

WAYS OF SEEING
THE NEW SCIENCE
OF SIBLINGS
IMAGINATION AND
'MAKE BELIEVE'
IF I COULD TELL YOU
ONLY ONE THING
ABOUT DISCIPLINE
MOST PARENTS
'LIE TO THEIR
CHILDREN'



DR ROB'S TIPS



In October, more than 300 people attended community forums in Kaiapoi and Brighton to listen to Dr Rob Gordon, a visiting Australian specialist in disaster psychology who has supported people affected by more than 30 disasters. One participant summed up the reaction of many when he said, "Things make a lot more sense now. Rob Gordon tells it like it is."

Here are some of Dr Rob's tips for coping with the on-going effects of a disaster:

1. A fast recovery is not necessarily a good recovery. Pace yourself and focus on things that give your life value and meaning eg. relationships, family, recreational activities, your health or your career.
2. Take time to assess your energy levels. If you are feeling tired or stressed consider ways you can recharge your battery. Maybe you could get away for a weekend or take a walk, listen to music or, talk to friends – you decide how best to take care of yourself.
3. Ensure you maintain control of your own recovery by identifying, and focusing, on the things you can control. It's ok to acknowledge things beyond your control but try not to focus on them.
4. Ask yourself: "What am I not doing that I used to do? How do I maintain the quality of my life during this long and, at times, difficult recovery period?"
5. Maintain your established daily or weekly routines, or, if necessary create temporary ones during the recovery period. Established routines protect us from uncertainty and constant change.
6. Deal with small problems before they become bigger. Don't let things slip, or postpone them till after it is all 'back to normal'. Recovery means finding a new normal and it needs to include what is valuable and important to you.

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 Scheme; Zeald.com; Todd Foundation; Lion Foundation; Southern Trust; Vodafone NZ Foundation.

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

BEYOND POLITICAL CORRECTNESS

WE ARE ALL MADE UP OF MANY CHARACTERISTICS.

Few of us want to be identified by only one of our many characteristics. For example, you wouldn't want to be identified solely on the basis of your ability to play netball or your love of pizza ("Pizza Eating Janice"). These characteristics are only one part of your whole self.

This is true of individuals with disabilities as well. When speaking or writing, remember that children or adults with disabilities are like everyone else, except for the fact that they have a disability.

Sometimes how you say something communicates more than what you say. This is why we need to use "person first" language. And this is why "person first" language is about much more than being "politically correct."

HERE ARE A FEW HELPFUL HINTS ABOUT DISABILITY ETIQUETTE.

- Speak of the person first, then the child's disability (e.g., a child with Down syndrome, instead of the Down syndrome child).
- Emphasize abilities, not limitations (e.g., Cody is a wonderful artist, instead of Cody uses crutches).
- Do not label people as part of a disability group (e.g., Amy who likes dancing, instead of Amy, the blind teenager).
- Remember that a person is not a condition (e.g., identify Jack as Jack, the 8-year-old, instead of Jack, the epileptic).
- Don't give excessive praise or attention to a person with a disability; don't patronize them (e.g., Would you want to be praised for something that you do every day, like go to work?).
- Avoid treating people with disabilities as if

they want to be the recipients of charity or pity. They want to participate equally with the rest of the community (e.g., ask Frank if he wants to play, instead of saying how sad it is that Frank needs help with lots of things).

- Let the person do or speak for herself as much as possible (e.g., if one child asks why another uses a wheelchair, let her answer for herself, instead of answering for her).
- Don't assume that an individual with a disability needs help. Offer assistance, but wait until your offer is accepted before you help (e.g., ask an individual with a disability if he would like you to hold the door open for him, instead of assuming that he needs you to do it for him).
- Remember that a person who has a disability isn't necessarily chronically sick or unhealthy (e.g., a person with an intellectual disability is not sick or unhealthy, she may experience difficulty in learning at times).
- Make certain that activities are accessible, both architecturally and programmatically, to all participants (e.g., programmes, as well as buildings, need to be welcoming and accommodating).
- Remember that a disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. A handicap is a situation or a barrier imposed by society, the environment, or oneself (e.g., an inaccessible facility is a handicap to the individual with a disability to participate in an activity at that facility).
- Relax! Don't be embarrassed if you use common expressions such as 'see ya later' or 'gotta run,' to an individual who has a visual impairment or uses a wheelchair, respectively (i.e. continue on with your social conversation).

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WAYS OF SEEING

PLAY TYPE SPECULATION FROM A CHILD'S PERSPECTIVE (PART 2)

HOW ELSE MIGHT CHILDREN DESCRIBE THEIR PLAY? KEY TO THINKING THIS WAY IS OBSERVATION.

In *Ways of Seeing*: play types speculation from children's perspectives, I explained the IMEE model of reflection (intuition, memory of own childhood, experience of work with children in adulthood, and evidence of the playwork literature). They're all relevant, but this week I've been considering my recent observations of children at play. How might they describe their play?

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

My recent observations have led me to thinking on playful behaviours which are, initially, roughly linked with children's creativity. Of course, I couldn't just think of such creativity: play has a way of tumbling out of such boxes we put it in. Creativity spilled out into further language play and into linguistic and physical play repetition. This set of speculations isn't listed alphabetically (as the last set were), because there's a chain of thinking taking place in my observations.

MAKING PLAY

When a child finds a box of shiny paper, card, cardboard tubes, glitter, glue, etc., and if you have the opportunity to ask what



they're doing, you may very well get the answer that they're 'making'. It isn't always specified what they're making (sometimes the child doesn't seem to know themselves: not until it all comes together into something that fits whatever they're thinking as they 'make'). Adults have a tendency to try to pin down, exactly, whatever is in the process of being made: that is, to label it. 'Making play' is, I suggest, all about the 'product' (the robot, the alien, the house, etc.), but it's a fluid process which ends up with that product.

STICKING PLAY

By contrast, 'sticking play' is all about the process. A child with access to glue sticks, shiny stickers, things to glue onto other things, etc., will quite often just enjoy the

moment of the stickiness. I've seen stickiness take place just for the sake of stickiness. Sometimes it might turn into 'making', but often it's just the act of rendering 'something that was dry' as sticky, or 'something not stuck-with' as now stuck-to, that is the desire of the moment.

ANGRY PLAY

This came about by thinking about what can happen at the end of sticking play (and sometimes making play too). I was thinking about the destruction of the materials used (the card, the paper, the glue stick even — relentlessly rubbed down to its raw plastic!) This is another adult agitation: those things cost money, you know! The child only cares what the thing used becomes, or what it feels like to rip or rub away the former useful thing. 'Destructive' isn't a child word though. What is? What word might I, or other children, have used? I came to





‘angry play’. It’s another one of those words (like ‘fighting’) that seems to have different connotations to adults and some children. Angry, in this context, doesn’t mean angry as we adults know it to mean. Angry, here, means ‘with furious intent’; or better still, it means ‘relentless, quick, Godzilla-like!’

SILLY PLAY

Where do we go from ‘angry’ (relentless)? Recent observations of children at play have highlighted something that I’ve always known: that that power exertion of angry play has a contrast in the non-power play of just falling around. It’s silly play in child-speak (or whatever word is better in any given other local dialect). From adult perspectives, it’s just as pointless as destructive play (which some would say isn’t play at all, because it’s not ‘productive’). Silly play is futile; yet, it’s a different kind of pointlessness and futility. Silly play has a quality, to the child, that adults often find unable to grasp. I don’t know what the point of silly play is (I’ll have to think more on it!), but I know it involves a lot of flopping around.

REAL PLAY

Children have some curious expressions. I met a friend’s daughter when she was five, a long time ago. Back then we’d have long conversations, myself and this five year old, in which — invariably — I’d be stopped at some point with some phrase along the

lines of: ‘Ah, but in real life . . .’ Real life, in this context, related to the very real context of this five year old’s play life. ‘Real play’, I suggest, is removed from silly play because there is a point to the play (although the child may not be able to articulate exactly what this is, or even want to). Real play covers a multitude of possible actions, but whatever is played, it’s very important that it is played.

AGAIN PLAY

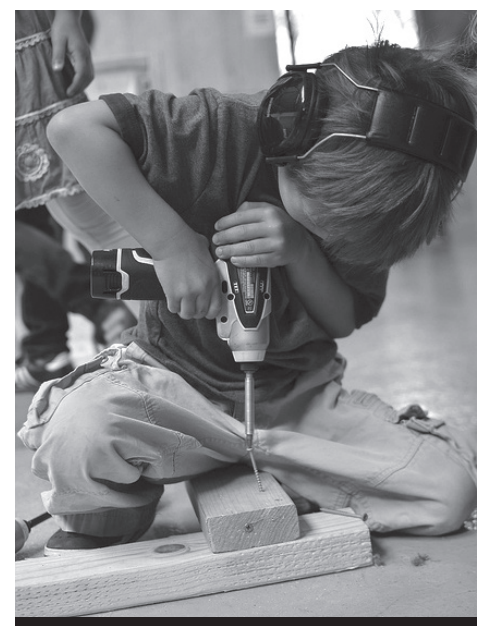
I found myself thinking about the repetitive play actions of very young children. This is, perhaps, an offshoot of silly play. It is, perhaps, also an offshoot of real play. If the repetition isn’t cycled through, there seems to be a small breakdown in quality for the child (abstract quality in the possibilities of the physical environment, in play objects, in the relationships with other children and other adults, in trust). It might not seem like much, but there’s much more wrapped up in repetitive play than immediately meets the eye.

CHASING PLAY

Of course, this form of playing is nothing new to animal behaviourists. I refer, for example, to studies on monkeys at play (chase/flee interactions, which children also undertake). I include it here in my child-word speculations though because this playful behaviour follows on well from

silly/real/again play. It’s not the actual game itself I’m referring to (i.e. tag, tig, it, or whatever regional variation of the game you know — they are all, essentially, the same game anyway). In fact, I’m not even writing here about a ‘game with rules’ at all. I’m writing about the verb that is ‘to chase’. Chasing play is in because I’m thinking here about child verbs and not child nouns or adjectives.

My list is paused again. To be continued further at a later date.



THE NEW SCIENCE OF SIBLINGS

BY JEFFREY KLUGER

THERE ARE A LOT OF WAYS TO STUDY A PAINTING, AND ONE OF THE BEST IS TO GET TO KNOW THE PAINTER.

The splash or splatter of colour makes a lot more sense when you understand the rage or whimsy or heart behind it. The songwriter, similarly, can lay bare the song, the poet the poem, the builder the building.

For a long time, researchers have tried to nail down just what shapes us--or what, at least, shapes us most. First it was our parents, particularly our mothers. Then it was our genes. Next it was our peers, who show up last but hold great sway. And all those ideas were good ones--but only as far as they went.

More and more, scientists are concluding that this unexplained force is our siblings.

From the time they are born, our brothers and sisters are our collaborators and co-conspirators, our role models and cautionary tales. They are our scolds, protectors, goads, tormentors, playmates, counsellors, sources of envy, objects of pride. They teach us how to resolve conflicts and how not to; how to conduct friendships and when to walk away

from them. Sisters teach brothers about the mysteries of girls; brothers teach sisters about the puzzle of boys. Our spouses arrive comparatively late in our lives; our parents eventually leave us. Our siblings may be the only people we'll ever know who truly qualify as partners for life. "Siblings," says family sociologist Katherine Conger of the University of California, Davis, "are with us for the whole journey."

Within the scientific community, siblings have not been wholly ignored, but research has been limited mostly to discussions of birth order.

But all that's changing. At research centres in the U.S., Canada, Europe and elsewhere, investigators are launching a wealth of new studies into the sibling dynamic, looking at ways brothers and sisters steer one another into--or away from--risky behaviour; how they form a protective buffer against family upheaval; how they educate one another about the opposite sex; how all siblings compete for family recognition and come to terms--or blows--over such impossibly charged issues as parental favouritism.

From that research, scientists are gaining intriguing insights into the people we become as adults. Serious work is revealing exactly how our brothers and sisters influence us.

WHY CHILDHOOD FIGHTS BETWEEN SIBLINGS CAN BE GOOD

The first thing that strikes contemporary researchers when they study siblings is the sheer quantity of time the kids spend in one another's presence and the power this has to teach them social skills. By the time children are 11, they devote about 33% of their free time to their siblings--more time than they spend with friends, parents, and teachers or even by themselves--according to a well-regarded Penn State University study published in 1996. Later research, published last year, found that even adolescents, who have usually begun going their own way, devote at least 10 hours a week to activities with their siblings--a lot when you consider that with school, sports, dates and sleep, there aren't a whole lot of free hours left.

"In general," says psychologist Daniel Shaw of the University of Pittsburgh, "parents serve the same big-picture role as doctors on grand rounds. Siblings are like the nurses on the ward. They're there every day." All that proximity breeds an awful lot of intimacy--and an awful lot of friction.

Laurie Kramer, professor of applied family studies at the University of Illinois at Urbana-Champaign, has found that, on average, sibs

between 3 and 7 years old engage in some kind of conflict 3.5 times an hour. Kids in the 2-to-4 age group top out at 6.3--or more than one clash every 10 minutes, according to a Canadian study. "Getting along with a sister or brother," Kramer says dryly, "can be a frustrating experience."

But as much as all the fighting can set parents' hair on end, there's a lot of learning going on too, specifically about how conflicts, once begun, can be settled. Shaw and his colleagues conducted a year long study in which they visited the homes of 90 2-year-old children who had at least one sibling, observing the target kids' innate temperaments and their parents' discipline styles. The researchers returned when the children were 5 and observed them again, this time in a structured play session with one close-in-age sib. The pairs were shown three toys but given only one to play with. They were told they could move onto the next one only when both agreed it was time to switch and further agreed which toy they wanted next.

That, as any parent knows, is a scenario trip-wired for fights - and that's what happened. The experimenters ranked the conflicts on a five-point scale, with one being a single cross word and five being a full-blown brawl. The next year, they went to the same children's schools to observe them at play and interview their teachers. Almost universally, the kids who practised the best conflict-resolution skills at home carried those abilities into the classroom.

Certainly, there are other things that could account for what makes some kids battlers in school and others not. But the most powerful variables - parents and personality - were identified and their influence isolated during the course of the two-year-long observations.

Socioeconomic status, an X factor that bedevils studies like this one, was controlled by selecting all the families from the same economic stratum. Distill those influences away and what is left is the interaction of the sibs. "Siblings have a socializing effect on one another," Shaw says. "When you tease out all the other variables, it's the play styles that make the difference. Unlike a relationship with friends, you're stuck with your sibs. You learn to negotiate things day to day."

It's no secret that brothers and sisters emulate one another or that the learning flows both up and down the age ladder. Younger siblings mimic the skills and strengths of older ones. Older sibs are prodded to attempt something new because they don't want to be shown up by a younger one who has already tried it. More complex--and in many ways more important--are those situations in which siblings don't mirror one another but differentiate themselves--a phenomenon psychologists call de-identification.

De-identification helps kids stake out personality turf inside the home, but it has another, far more important function: pushing some sibs away from risky behaviour. On the whole, siblings pass on dangerous habits to one another in a depressingly predictable way. A girl with an older, pregnant teenage sister is four to six times as likely to become a teen mom herself, says Patricia East, a developmental psychologist at the University of California, San Diego. The same pattern holds for substance abuse. According to a paper published in the *Journal of Drug Issues* earlier this year, younger siblings whose older sibs drink are twice as likely to pick up the habit too. When it comes to smoking, the risk increases fourfold.

But some kids break the mould--and for surprising reasons. East conducted a five-year study of 227 families and found that those girls who don't follow their older sisters into pregnancy may be drawn not so much to the wisdom of the choice as to the mere fact that it's a different one. One teen mom in a family is a drama; two teen moms has a been-there-done-that quality to it. "She purposely goes the other way," says East. "She decides her sister's role is teen mom and hers will be high achiever."



Younger sibs may avoid tobacco for much the same reason. Three years ago, Joseph Rodgers, a psychologist at the University of Oklahoma, published a study of more than 9,500 young smokers. He found that while older brothers and sisters often do introduce younger ones to the habit, the closer they are in age, the more likely the younger one is to resist. Apparently, their proximity in years has already made them too similar. One conspicuous way for a baby brother to set himself apart is to look at the older sibling's smoking habits and then do the opposite.

HOW THOSE EARLY BONDS CAN GROW STRONGER WITH AGE

One of the greatest gifts of the sibling tie is that while warmth grows over time, the conflicts often fade. After the shooting stops, even the fiercest sibling wars leave little lasting damage. Indeed, siblings who battled a lot as kids may become closer as adults--and more emotionally skilled too, often clearly recalling what their long-ago fights were about and the lessons they took from them. Even those with troubled or self-destructive siblings came away with something valuable: they learned patience, acceptance and cautionary lessons. "[You] cannot change others," wrote one. "[But] I wasn't going to be like that."

Full-blown childhood crises may forge even stronger lifelong links. The death of a parent blows some families to bits. But when older sibs step in to help raise younger ones, the dual role of contemporary and caretaker can lay the foundation for an indestructible closeness later on.

Such powerful connections become even more important as the inevitable illnesses or widowhood of late life lead us to lean on the people we've known the longest. Even siblings who drift apart in their middle years tend to drift back together as they age. "The relationship is especially strong between sisters," who are more likely to be predeceased by their spouses than brothers are, says Judy Dunn, a developmental psychologist at London's Kings College. "When asked what contributes to the importance of the relationship now, they say it's the shared early childhood experiences, which cast a long shadow for all of us." Of course, that shadow--like all shadows--is a thing created by light. Siblings, by any measure, are one of nature's better

brainstorms, and all the new studies on how they make us who we are is one of science's. But the rest of us, outside the lab, see it in a more primal way. In a world that's too big, too scary and too often too lonely, we come to realize that there's nothing like having a band of brothers--and sisters--to venture out with you.

Adapted from:

<http://www.time.com/time/magazine/article/0,9171,1209949,00.html>

TEACHING SIBLINGS TO GET ALONG BENEFITS LONG-TERM HEALTH

Penn State researchers believe they have developed a prevention program that can help siblings of primary-school age learn to get along.

Researchers believe the collegiality can help improve a child's future health and well-being — not to mention lessening stress for countless parents.

“Negative sibling relationships are strongly linked to aggressive, anti-social and delinquent behaviours, including substance use,” said Mark Feinberg, Ph.D., research professor in the Prevention Research Centre for the Promotion of Human Development. “On the other hand, positive sibling relationships are linked to all kinds of positive adjustment, including improved peer and romantic relationship quality, academic adjustment and success, and positive well-being and mental health.

“With this program, we wanted to help siblings learn how to manage their conflicts and feel more like a team as a way to improve their well-being and avoid engaging in troublesome behaviours over time.”

In the study, researchers recruited 174 families living in both rural and urban areas. Each of the families had one child in the fifth grade and a second child in the second, third or fourth grade.

To obtain background information about the families, the researchers collected questionnaire data from the parents, interviewed each of the siblings privately and videotaped family interactions. The team also videotaped the siblings as they planned a party together.

The team also gave a popular book on how to parent siblings to each of the families —including those in the control and the intervention groups — to see if the intervention would yield benefits above and beyond having access to such a parenting book.

The intervention program, called SIBlings Are Special (SIBS), was designed to improve sibling and family relationships just prior to older siblings' transition to middle school — a period that often includes increased exposure to and involvement in risky behaviours.

The 174 families who participated in the study were randomly assigned to take part in SIBS or to be in a control condition.

The program included a series of 12 afterschool sessions in which the researchers used games, role-playing activities, art activities and discussions to teach small groups of sibling pairs how to communicate in positive ways, how to solve problems, how to come up with win-win solutions and how to see themselves as part of a team rather than as competitors.

The program also included three “family fun nights” in which the children had the opportunity to show their parents what they had been doing in the afterschool sessions. “We found that the siblings who were exposed to the program showed more self-control and social confidence; performed better in school, according to their teachers; and showed fewer internalizing problems, such as depressive symptoms, than the siblings in the control group,” said Feinberg. Noticeably, the researchers discovered the program benefited parents as well as the siblings. “The program helped parents use more appropriate strategies for parenting their kids,” said Feinberg.

“In addition, intervention mothers reported significantly fewer depressive symptoms after the program than control mothers, perhaps because their kids were doing better and they were less worried about them. No effects of the program were seen for fathers regarding depression.”

Researchers believe the study findings, published in the *Journal of Adolescent Health*, can benefit all parents. “We think that by encouraging siblings

to feel like they're part of a team, and by giving them tools to discuss and resolve issues, parents can help their kids develop more positive relationships with each other, which can benefit everyone in the family,” said Feinberg.

“So, for example, if the kids are fighting over what television channel to watch or whose turn it is, we might suggest that a parent not resolve the issue for them, but instead give them just enough help so that they can calmly discuss and resolve the problem on their own.

“When siblings come up with their own solutions, they may be more likely to use those solutions again in the future.”

Investing in more effort on the front end as a parent by helping siblings learn how to stay calm and discuss and resolve issues will pay off over time, according to Feinberg.

Source: Penn State

APA Reference

Nauert PhD, R. (2012). Teaching Siblings to Get Along Benefits Long-Term Health. Psych Central. Retrieved on December 11, 2012, from <http://psychcentral.com/news/2012/11/28/teaching-siblings-to-get-along-benefits-long-term-health/48223.html>

REASONS FOR RIVALRY

1. One of the first reasons children quarrel, is that their basic needs may not be met. Kids who are tired, hungry, or bored are not going to feel cheerful and cooperative. A few minutes of rest, a healthy snack, and some interesting things to do can work wonders. You can help by making sure these basic needs are met first.

2. Sometimes kids fight just to get attention. If they are not getting the attention they need doing positive things they learn quickly that they will get the attention they want by acting out.

Ignore mild quarrels - If it seems that no one is in danger of getting hurt, and then you can ignore the quarrel. Maintain your usual activities, remaining calm and avoiding your children. If the noise bothers you, you may choose to leave the room so you will not be tempted to solve the problem. This works best if you remember to reward the good behaviour.

Treat each child uniquely not equally. Try to avoid making comparisons

3. Some children need companionship but do not know how to get it from their sibling. Starting a quarrel with that sibling is a sure way to get them involved. Some children have an easier time than others in getting their brothers or sisters involved in their playtime.

You can teach your children how to negotiate or compromise. Learning to trade one toy for another and learning to take turns are a child's first lesson in the art of negotiation. You may need to teach your child words they can use to play with others. For some children it is as basic as saying "Would you play with me?" For others it means reminding them to say "please" and "thank you."

4. Power is another reason many children fight. Part of growing up is learning about personal power. Children naturally experiment to see whether they can get each other to do

SIBLINGS DON'T HAVE TO BE RIVALS

It's both a silly and sad idea that siblings are born to be rivals. The conventional wisdom seems to be that older kids resent the intrusion of the younger ones and that younger sibs resent the privileges of the older ones. But most of the time such feelings and behaviour are short-lived. The sense of family loyalty and love overrides whatever differences spurred an argument. It's a mistake to assign the negative label of "rivalry" to what may be simply a matter of learning how to get along. Conflict is inevitable in human relationships. No matter how much we love and care for another person, there will be times when we don't agree, when we both want the same cookie, when we can't quite believe that the other person holds some idea or value or goal that makes no sense to us. Children in a family are no different from adults in that respect.

What is different is that children in a family usually can't get away from each other to take a break when they are angry or hurt. Lacking the skills to manage their own emotions or to negotiate differences, they do what all immature people do – they yelp. Give them a while and they usually settle

down. If they want someone to play with, they figure it out. In the process, they learn something about how to cooperate, how to share, and how generally to get along. Knocking heads is not only a normal part of growing up, it's an important forum for learning how to negotiate human relationships.

Sibling rivalry is different. When kids become rivals, jealousy and resentment underlie the whole relationship. Every disagreement fuels the larger issue. Kids who are rivals find it hard to like one another. It's as if there isn't room in the family for both of them.

What transforms normal tussles among kids into rivalry? Usually it comes down to one of these three factors:

There really isn't enough love to go around. Some kids are born to adults who really can't manage the multiple demands of multiple kids. Other parents take a dislike to a child who isn't what they expected, who looks like someone in the family they don't like, or who was the result of an unintended pregnancy. Kids who know in their pores that they aren't loved or are being actively or quietly rejected will vie for whatever attention they can get – often at the expense of the kid or kids they think do get whatever love and care the parent can offer.

Fighting pays off in terms of adult attention. In some families, fighting gets adult attention more reliably and more fully than getting along. If the children aren't getting enough positive attention from their folks, they will settle for negative attention. Even being punished and scolded is better than no attention at all. Parents can quite inadvertently provide a payoff for fights. Yelling at the kids for fighting, trying to sort out who started it, punishing the kid who appears to be the aggressor or sympathizing with the one who appears to be the victim are all examples of the kind of negative reinforcement that can in fact keep the fights going.

An adult supports it. In some families, the kids become stand-ins for adults who are fighting. Each adult chooses a "champion." Dad smirks when his son takes on his daughter. Mom eggs on her daughter when she argues with her brother. The kids' argument may start over something fairly

minor, such as who has to feed the dog, but it escalates because the parents are taking sides to make a point with each other.

Regardless of the reason, it's sad when parents can't let siblings be friends. Their kids don't learn that they don't have to be alike to like each other. These children don't develop the skills that come with having to negotiate or the sensitivities that come from going too far, apologizing and giving each other another chance. They don't understand that they don't have to agree with each other all the time in order to get along or that there is room for bickering even among the best of friends.

Growing up feeling loyal to each other is so much better. Kids who are friends with their sibs know there will always be someone in their corner. When kids can count on their brothers and sisters to watch their backs, to be there for them in tough times, and to invite them in on fun times, they feel more secure in the world.

Our job as parents is to give our children the gift of each other's love and support. We do that by giving them all the love and attention they need and deserve, by role-modelling healthy ways to resolve differences, and by not involving them in any negativity between ourselves and their other parent. Kids who are taught to get along with the other people they live with through their growing years are well-prepared to have healthy relationships and families of their own someday.

Dr. Marie Hartwell-Walker

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Hartwell-Walker, M. (2012). Siblings Don't Have to be Rivals. Psych Central. Retrieved on February 9, 2013, from <http://psychcentral.com/lib/2012/siblings-dont-have-to-be-rivals/>

BULLYING AT HOME: AGGRESSIVE SIBLINGS HURT

True story: My older brother tormented me quite a bit as I was growing up, and my parents would mete out frequent discipline, but when we were visiting my grandparents and I'd complain, "He hit me!" my grandfather would joke dismissively: "It was a love tap!" Funny. Sure didn't feel like love.

These days, laudable anti-bullying programs abound in the nation's schools. But the anti-

bullying movement seems to have an odd blind spot when it comes to bullying at home.

A new study just out in the journal “Paediatrics” addresses that gap, using findings from a national survey of children and their caregivers. It found that, just like bullying by peers, bullying by siblings causes significant mental distress and worsens the victims’ emotional health. Bottom line: The authors concluded that parents, paediatricians and the public should treat sibling aggression as potentially harmful, and not dismiss it as normal, minor, or even beneficial, and this message should be included in parenting education.

Corinna Jenkins Tucker, associate professor of family studies at the University of New Hampshire and the paper’s lead author, suggests that it’s time for the new norms that condemn school bullying to stop making an exception for siblings.

Sibling aggression has “generally gone unrecognized and dismissed,” she said in a phone interview. “Our findings suggest that it should not be dismissed and it’s in fact not benign.”

What kind of aggression are we talking about? Here’s a useful explanation from the New York Times report on the study:

While normal rivalries with siblings can encourage healthy competition, the line between healthy relations and abuse is crossed when one child is consistently the victim of another and the aggression is intended to cause harm and humiliation, said John V. Caffaro, a clinical psychologist and the author of “Sibling Abuse Trauma.” Parents who fail to intervene, play favourites or give their children labels that sow divisions — like “the smart one” and “the athlete” — can inadvertently encourage conflict. Nationwide, sibling violence is by far the most common form of family violence, occurring four to five times as frequently as spousal or parental child abuse, Dr. Caffaro said.

According to some studies, nearly half of all children have been punched, kicked or bitten by a sibling, and roughly 15 percent have been repeatedly attacked. But even

the most severe incidents are underreported because families are loath to acknowledge them, dismissing slaps and punches as horseplay and bullying as boys just being boys, he said.

“Our society tends to minimize child-on-child violence in general,” he added. “We have these ideas that if you’re hurt by a child it’s less injurious than if you’re hurt by an adult, but the data don’t support that.”

The study did not compare the damage of sibling bullying to peer bullying. It found that either could cause mental distress.

From the press release: The researchers interviewed more than 3,500 children and youth aged 1 month to 17 years or their parents about various measures of aggression displayed by siblings and peers as part of the National Survey of Children’s Exposure to Violence. They assessed the range and extent of sibling aggression experienced by the respondents, looking at such measures as physical assault with and without a weapon or injury; stealing something from the child with or without force, or breaking siblings’ things on purpose; and saying things to make the child feel bad or scared or not wanted around.

The children’s mental health also was assessed. The results showed that sibling aggression in the past year was associated with significantly worse mental health for both children and adolescents. Distress was evident for children and adolescents who experienced both mild and severe forms of sibling aggression. The data also showed that when comparing sibling versus peer aggression, each uniquely predicted greater mental distress.

I must say, I’ve sometimes thought that my brother’s aggression did help toughen me up. Tucker says that’s a common belief, that “this is one of the first places you learn how to fight. You’re able to try things out.”

But really, I’d gladly have forgone that toughening for more peace. Tucker says that for parents, sibling bullying should be “a real teaching opportunity, to teach about conflict resolution skills and constructive conflict.”

Carey Goldberg

STORIES OF RESILIENCE AND INNOVATION IN SCHOOLS AND EARLY CHILDHOOD SERVICES: CANTERBURY EARTHQUAKES 2010-2012 (JUNE 2013) 19/06/2013

OVERVIEW

When Canterbury was struck by a severe earthquake at 12.51pm on 22 February 2011, staff in the education sector in the region rose to the challenges presented with great professionalism, courage and calmness.

Not one child, student or teacher who was in a school or early childhood service at the time lost their life or received serious injuries.

The stories in this ERO report illustrate what staff did at the time and what they changed later as a result of their experiences during and after the quake. The stories provide examples of the resilience and caring qualities of staff who put the safety and wellbeing of the children and students ahead of their own personal circumstances. In essence, the stories reflect ERO’s whakatauki: Ko te Tamaiti to Putake o te Kaupapa - The Child, the Heart of the Matter.

When relating their experiences, the leaders, managers and teachers emphasised how people came first. People were more important than procedures. Leaders in schools and early childhood services became role models for others. If the leaders stayed calm, then children, staff and parents were more likely to remain safe and calm. Pastoral care and wellbeing were the most important focus at the time of the immediate crisis and in the aftermath.

Schools’ and services’ emergency procedures needed to be flexible enough to be useful in a range of different, and sometimes

unanticipated, situations. Managers and leaders subsequently suggested that everyone review their emergency procedures by considering how these might work in practice in various scenarios. They recognised that they often had to make quick decisions and change their plans along the way.

The need for detailed communication planning was identified by many staff in schools and early childhood services. They highlighted the need to make sure communications systems will operate even when people do not have access to an office, school/service computer or power. Parents need to know how they can keep in touch during and after an emergency. Everyone should have an emergency plan for picking up their children, staff and parents. Many schools and services made considerable improvement to their communication plans after the February 2011 earthquake.

Teachers found that getting children and young people back into learning helped to normalise the situation for children and their families. The school's and service's curriculum needed to be adapted to respond to the emotional and learning needs of their children and young people. Some schools and services had to quickly find ways to make learning more 'portable', for example, with off-site learning hubs, learning at home, and connectivity between the teacher and the student to maintain continuity in learning.

The school was seen as a vital hub in the local community for not only the families attending the school, but also the wider community. Giving to others and connecting with the community was a very positive outcome of the crisis created by the Canterbury earthquakes.

The stories in this ERO report affirm the extraordinary work of all those people working in schools and services in Canterbury and beyond who were affected by the earthquakes.

A copy of the report is available on ERO website <http://www.ero.govt.nz/National-Reports/Stories-of-Resilience-and-Innovation-in-Schools-and-Early-Childhood-Services-Canterbury-Earthquakes-2010-2012-June-2013/Overview>

Imagination and 'Make believe' is as popular as it has always been!

Whether it's Cowboys and Indians or dressing up as a princess, it seems 'make believe' is the childhood activity that unites the generations, according to new research by Sainsbury's Active Kids. Those born between 1950 and 2000 all selected pretend play as their favourite childhood activity, beating other child classics such as hopscotch, hot potato and hide and seek.

Sainsbury's Active Kids

When it comes to today's children, it seems things haven't changed over the last 50 years. While nearly a third of adults (29%) think their children prefer spending time playing on a computer, in fact kids are following in their parent's traditional footsteps as the majority (22%) say 'make believe' is their favourite past time, compared to just 16% that preferred spending time at the computer.

It seems fresh air is also key for the kids of today, with over two thirds of children (64%) saying they enjoy playing outside even in the rain.*

According to the research, which was carried out by Sainsbury's Active Kids among children and adults across the UK, nearly half (45%) of UK parents and grandparents spend more time playing with their children compared to their own parents or grandparents. Yet despite this, 53% of adults still feel their children spend less time getting active than they did in their own childhood.

In fact, over a fifth (21%) of adults said they spent more than 20 hours playing each week when they were children, but just 7% thought their own children invest the same amount of time in play. According to adults, the majority of today's children (29%) spend between 1 and 5 hours on active play each week.

** This figure is taken from Opinion Matters as was taken from a two part study involving bespoke research with 1,500 children aged 5-11 and 2,000 parents of children aged 5-11. Fieldwork was undertaken between 2.07.12 – 30.07.12. The survey was carried out online. The sample is nationally representative.*



LOOKING BACK ACROSS THE AGES, THE UK'S TOP THREE CHILDHOOD ACTIVITIES ARE AS FOLLOWS:

Preferred activity	50s child	60s child	70s child	80s child	90s child	00s child
1st choice	Make believe	Make believe	Make believe	Make believe	Make believe	Make believe
2nd choice	Building dens	Bike riding	Bike riding	Bike riding	Hide and seek	Playing on the computer
3rd choice	Skiping	Building dens	Hide and seek	Building dens	Building dens	Bike riding

Giving Feels Better than Receiving - Even When You Are Poor

New research finds that spending money on others rather than using it for personal benefit makes an individual feel good, even if they are materially impoverished.

“Our findings suggest that the psychological reward experienced from helping others may be deeply ingrained in human nature, emerging in diverse cultural and economic contexts,” said lead author Lara Aknin, Ph.D., of Simon Fraser University in Canada.

Experts say the findings provide the first experimental evidence that “the warm glow” of spending on someone else rather than on oneself may be a widespread component of human psychology.

Study findings are published online in the *Journal of Personality and Social Psychology*.

Researchers found a positive relationship between personal well-being and spending on others in 120 of 136 countries covered in the 2006-2008 Gallup World Poll.

The survey included 234,917 individuals, half of whom were male, with an average age of 38.

Researchers discovered the association between well-being and spending on others was significant in every region of the world, and was not affected by income, social support, perceived freedom or national corruption.

The results were similar in several experiments the researchers themselves conducted with participants in wealthy and poor countries.

For one analysis, investigators compared responses from 820 individuals recruited mostly from universities in Canada and Uganda. The participants wrote about a time they had either spent money on themselves or on others, after which they

were asked to report how happy they felt. They were also asked if they spent money on another person to build or strengthen a relationship.

People who remembered spending money on someone else felt happier than those who recalled spending money on themselves, even when the researchers controlled for the extent to which people built or strengthened a relationship, according to the researchers. Investigators obtained the same results when they conducted an online survey of 101 adults in India.

Some respondents were asked to recall recently spending money on themselves or someone else, while others were tested for their happiness level without recalling past spending. Those who recalled spending on someone else said they had a greater feeling of well-being than those who remembered spending on themselves or those who weren't asked about spending.

Finally, in another experiment, 207 university students in Canada and South Africa reported higher levels of well-being after purchasing a goody bag for a sick child rather than buying one for themselves.

Both groups went to labs where they were given a small amount of money and told to buy a bag of treats for themselves or one for a child at a local hospital.

“From an evolutionary perspective, the emotional benefits that people experience when they help others acts to encourage generous behavior beneficial to long-term human survival,” said Aknin.

*Source: American Psychological Association
By Rick Nauert PHD*

**“We make a living by what we get.
We make a life by what we give.”
Winston Churchill**

RESPOND TO THE NEED AS WELL AS THE BEHAVIOUR

BY COLBY PEARCE



Much is being written about empathic care and being in-tune with the needs of children. Below is an excerpt from my book *A Short Introduction to Promoting Resilience in Children* (London: Jessica Kingsley, 2011(available in the OSCAR Network Library)

To respond with understanding protects against reinforcing unhelpful beliefs about oneself and adults in a caregiving role. Responding to the need as well as the behaviour is one method by which an adult in a caregiving role can respond with understanding. Nearly all human behaviour has a function and purpose and children rarely misbehave for misbehaviour's sake. Among other things, misbehaviour can serve as an emotional release (such as when children are tired and over aroused) or as a strategy to draw attention to an unmet need.

Maladjusted and pre-verbal children are typically unable or unwilling to express their needs directly/verbally and do so through controlling and manipulative behaviours. From their first day, infants draw attention to their needs through affective displays that might later come to be viewed as

developmentally inappropriate and socially unacceptable. Nevertheless, they have learnt that crying and screaming is an effective way to draw parental attention. It is not surprising that this broadens to other unacceptable behaviours among toddlers, such as throwing objects, banging doors, turning the TV and lights off and on, and so on. Naughty behaviour typically attracts

more attention than good behaviour. When a child is misbehaving it is important to try and work out what unexpressed need might be giving rise to the behaviour rather than simply responding to the behaviour alone.

Thereafter, it is important to respond to the need as well as the behaviour. Responding to the need as well as the behaviour is soothing

for the child, it reinforces for the child that their caregiver is understanding and responsive, and it is helpful in preserving and promoting secure attachment representations.

We have Colby Pearce books available in our library "Promoting Resilience in Children" and "Attachment and Attachment disorder"

IF I COULD TELL YOU ONLY ONE THING ABOUT DISCIPLINE

Discipline is a complex and complicated subject. I could write a whole book about it. In fact, I've already started working on one. But when we talk about effective discipline and how parents can achieve the results they want when they interact with their kids, it can actually be it pretty simple. If it were a math formula, it would look like this:

WARMTH + AUTHORITY = EFFECTIVE DISCIPLINE

The research is really clear on this point. Kids who achieve the best outcomes in life – emotionally, educationally, and relationally – have parents who raise them with a high degree of warmth and nurturing, or what I like to call emotional responsiveness, as well as a high degree of authority, where clear boundaries are communicated and enforced. Their parents remain firm and consistent in their boundaries, while still interacting with them in a way that communicates love, respect, and compassion. Warmth and authority are the two sides of the effective-discipline coin.

THE FIRST SIDE OF THE DISCIPLINE COIN: WARMTH

When we nurture our children and attune to their internal world, we allow them to know and believe that they are seen, heard, loved, and approved of by their parents. Then they'll interact with the world around them based on that belief, so that their brains are wired to expect that their needs will be met in intimate relationships. On the other hand, if a parent repeatedly shames and criticizes his or her child, then the child learns that relationships are based on power and control. He will store up all kinds of negative emotions that will be expressed

either externally through bullying and aggression, or internally through depression or anxiety, but either way he'll be forced to seek bigger and bigger ways to get his needs met. His brain won't develop in ways that make it easy to problem-solve and reflect on his experiences; instead, he'll most likely live his life reacting. He'll operate from a primitive reactive brain, instead of a thoughtful proactive brain.

It's absolutely vital that parents nurture their children and do all that they can to offer them love, compassion, and understanding by consistently meeting their needs, even when the kids are difficult and act out with "bad" behavior.

THE SECOND SIDE OF THE DISCIPLINE COIN: AUTHORITY

It's just as vital, though, that parents remain the authority in their relationship with their children. Kids need boundaries so they can understand the way the world works, and what's permissible, versus what crosses a line. A clear understanding of rules and boundaries helps them achieve success in relationships and other areas of their lives. Our children need repeated experiences that allow them to develop wiring in their brain that helps them delay gratification, flexibly deal with not getting things their way, and contain urges to react aggressively toward others.. By saying "no" and drawing boundaries for our children, we'll help them know that rules exist that offer safety and predictability in an otherwise chaotic world.

DISCIPLINE AS A TWO-STEP PROCESS

Emotional responsiveness plus authority.

They go hand in hand, and when we discipline, we need to communicate both to our children. You can think of it as a two-step process that can happen in either order. You provide boundaries in a matter-of-fact tone: "You know the rule about wearing your helmet, and I'm sorry, but you broke that rule, so now the skateboard can't be ridden for the rest of the week." And, you offer empathy regarding the emotional effect of the consequences: "I know that my taking your skateboard away makes you really sad." You can even combine the two steps with a statement like, "I'm letting you face your consequence because I love you, and it's my job to teach you about being safe and how to be a responsible person."

We want our kids to learn that relationships are about respect, nurturing, warmth, consideration, cooperation, and respecting other people. When we interact with them from a perspective of both warmth and authority - in other words, when we repeatedly pay attention to their internal world, while also holding to standards about their behavior - these are the lessons they'll learn.

I'll close by emphasizing the point that was a bit of a revelation to me when I first understood it in relation to my parenting: It really is possible to be calm and loving, and to connect with our children emotionally, while disciplining them and setting clear boundaries. I don't always do it, and neither will you. But it's important, and it's healthy and helpful for everyone involved, when we combine clear and consistent consequences with loving empathy.

Tina Bryson. Published May 9th, 2012 in Parenting, The Brain.

MOST PARENTS 'LIE TO THEIR CHILDREN'

Most parents tell lies to their children as a tactic to change their behaviour, suggests a study of families in the United States and China. The most frequent example was parents threatening to leave children alone in public unless they behaved.

Persuasion ranged from invoking the support of the tooth fairy to telling children they would go blind unless they ate particular vegetables. Another strategic example was: "That was beautiful piano playing."

The study, published in the *International Journal of Psychology*, examined the use of "instrumental lying" - and found that such tactically-deployed falsehoods were used by an overwhelming majority of parents in both the United States and China - based on interviews with about 200 families.

'I'll buy it next time'. The most commonly used lie - popular with both US and Chinese families - was parents pretending to a child that they were going to walk away and leave the child to his or her tantrum. "The pervasiveness of this lie may relate to the universality of the challenge parents face in trying to leave a place against their child's wishes," say the researchers.

Another lie that was common in both countries was the "false promise to buy a requested toy at some indefinite time in the future". Researchers established different categories of these untruths. There were "untrue statements related to misbehaviour", which included: "If you don't behave, I will call the police," and: "If you don't quiet down and start behaving, the lady over there will be angry with you." If these seem rather un-heroic examples of parenting by proxy threat, there are some more startling lies recorded.

Under the category of "Untrue statements related to leaving or staying" a parent was recorded as saying: "If you don't follow me, a kidnapper will come to kidnap you while I'm gone."

There were also lies motivated by protecting a child's feelings - labelled as "Untrue

OSCAR STAFF - WORTH THEIR WEIGHT IN GOLD...

It's hard, we want to pay the staff what they are really worth (at least \$100 an hour) but are restricted by the budget. OSCAR programmes struggle at the best of times to find enough money to pay the rent, food, power and phone, buy resources for the children, let alone the biggest expense, wages.

There was some discussion at the latest cluster in Christchurch around what was a reasonable wage and this got me doing a bit of research. The short answer to this is a living wage of \$18.40 an hour.

A living wage is the income necessary to provide workers and their families with the basic necessities of life. A living wage will enable workers to live with dignity and to participate as active citizens in society.

The living wage is about two-thirds of the current New Zealand average wage (\$26.96 an hour) and is 88% of New Zealand's middle income (a two-adult, two child

family) who receives \$1,352 per week after tax and assistance like Working for Families. For some programmes paying a fair wage is but a dream but there are some great ways you can support the living wage. You can support it in theory - "if we managed to get the funding we would pay all staff a living wage and our programme's stance is working towards ensuring all staff receive a living wage".

Programmes can fund for the wages at the increased rate with a strong message in your application - this amount reflects paying a living wage to all staff. Start budgeting increases that will eventually ensure you can pay the living wage to your staff.

I think it's great to show your gratitude to staff by the occasional treat but the best appreciation is ensuring they are paid a decent enough wage.

www.livingwage.org.nz

statements related to positive feelings." This included the optimistic: "Your pet went to live on your uncle's farm where he will have more space to run around."

A rather self-serving untruth was used for a quick getaway from a toy shop: "I did not bring money with me today. We can come back another day." There was also a selection of lies relating to "fantasy characters", also used to enforce good behaviour, such as in the run-up to Christmas.

'Broccoli makes you taller'. The study found no clear difference between the lies used by mothers and fathers, according to researchers, who were from psychology departments at the University of California San Diego in the US, Zhejiang Normal University, Jinhua in China and the University of Toronto, Canada. Although levels of such "instrumental lying" were high in both countries, they were highest

in China. The study found there was an acceptance of such lies among parents when they were used as a way of reinforcing desirable social behaviour. For example, the lie told to children that they would grow taller for every bite of broccoli was seen as encouraging healthy eating habits.

The study raises the longer-term issue of the impact on families of such opportunistic approaches to the truth. It suggests it could influence family relationships as children get older. The researchers, headed by Gail D. Heymana, Anna S. Hsua, Genyue Fub and Kang Leeac, concluded that this raises "important moral questions for parents about when, if ever, parental lying is justified".

*By Sean Coughlan,
BBC News education correspondent*



Reanya - Sepang, Malaysia



Chiwa - Mchinji, Malawi



Stella - Montecchio, Italy



Maudy - Kalulushi, Zambia



Pavel - Kiev, Ucraina



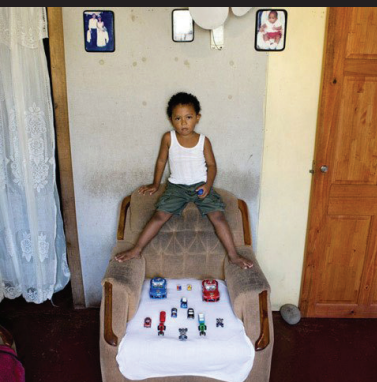
Allenah - El Nido, Philippines



Puput - Bali, Indonesia



Tangawizi - Keekorok, Kenya



Keynor - Cahuita, Costa Rica



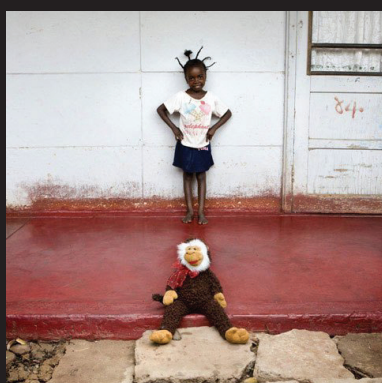
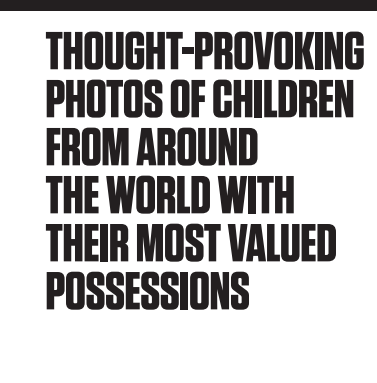
Julia - Tirana, Albania



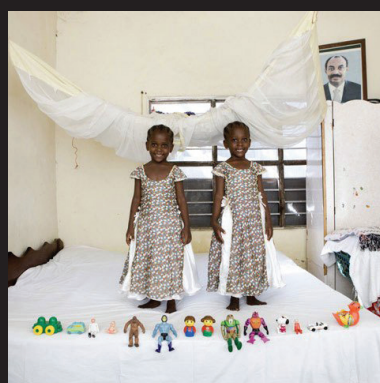
Alessia - Castiglion Fiorentino, Italy



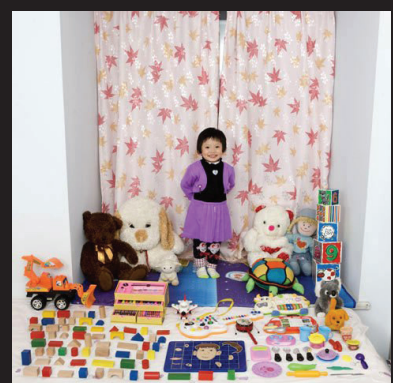
Watcharapom - Bangkok, Thailand



Botlhe - Maun, Botswana



Arafa & Aisha - Bububu, Zanzibar



Cun Zi Yi - Chongqing, China

What was your favorite toy as a child? In Gabriele Galimberti's wonderful series Toy Stories, the Italian photographer traveled the world to photograph children with their most prized possessions, be they pink or blue, new or old, plentiful or scarce. The resulting photo series is in turns haunting and funny, but Galimberti's reports from the field are equally interesting. "The richest children were more possessive. At the beginning, they wouldn't want me to touch their toys, and I would need more time before they would let me play with them," Galimberti says. "In poor countries, it was much easier. Even if they only had two or three toys, they didn't really care. In Africa, the kids would mostly play with their friends outside."

OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 3 2013

EVENT/TRAINING	BRIEF RUN-DOWN	DATE	TIME & PLACE	COST (GST INCLUDED)
Movie'nMunch	"Politically Incorrect Parenting Show" with Nigel Latta	Tuesday 6th August	12pm – 1.30pm OSCAR Network, 25 Disraeli Street, Addington	FREE Bring your own lunch
Nelson Training	Suitable for all Staff and Management - To be advised	Tuesday 6th August	After the Tasman Networking mtg Richmond Town Hall 9 Cambridge St, Richmond	This is a FREE event
Training Day A Child's Trauma	Suitable for all Staff & Management • Trauma through the Eyes of a Child • Journey of Hope • Developing Brain with Nathan Mikarere Wallis	Friday 9th August	9.15am – 2.15pm Woolston Club 43 Hargood St, Woolston	FREE Sponsored by Vodafone Morning tea and Lunch provided
Oamaru Training	• Maintaining Your Boundaries • Practical Strategies for Behaviour	Saturday 10th August	10am – 1.30pm Fenwick School, 25A Arun Street, Oamaru	\$35 per person
Otago Training	Suitable for all Staff & Management • Programme Planning for Play • Art Experience at the Ma-Fiarts Studio See their website for more information www.ma-fiarts.co.nz	Saturday 10th August	9.00am – 11.30am Alhambra Oaks Motor Lodge, 588 Great King St, Dunedin 12.00pm – 2.00pm Ma-Fiarts Studio, Corner of York Place & Stuart St	\$35 per session Limited to 20 Lunch provided
Core Training	Suitable for all Staff & Management • Health & Safety 1	Tuesday 13th August	10am – 12.30pm OSCAR Network, 25 Disraeli Street, Addington	\$35 members \$90 non-members Limited to 15
Evening Training A Child's Trauma	Suitable for all Staff and Management	Tuesday 20th August	6pm – 8pm OSCAR Network, 25 Disraeli Street, Addington	FREE Tea provided Limited to 12 Sponsored by Vodafone
Training Morning	Suitable for all Staff & Management • Health & Safety 2 • The Wild Child Circus with Stuart Guyton	Saturday 24th August	9.15am – 12.30pm Waltham School Hall, Cnr Vienna & Hastings St East, Waltham	\$35 members \$90 non-members
Cluster & Training Rangiora	Suitable for all Staff & Management • Programme Planning for Play	Tuesday 27th August	10am – 11.00am 11am – 1pm Rangiora War Memorial Hall, Albert Street, Rangiora	Cluster: Free Training: \$35 members \$90 non-members
Cluster & Training South East	Suitable for all Staff and Management • Trauma through the Eyes of a Child	Wednesday 28th August	Cluster: 10am – 11.30am Training 12pm – 2pm Beckenham Service Centre, 66 Colombo Street, Beckenham	Cluster & Training Free Sponsored by Vodafone Lunch provided
Cluster North West	Suitable for all Staff and Management	Thursday 29th August	10am – 12 noon OSCAR at Oaklands, Cunningham Place, Halswell	FREE
Movie'nMunch	The Whole-Brain Child	Tuesday 3rd September	12.30pm – 1.30pm OSCAR Network, 25 Disraeli Street, Addington	FREE Bring your own lunch
Management Training	Suitable for all Staff & Management • Being a Good Employer • Teaching Staff the Ropes	Tuesday 17th September	10am – 12.30pm OSCAR Network, 25 Disraeli Street, Addington	\$35 members \$90 non-members Limited to 15

