

A group of children are climbing a large, thick tree trunk. One child in a red jacket and camouflage pants is hanging from a branch, looking up with an open mouth. Another child in a blue jacket and purple pants is climbing higher up. A third child in a dark blue jacket is at the bottom, looking up. The tree has many branches and green foliage.



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.

Sharon Williams
Liz Hawes
Pam Hughes
Amanda Murray

Office Hours

Monday to Friday: 9am-1pm

Network staff are available for appointments outside these hours

25 Disraeli Street
Christchurch 8240

Phone: 03 3793915
e-mail: admin@oscarnetwork.org.nz

www.oscarnetwork.org.nz

WHY KIDS WHO CLIMB TREES PERFORM BETTER IN SCHOOL

CLIMBING TREES IMPROVES COGNITIVE SKILLS!

According to new research, when we do activities that involve balancing we can actually improve our cognitive skills. The research was completed by Dr Alloway and Dr Alloway at the University of Florida and it suggests that fun play activities may have a powerful impact on children's working memory.

Balancing is a type of skill called 'proprioception'. Proprioception is really important to kids, because it is their ability to sense where their body parts are in the space around them. So, they know where each limb is without having to have a look and see! It helps to develop their motor coordination and is very important to balance.

Some proprioceptive activities include;

- Climbing a tree
- Using a balance beam
- Running barefoot
- Going over and under obstacles
- Carrying awkward items

In this research, when people spent two hours doing one of these activities, they showed improvements in their working memory. In fact, their working memory performance had increased by 50%. So, what is working memory all about? It is the type of memory



that works while we are in action. It keeps the information safe that we need while we are in the middle of an activity. Kids who experience difficulties with their working memory might struggle to follow teachers' instructions or following game rules.

Did you know that having good working memory helps kids to improve both at school and in sport?

Dr Ross Alloway thinks that "this research suggests that by doing activities that make us think, we can exercise our brains as well as our bodies,"... "This research has wide-ranging implications for everyone from kids to adults. By taking a break to do activities that are unpredictable and require us to consciously adapt our movements, we can boost our working memory to perform better in the classroom and the boardroom."

We hope that more research is done in this area that measures the specific gains in working memory for children, but in the meantime it is a good reminder to incorporate play, movement and outdoor activities into your child's schedule.

Ross G. Alloway, Tracy Packiam Alloway. (2015)

CONTENTS

- 4** DO BOYS NEED ROUGH AND TUMBLE PLAY?
- 6** LEARNING ABOUT RULES AND FAIRNESS
- 7** THE TIGHTROPE BETWEEN PRIMARY AND HIGH SCHOOL - SCARY OR SUCCESSFUL?
- 8** HOW CHILDREN USE PLAY TO MAKE SENSE OF TERRORISM
- 10** 10 REASONS WHY LAUGHING IS GOOD FOR YOU
- 12** 10 TIPS FOR PEACEFULLY WORKING WITH CHILDREN
- 13** BIOLOGICAL RELATIVITY: TIME AND THE DEVELOPING CHILD
- 14** GROWING UP WITH A PARENT WHO HAS MENTAL ILLNESS
- 15** ADVENTURE: PLAYING OUT IN TELFORD ROAD

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

Source: gerry.scappaticci / Flickr



Do Boys Need Rough and Tumble Play?

Why do boys wrestle, rough house, and play pretend fighting?

If you watch a group of boys playing outside, chances are, at some point, one boy is going to leap on top of another boy. There will be a lot of yelling and ferocious roars, but also lots of grins. Other boys will try to pull the first boy off or grab on, too, and they'll all end up in a pile on the ground. If there's an adult around, especially a woman, the odds are good that the adult will tell the boys "Stop that right now before someone gets hurt!"

How common is rough-and-tumble play?

Rough-and-tumble play, also called horseplay, rough housing, or play fighting is a common activity among children. It starts in the toddler years and becomes increasingly common until late elementary or middle school. About 60% of primary school boys say they've done play fighting, but this is not the only way boys play. Even among 11-year-old boys—the most frequent participants in rough play—it comprises only a tenth of what they do in their free time. Also, not every boy participates in rough play. About 40% of boys say they don't like play fighting, so they tend to play other games (Smith, 2010).

Telling the difference between play fighting and real fighting

Research involving showing people video recordings of boys engaged in real or play fights show that it's sometimes hard to tell these apart. Eight and eleven-year-old children were able to correctly identify the type of fighting about 85% of the time. Adult men were correct in classifying 70% if the scenes. Adult women who grew up with brothers were about as accurate as men, but women who hadn't grown up with brothers mostly thought that all of the videos involved real fighting (e.g., Conner, 1989; see summary in Pellis & Pellis, 2012).

It turns out there are very specific differences between play fighting and real fighting (Fry, 2005; Smith, 2010). In rough play, kids are smiling and having a good time; in real fights they're angry or crying. In rough play, kids take turns "attacking" and being "attacked" and they're careful not to push or hit too hard. In real fights, the kids are trying to hurt each other. In rough play, kids are smiling and having a good time; in real fights they're angry or crying. In rough play, kids take turns "attacking" and being "attacked" and they're careful not to push or hit too hard. In real fights, the kids are trying to hurt each other. Rough play often involves a whole group of kids, and they continue playing together happily afterwards. Real fights usually involve only two kids, and they don't want to be together afterwards.

The appeal of rough play

The appeal of rough play is the physical challenge of testing their strength and the exciting idea of being powerful. Among young boys, rough housing often involves

pretending to be superheroes or good guys and bad guys.

Adults, especially women who aren't personally familiar with rough play often try to stop rough-housing because they don't want anyone to get hurt. But research tells us that, overall, rough play turns into a real fight only about 1% of the time among elementary school boys (Smith, 2010).

In order to have fun with rough play, kids need to know how to do it right—to keep it light by taking turns, not being too rough, not overreacting or getting offended when there's no mean intent. Usually, it's kids who have trouble with self-control who end up causing injuries in rough play. Children who are rejected by their peers get overly aggressive in about one-fourth of rough housing episodes (Pellegrini, 1994).

Kids who get out of hand with rough housing may benefit most from "coaching" in supervised rough-and-tumble play. Intriguing research by neuroscientist Jaak Panksepp shows that giving young, hyperactive lots of opportunity to do play fighting helps them learn to inhibit their behaviour. If your child has trouble being too rough, it may help to practice play fighting with a parent. Be sure to end with the parent being gently but firmly dominant.

If you're not sure whether your kids are engaged in a play fight or a real fight, ask,

"Is everyone having fun?" If not, they need to stop. For your own peace of mind, it's fine to insist "That's an outdoor game!" You may also want to set up a code word that your kids can use to call a stop to the action. "No," "Stop," or "Don't" aren't good code words because they can be part of the play. Help your kids choose an off-topic word, such as "Bananas." When someone says the code word, everyone has to let go and move back.

During the adolescent years, play fighting becomes less innocent (Fry, 2005). From about age 11 onwards, rough play has an underlying theme of establishing a dominance hierarchy. Boys tend to challenge other boys whom they perceive as slightly weaker. If the weaker boy quickly expresses distress, the fighting becomes more playful. If he doesn't give in right away, both boys may behave in increasingly aggressive ways until there's a clear winner. Among tween and teen boys, rough play is most common in a new group, where the boys don't know each other, and it becomes less frequent once a dominance hierarchy is established. Tweens and teens need adults to act as safety railings, allowing their high-spirited play, but making sure they don't go too far and end up seriously hurting each other.

www.psychologytoday.com/blog/growing-friendships/201506/do-boys-need-rough-and-tumble-play

Source: Mighty mighty bigmac / Flickr



Learning About Rules and Fairness

HOW KIDS EXPLORE RULES THROUGH PLAY

Tamara Thomas* is talking a lot with her mum about rules these days. Recently she recounted how a playmate hadn't been following the rules and she'd told the teacher about it. "She felt she should go and tell someone, that it was a problem," says her mum, Laura. "I wasn't sure how to respond."

Kids in the middle years are often very interested in rules and fairness. When confronted by this new-found passion, you might be tempted to say, "Sometimes life isn't fair." But kids this age believe it should be, and they can be pretty upset when the fairness rule has been broken. Just try cutting your seven-year-old's birthday cake into less than perfectly equal pieces.

Play is vital to learning at this age and is about both fun and fairness. "Games with rules become part of children's play from about age six onward," says Christina Rinaldi, an associate professor of educational psychology at the University of Alberta in Edmonton. "Being fixated on the rules is completely developmentally appropriate at this age," she says. Kids are still learning how rules work and applying them quite literally.

Following the rules is not easy. Say you're playing a board game with your seven-year-old. Everyone has to roll the dice to see who gets the first turn, and it falls to someone else. "But I wanted to go first," she says.

She may have understood the rule about rolling the dice, but dealing with the disappointing outcome requires some self-regulation. It takes time and practice for kids to be able to control their emotions, pay attention and delay gratification, says Rinaldi.

**Names changed by request.*

EXPLORING RULES

Some examples of the ways in which kids explore rules and how they work at this age:

RULES CAN BE CHANGED

Imagine a gang of first-graders playing duck, duck, goose, when one of the players runs backwards when it's his turn. Some of the children will know this is wrong and may be so thrown that they'll leave the game. Others might laugh and decide that everyone has to run backwards. But this change in the rules will cause a few to complain: "That's not the way to play it!" "Temperament is a big factor here," says Rinaldi. Someone who has difficulty with change will find this upsetting, while an easygoing child will be more flexible and able to move on.

RULES CAN BE BROKEN

You're waiting on the subway platform and your six-year-old notices people standing past the dotted 'Do not cross' line. "We're not supposed to do that," he says. "They shouldn't be there."

At this age, skills like negotiation, justification and rationalization are continuing to develop, says Rinaldi. "Kids are learning how rules are applied beyond their own personal world." You might say, "It's important that you follow the safety rules, even if other people break them."

RULES CAN BE CREATED

Your seven-year-old daughter and her friend are playing with animal figures. "How 'bout the pig is a dog," one suggests. "OK, but how 'bout all the animals are dogs and they're chasing the people," the other says. "OK, but this girl is in the barn and they can't get her. The barn is the safety zone..."

Child's play at this stage can still include make-believe, says Rinaldi, but it's more structured — there are more rules. So much

so, in fact, that if you tune in you're likely to hear more making and remaking of rules than actual playing. They're trying to make sense of the game, says Rinaldi, so that they can follow the rules. "And they're also learning to take the other person's perspective. So there's quite a bit of give-and-take."

How should you respond to a child who's upset because someone broke the rules? Help him calm down first, says Rinaldi. Then let him explain what's bothering him and acknowledge his feelings: "You didn't get to have your turn when you should have." You may decide to go back and explain the rules. Your goal is to help him either succeed in playing by the rules or to adapt to a change.

As Thomas sees it, learning to follow rules and treat each other fairly is an important life lesson: "We want Tamara to know that fairness goes beyond making sure everyone gets their share so that you get your share too. When things are fair, or shared equally, everyone's doing well."

FAIR PLAY

Team sports help kids learn to play by the rules. But there's a long tradition of children's games that you can draw on to encourage fair play:

TABLE GAMES

- junior versions of Scrabble, Boggle or Bingo
- memory games like Concentration
- strategy games like checkers and Chinese checkers
- card games like Uno
- word games like hangman

GROUP GAMES

- tag and variations like frozen tag
- capture the flag
- hide-and-seek
- Mother, May I?
- Simon Says
- Red Light, Green Light

Check out [gameskidsplay.net](http://www.gameskidsplay.net) for group game suggestions and rules. If you're looking for table games, [mastermindtoys.com](http://www.mastermindtoys.com) has games listed by age.

http://www.today'sparent.com/article.jsp?content=20090316_160507_6544

THE TIGHTROPE BETWEEN PRIMARY AND HIGH SCHOOL – SCARY OR SUCCESSFUL?

It's about this time of year when Year 8 students start thinking about high school next year. By now, many parents will have decided which secondary school their son or daughter will attend, and the kids themselves are already feeling 'done' with primary school.

Attitudes and behaviours are changing.... and "Boring!" becomes the key word of the Year 8 student – they are ready to take on a whole new set of challenges at high school. But are high schools ready for them?!

Potential disengagement from school starts not in Year 9 but now, in Year 6. What are schools doing about it? 'Orientation' is an event, whereas 'transition' is a process... and I have worked with students in senior years who I believe are STILL transitioning into responsible, resilient, motivated young adults.

This particular transition coincides with massive physical, social emotional and cognitive growth and development. The adolescent brain is undergoing huge reconstruction, and the tendency towards impulsive behaviour and the expression of 'odd' attitudes can be confronting for both teachers and parents alike.

Adolescents in this age group vacillate between extremes of emotions; progressions and regressions in thinking and learning; swings between self-centredness and altruism; between dependence and independence; and between social behaviour and isolation (Arnold, 2000).

There obviously needs to be more discussion between primary and secondary teachers. A common response to this is, "But what happens when we formulate a great transition program between us and our feeder secondary school, and then half the kids go off to different schools?" It doesn't matter! If we consider transition as a process and prepare our kids for the personal, rather than academic, changes they will encounter in secondary school, it doesn't matter which school they attend.

This is all about supporting the student in developing an understanding of the five R's of Relationships, Relevance, Rigour, Responsibility, and Resilience... not just the three R's of reading, writing and 'rithmetic! Research has identified these five R's as essential for long-term student engagement and well-being. So, regardless of which secondary school a student may attend, it is critical for teachers to reflect on how they can provide opportunities in the classroom to help students develop these skills... starting in primary school!

Firstly, we need to develop an in-depth understanding of what makes this age group 'tick'. If we understand them, we are a long way towards engaging them in the classroom.

Here are a few key points we need to consider when preparing our students for high school... and life:

- Relationships are critical to this age group – new high schoolers are more interested in how they 'fit' than how much they know. Peer relationships are uppermost in their minds, but role models, mentors, relationships with trusted adults are also what they seek. They don't need adult friends, they need mutual trust and respect from us as teachers, year advisers, counsellors. They need to earn our trust and we need to earn theirs. (DET Vic, 1999)
- "When am I EVER going to need to know this!" – sound familiar? Kids look for relevance; something that sits with their sense of reality beyond the classroom. As teachers we need to frame the teaching and the learning in a real world context – not always easy. If we can engage students as co-participants in their learning... not just us telling them what to do, the results can be amazing (Pendegast & Bahr, 2005).
- One of the biggest complaints of early high schoolers is that their initial excitement at the prospect of being challenged by new, "harder" work is quickly replaced by disappointment. Because Yr 9 teachers may not yet know the capacity of their

students, the inevitable 'dumbing down' and 'revising' of material already covered in primary school immediately undercuts the challenge of high school learning, and establishes low expectations and potential disengagement. We need to be rigorous and challenge our students; and have realistic and transparent expectations of the standard and quality of work we will accept. We are doing students no favours by having low expectations. (Lillico, 2006; Galloway et al, 1998).

- Responsibility is not only key to success at school, but to life in general! The PEEL Project, started in Victoria in 1985, implemented hundreds of proformas, rubrics and strategies for teachers to support independent, self-regulated learners. One of the most important developmental tasks for adolescents is to learn how to take responsibility for decisions, actions and consequences (Mitchell, Mitchell and McKinnon, 2001). In terms of personal responsibility, research suggests that increased anxiety, confusion and decreased motivation are direct responses to the stripping of responsibilities from incoming Yr 9 students. We need to provide not only opportunities for responsible learning, but also for increased leadership roles on entry to high school.
- The 'gold star for everything' approach in schools does NOT support resilience. Student resilience levels decline from Yr 5 to Yr 9 (Krause et al, 2003) for a variety of reasons. We need to offer well-scaffolded academic and non-academic tasks to build self-esteem and self-efficacy. Promoting goal setting, open communication and recognising individual learning styles and learning differences are all ways we can support students to develop resilience.

Transition from primary to secondary school is a significant process... some kids handle it better than others. We have a high level of responsibility to provide the kinds of learning experiences that will not only assist them in their learning, but also to become resilient, responsible adults ready to take their place in the world. What we do (or don't do) now will affect these young people for a long time to come – both academically and, more importantly, personally.

Angie Wilcock
High Hopes Educational Services

As Albert Einstein once said: “Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.”



How children use play to make sense of terrorism

Lizzie Enfield

‘That’s nice. Was it a Christmas present?’ I asked my friend’s five-year-old son. He was sitting on the floor of her living room surrounded by Lego, putting the finishing touches to a carefully created scene. At its centre was the Eiffel Tower, part of a Lego set from Santa. Around the tower he was arranging figures from other sets. Most are lying on the ground, some missing heads (not unusual for Lego), others doubled up, as if in pain, and at the centre a figure I recognised brandishing a gun. It was the robber from the Lego bank robbery set. I asked if this

was a robbery. “No,” the boy replied. “It’s the Paris shootings.”

The Paris attacks may be behind us but, in the wake of the attack in Nice and the atrocities at Istanbul’s Ataturk airport, the Brussels Metro and Orlando’s Pulse nightclub, the threat of terrorism looms large enough to have entered very young children’s consciousness. But how does this affect them? Should we try to protect them from the realities of the world or let them deal with it in their own way?

This is not the first time I have seen scenes from the news re-enacted on a living room floor with toy bricks. Like just about everyone else in the world, in the week after 11 September 2001, I watched the plane assaults on the twin towers of the World Trade Centre – repeatedly on the news. Thereafter, I watched my daughter build replica towers in Lego and then knock them down with a makeshift multi-coloured brick-block aeroplane.

Initially, I worried about the impact the tragedy and the pictures she had seen were having but then I realised she was only doing what children have always done – expressing her feelings about what was going on in the world through play.

“Because cognitive ability is often ahead of language development, children typically share their experiences and cope with associated feelings through indirect

methods of communication, such as art and play,” says Brian McCarty, an American photographer whose project War-Toys is a work-in-progress photo essay that seeks to explore war from the perspective of children living in its day-to-day reality.

“The inherent desire to create – whether on paper or in scenarios with toys – is universal to us all. For this reason, play is an invaluable tool for communication. Children learn how to process complicated feelings through a playful filter and explore tough questions in a language that is easier for them to understand.”

McCarty has worked alongside art therapists with children from Iraq, Gaza, Syria and Lebanon who have been affected by conflict. In effect, they become art directors for his photographs, using locally found toys, placed and posed in actual locations to recreate shared fears and witnessed events. Through this process they have shared accounts of barrel bombs destroying schools, soldiers shooting children and even the torture and likely rape of young girls, a process that McCarty stresses is only the very start of dealing with some of the traumas these children have experienced as a result.

Of course the impact of the images that children in the west see daily, especially since the advent of social media, are nothing compared with the reality of living through war. Yet, for both sets of youngsters, play is a way of expressing feelings about and trying to make sense of what goes on in the wider world.

As a child I remember happily building nuclear fallout shelters behind the sofa, with the aid of a rug and couple of coffee tables, then retreating to eat biscuits until I judged it safe to come out. I later moved on to “spying” and ridding the world of the nuclear threat by stealing the Russians’ “nuclear capability”. It all made life feel a little safer.

And while the world and the threats it poses may change, children everywhere continue to try to solve its problems through imaginative games.

My cousins’ sons, aged six and eight, involved themselves recently in what appeared to be an elaborate game of hide and seek. In fact, what they were doing turned out to be a self-styled game of “escape from Boko Haram”. “I’d talked to them about young boys being kidnapped and forced to serve as child soldiers, after we’d seen a report on the news,” their father said. “Their response was to work out a way in which if they ever found themselves in a similar situation, they would escape. So what could have been very frightening – the idea that gunmen might burst into the classroom and seize you at gunpoint – became something they found a way of rationalising.”

“A lot of parents are anxious about their children watching the news and the impact it might have on them,” says Lynette Fry, an educational psychologist. “But they need to know what’s going on and find ways of exploring the issues and the dangers they perceive to be out there. In normal circumstances, role play helps children put things in perspective.”

Where I live, toy weapons are banned from playgrounds and toy boxes, and the only boys I know who regularly play soldiers transport their arsenal of weapons in wheeled suitcases, lest other parents begin tutting disapproval.

Parents, more often than not, fear that violent games will lead to violent behaviour, and yet this anxiety is relatively new. Children have played at war for as long as adults have waged it: from stick-fashioned-swords to board games such as Risk or computer-simulated action ones. Play provides a way to explore the darker side of humanity without children behaving badly themselves and forces them to explore the consequences of their actions.

While there is some evidence to show that computer games such as Call of Duty are associated with an increase in aggressive behaviour, there is little to link mock playground battles with violent behaviour outside of it. Indeed, it struck me as I sat around the dinner table one evening with a bunch of adults intent on, vociferously,

trying to put the world to rights, that these playground battles are merely a different, arguably slightly less evolved way, of doing the same thing. Grownups weigh in with our opinions and assertions, kids take imaginary sides and explore the various outcomes through play.

Even in war zones, children still play war games. In East Jerusalem, McCarty noticed that the most popular toys on the market were plastic toy guns. “Sadly, to many of them, guns and violence are everyday things and war factors heavily into play. However, the ones who have witnessed more than the casual violence happening around them tend to view it as something their toys need protection from rather than something they want to actively engage them in.”

According to Fry, the repetitive patterns that children display while they are playing often bring about developments that bring about some sort of resolution or more positive outcome. This rang true for my friend’s son with his Parisian Lego scene. By the time his mother and I had finished having coffee, the scene had evolved several times over. After the initial carnage, fire crews and Lego ambulance crew were called to the scene and eventually Star Wars special fighters flown in to rescue the victims and whisk them off to another planet where “everything will be OK”. He had found a solution to the terrorist threat – an impractical one, perhaps, but an imaginative one that seemed to provide him with the reassurance he needed that his world was still safe and secure.

WAR-TOYS is an ongoing, not-for-profit photo series by Brian McCarty. Since 2011, Brian has been traveling to war zones and refugee camps to collaborate with children who have been affected by armed conflict.

Drawings and spoken accounts - gathered through art-based interviews - serve as art direction for Brian’s photographs of locally found toys, placed and posed at locations known to the children.

The project uses principles and practices of expressive art therapy to safely gather and articulate children’s unseen accounts of war.

<http://wartoysproject.com/>

<https://www.theguardian.com/lifeandstyle/2016/jul/16/how-children-use-play-to-make-sense-of-terrorism>

NEUROSCIENCE

10 REASONS WHY LAUGHING IS GOOD FOR YOU

BY MELANIE WINDERLICH

Have you ever had that exhausted feeling after a good laugh? You know, the one where your side hurts, your eyes water, you can't catch your breath and your body's totally spent. It feels like you've just finished a two-hour session at the gym. Laughter and exercise may share more in common than you think -- most notably, both can boost your health. Sure, you know about the infinite benefits of an active lifestyle, but did you know that laughter can support the immune system, improve blood pressure, stimulate the organs and reduce pain? Let's not get ahead of ourselves -- watching funny movies all the time won't lead to perfect health (in fact, being a couch potato will do more harm than good), but remembering that laughter has powerful benefits should get you smiling. In fact, psychoneuroimmunology is a field of research dedicated to deciphering the relationship between human behaviour (in this case, laughing) and the mind, and how it affects the immune system [source: *Cousins Center for Psychoneuroimmunology*].

Trying to prove the beneficial effects of laughter is tough since everyone defines and reacts to humour differently, and the physical responses based on laughter can mimic similar behaviours, like talking or screaming. Also, the subject of laughter as medicine hasn't elicited many large-scale studies thus far [source: *Pattillo and Itano*]. However, existing research gives us hope that our old knock-knock jokes aren't just making people feel better; they actually are making them better. Let's look at some of the ways in which laughter really is the best medicine.

10: IT DECREASES STRESS

It's hard to worry about that big test after seeing your cousin fall head first into the cream pie on your kitchen counter. While you roll on the floor in hysterics, the only thing you're stressed about is what's for dessert. Levels of stress hormones like cortisol and epinephrine tend to decrease during bouts of laughter [sources: *Brain, Pattillo and Itano*]. These hormones can suppress the immune system, opening the floodgates to a host of infections, illnesses and

general poor health. One study found that laughter helped reduce stress and improve immune function -- or natural killer (NK) cell activity -- an indication that laughter may be an extremely beneficial addition to treatments for cancer and HIV patients [source: Bennett et al]. NK cells are a type of white blood cell that attacks tumour cells and those infected with virus. Physical and emotional stress can also throw prolactin, insulin, thyroid and other hormones out of whack. Again, the inconsistent production and release of various hormones may have an immunological effect on the body. So the next time you're feeling stressed after reading about what's going on in the world, flip the newspaper to the comics and lighten the mood. Next up, see how laughter can help you through a difficult situation.

9: IT HELPS COPING SKILLS

Life is out of our control, and that feeling of helplessness can be very scary and stressful. A negative prognosis, the loss of a job and even a breakdown on the highway are sudden, and usually unwelcome, events that we rarely can prepare for. Laughter is a good way to cope with life's unexpected curveballs and help us get over the shock. Though we can't control what happens in life, we can control the way we react to these events. Responding with laughter can protect the mind, body and spirit and put other people at ease. A bleak situation, such as a death in the family, doesn't seem as daunting or hopeless when there's laughter in the room.

8: IT IMPROVES BLOOD PRESSURE AND FLOW

When it comes to cardiac health, seriousness may be, well, as serious as a heart attack. That's because laughter has been shown to lower or balance blood pressure and increase vascular blood flow [sources: *Brain, Pattillo and Itano*]. By reviving blood circulation and increasing oxygenation of the blood, laughter may be a powerful ally in the fight against heart disease. The University of Maryland conducted a study linking laughter to cardiovascular health. The results indicated that laughter

seemed to cause the endothelium, tissue that composes the lining of blood vessels, to expand, allowing for better blood flow [source: University of Maryland]. Because the endothelium plays an important part in the fight against atherosclerosis (thickening of the arteries), it's crucial to pay attention to these cells. No one's suggesting that heart disease patients should use comedy clubs in lieu of medication, but laughter can have some astounding therapeutic results on cardiovascular health. Finding something to laugh about may help a patient's heart as well as his soul.

7: IT PROVIDES A BURST OF EXERCISE

The next time you're at the gym; don't be afraid to chuckle at the person wearing a leotard circa 1983. After you've made sure the '80s exerciser can't hear you, release the giggles - laughter can offer a burst of aerobic exercise. According to researchers, laughing 100 times is equivalent to 10 minutes on a rowing machine or 15 minutes on the stationary bicycle [source: *Godfrey*]. And the best part is that you don't need to break a sweat in order to have really good laugh! Besides the spurt of internal energy, laughter can momentarily clear the respiratory system. Just like with exercise, people tend to take deep breaths in and out during heavy laughter, which helps unclog airways and enhances inhalation and oxygen intake [source: *Pattillo and Itano*]. No wonder your body feels exhausted after a night spent LOLing.

Let's Go Clubbing!

Get a group of people together and start yukking it up, and you've created a laughter club (also known as a laughter yoga club). Members meet to practice laughter yoga techniques, which are believed to help many people deal with physical (migraine, pain) and psychological (depression, anxiety) issues [source: *Laughter Yoga International*].

6: IT IMPACTS BLOOD SUGAR LEVELS

When you get a case of the giggles, your doctor may thank you. That's because in a few small studies, researchers discovered that laughing may positively affect blood glucose (sugar) levels. In the study, people with type 2 diabetes and those without the disease ate a meal, and then attended a boring lecture; the next day, the subjects again ate the same meal, but then joined a comedy

show audience. The subjects recorded that blood glucose levels didn't increase after the meal for the diabetic patients at the comedy show. Researchers haven't pinpointed the exact cause -- perhaps laughter impacts the neuroendocrine system and restrains blood sugar levels from spiking, or it may cause the acceleration of glucose use by muscle motion [source: Hayashi et al].

Another study tracked the effect of long-term laughter therapy on the renin-angiotensin system (regulates blood pressure) in subjects with type 2 diabetes. Most notably, plasma renin levels dropped dramatically, an indicator that laughter may help diabetics avoid microvascular-related complications [source: Nasir et al].

5: IT MANAGES PAIN

Laughter may be one of the best natural pain relievers around -- it's effective, free and available everywhere. You don't even need a prescription! OK, so the idea of laughing hysterically might not pop into your head if you've just fallen off the roof or accidentally sliced your hand open, but it can help. Laughter eases fear and anger, allowing us to deal better with a bad situation. Also, it may increase our tolerance for pain by releasing endorphins (peptides that offer a feeling of well-being and help with pain management) [source: Pattillo and Itano]. In fact, laughter may serve as the perfect distraction when dealing with a painful situation. The good feelings triggered by laughter may stick around a little longer even after the pain has subsided. So the next time you smack your funny bone against the corner of a table, just tell yourself it's your elbow's attempt at stand-up and laugh.

Anatomy of an Illness

Norman Cousins, a patient suffering from a painful, debilitating disease, found that using laughter as part of his treatment offered relief (even if temporary) from crippling symptoms. He published these observations in his autobiography, "Anatomy of an Illness," in 1979. It became one of the first books featuring a patient advocating for his own health.

4: IT BOOSTS YOUR SOCIAL SKILLS

There's a reason why when you laugh, the world laughs with you, but when you weep, you weep all by yourself. That's because no one wants to hang around with a Debbie Downer who has nothing positive to say.

Finding the humour in life and being able to laugh at it will only improve your social skills. Many scientists believe laughter allows humans to connect, bond and communicate with each other. The more comfortable you feel with someone else, the easier it becomes to laugh. In fact, leading researchers believe people are 30 times more likely to laugh in social settings than if they were alone [sources: Brain, Recker]. If you travel to another country and don't speak the language, laughter is a universal means of communication. For example, an online video of a guy tripping down a staircase may be funny regardless of nationality, culture or language. Laughter is a great way to break the ice in a group setting and include everyone in the fun [source: Recker].

3: IT REDUCES AGGRESSION

Your friends Mark and Mandy just ended their relationship, and all three of you are going to dinner for the first time since the big breakup. The tension at the table is undeniable, so you do the first thing that pops into your mind: Tell a joke. Laughter is the hypothetical knife that cuts tension from a room, allowing you to relax. You become calmer and less aggressive, which may help you form clearer perspectives about what's actually going on around you. In one study, students who watched a funny video in their classroom responded with lower levels of aggression in tense situations [source: Recker]. Releasing negative emotions, like aggression, fear or anger, in a positive way through laughter provides important psychological benefits. Laughter also relaxes muscles, which can help reduce stress and offer some relief for people dealing with spasm-related muscle pain. This is part of the reason why some doctors and nurses tell jokes right before giving shots -- they're trying to relax patients so they don't tighten their muscles in anticipation of the injection [source: McGhee].

Stop Clowning Around, Doc!

Clown doctors offer a lighter side to health care. Most of these "doctors" are professionally trained entertainers who work with medical staff to ease the fears of patients (mostly children) and help families cope with serious illnesses and treatments [source: The Humour Foundation].

2: IT ENERGIZES ORGANS

As we mentioned earlier, laughter improves blood flow, suppresses stress hormones and gives you a burst of exercise. In other words,

laughter sends a wake-up call to the heart, brain and lungs and stimulates these organs into action.

For example, let's take the lungs. Remember when you watched "The Aristocrats" for the first time? You could barely catch your breath because of all your chuckling (and eventual snorting). This change in normal breathing patterns eventually can lead to coughing or hiccupping, which helps to loosen mucus and clear airways [source: Brain]. Heart disease may not seem like a laughing matter, but laughter is a great addition to any treatment plan. Blood pressure and circulation benefit from a hearty sense of humour, and your body will experience a boost of aerobic activity each time you guffaw. Laughter is even believed to aid in digestion [source: Pattillo and Itano]. Some laughter yoga enthusiasts believe this type of therapy can help with symptoms related to conditions like irritable bowel syndrome and diverticulosis.

1: IT BOOSTS THE IMMUNE SYSTEM

One of the best reasons to start laughing has to do with your immune system. Perhaps laughter will one day join the ranks of immune-boosting staples like multivitamins and antibacterial hand soap. Decreasing stress hormones, improving circulation and oxygen intake, and releasing negative emotions can boost your immunological responses and keep you healthy.

For example, laughter has been shown to increase levels of salivary immunoglobulin A (IgA), an important antibody that fights bacteria and infections, especially those in the respiratory system [sources: Brain, Pattillo and Itano].

Laughter keeps the stress hormones under control and brings in the big guns when it comes to immune response. NK cells are able to do what they do best - attack potentially cancerous and infected cells. Other white blood cells that seem to respond positively to laughter are lymphocytes, which originate in bone marrow and include B cells (to fight infections) and T cells (to attack viruses and manage immune responses) [sources: National Cancer Institute, Pattillo and Itano]. Interferon-gamma levels have also been shown to increase with laughter (interferons assist immunological responsiveness and deter tumour growth) [source: National Cancer Institute].

10 TIPS FOR PEACEFULLY WORKING WITH CHILDREN

It takes regulating ourselves. It takes patience. Sometimes you really can't help a child with her emotions because you have 20 more who need you. And as every teacher knows, what happens at home will always affect the child's behaviour at school. But all humans respond to respect. And even very young children love to contribute to the group and to find solutions to problems.

1. CHILDREN FOLLOW OUR LEAD. If we get anxious and raise our voice, so will they. If we communicate with our calm that it's not an emergency and we will figure things out together, they will learn emotional regulation more quickly. If we apologize when we make mistakes, they'll learn to do the same. If we treat them with respect and empathy, they'll treat others with respect and empathy.

2. CHILDREN RESPOND TO CONNECTION. Children are designed to orient themselves around their parents. When kids come to the programme, they look for an adult to follow. To be the adult a child wants to follow, connect warmly to that child. When she gets dysregulated, start by connecting with her to restore safety to the situation. Sometimes, that's all a child needs to pull herself together.

3. CHILDREN RESPOND BETTER TO COACHING THAN TO CONTROL. All humans resist being pushed around, and children are no exception. But children are very interested in questions of fairness (as any parent of more than one child can attest!) So why not talk to 5 year olds about what rules the programme needs, and why? Don't worry, they won't advocate a free for all. In fact, kids will usually offer many more rules than you will think are necessary. But when children are involved in making the rules, they're much more likely to "own" and follow them. Write and post the agreed-upon rules (keeping them to a minimum), point to them as necessary as you remind children of them, and be open to helping children add new rules as the need develops.

4. PREVENTIVE MAINTENANCE PREVENTS BREAKDOWNS. Since you can't just drop everything and respond to a child who is having a breakdown, it's critical to build in preventive maintenance. When you can, respond with

empathy to what each child expresses. Be sure you connect with each child daily, even for just a short time. If you see trouble brewing, try to address it BEFORE the child gets dysregulated by connecting with him and listening to what he's upset about. Remember that laughter and silliness can often diffuse a situation that's getting tense. In fact, after children get a chance to laugh out loud, it reduces the stress hormones circulating in their blood streams and helps them settle down and cooperate.

5. EMPATHY CAN BE A MAGIC WAND. "I often do pull-outs to work with children one-on-one or in small groups. I've found that connecting by listening to the children's various "complaints" or worries (about any old thing that is bothering them) for a dedicated 5 minutes before we start works wonders!!! Once they've unloaded they're much more ready to focus. I almost never offer advice or solve problems, but just listen with empathy. I often say, 'Boy, that doesn't sound fair,' and it's almost a silver bullet." - Christy

6. CHILDREN HAVE A REASON FOR WHAT THEY DO. It may not be a good reason, but if we want to change behaviour, it helps to understand that the child isn't just trying to drive us crazy. So while it's unacceptable for a child to hum loudly as he works, kick the desk in front of him, or push the child behind him in line, he has a reason. (Maybe the humming helps him focus, he kicks the desk because he has so much pent-up energy, and the child behind was standing too close for his comfort.) Of course, you need to set limits to keep all the children in your class safe and focused. But understanding that the child has a reason will help you set the limit in a way the child is more likely to follow.

7. CHILDREN WANT A CHANCE TO REPAIR INFRACTIONS. Talk to the group about how to repair mistakes. When a child hurts another child, what's the best way to repair that relationship? Punish the child who did the hurting? Help that child make amends? Facilitate a discussion so that both children can learn to express their needs without attacking the other child? You'll learn a lot from hearing the children talk about this. And you'll end up with a protocol

to help prevent and address altercations, one that doesn't include punishment.

8. WHEN CHILDREN GET DYSREGULATED, THEY NEED A CHANCE TO RESTORE THEIR EQUILIBRIUM. Putting children in timeout makes them feel bad about themselves, and doesn't help them regulate themselves the next time. Instead, try helping kids learn to monitor their own emotions and self-regulate with a "Cozy Corner." Instead of a shaming place like the timeout chair, make it a positive space that the children enjoy, and can take themselves to when they need to "find their calm place" inside. Practice in class "finding your calm place" and get the kids talking about what helps them. When a child is upset, listen, empathize, and help her feel connected. Then, ask her if it would help her to take a few minutes in the Cozy Corner to feel better. If you need to have a conversation with her about what she might choose to do differently next time, wait until she's out of the Cozy Corner and feeling better.

9. WHEN CHILDREN'S NEEDS ARE MET, THEY'RE READY TO COOPERATE. Most "misbehaviour" results from a child's needs not being met. For instance, a child who acts out in line might get dysregulated with transitions, so he needs to hold the teacher's hand as the line leaves the classroom. A child who finds it hard to say goodbye to parents and responds by starting trouble might need a special job near the leader so he can connect and feel valued as he begins his school day. All children need to move, often, and it can be very hard for some kids to sit still and focus for long without activity. It can be tough to figure out what a child needs in a given situation, but if we watch and listen, children will often tell us. And our commitment to supporting the child to meet his needs in a healthier way may get him on track for the rest of his life.

10. CHILDREN LIVE UP - OR DOWN - TO OUR EXPECTATIONS. Children see themselves reflected in our eyes, and they assume we're right about who they are. Most adults have a story about a teacher who made a big difference in our lives. Invariably, that teacher believed in us, and helped us live up to our potential. Believing in a child may be the greatest gift we can give them.

Adapted from <http://www.ahaparenting.com/BlogRetrieve.aspx?PostID=469979&A=SearchResult&SearchID=9900042&ObjectID=469979&ObjectType=55>

BIOLOGICAL RELATIVITY:

TIME AND THE DEVELOPING CHILD

BY BRUCE D. PERRY, M.D., PH.D.

INTRODUCTION

We are time-bound creatures. We have a beginning and an end. Within these boundaries, time passes at a constant rate - the hour of our birth is as long as the hour of our death. Yet while time is constant, we are not. Hours in infancy have more power to shape us than months in middle age. The relative impact of time - time lost or time invested - is greatest early in life. Indeed, humanity was created in childhood.

This is so because of biological relativity. In brief, a biological system is influenced by any experience (a time-limited event) relative to the rate of change in that system. The power of time and experience, therefore, is increased in rapidly changing systems. For humans, the greatest rate of change is during development and, of all of the body's systems, the most dynamic, complex and rapidly changing is the brain. This remarkable organ is comprised of 100 billion neurons, each forming up to hundreds of synaptic connections with other neurons. Chains of neurons form complex functional networks that, ultimately, allow us to walk, talk and think - to create, laugh, love - to envy, hate, and even kill. The properties of the human brain allow us humanity.

Democratic government, complex economies, astounding technologies and social justice are not inevitable genetic manifestations of the human brain; rather they are the distilled products of thousands of generations of experience. The brain has the amazing capacity to store, categorize, process, modify and pass elements from experience to the next generation. It is in this sociocultural distillate - the collective memory of family, community and culture - that an individual child grows. And it is the developing brain's malleability that allows the experiences of many generations to be absorbed in a single lifetime. Yet this capacity to absorb the sociocultural distillate of the family and community decreases during the life span. The relative impact of experience on the individual, and thereby, on society, is

greatest in early childhood.

In childhood, time and experience are magnified, amplified and empowered by the opportunity to express our genetic potential - or not. The young child's undeveloped brain organizes in a "use-dependent" way, mirroring the pattern, timing, nature, frequency, and quality of experience. By age three, the brain is 90 percent adult size and the emotional, behavioural, cognitive and social foundation for the rest of life is in place. During early childhood, the organizing neural networks that are developing require touch, sight, sound, smell and movement in order to develop normally. Absent experiences of sufficient duration or quality, some of the genetic potential of the individual will be lost. An infant born in a hunter-gatherer clan 20,000 years ago had the genetic potential to read and write, to play piano, use a joy-stick and understand the double-helix of DNA. Instead, he learned to distinguish between two- and five-day-old antelope tracks, to throw a stick with incredible precision, to read the visual-spatial cues of terrain.

In another example, even Mozart could not have composed had he never heard music. More important, Mozart could not have composed had he never heard music in the first years of his life. Our hunter-gatherer infant would transition to the modern world with no problem, while the hunter-gatherer adult would never make the adjustment. Once developed - once organized - the brain is much harder to modify. At birth, we have a broad potential. For the next few years this potential is narrowed, focused and refined so that the brain expresses the capabilities that are most adaptive for the environment it has perceived. Childhood experiences, therefore, create the person. These organizing childhood experiences can be consistent, nurturing, structured and enriched, resulting in flexible, responsible, empathic and creative adults. Conversely, neglect, chaos, violence and threat create impulsive, aggressive, remorseless and anti-social individuals.

An appreciation of biological relativity and the crucial organizing power of childhood experience have never been more important to our species. Human groups — family, clan, society - are, after all, dynamic interdependent biological units. The rate of change in these groups has been increasing

dramatically. Indeed, sociocultural evolution has been accelerating so fast that humankind has changed more in the last two thousand years than in the previous 90,000 - and more in the last two hundred years than in the previous two thousand. Humankind now lives in such a dynamic, human-modified world that in some areas (e.g., transportation, and communications) more change takes place in a single lifetime than in the previous thousand generations! We are now more vulnerable to time.

The implications of this are sobering. We are changing so rapidly that the structures of our families, social systems and communities are not stable from generation to generation. At the same time, the collective experience of our culture(s), the sociocultural distillate, carried in the myths, values, belief systems, child-rearing practices, language, literature, laws, history, arts and science are expanding explosively. Our modern society must face the difficult choices of what we value and pass on. What elements of our history (social or military), what language we speak in schools (Spanish or English), what belief systems (lying is ok sometimes), what skills (football or dance) - what is so important that we mandate instruction (driving a car or child rearing). And more important, how do we divide these responsibilities among the adults in a child's life - parents, grandparents, neighbours, childcare workers, teachers. How should our modern society create and support stable systems to protect, nurture, educate, and enrich our children? More than anything, we must recognize that early childhood is not a passive time. It is, in fact, the most crucial time in the life of an individual - and, thereby, in the life of a society. This generation must understand biological relativism and its most obvious message: to improve society, improve the lives of children.

Time is short. Our world is rapidly changing. Thoughtful dialogue about our society's values, beliefs and child-rearing practices must take place now. The choices we make will have profound impact on the trajectory of our society - and our species. If we choose well, untapped potentials will emerge. If we remain passive and let the momentum of our dissolving social structures sweep us into the next generation, we lose the creativity and productivity of millions of children. And we lose our future.

Growing up with a parent who has mental illness

BY KELLY POPE RESEARCH REFLECTION JUNE 2016

This month I have started a new role as a child support worker at the Caroline Reid Service at Stepping Stone Trust, which works long term with families where a parent's mental illness makes family life challenging. Most of the time this means catching up with some of the most awesome kids and teenagers ever, eating ice-cream and chatting about life. No doubt it will also mean being a supportive shoulder to lean on when things are tough.

Something that has struck me, three weeks into the job, is how many of the children and teens we get to spend time with are such bubbly, happy, easy going, well-rounded kids. This personal experience has stood out as a bright light against the backdrop of much of the research which takes a deficits approach to children whose parents have mental illness, looking particularly at the issues that can occur in parent-child attachment, the family discord that children can be exposed to, and their own vulnerability to developing mental health issues later in life. Also in this bleak background are low rates of mental health services acknowledging people's roles as parents, and concerning statistics around the disproportional child custody issues faced by parents with mental illness which a current research project in Canterbury aims to explore and address.

As someone who has personally experienced mental illness and can't wait to have a family of my own in the future, I have a vested interest in this topic. Questions which might be of academic or professional interest to some, are of immense personal significance to me, and to the other 16% of New Zealanders who have received a diagnosis of mental illness at some point in their lives. Are kids always negatively impacted by parental mental illness? Are there positives that come

from being brought up by parents with unique experiences or outlooks on the world? What things can parents and professionals do to tip the balance towards the positives?

An area of research that begins to answer some of these questions and shines an evidence-based torch into the night, is resilience theory. Resilience theory holds that in spite of barriers, success can persist – kids who face vulnerability to poor social outcomes or their own mental ill health can come through unscathed and indeed thriving. With regards to parental mental illness, resilience really took off as an area of research after inconsistencies in research around children's health outcomes meant it was hard to see from research just what impact parental mental illness was having – there didn't seem to be a consistent negative impact on children.

A summary of the research into children living with a parent with mental illness discusses the way that both individual characteristics such as compassion, knowledge about the illness, and ability to see themselves as their own person outside of their parent's mental illness, as well as external factors such as having a reliable adult in their lives can increase resilience. The good news from this is that many of these factors are things that people have some control over, whether it means providing child-friendly information to people's kids if you're a mental health professional or helping your children develop their own interests, skills and friend groups if you're a parent who experiences distress. Everyone can help make sure that children have a reliable adult in their lives, and that they know how amazing they are.

Another research article which I've found especially interesting has been a qualitative

study by Nicola Cogan, Sheila Riddell and Gillian Mayes "The Understanding and Experience of Children Affected by Parental Mental Health Problems". While resilience research frames parental mental illness as a negative that children with the right attributes and support can transcend, some of the findings of this qualitative study show that having a parent with mental illness can actually be a good thing in and of itself when it comes to kids' attitudes and acceptance of others.

Compared to the group of children in the study who had parents without mental illness, the group that did used much more sympathetic language when talking about mental health problems like "bad days" "sadness" "illness" and "depression". The comparison group tended to use more stigmatising language like "crazy" and "odd" and had mostly found out about mental illness from media such as television, whereas those with family experience had learnt about mental illness from their parents and older siblings. All the children taking part in the study felt that mental health problems were caused by social or environmental factors, like isolation or childhood trauma. However, kids with family experience were more likely to also have a medical understanding of the illness, and those without family experience were more likely to consider mental illness to arise from weakness or personality deficits. This research shows that "the power of contact" is relevant to children too when thinking about challenging stigma and discrimination, and that children from families where mental illness is present have a disposition towards being understanding and compassionate as a result of their family experiences.

Some challenges also showed through in the study with some children blaming themselves for their parent's illness, many being worried about experiencing stigma from friends and professionals, and almost all of the children wanting more information. When thinking about how to best support kids in families with mental illness (or our own kids if we have lived experience) addressing some of these concerns children themselves are identifying – reassuring that it's not their fault, developing broader destigmatising campaign, and providing more information – could be the best place to start.

ADVENTURE: PLAYING OUT IN TELFORD ROAD

BY DAVE WALKER

They're hard to date precisely but they seem to fall into two main groups, one from the early 1960s and one from the late sixties or early seventies. The Notting Hill Adventure playground was started in the late 1950s on some waste ground in Telford Road.

The first adventure playground seems to have been built in Copenhagen in 1943 by a landscape architect, C T Sorenson who noticed the propensity of children left to their own devices to avoid purpose built playgrounds and resort to building sites and waste ground. He thought that by making waste building materials available, children could have play that had an element of risk without being life threatening. In pragmatic Scandinavian fashion he showed that this was also a way to reduce vandalism and other forms of juvenile delinquency.

London, which had plenty of bomb sites in the post war period was an ideal place for adventure playgrounds to spring up, and the idea spread to many cities.

These pictures show the irrepressible nature of childhood. And of course, the adventure.

You can find a documentary about the playground from 1960 here: <http://www.nhh50.com/?videos=this-is-our-playground-1960> on the website of the Notting Hill Housing Association and on YouTube.



CHRISTMAS HOURS

**THE OSCAR NETWORK WILL
CLOSE 1.00 PM WEDNESDAY
21 DECEMBER & REOPEN
MONDAY 16 JANUARY 2017**

**TREASURE TROVE TRUST
WILL CLOSE 12.00 NOON
WEDNESDAY 21 DECEMBER
& REOPEN WEDNESDAY
25 JANUARY 2017**

**CREATIVE JUNK WILL
CLOSE 3.00 PM THURSDAY
22 DECEMBER & REOPEN
WEDNESDAY 11 JANUARY 2017**

