employment Act 1992 in NZ] requires employers to ensure the workplace is safe and healthy for all workers and does not cause ill health or aggravate existing conditions. It is important to remember, this

legislation refers to both mental and physical health.

## REASON 4 = WORKERS ARE DEMANDING IT

In Australia a recent National Workplace Health Index found that health initiatives at work are important to employees with close to 80 per cent of respondents stating they would rather work for an organisation that provides healthy living programs. 83.5 per cent of respondents also claimed their overall health and wellbeing could be improved.

## REASON 5 = FINANCIAL GAIN

Effective workplace initiatives focusing on mental health have been shown to have a positive impact on business with every \$1 invested returning \$2.30 to the economy through decreased absenteeism and presenteeism. The Health and Productivity Institute of Australia also found that workplace health programs result in a 25 per cent decrease in absenteeism and a 41 per cent decrease in workers compensation costs

So where is a good place start? Workplace health and wellness programs need to be part of the overall company strategy for a health workplace. Here are some tips that can help you ensure your workplace has a holistic approach to workplace wellbeing and takes into account both the mental and physical factors relevant to employee welfare;

## EDUCATE WORKERS

A high level of awareness of both physical and mental health is essential and needs to be promoted from the top down. Employees need to be made aware of the benefits of being mentally and physically healthy and advised of simple ways in which they can achieve this.

## FOSTER A RESPECTFUL WORKPLACE CULTURE

A respectful workplace culture is one which is healthy, safe, supportive and values diversity. It is a place where employees feel valued and conflict is addressed in a positive way. People need to feel comfortable in their work environment and feel part of a community that respects and supports them.

## GET YOUR WORKPLACE INVOLVED IN HEALTH EVENTS

There are numerous national and international health related events designed to help create awareness and promote wellbeing in the workplace. Mental Health Awareness Week in October is one of the largest but in NZ there are also many others. Think events such as Movember, Pink Shirt Day (anti bullying) or a set 'Workplace Wellness Week' for your company. Taking part in these events will help raise awareness and reduce stigma within your organisation.

## PROVIDE PREVENTATIVE HEALTH SERVICES

Providing employees with regular health checks, mental health awareness training, resilience building training and promoting regular exercise to employees, will help build a healthy workforce.

## INTRODUCE A WELLBEING PROGRAMME

With the benefits of exercise well documented and numerous studies showing the advantages to employers, a wellbeing program will go a long way to ensuring your employees are fit, healthy and productive.

<http://www.workingwell.co.nz/index.php/resources/articles/315-top-five-reasons-to-invest-in-a-mentally-and-physically-healthy-workplace.html>

# Mental health in workplace is new frontier for Health and Safety

A shortened version of an article by Mai Chen, managing partner of Chen Palmer who specialise in employment law and health and safety compliance.

I have spent the weekend reading Arianna Huffington's book *Thrive* because the new Health and Safety at Work Act 2015 Act, which came into effect on April 5th, requires employers to get high-performance without workplaces becoming stressful. Employers are facing a perfect storm as the new Act now expressly provides for mental health issues in an increasingly stressed-out and competitive workplace of deadlines and performance targets.

The Act explicitly defines "health" as including mental health, and defines hazard as including a person's behaviour, regardless of whether that behaviour results from physical or mental fatigue, drugs, alcohol, or other conditions. Employers and organisations will need to consider the mental health of their workers when planning a safe workplace. More and more of us do not work in physical roles - sedentary work is now the norm. This is complicated by the fact that we so often have to be inside, and have limited unstructured time - and social media does not help us find healthy down-time.

But we are still cavemen at heart, and in times of stress, the "fight or flight" response still releases adrenaline and cortisol, leaving us wired and fatigued even though we are sitting at our desks. As Dr John Medina, author of the New York Times bestseller *Brain Rules* explains, prolonged stress this damages our heart and reduces our brain's capacity to remember.

So if mental health issues are a reality in the modern workplace, and the Act requires employers to account for mental health and people's behaviour when creating a safe workplace, what is likely to happen now that the new laws are in force?

The regulator, Worksafe New Zealand,

has more resourcing, and more workplace investigators, than ever before. One of the very first "best practice guidelines" published by Worksafe was the 30-page Preventing and Responding to Workplace Bullying guide, which includes an extensive list of bullying behaviours, only one of which refers to physical actions. I predict Worksafe will become more interested in non-physical harms, as the evidence mounts about the damage they cause for a growing portion of the workforce who are now sedentary. Employers who ignore the potential for non-physical harms will find themselves facing penalties for not providing a safe workplace, including imprisonment (of up to 5 years) and fines (of potentially up to \$3 million).

In the past year alone, WorkSafe conducted over 780 investigations, 14,500 proactive assessments of workplaces, 106 prosecutions (91% of which were successful) and 3,300 serious harm notifications. Traditionally, Worksafe has focused on physical harms, but even last year under the old legislation, there were six prosecutions for "risk" of harm where no physical injury had occurred, and the largest fine was \$60,000.

The Employment Relations Authority and the Employment Court have also accepted that an employee can suffer harm as a result of "stress", "fatigue", or "bullying" and that this can be a breach of contract by an employer who has a duty to provide a safe working environment.

So what mental health issues should employers be looking out for? And what should employers do to provide for good mental health in their workplace and minimise the risk of prosecution by Work Safe? "Mental health" has been broadly interpreted by WorkSafe to cover both

physical and non-physical harms - this is a challenge for employers as non-physical harms are hard to spot. Organisations are dependent on employees telling their managers that they are struggling. This is hard - making admissions is very difficult, especially when it might impact your job.

How do we identify mental health issues in the workplace from a safety perspective? Worksafe uses its own definitions of "stress", "bullying", and "fatigue". "Stress" is defined as an awareness of not being able to cope with demands on you. "Fatigue" means a temporary inability, or decrease in ability to respond to a situation. And "bullying" means repeated and unreasonable behaviour directed towards an individual or a group.

Stress, bullying, and fatigue are interrelated and mutually reinforcing. Stress can contribute to bullying by creating a perception that an employee cannot cope with work demands. Bullying can lead to further stress. Fatigue is often a common outcome of stress. But to a certain degree, these are all invisible - there is no bandage, plaster, or broken bone showing.

Employers should do the following in terms of prevention:

- Culture and leadership from the top is key;
- Ask for confidential disclosure when new employees start of any mental health issues;
- Mental health information must be treated as confidential;
- Employee Assistance Programmes, staff surveys, and support groups can also show you trends and changes in your workplace without individual disclosure.;
- Explicitly recognising that factors such as stress, fatigue, and bullying and harassment can be hazards in your workplace is a

good start. If your workplace does not acknowledge mental harms as being “real”, this reduces the ability and willingness of employees to raise concerns early, and makes it more difficult to prevent issues or resolve problems while they are still manageable.

- Having procedures in place so that employees have a path to raise concerns is vital, and everyone should know what will happen once a concern is raised, that is, they will be taken seriously and not suffer punishment. Make sure staff knows who to contact, and have an alternative point of contact - what will happen if the person they need to talk about is their manager? Can they go elsewhere? Insufficient policies and lack of risk management are the most common causes of prosecution under the Act.

In responding to mental health risks and hazards, employers should:

- Take mental health risks seriously and action promptly;
- Formal complaints are not required - do not ignore what you can plainly see or even informally expressed concerns;
- Investigate and do that fairly and transparently;
- Get medical advice and follow it.

Mental wellbeing and greater productivity  
Ultimately, a mentally healthy workplace should experience greater productivity, less staff absenteeism and greater staff retention. Thus, societal perceptions of mental health and the need to protect it have to change.

Whether mental health policies/procedures in the workplace succeed will depend on;  
a) Employers buying into the idea that this is a health issue, these are hazards and harms, and they do need to address it and,  
b) Employees feeling comfortable raising mental health concerns with employers (which is in turn contingent on employer buy-in).

Organisations that ignore mental health issues will now face real risk of prosecution under the new Act as well as worse performance and productivity.

Full article [http://m.nzherald.co.nz/opinion/news/article.cfm?c\\_id=466&objectid=11616369&ref=NZH\\_FBpage](http://m.nzherald.co.nz/opinion/news/article.cfm?c_id=466&objectid=11616369&ref=NZH_FBpage)

# HOW'S YOUR GOVERNANCE TEAM?

Getting your governance team right can be the key to extraordinary success in any organisation. NFPs and charities have some unique features in this regard. To really succeed they also need to heed governance best practice. We look at some key issues, key challenges and tips to assist your governance team to be an enduring success.

I've recently had cause to consider some big governance issues in two organisations I am involved with. The catalysts of both are totally unexpected events that have shaken up the governance structure. While thankfully these have not caused big problems due to having had some good governance in place, it is always interesting how the unexpected can highlight holes, or in more positive language; further opportunities to improve!

Accordingly I thought it may be helpful to highlight some governance best practice... which all too often is not common practice.

## GETTING THE GOVERNANCE TEAM RIGHT

One of my former partners used to love to trot out the phrase; A fish rots from the head down! He would positively delight in using this phrase at every available opportunity when wishing to shock and make a point about the importance of governance and the governing body being responsible for all. It always struck me as a rather gruesome analogy but interestingly, one that always seemed to work in terms of grabbing people's attention. (As an aside I am not actually sure if the analogy is technically correct as I always thought it was the guts that rot first in any dead creature...but to split hairs would be to spoil the impact of the point...and a point often well made).

The point of the phrase is that the governing body is the key to driving a successful organisation. An organisation will never be effective if it has an ineffective governing body. While true that some organisations

have great management and staff and systems; if the governing body is ineffective, then eventually, or sometimes all too quickly, the organisation will be negatively impacted. The governing body sets the culture. They set the tone. They are responsible for setting the strategy and then ensuring management is appropriately resourced to deliver it, to monitor progress, and to take remedial action when necessary. They are the primary stewards for why the organisation exists and the responsibility for it delivering on its aims ultimately lies with them. No pressure!

Key to a good effective governing body in my view is 4 things:

1. Getting the right people on the bus
2. Ensuring they know what they have to do when on the bus, i.e. clarity as to their roles and responsibilities, often achieved through delegated authorities, specialist committees, policies and procedures
3. A feedback loop for those on the bus – i.e. giving governing body members occasional objective feedback on their performance
4. Planning for the next people to get on the bus.

So let's unpick these 4 a little further.

## GETTING THE RIGHT PEOPLE ON THE BUS

There are no “one size fits all” criteria set for the perfect governing body member. Also, different organisations, and even organisations at different points in their life cycle, will require different skillsets and experience mixes. However in my experience there are some common key features of great governing body members: motivated & committed, objective, appropriately skilled and experienced in a particular area or areas, ability to question thoughtfully, ability to speak their mind, a desire to see organisational improvement and possessing a strong ethical compass.

There is also the question of mix. What skill sets are needed? A great way to address this

is to look at the nature of the organisation, what it does, its purpose and strategy, where it is at in its organisational development, & what resources it has and what it is in need of.

Commonly needed board skills include: experience in whatever discipline it is that the organisation is involved with (e.g. mental health, sports etc), accounting & finance, legal, marketing and communications. Not surprisingly fundraising expertise is growing in importance in our increasingly competitive environment for NFPs and charities in New Zealand. An often underrated skill is door-openers for whatever key areas you may be involved in e.g. Government, industry linkages, high net worth donor community connections. Youth input is also increasingly being recognised by some boards in an effort to connect with their future demographic.

Once the list of ideals is completed, next complete a skills matrix as a stocktake of where you are now and to identify possible additional skills needed. This process allows boards to better plan for succession. Given that the ideal skills list can often be quite long it is good to identify individuals who represent more than one category. Hence you get better leverage for the organisation and don't end up with an unwieldy large board.

This is a simple exercise but one that requires a good brainstorming session and open minds. Also important is an ability to detach from the existing situation. Also important is to not be seduced by easy solutions – people who may be close at hand but ultimately not ideal.

#### **KNOWING WHAT TO DO WHEN ON THE BUS**

Policies and procedures are generally the answer. While often unsexy, clarity in what the organisation does and how it does it can save a lot of governing body and management angst. Importantly, good policies and procedures can also assist with objectivity and remove confusion and unnecessary emotion from debates. Being clear on what is expected and what is not allowed helps organisations stay on track.

There is nothing better than being given a good guide to the bus when one steps aboard. Yet so often induction programmes are at best minimal if they exist at all.

#### **FEEDBACK FOR THOSE ON THE BUS**

Feedback is the breakfast of champions! How true. Even governing body members need some form of feedback loop so that they can receive indications of what they should do more and less of. Interestingly this is often not done or very spasmodically. Maybe there is an assumption that by the time they get to the governing body they are omnipotent!

Interestingly governing body members who have not been subject to any formal feedback regarding their performance in their role can sometimes adversely react to such a suggestion. However if this is just a normal part of the organisation's policies and procedures and this is presented as such to governing body members at their induction then this "problem" usually disappears.

#### **PLANNING FOR THE NEXT PEOPLE ON THE BUS**

Succession planning is key. Organisations change over time and so should those involved if the organisation is to be best placed to meet the current and future environment and challenges presented. Key aspects of succession planning include clarity around how long one is expected to serve and how rotations are addressed. Emergency succession planning is also wise in that there should be some thought given, and ideally clarity documented, around who steps up or the process for addressing unexpected changes in the governing body – for example to cover someone leaving at short notice. Succession should be refreshing. It is a great opportunity to reassess what may be needed (see skills matrix above) in light of changing circumstances and to plan to best address this.

#### **HAPPY DRIVING!**

With your governance bus now having the right number of the right people on board, steering it in a clear direction, you are heading towards success. The road may still have challenging turns, potholes and other hazards, but you can take comfort that you are road-worthy and ready to meet these head-on – happy travels!

[http://rsmhayes.co.nz/how-your-governance-team/?utm\\_source=Not%20for%20profit&utm\\_campaign=654a92bc31-Governance\\_Feb\\_20152\\_18\\_2015&utm\\_medium=email&utm\\_term=0\\_bbdb77de67-654a92bc31-12503797](http://rsmhayes.co.nz/how-your-governance-team/?utm_source=Not%20for%20profit&utm_campaign=654a92bc31-Governance_Feb_20152_18_2015&utm_medium=email&utm_term=0_bbdb77de67-654a92bc31-12503797)

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**Racial discrimination affects people in a range of ways. We know, for instance, that it can lead to poor health. We know, too, that our lives are linked, particularly with those of family members. So, can racism suffered by a parent affect a child? Are the negative effects of social ills transmitted within families? If so, how? And how might we be able to break negative links? A new study reveals some interesting patterns and possible explanations, as Dr Laia Becares from the University of Manchester, explains:**

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Understanding how our lives are linked is an essential part of understanding how society works. We know that racial discrimination affects the health and life chances of an individual, and it leads to inequalities in health among ethnic minority people, compared to the White majority population.

We know, too, that racial discrimination experienced by one individual impacts not only on that particular person, but on family members of the same generation, and those of previous and future generations. For example, if someone is discriminated against at work in terms of a promotion to a better position, or even in terms of getting hired, this has clear important financial consequences for that person, but also for her/his children, and older family members who may be under their care.

This is one of the ways in which the harm of racial discrimination is perpetuated across generations. Socioeconomic circumstances are strongly linked to health, so this example also shows how racial discrimination leads to poor health indirectly – via socioeconomic inequalities.

# Can racism towards a mum hurt her children?

## Racism and our health

But what about the direct association between racial discrimination and poor health, and the way this harm is transmitted across generations?

The Millennium Cohort Study (MCS), a representative study of children born in the UK between September 2000 and January 2002, offers a quality and quantity of data that, with the right interrogation, offers some important suggestions.

To ask the right questions of the data we needed a hypothesis. Drawing on well-established literature, we chose to focus on two potential mechanisms of transmission.

First we looked at the possible impact of racial discrimination on a mother's mental health and then at the possible impact on parenting practice, particularly the possibility of it increasing harsh discipline tactics. These two mechanisms are centred on increased stress experienced by the mother following experiences of racial discrimination.

We also looked at three different types of exposure to racial discrimination – that suffered by the mother, that suffered by the family as a whole and that affecting the whole neighbourhood.

Information about the MCS children has been collected at various points since the start of the study. We used data collected when the children were between five and eleven years old.

## Measuring discrimination

Racial discrimination was measured in terms of the mother's experience of racially motivated insults, disrespectful treatment, or unfair treatment. We also used measures of whether family members had been treated unfairly, and whether the family lived in

a neighbourhood where racial insults or attacks were common.

Mental health was assessed using the Kessler-6 scale - a well-established scale based on how often an individual has felt such things as depression and nervousness over the past month.

We measured harsh parenting practices by using records of how often parents had smacked or shouted at their children. And we measured the child's socioemotional development by using another well-established scale – the Strengths and Difficulties Questionnaire developed by Robert Goodman and others.

We adjusted for complicating factors such as mother's age at time of birth, mother's educational attainment, household income, whether the mom was born in the UK, and the language most often spoken in the home.

For each factor we used data gathered at relevant stages. So, the measure of racial discrimination is based on data collected when the children were five years old, the mother's mental health and parenting practices when the children were seven years old and the outcome when the children were aged eleven. The sample was pooled from all UK ethnic minority groups.

## Racism and mental health

Around the time of the child's fifth birthday almost a quarter (23%) of ethnic minority mothers reported having been racially insulted. There was a strong association with less good mental health for the mother two years later.

Both increased maternal psychological distress and increased harsh parenting practices were associated with increased socioemotional difficulties for the child at

age 11. A worsening of the mother's mental health had the most consistent indirect effect on a child's socioemotional difficulties six years later.

Our results also showed some direct effects of racial discrimination on children. Family experiences of unfair treatment all had a direct effect on a child's later socioemotional development.

We have to acknowledge some limitations of the study. We restricted ourselves to discrimination faced by mothers and its consequences. There are other things going on in families that affect children's health. Plus ethnic minority children are likely to experience discrimination directly at school. And, of course, ethnic minority families are more likely to live in deprived areas and to suffer from other social inequalities.

## Damage over time underestimated

The study does, however, offer strong support to our hypothesis that a mother's experience of racial insults, of being treated disrespectfully by shop staff and broader family experience of unfair treatment, harms children over time as a result of the mother's worsening mental health. This has been underestimated in the past.

If we are to break cycles of deprivation and begin to redress the imbalances in health between the majority and minority populations, policy-makers would do well to put more emphasis on mothers' mental health.

Whatever is done to reduce a child's direct experience of racial discrimination – at school, for instance – the mother's experience and its effect on her is now shown to be important factor in the health of ethnic minority children. That said, the main implication of this study is that racial discrimination is harmful to individuals, families, and societies, and so efforts should be targeted at eliminating it.

A longitudinal examination of maternal, family, and area-level experiences of racism on children's socioemotional development: Patterns and possible explanations is research by Dr Laia Becares, Professor James Nazroo and Professor Yvonne Kelly and is published in Social Science and Medicine.

<http://childfourtimeblog.org.uk/2015/08/can-racism-towards-a-mum-hurt-her-children/>

# The Importance of Play for Adults

BY MARGARITA TARTAKOVSKY, M.S.

Our society tends to dismiss play for adults. Play is perceived as unproductive, petty or even a guilty pleasure. The notion is that once we reach adulthood, it's time to get serious. And between personal and professional responsibilities, there's no time to play.

"The only kind [of play] we honour is competitive play," according to Bowen F. White, MD, a medical doctor and author of *Why Normal Isn't Healthy*.

But play is just as pivotal for adults as it is for kids. "We don't lose the need for novelty and pleasure as we grow up," according to Scott G. Eberle, Ph.D, vice president for play studies at The Strong and editor of the *American Journal of Play*.

Play brings joy. And it's vital for problem solving, creativity and relationships. In his book *Play*, author and psychiatrist Stuart Brown, MD, compares play to oxygen. He writes, "...it's all around us, yet goes mostly unnoticed or unappreciated until it is missing." This might seem surprising until you consider everything that constitutes play. Play is art, books, movies, music, comedy, flirting and daydreaming, writes Dr. Brown, founder of the National Institute for Play.

Brown has spent decades studying the power of play in everyone from prisoners to businesspeople to artists to Nobel Prize winners. He's reviewed over 6,000 "play histories," case studies that explore the role of play in each person's childhood and adulthood.

For instance, he found that lack of play was just as important as other factors in predicting criminal behaviour among murderers in Texas prisons. He also found that playing together helped couples rekindle their relationship and explore other forms of emotional intimacy.

Play can even facilitate deep connections between strangers and cultivate healing. In

addition to being a doctor and speaker, Dr. White is a clown. His alter ego, Dr. Jerko, is a proctologist with a large behind and a doctor's coat that says, "I'm interested in your stools." Over two decades ago, White began working with renowned physician Patch Adams.

Today, White continues to clown at children's hospitals and orphanages all over the world. He even clowns at corporate presentations and prisons. "Clowning isn't something we're doing with kids, we clown with everybody," he said. He's clowned on the streets of Moscow. White doesn't speak Russian, but that didn't stop him from playing with people in Red Square. Within 45 minutes, he was juggling and joking with a crowd of 30.

In Colombia, White's wife and Patch Adams's son – also clowns – visited a bedridden father, at his daughter's request. Once there, they sat on either side of his bed. He didn't know English, and they didn't know Spanish. Still, they sang songs, laughed and played with a whoopee cushion. They also cried. The woman later told them that her father deeply appreciated the experience. As White said, play can lead us to these sacred spaces and touch people in powerful ways.

## WHAT IS PLAY?

"Defining play is difficult because it's a moving target," Eberle said. "[It's] a process, not a thing." He said that it begins in anticipation and hopefully ends in poise. "In between you find surprise, pleasure, understanding — as skill and empathy — and strength of mind, body, and spirit."

Brown called play a "state of being," "purposeless, fun and pleasurable." For the most part, the focus is on the actual experience, not on accomplishing a goal, he said. Also, the activity is needless. As Brown said, for some people knitting is pure pleasure; for others, it's pure torture. For

Brown, who's almost 80, play is tennis with friends and a walk with his dog.

## HOW TO PLAY

We don't need to play every second of the day to enjoy play's benefits. In his book, Brown calls play a catalyst. A little bit of play, he writes, can go a long way toward boosting our productivity and happiness. So how can you add play into your life? Here are a few tips from the experts:

Change how you think about play. Remember that play is important for all aspects of our lives, including creativity and relationships. Give yourself permission to play every day. For instance, play can mean talking to your dog. "[I'd] ask my dog Charlie, regularly, his opinion of the presidential candidates. He responded with a lifted ear and an upturning vocalization that goes 'haruum?'" Eberle said. Play can be reading aloud to your partner, he said. "Some playful writers are made to be read aloud: Dylan Thomas, Art Buchwald, Carl Hiaasen, S.J. Perelman, Richard Feynman, Frank McCourt."

Take a play history. In his book Brown includes a primer to help readers reconnect with play. He suggests readers mine their past for play memories. What did you do as a child that excited you? Did you engage in those activities alone or with others? Or both? How can you recreate that today?

Surround yourself with playful people. Both Brown and White stressed the importance of selecting friends who are playful – and of playing with your loved ones.

Play with little ones. Playing with kids helps us experience the magic of play through their perspective. White and Brown both talked about playing around with their grandkids. Any time you think play is a waste, remember that it offers some serious benefits for both you and others. As Brown says in his book, "Play is the purest expression of love."

## Further Reading

Stuart Brown's TED talk on play [http://www.ted.com/talks/stuart\\_brown\\_says\\_play\\_is\\_more\\_than\\_fun\\_it\\_s\\_vital](http://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital)

Scott Eberle's blog "Play in Mind"

<https://www.psychologytoday.com/experts/scott-g-eberle-phd>

# THE ABCS OF WHY PLAY MATTERS!

Play offers far more than just fun and games. It is an essential ingredient to a child's physical, emotional, and social development! When kids play, they are exploring natural sources of self-expression, creativity, and learning. So, let's celebrate play using the basic building blocks of education - our ABCs!

- A. "Almost all creativity involves purposeful play." - Abraham Maslow
- B. Bouncing, jumping, swinging, dancing, sliding, hopping, running! Play is fundamental to gross motor development in children. The more kids move, the more they will understand their bodies.
- C. "Children learn as they play. Most importantly, in play children learn how to learn." - O. Fred Donaldson
- D. "Deep meaning lies often in childish play." - Johann Friedrich von Schille
- E. "Each of us is of infinite value. Focusing one's whole life on responsibilities, without taking time for self-renewal and play, abandons the joy and the true value of life." - Jonathan Lockwood Huie
- F. "Forget not that the earth delights to feel your bare feet and the winds long to play with your hair." - Khalil Gibran
- G. "Go and play. Run around. Build something. Break something. Climb a tree. Get dirty. Get in some trouble. Have some fun." - Gerald Brom
- H. "Have regular hours for work and play; make each day both useful and pleasant.... Then youth will bring few regrets, and life will become a beautiful success." - Louisa May Alcott
- I. "It is in playing, and only in playing, that the individual child or adult is able to be creative and to use the whole personality, and it is only in being creative that the individual discovers the self." - D.W. Winnicott
- J. "Just play. Have fun. Enjoy the game." - Michael Jordan
- K. Kids need at least one hour of physical exercise each day to fortify their physical health, jump-start their creative problem-solving skills, and prep their brains for absorbing educational material. Playgrounds and sports are a fun way for kids to partake in motion.
- L. "Life is more fun if you play games." - Roald Dahl
- M. "My childhood may be over, but that doesn't mean playtime is." - Ron Olson
- N. "Necessity may be the mother of invention, but play is certainly the father." - Roger von Oech
- O. Open-mindedness begins on the playground. Play creates a safe, natural environment where kids can engage with others, share ideas, explore a variety of cultures, and find their own voice.
- P. "Play keeps us vital and alive. It gives us an enthusiasm for life that is irreplaceable. Without it, life just doesn't taste good." - Lucia Capocchione
- Q. Quality time spent playing with family and friends creates memories and builds bonds that last a lifetime. As Plato once said, "You can discover more about a person in an hour of play than in a year of conversation."
- R. Recognize that "humans are social animals, designed to move, built to live and love nature, to grow and mature by doing." - Dr. Matthew Edlund
- S. Sensory play invites children to discover the world through their five senses. Both children and adults retain the most information when the senses are engaged. They are direct pathways to the brain, creating more vivid and easily summoned memories. What does the smell of fresh grass remind you of?
- T. "The debt we owe to the play of the imagination is incalculable." - Carl Jung
- U. Understand the cognitive, social, and academic benefits of play, as you add one or more fun activities into your daily routine.
- V. Variety is the spice of life! Kids can play alone or in groups, outdoors or indoors, on the playground or deep in the woods. There are endless kinds of toys and crafts to investigate. Each one of these play opportunities has unique benefits.
- W. "We don't stop playing because we grow old; we grow old because we stop playing." - George Bernard Shaw
- X. Xylophones are awesome! Playing music "ignites all areas of child development: intellectual, social and emotional, motor, language, and overall literacy". Music and dancing create fluid connections between the body and mind. They also provide a means of self-expression for kids!
- Y. You should play too! Adults need to play too; it keeps the mind supple, the heart open, and the imagination thriving. What are your hobbies and playful activities of choice?
- Z. Zest! Play adds spontaneity and zest to life. Many mundane daily activities such as laundry, cleaning, and cooking can be energized when you turn them into games.

We hope you enjoy this playful alphabet of reasons why play matters! What reasons for each letter can you think of? How about the first letter of your name? Sounds like a fun game!

<http://blog.aastateofplay.com/2015/06/the-abc-of-why-play-matters.html>

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## THE SURPRISING DIFFERENCE BETWEEN EFFECTS OF ABUSE & NEGLECT

BY JONICE WEBB PHD

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While emotionally abusing a child is like emotionally punching him, Emotional Neglect is more akin to failing to water a plant. While the emotionally abused child learns how to brace for a punch, the emotionally neglected child learns how to survive without water.

### CHILDHOOD EMOTIONAL ABUSE – JACK

Ten-year-old Jack walks slowly home from school, dreading the moment when he has to walk through the door of his house. He has no idea what kind of mood his mom will be in. She may greet him warmly or she may lay into him, calling him a “lazy bastard, just like your father.” Filled with dread of what’s to come, the closer Jack gets to home, the more slowly he walks.

### CHILDHOOD EMOTIONAL NEGLECT – SADIE

Ten-year-old Sadie has lived in a large, mostly empty house with her mother since her parents split up. She misses her father and brother desperately. The household used to be active and busy; now it feels quiet, empty and lonely. Sadie worries about her mother, sequestered in her own room; so near and yet so far away. “I wish Mom would talk to me sometimes like she used to,” Sadie thinks. She sits on the edge of her bed and sobs quietly so that her mother won’t hear her.

It has never stopped amazing me how often the terms emotional abuse and emotional neglect are miss-used. In articles, in books, and even in professional literature and scientific studies, they’re incorrectly interchanged quite frequently. Typically emotional neglect is called emotional abuse, and far too often emotional abuse is referred to as emotional neglect. But the reality is that they could hardly be more different. They happen differently, they feel different to the child, and they leave different imprints on the child once he or she grows up.

Emotional abuse is an act. When your parent calls you a name, insults or derides,

over-controls, or places unreasonable limits on you, she is emotionally abusing you.

Emotional Neglect, on the other hand, is the opposite. It’s not an act, but a failure to act. When your parent fails to notice your struggles, issues or pain; fails to ask or be interested; fails to provide comfort, care or solace; fails to see who you really are; These are examples of pure Emotional Neglect. To see the different effects of emotional abuse and emotional neglect, let’s check in on Jack and Sadie 32 years later.

#### JACK

At 42 Jack is an accountant and is married with two children. Jack’s employers love his work and like him as a person. Nevertheless he has switched jobs every two years, on average, throughout his career. In every job Jack somehow ends up locking horns with co-workers. This is because he tends to take any form of mild request or negative feedback as criticism. Then he either hides, keeping his head down, or strikes back.

At home, Jack loves his wife and children. But his wife gets upset with him because he can be very hard on his children. Jack expects perfection and can be very demanding and critical, bordering on verbally abusive but never quite crossing the line to belittling or name-calling. Generally, Jack goes through life braced for the next “hit.” He puts one foot in front of the other, wondering what negative event will befall him next.

#### SADIE

At 42 Sadie is a Physician’s Assistant in a large, busy medical practice. She, like Jack, is married with two children. At work Sadie is known as “the problem-solver.” She is able to resolve, smooth over, and answer every single problem or question that arises, so everyone goes to Sadie for help. Sadie is gratified by her reputation as super-competent, so she never says no to any request.

People look at Sadie and see a wonderful wife and mother. She loves her husband and children, and they love her back. But Sadie, her husband, and everyone else is puzzled about why her children are so angry and rebellious. They seem unhappy, and act up in school. Sadie is exhausted by the heavy demands in her life. She’s so busy helping and giving to others she has no idea that she needs “watering” too. Sadie feels burdened,

empty and alone much of the time.

Jack and Sadie are good examples of the differing effects of emotional abuse and emotional neglect. Jack struggles to manage and control his own feelings, and reads malice into other people’s feelings. In contrast, Sadie’s emotions are suppressed. She lacks access to her own feelings so much that she lives for other people’s. She struggles to set limits at work, and at home with her own children.

What Jack and Sadie have in common shows the overlap between emotional abuse and emotional neglect. They both feel depleted and empty. They both feel confused, lost and somewhat joyless. Neither is able to experience, manage or express their feelings in a healthy or useful way. And now for the great news. Both Sadie and Jack can heal.

### TIPS FOR HEALING THE EFFECTS OF CHILDHOOD EMOTIONAL NEGLECT OR ABUSE

1. Accept that your childhood lives within you. There’s a legitimate reason why you’re not happier. It’s your childhood.
2. The effects of the neglect are subtle and hide beneath the abuse. So it’s hard to see the neglect until you’ve addressed the abuse, which is far more obvious, visible and memorable. It helps to work on the effects of the abuse first.
3. If you grew up with emotional abuse, it’s important to work with a trained therapist. Almost everyone who experienced childhood abuse of any kind, in any amount, needs therapy to heal.
4. If your childhood experience was pure Emotional Neglect, you may also benefit from therapy. But you may also be able to address many aspects of the effects on your own.
5. Emotionally abused, neglected, or both: a huge step in your recovery involves learning to recognize, own, accept and express your feelings, and realizing why they matter.

And even more importantly, it is vital that you recognize, own, accept and learn about yourself, and realize why YOU matter.

<http://blogs.psychcentral.com/childhood-neglect/2016/03/the-surprising-difference-between-effects-of-abuse-neglect/>

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# THE PSYCHOLOGY OF A HUG

*By Gerald Schoenewolf, Ph.D.*

*Common sense tells us that a hug is good for us. Now a new study confirms just how and why hugs are so beneficial.*



A study of 404 healthy adults by experimenters at Carnegie Mellon University examined the effects of hugs on the health of participants, particularly their susceptibility to developing the common cold. People who reported more hugs and greater social support were 32% less likely to come down with a cold, and the researchers interpreted that a “stress-buffering” effect of hugging explained the beneficial effect.

“Hugging protects people who are under stress from the increased risk for colds,” notes study lead author Sheldon Cohen, a professor of psychology at Carnegie Mellon University in Pennsylvania. Cohen called hugging “a marker of intimacy and helps generate the feeling that others are there to help in the face of adversity.”

There is, in fact, a scientific basis for Cohen’s view on the effects of hugging. Some experts attribute the stress-reducing benefits of hugging to the release of oxytocin in the body. They refer to oxytocin as “the bonding hormone” because it promotes attachment in relationships, especially between mothers and their new-born babies.

Classic research on attachment between mothers and babies was done years ago by psychologists such as Harlow in America and Spitz in London. Harlow experimented with baby monkeys and maternal deprivation and found that monkeys needed physical

contact with their mothers more than they needed milk. When they didn’t get that attachment with their mothers, they suffered from depression and a host of other emotional disorders. Spitz studied babies in a foundling hospital in London during World War II and found that orphans who had lost their mothers during bombing raids by the Germans quickly deteriorated when they didn’t get the physical comfort they needed. About 33% of these babies stopped eating and died.

It sounds simple; just get a hug a day and you’ll be releasing oxytocin all over the place and you’ll enjoy steady health. The catch is that the above study was done with healthy adults—presumably adults who did not suffer from a major emotional disorder. But what happens if you are unhealthy?

People who suffer from major depression, for example, eschew physical contact. They don’t want to be touched and they don’t want to touch anybody. Harlow found in his studies with monkeys that if they did not establish a firm attachment with their mothers during a critical period of infancy, they would have a difficult time establishing an attachment later on. Indeed, they would have an attachment phobia.

For such people a hug a day would likely diminish their depression as well as make them less vulnerable to not only illnesses

such as colds but also the whole spectrum of illnesses. However, getting them to accept hugs or bonding with another human being is the resistance that must be overcome. Overcoming this resistance to attachment is the main task of psychotherapy with such individuals and often takes years to accomplish.

Indeed, resistance to attachment (some call it fear of intimacy) may well be the primary resistance to therapy and to any relationship. Physical comfort is at the core of this resistance. A person who didn’t receive this in early childhood, or received it improperly (as inappropriate sexual touching) is often disgusted by it as an adult. Hugging seems like such a simple thing, but is actually very complex.

Still, this research is valuable because it confirms what we already knew, as research often does, and provides a rationale for encouraging people who seek out hugs in times of stress, if they don’t do so already. If you are stressed about your spouse, about a job interview, a final exam, or any kind of difficult situation, get a hug.

Never mind the apples. Hugs are much more likely than apples to circumvent a doctor’s visit.

<http://blogs.psychcentral.com/psychoanalysis-now/2016/02/the-psychology-of-a-hug/>

# WHAT CHILDREN NEED

Children's needs haven't changed over the last several thousand years. Their basic surviving and thriving needs are still warmth and nourishment: being kept physically warm and nourished along with socially supported and extended. Without these, human children can die or at best struggle through life a shadow of what could have been their potential. But let's look a bit deeper into this. Firstly, what is a need?

A need is something that we cannot do without, that is required to be met (most of the time) in order for us to live a reasonable life. When all of our needs are met most of the time, we have a high chance of reaching our full genetic potential. Our needs being met provides the ideal environment for us to be all that we can be.

All human beings have the potential to be confident, competent and contributing members of society – right from birth. Our one proviso is that we have certain needs which, luckily for our child selves, adult humans are intuitively programmed to meet. A baby's facial and bodily proportions are such that we adults find them "cute", inspiring us to care for these tiny beings. A baby's cry calls us to act, to meet their need. Our whole brain and body make up allows us to mirror the production of love hormones our babies are also producing such that we wish to be near them, to hold them close, to gaze into their eyes and care for them. We are well designed to meet our children's needs. So where are things going awry, with so many children's needs not being adequately met?

Since human beings have such a large capacity for rational thought, we have the ability to ignore our instincts and instead to choose another course of action. Our

biology may be calling to us to go to our young when they are crying but our logical brain areas can choose to block these messages and begin to justify why our baby will do well to be left alone. Just like with any brain functions, practice makes perfect, so the more we ignore these intuitions the better we get at ignoring them. After a while it can be difficult to access them at all.

Many of our children (and us also) have even been taught early on to ignore their instinctive understanding about themselves and others: "You're alright" children are often told when they're clearly not currently alright (though we adult-rationally know that they will be soon), and "You're not full yet, eat some more." I often notice my desire to encourage my children to override their own feelings and understandings and go along with what I believe is the case instead.

The other issue we have is confusion over what a "need" is and what a "want" is. I'm totally clear now that babies, children and adults all "need" to feel safe in order to live a full and happy life. For this to occur they must be kept physically and socially warm and nourished – this in turn supports their emotional and intellectual development. So a child who is calling for help and having no-one come is not being kept socially warm. A baby who is not being interacted with regularly and appropriately to build their pro-social skills is not being socially nourished. These are needs for us because we are an interdependent species, heavily reliant on others in our species to work together with so we can all survive and thrive together. Babies and children need at least one adult who is irrationally committed to their welfare, who is tuned into these physical and social needs and has the ability to meet them, most of the time.

A "want" is something that we can absolutely do without, even though we may not "want" to. Some wants may appear to enhance our experience of life but getting wants met will not make us better people, or reach a greater potential. As long as our needs are met, then our potential is covered. Toys are wants. Sweets are wants. Not having to deal with difficult situations for which we are responsible are wants. Pretty much all of the stuff we have in our houses are wants.

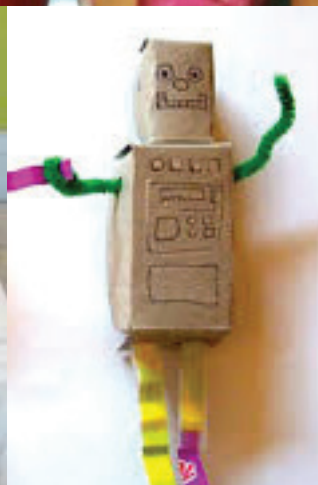
Contrary to popular belief a child doesn't "want" attention. Being the interdependent species we are, if a child is calling for attention (in whatever way they're currently trying to do this), their call is, in fact, a need. How we choose to respond to this request makes a huge difference to the child's development, particularly their appreciation of themselves and understanding of how human beings interact with each other. If the need is met effectively then there will not be any drive to repeat the call. No-one chooses to stay locked in a need for a need. They will move on and call on us for their next need. Getting wants met however does seem to result in the desire for further wants. And underlying all of this desire for more, more, more, are a series of unmet needs. Hidden. Lost amongst the confusion between rational thought and instinctive drive. Underneath any repetitive, exhausting want is an unmet need. That goes for adults as much as it does for children. The key is to uncover that need and effectively resolve it.

Let's review what children's basic needs are:

- Physical warmth – housing, clothing, protection from the elements
- Nourishing food – real food
- Social warmth – physical and emotional safety provided by at least one adult the child can rely on to be there and support them
- Social nourishment – adult/s providing the necessary physical, emotional and intellectual environment such that the child can develop their understanding of themselves, others and the wider world and build on their ability to function effectively in this interdependent world

Once every child has these needs met most of the time - wow - what a world this will be!

<http://www.childrenchange.com/>



# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 3 2016

EVENT/TRAINING	DATE	TIME & PLACE	COST (GST INCLUDED)
Full & Refresher First Aid MediTrain <i>CYF approved</i>	Saturday 13 August	Full: 8.30am – 4.30pm Refresher 8.30am – 12.30pm St Columbus Parish Centre 452 Main South Rd, Hornby	Full: \$175 Refresher: \$98
Child Development <i>How to support your anxious children</i>	Tuesday 16 August	10am – 12 noon OSCAR Network 25 Disraeli St, Addington	\$50 members \$100 non-members
Child Protection	Thursday 25 August	10am – 12 noon St Marks Cnr Vincent Place & Opawa Rd	\$50 per person
Networking Meeting	Wednesday 31 August	10am – 12 noon St Marks Cnr Vincent Place & Opawa Rd	FREE
Health & Safety	Thursday 1 September	10am – 1pm St Marks Cnr Vincent Place & Opawa Rd	\$50 members \$100 non-members
Management Training	Tuesday 13 September	10am – 12 noon OSCAR Network 25 Disraeli St, Addington	\$50 members \$100 non-members
Child Development <i>To be advised</i>	Tuesday 20 September	10am – 12 noon OSCAR Network 25 Disraeli St, Addington	\$50 members \$100 non-members

FOR TRAINING UPDATES CHECK OUT [WWW.OSCARNETWORK.ORG.NZ/TRAININGEVENTS.HTML](http://WWW.OSCARNETWORK.ORG.NZ/TRAININGEVENTS.HTML)

