

SNOOP



OSCAR Network
Christchurch

SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES
ISSUE 73 TERM 2 2012

ALIKE, NOT LESS
LONELINESS IN YOUNG
CHILDREN
RECESS & SOCIAL
DEVELOPMENT
DON'T BE CAUGHT OUT!
OUTDOOR PLAY - LET
OUR CHILDREN TAKE A
RISK
CONTAINER LOVE IN
CHRISTCHURCH



BEST YEAR TO BE A CHILD?

A survey from the makers of 'Rocky' chocolate biscuits claims to provide proof that 1976 really was the best year to be a child in Britain.

Based on a survey of 4,000 people, researchers for the brand compiled a list of the ten things which they say make a 'perfect year' in childhood. Freedom, play and time spent outdoors with friends and family are dominant features. Tellingly, although indoor entertainment is recorded as an important component of a happy year, respondents said that the ideal amount of time spent inside was only around a third of that spent playing outdoors with friends.

The worst year to be a child was deemed to be 2011 - when miserable summer weather and working parents kept kids indoors. Fingers crossed for a long hot summer in 2012!

TOP TEN COMPONENTS OF A PERFECT CHILDHOOD YEAR

- A long, hot summer
- 784 hours playing outdoors with friends (more than two hours a day)
- 24 weekend trips with parents and siblings
- Having the freedom to go outside combined with feeling safe away from home
- 280 hours of indoors entertainment (including TV and cinema)
- No school exams
- Parents spending less time at work and more time at home
- Two family holidays
- Spending time with grandparents at least twice a month
- Being allowed to go to bed after 10pm



THE OSCAR NETWORK IN CHRISTCHURCH INC.

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 in Christchurch encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services.

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

trust. It is the combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by 'thinking differently'.

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
- Pub Charity
- Mainland Foundation
- Zeald.com
- Todd Foundation
- Lion Foundation
- Sutherland Trust

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MAORI LANGUAGE WEEK

23RD ~ 27TH JULY 2012

This is a great time to encourage more Maori language in your programmes. Teach the children a new craft or phrase in Maori.

HEI AKIAKI TIPS

KIA KAHA TŌ REO! SPEAK UP!

- Learn how to pronounce Māori words by learning the vowel sounds 'a-e-i-o-u'.
- Read aloud in Māori each day.
- Answer the phone or greet your children in Māori.
- Take all opportunities to speak Māori.
- Travel in Māori.

KEI TE KĀINGA AROUND THE HOME

- Create some Māori language zones like in the kitchen or dining area.
- Schedule some Māori language times like lunch or dinner. Ten minutes a day will still make a difference to your ability.
- Practise with your children.
- Use notes to remember vocabulary.
- Use Māori language media such as tv, internet, radio.

AWHI MAI, AWHI ATU HELP GIVEN, HELP RECEIVED

- Seek out other Māori speakers.
- Ask a fluent speaker to be your language mentor.
- Encourage your whānau and friends to come to classes with you.
- Record kaumātua talking, telling stories etc in Māori.
- Help out at your local kōhanga reo or kura kaupapa Māori.



KEI WAHO I TE KĀINGA OUTSIDE THE HOME

- Make up small Māori / English cards and attach them to your key ring.
- Check out Māori language resources in your library or local bookshop.
- Do a google search on 'Māori language', 'Māori language lessons', 'Māori songs' etc etc.
- Enrol in a Māori language class.
- Make your car a reo Māori zone on wheels!

Sourced from www.korero.maori.nz

For more information and ideas check out this website.

ONE ADVANTAGE OF TALKING TO YOURSELF IS THAT YOU KNOW AT LEAST SOMEBODY'S LISTENING."
FRANKLIN P. JONES

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

*It's never the differences between people that surprise us. It's the things that,
against all odds, we have in common."*
~ Jodi Picoult

Alike, not less.

Fifty Ways Your Child with Autism is Like All Children.

I recently came across an article touting fifty tips for calming an angry "Aspergers (sic) child." And much of the counsel in the piece was sound. But here's what got me: the article used the term Aspergers child (or Aspergers youngster) twenty-six times; the advice contained in the nearly all those instances applied to all kids. The article stated that "Aspergers children" reflect their parents' moods, have trouble remaining calm amid chaos, respond well to creative play outlets and fun ways to blow off energy, etc. And they do ~ as do many, if not most, kids. The biggest take-away from a such a list should be the realization that our children with autism or Aspergers have so much common with "typical" kids, and that we'll see that when we step back from being 100% focused on their differences. "Different, not

less" was the riveting line from the movie Temple Grandin, the way Temple's mother insisted her daughter be viewed. Our kids' differences are easy to see, often glaring. But if we neglect looking in at least equal part for their similarities to other children, we will never see the whole child. It's through those similarities that your child or student will forge connections to others, and those connections are what will determine in such great part his success in life as a dynamic, self-sufficient adult. It's through those similarities that we see that his autism is only part of who he is, not all of who he is, not to blame for every one of his quirks and foibles, not the source of every one of his abilities and charms. In that spirit, I offer you a list called Alike, Not Less ~ Fifty Ways Your Child with Autism is Like All Children.

Like all children ~

- He has personal interests.
- He has fears.
- He has preferences.
- He has ideas.
- He has dreams.
- He has feelings that are hurt by the unkind actions and words of others.
- He has a self-image, also influenced by the actions and words of others.
- He has a sense of humour, which may not be the same as yours.
- He is growing; his body is changing, his brain is developing.
- He will reach puberty; his hormones will kick in.
- He will experience the mood shifts of adolescence.
- He will have wet dreams; she will menstruate.

Like all children ~

- She makes mistakes.
- She forgets stuff.
- She remembers stuff—beware!
- She gets tired—physically, mentally, emotionally.
- She gets cranky when she's tired--physically, mentally, emotionally.
- She can't know what she hasn't been taught.
- She needs instruction, encouragement and practice to form a good habit or break an undesirable one.
- She needs to be able to trust you.
- She needs to feel safe.
- Until she feels safe, she can't learn to trust others.
- She is influenced by adult example.
- Her attention span is greater for some things than for others.
- She can learn.

Like all children ~

- He needs adequate sleep.
- He needs good medical care.
- He will do significantly better in school (cognitively and behaviorally) if he eats a nutritious breakfast.
- He will do significantly better in his afternoon classes and activities if he eats a nutritious lunch.
- He needs unstructured time to dream.
- He needs a certain amount of privacy.
- He needs his good efforts rewarded, by word or deed.



- He needs you not just to provide food, clothing and shelter, but also to do so in a respectful manner.
- He needs you to take good care of yourself, so you can take good care of him.

Like all children ~

- She needs to play.
- She likes to play with toys—although her definition of “toy” and “play” and “the right way” to play with toys may not match yours. (Look up “toy” and “play.”)
- She needs to be taught things she cannot learn through play, such as traffic safety and cooking.
- She needs to hear more praise than criticism—every day.
- She needs to feel heard.
- She grieves when she loses something significant to her—although her grief may not look like yours would.
- She wants to feel valued.
- She needs ways to contribute meaningfully.
- She needs to experience the natural world in all its wet, dry, hot, cold, rough, gooshy smells and touches and sensations and sounds.

Like all children ~

- He will develop his self-image built on dualities: good/bad, smart/stupid, attractive/homely.
- He will defend himself when emotionally, verbally or physically cornered, by lying, lashing out, evading, or any other means available to him.
- He needs you to answer to all his questions, regardless of whether you find them silly or tiresome.
- He needs adults who remember what it felt like to be a kid.
- He needs adults who will explain the tough things like death and sex.
- He needs long-term relationships with caring adults.
- He needs spaces or places where he feels he belongs.

Being different (not less) in some aspects of our children's humanity in no way negates the multitudinous characteristics they share with all children, all the ways in which they are alike, not less.

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NEWS AND INFORMATION

NEW WEBSITE FOR THE DISABILITY COMMUNITY

www.newzealanders.org

This site is for the disability community and it is hoped it will eventually become a one stop shop of information – both disability related and community. We would love your feedback on the site and are also keen to hear of any information you are aware of that needs to be added.

newzealanders.org is a great way for us all to keep up to date on what is happening out there. Initially the site is focused on Christchurch, Canterbury – however the long term plan is that we will have information from all around the country. newzealanders.org is a collaborative project that is made possible by the work of Lead Schools Transition Service and ABC Disability Trust.

FREE COUNSELLING FOR MEN

The Canterbury Mens Centre has four counselling students on placement this year and is providing free counselling to men in the community.

To refer, contact them at counsellors@canmen.org.nz, or at 940 9487. *Note, Father and Child Trust also is providing this service for fathers, 03 982 2440.

For more info <http://canmen.org.nz/supportformen/counsellors/>

POSITIVE NEWS INITIATIVE LAUNCHES FROM CHRISTCHURCH

A positive news initiative covering the exciting, innovative and community-led responses to the Christchurch earthquakes has been launched

“The Student Volunteer Army has captured the world’s hearts and was last week recognised as 2012 ANZAC of the year. But this is only the tip of the iceberg”, says Happzine Editor Charlotte Squire.

Happzine’s new weekly news column will uncover local personalities who are leading Christchurch’s rebuild from the grass roots up. “From what I can tell, these people are not waiting for the government. They are rolling up their sleeves, steeled by a number 8 wire attitude and simply getting on with the job.”, says Ms. Squire.

The weekly news column will be published on the New Zealand good news website Happzine www.happyzine.co.nz to a local and national audience.

Visit the Happyzine website for more information on this and other positive initiatives happening around NZ.

RESEARCH

RESEARCH ON “STRATEGIES FOR HAPPINESS”

Dr Erica Chadwick, a researcher at Victoria University, has spent three years studying what makes people happy and their ‘savouring strategies’. These are the thoughts and behaviours people use to create, maintain or enhance positive experiences.

Dr Chadwick found it is appreciating the little things that matter most, and that meaningful social connections with family and friends remain a valuable tool to enhance wellbeing. Interestingly, while many of us like to think of ourselves as modest, she found ‘dampening’, or keeping things low key, had a negative effect on mental wellbeing. She suggests we take more time to acknowledge and celebrate our own,

and others’, achievements and strengths.

Dr Chadwick has grouped the actions and thoughts of the people she studied into four overall strategies for improved wellbeing:

1. Activate your mind: look for opportunities to make more of an experience or event, but don’t over think it.
2. Share positive news with other people, especially with those who’ll be happy for you too.
3. Acknowledge your achievements: although this might be anathema to New Zealanders, the research showed taking a moment to congratulate yourself, even silently is beneficial.
4. For adults, particularly, slow down to more mindfully appreciate day to day activities. Be in the moment.

EATING DISORDERS: WHAT TEACHERS NEED TO KNOW

Adolescence is a time of intense physical, social and environmental change. It’s no wonder, therefore, that adolescents are the age group most likely to develop an eating disorder. This means that high school teachers are well placed to identify the warning signs that a young person has an eating disorder.

In the March 2012 edition of Professional Educator, Natalie Wild, Recovery Support Officer with Eating Disorders Victoria, emphasises how important it is for teachers to be able to identify the physical and behavioural warning signs and psychological, social and external risk factors related to eating disorders among young people. She also points to where they can find reliable information about eating disorders and how they can support affected students.

Ms Wild notes that positive role modelling is the best form of prevention for eating

disorders, and that teachers can achieve this when discussing health with students by focusing on 'health and wellbeing, moderation and mindful eating' rather than 'weight, BMIs, size, diets and regiment around food types'. She says that 'the focus on obesity in schools has, in a lot of ways, created more mental health issues, anxieties within adolescents and rigidity around food than ever before. Education around food and what "normal" eating is would be a more effective and non-judgemental way to get the message across, nurturing mental health issues and creating awareness of difference at the same time'. The article should be available shortly from the online edition of Professional Educator:

<http://austcolled.com.au/publication/professional-educator>

For further information, visit the Eating Disorders Victoria website:

<http://www.eatingdisorders.org.au>

(Source: Wild, N. 2012, 'Eating disorders: What teachers need to know', Professional Educator, v.11, n.2, pp.12-15.)

FUNDING

A NEW WAY TO FUNDRAISE: FUNDY

This is an easy and free way to fundraise online. It's free to set up and run your own 'fundy' and it's available 24 hours a day! With 'fundy', you can request donations, sell tickets to your events, sell products online and you can run as many 'fundys' as you want, when you want. Fundy is easy as it only takes five minutes to set up, describing your fundraising event. You can notify anyone you want to by email. Anyone can support your fundraiser from anywhere (including overseas). All fundraising contributions and sales are recorded and managed for you and you don't need a cent to start fundraising. The 'fundy' website allows supporters to pay by credit/debit card and the funds raised are held in a trust account, paid to you within three working days of your 'fundy' closing.

Check out www.fundy.co.nz or email admin@fundy.co.nz for further information.

THE FLETCHER TRUST

The Fletcher Trust is pleased to receive applications for assistance from groups working in the areas of education and youth development. There is no formal application form. Instead, organisations are invited to put their case forward for consideration in their own words. As The Trust meets quarterly, applicants can usually expect a prompt response.

Every application is treated on its merits, but The Trust's main aim is to support education and youth development programmes. In particular, applications for 'start-up' funding are welcome as the Trust recognises how difficult it can be to launch even the most worthwhile project. The Trust accepts one application per 12 months from any organisation. If you do receive a grant, funds must be used within one year and evidence of this may be required. The Trust will not provide funds for national appeals or appeals by a second party, or for investment, salaries, wages, individuals or travel.

Website address is: <http://www.fletchertrust.co.nz/applications.php>

GUARDIAN TRUST KNOWLEDGE BASE FUNDING

The Knowledge Base is a valuable new tool that matches more 450 charitable trusts and estates with the charities that are most aligned with the trust and estates charitable objectives. It's also an essential profile-raising opportunity for charities, large and small, operating around the country to connect with the Guardian Trust client base, disbursing on average \$26 million to charity every year.

The Knowledge Base covers 16 social sectors and provides up-to-date and relevant information on all charities; including their charitable purpose, organisational objectives, current initiatives and future projects. All operating charities are invited to register their organisational details in the Knowledge Base, providing potential donors with the information required to make informed decisions about where to provide funding support.

To register for the Knowledge Base, please contact us web.philanthropy@nzgt.co.nz.

We will forward you a form to complete and once we have received the completed form back we will then register your charity and issue you with a username and password which you then use to log into and complete your individual profile.

Once your profile has been completed, when we have a trust that is due to grant, a Knowledge Base search will be carried out and we will match organisations to the criteria of the trust. If it appears your organisation may meet the criteria you will be invited to apply via email, which will include information about the trust, an application form and an individual reference number.

THE TINDALL FOUNDATION

The Tindall Foundation provides funding for providers of services to young children, families, youth development, Maori and minority ethnic groups, adult literacy, budgeting or community services and development. There is no closing date.

See the Tindall Foundation website at: www.tindall.org.nz

CHARITABLE TRUSTS

The Public Trust administers quite a few grants and scholarships. See their website <http://www.publictrust.co.nz/grants-and-scholarships/how-do-i-find-one.html> to find out if some might be relevant to you.

SURVEY SHOWS PARENTS SPEND HOURS DRIVING CHILDREN AROUND

A poll of more than 6,000 parents by the AA Driving School shows that one third of parents spend between ten and 49 hours a month per child driving their children about by car. The survey also found that 19% of parents said they spend at least £1,200 a year per child on hobbies and activities, including the transport costs of getting them there, with parents in London spending the most.

<http://www.bbc.co.uk/news/uk-17682694>

Lonely Child

*The others play outside,
Excited cries, boisterous games
Water guns, sunny days
Skipping ropes, bicycles
Cricket bats and tennis balls.
I close the window,
Don't taunt me with your laughter
Go play somewhere else
Leave me here in my room
Leave me by myself.
I take my crayons.
A magical castle, a unicorn,
Pure white with twisted horn,
Tiny fairies, a pirate ship,
Ferocious dragon, fiery lips.
This is my work, here I am brave
A princess to rescue, a dragon to slay
Escape with treasure,
Adventure at sea
There are no kids here
To bully me.
The others play outside.
But this is my kingdom*

By Layla

LONELINESS IN YOUNG CHILDREN

Loneliness is a significant problem that can predispose young children to immediate and long-term negative consequences. However, only recently have research and intervention in educational settings focused on young children who are lonely. It is becoming increasingly clear that many young children understand the concept of loneliness and report feeling lonely.

CONSEQUENCES OF LONELINESS

Children who feel lonely often experience poor peer relationships and therefore express more loneliness than peers with friends. They often feel excluded--a feeling that can be damaging to their self-esteem. In addition, they may experience feelings of sadness, malaise, boredom, and alienation. Furthermore, early childhood experiences that contribute to loneliness may predict loneliness during adulthood. Consequently, lonely children may miss out on many opportunities to interact with their peers and to learn important lifelong skills. Given the importance placed on the benefits of peer interactions and friendships to children's development, this potential lack of interaction raises many concerns for OSCAR workers who work with young children. Peer relations matter to children, and lonely children place as much importance on them as do others.

CONTRIBUTING FACTORS OF LONELINESS

Several factors contribute to feelings of loneliness in young children. Some that occur outside of the school setting are conflict within the home; moving to a new school or neighbourhood; losing a friend; losing an object, possession, or pet; experiencing the divorce of parents; or experiencing the death of a pet or significant person. Equally important are factors that occur within the child's school setting, such as being rejected by peers; lacking social skills and knowledge of how to make friends; or possessing personal characteristics (e.g., shyness, anxiety, and low self-esteem) that contribute to difficulties in making friends. Young children who are victimized by peers (e.g., picked on, or physically or verbally attacked or taunted) report higher levels of loneliness, distress, and negative attitudes toward school than non-victimized children.

OBSERVING AND ASSESSING YOUNG CHILDREN

Participating in careful observation of children is a necessary first step to gain insights into children's loneliness. While

observing children, OSCAR workers can focus on the following, which may suggest signs of loneliness: Does the child appear timid, anxious, unsure of himself or herself, or sad? Does the child show a lack of interest in the surroundings? Does the child seem to be rejected by playmates? Does the child avoid other children by choice? Does the child appear to lack social skills that might prevent him or her from initiating or maintaining interactions? Does the child have the necessary social skills but is reluctant to use them? Is the child victimized by peers? Does the child's apparent loneliness seem to be a consistent pattern over time, or is it a more recent phenomenon? In addition, because loneliness cannot always be observed in children (e.g., there are children who appear to have friends but report feeling lonely), OSCAR workers can spend time talking individually with children. They might ask children, "What does sad and lonely mean?"; "Are you sad and lonely?"; or "What would make you happier?"

When observing and assessing children, it is important to be sensitive to and aware of their developmental abilities and personal inclinations. For example, it has been suggested that young children who play alone may be at increased risk for later problems, both socially and cognitively. Many young children, however, engage in non-social activities that are highly predictive of competence. Therefore, over time, OSCAR workers need to observe children's interactions with their peers, talk to children about their feelings, and document their behaviours and responses to determine whether they are lonely or are happily and productively self-engaged.

INTERVENTION STRATEGIES AND RECOMMENDATIONS

Although research in support of specific practices assisting lonely children is weak, OSCAR workers might consider several approaches that may be adapted to individual children. Children who are aggressive report the greatest degrees of loneliness and social dissatisfaction. Children are rejected for many reasons, and OSCAR workers will need to assess the circumstances that seem to lead to the rejection. Is the child acting aggressively toward others? Does the child



have difficulty entering ongoing play and adapting to the situation? Does the child have difficulty communicating needs and desires? Once the problem is identified, OSCAR workers can assist the child in changing the situation. The OSCAR worker can point out the effects of the child's behaviour on others, show the child how to adapt to the ongoing play, or help the child to clearly communicate feelings and desires. Children who are supported, nurtured, and cherished are less likely to be rejected and more likely to interact positively with peers.

Children who are neglected or withdrawn also report feelings of loneliness, although to a lesser extent than do aggressive-rejected

children. Because these children often lack social skills, they have difficulty interacting with their peers. These children may also be extremely shy, inhibited, and anxious, and they may lack self-confidence. If children lack certain skills, the OSCAR worker can focus on giving feedback, suggestions, and ideas that the child can implement. Children who possess adequate social skills but are reluctant to use them can be given opportunities for doing so by being paired with younger children. This experience gives the older child an opportunity to practise skills and boost self-confidence.

Children who are victimized by others believe that school is an unsafe and

threatening place and often express a dislike for school. Furthermore, these children report lingering feelings of loneliness and a desire to avoid school even when victimization ceases. These findings point to the importance of implementing immediate intervention strategies to reduce victimization. OSCAR workers can provide firm but supportive suggestions to the aggressor. For example, OSCAR workers might guide and assist children in developing the life skills they need, such as respecting others and self, engaging in problem solving, working together on skills and tasks that require cooperation, and expressing feelings and emotions in appropriate ways.

Developing close relationships with children and communicating with their primary caregivers can give OSCAR workers valuable insights and guidance. When OSCAR workers become aware of children who are experiencing loneliness caused by a family situation, they can lend their support in a variety of ways. Spending extra time listening can be reassuring and helpful to some children. Suggesting to a parent the possibility of inviting a peer over to the child's home may be a good idea and may help the child to form a friendship. In addition, OSCAR workers can ask parents for their recommendations about what might make the child feel more comfortable at school, and they can share relevant resources with parents, such as literature or information on parent discussion groups.

CONCLUSION

The issues of loneliness were once considered relevant only to adolescents and adults. Research suggests that this notion is misguided and that a small but significant portion of young children do in fact experience feelings of loneliness. As a result, the immediate and long-term negative consequences associated with loneliness in children are becoming apparent, and the need to observe children and to develop and implement intervention strategies is becoming critical. When OSCAR workers take time to focus on individual needs of children, build relationships, and assist them with their needs, children thrive.

Adapted from:

ED419624 98 Loneliness in Young Children. ERIC Digest. Author: Bullock, Janis R. ERIC Clearinghouse on Elementary and Early Childhood Education, Champaign, IL.

Recess & Social Development

Although nearly four decades have passed, this writer can still vividly remember the joys and experiences of play and socialising during the primary school years. For my friends and me, the opportunity to play together was an important reason to come to school.

We played on the formal playground and in general open areas before the school bell rang or the teacher signalled us to come in to start our lessons. We were given a 20-minute outdoor recess in the morning, a like 20 minutes in the afternoon, and a gull “lunch hour”- gulping food down as quickly as possible so we could get out to our ball games, jump-rope partners, games of chase, cliques, or just to wander around solo.

Although teachers watched over us, they seldom told us what to play or with whom to play. They seemed to enjoy the break as well. It was a time for all of us to get away from academic tasks and recharge. I enjoyed my teachers in that informal context. They were different there. They seemed just like regular people. They laughed at our silly jokes and behaviour, they hugged us in joy or after a bump or bruise, and it wasn't hard to consider them friends. Younger kids watched and learned from older kids. It was a time to figure out who we were, to deal with the justices and injustices of social involvement, and to practice the skills that round out what is now referred to as “the whole child”.

Growing up is not easy. There are so many disappointments, challenges, and important decisions, all of which can hammer away at one's self-esteem and tug hard on emotions. But it is all part of growing into a responsible, caring, secure, autonomous young adult. Social time with peers each day helped my childhood friends and me put life's

challenges into perspective and allowed us to assert our own personal identities.

Recess is simply a break in what one is engaged in. It is a period of time away from the task at hand an interlude, a change of pace. For example, a judge may call a recess if courtroom participants are tired, frustrated, or unfocused because of too much on-task activity. Congressional sessions recess for similar reasons. An office worker may remove herself from the tedium to her desk to stretch, walk around, get a cup of coffee, or socialise with a colleague.

‘Recess,’ then, is not an alien work in our adult vocabulary, nor an abnormal response to physical and mental needs. Ask any adult, we need recess periods! It helps our sanity, our nerves, our need to move, converse, change pace, etc. It helps us to get through the workday; to reduce fatigue and burnout; to enhance on-task behaviour, enthusiasm and energy; and to develop a more positive outlook on our work.

If adults have this daily need to recess from prolonged confinement, then it is not difficult to understand the child having, at the very least, similar needs. Although short on scientific credibility, the surplus energy theory has been seen by psychologists as a means for justifying the need for children to release excess energy, or ‘blow off’ steam’ after a long time in the classroom (*Pellegrini and Davis, 1993*). For both adults and children, on-task attention can, then, be increased by

providing opportunities for diversion. This is the basis for novelty theory:

Children need recess because they are temporarily bored with their immediate classroom environment. When they go outdoors for recess they seek novelty by interacting with different peers in different situations. But, when the novelty of the recess environment begins to wane, they again need to change. At this point, the classroom becomes a novelty and children actually pay closer attention (*Pellegrini, 1991, p40*).

While adults can better inhibit their needs to move and socialise during work hours, it is difficult for children to do so. The child is a natural mover, doer and shaker. It is natural that a child who must tolerate repeated periods of ‘seat work’ will feel mental fatigue and restlessness. Yet we all too often force children through stretches of time and tedium that would tax many adults. Prolonged confinement of children in primary classrooms has been found to result in a high probability of fidgeting, restlessness, and subsequent reduction in concentration (*Pellegrini & Davis, 1993*).

RECESS & SOCIAL IMPLICATIONS

Recess encourages all areas of children's development. As children interact, they use language and nonverbal communications;



they make decisions and solve problems, and they deal with the emotional trials and tribulations of their interactions (Jambor & Gargiulo, 1987). According to Pellegrini and Glickman (1989, p. 24):

RECESS IS ONE OF THE FEW TIMES DURING THE SCHOOL DAY WHEN CHILDREN ARE FREE TO EXHIBIT A WIDE RANGE OF SOCIAL COMPETENCIES - SHARING, COOPERATION, NEGATIVE AND PASSIVE LANGUAGE - IN THE CONTEXT THAT THEY SEE MEANINGFUL. ONLY AT RECESS DOES THE PLAYGROUND BECOME ONE OF THE FEW PLACES WHERE CHILDREN CAN ACTUALLY DEFINE AND ENFORCE MEANINGFUL SOCIAL INTERACTION DURING THE DAY. WITHOUT RECESS, THE CHILDREN LOSE AN IMPORTANT EDUCATIONAL EXPERIENCE.

The educational role of recess for both social and cognitive development is becoming increasingly clear. Children must function in both the social and the cognitive domains if they are to successfully adapt to school and societal norms.

The playground during recess is one of the few places where today's children can actively confront, interpret, and learn from meaningful social experiences. Interactive games such as 'chase,' where both boys and girls are able to compromise and negotiate roles through language forms, can, for example, predict academic success. Sluckin (1981) and Sutton-Smith (1971) have long considered social skills learned and practiced on the playground during recess as important to later development. Groos (1901), Plaget (1932), Vygotsky (1978), and Sluckin (1981) all viewed children's play as practice and preparation for adulthood. The school playground was the practice site that encouraged games of competition, allowed experimentation with new and novel social strategies, and accommodated family-oriented dramatic play. Each child could find a spot that fit along the play continuum, from rough-and tumble play (Pellegrini and Perlmuter, 1988) to sedentary play.

Recess is a rich opportunity for assessment of social development through informal observations. Teachers observing children on the playground during recess can assess peer popularity, a proven predictor of school adjustment (Pellegrini and Glickman,

1989). For example, boys who engage in solitary play during recess, even if vigorous (e.g. climbing, running, jumping), may be rejected by their peers, because they do not have necessary social skills to interact cooperatively with their peers.

Children who consistently spend their recess sitting alone or with playground supervisors, and not participating with their peers, may be at risk for personality disorders and need help. Rejection from or being disliked by peers also appears to be linked to risk of juvenile delinquency later on.

BY TOM JAMBOR

This is an extract from an article that was originally published in Dimensions of Early Childhood Education, Autumn 1994, Volume 23, Number 1.

**"THE MIND IS NOT A VESSEL TO BE FILLED BUT A FIRE TO BE KINDLED."
PLUTARCH (C. 45-120 BCE),
PHILOSOPHER AND WRITER**



THE DIFFERENCE BETWEEN A COLD AND A FLU?

Colds and flus are commonly confused with one another, especially when it comes to treatment. It is true that both are respiratory illnesses and both occur more prevalently during the cold and wetter months, especially winter. Both illnesses also share some common symptoms. However, there are many differences. Some of these include the cold and flu are two different illnesses caused by different types of viruses, they affect different areas of the body, the speed in which the symptoms emerge differ, they vary in severity and the flu is preventable while the cold is not. The

following resource attempts to cover these illnesses and differences in more depth.

THE COMMON COLD

The common cold is an inflammation of the mucous membranes caused by a number of viruses; there are over 200 different types of viruses that can cause a cold. Spreading this illness is easy. When someone has a cold, the nasal secretions are teeming with cold viruses. Sneezing, nose-blowing and nose-wiping are means by which the cold viruses spread. You can catch a cold by inhaling the virus if you are sitting close to a sneeze of someone infected with a cold, or by touching your nose, eyes, or mouth after you have come into contact with a contaminated area. Colds tend to be centered in the nose. Even though you may feel tired or have aches most symptoms are above the neck. It is hard to pinpoint symptoms for colds since the symptoms vary depending on the virus.

Some common symptoms include:

- Nasal stuffiness
- Sneezing
- Runny nose
- Watery eyes
- Headaches
- Muscle aches and pains
- Nose and throat irritation

Cold symptoms usually occur over 1 to 5 days. Usually irritation in the nose or a scratchy feeling in the throat is the first sign, followed within hours by sneezing and a

watery nasal discharge. Within 1 to 3 days, the nasal secretions usually become thicker and may turn a greenish or yellowish colour. Colds tend to last about a week, with perhaps a few lingering symptoms (e.g. cough) for an additional week or so.

INFLUENZA

The flu, also known as influenza, can have much more serious effects, making you feel sick all over. It is caused by a single family of viruses (the influenza viruses). The flu is contracted by a similar means to the cold, that is coming into contact with the virus through touching an infected area (e.g. door handles, tables, etc) or being around a person infected by the flu who coughs or sneezes (the flu virus can travel airborne). The flu is also highly contagious, but short lived.

Some common symptoms include:

- High fever
- Hoarse cough
- Sore throat
- Headache
- Aching back, arms and legs

The flu tends to occur abruptly with symptoms appearing between 1 to 7 days of contraction (usually 2 to 3 days). Between 2 and 4 days, the entire body is affected and the respiratory symptoms begin to increase and usually disappear within 4 to 7 days. However, the cough and tiredness usually lasts for weeks after the rest of the illness is over.

Influenza Versus a Common Cold

Symptom	Influenza	Common Cold
Fever	Usual, sudden onset 38 - 40 degrees and lasts 3 - 4 days	Rare
Headache	Usual and can be severe	Rare
Aches and pains	Usual and can be severe	Rare
Fatigue and weakness	Usual and can last 2 - 3 weeks or more after the acute illness	Sometimes, but mild
Debilitating fatigue	Usual, early onset can be severe	Rare
Nausea, vomiting, diarrhoea	In children <5 years old	Rare
Watery eyes	Rare	Usual
Runny, stuff nose	Rare	Usual
Sneezing	Rare in early stages	Usual
Sore throat	Usual	Usual
Chest discomfort	Usual and can be severe	Sometimes, but mild to moderate
Complications	Respiratory failure; can worsen a current chronic condition; can be life threatening	Congestion or ear-ache
Fatalities	Well recognised	Not reported
Prevention	Influenza vaccine; frequent hand-washing; cover your cough	Frequent hand-washing, cover your cough



DON'T BE CAUGHT OUT!

FRAUD IS ONE OF THOSE THINGS WE ALL KNOW ABOUT,
AND MOST OF US ASSUME IT WON'T HAPPEN TO US OR WITHIN OUR ORGANISATION.

At a recent workshop run by the Charities Commission and accounting firm BDO, not-for-profit organisations were given a wake up call. Almost half of the respondents to the BDO n-f-p Survey 2012 indicated that a fraud would have a major impact on their organisation, but a high 72% thought that fraud prevention was not important. OSCAR programmes are not immune to fraud.

SOME INTERESTING (AND SCARY) FACTS ABOUT N-F-P FRAUD

- Cash theft is the biggest fraud perpetrated in NZ. There is a big increase in fraud around online payments and credit cards too.
- Payroll fraud is significant. This includes falsifying hours, doing personal stuff at work, personal internet use/emails/facebook etc.

- The typical fraudster is a paid staff member in a non-accounting role, female, and middle aged.
- The gain is not always financial, it can be personal or misappropriated.
- Trust is a key factor in fraud – not enough checks and balances can make it easy to commit fraud.

We need to know how to protect our organisation from fraud, and how to protect ourselves and our staff and officers against suspicion. Some simple (and obvious) safeguards include keeping cash locked away, restricting access to passwords, keeping receipts – with notes on them saying who, when, and what for, locking your receipt book away, keeping log books for hours/mileage, signing only completed cheques and checking the details first, authorising payments carefully and having two authorisations for credit cards and online transactions, and reporting mistakes early.

Police vetting and referee checks are

important (but are only useful if you take notice of them), and staff need to be accountable. Regular management reports provide an opportunity to review for anomalies. Ask questions, and check the answers, and do the unpredicted – break routines and patterns sometimes.

There are some good resources on the BDO website (www.bdo.co.nz/sectors/not-for-profit), including a Fraud Prevention Toolkit that you can adapt for your own organisation. Don't take it lightly – even a small fraud may jeopardise your ability to get funding and can threaten the future of your programmes.

**"WE DO NOT GROW BY KNOWING ALL
OF THE ANSWERS, BUT RATHER BY
LIVING WITH THE QUESTIONS."**

MAX DE PRE

OUTDOOR PLAY - LET OUR CHILDREN TAKE A RISK

JUDITH HACKITT, THE CHAIR OF THE HEALTH AND SAFETY EXECUTIVE (HSE), HAS WRITTEN A BLOG ABOUT OUTDOOR PLAY AND THE IMPORTANCE OF CHILDREN BEING ALLOWED TO TAKE RISKS. SHE SAYS, 'PLAY - AND PARTICULARLY PLAY OUTDOORS - TEACHES YOUNG PEOPLE HOW TO DEAL WITH RISK. WITHOUT THIS AWARENESS AND LEARNING THEY ARE ILL EQUIPPED TO DEAL WITH WORKING LIFE... WE SHOULD NOT DENY THEM THE OPPORTUNITY TO LEARN BY TAKING RISKS'.



When I think back to now to my own childhood in a rural mining village in Warwickshire, it strikes me how much of it was enjoyed outdoors.

One of my earliest memories is playing hopscotch on the badly laid, uneven pavement outside our house. Not long after I recall tramping off with friends into the woods to build a dam in a local stream. A few years later, on holiday, I was learning to fish in rockpools with my dad, perched patiently on the slippery rocks hoping to get a bite.

Playing outside was something my generation did, and we were better for it. Certainly there were times when we came home with cuts and bruises - or even broken bones - but when we did we brought something else back with us: a lesson about the world.

If you fell out of a tree, it hurt. But it taught you either what not to do next time or that tree climbing was not for you. It gave you a healthy respect for the physical world around you, what risks you could reasonably take and what to do differently next time.

Subsequent generations have, it seems, gradually been deprived of that connection with the outdoors and the education that it afforded them.

When I speak to employers they often tell me that it is becoming increasingly difficult to find young people to take up apprenticeships who have the physical or mechanical aptitude of people they would have interviewed 10 or 15 years earlier. They haven't built a go-kart to race down a local hill, or repaired a puncture on their bike.

In HSE, we are focused on health and safety in the workplace, but it is clear that attitudes to risk are formed long before young people enter the world of work. Play - and particularly play outdoors - teaches young people how to deal with risk. Without this awareness and learning they are ill equipped to deal with working life. Our health and safety system in Britain requires workplace risks to be managed, not eliminated, and gives people responsibility for their own wellbeing. We simply cannot afford to exclude outdoor play and learning from our children's education.

Young people are curious, and they learn quickly. We should not deny them the opportunity to learn by taking risks. Seeking to protect them from every conceivable hazard, rather than sensibly managing the genuine risks they face, ultimately leaves them in harm's way, not to mention robbing them of memories that last a lifetime.

HOW PLAYING CONTRIBUTES TO CHILDREN'S EMOTIONAL WELL-BEING:

- Creating and encountering risky or uncertain play opportunities develops children's resilience and adaptability – and can contribute to their confidence and self-esteem.
- Socialising with their friends on their own terms gives children opportunities to build emotional resilience, to have fun and to relax.
- Fantasy play allows for imagination and creativity, but it can also be a way of children making sense of and 'working through' difficult and distressing aspects of their lives.

QUALITY PLAY ENVIRONMENTS OFFER A VARIETY OF OPPORTUNITIES:

- Challenge and uncertainty – both on a physical and emotional level
- Loose parts – natural and man made materials that can be manipulated, moved and adapted, built and demolished
- Movement – running, jumping, climbing, balancing, rolling
- Other children and young people – with a choice to play alone or with others, to negotiate, co-operate, fall out, and resolve conflict
- Rough and tumble – play fighting
- The natural world – weather, trees, plants, insects, animals, mud and the four elements
- The senses – sounds, tastes, textures, smells and sights.

"PLAY KEEPS US VITAL AND ALIVE. IT GIVES US AN ENTHUSIASM FOR LIFE THAT IS IRREPLACEABLE. WITHOUT IT, LIFE JUST DOESN'T TASTE GOOD."
LUCIA CAPOCCHIONE

CONTAINER LOVE IN CHRISTCHURCH

CHRISTCHURCH RESIDENTS HAVE CREATED A GIANT 'CONTAINER COSY' TO BRIGHTEN UP THE SHIPPING CONTAINERS THEY FOUND IN THEIR NEIGHBOURHOODS AFTER THE CHRISTCHURCH QUAKES. PIECES OF THE COSY WERE DONATED FROM PEOPLE ALL OVER THE WORLD.

THERE WAS A COLOURING-IN PICTURE AS BIG AS, YES, SEVERAL SHIPPING CONTAINERS (THIS IS OUR MAIN UNIT OF MEASUREMENT NOW IN CHCH). PHOTO: © LILITH CRAWFORD



OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 3 2012

EVENT	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST EXCLUSIVE)
North-West Cluster	Suitable for all Staff and Management	Tuesday 7th August	10am - 12 noon Dallington OSCAR 2 Bramwell St, Dallington	Free
Cluster & Training Rangiora	Suitable for all Staff and Management • Managing Conflict in Adults	Wednesday 8th August	10am – 11am (Cluster) 11am – 1pm (Training) Rangiora War Memorial Hall Albert St, Rangiora	Cluster: Free Training: \$30 members \$75 non-members
South-East Cluster	Suitable for all Staff and Management	Thursday 9th August	10am – 12 noon 25 Disraeli Street, Addington	Free
Core Training	• Code of Ethics	Tuesday 14th August	10am – 12.30pm 25 Disraeli Street, Addington	\$30 staff members \$75 non-members Limited to 12
Evening Training	• Child Protection	Thursday 16th August	6 – 8.45pm (Tea provided) 25 Disraeli St, Addington	\$30 members \$75 non-members Limited to 12
Skate into Skills with Nikki Coleman	Suitable for all Staff and Management. A series of 3 workshops • Mood Management • Social Skills • Problem Solving	Wednesday 22nd August 5th September 26th September	10am – 12 noon 25 Disraeli Street, Addington	Per session: \$50 members \$150 non-members Limited to 12 Recommended Attendance at all 3
Training Day	Suitable for all Staff and Management • To be advised	Saturday 8th September	9.15am – 3.15pm To be advised	\$50 members \$150 non-members
Learning the Ropes	Suitable for all Supervisors and Management	Wednesday 19th September	10am – 12 noon 25 Disraeli Street, Addington	Free
West Coast Professional Development	Suitable for all Staff and Management • To be advised	Friday 21st Saturday 22nd September	Friday Cluster: 5.30 – 6.00pm Friday Training: 6.00 – 8.00pm (Tea provided) Saturday Training: 9.30am – 12pm Karoro Training Centre 180 Tainui Street, Greymouth	Cluster: Free Training: \$30 members \$75 non-members

WHY PROFESSIONAL DEVELOPMENT?

Because overall, 'professional development' is perceived as continuous learning that enables practitioners to affirm existing understandings as well as acquire new knowledge and skills and thereby remain up-to-date with evolving developments in the field. Some participants also associate professional development with their own personal growth.