



OSCAR Network  
Christchurch

**SUPPORTING THE NETWORK OF OUT-OF-SCHOOL PROGRAMMES**  
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**INTERACTIONS WITH SCHOOL AGE CHILDREN IN OSCAR PROGRAMMES**  
**3 PILLARS OF PRACTICALLY PERFECT PARENTING BEING A FAIR AND**  
**REASONABLE EMPLOYER IN TIMES OF UNCERTAINTY THE VALUE**  
**OF PLAY ADHD NOT A REAL DISEASE TEMPLE GRANDIN ON A NEW**  
**APPROACH FOR THINKING ABOUT THINKING**



**ENHANCING CHILDREN'S PLAY : WHAKAREWA / TE TAAKARO TAMARIKI**



## Our Fears

By Karlo Mila

**This fear**

**That there is not enough  
although we make enough food to feed the world,  
many times over.**

**This fear**

**That we are not enough  
and we buy and we buy and we buy,  
to keep other people's eyes on, and off us.**

**This fear,**

**That we are not safe  
unless we have savings, insurance, stocks, bonds, assets, investment properties,  
all the different kinds of ways to save for every kind of rainy day.**

**This fear,**

**That there is not enough to go around,  
and we must stake our ground  
live within the confines of those white picket fences  
simply do our best within those boundaries.**

**This fear,**

**That we must each have the largest slice of the pie possible,  
that to divide each working day into \$19.25 an hour  
so that people can feed their own families  
is an unreasonable idea  
that would tip the whole pie cart over.**

**This fear,**

**That these ideas are so normal to us  
in the society we live in,  
of pies, cakes, and crumbs.**

**This fear,**

**That we are not enough  
to do anything about it.**

**(Koha poem for Living Wage Movement, Living Wage Whanau Day, Newtown)**

# THE OSCAR NETWORK

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

Our aim is to support, promote and network safe quality, accessible OSCAR services which are professional and centre around the needs of the child and their whanau. The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme. The OSCAR Network encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services. The OSCAR Network has a well-earned reputation for working co-operatively alongside other groups and agencies. We work as a team in an environment based on mutual respect and trust. It is the combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by 'thinking differently'.

**THANK YOU** The OSCAR Network could not operate without the generous support of the following funding agencies: Ministry of Social Development; Christchurch City Council; Canterbury Community Trust; Lottery Grants Board; Community Organisation Grants Scheme; United Way.

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# I am a Sensitive Child

I am a sensitive child.

There are many children like me.

We find this world a challenging place to live in.

We get tired. We get upset. We feel overwhelmed.

What you think is a little thing is a big problem for us.

Noise often bothers us. Our clothing too. Even the food we are expected to eat.

We are particularly sensitive of the feelings of others.

We can see in your face, in your eyes, that we bother you.

We sometimes doubt whether people care about us, understand us, love us.

We try hard to keep our feelings under control, but we find this very difficult when we are with the people who we expect to love us, understand us, accept us.

In this world where we so often feel overwhelmed and out-of-control we crave order.

We often insist upon this, such as when we demand that our parents follow the usual route to kindy or school.

We like repetition, preferring the same foods day by day.

We are not autistic; though many will say we are.

We need your patience, your flexibility, your understanding, your unconditional love.

We need you to be there for us, to connect with us and to support us.

With enough of these experiences, we assure you we will grow into sensible, mature and caring young adults.

And would not the world benefit from more adults like us?

Colby Pearce

<http://securestart.com.au/sensitive-child/>

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

# INTERACTIONS WITH SCHOOL AGE CHILDREN IN OSCAR PROGRAMMES

The quality of the interactions between staff and school age children attending OSCAR contributes to how children experience the service and influences their sense of belong and developing sense of self. Meaningful relationships are developed through positive, genuine interactions between staff and older children as well as between children themselves.

Meaningful relationships are crucial in making children feel welcome, connected and respected at the programme. Staff can use positive behaviour guidance and promote cohesive groups that further contribute to the quality of the interactions experienced by children at the service.

It is important that staff possess some knowledge of children's development, characteristics and needs in middle childhood. Specific training to gain an understanding and knowledge of children will assist staff to engage in positive interactions and develop meaningful relationships with each child.

## Developing relationships

Children sense when adults are being sincere in their communication with them. Staff who conveys a genuine interest in children by interacting with them responsively and inclusively will encourage children to feel respected and valued. Making time to communicate with children individually allows staff to develop an understanding of children's lives, thoughts and feelings. It is this communication that provides the foundation for the development of real relationships between staff and children.

It is useful for staff to arrange the environment and experiences so they can have frequent conversations with and observed individual

children. For example, staff should be available to give children their full attention when they arrive after a day at school. Children are often bursting with news about their day and need the attention of adults that are genuinely interested in what they have to say. This also gives staff valuable information to assist in planning experiences and communicating with families.

Staff can gather further information to build relationships with individual children by observing them and their verbal and non-verbal communication. This can provide staff with a further understanding of how children think and feel. For example watching the way children responds to large group games as well as in small friendship groups can reveal how they communicate their feelings and ideas in a variety of situations.

Staff can develop inclusive relationships with children by showing respect for their differences. By sensitively and positively responding to diversity in culture, gender, family structure, language and religion, staff show children they respect and value the differences between each child. Staff can also show children that differences are both tolerated and embraced by allowing and supporting children to express different viewpoints.

Consider the following questions for developing genuine relationships with older children

- Do I frequently have one-to-one conversations with children that allow them time to respond and speak freely?
- Do I listen actively and respond positively when speaking with children?
- Do I make myself available and approachable to children?
- Do I treat children as equal conversation

partners by listening to their responses and asking them open-ended questions?

- When talking with children, do I make eye contact and move to the child's physical level?
- Are children involved in decision making?
- Do I support children to develop positive relationships with their peers?

## Guiding the behaviour of older children

Taking a positive approach when guiding the behaviour of school age children can build their self-esteem and confidence and promote co-operative and harmonious relationships with their peers.

The behaviour guidance approach used by staff should focus on understanding children and encouraging appropriate behaviour, rather than on control and punishment. This will assist children to develop a positive sense of self and to take responsibility for their actions. By using a positive approach to guiding children's behaviour, staff can minimise conflict between children and assist them to find constructive solutions to disagreements.

When developing a behaviour guidance policy and strategies, staff should reflect on the characteristics of older children and on their individual observations of those in care. This will help to ensure that the guidance methods used are appropriate for and respectful of the specific needs of the children. For example, older children will often seek and be capable of greater independence. They may also challenge authority and the limits and rules of the programme. Providing children with the scope for independence and involving them in setting the rules of the service can help to engage them and promote positive



behaviours. It can also encourage a sense of belonging and willingness to participate in the programme.

Staff can guide children's behaviour by:

- Being aware of individual children's relationships, interests and needs
- Involving children in discussions about desirable behaviour and in setting limits and rules
- Modelling positive communication and behaviour
- Discussing emotions with children and acknowledging their feelings
- Having appropriate expectations of children's behaviour
- Giving explanations to children when limits are enforced
- Preventing conflicts and inappropriate behaviour rather than punishing them
- Allowing children to make decisions and involving them in planning the programme
- Encouraging children to negotiate and find solutions during disagreements
- Providing adequate equipment and space, and organising the environment to promote harmonious play

Staff can encourage children to:

- Express their feelings in a way that respects others and positively communicates their thoughts and emotions
- Use words and discussion to express thought and feelings rather than physical and verbal aggression
- Listen to the views of others and try to compromise during disputes
- Find solutions to problems
- Empathise with and support other

- children who are experiencing difficulties
- Challenge unfair or inappropriate behaviour in a positive way

### Dealing with sensitive issues

School-age children are exposed to a variety of messages, images and trends in the community through the media, the school environment, extra-curricular activities and their relationships with friends and family. They can show a keen interest in and be influenced by peers, popular culture and family. It is important to provide an environment in which children feel safe when trying to make sense of the vast range of information in the world around them.

Staff can take an active role in making children feel comfortable in expressing their thoughts and feelings by being available and accessible and responding positively to children's communications and behaviours. The development of policies that promote equity and inclusion will provide important foundations that support staff in their responses and approaches to children. Staff need to put their biases aside, listen attentively and respond calmly when dealing with the sensitive issues of culture, gender, family structure, language and religion.

It is natural for older children to use and experiment with language and behaviours they have observed in the media and their community. This can create challenges for staff as older children will often express views and behaviours that may be at odds with expectations for behaviour. The interests and conversations of older children

can also be adult-like in content and therefore may be inappropriate for younger children. Where these are inappropriate, staff should reinforce service limits and rules for behaviour, emphasising respect for others and encouraging children to take responsibility for their actions.

Issues such as drugs, sex and personal development may be raised by older children. Staff may find themselves having difficult but important conversations with children about these issues. It is important to avoid making children feel that they should not talk about matters that are troubling them.

### Promoting positive group interactions

Positive group interactions by children are characterised by cooperative behaviours in which they respect each other, take responsibility for their own actions and seek to find solutions to problems with others. To promote cooperative behaviours, staff can encourage children to work with others to achieve common goals, respect the views of others and communicate openly and positively.

To promote positive and cohesive groups of older children staff can:

- Talk about limits for behaviour
- Encourage children to set rules and limits for play with each other
- Invite children to reflect on the feelings of others. For example, talk about when new children arrive, bullying and how it feels when you are left out and excluded from groups and games
- Foster friendships between children. For example, allow children to participate freely in the friendship groups of their choosing and encourage children to invite new comers into their play.
- Allow older and younger children to play separately at least some of the time
- Provide experiences that allow children to collaborate and solve problems together e.g. cooking experiences, large constructions, team games
- Encourage children to listen to others and see things from their perspective
- Encourage children to appreciate and acknowledge the strengths and talents of others

*Adapted from the NCAC Quality Improvement and Accreditation System by Sonja Tansey*





# 3 PILLARS OF PRACTICALLY PERFECT PARENTING

One of my favourite questions for parents is “What do we want most for our children?” The two most consistent and predictable responses I receive in my parenting workshops are that we want our children to be happy, and to be responsible, contributing members of a community.

Sadly, and in spite of our nation’s prosperity, far too many of our children and youth are struggling with both wellbeing and adjustment. At least 10% of our children and youth suffer from serious mental health problems, and a further 10% experience mild to moderate mental health concerns. Too many of our youth are disengaged or even hostile.

Increasingly children are being diagnosed with internalising disorders (where negative emotions are directed toward themselves) such as anxiety and depression. While we care deeply about these issues, they rarely

make the news except when a child or teen takes his or her life. We are also witnessing growing rates of externalising disorders (where negative emotions are directed outwardly towards others), such as children who are overly oppositional, or defiant and aggressive, or who lack self-regulation. These children and youth garner nationwide attention through their fighting, vandalism, and the harm they cause to others.

If we wish to improve outcomes for children, we must understand why these mental health problems occur. While some cases involve great complexity, and while these issues can be caused by biological, temperamental, or psychological variables, research clearly tells us that parenting practices are heavily implicated in many of these concerning challenges.

In short, many parents are overwhelmed and too many lack the skills and knowledge

to parent effectively. Importantly and sadly, some also lack the desire to love their children enough to raise and socialise them appropriately.

Some parents (and parenting experts) argue that there is no one right way to raise children. Research tells us with remarkable (but often ignored) clarity that we will dramatically and significantly improve our children’s wellbeing and adjustment if we practice three central pillars of practically perfect parenting.

They are affiliation, structure, and autonomy support.

## **Affiliation**

Affiliation means we are caring, kind, and warm. It reflects a nurturing approach to our children where they feel loved, accepted, and that they belong. (Note, it does not suggest permissiveness. We can



have behavioural boundaries and maintain them in a caring, kind manner.)

The opposite of affiliation is rejection, and this is characterised by parents who are cold and harsh. In my parenting training I see far too much of this rejection, harshness, and mean-spiritedness. Parents call their children names, hurt them, and derogate them – often while trying to instil limits and boundaries. Sometimes some parents simply ignore or abuse their children because they may be inconvenient. Such an approach leads to the worst outcomes.

## Structure

Structure means we set clear and consistent expectations for behaviour. We make it clear what our expectations are. Note that this may be done harshly (a lack of affiliation) or warmly. The latter promotes healthy outcomes in children. The former invites resistance and rebellion. The opposite of structure is to be laissez-faire, or permissive.

## Autonomy Support

This is the trickiest part for parents. Autonomy support means that we are empathic and mindful of our children's feelings, preferences, ideas, and initiatives, and we work with them to help them achieve what they want. We aim to give our children agency (or choice) in making their own decisions within the structure (or boundaries) that we have set. And we consistently invite them to become increasingly autonomous and make their own decisions as they age. We give them their wings, bit by bit.

The opposite of autonomy support is controlling parenting which is seen in pressure, intrusion, and power assertion, where parents make overt threats and shame their children, or where they offer love conditionally, and invalidate their children when they get things wrong.

Balancing affiliation with structure and autonomy support is a challenge. Too

much structure and focus on boundaries stymies affiliation and autonomy. Too much autonomy can hamper a willingness to comply with structure. When affiliation is king, children become little emperors and empresses. But most distressing is a lack of all three. It is the parents who fail to give their children either love, structure, or support who fail their children and the community the most. And it is they who need the greatest support.

The earlier we start, the better the outcomes. Investments in children's relationships with their parents through schemes that encourage and allow parents to be actively involved in raising them rather than delegating the responsibility to others will pay significant dividends in the long term, by reducing the social costs associated with lower wellbeing, and poor socialisation and adjustment.

<http://happyfamilies.com.au/3-pillars-of-practically-perfect-parenting/>

# BEING A FAIR AND REASONABLE EMPLOYER IN TIMES OF UNCERTAINTY

## BY DENISE LORMANS

When your organisation is facing difficult decisions because of financial constraints, it is essential that you talk to your staff as you know that there may be a problem.

As employers you must act in good faith and act as a fair and reasonable employer would. This means that you should tell staff when things are starting to look grim.

The organisation should work with staff to ensure that they know what is going on at all times. It is our experience that most of the time staff will actually come up with some fairly outstanding ideas on how to manage under financially stressful times.

As employers you should also update staff regularly about what the organisation is actually planning to do to support staff during any "transitional" or liquidation process. This could be as simple as having regular meetings to talk about progress, or

as complex as arranging registration with employment agencies for staff.

As employers you must follow the clauses of all employment agreements. Things to consider:

If your organisation is looking at restructuring, you need to be sure to follow the correct process. You should seriously consider getting legal advice to ensure that you draw up a plan and know what the organisation needs to do through the process. False redundancies or incorrect processes are the cause of innumerable personal grievances. The correct process should also be covered within the employment agreements.

- Do the employment agreements for your organisation have a redundancy clause? If so, they must clarify and dictate how redundancy or disengagement will occur. You must stick to this.
- Do employment agreements have a

line that states that jobs are "subject to availability of funding"? If your organisation does have such a clause, what does your policy say about the process of letting staff go when faced with reduced funding/defunding?

- How much actual notice do you have to give staff about the end of the employment relationship? This should be clearly outlined in employment agreements.
- Does your organisation have enough money in reserve to pay out all annual leave, special leave and long service leave entitlements and accruals? If not, you have an obligation to source funds, liquidate assets or declare bankruptcy if you can't pay staff what you owe them when they leave. Staff could then become primary creditors if they are still owed money.
- What are the obligations your organisation has in regard to providing support for staff to find new jobs? Do you have a policy that states the organisation will allow staff time off for job interviews without deducting that time from leave accruals?
- Does your organisation have a policy that means that the organisation will assist staff to register with employment agencies or websites?

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# The value of play

*Freedom to quit is an essential aspect of play's definition.*

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Play in our species serves many valuable purposes. It is a means by which children develop their physical, intellectual, emotional, social, and moral capacities. It is a means of creating and preserving friendships. It also provides a state of mind that, in adults as well as children, is uniquely suited for high-level reasoning, insightful problem solving, and all sorts of creative endeavors.

Most of this essay is about the defining characteristics of play, but before listing them there are three general points that I think are worth keeping in mind. The first point is that the characteristics of play all have to do with motivation and mental attitude, not with the overt form of the behaviour. Two people might be throwing a ball, or pounding nails, or typing words on a computer, and one might be playing while the other is not. To tell which one is playing and which one is not, you have to infer from their expressions and the details of their actions something about why they are doing what they are doing and their attitude toward it.

The second point, toward definition, is that play is not necessarily all-or-none. Play can blend with other motives and attitudes, in proportions ranging anywhere from 0% up to 100% percent play. Pure play occurs more often in children than in adults. In adults, play is commonly blended with other motives, having to do with adult responsibilities. That is why, in everyday conversation, we tend to talk about children “playing” and about adults bringing a “playful attitude” or “playful spirit” to their activities. We intuitively think of playfulness as a matter of degree.

The third point is that play is not neatly defined in terms of some single identifying

characteristic. Rather, it is defined in terms of a confluence of several characteristics. People before me who have studied and written about play have, among them, described quite a few such characteristics; but they can all be boiled down, I think, to the following five: (1) Play is self-chosen and self-directed; (2) Play is activity in which means are more valued than ends; (3) Play has structure, or rules, which are not dictated by physical necessity but emanate from the minds of the players; (4) Play is imaginative, non-literal, mentally removed in some way from “real” or “serious” life; and (5) Play involves an active, alert, but non-stressed frame of mind.

The more fully an activity entails all of these characteristics, the more inclined most people are to refer to that activity as play. By “most people” I don’t just mean most scholars who study play. Even young children are most likely to use the word play for activities that most fully contain these five characteristics. These characteristics seem to capture our intuitive sense of what play is. Notice that all of the characteristics have to do with the motivation or attitude that the person brings to the activity. Let me elaborate on these characteristics, one by one, and expand a bit on each by pointing out some of its implications for thinking about the purposes of play.

## **1. Play is self-chosen and self-directed; players are always free to quit.**

Play is, first and foremost, an expression of freedom. It is what one wants to do as opposed to what one is obliged to do. The joy of play is the ecstatic feeling of liberty. Play is not always accompanied by smiles and laughter, nor are smiles and laughter always signs of play; but play is always accompanied by a feeling of “Yes, this is what I want to

do right now.” Players are free agents, not pawns in someone else’s game.

Players not only choose to play or not play, but they also direct their own actions during play. As I will argue below, play always involves rules of some sort, but all players must freely accept the rules, and if rules are changed then all players must agree to the changes. That is why play is the most democratic of all activities. In social play (play involving more than one player), one player may emerge for a period as the leader, but only at the will of all the others. Every rule a leader proposes must be approved, at least tacitly, by all of the other players.

The ultimate freedom in play is the freedom to quit. A person who feels coerced or pressured to engage in an activity, and unable to quit, is not a player but a victim. The freedom to quit provides the foundation for all of the democratic processes that occur in social play. If one player attempts to bully or dominate the others, the others will quit and the game will be over; so players who want to continue playing must learn not to bully or dominate. People who don’t agree to a proposed change in rules may likewise quit, and that is why leaders in play must gain the consent of the other players in order to change a rule. People who begin to feel that their needs or desires are not being met in play will quit, and that is why children learn, in play, to be sensitive to others’ needs and to strive to meet those needs. It is through social play that children learn, on their own, with no lectures, how to meet their own needs while, at the same time, satisfying the needs of others. This is perhaps the most important lesson that people in any society can learn.

This point about play being self-chosen



and self-directed is ignored by, or perhaps unknown to, many adults who try to take control of children's play. Adults can play with children, and in some cases can even be leaders in children's play, but to do so requires at least the same sensitivity that children themselves show to the needs and wishes of all the players. Because adults are commonly viewed as authority figures, children often feel less able to quit, or to disagree with the proposed rules, when an adult is leading than when a child is leading. And so, when adults try to lead children's play the result often is something that, for many of the children, is not play at all. When a child feels coerced, the play spirit vanishes and all of the advantages of that spirit go with it. Math games in school and adult-led sports are not play for those who feel that they have to participate and are not ready to accept, as their own, the rules that the adults have established. Adult-led games can be great for kids who freely choose them, but can seem like punishment to kids who haven't made that choice.

What is true for children's play is also true for adults' sense of play. Research studies have shown that adults who have a great deal of freedom as to how and when to do their work often experience that work as play, even (in fact, especially) when the work is difficult. In contrast, people who must do just what others tell them to do at work rarely experience their work as play.

## 2. Play is activity in which means are more valued than ends.

Many of our actions are "free" in the sense that we don't feel that other people are making us do them, but are not free, or at least are not experienced as free, in another sense. These are actions that we feel we must do in order to achieve some necessary or much-desired goal, or end. We scratch an itch to get rid of the itch, flee from a tiger to avoid getting eaten, study an uninteresting book to get a good grade on a test, work at a boring job to get money. If there were no itch, tiger, test, or need for money, we would not scratch, flee, study, or do the boring work. In those cases we are not playing.

To the degree that we engage in an activity purely to achieve some end, or goal, which is separate from the activity itself, that activity is not play. What we value most, when we are not playing, are the results of our actions. The actions are merely means to the ends.

When we are not playing, we typically opt for the shortest, least effortful means of achieving our goal. The non-playful, goal-oriented college student, for example, does the least studying in each course that she can in order to get the "A" that she desires, and her studying is focused directly on the goal of doing well on the tests. Any learning not related to that goal is, for her, wasted effort.

In play, however, all this is reversed. Play is activity conducted primarily for its own sake. The playful student enjoys studying the subject and cares less about the test. In play, attention is focused on the means, not the ends, and players do not necessarily look for the easiest routes to achieving the ends. Think of a cat preying on a mouse versus a cat that is playing at preying on a mouse. The former takes the quickest route for killing the mouse. The latter tries various ways of catching the mouse, not all very efficient, and lets the mouse go each time so it can try again. The preying cat enjoys the end; the playing cat enjoys the means. (The mouse, of course, enjoys none of this.)

Play often has goals, but the goals are experienced as an intrinsic part of the game, not as the sole reason for engaging in the game's actions. Goals in play are subordinate to the means for achieving them. For example, constructive play (the playful building of something) is always directed toward the goal of creating the object that the player has in mind. But notice that the primary objective in such play is the creation of the object, not the having of the object. Children making a sandcastle would not be happy if an adult came along and said, "You can stop all your effort now. I'll make the castle for you." That would spoil their fun. The process, not the product, motivates them. Similarly, children or adults playing a competitive game have the goal of scoring points and winning, but, if they are truly playing, it is the process of scoring and trying to win that motivates them, not the points themselves or the status of having won. If someone would just as soon win by cheating as by following the rules, or get the trophy and praise through some shortcut that bypasses the game process, then that person is not playing.

Adults can test the degree to which their work is play by asking themselves this: "If I could receive the same pay, the same prospects for future pay, the same amount of approval from other people, and the same

sense of doing good for the world for not doing this job as I am receiving for doing it, would I quit?" If the person would eagerly quit, the job is not play. To the degree that the person would quit reluctantly, or not quit, the job is play. It is something that the person enjoys independently of the extrinsic rewards received for doing it.

One reason why play is such an ideal state of mind for creativity and learning is because the mind is focused on means. Since the ends are understood as secondary, fear of failure is absent and players feel free to incorporate new sources of information and to experiment with new ways of doing things.

## 3. Play is guided by mental rules.

Play is freely chosen activity, but it is not freeform activity. Play always has structure, and that structure derives from rules in the player's mind. This point is really an extension of the point just made about the importance of means in play. The rules of play are the means. To play is to behave in accordance with self-chosen rules. The rules are not like rules of physics, nor like biological instincts, which are automatically followed. Rather, they are mental concepts that often require conscious effort to keep in mind and follow.

A basic rule of constructive play, for example, is that you must work with the chosen medium in a manner aimed at producing or depicting some specific object or design. You don't just pile up blocks randomly; you arrange them deliberately in accordance with your mental image of what you are trying to make. Even rough and tumble play (playful fighting and chasing), which may look wild from the outside, is constrained by rules. An always-present rule in play fighting, for example, is that you mimic some of the actions of real fighting, but you don't really hurt the other person. You don't hit with all your force (at least not if you are the stronger of the two); you don't kick, bite, or scratch. Play fighting is much more controlled than real fighting; it is always an exercise in restraint.

Among the most complex forms of play, in terms of rules, is what play researchers call sociodramatic play—the playful acting out of roles or scenes, as when children are playing "house," or acting out a marriage, or pretending to be superheroes. The fundamental rule here is that you must

abide by your and the other players' shared understanding of the role that you are playing. If you are the pet dog in a game of "house," you must walk around on all fours and bark rather than talk. If you are Wonder Woman, and you and your playmates believe that Wonder Woman never cries, then you refrain from crying, even when you fall down and hurt yourself.

To illustrate the rule-based nature of sociodramatic play, the Russian psychologist Lev Vygotsky wrote about two actual sisters—ages seven and five—who sometimes played that they were sisters.[1] As actual sisters, they rarely thought about their sisterhood and had no consistent way of behaving toward one another. Sometimes they enjoyed one another, sometimes they argued, and sometimes they ignored one another. But, when they were playing sisters, they always behaved according to their shared stereotype of how sisters should behave. They dressed alike, talked alike, always loved one another, talked about the differences between themselves and everyone else, and so on. Much more self-control, mental effort, and rule following was involved in playing sisters than in being sisters.

The category of play with the most explicit rules is that called formal games. These are games, like checkers and baseball, with rules that are specified, verbally, in ways designed to minimize ambiguity in interpretation. The rules of these games are commonly passed along from one generation of players to the next. Many formal games in our society are competitive, and one purpose of the formal rules is to make sure that the same restrictions apply equally to all competitors. Players of formal games, if they are true players, must adopt these rules as their own for the period of the game and be willing to stick to them. Of course, except in "official" versions of such games, players commonly modify the rules to fit their own needs, but each modification must be agreed upon by all the players.

The main point I want to make here is that every form of play involves a good deal of self-control. When not playing, children (and adults too) may act according to their immediate biological needs, emotions, and whims; but in play they must act in ways that they and their playmates deem appropriate to the game. Play draws and fascinates the player precisely because it is structured by

rules that the player herself or himself has invented or accepted.

The student of play who most strongly emphasized play's rule-based nature was Lev Vygotsky, whose example of sisters playing sisters I just mentioned. In an essay on the role of play in development, originally published in 1933, Vygotsky commented, as follows, on the apparent paradox between the idea that play is spontaneous and free and the idea that players must follow rules: "The ... paradox is that in play [the child] adopts the line of least resistance—she does what she most feels like doing because play is connected with pleasure—and at the same time she learns to follow the line of greatest resistance by subordinating herself to rules and thereby renouncing what she wants, since subjection to rules and renunciation of impulsive action constitute the path to maximum pleasure in play. Play continually creates demands on the child to act against immediate impulse. At every step the child is faced with a conflict between the rules of the game and what she would do if she could suddenly act spontaneously. ... Thus, the essential attribute of play is a rule that has become a desire. .... The rule wins because it is the strongest impulse. Such a rule is an internal rule, a rule of self-restraint and self-determination .... In this way a child's greatest achievements are possible in play, achievements that tomorrow will become her basic level of real action and morality." [1]

Vygotsky's point, of course, is that the child's desire to play is so strong that it becomes a motivating force for learning self-control. The child resists impulses and temptations that would run counter to the rules because the child seeks the larger pleasure of remaining in the game. To Vygotsky's analysis, I would add that the child accepts and desires the rules of play only because he or she is always free to quit if the rules become too burdensome. With that in mind, the paradox can be seen to be superficial. The child's real-life freedom is not restricted by the rules of the game, because the child can at any moment choose to leave the game. That is another reason why the freedom to quit is such a crucial aspect of the definition of play. Without that freedom, rules of play would be intolerable. To be required to act like Wonder Woman in real life would be terrifying, but to act like that in play—a realm you are always free to leave—is great fun.

Along with Vygotsky, I would contend that the greatest of play's many values for our species lies in the learning of self-control. Self-control is the essence of being human. We commonly say that people behave like "animals," rather than like humans, when they fail to abide by socially agreed-upon rules and, instead, impulsively follow their immediate drives and whims. Everywhere, to live in human society, people must behave in accordance with conscious, shared mental conceptions of what is appropriate; and that is what children practice constantly in their play. In play, from their own desires, children practice the art of being human.

#### **4. Play is non-literal, imaginative, marked off in some way from reality.**

Another apparent paradox of play, also pointed out by Vygotsky, is that play is serious yet not serious, real yet not real. In play one enters a realm that is physically located in the real world, makes use of props in the real world, is often about the real world, is said by the players to be real, and yet in some way is mentally removed from the real world.

Imagination, or fantasy, is most obvious in sociodramatic play, where the players create the characters and plot, but it is also present to some degree in all other forms of human play. In rough and tumble play, the fight is a pretend one, not a real one. In constructive play, the players say that they are building a castle, but they know it is a pretend castle, not a real one. In formal games with explicit rules, the players must accept an already established fictional situation that provides the foundation for the rules. For example, in the real world bishops can move in any direction they choose, but in the fantasy world of chess they can move only on the diagonals.

The fantasy aspect of play is intimately connected to play's rule-based nature. Because play takes place in a fantasy world, it must be governed by rules that are in the minds of the players rather than by laws of nature. In reality, one cannot ride a horse unless a real horse is physically present; but in play one can ride a horse whenever the game's rules permit or prescribe it. In reality, a broom is just a broom, but in play it can be a horse. In reality, a chess piece is just a carved bit of wood, but in chess it is a bishop or a knight that has well-defined capacities and limitations for movement that are not even hinted at in the carved



wood itself. The fictional situation dictates the rules of the game; the actual physical world within which the game is played is secondary. Through play the child learns to take charge of the world and not simply respond passively to it. In play the child's mental concept dominates, and the child molds available elements of the physical world to meet that concept.

Play of all sorts has "time in" and "time out," though that is more obvious for some forms of play than others. Time in is the period of fiction. Time out is the temporary return to reality—perhaps to tie one's shoes, or go to the bathroom, or correct a playmate who hasn't been following the rules. During time in one does not say, "I am just playing," any more than does Shakespeare's Hamlet announce from the stage that he is merely pretending to murder his stepfather.

Adults sometimes become confused by the seriousness of children's play and by children's refusal, while playing, to say that they are playing. They worry needlessly that children don't distinguish fantasy from reality. When my son was four years old he was Superman for periods that sometimes lasted more than a day. During those periods he would deny vigorously that he was only pretending to be Superman, and this worried his nursery school teacher. She was only partly mollified when I pointed out that he never attempted to leap off of actual tall buildings or stop real railroad trains and that he would acknowledge that he had been playing when he finally did declare time out by removing his cape. To acknowledge that play is play is to remove the magic spell; it automatically turns time in into time out.

An amazing fact of human nature is that even 2-year-olds know the difference between real and pretend. A 2-year-old who turns a cup filled with imaginary water over a doll and says, "Oh oh, dolly all wet," knows that the doll isn't really wet. It would be impossible to teach such young children such a subtle concept as pretense, yet they understand it. Apparently, the fictional mode of thinking, and the ability to keep that mode distinct from the literal mode, are innate to the human mind. That innate capacity is part of the inborn capacity for play.

The fantasy element of play is often not as obvious, or as full-blown, in adults' play as in children's play. That is one reason why

adults' play is typically not of the 100% variety. Yet, I would argue, fantasy occupies a big role in much if not most of what adults do and is a major element in our intuitive sense of the degree to which adult activities are play. An architect designing a house is designing a real house. Yet, the architect brings a good deal of imagination to bear in visualizing the house, imagining how people might use it, and matching it with some aesthetic concepts that she has in mind. It is reasonable to say that the architect builds a pretend house, in her mind and on paper, before it becomes a real one.

### **5. Play involves an active, alert, but non-stressed frame of mind.**

This final characteristic of play follows naturally from the other four. Because play involves conscious control of one's own behavior, with attention to process and rules, it requires an active, alert mind. Players do not just passively absorb information from the environment, or reflexively respond to stimuli, or behave automatically in accordance with habit. Moreover, because play is not a response to external demands or immediate strong biological needs, the person at play is relatively free from the strong drives and emotions that are experienced as pressure or stress. And because the player's attention is focused on process more than outcome, the player's mind is not distracted by fear of failure. So, the mind at play is active and alert, but not stressed. The mental state of play is what some researchers call "flow." Attention is attuned to the activity itself, and there is reduced consciousness of self and time. The mind is wrapped up in the ideas, rules, and actions of the game.

This point about the mental state of play is very important for understanding play's value as a mode of learning and creative production. The alert but unstressed condition of the playful mind is precisely the condition that has been shown repeatedly, in many psychological experiments, to be ideal for creativity and the learning of new skills. Such experiments are normally not described as experiments on play, but it is no stretch to interpret them as that. What the experiments show is that strong pressure to perform well (which induces a non-playful state) improves performance on tasks that are mentally easy or habitual for the person, but worsens performance on tasks that require creativity, or conscious decision making,

or the learning of new skills. In contrast, anything that is done to reduce the person's concern with outcome and to increase the person's enjoyment of the task for its own sake—that is, anything that increases playfulness—has the opposite effect.

Strong pressure to perform well inhibits creativity and learning by focusing attention strongly and narrowly on the goal, thereby reducing the ability to focus on means. In the pressured state, one tends to fall back on instinctive or well-learned ways of doing things. That way of responding to pressure is adaptive in many emergency situations. When a tiger is chasing you, you use whatever means you have already learned for getting away or hiding; that is not a good time to experiment with new ways. Experts in any realm can usually perform well in the pressured state because they can call on their well-learned, habitual modes of responding and don't need to learn anything new or act creatively. Their attention can focus on producing the best possible outcome using the repertoire of actions that are already second nature to them.

When we pressure students to do well on their schoolwork by constantly evaluating their work, we put them into a non-playful, goal-directed state that may motivate those who already know how to do it to perform well, but inhibits experimentation and learning in those who don't already know how. Pressure widens the performance gap between experts and novices. Even experts, though, must play at their activity of expertise if they are going to rise to still higher levels of expertise. And, in some realms, such as art and essay writing, creativity is required no matter how much experience a person has had, and a playful mind always performs best in those realms. When an activity becomes so easy, so habitual, that it no longer requires conscious mental effort, it may lose its status as play. That is why players keep making the game harder, or different, or keep raising the criteria for success. A game is a game only if an active, alert mind is required to do it well.

*Reference: Lev S. Vygotsky, "The Role of Play in Development," in M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.). Mind in Society: The Development of Higher Psychological Processes, 92-104. (1978, original essay published in 1933). Free to Learn by Peter Gray*  
<http://www.freetolearnbook.com/>

# NEWS & RESEARCH

## LIVING WAGE INCREASED TO \$19.25 PER HOUR

The Living Wage Movement Aotearoa NZ has recalculated the Living Wage hourly rate for 2015. It comes into effect on 1 July 2015 and is set at \$19.25. This is an increase, in line with the average movement in wages, of 45 cents on the 2014 rate.



The Living Wage enables working parents to afford for their children to go on a school trip, provide healthy food and pay basic household bills. For many it is the difference between barely surviving and having a life.

Find out more about the Living Wage Movement in NZ.

<http://www.livingwage.org.nz/>

## KIDS' SMARTPHONE USAGE RAMPANT SAYS STUDY

Australian children are spending, on average, almost an entire day of the week on their smartphones.

Research released by Telstra on Monday says that more than two thirds (68 per cent) of children aged three to 17 own a smartphone and an average of 21 hours and 48 minutes per week is spent on the devices. The online survey of 1365 parents concluded that their top concerns involved the time-sapping power of phones and risks around cyber safety and sexting.

However, while two-thirds of the parents said they had discussed usage guidelines, a quarter reported difficulties carrying them out.

Sydney-based family researcher Justin Coulson advises parents that the best rules were those created with the child's input.

"There's no point writing out the terms of a contract if the kids have no say in it," said the father of six. Dr Coulson also recommends a minimum age of 12 or 13 for children to be given a phone.

"And then make it a dumb one. Smart parents give their kids dumb phones," he said, advising that phones with only text and call capabilities were better options than smartphones.

"You don't give them too much too soon... kids don't need smartphones."

Smartphone usage amongst kids

- 12 is the average age of ownership.
- 10 year olds spend an average 14.7 hours on their phones.
- 17 year olds spend an average 26.3 hours on their phones.
- More than half (54 per cent) of those who own smartphones also own a tablet.
- Facebook, instant messaging and Snapchat are the most distracting apps, according to parents.

*(Source: Telstra - commissioned report by Maidstone Consulting and Empowered Communications, February 2015.)*

## ARGUMENTS IN THE HOME LINKED WITH BABIES' BRAIN FUNCTION

*By The Association for Psychological Science*

Being exposed to arguments between parents is associated with the way babies' brains process emotional tone of voice, according to a new study to be published in Psychological Science, a journal of the Association for Psychological Science.

The study, conducted by graduate student Alice Graham with her advisors Phil Fisher and Jennifer Pfeifer of the University of Oregon, found that infants respond to angry tone of voice, even when they're asleep.

Babies' brains are highly plastic, allowing them to develop in response to the environments and encounters they experience. But this plasticity comes with a certain degree of vulnerability — research has shown that severe stress, such as maltreatment or

institutionalization, can have a significant, negative impact on child development.

## SHOULD YOU TALK TO STRANGERS?

A half dozen recent studies demonstrate the power that connecting with strangers has to make us happier. Research also suggests that that talking to strangers makes us luckier.

In one study, researchers randomly assigned volunteers to talk to the strangers who sat down next to them on the train during their morning commutes. Pretty much no one thought they were going to enjoy giving up their solitude to make small talk with someone they didn't know and would probably never see again. But guess what? The volunteers enjoyed their commutes more than the people in the study who got to read their books and finish their crossword puzzles in silence. What's more, not a single study participant was snubbed. Other research indicates that the strangers being chatted up in public spaces similarly think they won't want to talk, but then end up enjoying themselves.

In another study, researchers measured how much people enjoyed interacting with people they barely knew, and how much they enjoyed connecting with loved ones. Turns out that interacting with both types of people made both introverts and extroverts happier -- and the more social interactions they had, the happier people were.

Finally, research shows that even just acknowledging someone else's presence by making eye contact and smiling at them helps people feel more connected. So yes: Talking to strangers strangely makes us happy.

**Take Action:** See how many strangers you can interact with today. Smile at the woman you pass getting on the bus. Chat up the barista. Compliment the grocery checker.





# ADHD NOT A REAL DISEASE, SAYS LEADING NEUROSCIENTIST DR. BRUCE PERRY

One of the world's leading pediatric neuroscientists, Dr. Bruce D. Perry, M.D., Ph.D, recently stated publicly that Attention Deficit/Hyper-Activity Disorder (ADHD) is not 'a real disease,' and warned of the dangers of giving psycho-stimulant medications to children.

Speaking to the Observer, Dr. Perry noted that the disorder known as ADHD should be considered a description of a wide range of symptoms that many children and adults exhibit, most of which are factors that everyone of us displays at some point during our lives.

"It is best thought of as a description. If you look at how you end up with that label, it is remarkable because any one of us at any given time would fit at least a couple of those criteria," he said.

Dr. Perry is a senior fellow of the ChildTrauma Academy in Houston, Texas, a highly respected member of the pediatric community, and author of several books on child psychology including, *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook—What Traumatized Children Can Teach Us About Loss, Love, and Healing*, and, *Born for Love: Why Empathy Is Essential—and Endangered*.

His comments are quite refreshing at a time when diagnoses for ADHD in the UK and the US are sky-rocketing and prescriptions of stimulant medications to children are also rising rapidly, with many parents and concerned activists growing suspicious of the pharmaceutical industry's motivations in promoting drugs to children. Ritalin, Adderall, Vyvanse and other mind-altering stimulant medications are increasingly prescribed to children between the ages of 4 and 17.

Dr. Perry noted that the use of medications like these may be dangerous to the overall

physical and mental development of the child, remarking on studies where these medications were given to animals and were proven detrimental to health.

"If you give psychostimulants to animals when they are young, their rewards systems change. They require much more stimulation to get the same level of pleasure. "So on a very concrete level they need to eat more food to get the same sensation of satiation. They need to do more high-risk things to get that little buzz from doing something. It is not a benign phenomenon.

"Taking a medication influences systems in ways we don't always understand. I tend to be pretty cautious about this stuff, particularly when the research shows you that other interventions are equally effective and over time more effective and have none of the adverse effects. For me it's a no-brainer."

Given that the problem of ADHD is complex and the term is more of a blanket term used to describe a wide range of behavioural symptoms, it is important to consider what the root causes of many of the symptoms may be before pharmaceutical intervention should be considered. Citing potential remedies, Dr. Perry suggested an approach that focuses attention on the parents and the child's environment, while also recommending natural remedies like Yoga, and improved diet.

"There are number of non-pharmacological therapies which have been pretty effective. A lot of them involve helping the adults that are around children," he said.

"Part of what happens is if you have an anxious, overwhelmed parent that is contagious. When a child is struggling, the adults around them are easily dysregulated too. This negative feedback process between the frustrated teacher or parent and dysregulated child can escalate out of control.

"You can teach the adults how to regulate themselves, how to have realistic expectations of the children, how to give them opportunities that are achievable and have success and coach them through the process of helping children who are struggling.

"There are a lot of therapeutic approaches. Some would use somato-sensory therapies like yoga, some use motor activity like drumming.

"All have some efficacy. If you can put together a package of those things: keep the adults more mannered, give the children achievable goals, give them opportunities to regulate themselves, then you are going to minimise a huge percentage of the problems I have seen with children who have the problem labelled as ADHD."

Many people may disagree with the assertion that ADD/ADHD should not be considered a disease, however, the fact remains that the myriad symptoms that are associated with these increasingly common 'disorders' can often be addressed and relieved without creating an addiction and dependency on pharmaceutical medications, which disrupt the mind and body in ways that are not fully understood or even researched.

## About the Author

*Alex Pietrowski is an artist and writer concerned with preserving good health and the basic freedom to enjoy a healthy lifestyle. He is a staff writer for WakingTimes.com and an avid student of Yoga and life.*

## Resources:

<http://www.theguardian.com/society/2014/mar/30/children-hyperactivity-not-real-disease-neuroscientist-adhd>

<http://www.wakingtimes.com/2014/03/07/diagnoses-fictional-illness-add-adhd-jump-dramatically/>

<http://www.webmd.com/add-adhd/tc/attention-deficit-hyperactivity-disorder-adhd-medications>

# TEMPLE GRANDIN ON A NEW APPROACH FOR THINKING ABOUT THINKING

THE FAMED AUTHOR AND ADVOCATE FOR PEOPLE WITH AUTISM LOOKS AT THE DIFFERENCES IN HOW THE HUMAN MIND OPERATES.

AS A CHILD DIAGNOSED WITH AUTISM, TEMPLE GRANDIN ASSUMED THAT EVERYBODY THOUGHT IN PHOTO-REALISTIC PICTURES  
BY TEMPLE GRANDIN

When I was young, I assumed that everybody thought in photo-realistic pictures the way I do. When I think about a church steeple, I see many specific steeples in my imagination. They pop into my mind like a series of slides projected on a screen. My concept of a church steeple is based on putting many examples in a file in my brain labeled “church steeples.” It was a mind-expanding experience for me to learn that other people process information in a different way.

As a person with autism, I have the typical profile of an area of great skill and an area of difficulty. Algebra was impossible because there was nothing to visualize, but I excelled at art.

Thinking in pictures has been a great asset in my business of designing livestock facilities for cattle. I can visualize projects in my mind before they are built. I observed that cattle often refused to walk over shadows, and they were spooked by sparkling reflections or shiny metal on wet floors. These things were obvious to me, but many previous designers had failed to see them.

Autism is a developmental disorder that ranges from very severe, in which a child remains nonverbal, to mild, including in highly intelligent people with specialized talents. After I wrote my book *Thinking in Pictures*, I talked to many people and I learned that there are three types of thinking styles that are common in people with autism. In addition to visual thinking, there is pattern thinking and word thinking. Each of the three types of thinking is a continuum. People without autism may have some specialization, but people with autism are

often on the extreme end of a continuum.

A pattern-thinking child typically has great ability in math and difficulty reading. Children who think in mathematical patterns have given me fabulous, complex origami creations. When I asked an astrophysicist with a mathematical mind about church steeples, he saw abstract patterns of motion, people making steeples with their hands. There were no generalized or realistic pictures. (To learn more about the pattern-thinking mind, read Daniel Tammet’s book *Born on a Blue Day*.)

The word thinker may be poor at drawing but have a huge memory for facts such as sports statistics or film stars.

Different kinds of minds should work together. When they do, they complement each other’s skills. For example, I leave it to the pattern thinkers to design a nuclear power plant, but I think a photo-realistic visual thinker would have spotted a fatal flaw in the safety systems of the Japanese Fukushima nuclear reactors. The emergency generators for the cooling pumps were in low areas. When the tsunami hit, the generators were submerged and the reactors melted down. A visual thinker would have been able to imagine water cascading into the basement.

I used to think that stupidity was the cause of people not being able to see things that were obvious to me. Today I realize it was not stupidity; it is just a different way of thinking.

<http://www.smithsonianmag.com/science-nature/temple-grandin-on-a-new-approach-for-thinking-about-thinking-130551740/?no-ist>

SCHOOL

PLAYGROUNDS

AROUND

THE WORLD

For some of us, the word “playground” conjures images of slides, swings, sand boxes and monkey bars. However, for kids living in the West Bank, recess looks very different from those attending school at a prep school in the United Kingdom, or in Sierra Leone. From the structures and grounds beneath their feet to the uniforms draped across their bodies, there are infinite particularities embedded in the idea of “free play.”

Photographer James Mollison gives us a glimpse of the many ways children let loose in his photography book, and accompanying exhibition, *Playground*. Capturing tableaux of recreation in locales including Argentina, Bhutan, Bolivia, India, Italy, Japan and Nepal, Mollison captures a vivid snapshot of the differences and similarities involved in using one’s imagination, letting loose and messing around before the bell rings.

The photos recall the scenes of fun, embarrassment, relaxation, disappointment and anxiety that plague the playground for a growing brain. Although, in retrospect, the notion of playtime tends to acquire a rose-colored glow, Mollison reminds us of the intensity and calamity that often occurred between classes. The photographer set up his camera during school breaks, capturing multiple frames and then collapsing them into a single composite image, in which a constructed “play narrative” is created.

Mollison sets up his camera during school breaks, capturing multiple frames and then collapsing them into a single composite image, which he refers to as a “play narrative.”

© James Mollison Source: *The Guardian*  
The originals can be found on

[http://www.huffingtonpost.com/2015/04/09/james-mollison-playground-photography-book\\_n\\_7027092.html](http://www.huffingtonpost.com/2015/04/09/james-mollison-playground-photography-book_n_7027092.html)





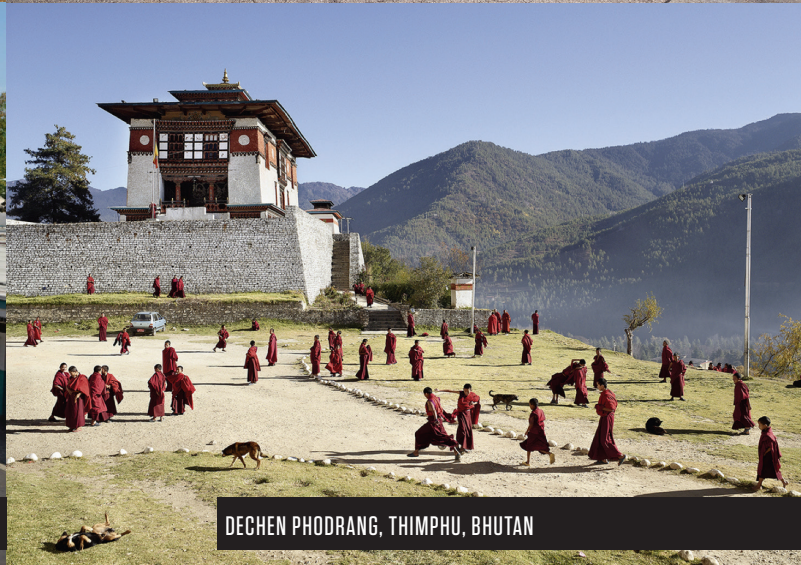
VALLEY VIEW SCHOOL, MATHARE, NAIROBI, KENYA



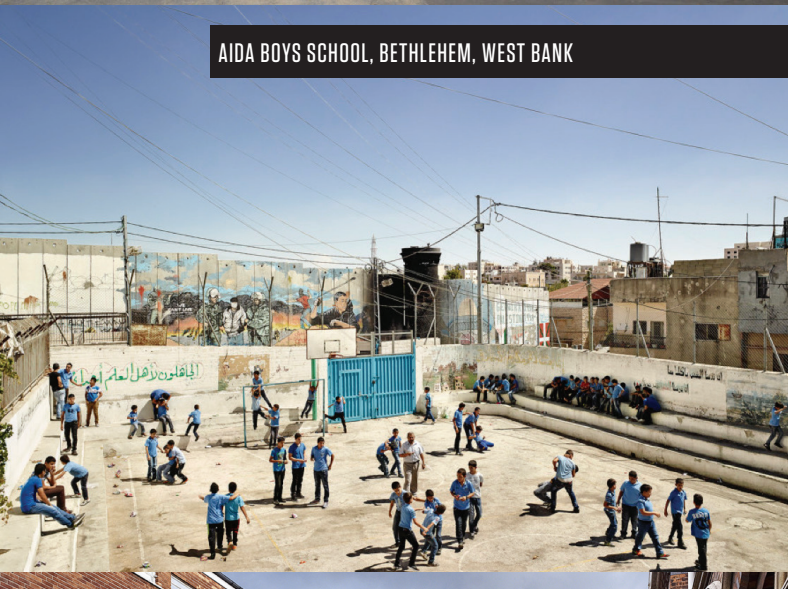
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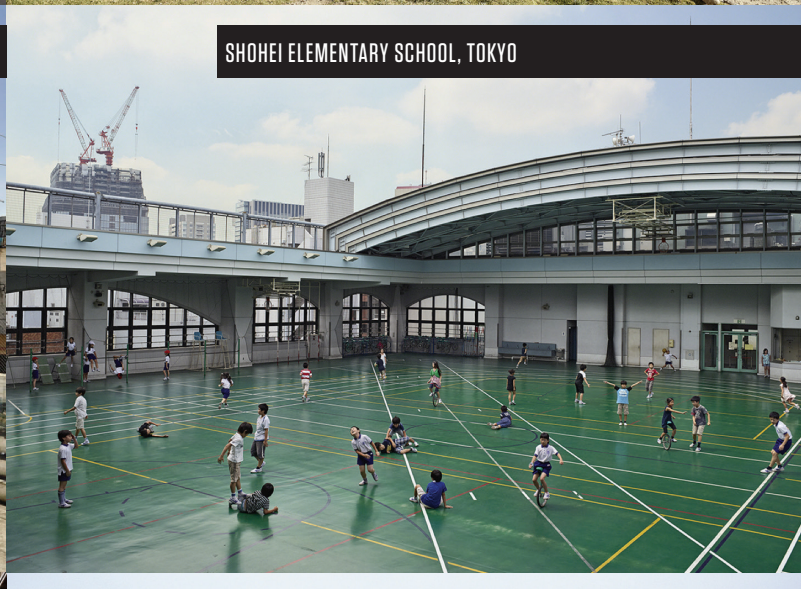
INGLEWOOD HIGH SCHOOL, INGLEWOOD, CALIFORNIA



DECHEN PHODRANG, THIMPHU, BHUTAN



AIDA BOYS SCHOOL, BETHLEHEM, WEST BANK



SHOHEI ELEMENTARY SCHOOL, TOKYO



HULL TRINITY HOUSE SCHOOL, HULL, UK



UTHEIM SKOLE, KÄRVÅG, AVERØY, NORWAY



# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 3 2015

EVENT/TRAINING	DATE	TIME & PLACE	COST (GST INCLUDED)
Networking Meeting	Wednesday 29 July	10am - 12 noon St Marks Cnr Vincent Place & Opawa Rd	FREE
Health & Safety	Wednesday 5 August	10am – 12.30pm OR 6.00 – 8.30pm St Marks Cnr Vincent Place & Opawa Rd	\$35 members \$90 non-members Light refreshment provided in evening
Legislative Compliance	Wednesday 12 August	10am – 12.00pm The OSCAR Network 25 Disraeli Street, Addington	\$35 members \$90 non-members
Full & Refresher First Aid MediTrain CYF approved	Saturday 15 August	Full: 8.30am – 4.30pm Refresher 8.30am – 12.30pm St Columbus Parish Centre 452 Main South Rd, Hornby	Full: \$175 Refresher: \$98
Child Protection	Thursday 27 August	10am – 12.30pm OR 6.00 – 8.30pm St Marks 4 Vincent Place, Opawa	\$35 members Light refreshment provided for evening session
New to OSCAR	Wednesday 16 September	10am – 12 noon OR 6.00 – 8.00pm The OSCAR Network 25 Disraeli Street, Addington	\$35 members \$90 non-members Light refreshment provided for evening session
Other 2015 Full & Refresher First Aid CYF approved Course dates are:			
Full & Refresher First Aid MediTrain CYF approved	Saturday 7 November	Full: 8.30am - 4.30pm Refresher 8.30am - 12.30pm St Columbus Parish Centre 452 Main South Rd, Hornby	Full: \$175 Refresher: \$98

For TRAINING UPDATES check out <http://www.oscarnetwork.org.nz/TraininEvents.html>

