Growing up in a cotton wool society
Cotton-wool kid

- Looks to the nearest adult for direction; external locus of control
- Avoids challenges; can tend towards perfectionism; a ‘fixed mindset’
- Feels a sense of hopelessness when confronted with setbacks and failure
- Has learnt to be anxious, suspicious and fearful of the world
- Believes the world revolves around them; expects to be entertained
Remembering to turn up for your life.
Free-range kid

- Independent – internal locus of control
- Excited by challenge – a ‘growth mindset’
- Able to handle failure
- Looks to the future with a sense of adventure and optimism
- Contributes to any given situation
“Children love to play in risky ways—ways that combine the joy of freedom with just the right measure of fear to produce the exhilarating blend known as THRILL.”

~PSYCHOLOGY TODAY

MAMAN on the TRAIL
A risk-enhanced playground in Shoeburyness, UK
Kids need risky play

Benefits of experiencing risky play...

- improves kids’ reaction time in detecting risk
- increases resourcefulness & independence
- increases their self-esteem
- improves resilience
- better self-regulation & psychological health
- less likely to take risks as adolescents

‘As safe as necessary; not as safe as possible’
Children both seek and prefer risky play and it’s part of children’s nature to be curious about themselves and their surroundings.

Features in the play environment influences children’s play by affording certain kinds of play activities.
<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Psycho Social Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant - 18 months</td>
<td>Trust vs. Mistrust</td>
</tr>
<tr>
<td>18 months - 3 years</td>
<td>Autonomy vs. Shame &amp; Doubt</td>
</tr>
<tr>
<td>3 - 5 years</td>
<td>Initiative vs. Guilt</td>
</tr>
<tr>
<td>5 - 13 years</td>
<td>Industry vs. Inferiority</td>
</tr>
<tr>
<td>13 - 21 years</td>
<td>Identity vs. Role Confusion</td>
</tr>
<tr>
<td>21 - 39 years</td>
<td>Intimacy vs. Isolation</td>
</tr>
<tr>
<td>40 - 65 years</td>
<td>Generativity vs. Stagnation</td>
</tr>
<tr>
<td>65 and older</td>
<td>Ego Integrity vs. Despair</td>
</tr>
</tbody>
</table>

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## WHAT IS RISKY PLAY?  (SANDSETER, 2007)

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great heights</td>
<td>Climbing, jumping from still or flexible surfaces, balancing on high objects, swinging at great heights</td>
</tr>
<tr>
<td>High speed</td>
<td>Swinging, sledding, running, cycling, skating, skiing</td>
</tr>
<tr>
<td>Dangerous tools</td>
<td>Using knives, saws, axes and ropes</td>
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<tr>
<td>Dangerous elements</td>
<td>Playing around cliffs, deep or icy water, or fire pits</td>
</tr>
<tr>
<td>Rough-and-tumble</td>
<td>Wrestling, fencing with sticks, play fighting</td>
</tr>
<tr>
<td>Getting lost</td>
<td>Exploring alone, playing alone in unfamiliar environments</td>
</tr>
</tbody>
</table>
What is risky play? (Sandseter, 2007)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Risk</th>
<th>Sub-categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Great heights</td>
<td>Danger of injury from falling</td>
<td>Climbing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jumping from still or flexible surfaces</td>
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<td></td>
<td></td>
<td>Balancing on high objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanging/swinging at great heights</td>
</tr>
<tr>
<td>B: High speed</td>
<td>Uncontrolled speed and pace that can lead to collision with something (or someone)</td>
<td>Swinging at high speed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sliding and sledging at high speed</td>
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<tr>
<td></td>
<td></td>
<td>Running uncontroclably at high speed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bicycling at high speed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skating and skiing at high speed</td>
</tr>
<tr>
<td>C: Dangerous tools</td>
<td>Can lead to injuries and wounds</td>
<td>Cutting tools: Knifes, saws, axes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strangling tools: Ropes, etc.</td>
</tr>
<tr>
<td>D: Dangerous elements</td>
<td>Where children can fall into or from something</td>
<td>Cliffs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deep water or icy water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fire pits</td>
</tr>
<tr>
<td>E: Rough-and-tumble</td>
<td>Where the children can harm each other</td>
<td>Wrestling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fencing with sticks, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play fighting</td>
</tr>
<tr>
<td>F: Disappear/get lost</td>
<td>Where the children can disappear from the supervision of adults, get lost alone</td>
<td>Go exploring alone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Playing alone in unfamiliar environments</td>
</tr>
</tbody>
</table>

Queen Maud University College, Thoning Owensg.t. 18, 7044 Trondheim, www.dmmh.no
NURTURING HAPPY & PRODUCTIVE CHILDREN

• Fewer rules

• Emphasis on the development of healthy patterns of behaviour

• Emphasis on finding satisfying behaviour rather than blind obedience

• More autonomy – this gives them confidence & responsibility

“Spot the flame flickering and don’t let it go out”
Seán O’Connor
I control my destiny

Others control my destiny

INTERNAL

Locus of control

EXTERNAL
Which is your locus of control?

Internal locus of control
You make things happen.

External locus of control
Things happen to you.

"I make things happen."
"Look what I can do!"
"I can determine my future."
"Why bother?"
"There is nothing I can do about my future."
"Why does everything happen to me?"
IF ANYTHING BAD HAPPENS, IT'S NOT MY FAULT. IT'S FATE.
Post-Traumatic Growth

pain → growth
It's not what happens to you, but how you react to it that matters.

Epictetus
Growth Mindset vs. Fixed Mindset

- In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point.

- In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. Their energy is spent reinforcing their fixed opinion of themselves rather than growth.
If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.

— Carol S. Dweck —
Amygdala
“The Jumpy Superhero”
Tries to protect us at all costs, but often mistakes stress for real threats and stops the Prefrontal Cortex from getting the information it needs to help us make good choices. When the Amygdala is calm, it gives the PFC what it needs.

The Brain

Prefrontal Cortex
“The Smart One”
Figures out stuff for us and helps us make good, well balanced choices. The PFC also sends and retrieves memories to and from the Hippocampus. When the Amygdala is upset, the PFC cannot help us.

Hippocampus
“The Librarian”
The Hippocampus stores and recalls memories. When the Amygdala is upset, poor Hippocampus cannot store memories or properly bring them to mind.
Figure 1. Key areas of the brain (Image © 2014 Soteris).
“Well-being is a skill...fundamentally no different than learning to play the cello. If one practices the skills of well-being, one will get better at it.”
Praise effort, perseverance, motivation and strategies – Process Praise

- Well done – you’re learning to ..................
- Good – it’s making you think – that’s how your brain is growing!
- Every time you practice, you’re making the connections in your brain stronger.
- Be brave. Have another go. Maybe this time you could........
- You’ve worked hard on this and you’ve succeeded because of.....x,y,z (success criteria)
- That picture has so many beautiful colours. Tell me about them.
- You can use this mistake. Think about why it didn’t work and learn from it.

Our language tells children what we believe and what we value.
The Power of Play
‘a moving child is a learning child’

- Creative/Fantasy/Imaginative Play: expands cognitions & problem-solving abilities
- Symbolic Play: allows exploration without feeling out of one’s depth
- Rough & Tumble Play: develops an understanding of physical strength & flexibility
- Socio-dramatic Play: helps to process concepts
- Social Play: explores social rules & engagement
- Dramatic Play: develops empathy and understanding of humanity
- Exploratory Play: develops cognitive capacity to assess and understand
- Communication Play: develops linguistic and communication skills
- Deep Play: develops the ability to understand risk
- Loco-motor Play: builds self awareness and develops physicality
- Mastery Play: develops control of the physical environment
- Object Play: develops hand-eye manipulation and movement
- Role Play: explores ways of being or living
- Recapitulative Play: explores history, legends, rituals, rhymes, fire and darkness
The Ultimate Playlist: 50 Reasons to Believe in the Power of Play

“Play is the work of the child.”
Maria Montessori

“Play is our brain’s favorite way of learning.”
Diane Ackerman

The CDC states that children should do 60 minutes or more of physical activity daily. Both sports and unstructured play can provide aerobic conditioning, muscle-building, and bone-strengthening.
“School isn't supposed to be a polite form of incarceration, but a portal to the wider world.”

— Richard Louv, Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder
What Kind of Mindset Do You Have?

Growth Mindset
I can learn anything I want to.
When I’m frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I’m inspired.
My effort and attitude determine everything.

Fixed Mindset
I’m either good at it, or I’m not.
When I’m frustrated, I give up.
I don’t like to be challenged.
When I fail, I’m no good.
Tell me I’m smart.
If you succeed, I feel threatened.
My abilities determine everything.

Created by: Reid Wilson @wayfaringpath  Icon from: thenounproject.com
The Power of YET

“I don’t get it.”
“I can’t do this.”
“This doesn’t work.”

Take a deep breath. Go for a short stroll. Then add a “yet” to the end of your sentence:

As in:
“I don’t get it... yet.”
“I can’t do this... yet.”
“This doesn’t work... yet.”

It may not be easy, but it doesn’t mean you’re never going to meet the challenge.
It’s fine to celebrate success but it is more important to heed the lessons of failure.

- Bill Gates
You can discover more about a person in an hour of play, than in a year of conversation

- Plato
Response to Trauma

- How do we respond to Trauma?
Forms of Post Traumatic Growth

- Spiritual Changes
- Personal Strength
- Relating to Others
- Appreciation of Life
- New Possibilities
Five basic psychological needs

- Need for **Survival**
  - Taking care of oneself by eating, drinking…
- Need for **Belonging**
  - Need for love or relationship
- Need for **Power**
  - To be better than others
- Need for **Freedom**
  - How we wish to live our lives, express ourselves…
- Need for **Fun**
  - Laughing, joking, sports, reading…
A child in the developed world has a 1 in 1.4 million chance of stranger child abduction
... a child in Ireland has a 1 in 4 chance of one day having mental health problems
URGENT APPEAL - MISSING 11 YEAR OLD GIRL - THIS TAKES 2 SECONDS TO SHARE.
A sense of who we are is not a mere luxury; without it, we feel worthless.
‘I don’t know who I am but I can see who she is and so I’ll be like her’
IMPACT OF PARENTING STYLES

- **Permissive, indulgent parents**: laziness, high self-esteem, self-absorbed, entitled, heightened emotions, no self-control, lack of discipline, directionless

- **Uninvolved parents**: delinquency, low self-esteem, low motivation, insecure, directionless, self-loathing

- **Strict, authoritarian parents**: sneakiness, low self-esteem, lack of self-discipline, fear of failure, indecisive, insecure, self-loathing

- **Authoritative, responsive parents**: highly motivated, healthy self-esteem, self-disciplined, emotionally healthy