

# SNOOP



OSCAR Network  
Christchurch

SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES  
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THE NATURE AND  
IMPACT OF DISASTER  
TRAUMA ON PEOPLE  
RESILIENCE - ORDINARY  
MAGIC  
PLAYING WITH FIRE  
CONNECTING WITH  
OTHERS:  
GIVING SOCIAL SUPPORT  
CHARTER FOR  
CHILDREN'S PLAY



ENHANCING CHILDREN'S PLAY : WHAKAREWA / TE TAAKARO TAMARIKI







*We built a ship upon the stairs  
All made of the back-bedroom chairs,  
And filled it full of sofa pillows  
To go a-sailing on the billows.*

*We took a saw and several nails,  
And water in the nursery pails;  
And Tom said, "Let us also take  
An apple and a slice of cake;"—  
Which was enough for Tom and me  
To go a-sailing on, till tea.*

*We sailed along for days and days,  
And had the very best of plays;  
But Tom fell out and hurt his knee,  
So there was no one left but me.*

A Child's Garden of Verses  
Underwoods. 1913.  
Publisher: Simon and Schuster

## THE OSCAR NETWORK IN CHRISTCHURCH INC.

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

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

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'.

The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme. The OSCAR Network in Christchurch encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services.

The OSCAR Network in Christchurch has a well-earned reputation for working co-operatively alongside other groups and agencies. We work as a team in an environment based on mutual respect and

### THANK YOU

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# YOU KNOW YOU'RE IN CHRISTCHURCH WHEN...

Geonet/ChristchurchQuakeMap is your homepage

The rest of the country offers you a place to stay

'Munted' and 'buggered' are official technical terms

You go 'pffff' when Wellington has a 4.5 earthquake that's 40km deep

You see a nice park in another city and think it would make a good evacuation point

You sleep in one suburb, shower in another and collect water from yet another

When you drive on the right side of the road and no one thinks it's wrong

You are happy two policemen came to visit

When your bike becomes your best friend

You think its fine for a soldier to be stationed at the end of your street

It's normal to greet people with 'do you need a shower?'

A bucket of Sh\*t is no longer that old car you drive

Every house is a crack house

Going to Wellington to escape earthquakes makes sense

Your Doctor recommends having a few stiff drinks before bed to help you sleep

You have tied the pantry, liquor cabinet and all the cupboard doors closed and it's not to keep the kids out.

You prefer to sit under the table instead of at it

You think electronics that have 'shock proof' should say to which earthquake magnitude

You know and actually understand the terms and conditions of your House and Contents insurance policies.

Your en-suite has a vege garden, dog kennel and clothes line.

Your teenagers are only too happy to sleep in the same room as their parents

Dressing up to 'head into town' means putting on a hi-viz vest, hard hat and boots.

Discussing toilet habits with absolute strangers is an everyday norm

Wee boys don't get excited when they see another digger or dozer – but all the adults cheer widely

Voluntarily staying in Timaru for five days seems like a good idea

Metservice includes a map for dust

You can use 'liquefaction' in everyday conversation, even your 3 year old can.

When a massive group of students appear in your street, you feel overwhelmed with gratitude instead of calling the police. What's more they leave the street in better condition than when they arrived.

The answer to where is anything is ... it's on the floor

Digging a hole and pooping in the garden is no longer weird

You smile at strangers and greet people like you're one big family.

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# THE NATURE AND IMPACT OF DISASTER TRAUMA ON PEOPLE

**Traumatic experiences are intense, distressing and threaten people's sense of safety and trust in the world. For a time, trauma can disrupt a person's ability to undertake normal daily home and work routines. It can also cause both predictable and unpredictable reactions in people.**

Such post traumatic stress reactions are completely normal after terrifying events, even if they don't feel normal. Some people wonder if they're going crazy. They're not. The intensity of reactions will gradually lessen with time and good support from others.

There is a wide range of reactions possible as people's minds and bodies adjust to what's happened - and to the memories and consequences of it.

Earthquake aftershocks inevitably increase the traumatic impact on people, with ongoing streams of adrenalin leaving them very much 'on alert', jumpy, on edge and hyped most of the time.

Pre-existing physical or mental health conditions may be made worse by the traumatic stress. Similarly, any difficult life issues already in play before the trauma may also continue to add extra stress to the situation.

Trauma affects people physically, mentally, emotionally, spiritually and socially. In other words - it affects people at every level.

## **HOW LONG WILL THE REACTIONS LAST?**

Traumatic reactions don't fade away quickly. It's not uncommon for people to be so on edge that they just can't relax, or they can't believe the reassurances of others, even if they are 100% safe. It's very different from 'being upset' about something. Reactions can continue for some weeks or months, and some people may find they get worse for a while, or even develop into post-traumatic stress disorder (PTSD).

Healing and recovery from traumatic events will be different for everyone. Expect that it will take considerable time. Expect also that reactions are likely to be freshly triggered off in the future by different memories or reminders.

The more traumatic a person's experience, the more intense and long-term their

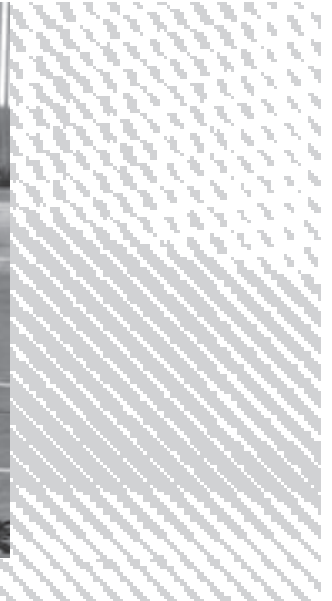
reactions typically are. However, someone can also be very traumatised by events that have happened to those who they love and care about, or even to those they don't know. Watching TV images and hearing media reports can be enough to impact people severely.

## **WHEN DOES POST TRAUMATIC STRESS BECOME PTSD?**

Post Traumatic Stress Disorder (PTSD) occurs if the psychological stress of experiencing a shocking event continues to be acute and intrusive, and resuming any normal functioning becomes impossible.

A person's reactions will consistently be extreme. If this occurs, medical intervention and the support of specialist counselling, as well as the support of caring others, are all crucial to recovery.

It's helpful to know and keep in mind that PTSD can emerge months, even years, after a traumatic event. Encourage those who



are obviously struggling to seek professional help, without hesitation. You may be able to help facilitate this for them. Or if it's you, don't put off getting some help. Finding the right help to recover well is very important.

Contact The New Zealand Mental Health Foundation or see their website for helpful information about PTSD.

[www.mentalhealth.org.nz](http://www.mentalhealth.org.nz)  
Phone (09) 300 7030

#### THE EXHAUSTION AND FATIGUE FACTOR

When you, your staff, your parents and children are impacted by traumatic incidents and their consequences, the pressure is extreme.

People's minds and bodies are strained by the stress and pressure to try to 'get their heads around it' and to cope with what they need to do for themselves and others. Many will be working or doing things for long hours at a time. This is deeply exhausting.

The effects can be:

- irritability
- quick anger escalation
- confusion
- lack of focus and concentration
- susceptible to illness and injury
- slower reaction times
- less co-ordination and balance
- increase of human errors
- hesitancy in making decisions
- less self care - skipping meals, not drinking enough water but drinking too much alcohol, not resting or sleeping enough.

#### WHERE DOES GRIEF COME IN?

Grief is a normal human response. It's the combination of thoughts, feelings and reactions we experience in response to difficult change and loss of any kind.

Grief is the way we gradually adjust our lives to the reality of what's happened. It's a necessary and important process for people to work through after loss and takes all the time it needs to take.

Grief after a traumatic event that has included the deaths of many people means:

- It is likely to be more intense
- It will blend with traumatic stress reactions, which can be very similar to grief
- It will also reflect the influence of 'community grief' - being part of a wider group also grieving.
- Grief will be expressed individually but probably also with others, as a group and as part of a wider community.

See [www.skylight.org.nz](http://www.skylight.org.nz) or phone 0800 299 100 for grief and bereavement support resources and information to support your own personal situation, or the personal situations of staff and their families or whānau, clients or customers. Skylight is a specialist not-for-profit organisation experienced and expert in this area and

**"ALTHOUGH THE WORLD IS FULL OF SUFFERING, IT IS ALSO FULL OF THE OVERCOMING OF IT."**

HELEN KELLER

serves people anywhere in New Zealand

Grief affects people at every level - physically, mentally, emotionally, spiritually and relationally. It will help to remember, and to share with staff, these key things:

- Everyone grieves differently.
- How we each grieve is as individual as our fingerprint.
- There are no 'right' or 'wrong' ways to experience grief.
- There are no rules. There is no set timetable.
- There are no set stages you have to pass through in order.
- Grief isn't a test. Grief isn't a race or a competition.
- There's no secret method to take grief instantly away.
- Grief will slowly get easier to handle, when people are able to take the time and space they need to come to terms with what's happened in their own way.

#### GRIEF CAN BE LIKE A WAVE...

Grief is like falling into the surf, being pulled over by a huge wave and knocked off your feet. You are dragged along and tumbled around. You are completely disoriented and lose your sense of direction. Just when you think you can't cope any longer, you are tossed back onto the sand.

You lie on the sand catching your breath. Slowly, you start to feel the warmth of the sun on your body. As you begin to relax, along comes another wave and it tosses you back into the surf and away you go again - out of breath, disoriented and increasingly exhausted. And as before, just when you think you can no longer cope, you get tossed



back onto the sand again. This experience can repeat itself again and again, but gradually you begin to spend less time in the sea and more time on the beach breathing normally and feeling the sun on your body.

The way grief often hits us when we least expect it is like the way waves can knock us over at the beach when we're not looking. These sudden bursts are waves of pain, hitting us hard and then receding, so we can catch our breath again until the next one comes. While we can't easily control these bursts of pain, we can get through them and we can always know that we'll have some normal breathing times in between. Indeed, slowly, the waves come less often.

#### **SUPPORTING YOUR STAFF'S PERSONAL RECOVERY**

For some time you can naturally expect staff to find their work responsibilities more difficult to fulfil due to the enormous strain that they, and probably their family, whānau and friends, are under. Keep in mind the trauma and grief reactions listed previously and don't under-estimate their influence. Allow staff time and space to talk together about what has happened. Be patient and compassionate, recognising that 'back to normal' cannot be possible for some time - if ever. Tap into the group dynamic to encourage staff to feel supported, bringing everyone together regularly.

Communication is paramount and needs to be two-way. Gathering together often, even brief check-ins, is very important to help this happen.

Strained staff relationships might sometimes occur as people react differently to this extreme situation. Help staff remember to

'make room' for each other in this time by being as patient and tolerant as possible. You could suggest that distressed staff can take breaks as they need to, or perhaps doing things in new ways to make tasks easier for teams.

Some employees may want to work harder and longer hours as a way of coping. You may need to help them not to overdo this, so they can restore better balance and ensure they don't put their physical and mental health further at risk.

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*In a difficult time,  
people might forget what you said,  
or what you did,  
but they will never forget  
how you made them feel*

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#### **WHAT DO DIFFERENT STAFF NEED THE MOST RIGHT NOW?**

While everyone has been affected, each person's story will be different in some way. Make the time to check on each individual's situation and needs. Build a plan with each person to help meet their most pressing needs, so they can work as well as possible.

Be aware that different personalities, genders, ages and cultures have different perspectives and styles as they grieve. You are likely to find that while some people will want to share very little, others will want to share a lot and express their emotions freely. You may also see while some will want to take action and 'do' things, others will not be able to do that and will be more hesitant. Be respectful of such differences. Everyone's different and how they react isn't right or wrong.

Try to role model tolerance and support. If you're not sure about cultural needs, ask the staff member what they need.

Recognise also that people's ability to cope will also be affected by any pre-existing physical and/or mental health conditions, which may have been exacerbated by the stress.

Don't try to talk them out of their reactions. Never minimise the event they've experienced or say things like "you're lucky it wasn't worse for you," or "pull yourself together," or just try to get them to look on the bright side. Traumatically stressed people need to concentrate on themselves

and their families at first. They will feel supported if you let them know you are concerned, want to help and are trying to understand. That way their recovery will be better assisted and their contribution to your business will be more possible.

#### **CARING ABOUT STAFF FAMILIES AND WHĀNAU**

People don't come to work without retaining links with those they care about the most. Helping them to look after those they love the most is a very important way to support them in their workplace. Think about what this could mean for you and your business, such as:

- finding out information they need
- finding out about resources they can use to support their family and whānau
- taking an interest in their family - knowing them by name
- meeting their families
- giving them time to attend to urgent 'home' matters as they arise
- allowing more 'check in' time by phone, if needed.

#### **BE AWARE OF ANY SPECIAL DAYS COMING UP**

These are likely to be especially difficult for your staff, such as birthdays, appointments, holidays or Christmas. Let the person know they are in your thoughts. Speak directly to them or consider sending them an email or card.

#### **BALANCING THE NEEDS OF DIFFERENT STAFF MEMBERS**

Everyone reacts differently and will have different circumstances at home. Some will have a greater capacity than others to continue working well.

Here are some ideas to consider:

- Let all your staff know that, while you want operations to continue running smoothly, you do realise it's a time for some flexibility and understanding that things may not run as usual, or may not go as planned.
- Encourage staff to contribute ideas for how best to manage the business challenges ahead. Creativity and innovative thinking can make a powerful difference.
- The grief of one staff member can trigger grief in others, from either recent or long past situations. Make room as people become distressed.
- Time together as staff with a trained counsellor can allow staff to vent their

concerns and emotions, and also to ask questions.

- Arrange for individual staff to have access to a counsellor, if needed. One on one time allows for private conversations that can be very helpful.
- Re-establish business routines as best you can

#### **SHOW ONGOING APPRECIATION TO ANY STAFF CARRYING AN EXTRA LOAD FOR A WHILE.**

- Take over some tasks yourself if possible.
- Be open to their suggestions about ways of supporting others also.
- Provide time for staff to attend to family needs as necessary,
- Consider planning relaxing time out together as staff. Perhaps staff could suggest ways to do this when the time feels right.
- Have an open door policy that encourages staff to seek care or information.

#### **LOOKING AFTER YOURSELF -**

##### **A TOP PRIORITY**

- Do nothing sometimes
- Have a rest - use power naps if you need
- Eat healthy food - drink water often
- Relax when you can - take breaks
- Exercise
- Get into nature - get outside for a while
- Take a break out of the region - even a short one
- Have a friend to stay for a while
- Cry if and when you need to - that's okay
- Laugh if you can - enjoy the things you can
- Take some deep breaths and slow down a bit
- Ask for what you need
- Be honest - pretending is exhausting and hides your real needs
- Forgive yourself - don't expect too much of yourself
- Give yourself permission to feel whatever you feel
- Encourage yourself
- Praise yourself for the things you've managed to do
- Don't feel guilty if you're having a good day
- Treat yourself to something you really enjoy
- Wear your favourite clothes
- Watch a movie or listen to music you really like
- Play a game - play sport
- Read books you enjoy or that inspire you

- Keep connected with people
- Spend relaxing time with family, whānau, good friends or neighbours
- Spend time with those who really care about you
- Spend time with your pets
- Be with yourself for a while
- Pray or nurture yourself spiritually, whatever that means for you
- Give yourself all the time you need to handle the things you need to
- Do things that make you happy
- Join a support group - in person or via the internet
- Keep yourself safe - don't make bad choices or take big risks
- Make something creative
- Bake your favourite biscuits, cook your favourite meal
- Find out information that might help you
- Give a hug - get a hug
- Be patient with yourself - you're only human
- Get the help you need if you feel stuck
- Keep asking till you get the help you need

#### **HOW TALKING TO SOMEONE ELSE**

##### **CAN HELP**

People have said that talking things out with someone else can:

- Help you understand yourself and your reactions better
- Help you feel a lot better - it's a relief
- Help your head to spin less and feel less confused
- Help you sort out your feelings
- Help put things into perspective
- Give you suggested ideas or options you hadn't even thought of
- Help you problem solve in a quiet, calm space
- Provide someone else to help you deal with things - you don't have to feel it's just your problem anymore - someone else cares
- Help you feel supported - you feel less alone
- Mean that you've now got someone to keep talking it over with as you go along
- mean that you can be helped to find more help, if you need it.

#### **WHAT DOES A COUNSELLOR OR PSYCHOLOGIST OFFER THAT'S EXTRA HELPFUL?**

A trained counsellor or psychologist can offer all of these things, but they can offer them with extra skills and experience. This can make the experience of talking things

out more helpful, because they are very knowledgeable about what people find most helpful as they come through tough times.

Skylight offers phone grief and trauma counselling support Monday - Friday 9 - 5, for anyone affected by the Canterbury Earthquake.

Phone 0800 299 100.

#### **FACTORS THAT BUILD UP RESILIENCE**

Research confirms these factors play a significant part in helping us to build up our resilience to cope with life's knock backs.

They are just as relevant to businesses and organisations as they are to individuals.

- Support circle - positive relationships with supportive family, whānau, friends and colleagues
- Self worth - believing in one's own value
- Sense of competence - knowing one's strengths
- Life skills - problem solving, decision making, communication, goal setting, information sourcing
- Flexibility - able to adjust and bend a little as circumstances change
- Creativity - trying to approach things in new ways
- Sense of humour - being able to laugh at things, to put things into perspective at times
- Perseverance - giving things a go, and keeping on trying and working at it - despite set backs
- Self care - caring for personal needs as a way of building up one's strength
- A hopeful outlook - looking beyond the present to a more positive future ahead.

*When Trauma and grief come to work*

*Skylight*

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





# RESILIENCE

## Ordinary Magic



*By Ann Masten Ph.D.*

Ancient tales suggest that as long as humans have told stories, they have been intrigued with people who overcome adversity to succeed in life.

The scientific study of human resilience is more recent, dating back just a few decades. In the late 1960s and 1970s, a group of pioneering scientists set out to study risk for various emotional and behavioural problems in young people.

They were surprised to discover how often individuals exposed to many kinds of adversities in life were turning out just fine. How could this be?

The pioneers soon realized the potential importance of understanding resilience for helping other people. What makes a difference? Can these positive influences be fostered?

Many of the early studies of resilience were focused on young people growing up in hazardous situations. Across the world, investigators began to focus serious attention for the first time on the people who adapted or recovered well, despite facing significant challenges. Many kinds of threats to human development were studied, including

natural disasters, war, family conflict and violence, genetic risks, economic hardship, neglect, and bereavement. As results emerged from these wide-ranging studies, a surprising conclusion took shape.

Resilience is common and it typically arises from the operation of normal rather than extraordinary human capabilities, relationships, and resources. In other words, resilience emerges from ordinary magic.

Study after study has revealed a frequent list of factors associated with resilience. These “usual suspects” probably look familiar.

### THE SHORT LIST OF RESILIENCE FACTORS FOR CHILDREN AND YOUTH

- Effective parents and caregivers
- Connections to other competent and caring adults
- Problem-solving skills
- Self-regulation skills
- Positive beliefs about the self
- Beliefs that life has meaning
- Spirituality, faith and religious affiliations

- Socioeconomic advantages
- Pro-social, competent peers and friends
- Effective teachers and schools
- Safe and effective communities

My short list came from research on young people, but research on adults suggests that many of these same resilience factors continue to be important (sometimes in more mature forms) as people grow older.

Close relationships, for example, are important across the lifespan, first with parents and later with friends or romantic partners.

### EXAMPLES OF BASIC PROTECTIVE SYSTEMS FOR HUMAN RESILIENCE

- Attachment relationships
- Human intelligence and information processing (a human brain in good working order)
- Motivation to adapt and opportunities for agency (mastery motivation)
- Self-control and emotion regulation (self-regulation)





## POLICIES AND PROCEDURES

Operational policies and procedures need to be expressions of the core values of the organisation.

Everyone within the organisation needs to be kept informed about the policies and procedures that influence their work.

Monitoring and updating Policies and Procedures will enable people within the organisation to carry out their responsibilities effectively.

Without Policies an organisation is in danger of floating off chartless into the middle of the ocean no knowing what is out

there or how to get back to port. Without Policy there is no adequate mechanism for the organisation to ensure it fulfils the trust places in it by its community and clients.

Policy represents the map of the organisations journey towards the achievement of its mission.

Once the map has been drawn, the journey can be planned with the kind of certainly necessary to ensure organisational efficiency and credibility to attract quality staff, committee members and ensure quality outcomes for clients.

- Religious and cultural systems that nurture human development and resilience
- Schools and communities that nurture and support human development and resilience

In other words, resilience does not require anything rare or extraordinary, but instead requires that basic human adaptive systems are operating normally.

Both children and adults have impressive capacity for resilience when basic protections are working: when they have the protection of parents looking out for them or the emotional security of close relationships with others when the human brain is functioning normally for learning, problem-solving, and trouble-shooting; when they have opportunities to experience the hopes and rewards of doing something that changes what is happening; and when their environment supports these systems.





## AWAY FROM CAMP SITES THAT ALLOW FIRES, OPPORTUNITIES FOR USING FIRE AS A MEDIUM FOR WORKING WITH CHILDREN ARE INCREASINGLY RARE.

Barbecues are a common feature of holiday programmes as a special treat. Think about whether you can go one step further and have a real fire. Below an experienced play worker and play service manager explores the details of working with children and fire.... (This was originally written for the Islington Play Association's "Playschemes Toolkit" in 2006)

### INTRODUCTION

Children are usually fascinated by fire, and playing with fire is an important element in understanding the physical world.

Fire may be potentially dangerous, but is not so dangerous that children need to be separated from it. It is no use teaching children about fire from behind a line they are not allowed to cross; they must light it, touch it, poke it, carry it round and even put it out. Responsibility for a fire and for safeguarding other more vulnerable children from it can only be learnt from experience, so children should be responsible for all aspects of lighting, keeping, using and cooking with a fire.

Fire is useful, use it to keep warm and

as focus for group activity such as story telling or singing, to clean food cans prior to recycling and to make hot drinks and cook things on. Don't use a fire to get rid of rubbish, unless it's only wood; it's better to recycle it.

### SITING A FIRE

Light a fire on the ground, digging away turf to put back later if necessary, or covering with sand. A previously constructed fireplace serves to give an indication of the right size for a fire. Too small and it is in danger of going out, too big, you use all the firewood very quickly, and cannot get close enough to cook on it. When sitting round a fire, it needs to be big enough to warm all of the company without them pushing and shoving and excluding anyone. Fires in full or half oil drums are ok but tend to not warm the feet satisfactorily.

### LIGHTING A FIRE

Lighting a fire is the best part, and teaches patience and care. Use only natural materials, Dry bark from a fallen log is best, and very small, dry twigs and pieces of wood. If you cannot find bark, use a small quantity of tightly balled up newspaper,

with plenty of thin pieces of wood over it in a traditional 'wigwam' shape. Fire is a continuous process, a slow chain-reaction. Keep feeding a fire; too many newcomers light a fire, turn away to do something else, then are surprised when ten minutes later it has gone out.

### THE PHYSICS OF FIRE

In simple terms; things have to get hot to burn, there are separate stages to the process of burning within a fire. If you are not familiar, take your time to get used to it, and do not be impatient.

Burning needs the oxygen in air. A blacksmith will pump air into a charcoal fire with a bellows to get it white hot, hot enough to melt iron. A strong wind will make fire burn too quickly, but fanning gently with a metal plate can 'bring on' a slow fire nicely. A new fire will take perhaps 20-30 minutes to get going well, as the heat needs to dry out and warm the ground under it before it can reach a good operating temperature.

### STAGES A FIRE GOES THROUGH

- Getting hot enough to catch light - a big lump of wood may take 10 minutes; it may



give off thick smoke that is flammable but is not yet hot enough to burn. Initially only use small, thin sticks.

- Burning with a flame. The gases from the hot wood are burning as they leave the wood
- Glowing embers or charcoal. This is a separate process, lasting longer with heavier hardwood, when the most intense heat is given off, this is best for cooking.
- Ash is grey dust left when all flammable material has been burnt – but pieces of charcoal can smoulder slowly overnight when a blanket of ash stops air getting to it.

#### WHAT KIND OF WOOD TO BURN?

Green wood from a living tree will not burn; dried out old wood from fallen trees or branches will. Once wood has dried after initially being cut, it is known as seasoned; all wood used in building, and machined for making things will be seasoned (this may take between three months and a year, depending on type).

As a general guide, green wood will bend, whereas dead seasoned wood snaps when bent. Use dry wood to start a fire. Once it is well alight, the heat from the fire will dry out wet, seasoned wood enough to burn it. Big lumps will burn better if they are warmed near the fire first, very big lumps are best split or used as seats.

Plywood, old pallets and scrap wood are fine to use, but beware of sharp nails and staples. Do not use MDF, chipboard or painted or chemically treated rot-proofed wood for your fire (usually stained green or brown), as the smoke is likely to be toxic, either from preservatives or from old lead paint if from an old building.

#### COOKING WITH FIRE

A good fire is hotter and quicker than cooking on a gas cooker, especially for large groups. Buy pots and pans with thick bottoms from charity shops as they will be too blackened and smelling of smoke for indoor use, but there is no need to clean the outside after use, apart from obvious traces of food.

A big sturdy wire tray such a shelf from an old fridge or oven can be placed on bricks to put kettles, pans, burgers or toast on.

Toast or roast food directly over hot red embers not flames, using a long toasting

fork, or a long greenwood twig, as flames will make a black and smoky sausage or burger.

#### SAFETY ADVICE ON PLAYING WITH FIRE

Most injuries caused by fire are accidents. Prevent them by managing the boundaries of children's behaviour according to their age, ability and experience. It must be clearly understood that the fire is to be treated with respect, and any deliberately dangerous use or misuse may lead to its being put out. Fire is a good medium for allowing children to help each other, with older, more sensible ones being given responsibility for showing and helping younger children.

There can be no fixed rule about level of supervision better than the case law 'careful parent test'; you would not leave a three year old unattended by an open fire, but a sensible 10 year old can be expected to manage to heat a kettle on a grid firmly placed over the fire.

Use your knowledge of the children; if you don't know them then supervise closely, and never leave them unsupervised. If you are in charge of the fire, don't leave it. Get children to do the things you think you need to do. Camping with children aged between five and 20 and cooking only on wood for the last 10 years suggests that on average (and remember that no one is average):

- Under fives need to have a sentry on guard duty next to the fire, in case they fall or stumble close to it
- Under eights may poke sticks in the fire under close supervision, but may wave them about dangerously
- Under 10s can make toast and melt marshmallows on sticks by themselves
- Under 12s can cook on a fire and supervise others

Learning about safety is learning about what you can't do for yourself. If you think the pan is too heavy, let the child try to lift it, but say to them, "See if you can do it, and I'll get one of the bigger children to do it if you can't". Don't just say "Leave it to me, it's dangerous".

When someone moves from a circle around a fire, it is vital they go behind others, not in front of them, i.e. not between them and the fire.

Do not leave a big pile of firewood close

to a fire. It's best to base it some distance away; some children may be tempted to pile on lots of wood to see what will happen. A big campfire can burn a tent or the wooden parts of a building from quite a distance.

Do not deliberately breathe the wood smoke, it thought to be as dangerous to the lungs as the passive inhalation of cigarette smoke.

Never put any flammable liquids (paraffin, white spirits, meths, etc.) on a fire.

Petrol and cellulose paint thinners (with the smell of pear drops) are not just flammable, they are explosive. If you can't light a fire without them, don't try, but learn from someone who can.

Any pressurised container may explode when heated; this includes batteries, gas bottles and canisters, and unopened cans of food or drink. Aerosol cans are very dangerous, as some, especially paints and deodorants, are full of inflammable gases. Glass bottles may explode when heated unevenly.

Certain kinds of gravel, flints and concrete can also explode unpredictably. Cardboard can be burnt, but beware that large cardboard cartons may smoke for a while, and then suddenly ignite in a ball of flame. Children, especially teenaged boys, want to see explosions, but they may have little idea of their reality, based on unrealistic television portrayal.

Explosions are nearly always harmful, as they may spread fire, shoot out burning gas, and shoot small particles of hot rubbish from a fire like bullets.

Wet oven gloves will not protect from heat; they become instant boiling steam gloves.

Light burns, where the skin is still intact, are best treated with immediate cooling to take away pain and minimise damage. Keep cool with cold water until the pain stops. Where the skin is broken, they must be kept cold, clean and covered and seek further trained first aid advice.

Alan Sutton, Policy Officer  
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# The ability to tolerate differences is the fifth of six core strengths that are an essential part of healthy emotional development.

“At first no one would play with him because he was scary. But now we know he’s nice. His face just got burned.” - A 5-year-old boy telling his mother about a classmate with severe facial burns.

In this ever-changing world, our children will face more change, see more places, learn more things, and be exposed to more people and cultures than any other generation in history. Advances in communication, transportation, technology, and economics will provide more opportunities, and more challenges, for our children. To succeed in this complex and diverse world, they will need to develop the fifth core strength - tolerance.

Tolerance is the capacity to accept differences in others. Tolerance emerges when a child has the security arising from the healthy development of the four previous strengths (attachment, self-regulation, affiliation, and awareness). The attached child can form and maintain healthy intimate relationships and feels secure in them. Self-regulating children can better control their reactivity, anxiety, and fear when exposed to new people and situations. The affiliated child feels connected and secure in her peer groups. The aware child can see the strengths, needs, and interests of others. When these four strengths emerge, the child feels safe, special, and secure. Tolerance can follow.

## SECURITY: THE ROOT OF TOLERANCE

There are two components to this unique kind of safety. The first is the powerful and empowering feeling that comes when a young child feels special, valued, and accepted. This belief and feeling grows in a child when the important adults in his life tell him, and show him repeatedly, how important and loved he is. When the child

feels this unqualified acceptance, it is so much easier for him to accept others.

The second key element of this security is related to how easily a child feels threatened by someone or something new. Our brain has dozens of neural systems involved in reading and responding to potential threats and will categorize new experiences as negative and potentially threatening until proven otherwise. New situations or novel stimuli, good or bad, activate the stress-regulating neural systems in the brain.

A child who feels safe and is introduced to a new culture and new ideas will be stimulated and excited. But a child who feels anxious will perceive these new experiences as threatening.

## ALL CHILDREN CAN LEARN

The development of tolerance requires active learning. We have a neurobiological tendency to form small groups with people who are similar to us and a tendency to be wary of, and even hostile to, people who are different. Becoming tolerant is not a passive product of development: It requires active modelling by adults and repeated exposure of children to different ways of living in our world.

Fortunately, children can learn to accept and understand different views, cultures, and values. Once a child learns that differences make other people interesting, stimulating, and capable, she becomes more comfortable with the world. If a child is fearful of new things, including the diversity of people, she will be left behind. The more tolerant our children become, the easier it will be for them to enjoy all that the world has to offer.

## STRUGGLING WITH TOLERANCE

An intolerant child will be judgmental of

others. She may tease, berate, and attack others who are different. Sometimes this can be overtly hostile and aggressive. Children who struggle with this strength help create an atmosphere of exclusion and intimidation for those people and groups they fear. This atmosphere promotes and facilitates violence and can be the first step in bullying. The intolerant child is, essentially, insecure-insecure about her status, skills, beliefs, and values.

## WHAT YOU CAN DO

- Make children feel special and safe through words of praise and encouragement. Valued children learn to value others.
- Model tolerance. Children will learn to reach out and be sensitive to others by watching how comfortable you are as you discuss and relate to other people.
- Create opportunities for children to learn about new places, people, and cultures. Children feel safe with you, so explore new ideas and cultures together.
- Introduce new cultures and “different ways” by cooking ethnic dishes together.
- Have class celebrations for Cinco de Mayo, Chinese New Year, Carnivale, and other days and events that honour the traditions of different cultures.
- Invite children’s families (and others from the community) to come to class and share the dress, language, traditions, and customs of their ancestors. Children can talk with your guest about how different things were “in the old days” and how different families still keep certain traditions.
- Intervene immediately when you hear or see intolerant behaviours or words in children. Don’t be punitive. Try to understand and help children learn healthier ways of interacting with others.

*By Bruce D. Perry MD, PhD*



# CONNECTING WITH OTHERS: **GIVING** **SOCIAL** **SUPPORT**

You can help family members, friends and colleagues cope with the disaster by spending time with them and listening carefully.

Most people recover better when they feel connected to others who care about them. Some people choose not to talk about their experiences very much, and others may need to discuss their experiences.

For some, talking about things that happened because of the disaster can help them seem less overwhelming. For others, just spending time with people one feels close to and accepted by, without having to talk, can feel best.

Here is some information about giving social support to other people.

## **REASONS WHY PEOPLE MAY AVOID SOCIAL SUPPORT**

- Not knowing what they need
- Not wanting to burden others
- Wanting to avoid thinking or feeling about the event
- Feeling embarrassed or “weak”
- Doubting it will be helpful, or that others won’t understand
- Feeling that others will be disappointed or judgmental
- Feeling they will lose control
- Having tried to get help and felt that it wasn’t there before

- Not knowing where to get help

## **GOOD THINGS TO DO WHEN GIVING SUPPORT**

- Show interest, attention, and care
- Show respect for individuals’ reactions and ways of coping
- Talk about expected reactions to disasters, and healthy coping
- Find an uninterrupted time and place to talk
- Acknowledge that this type of stress can take time to resolve
- Believe that the person is capable of recovery
- Be free of expectations or judgments
- Help brainstorm positive ways to deal with their reactions
- Offer to talk or spend time together as many times as is needed

## **THINGS THAT INTERFERE WITH GIVING SUPPORT**

- Rushing to tell someone that he/she will be okay or that they should just “get over it”
- Acting like someone is weak or exaggerating because he isn’t coping as well as you are
- Discussing your own personal experiences without listening to the other person’s story



- Giving advice without listening to the person’s concerns or asking the person what works for him or her
- Stopping the person from talking about what is bothering them
- Telling them they were lucky it wasn’t worse

## **WHEN YOUR SUPPORT IS NOT ENOUGH**

- Let the person know that experts think that avoidance and withdrawal are likely to increase distress, and social support helps recovery
- Encourage the person to talk with a counsellor, clergy, or medical professional, and offer to accompany them
- Encourage the person to get involved in a support group with others who have similar experiences
- Enlist help from others in your social circle so that you all take part in supporting the person

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# CHARTER FOR CHILDREN'S PLAY

## **CHILDREN HAVE THE RIGHT TO PLAY**

All children and young people have the right to play and need to play: free to choose what they do – lively or relaxed, noisy or quiet – with the chance to stretch and challenge themselves, take risks and enjoy freedom. The right to play is enshrined in Article 31 of the UN Convention on the Rights of the Child.

## **EVERY CHILD NEEDS TIME AND SPACE TO PLAY**

All children and young people – disabled and non-disabled – whatever their age, culture, ethnicity or social and economic background, need time and space to play freely and confidently with their peers, free of charge, indoors and outdoors, somewhere they feel safe. Play provision should actively include the widest range of children and seek to engage with those from minority groups.

## **ADULTS SHOULD LET CHILDREN PLAY**

Parents, carers and other adults can support children and young people's play by respecting the value and importance of all types of play, playing with their children and by creating opportunities and allowing time for children to play independently with their friends, inside and outside the home.

## **CHILDREN SHOULD BE ABLE TO PLAY FREELY IN THEIR LOCAL AREAS**

Children have the same right to use and enjoy public space as others. Local streets, estates, green spaces, parks and town centres should be accessible for children and young people to move around in safety and offer places where they can play freely, experience nature, explore their environment and be with their friends.

## **CHILDREN VALUE AND BENEFIT FROM STAFFED PLAY PROVISION**

Children should have access to a choice of staffed facilities where children's play rights



and needs are the first priority, such as adventure playgrounds, play centres, holiday play schemes, after-school play clubs, breakfast play clubs, toy libraries, play buses and play ranger services.

## **CHILDREN'S PLAY IS ENRICHED BY SKILLED PLAYWORKERS**

Qualified, skilled playworkers are trained to put children's play needs at the centre of their work in a variety of settings, enhancing the range and quality of play experiences for all children. They are the best people to run staffed play provision for school-aged children. The role of the playworker is as important as that of any skilled professional working with children and should be respected and rewarded accordingly.

## **CHILDREN NEED TIME AND SPACE TO PLAY AT SCHOOL**

The school day should allow time for children to relax and play freely with their friends. Young children learn best through

play and, as they get older, play supports and enriches their learning.

Children learn best if teaching is creative and enjoyable. In school, time and space for play and outdoor learning is as important as formal teaching. School grounds should be good places to play.

## **CHILDREN SOMETIMES NEED EXTRA SUPPORT TO ENJOY THEIR RIGHT TO PLAY**

Children and young people living away from home or visiting unfamiliar or controlled environments such as hospital, prison, immigration centres, and residential homes and schools, sometimes experience fear, anxiety and discomfort. For these children it is especially important to ensure they have good play opportunities facilitated by trained staff and volunteers.

*Play England*





# TRADITIONAL MAORI GAMES

## NAME OF GAME:

Poi toa dodge (karo) (papare/tia)

## DESCRIPTION:

Throwing poi trying to hit evading playing  
3+ players

## OBJECTIVE OF THE GAME:

Kioma evade poi, Taniwha hit kioma  
players with poi

## FIELD LAYOUT:

Small area, bigger as taniwha get better at  
aiming and the harder they throw

## RESOURCES:

Poi and Players

## RULES:

Each team counts the hits or misses. Each  
player gets 1-2 minutes as kioma

## VARIATIONS:

- 3 players, 1 in the middle, level 1 kioma avoids poi, level 2 block poi by the Ki / head of poi, level 3 catch poi aho / tail
- 5 players 1 in the middle, taniwha front, back and sides, 2 poi as above, can add 4 poi as skill levels develop

## VARIATION:

DODGE Poi - 6 or more players; similar to dodge ball but with a poi; small field or court, players start at opposite ends.

- Poi's can be placed in on the middle line and retrieved by the teams or each team is given a set amount of poi's.
- Eliminate the opposition by hitting them with the poi. No head shots!
- Players may re enter play if one of their team catches the poi, by the aho on the full.
- 1st team to eliminate the other team (or most players left after set time) is the winner

## NAME OF GAME:

Tu Kohatu / Tu Pohatu / rock stacking

## DESCRIPTION:

Stacking rocks or stones (or other items)

## OBJECTIVE OF THE GAME:

Stack rocks in a pile as high as you can without it falling over or hurting yourself or others

## FIELD LAYOUT:

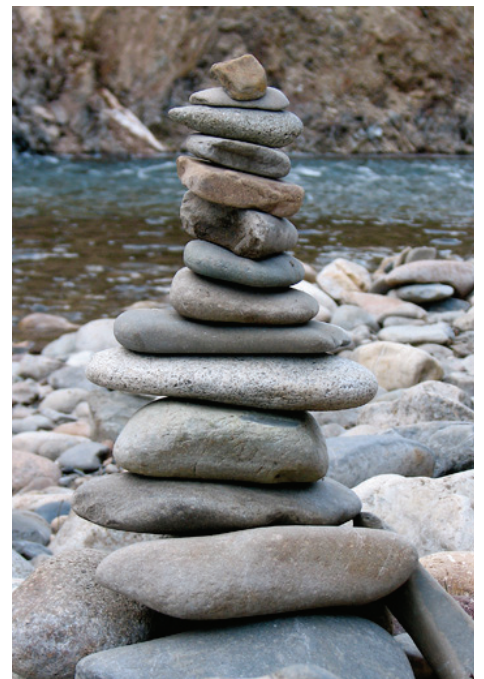
Small area, beach, river or place with rocks

## RESOURCES NEEDED:

Kohatu / Pohatu Rocks or stones

## RULES:

Pile the rocks without hurting yourself



## VARIATIONS:

- Racing to build the highest tower in set time or rocks
- Same amount of rocks to build the highest tower
- 2 teams build towers and then try to knock each others over
- Leaning tower, take turns and who ever topples the tower losses

*Other great games and activities can be found at [www.r2r.org.nz](http://www.r2r.org.nz)*

# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 2 2011

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUSIVE)
Journey of Hope	Suitable for all Staff and Management	Wednesday 11th May	9.30am - 12.30pm 25 Disraeli Street Addington	Free Limited to first 20
New to OSCAR	Overview of OSCAR for all staff	Tuesday 17th May	10am - 12 noon or 7pm - 9pm 25 Disraeli Street Addington	\$30 staff members \$75 non-members
Cluster North West	Suitable for all Staff and Management	Tuesday 24th May	10am - 12 noon After School Bryndwr 117 Blighs Road, Papanui	Free
Cluster South East	Suitable for all Staff and Management	Wednesday 25th May	10am - 12 noon 25 Disraeli Street Addington	Free
Cluster Selwyn	Suitable for all Staff and Management	Thursday 26th May	10am - 12 noon Busy Bumbles Rolleston School, 11 Tennyson St, Rolleston	Free
The OSCAR Foundation Conference 27-29 May – see <a href="http://www.oscar.org.nz">www.oscar.org.nz</a> for further information				
Core Training	<ul style="list-style-type: none"> <li>Health &amp; Safety 1</li> <li>Child Behaviour 3</li> </ul>	Tuesday 31st May	10am - 12.30pm 25 Disraeli Street Addington	\$30 staff members \$75 non-members
Cluster & Training Rangiora	Suitable for all Staff and Management *to be advised	Thursday 2nd June	10am - 1pm Rangiora War Memorial Hall Albert Street, Rangiora	Cluster: Free Training: \$30 members \$75 non-members
Evening Training	<ul style="list-style-type: none"> <li>Emergency 1</li> <li>Management Forum operations manual</li> </ul>	Thursday 9th June	7pm - 9.30pm 25 Disraeli Street Addington	\$30 members \$75 non-members Forum: Free
Training Day	Suitable for all Staff and Management <ul style="list-style-type: none"> <li>Relationship &amp; the Brain</li> <li>I'm Only 5</li> <li>Story Telling</li> <li>Behaviour Strategies</li> </ul>	Saturday 18th June	9.15am - 3.15pm Waltham School Hall Cnr Vienna & Hastings St East	\$50 members \$150 non-members
OSCAR Network Annual General Meeting	Open invitation to all - drinks and nibbles provided	Tuesday 28th June	6.30pm - 7.30pm 25 Disraeli Street Addington	