

**I WANT TO PLAY
TOO!
WAYS OF SEEING
SIX HABITS OF HIGHLY
EMPATHIC PEOPLE
WHO REALLY SHOULD
TAKE A TIME OUT?
THE LITIGIOUS
PLAYGROUND**



JUST PLAY

PLAY PLAY
WHETHER IT'S ALONE OR WITH FRIENDS
WITHIN FOUR WALLS OR UNDER A GREAT CANVAS OF SKY
JUST PLAY

THERE ARE NOT ENOUGH HOURS
IN A HEARTFUL LIFE
TO MISS KALEIDOSCPING FUN

PLAY PLAY
WITHOUT A GOAL IN MIND
GET LOST IN THE CHANGING BEAT
IN LAUGHTER'S ROLLING SOUND
JUST PLAY

PLAY WITH MUD, SAND, SEA
BLOCKS AND BALLS
STICKS AND TREES

PLAY PLAY
IN WHISTLING RAIN
SNOWY SQUALLS
SUMMER'S SHINE
JUST PLAY

PLAY PLAY
WITH POTS AND PANS
CLANGS AND BANGS
SYMPHONIES OF LOUD

GET DRUNK WITH PLAY
SURRENDER TO ITS GIDDY REEL
BE SMALL, UNTOUCHED
AND SEE

THAT PLAY IS ALL
AND ALL IS PLAY
A BREATH OF BE
JUST PLAY



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

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Sharon Williams
Liz Hawes
Pam Hughes
Helen Kidd
Amanda Murray

Office Hours
Monday to Friday: 9am-1pm

Network staff are available for appointments outside these hours

25 Disraeli Street
Christchurch 8240

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

www.oscarnetwork.org.nz

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How to Reach and Teach Children with
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The Continuum Concepts

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I Bet I Won't Fret

Timothy A Sisemore

I'm Not Bad, I'm Just Mad

*Lawrence E. Shapiro Zach Pelta-Heller,
Anna F Greenwald*

My Feeling Better Workbook (1)

Sara Hamil

My Feeling Better Workbook (2)

Sara Hamil

Understanding MYSELF

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Cool, Calm and Confident

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Don't Pick on Me

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Impulse Control

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Learning to Listen, Learning to Care

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Let's Be Friends

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Teaching Children Empathy

The Social Emotion

Tonia Caselman

The ADHD Workbook for Kids

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The Relaxation & Stress Reduction
Workbook for Kids

Lawrence E. Shapiro, Robin K Sprague

Meeting Special Needs

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New Zealand Autism Spectrum Disorder

Guideline No-Talk Therapy

Martha B Straus

MANAGEMENT

How to Teach Adults in a Fun
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SEE THE CALENDAR ON THE BACK
COVER FOR TIME AND PLACE DETAILS
OF OSCAR NETWORK TRAINING
AND EVENTS.

Take a moment to imagine a late-spring afternoon. It is 4 p.m. and Ms. Tyler is on her way to pick up her 8-year-old son, Justin, from the after-school program after a busy day at work. She smiles as she pulls up and sees Justin with the other children playing in the playground. He and his friends are obviously having fun. Laughter fills the air and Justin is enjoying himself so much that he doesn't even notice that his mother is calling for him. Justin finally notices his mother's arrival and appears excited to see her, yet disappointed that the time has come for him to say goodbye to his friends. As he joins his mother, there is a chorus of voices shouting, "Goodbye, Justin. See ya tomorrow in class" Driving home, Ms. Tyler and her son discuss his day at school. He cannot wait to tell her that during lunch, Jesse had asked him over to his house for a pool party this Saturday.

Now, imagine that Justin was born with Down syndrome

Inclusion is:

- Having the same choices and opportunities that other people have.
- Being accepted and appreciated for who you are.
- Being with friends who share your interests, not your disability.
- Being a valued customer and a welcomed participant in community programs, regardless of ability level.
- Having facilities and areas that are accessible and easy to use by everyone.
- Providing the necessary individual adaptations, accommodations, and supports so every person can benefit equally from an experience in the community with friends.

Social inclusion implies more than:

- Being in the same facility as other participants.
- Doing the same activity as other participants.
- Participating in community activities only with people who are paid to provide the youth with support.

Social inclusion implies:

- Experiencing a sense of belonging.
- Feeling that others value you and desire to be around you.

MAKING ALL OSCAR PROGRAMMES INCLUSIVE PART ONE OF A 2 PART SERIES

I want to play too!

- Knowing that support will be available if it is needed.
- Having regular access to the community and those within it with whom you desire to be with.

Everyone Benefits From Inclusion

A major misconception of inclusion is that it only benefits the participants with disabilities. It is true that youth with disabilities benefit from inclusive programming. But it is also true that youth without disabilities, parents, agencies, and the community all benefit from inclusion. Through inclusion, everyone learns to accept and appreciate the diversity that exists around us everyday.

Benefits of Inclusion for All Children

- Make new friends.
- Learn by modelling others.
- Build interdependence and ability to deal with obstacles.
- Notice how people are similar to each other.
- Develop interpersonal skills.
- Learn to accept others as they are.

Benefits of Inclusion for Families

- Enable parents to work because they have access to inclusive child care service and after-school care.
- Opportunity for respite.
- Discover that others can provide a secure and nurturing environment for their children.
- Learn to accept their own child's strengths and needs.
- Share common experiences.
- Develop relationships with other families.

Benefits of Inclusion for Program and Care Providers

- Develop networks of professional services and community resources.
- Develop an awareness that all people have unique strengths and needs.
- Create an enriched setting to encourage understanding and flexibility in including all children.
- Realise and appreciate differences.

Without opportunities to interact with their peers, the social opportunities for children with disabilities are typically limited to

parents, caregivers, therapists and teachers. No matter how kindly this is done and regardless of whether it is in the child's 'best interests,' the reality is that these children are always being acted upon and have little control over their own lives.

They have limited choices and are given limited options. Relationships with peers not only expand the social opportunities that youth have, but also present a number of choice making opportunities that are normally not available.

Interactions with others enrich our lives and provide us with opportunities to develop friendships which we will enjoy across our lifespan

Overcome the Fear of the Unknown

Often, the most significant barrier to social inclusion is a negative attitude. The most common attitudinal barrier is fear.

Fear is a natural reaction when:

- We do not understand something.
- We have little or no experience with something.
- We are not sure how to act in a situation.

For example: If you never worked with a child who uses a wheelchair, you may be afraid to give it a try. You may:

- Be afraid of doing or saying the wrong thing.
- Not understand what is "wrong" with the person.
- Not know how to interact with a person with a disability.
- Not know that the child likes to play in much the same way as other children with whom you work.

Our natural reaction to such fear is:

- Avoidance.
- Creation of excuses.
- Exclusion from programming.
- Physical integration without social interaction.

Getting Started

Focus on similarities and strengths. Removing attitudinal barriers allows an agency to experience the uniqueness that every child has to offer in our lives. Agencies can overcome attitudinal barriers by:

- Acknowledging the negative views that you and your staff might have toward people with disabilities and designing a plan to improve them.

- Keeping in mind that children can come in all shapes, sizes, colours, and ability levels.
- Focusing on similarities and not differences. What is more important than the fact that Sophie looks different from some other children in my program because she uses a wheelchair, or the fact that Sophie likes the same kind of games, crafts, or activities that other children in my program enjoy?
- Focusing on strengths and not limitations. Sophie may not be able to run like some children can, but she sure has a great basketball shot.
- Forgetting about stereotypes and labels. Enjoy a person for who he/she is, not what category he/she fits into.
- Talking to people that you might have considered different in the past. You will probably find out that they are not so different from you after all.
- Recognizing the value in all people.

Adopt a New Way of Thinking

Let it show in your mission statement and your advocacy.

For inclusive out-of-school time programming to be successful, everyone involved must adopt a new way of thinking about youth with disabilities and how they are served.

Everyone from the top of the agency down must begin to recognise the importance of making programs inclusive of all children.

One of the crucial elements of such a systems change is the development of a mission statement that is reflective of your agencies desire to provide programming for children of all ability levels. This mission statement should be clearly stated so that staff, as well as customers, understand the basic purposes that guide the organisation. A commitment to serve all youth, regardless of ability, should be communicated clearly, sincerely, and repeatedly.

Adapted from: Anderson, L., Brown, C., & Soli, P. (1996). Inclusion: strategies for including people with disabilities in parks and recreation opportunities. Bismark, ND: North Dakota Parks and Recreation Department and the University of North Dakota.



WAYS OF SEEING



PLAY TYPE SPECULATION FROM A CHILD'S PERSPECTIVE (PART 1)

HOW MIGHT CHILDREN DESCRIBE THEIR PLAY? WHAT ARE THE WORDS THAT ADULTS USE TO DESCRIBE THE PLAY THAT THEY SEE?

So, we might use words such as: messy, dangerous, nice, and beautiful. Some or all of these come loaded with layers (us adults are built up of layers, like onions, that we've absorbed from our own societies, the places where we grew up, the people around us, our genders, our learning or the preferred things we've retained, etc). So, 'messy' might be loaded with negative or positive, artistically inclined or disrespectful; 'dangerous' might be irresponsible or exhilarating; 'nice' (my own personal pet hate!) might be loaded with appropriate, adult-friendly, or bland and socially conforming; 'beautiful' might be loaded with . . . what?

Adults have a particular way of seeing, and we impose this on children — either directly or indirectly. Children might describe some of their play as 'nice' because that's a value-loaded word handed down to them by

adults. How might children describe their play in their own words though?

Bob Hughes' play types, briefly, A Playworker's Taxonomy of Play Types (originally in 1996, added to in 2002). Other taxonomies, classifications and lists are available, but Hughes' play types have become the currently accepted industry standard. That's not to say that that's it, job done, no more need be thought on the matter. In fact, Hughes himself writes:

Although we now acknowledge the current existence of sixteen different types of play - there may be more... Hughes (2012, p.96).

HUGHES' SIXTEEN PLAY TYPES, THEN:

Communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, recapitulative play, role play, rough and tumble play, social play, socio-dramatic play, symbolic play.

So, this says to me that the play types are adults' words for what they saw children

doing when they played. Yet, how might children describe their own play? I'm going to ignore Hughes' given reasoning for devising the taxonomy (i.e. that we adults might all be able to describe play in the same way), and indulge in a thought exercise of looking at play from children's perspectives.

How can we possibly know what play 'looks' and 'feels' like to a child, or how it might be described by a child? We can only really know about the play of our own childhoods. We could ask the child, but then the play that's happening is no longer the play that was happening. If I imagine things from a child's perspective: if I imagine descriptive words for play, from a child's perspective, partly based on my own play experiences, I might come close.

Combining this with Hughes' IMEE method of reflective practice means I shall keep in mind what my Intuition tells me, what my Memories of my own childhood tell me, what my twenty-odd years of Experience of observation of children at play tells me, and what the Evidence of the playwork literature tells me.

MY POINTS OF REFERENCE THEREFORE ARE:

- (i) What are the words that adults use to describe the play that they see?
- (ii) Hughes' play types, observed playful routines; adults all 'singing from the same hymn sheet'.
- (iii) Problem immersion and imagining descriptive words for play, from a child's perspective: based here on my own play experiences.
- (iv) My intuition, my childhood memory of play, my experience of observation of children at play, my reading of the evidence of the playwork literature.

PLAY TYPES FROM A CHILD'S PERSPECTIVE: SPECULATIONS (UNFINISHED)

Whilst these 'potentially child described' play types do, in places, cross over with Hughes' play types, it's not my intention to just think of a different word for each of those in his list. There's also some cross over with what other thinkers and writers have written.

This list is also, unlike Hughes' taxonomy, not meticulously researched; nor is it methodically and scientifically researched with planned-out observation and experimentation (although there is my ongoing xyz years' of experience). As such, it is very much speculation.

CHILLING PLAY

I don't know how long that word has been around, in this context, but I don't remember it being used in this way when I was a child. However, this child-word type of play (if indeed it is a child-word) is listed here to highlight the evolution of language. It's also here because children now don't seem to do too much 'relaxing', 'just watching', 'quiet play' — they chill instead. (Or maybe I'm out of touch and I don't even know it!) If I had the word, as a child, I'd probably use it too (or that awful concoction that is 'chillax' — though that is an adult opinion and so should be cast out here!)

DANGEROUS PLAY

Two thoughts immediately strike me here: just as Hughes' work has been constructively criticised in some quarters for its male perspective (he could also only draw directly from his own childhood), so is the possibility here with mine. Also, as previously noted,

'dangerous' is a value-laden adult word. However, this is one of those times, I suggest, when an adult value-laden word can get used by children in different ways. So, 'dangerous' is right, just as much as 'bad' could mean good, etc. I'll stop whilst I'm ahead on this one though because the point of a child or teenage language, maybe, is that the adults don't get it, or that the adults get it hopelessly wrong! I have to concede that I'm an adult now.

DISS PLAY

Not to be confused with Sturrock and Else's (1998) dysplay, which is another animal altogether. Diss play, perhaps, refers to the gentle, and not so gentle, art of antagonism. It is an art. It is a communication, as is 'whatever play', below, but diss play is played harder. It might also be 'grief play' or 'I gonna knife you, bruv play', etc., depending on what part of the country you're in. (There is, I know, at least one other reader here who gets that last reference!) Perhaps 'diss play' and 'whatever play' come under a joint heading: Bugging play, perhaps, or Yeh, right play.

DIZZY PLAY

Caillois (1958) identified 'vertigo', but the child's word is dizzy: spinning around for no other reason than to be dizzy (you know you did this too!), roly-poly, cartwheels, etc.

FIGHTING PLAY

Adults tend to heap such physical play with value-laden words such as 'play fighting' and even 'rough and tumble play'. They're the 'good' type of fighting. However, I've often heard children get excited about the 'fighting' they were going to do later. 'Fighting' is just fighting. There are other words for 'real fighting', perhaps.

FREAKING OUT PLAY

Whilst thinking about 'chilling', the other context for this word came to me: chilling as in 'frightening, scary'. Children, en masse, can scare the life out of some adults! Children can scare themselves and others too, with their play. Sometimes, a critical mass takes shape: a group of children at play can bounce off each other to such an extent that something almost frightening takes shape; something odd and weird and freaky. I certainly had moments of childhood play where I just 'went bananas', 'freaked out' because I needed to. It was still a form of play (and I've definitely seen it happen in children

I've worked with — a knowing in their eyes that suggests they're kind of saying, 'Go on then, work with this!') It's still a form of play, but a freaky utterly discomfoting kind for the adult.

GIRLS' PLAY BOYS' PLAY

Perhaps this one needs scrapping before it's even written because the concept of gender specific play is passed down to children from adults. However, it's in for now because 'typical' girls' play or boys' play can be, and is, played by members of both genders. In my childhood, girls didn't usually play football round my way, though girls now add a whole new dimension to a previously mostly male play experience; also, if I got involved in 'girls' play' (so dolls, or songs, or skipping) when I was a child, though I might still be involved, I still would have known it to be girls' play.

WHATEVER PLAY

I include this one tentatively, bearing in mind what I wrote about the child or teenage language being something adults are necessarily a step removed from — 'whatever' is a word in use that I can only have an educated guess at. However, in this context, I'm thinking: if I were a child now and I wanted to play around with a whole bunch of things at once — including communication, assertion, identity, role, power dynamics, etc. — then saying 'whatever' whenever I could irritate someone else would do the trick! Of course, this type of 'child-described' play is also subject to local dialect, nuance, level of streetwiseness, etc. (as is, probably, all of these speculations).

This list is paused here. It is to be thought on more, to be continued. How do you think children might describe their play? (part 2 next time!)

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Adapted from *Playworkings* blog written by Joel Seath, MFL (UK playworker, playwork trainer and thinker!) <http://playworkings.wordpress.com>

SIX HABITS OF HIGHLY EMPATHIC PEOPLE

If you think you're hearing the word "empathy" everywhere, you're right. It's now on the lips of scientists and business leaders, education experts and political activists. But there is a vital question that few people ask: How can I expand my own empathic potential? Empathy is not just a way to extend the boundaries of your moral universe. According to new research, it's a habit we can cultivate to improve the quality of our own lives.

WHAT IS EMPATHY?

It's the ability to step into the shoes of another person, aiming to understand their feelings and perspectives and to use that understanding to guide our actions. That makes it different from kindness or pity. And don't confuse it with the Golden Rule, "Do unto others as you would have them do unto you." As George Bernard Shaw pointed out, "Do not do unto others as you would have them do unto you—they might have different tastes." Empathy is about discovering those tastes.

The big buzz about empathy stems from a revolutionary shift in the science of how we understand human nature. The old view that we are essentially self-interested creatures is being nudged firmly to one side by evidence that we are also *homo empathicus*, wired for empathy, social cooperation, and mutual aid.

Over the last decade, neuroscientists have identified a 10-section "empathy circuit" in our brains which, if damaged, can curtail our ability to understand what other people are feeling. Evolutionary biologists like Frans de Waal have shown that we are social animals who have naturally evolved to care for each other, just like our primate cousins. And psychologists have revealed that we are primed for empathy by strong attachment relationships in the first two years of life.

But empathy doesn't stop developing in childhood. We can nurture its growth throughout our lives—and we can use it as a radical force for social transformation.

Research in sociology, psychology, history - and my own studies of empathic personalities over the past 10 years—reveals how we can make empathy an attitude and a part of our daily lives, and thus improve the lives of everyone around us. Here are the Six Habits of Highly Empathic People!

HABIT 1: TALK WITH STRANGERS

Highly empathic people (HEPs) have an insatiable curiosity about strangers. They will talk to the person sitting next to them on the bus, having retained that natural inquisitiveness we all had as children, but which society is so good at beating out of us. They find other people more interesting than themselves but are not out to interrogate them, respecting the advice of the oral historian Studs Terkel: "Don't be an examiner, be the interested inquirer."

Curiosity expands our empathy when we talk to people outside our usual social circle, encountering lives and worldviews very different from our own. Curiosity is good for us too: Happiness specialist Martin Seligman identifies it as a key character strength that can enhance life satisfaction. Cultivating curiosity requires more than having a brief chat about the weather. Crucially, it tries to understand the world inside the head of the other person. We are confronted by strangers every day, like the heavily tattooed woman who delivers your mail or the new employee who always eats his lunch alone. Set yourself the challenge of having a conversation with one stranger every week. All it requires is courage.

HABIT 2: CHALLENGE PREJUDICES AND DISCOVER COMMONALITIES

We all have assumptions about others and use collective labels - e.g., "Muslim fundamentalist," "welfare mom" - that prevent us from appreciating their individuality. HEPs challenge their own preconceptions and prejudices by searching for what they share with people rather than

what divides them. An episode from the history of US race relations illustrates how this can happen.

Claiborne Paul Ellis was born into a poor white family in Durham, North Carolina, in 1927. Finding it hard to make ends meet working in a garage and believing African Americans were the cause of all his troubles, he followed his father's footsteps and joined the Ku Klux Klan, eventually rising to the top position of Exalted Cyclops of his local KKK branch.

In 1971 he was invited - as a prominent local citizen - to a 10-day community meeting to tackle racial tensions in schools, and was chosen to head a steering committee with Ann Atwater, a black activist he despised. But working with her exploded his prejudices about African Americans. He saw that she shared the same problems of poverty as his own. "I was beginning to look at a black person, shake hands with him, and see him as a human being," he recalled of his experience on the committee. "It was almost like bein' born again." On the final night of the meeting, he stood in front of a thousand people and tore up his Klan membership card.

Ellis later became a labour organiser for a union whose membership was 70 percent African American. He and Ann remained friends for the rest of their lives. There may be no better example of the power of empathy to overcome hatred and change our minds.

HABIT 3: TRY ANOTHER PERSON'S LIFE

So you think ice climbing and hang-gliding are extreme sports? Then you need to try experiential empathy, the most challenging - and potentially rewarding - of them all. HEPs expand their empathy by gaining direct experience of other people's lives, putting into practice the Native American proverb, "Walk a mile in another man's moccasins before you criticize him."

George Orwell is an inspiring model. After several years as a colonial police officer in British Burma in the 1920s, Orwell returned to Britain determined to discover what life was like for those living on the social margins. “I wanted to submerge myself, to get right down among the oppressed,” he wrote. So he dressed up as a tramp with shabby shoes and coat, and lived on the streets of East London with beggars and vagabonds. The result, recorded in his book *Down and Out in Paris and London*, was a radical change in his beliefs, priorities, and relationships. He not only realized that homeless people are not “drunken scoundrels” - Orwell developed new friendships, shifted his views on inequality, and gathered some superb literary material. It was the greatest travel experience of his life. He realised that empathy doesn’t just make you good - it’s good for you, too.

We can each conduct our own experiments. Take the path favoured by philosopher John Dewey, who said, “All genuine education comes about through experience.”

HABIT 4: LISTEN HARD—AND OPEN UP

There are two traits required for being an empathic conversationalist.

One is to master the art of radical listening. “What is essential,” says Marshall Rosenberg, psychologist and founder of Non-Violent Communication (NVC), “is our ability to be present to what’s really going on within - to the unique feelings and needs a person is experiencing in that very moment.” HEPs listen hard to others and do all they can to grasp their emotional state and needs, whether it is a friend who has just been diagnosed with cancer or a spouse who is upset at them for working late yet again.

But listening is never enough. The second trait is to make ourselves vulnerable. Removing our masks and revealing our feelings to someone is vital for creating a strong empathic bond. Empathy is a two-way street that, at its best, is built upon mutual understanding - an exchange of our most important beliefs and experiences.

Organizations such as the Israeli-Palestinian Parents Circle put it all into practice by bringing together bereaved families from both sides of the conflict to meet, listen, and talk. Sharing stories about how their

loved ones died enables families to realize that they share the same pain and the same blood, despite being on opposite sides of a political fence, and has helped to create one of the world’s most powerful grassroots peace-building movements.

HABIT 5: INSPIRE MASS ACTION AND SOCIAL CHANGE

We typically assume empathy happens at the level of individuals, but HEPs understand that empathy can also be a mass phenomenon that brings about fundamental social change.

Just think of the movements against slavery in the 18th and 19th centuries on both sides of the Atlantic. As journalist Adam Hochschild reminds us, “The abolitionists placed their hope not in sacred texts but human empathy,” doing all they could to get people to understand the very real suffering on the plantations and slave ships. Equally, the international trade union movement grew out of empathy between industrial workers united by their shared exploitation. The overwhelming public response to the Asian tsunami of 2004 emerged from a sense of empathic concern for the victims, whose plight was dramatically beamed into our homes on shaky video footage.

Empathy will most likely flower on a collective scale if its seeds are planted in our children. That’s why HEPs support efforts such as Canada’s pioneering Roots of Empathy, the world’s most effective empathy teaching program, which has benefited over half a million school kids. Its unique curriculum centres on an infant, whose development children observe over time in order to learn emotional intelligence—and its results include significant declines in playground bullying and higher levels of academic achievement.

Beyond education, the big challenge is figuring out how social networking technology can harness the power of empathy to create mass political action. Twitter may have gotten people onto the streets for Occupy Wall Street and the Arab Spring, but can it convince us to care deeply about the suffering of distant strangers, whether they are drought-stricken farmers in Africa or future generations who will bear the brunt of our carbon-junkie lifestyles? This will only happen if social networks

learn to spread not just information, but empathic connection.

HABIT 6: DEVELOP AN AMBITIOUS IMAGINATION

A final trait of HEPs is that they do far more than empathize with the usual suspects. We tend to believe empathy should be reserved for those living on the social margins or who are suffering. This is necessary, but it is hardly enough.

We also need to empathize with people whose beliefs we don’t share or who may be “enemies” in some way. If you are a campaigner on global warming, for instance, it may be worth trying to step into the shoes of oil company executives - understanding their thinking and motivations - if you want to devise effective strategies to shift them towards developing renewable energy.

Empathizing with adversaries is also a route to social tolerance. That was Gandhi’s thinking during the conflicts between Muslims and Hindus leading up to Indian independence in 1947, when he declared, “I am a Muslim! And a Hindu, and a Christian and a Jew.”

Organizations, too, should be ambitious with their empathic thinking. Bill Drayton, the renowned “father of social entrepreneurship,” believes that in an era of rapid technological change, mastering empathy is the key business survival skill because it underpins successful teamwork and leadership.

The 20th century was the Age of Introspection, when self-help and therapy culture encouraged us to believe that the best way to understand who we are and how to live was to look inside ourselves. But it left us gazing at our own navels.

The 21st century should become the Age of Empathy, when we discover ourselves not simply through self-reflection, but by becoming interested in the lives of others. We need empathy to create a new kind of revolution. Not an old-fashioned revolution built on new laws, institutions, or policies, but a radical revolution in human relationships.

Adapted from article by By Roman Krznaric

RESOURCES

THE TRANSPORT FOR CHRISTCHURCH WEBSITE

The Transport for Christchurch website has been developed to assist road users in Christchurch find the quickest and safest route around the city. The website is a joint venture between a number of agencies including the Christchurch City Council and the NZ Transport Agency (NZTA). Due to the extensive earthquake damage to our city's roads since September 2010, there is a need for road users to be aware of where major road-works, road closures and delays are. In addition, road users can read news stories about the latest transport events to ensure they are well informed of the changing status of roads in Christchurch. Navigate around the map to identify where traffic incidents and delays are located and how they may affect your journey around the city. The map also provides travel speed in-formation on main arterial roads (an arterial road is a high capacity urban road) within the city area.

www.transportforchristchurch.govt.nz

CHRISTCHURCH SCHOOLCHILDREN TO BENEFIT FROM \$9.3 MILLION RED CROSS GRANT

New Zealand Red Cross has launched a new grant to support Christchurch schoolchildren experiencing earthquake-related challenges that impact on their health and wellbeing. The Red Cross Christchurch Schoolchildren's Grant is designed to help primary and secondary school-children deal with earthquake-related anxiety, stress or behavioural problems and to assist those whose access to activities and resources has been limited by earthquake-related financial hardship. \$9.3 million has been allocated to this grant. School principals and teachers in Canterbury say they have noticed an increase in anxiety among children since the earthquakes, including behavioural problems among new entrant five-year-

olds. "There's a greater need for access to specialised counselling support. Solving problems becomes much more difficult due to the emotional and psychological state of those involved, both parents and children," says Canterbury Primary Principals Association representative Graeme Barber.

New Zealand Red Cross 2011 Earthquake Commission chair Sir John Hansen says Red Cross wants to make a positive difference to the lives of these children. "We want to foster resilience, both for their own sakes and for the future of Christchurch. We're partnering with schools to distribute this grant because they are uniquely placed to identify and respond to the challenges their students are facing, whether these be wellbeing or hardship related," he says.

The grant is open to more than 71,000 schoolchildren in Selwyn, Waimakariri and Christchurch city, and will be distributed through schools. It can only be used to provide resources and assistance directly to students and cannot be used for operational or capital costs such as teacher salaries, school fees, or school equipment. It is envisaged the grant will be able to help children access things like counselling, school camps, field trips, group activities, uniforms, stationery and life skills programmes.

The grant uses a tiered funding system to target children who are less likely to have resources available to them to address earthquake-related needs. Students at decile 1, 2 and 3 schools will be eligible for a grant of up to \$240 per student. Students at decile 4, 5, 6 and 7 schools are eligible for a grant of up to \$120 per student. And students at decile 8, 9 and 10 schools are eligible for a grant of up to \$60 per student.

Individuals can not apply directly - applications must be made by schools.

The president of the Canterbury Secondary Principals Association Neil Wilkinson says the Red Cross grant offers a large number

of students who are still affected by the impact of the earthquakes a wide range of options. "Schools are delighted with this grant - it's fantastic. It says to the young people of Christchurch that their needs have not been forgotten and we just hope they take advantage of this opportunity," he says.

The New Zealand Red Cross Earthquake Appeal fund was established through the generosity of the New Zealand public and overseas donors to assist with earthquake relief and recovery. To date \$82m has been distributed in grants to 95,708 people. The majority of the appeal funds have now been committed to existing grants and programmes, and \$14M remains available for future projects.

For more information contact: New Zealand Red Cross recovery communications advisor Pamela Fleming 027 687 5684 or email: pamela.fleming@redcross.org.nz

COMMUNITY WELLBEING SURVEY RESULTS

The Canterbury Earthquake Recovery Authority has released its Community Wellbeing Survey conducted by Nielsen Research between August and October 2012. The survey garnered responses from 2381 residents selected randomly from the electoral roll in Christchurch and Waimakariri and Selwyn Districts.

The report and associated fact sheet is available on the New Foundations website at: www.newfoundations.org.nz

ADVICE FOR CANTERBURY RESIDENTS FROM ENABLE NZ

People in Canterbury who are planning to re-build or renovate their earthquake damaged homes are encouraged to consult with Enable New Zealand advisors about future-proofing their design, to

accommodate their changing needs over their lifetime.

Enable New Zealand has recently been contracted by the Office for Senior Citizens, Ministry of Social Development and the Ministry of Health to provide free professional, impartial advice to encourage lifelong design. Lifelong design means reducing or minimising the potential for the home environment to become a barrier for the person, as their needs change over their life. Free advice is available for all older people, as well as younger people.

To speak to a professional advisor or book an appointment with an advisor, contact Enable New Zealand on 0800 ENABLE (0800 362 253). This advisory service is also available to community groups.

LAWSPOT.ORG.NZ

Making Law Accessible - LawSpot is a website where members of the public, like you, can ask questions about New Zealand law and qualified lawyer volunteers will answer them for free.

For further information or to ask a question: www.lawspot.org.nz

STUDY REVEALS DRAMATIC REDUCTION IN CHILDREN'S FREEDOM

ENGLAND: A study has uncovered the dramatic decline in children's independence over the last 40 years in England. The research, led by Policy Studies Institute (PSI) at the University of Westminster, reveals that only a quarter of primary school children are allowed to travel home from school independently, compared with the 86 per cent who were permitted to do so in 1971.

Researchers looked at a unique dataset collected by the Institute in 1971, 1990 and 2010. They found a large reduction in primary school children's independent mobility – the extent to which parents allow their children to play and travel around in their local area without any grown-ups.

RESEARCHERS ADVOCATE PUTTING THE "ART" IN "STEM"

"Nobel laureates in the sciences are 17 times likelier than the average scientist to

be a painter, 12 times as likely to be a poet, and four times as likely to be a musician," according to a blog post by Bob Root-Bernstein, professor of physiology at Michigan State University. Innovation and creativity are essential to problem-solving and developing new ideas. Therefore, art and music play a vital role in these processes. John Maeda, president of the Rhode Island School of Design, further describes the important role that art plays in science, technology, engineering, and mathematics in his blog, STEM to STEAM: Art in K-12 is Key to Building a Strong Economy.

CANTERBURY COMMUNITY ACCOUNTING (CCA) SEMESTER 1 2013 COURSES

Semester 1, 2013 workshops for Administrators, Board members and Managers. These 10 issue-specific workshops will help you stay in control of your finances.
<http://commaccounting.co.nz/>

April 16: 9:30
Using MYOB Account Right for Non-Profit Accounting
April 23: 9:30
Using XERO for Non-Profit Accounting
April 30: 9:30
Management Accounting: Keeping Tabs On Your Projects and Activities
May 14: 9:30
Accounting for Goods and Services Tax (GST)
May 28: 9:30
Accrual Accounting and the Journal
June 11: 9:30
Understanding and Managing Payroll
June 25: 9:30
Accounting For Assets And Liabilities

*For more information please contact:
info@commaccounting.co.nz
or register online at:
<http://commaccounting.co.nz/qcart/>*

SOLUTIONS TO CHILD POVERTY IN NEW ZEALAND

The Office of the Children's Commissioner's Expert Advisory Group on Solutions to Child Poverty has released their final report. The report follows the consultation that took place on the Issues and Options Paper that was released in August 2012.

MAORI STUDIES COURSES

Te Wananga o Raukawa are offering several options for study in 2013. Papers are delivered in a residential format as Marae-noho usually over 2, 3, 4 or 5 consecutive days.

Poutuarongo Matauranga Maori (Bachelor degree) - This one year course is about understanding kaupapa and tikanga Maori that define the way we look at our world as Maori. It looks at Maori knowledge the way our ancestors understood it, as we understand it today and as it will be applied in the future.

Heke Matauranga Maori (Diploma) - This is a one year course. Course description is as above.

Poupou Huia Te Reo (Certificate) - This is a 13 week, 30 credit Te Reo Maori course delivered online. The programme consists of five 30-40 minute audio classes per week and online activities. Aimed at beginner to intermediate learning, this course teaches language intended for use in the home, at work and everyday situations. This is a FREE course.

Poupou Karanga (Certificate) - This course is offered to woman who wish to learn about the artform of Karanga. Delivered over four two day noho.

Poupou Whaikorero (Certificate) - This course is offered to men who wish to learn about the artform of whaikorero. It offers thorough investigation of whaikorero. It is designed to empower Maori men to stand tall. Further details upon inquiry.

Poupou Whare Tapere - This course involves study of the expression of Maori concepts, behaviour, values and history of song and dance or kapahaka. This course will especially help assist high-schools with their kaphaka programming. Further details upon inquiry.

*For more details, contact: Pumamao (Benj)
Brennan, phone 027 5428 163 o4 03 374
59658 163 o4 03 374 5965
pumamao.brennan@teao.maori.nz
nzmaori1@xtra.co.nz*

Fantasy/Reality Confusion Fuels Kids' Nighttime Fears

From monsters under the bed to bogeymen in the closet, most children experience nighttime fears. While most grow out of them on their own, for some children, there's a risk of developing anxiety problems later in life, according to new research.

In the new study, researchers at Tel Aviv University discovered that preschoolers with persistent nighttime fears were far less able to distinguish reality from fantasy compared to their peers. To test their hypothesis that fantasy-reality confusion has a strong impact on nighttime fears, researchers evaluated children between the ages of 4 and 6. Out of the group, 80 were diagnosed with severe nighttime fears and 32 with more normal development. The children were evaluated on their ability to separate fact from fiction based on parental reports and a standardized interview. For example, the researchers presented the children with the character of a fairy, then asked a series of questions to determine whether or not

the fairy was fictional, including whether or not they could call the fairy by phone or the fairy could visit them at home.

Children with more intense nighttime fears were significantly less able to differentiate reality from fantasy, according to the researchers. Younger children also scored lower on these evaluations, a result attributable to the children's developmental stage, the researchers explained, noting the lower the score, the more severe the child's nighttime fears. According to Avi Sadeh of Tel Aviv University's School of Psychological Sciences, the fantasy-reality confusion that causes nighttime fears can also be used to help children to overcome these fears by tapping into their imaginations.

"We send children mixed signals by telling them that monsters aren't real while we tell them stories about the tooth fairy," he said. Simply telling a child that their fear isn't realistic doesn't solve the problem, he added.

Instead, he recommends using the child's strong imagination as a treatment tool. For instance, parents might help their children view an imaginary monster as a non-threatening entity, perhaps by writing it a letter to extend an offer of friendship or reading the child a book in which a threatening figure turns out to be friendly.

One treatment that Sadeh has found highly effective is a toy called a "huggy puppy." In this therapy, children are presented with a stuffed dog and told that the once happy puppy is now sad. They are given the responsibility of being the puppy's friend, caring for him, and ensuring that he is not afraid at night. Because this intervention depends on the child's willingness to believe the puppy's story and embrace their new compassionate role, it works best for children with stronger imaginations, he said.

The study was published in Child Psychiatry and Human Development. Source: Tel Aviv University

APA Reference:

Wood, J. (2012). *Fantasy-Reality Confusion Fuels Kids' Nighttime Fears*. Psych Central. Retrieved on December 11, 2012, from <http://psychcentral.com/news/2012/11/14/fantasy-reality-confusion-fuels-kids-nighttime-fears/47657.html>

DISADVANTAGED STUDENTS BENEFIT FROM STRONG RELATIONSHIP WITH TEACHER

BY TRACI PEDERSEN

Students at risk - including those with low socioeconomic status or learning problems - benefit more than their peers in having a good relationship with their teacher. That was the conclusion reached by Debora Roorda in her doctoral dissertation at the University of Amsterdam.

Teachers, however, often appear less friendly and supportive toward disruptive children, even when these children are no less friendly toward the teacher. Furthermore, teachers behave in a more dominating manner toward withdrawn children which causes these children to become even more passive.

Results show that students become more involved and perform better when they experience a good student-teacher relationship, especially as students get older. A personal relationship with the teacher is particularly important for those with a low socioeconomic status, students with learning difficulties and for boys. "Teachers could, for example, show that they are interested in the children and care about them. In addition to this it is important that teachers provide opportunities for the children's own input," said Roorda.

The link between positive, warm relationships and more involvement and

improved school performance is greater in secondary education than in primary education. However, for students in primary education a negative student-teacher relationship that is full of conflicts has a stronger negative effect on involvement and school performance.

"The negative consequences of a poor relationship in primary education make it even more important still to intervene at an early stage if the relationship between a teacher and pupil is not going well," said Roorda.

APA Reference: Pedersen, T. (2012). Disadvantaged Students Benefit from Strong Relationship with Teacher. Psych Central. Retrieved on December 11, 2012, from <http://psychcentral.com/news/2012/10/12/disadvantaged-students-benefit-from-strong-relationship-with-teacher/45992.html>

who really should take a time out?

BY DR. GABOR MATÉ

This week, a seven-year-old boy in Timmins, Ont., became front-page news across the nation because his parents are suing the local board of education. They allege that he has been repeatedly locked in a closet at school to control his behaviour.

Such punishment may seem cruel, but it is not all that unusual. It's an extreme example of the classic "time-out" — one of the more prevalent, and pernicious, notions advocated by parenting experts.

Not long ago, the mother of a young girl with attention-deficit disorder wrote to me saying that, when her daughter was 3, psychologists advised a similar time-out to discourage her temper tantrums. Lock her in a closet, they suggested, "Where she couldn't hurt herself."

How is that supposed to work? In theory, the time-out makes obstreperous behaviour unattractive by, in effect, the use of shunning. Having ignored repeated requests to act properly, children are physically removed from their parents — most often by being banished to their rooms. This supposedly teaches them some valuable lesson about what is and what is not acceptable.

Any success of the time-out (if you can call intimidating a child success) is temporary at best. In fact, the technique employed by so many well-meaning parents and educators

actually sabotages healthy development. It exploits and deepens a child's greatest terror: being abandoned by those whose unconditional love and acceptance he or she requires.

Playing on this fear may achieve compliance for a short time, but at an enormous cost. The young child's limbic system, the brain's emotional apparatus, cannot handle that much vulnerability. The result is the shutdown of feeling that older children express when they say "I don't care" or "whatever."

As well, the banishment weakens children's attachment to their parents. This diminishes the most powerful force adults have working on their behalf: the child's desire to be close to them, to connect with them.

The time-out is a product of behaviorism, a branch of psychology that assumes children can be trained like lab rats by using reward and punishment. Behaviorist techniques dominate much of the parenting literature. They have popular appeal in a society that looks to simple mechanical solutions for a wide range of problems, and in a culture that has lost sight of how important the parent-child bond really is.

In his book *Time-in Parenting*, Otto Weininger challenges the reigning behaviorist orthodoxy. The professor emeritus of

psychology at the University of Toronto says it is precisely when children behave badly that parents must be in direct contact and demonstrating their commitment. "When children are upset, out of control, rude or angry," he writes, "what they need most is to be with a safe and accepting adult... they also need someone who can help them express those feelings appropriately."

Outrageous behaviour, rage displays, tantrums are always symptomatic of some frustration the child is experiencing, a frustration the child is either unable to identify or to explain in words. "Sending the upset child away means that we are also sending the problem away for the child to deal with," the author adds. "What it really implies is that we can't deal with it ourselves. The child just feels rejected."

Using the child's dependence on us as leverage to enforce compliance, we only increase the frustration. We set in motion a vicious cycle. As the child's frustrations rise, so will the hostility. Following the opinions of the behaviorists, we will then raise the ante of separation and punishment. We will end up liking our child less and less because, as he or she shuts down emotionally, there will be less and less desire to be close to us.

In fact, the feeling will be quite the opposite — unless the spirit is so crushed the child is desperate to please. In that case, we increase the risk of being ostracized by his or her peers and the risk of depression and illness later in life. That is something I have often seen in my medical work.

So, is the time-out a complete waste of time? No. It has one perfectly acceptable application: adults. Such a respite is just what grownups need when their own emotions are out of control. In such cases, they and not the child are the ones taking a time-out.

We all lose it on occasion. Our frustrations get the better of us. At such a moment, without blaming the child or demanding obedience, we can acknowledge that we're having difficulty coping and take a moment to collect ourselves.

So, while taking a few deep breaths, whether at home or in the classroom, we can remind ourselves that a child's long-term development, not quivering compliance, is our most sacred objective.

THE LITIGIOUS PLAYGROUND

“I AM TARZAN!”

A popular fictitious hero since 1912 and in over 89 films, Tarzan was raised by apes who taught him the fine art of swinging effortlessly from one tree branch to another, pursuing deeds of goodwill like some jungle superhero/EMT/adventurer.

This summer I returned to the playground of my youth. Looking out to where it once stood, I fondly and viscerally recalled the old steel jungle gym where almost everyday I'd spend some time as Tarzan. It must have been only ten or twelve feet high but it made me feel like I was higher than the clouds. I'd spend hours on those monkey bars hanging upside down, sliding down the one of the inner poles or standing at its pinnacle, beating my chest like King Kong and croaking out the traditional Tarzan warning cry, “Ah-hee-ah-hee-ah!” From my high jungle perch I would look over the realm to see who needed my saving now. I might even have to “swing” over to the tall metal slide and extra high swing-set to get the job done.

Clearly my youth was one where “safety” had not yet been invented. Now, in place of those wonderful contraptions of fantasy fulfilment, excitement and danger sat an enclosed and colourful, safety-first plastic container less than five feet tall and housed on a rubberized safety surface. There was a slide in this piece of equipment with an incline so slight that gravity alone would never provide enough inertia to move a child from top to bottom. However, it did seem a good fit for the toddlers, preschoolers and their parents who utilized it. But, there was not a child aged six or older who could ever be entertained or satisfied using this particular apparatus anywhere in sight.

We all know what happened to get to this point. Sometimes kids fell and got hurt. Overtime, the old equipment was replaced because of parental concern and new manufacturer safety standards. But, the most frequent factor that heralded such change was, and continues to be, the fear of lawsuits.

Are playgrounds now too safe? If I were a parent of a child, or a principal of a student, who received a concussion or broken ankle I might say they are not safe enough. However, let's examine the research and see what we might be missing.

According to David Ball, a professor of risk management at Middlesex University, “there is no clear evidence that playground safety measures have lowered the average risks on playgrounds.” Though it seems counterintuitive, some injuries, like the long fractures of the arm “increased after the introduction of softer surfaces on the playground.” Apparently, if children or parents believe they are in an environment that is safer they take more risks and underestimate the performance of such surfaces. “Older children are discouraged from taking healthy exercise on the playground because they are designed with the safety of the very young in mind. Therefore, they may play in more dangerous places, or not at all.”

It turns out that “risky” play is important for childhood emotional development helping children “encounter risks and overcome fears” according to psychology professor, Ellen Sandseter at Queen Maud University in Norway. Dr. Sandseter identifies six categories of risky play: exploring heights, experiencing high speed, handling dangerous tools, being near dangerous elements (like water or fire), rough and tumble play, and wandering away from adult supervision. The most common is climbing heights.

“Climbing equipment needs to be high enough, or else it will be too boring in the long run,” Dr. Sandseter said. “Children approach thrills and risks in a progressive manner, and very few children would try to climb to the highest point for the first time they climb. The best thing is to let children encounter these challenges from an early age, and they will then progressively learn to master them through their play over the years.”

Sometimes, of course, their mastery fails, and falls are the common form of playground injury. But these rarely cause permanent damage, either physically or emotionally. While some psychologists and many parents — have worried that a child who suffered a bad fall would develop a fear of heights, studies have shown the opposite pattern: A child who's hurt in a fall before the age of 9 is less likely as a teenager to have a fear of heights.

By gradually exposing themselves to more and more dangers on the playground, children are using the same habituation techniques developed by therapists to help adults conquer phobias, according to Dr. Sandseter and a fellow psychologist, Leif Kennair, of the Norwegian University for Science and Technology.

“Risky play mirrors effective cognitive behavioural therapy of anxiety,” they write in the journal *Evolutionary Psychology*, concluding that this “anti-phobic effect” helps explain the evolution of children's fondness for thrill-seeking. While a youthful zest for exploring heights might not seem adaptive — why would natural selection favour children who risk death before they have a chance to reproduce? — The dangers seemed to be outweighed by the benefits of conquering fear and developing a sense of mastery.

“Paradoxically,” the psychologists write, “we posit that our fear of children being harmed by mostly harmless injuries may result in more fearful children and increased levels of psychopathology.”

Keep the dialogs going about your school and neighbourhood playgrounds. May the next generation of future Tarzans find playgrounds that stimulate creativity, excitement and mastery and recovery.

Okay, I know you want to do it. Go ahead. Pound your chest, channel your inner Tarzan and let out your best jungle holler...Ah-hee-ah-hee-ah!
www.joyinlearning.com

**Research facts quoted from John Tierney's July 19th, 2011 New York Times article, Grasping Risk in Life's Classroom*



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PLAYGROUNDS MADE OUT OF JUNK

Plastic bottles, car parts, shipping containers, steel drums, and tires. No, we're not describing a junkyard -- we're describing a potential playground. Recycled playground structures combine ingenuity, whimsy, and thrift to create spaces that are friendly to our kids and our planet alike. From Brazil to Norway to Uganda, these playgrounds are true gems, even if they're made from junk:

1. Ugandan Artist Ruganzu Bruno Tusingwire is refashioning water bottles into play structures. Photo via Clutch.

2. In Niamey, Niger, a Spanish collective called Basurama fashioned this playground out of pallets, tires, garbage bags, and plastic drums. Photo by Basurama via Treehugger.

3. Lions Park playground in Alabama is made from 2,000 recycled steel drums. Photo via Inhabitat.

4. The possibilities for incorporating old tires into playground structures are almost endless. Photos via RelaxShacks.com.

5. Helsinki-based sculptor Miina Äkkijyrkkä specializes in building giant cows out of old car parts. Photo via Artrick Playground.

6. This playground in Stavanger, Norway is made of recycled materials from oil rigs. Photo via Abstract Noun.

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OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 2 2013

EVENT/TRAINING	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUDED)
Management Training	Funding & Finance	Tuesday 21st May	10am – 12.30pm OSCAR Network, 25 Disraeli Street, Addington	\$35 members \$90 non-members
West Coast Training	Friday: Funding & Finance Saturday: Practical Strategies for Challenging Behaviour	Friday 24th May Saturday 25th May	Fri Cluster: 5.30pm – 6.00pm Fri Training: 6.00pm – 8.00pm Sat Training 9.30am – 12pm Karoro Training Centre, 180 Tainui Street, Greymouth	\$35 each session \$60 for both Tea provided Friday eve
Core Training	Child Development 2 - "The Older Child"	Tuesday 28th May	10am – 12.30pm OSCAR Network, 25 Disraeli Street, Addington	\$35 members \$90 non-members Limited to 15
Movie'nMunch	"Politically Incorrect Parenting Show – the first decade" with Nigel Latta. Part 1	Tuesday 4th June	12pm – 1.30pm OSCAR Network, 25 Disraeli Street, Addington	Free Bring your own lunch
Southland Training	Funding & Finance AND/OR Practical Strategies for Challenging Behaviour	Saturday 8th June	9.15am – 11.30am 12 noon – 2.30pm Kelvin Hotel, The Board Room, 16 Kelvin Street, Invercargill	\$35 each session \$60 for both Limited to 20 Lunch provided
Cluster & Training Rangiora	Suitable for all Staff and Management - A Child's Experience of Trauma	Tuesday 11th June	10am – 11.00am 11am – 1pm Rangiora War Memorial Hall, Albert Street, Rangiora	Cluster: Free Training: \$35 members \$90 non-members
Cluster South East	Suitable for all Staff and Management	Wednesday 12th June	10am – 12 noon OSCAR Network, 25 Disraeli Street, Addington	FREE
Cluster North West	Suitable for all Staff and Management	Thursday 13th June	10am – 12 noon Kidz Time, 115 Paparoa St, Papanui	FREE
Marlborough Training	Older Children OR Learning the Ropes with Employment	Thursday 20th June	6pm – 8.30pm Phoenix Motor Inn, 174 Middle Renwick Road Springlands, Blenheim	\$35 members \$90 non-members Light tea provided
Nelson Training	Practical Strategies for Challenging Behaviour OR Funding and Finance	Friday 21st June	6pm – 8.30pm Grand Mercure Monaco Apartments, 6 Point Road, Nelson	\$35 members \$90 non-members Light tea provided
Motueka Training	Health & Safety OR Employment Matters	Saturday 22nd June	10am – 12.30pm Motueka Community House, Decks Reserve, Motueka	\$35 members \$90 non-members
Refresher First Aid Training	Suitable for all Staff	Saturday 22nd June	8.30am – 12.30pm St Columbus Parish Centre, 452 Main South Rd, Hornby	\$95 per person
OSCAR Network Annual General Meeting	All welcome Morning tea provided	Tuesday 25th June	10 – 11am OSCAR Network, 25 Disraeli Street, Addington	
Movie'nMunch	"Politically Incorrect Parenting Show – the first decade" with Nigel Latta. Part 2	Tuesday 2nd July	12pm – 1.30pm OSCAR Network, 25 Disraeli Street, Addington	Free Bring your own lunch
Training Morning	Suitable for all Staff and Management - A Child's Experience of Trauma	Saturday 6th July	9.15am – 12.30pm Waltham School Hall, Cnr Vienna & Hastings St East Waltham	\$35 members \$90 non-members
Full First Aid Training	Suitable for all Staff	Saturday 27th July	St Columbus Parish Centre, 452 Main South Rd, Hornby	\$165 per person

