Titan Education

4TH EDITION

EXPLORING
CAFS

Community and Family Studies for Years 11–12

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Contents

Introduction to Exploring CAF

What is CAFS?

Community and Family Studies (CAFS) focuse on the functioning of contemporary society by exploring components including family studies, sociology, developmental psychology and life experiences. The course is influenced by an ecological model that describes the interaction and interdependence between an individual an their family, community and society. Throughou course, students will develop knowledge, skills attitudes relevant to each module.

Using Exploring CAFS

This textbook covers all cores and options from Preliminary and HSC CAFS courses. For each there is a chapter overview, a variety of contex studies and a series of revision questions designed to test knowledge of key concepts.

Throughout each chapter there are also a series of recurring boxes:

Figure 0.1:
CAFS is influenced by the interactions and interdependence between an individual and their family, community and society.

Learning activity

Exploring CAFS features a series of learning activities that address the major ideas of the course. The activities focus on key concepts to promote understanding of the content.

Internet activity

Exploring CAFS features internet-based activities that build upon ICT skills and reinforce key concepts. These boxes are buttons/hyperlinks that lead students directly to the activity on TitanOnline, our digital learning platform. (Note: log in required, see next page for details.)

Case study

Exploring CAFS features case studies that apply key concepts to various situations. They emphasise key concepts to strengthen understanding of the content.

Additional free resources

The following additional free resources are available to complement this textbook.

TitanOnline internet activities

Internet activities throughout this textbook direct the reader to log in to TitanOnline, Titan Education's digital learning activity platform. These activities supplement the text and engage students in critical thinking, research and analysis. The internet activity boxes are buttons/hyperlinks that lead students directly to the relevant TitanOnline webpage.

HSC study notes and practice exam

The following resources are also available, in PDF format, to help students revise and prepare for their HSC examination:

- study notes, in the form of flash cards, that students can print and add their own information to
- HSC practice exam, in the NESA format, to introduce students to the layout of the HSC examination and provide means for revision.

To receive access to these additional free resources, please see your teacher (or email cafs@titaneducation.com.au with your school's details).

Introduction to research

The CAFS course relies heavily upon research methodologies – the techniques, methods and procedures used when searching for knowledge. Research is investigation based on the intention of finding out information. It is an involved process beginning with the need for research and ending with the presentation of findings.

Figure 0.2 graphically represents the research process. Each process has a specific function:

- **Think:** Assess what you already know and what you need to find out.
- **Plan:** Propose how you are going to find out the required information.
- **Find:** Use reliable sources such as books, journals and internet sites to obtain required information.
- **Record:** Record ideas and make a note of sources.
- **Present:** Present your findings using graphs, diagrams, tables, essays, etc.
- **Judge:** Question your research, for example:
  - Did you find out the required information?
  - What can you do better next time?

Think → Plan → Find → Record → Present → Judge

Figure 0.2:
The research process.

Figure 0.3:
Research is investigation based on the intention of finding out information.

Introduction to the Independent Research Project

As part of the HSC, students are required to complete an Independent Research Project (IRP) in the context of the HSC core module – research methodology.

The focus of the IRP should be related to the course content of one or more of the following areas:

- individuals
- groups
- families
- communities
- resource management.

The IRP consists of three parts:

- the project plan
- the project diary
- the product.

The assessment of the research methodology module including the IRP contributes to the school-based assessment. The weighting for each part should reflect school and NSW Education Standards Authority (NESA) policies, as well as the time and effort afforded to each.

The project plan
- provides an initial summary and outline of the complete research process.

The diary
- is a record of an ongoing process
- records values, attitudes and feelings
- reflects honestly on problems encountered and their solutions
- records conversations, contacts, readings and sources of secondary data
- reflects the proposed timeline.

The product
- is independent; that is, it is the your own work, based on an area of interest
- related to the course content
- is research based, meaning that the students should 'find something out' or add to their existing knowledge
- should reflect the time and commitment allocated to it in the overall context of the course.

Terms

There are common terms used throughout *Exploring CAFS*, particularly within the learning activities. Such terms require responses to be shaped accordingly – descriptions of each are listed in Table 0.1 below. Visit your local library for a range of HSC-specific material such as HSC collections, books, journals and articles.

Table 0.1: Common activity terms.

Term	Description
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Assess	Make a judgement of value, quality, outcomes, results or size.
Compare	Show how things are similar or different.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation).
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Identify	Recognise and name.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example, a point of view, idea, argument or suggestions) for consideration or action.
Recommend	Provide reasons in favour.

Preliminary CAFS cores

- Resource management
- Individuals and groups
- Families and communities

CHAPTER 1
Resource management

Resource management is an essential skill to complete day-to-day activities. It is important to manage resources that are associated with individual wellbeing, needs and wants, and values and standards. Managing resources is achieved by implementing the skills and practices that are associated with goal setting, communication and decision making.

In this chapter, the focus is on presenting the essentials of resource management as well as on outlining and assessing how to apply skills in order to maintain overall wellbeing.

Outcomes
A student:
- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing.

Module focus
- Fundamental concepts of resource management
- Influences on resource management
- Effective resource management

Figure 1.1:
Interviews are a qualitative research method.

Syllabus information

This module, as detailed in Table 1.1, should occupy approximately 20 per cent of total preliminary course time.

Table 1.2: Resource management syllabus.

Fundamental concepts of resource management	
Students learn about:	**Students learn to:**
Wellbeing	

▪ defining wellbeing
▪ factors affecting wellbeing
  – emotional
  – economic
  – cultural
  – physical
  – spiritual
  – social
▪ individual and group wellbeing
	▪ explore the concept of wellbeing by considering the following questions:
	  – what is the opposite to wellbeing?
	  – how do people describe wellbeing?
	  – why might there be different understandings of wellbeing?
	▪ analyse the relationship between the factors and explain how they can impact on wellbeing
	▪ discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong

Needs and wants	

▪ defining needs and wants
▪ specific needs
  – adequate standard of living (food, clothing, shelter)
  – health
  – education
  – employment
  – safety and security
  – sense of identity
▪ Maslow's hierarchy
▪ satisfaction of needs and wants
  – goal setting
  – enhancing wellbeing
	▪ describe each of the specific needs and compare the significance of each to different individuals
	▪ critique Maslow's hierarchy and debate its relevance and validity after considering contemporary views on human needs
	▪ outline a specific need that is significant to them and explain how goal setting can contribute to the satisfaction of that need

Resources	

▪ defining resources
▪ specific resources
  – human, e.g. energy, knowledge, intelligence, sight, language, skills and abilities, motivation
  – non-human, e.g. food, clothing, money, electricity, shelter
▪ interchangeability of resources
▪ resource sustainability (to conserve a resource)
	▪ describe a range of resources and explain how they assist in satisfying specific needs
	▪ propose how resources could be interchanged to enhance wellbeing in a variety of situations
	▪ outline strategies individuals use to conserve human and non-human resources

Table 1.1: Resource management syllabus.   *(continued)*

Influences on resource management	
Students learn about:	**Students learn to:**
Factors affecting resource management	

▪ personal values and past experiences
▪ factors influencing availability of and access to resources, e.g. age, gender, disability, culture, socioeconomic status
▪ access to support
  – informal, e.g. relatives, friends, neighbours
  – formal, e.g. government agencies, community organisations
	▪ explain how a combination of factors can influence resource management for a range of individuals, including:
	  – a person with a disability
	  – a person who is homeless
	  – a 16-year-old male
	  – a retired aged person
	▪ describe how access to support can contribute to the satisfaction of specific needs in a range of situations

Personal management skills	

▪ planning and organisation
▪ communication
  – verbal and non-verbal
  – assertive, aggressive, passive
  – characteristics of effective communication
▪ decision making
  – decision-making styles – impulsive, intuitive, hesitant, confident, rational
  – factors influencing decision making
▪ problem solving
	▪ assess the extent to which personal management skills can influence resource management
	▪ use scenarios to apply and refine their personal management skills to relevant and contemporary challenges
	▪ identify and challenge gender expectations in regard to personal management skills

Effective resource management	
Students learn about:	**Students learn to:**
Strategies for effective resource management	
▪ using interchangeable resources ▪ adopting sustainable behaviours ▪ accessing support ▪ developing personal management skills ▪ engaging in education or training	▪ propose and evaluate strategies individuals can adopt to effectively manage their resources in a range of life contexts, e.g. caring for a family member, completing the HSC, seeking employment
Interviews as a primary research method	

▪ constructing, conducting, recording responses
  – structured and unstructured
▪ advantages and disadvantages
▪ analysing research results
	▪ use interviews as a research method by:
	  – designing an interview to investigate how accessing support can contribute to effective resource management
	  – conducting interviews and recording responses
	  – analysing the data to determine the extent to which accessing support assists individuals to manage their resources effectively

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 1.2: Resource management learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Define the term 'wellbeing'.	Discuss the difference between a want and a need.	Make a collage of your specific needs, and explain why you have included them in the collage.
Explain where a person could access support in relation to the factors that affect resource management.	Distinguish between the strategies for managing resources effectively.	Conduct an interview, which is a primary research method.
Outline Maslow's Hierarchy of Needs.	Research a celebrity who is dealing with conflict. Infer how the factors that affect wellbeing are contributory to the celebrity's conflict.	Examine the importance of the resource management strategies.

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Research websites you can use to enhance your wellbeing. Record your findings, and assess whether or not you think each idea would work.	Explore the advantages and disadvantages of using interviews as a primary research method.	Act out a scenario for the class in order to highlight poor communication skills. The class members are to guess what went wrong and how to avoid it.
Using visual aids such as a mind map, demonstrate how all the factors that affect wellbeing are interrelated.	Evaluate how specific resources differ and how the difference could have an impact on your wellbeing.	Design a SMARTER goal and create a list of actions necessary to achieve the goal.
Analyse how resources can be interchangeable, and provide examples.	Review a recent media event in which bad or poor decision making was explored.	Create a self-help guide in which you explain how best to attain effective personal management skills.
Think of a time you had a communication breakdown, and reflect on why you think it happened. Analyse what changes you could make in order to prevent similar communication breakdowns from reoccurring.	Choose two verbal and two non-verbal methods of communication, and evaluate ways in which people can use them correctly in order to avoid miscommunication.	In groups of six, run a debate in which the participants explore whether or not Maslow's Hierarchy remains valid in today's society.

Fundamental concepts of resource management

To maximise health and wellbeing, it is important to manage resources effectively. Likewise, groups and communities must consider their available resources and manage them appropriately so that people have a high standard quality of life. The basic concepts of resource management are wellbeing, needs and wants, resources, values, and standards and goals. All these concepts are key components that influence and have an impact not only on the resources a person or group has available but on how the person or group uses the resources. These components are dynamic and can change drastically during the various life stages, so to maximise wellbeing, it is important to target all of them.

Wellbeing

Every aspect of life has an influence on the state of wellbeing. Wellbeing is dynamic in nature, which means it is influenced by lifestyle factors and the life stage a person is at.

Defining wellbeing

Wellbeing is a broad concept and comprises many elements and factors. The term 'personal wellbeing' means a person's health, happiness and satisfaction with life. It encompasses fulfilment in relation to meeting one's potential and ensuring that life is meaningful. The factors that affect wellbeing are emotions, the economy, culture, physical abilities, spirituality and society. Although individuals want life to be characterised by qualities such as health, happiness and economic comfort, the way in which the state of wellbeing is viewed will vary, depending on personal values or personal relevance to everyday life. For example, school students might not stress too much about their economic wellbeing and might worry more about their social wellbeing, whereas elderly people might not be as concerned about their social wellbeing because they are concerned about their physical and economic wellbeing.

Someone who has a healthy level of wellbeing will be happy, motivated in their daily life, and optimistic about both the present and the future.

Figure 1.2:
Factors that affect wellbeing are emotions, the economy, culture, physical abilities, spirituality and society.

Factors affecting wellbeing

Wellbeing is influenced and affected by a number of factors, all of which are components of wellbeing and can change from day to day, based on the experiences a person has in various situations. For example, missing the bus might impact on emotional wellbeing, as a person may become distressed, and it can also have an impact on social wellbeing if it causes someone to miss out on a social event. Table 1.3 contains an outline of the various factors that affect wellbeing, and a definition of each factor.

Table 1.3: Factors affecting wellbeing.

Factor	Definition
Emotional wellbeing	A person's feelings, state of mind and developmental stage. The word 'emotions' means how people feel and what moods they experience. Emotional wellbeing can change several times a day, depending on what happens throughout the day.
Economic wellbeing	A person's income, economic resources, global economy and socioeconomic status. As individuals mature, their economic needs may change, so their economic wellbeing will change as well. For example, as infants, individuals do not have an income because their parents support them, however as people start to age and become independent, they need to start making money to support themselves.
Cultural wellbeing	People's morals, customs, family beliefs and traditions. A greater confidence and comfortability in relation to one's culture is likely to positively support cultural wellbeing. However, confusion about cultural identity may challenge who they are and hence people experience a low level of cultural wellbeing.
Physical wellbeing	Characteristics such as physical health, fitness and appearance. Similar to emotional wellbeing, physical wellbeing can change at various times throughout the day. Physical wellbeing involves being mobile and physically active, but is also characterised by absence of physical injury.
Spiritual wellbeing	People's religion, beliefs, values and standards. Depending on an individual's beliefs and values, the emphasis people place on their spiritual health will vary. For example, a woman may pray and go to church every day whereas a man may meditate in the privacy of his own home. Both people are working on maintaining a positive level of spiritual wellbeing.
Social wellbeing	People's relationships, socialising, social networks and communication. People have different social expectations and preferences in social interactions and will therefore gain different types of fulfilment from socialising. Some people are introverted but won't necessarily have a worse level of social wellbeing compared with someone who is extroverted.

Wellbeing can change as a result of varying factors and levels of impact. Global issues such as terrorism, war, pandemics, financial crises and natural disasters can have an impact on wellbeing, as can positive global issues and events such as the Olympics.

Figure 1.3:
Individuals can have a positive or negative impact on a group's wellbeing.

Individual and group wellbeing

Individual wellbeing and group wellbeing can be either independent of each other or dependent on each other. The determining factor is the person's or group's circumstances. When the two types of wellbeing are dependent on each other, they can have both positive and negative effects.

> **Internet activity**
> Log on to TitanOnline and complete Activity 1.1 to learn more about the general wellbeing of Australians.

In groups, people find a structure that meets their basic need to belong. They can find happiness, security and enjoyment by making friends and sharing goals and interests, and can feel supported and accepted by their peers. However, a group can also have a negative impact on people's wellbeing so they can become dissatisfied with their involvement in the group.

Groups can experience different levels of wellbeing, just as a person can, in that individuals can have a positive or negative impact on the group's wellbeing. The group's emotional, economic, cultural, physical, spiritual and social needs can be either supported or undermined by individuals.

Learning activity

1. Explore the concept of wellbeing by considering the following three questions:
    a. What is the opposite of wellbeing?
    b. How do people describe wellbeing?
    c. Why do people have different understandings of wellbeing?
2. Analyse the relationship between the factors that affect wellbeing, and explain how they can have an impact on wellbeing.
3. Discuss the effect that your own wellbeing can have on the wellbeing of the groups you belong to.
4. Investigate a celebrity who has been in the media for negative reasons. Explore the factors that affect the celebrity's wellbeing.

Needs and wants

Each person will have a variety of needs and wants that will change throughout their lifetime. Needs and wants can be classified in a number of ways and can affect emotional, economic, cultural, physical, spiritual and social wellbeing. The basic needs are very similar for all individuals, whereas wants are very broad and are completely dependent on individuals in relation to characteristics such as what they are interested in, what they find motivating and what they are passionate about.

Internet activity

Log on to TitanOnline and complete Activity 1.2 to learn more about the need for belonging.

Defining needs and wants

- A **need** is something that is necessary for survival and overall wellbeing.
- A **want** s something people desire and through which make life more pleasurable, but is not necessary for existence.

Needs can be classified in a number of ways, outlined as follows:

1. **Primary needs** are biological or physical needs that are necessary to meet for life to exist, such as the need for food, water and oxygen.
2. **Secondary needs** such as the need for love, safety, privacy, respect and status are contributory to wellbeing and emotional health.

Although the definitions of 'need' and 'want' are vastly different, in contemporary society the meaning assigned to both concepts can be blurred. For example, people often comment on 'needing' specific items such as fashion accessories or electronic equipment, whereas they actually merely 'want' them and they are not necessary for survival.

Figure 1.4:
Water is a primary need for humans, as it is necessary for survival.

Specific needs

Everyone has specific needs in order to survive and have a healthy level of wellbeing. These needs are the minimum people should be able to meet in order to have a healthy level of wellbeing and a successful life. They include an adequate standard of living, health, education, employment, safety and security, and a sense of identity. The last mentioned need can be influenced by the other needs because they are the most basic of all needs. Individual's standard of living and health greatly influences one's sense of identity.

The specific needs and a definition of each need is outlined in Table 1.4.

Figure 1.5:
Specific needs, such as education, impact a person's wellbeing and quality of life.

Table 1.4: Specific needs of individuals.

Need	Definition
An adequate standard of living	The most basic of needs for survival, including food, clothing and shelter, without which people's quality of life will greatly diminish and their wellbeing will consequently be dramatically reduced.
Health	How stable people are physically, emotionally, spiritually, socially and financially. The state of one's health might lead to having specific needs; for example, a diabetic needs to have access to insulin.
Education	The learning stages people progress through as they age. Education ranges from the basic skills people develop when they are children to their school attendance and possibly higher education.
Employment	The attainment of paid work so people can support themselves and possibly other people. People gain types of employment based on their health, education and physical capabilities.
Safety and security	A sense of feeling comfortable and protected. Depending on the stage of life people are at, they might be the person who is needing security and protection, for example as infants, or the person who is providing security and safety for another person, such as a parent protecting their child.
A sense of identity	Understanding that everyone is an individual and overall knowing who you are as a person. This includes people knowing what they believe in, what characteristics are unique to them and what things are important to them. People's sense of identity will have an impact on all areas of wellbeing.

Maslow's hierarchy

Needs are classified in various ways according to various theories. The most significant educational theory is Maslow's Hierarchy of Needs.

In 1943, Abraham Maslow, a humanistic psychologist, developed a hierarchical theory of needs by breaking basic needs down into five categories. The focus of the theory is on the fact that various needs emerge only when more essential needs have been fulfilled. For example, people will concentrate on fulfilling their physiological needs and will move to the next level of the hierarchy once they have fulfilled them.

- Physiological needs are primary needs of food, water and oxygen for maintenance of the body. According to Maslow, it is essential to meet these biological needs before meeting less crucial needs. Without these three things, quality of life will greatly deteriorate.
- Safety needs are the needs met to be secure in surroundings and stay safe from harm. They include shelter to remain safe from the elements such as wind, rain and solar heat. Being safe also involves being free from harm, so anything that might cause harm would constitute a violation of the need to be safe.
- The need for belonging is the need met to ensure individuals obtain love, affection and a sense of belonging. Humans have a fundamental desire to belong. When provided with a sense of belonging, life is characterised by fulfilment and purpose, loneliness is minimised, and life is found to be more enjoyable and fulfilling.
- The need for esteem is associated with the needs related to self-esteem and self-respect. These needs stem from the desire to feel confident and valuable within oneself and in one's surroundings. Individual's level of resilience, or ability to bounce back from challenging or diverse situations, will have an impact on self-esteem. All individuals will experience low self-esteem at times, and that experience is natural, but it is important for individuals to be able to bounce back and feel good about themselves again.
- The need for self-actualisation is the need to realise one's full potential. It is the highest level in the hierarchy. Although self-actualisation is a personal need, feeling validated and encouraged by other people can have an impact on one's ability to live to the full potential.

Maslow was the first psychologist to concentrate on the humanistic approach to interpreting human behaviour.

Learning activity

1. Describe two specific needs, and compare how these vary in significance and impact for a five-year-old child, a 40-year-old mother, and a 65-year-old diabetic.
2. Debate the relevance and validity of Maslow's Hierarchy of Needs in today's society.
3. Reflect on the five human needs that Maslow identified and how they are applicable in your life. Present your reflection as a journal entry, a blog or a podcast.

Satisfaction of needs and wants

Various factors can influence satisfaction of needs, and they include gender, education, economic status, culture and geographical location.

- **Gender:** Males and females fulfil human needs in different ways; for example, males can find it more difficult to satisfy their emotional needs. In images in the media, males and females are portrayed in a way that influences how they satisfy their needs.
- **Education:** Individuals might obtain knowledge to enable themselves to be financially independent and thereby find it easier to fulfil their specific needs and wants. Alternatively, by way of education, individuals might develop unrealistic expectations and thereby both find it more difficult to fulfil needs and have less realistic wants.
- **Economic status:** Financial status can limit or enhance one's ability to fulfil basic needs and wants.
- **Culture:** Values and beliefs directly affect how needs and wants are developed.
- **Geographical location:** Living in an isolated area or living with a disability, for example, can limit access and opportunity in relation to fulfilling needs and wants.

In order to satisfy all needs and wants, it is important to set goals and work at enhancing individual wellbeing.

Goal setting

Individuals and groups develop goals so they can guide themselves to a specific situation or outcome. Goals can be short term, intermediate or long term, and can range from a small individual goal, such as 'to increase my physical activity level', to in depth, global-based goals, such as 'to minimise pollution'. Essentially, goals have to be realistic and achievable in order to have a positive effect on the individual and/ or the group. Goals can be placed into one of three categories, outlined as follows:

- Short-term goals are goals people expect to accomplish during a small time period, for example five days or two weeks.
- Intermediate goals are goals that fall between short- and long-term goals and are usually goals people accomplish over one to three months.
- Long-term goals are goals people expect to accomplish over a longer period, usually three or more months. To accomplish long-term goals, people must accomplish their short-term and intermediate goals. Long-term goals take time to achieve, where people must carefully plan how they achieve them and undertake ongoing monitoring of their progress in achieving them.

Figure 1.6:
Goal setting allows people to feel accomplished.

Goal setting involves establishing specific goals that can be measured and monitored. Many factors need to be considered when setting goals. A common goal setting tool is to implement the 'SMARTER' principle, which is explained below.

The SMARTER principle

- **Specific:** The goal has to be specific. Using 'the five Ws' can help when specifying a goal:
  - Who: Who does the goal involve – an individual or a group?
  - What: What is the goal?
  - When: What will the timeframe be for accomplishing the goal – short term, intermediate or long term?
  - Where: What will be the location/s for achievement of the goal?
  - Why: Why do I have this as a goal, and what do I hope to achieve by accomplishing it?
- **Measurable:** Having a way of measuring success when striving to achieve the goal will keep people motivated, on task and hopefully on time. Look for the indicators that reveal the achievement.
- **Achievable:** The goal has to be achievable, that is, able to be accomplished. Breaking it down into steps can be a useful way to make specific goals more attainable. People are more likely to accomplish goals when they are able to reach them.
- **Realistic:** Goals can be big or small, but they must be realistic. Does the goal setter have the commitment, resources, skills and motivation to realistically expect success? Choosing realistic goals reinforces success while unrealistic goals leads to failure and disappointment.
- **Timely:** The goal has to be connected to a timeframe. By setting a timeframe, people will motivate themselves to reach the goal. The timeframe has to be realistic in relation to the specific goal set.
- **Evaluate:** Regularly evaluating goals increases the likelihood of them being achieved. This includes short-, medium- and long-term goals.
- **Readjust:** If goals are not being met, readjust the process. The goals that have been set don't need to be scrapped. It means trying different approaches to reach the same goals.

By implementing the seven components of the SMARTER principle, it is clear that goal setting is a more straight forward process. If people do reach their goal, it is important they recognise they have done so and congratulate themselves. If they do not reach the goal, they need to assess the reasons for the non-achievement and recreate the steps so they can ensure they achieve it the second time around; a simple change might be to reduce the goal to be something more attainable and realistic.

Figure 1.7:
Achieving a goal can increase a person's self-esteem.

Figure 1.8:
With economic wellbeing, a person can use their savings to buy something special.

Enhancing wellbeing

It is inevitable throughout life that things will happen that will have a negative impact on wellbeing. However, enhancing wellbeing can happen in many ways. It is important to have strategies in place to maintain and improve wellbeing, be resilient and not feel negative when things are not going to plan.

Table 1.5 contains some examples of how to enhance wellbeing.

Table 1.5: Enhancing wellbeing.

Need	Definition
Emotional wellbeing	▪ Do things individuals find happiness doing. ▪ Individually assess what things do not bring happiness, and try to change them. ▪ Communicate feelings and emotions to others.
Economic wellbeing	▪ Start a savings account. ▪ Use savings to buy something.
Cultural wellbeing	▪ Take time to learn more about culture. ▪ Share personal cultural traditions with friends.
Physical wellbeing	▪ Be involved in some sort of physical activity each day. ▪ Try a new sport that is challenging.
Spiritual wellbeing	▪ Visit a place of worship. ▪ Set aside time to reflect. ▪ Try meditation.
Social wellbeing	▪ Maintain a balance between socialising and other priorities such as family, school and work. ▪ Use social media safely.

Case study

> Gemma is 14 years old and lives in a suburban area. She has been experiencing long periods of feeling down or upset, and as her friend, you are becoming concerned for her. This year, she gave up dancing because she had done it for 10 years and no longer enjoys it, so she is no longer doing any physical activity. She used to go to a Catholic high school but now attends a local public school, and she is now also having trouble understanding what it is she believes in. She has just obtained a part-time job, but she has never had a job before, so she often spends her entire pay as soon as she receives it on trivial things she does not need.

Design a plan for targeting each factor that affects Gemma's wellbeing. For each area of her life, suggest ideas and strategies she could use so she starts to feel happier again.

Learning activity

1. Outline one of your significant needs, and explain how you could set goals to successfully satisfy that need.
2. Explain the reasons why failing to set a time frame to a goal will make it harder to achieve.

Resources

Resources can come in a variety of forms to support or help people or organisations achieve their goals. The availability of resources will greatly affect the opportunities people have to overcome problems and achieve success. The benefits of resource use can include increased wealth, meeting of needs or wants, proper functioning of a system, or enhanced wellbeing. From a human perspective, a natural resource is anything obtained from the environment so that human needs and wants can be satisfied. From a broader biological or ecological perspective, a resource meets the needs of a living organism.

Defining resources

Resources are the things that individuals and groups find useful and through which people are given greater capabilities for meeting needs and accomplishing goals. Resources can be classified in a variety of ways, depending on how the individual or group uses them. People have access to various resources that can potentially have both a positive impact and a negative impact on wellbeing. For example, the resource of money might lead to improvement of economic wellbeing because individuals can afford to have a better standard of living and to buy 'the finer things in life'. However, in order to have this resource, longer hours or harder work may need to be undertaken, which might in turn have a negative impact on emotional and social wellbeing because individuals might not have time to see friends or relax properly.

Specific resources

Resources can be classified as specific resources when their categorisation is based on whether they are internal or external. These resources – or lack of them – can have a great influence on wellbeing and a great impact on an individual's daily life.

- **Human resources**, or internal resources, include energy, knowledge, intelligence, sight, language, skills and abilities, and motivation.
- **Non-human resources**, or external resources, include food, clothing, money, electricity and shelter.

Even though a person might have many non-human resources, they might have a very low level of human resources. For example, a man might be rich because he has won the lottery and so is able to provide food, clothing, shelter, money and electricity for himself, but he might not be motivated, intelligent or knowledgeable.

Tables 1.6 and 1.7 contain an outline of a range of human and non-human resources.

Figure 1.9:
Knowledge of language can increase opportunities for communication.

Table 1.6: Examples of human resources.

Energy	The levels of exertion or effort a person can produce. If people have a high level of energy, they will seem more engaged and involved in whatever it is they are doing.
Knowledge	A person's capacity to understand specific topics or issues; for example, a girl might be very knowledgeable about fashion.
Intelligence	The way in which a person is able to function in relation to important skills such as solving problems and dealing with conflict. People can often confuse the terms 'knowledge' and 'intelligence': intelligence is a broader term for describing a person whereas a person might be knowledgeable about a specific topic.
Sight	The sense of sight, or vision. Also the way in which a person views specific issues and situations.
Language	Refers to the language one speaks, e.g. English, Arabic. Also the type of language one uses, e.g. formal, professional, conversational and colloquial.
Skills and abilities	The things a person can do that they are good at or talented at, for example, creating artistic designs or doing algebra.
Motivation	How driven or enthusiastic a person is. If a person is highly motivated, they will work hard and complete tasks to the best of their ability. If a person has a low level of motivation, they might seem uninterested and not try very hard.

Table 1.7: Examples of non-human resources.

Food	The access a person has to food and water. At a fundamental level, the term 'food' includes both the basic food and the water that people need in order to survive.
Clothing	The clothes a person wears in order to cover their body. In relation to resources, clothing is a basic need, but if people have good dress sense or wear expensive clothes, these are resources through which they might be able to advance in life; for example, someone who dresses professionally might be better equipped to get a job compared with someone who doesn't dress professionally.
Money	The money or wealth a person has. Money is a very important resource because it enables a person to purchase other resources required to complete a task.
Electricity	As time goes on, access to electricity becomes an invaluable resource. Electricity is used to power most household or workplace appliances. Imagine a world without electricity: there would be no technology (unless it were solar powered), no traffic lights, no air conditioning, no lighting and no refrigeration. Without electricity, it is very difficult for people to function.
Shelter	One of the most basic needs. People who are able to be sheltered in a home are both protected and secure. They are better able to prevent illness and disease because they are warm and comfortable. It is evident that people who do not have shelter often lack other resources such as money, food and electricity.

Interchangeability of resources

The term 'interchangeability' means exchange of resources for goods and/or services. Interchanging resources often involves trading something unwanted or not needed for something wanted or needed. For example, a local farmer might provide vegetables to another farmer in exchange for horse manure.

Individuals all have skills, abilities and talents to make personal resources valuable to other people, and other people have skills, abilities and talents that individuals need in order to help themselves. Interchangeability of resources is the main foundation for efficient running of relationships, families, workplaces, schools and communities.

'Interchangeability' also means a resource's ability to be used a number of ways. For example, in the wilderness, a woman might use a towel to dry herself but might also use it for shelter and to keep warm. In that case, she is being efficient, because if she requires a specific resource in order to complete a task but does not have the resource at hand, she makes completion of the task possible because she is able to think of something else to use.

Internet activity

Log on to TitanOnline and complete Activity 1.3 to learn more about human and non-human resources.

Resource sustainability

The term 'sustainability' means effective and efficient use of resources to ensure they are available for future use. Sustainability can be associated with recycling and conservation.

Both reliability and availability of resources are constantly changing. Demand for various resources diminishes whereas other resources become a necessity. In many cases, people develop alternative means of creating and using resources. For example, about 100 years ago, petroleum was not a significant resource in Australia. In 1920, petroleum was required for 76,000 cars, whereas in 2021, Australia had 20.1 million registered motor vehicles, including motorcycles, so the demand for petroleum and its necessity as a resource had increased enormously during the intervening years. In the near future, this trend might change because as result of the current developments in the car industry, petroleum might become substantially less significant.

Source: Australian Bureau of Statistics.

Learning activity

1. Describe a range of resources, and explain how a person uses them to help satisfy their specific needs.
2. Propose how resources could be interchanged so that wellbeing could be enhanced in a variety of situations.
3. Outline some strategies that individuals use in order to conserve human and non-human resources.

Influences on resource management

The term 'resource management' means the way that people or groups use their resources. If they use a resource well, they should find that it lasts longer and is an aid in lifting the overall quality of whatever it is they are trying to achieve. Resources range from human factors, including knowledge, language, skills and abilities, to non-human resources, such as money and electricity. All these resources can influence resource management.

The way in which people or groups decide to use and manage their resources can be influenced by their personal values and experiences, what resources they have available, their access to support, their personal management skills, and their decision making and problem solving. For people to decide which resource to use and how to use them, and to use their resources as efficiently and effectively as possible, they should be competent in making those types of decision.

Figure 1.10:
Allocating resources ensures everyone in a community can function efficiently.

Factors affecting resource management

Many factors have the potential to influence how resources are managed. They include personal values and past experiences as well as factors that influence availability of the resources and access to them; five examples of the latter types of factors are age, gender, disability, culture and socioeconomic status.

Personal values and past experiences

Personal values and past experiences have a great impact, both positively and negatively, on the ability to manage resources – after all, these two elements are the foundation of how individuals are shaped. For example, if a person places a high value on friendship and really trusts his/her peer group, they are more likely to access their support as a resource to overcome problems they may face.

Past experiences can include great achievements or accidents that cause one's sense of self to develop and change. If past experiences using a particular resource have been positive, a person is more open to the idea of using that resource again. Negative past experiences may result in a person avoiding a particular resource or using it in a different manner.

Factors influencing availability of and access to resources

Many factors influence a person's access to resources, such as age, gender, disability, culture and socioeconomic status.

- **Age:** Young people can have limited access to resources because they have limited knowledge of the services that are available and limited access to the funds that are required in order to purchase the resources. Older people can have limited access to resources because they have limited skills for accessing modern day services, such as by way of the internet.
- **Gender:** People can have limited access to resources that are gender specific. For example, compared with males, females might find it easier to access resources such as support networks because of the differences between the two genders' communication skills and ability to express their feelings.
- **Disability:** People who have a disability can have limited access to resources because they might not be able to travel or to obtain information easily. Conversely, they might be entitled to resources that other people cannot access; for example, they are eligible to receive the Disability Support Pension.
- **Culture:** People can be influenced by their culture and/or religion when they are accessing resources. They might be unable to access a specific resource because they are subject to cultural restrictions, and conversely, they might be entitled to access a specific resource because of their culture. Also, their ability to communicate might be affected by a language barrier.
- **Socioeconomic status:** People with a low socioeconomic status have less financial resources with which to access resources. They may have lower levels of education and limited knowledge about resources. Alternatively, people who have a higher socioeconomic status are able to afford more resources, may be more knowledgeable and may have access to stronger support networks.

Access to support

Having access to support involves having a person, a group or an organisation to turn to for guidance and advice. It is important that people have a strong support network and know where they can access support. When people have a problem they cannot face alone or are struggling with something, they can access help from various people, groups and agencies. Support allows people to feel less alone, and people believe the problems being faced are less challenging and less difficult. Accessing of help and support can be informal or formal, depending on either the problem or the person or organisation people turn to for guidance.

Informal

Informal support comes in the form of relatives, friends or neighbours. It is the type of support where individuals receive advice and people feel comfortable discussing issues that might not want to be discussed with a stranger. Informal support can be as simple as a hug or 'a shoulder to lean on'.

Figure 1.11:
Formal services like homeless shelters are essential to support people in need.

Formal

Formal support comes in the form of government agencies and community agencies. It can be ongoing or periodic, and might be a service that is provided to us. For example, if a woman has a car accident that prevents her from working and providing an income for her family, the government might help support her. Similarly, if a man has an illness or a disease, a community organisation such as a church or youth group might raise funds for him or give him emotional support.

Case study

Sophia has recently separated from her husband, with whom she has a three-year-old daughter. Because of tension between herself and her husband, Sophia no longer wants to stay in the family home, so she moves herself and her daughter to a nearby motel. In order to pay for the motel, she must pick up extra shifts at work. However, she now finds herself in a predicament because she has no one to look after her daughter during the extra work days. She has been feeling upset and is finding it hard to get up and start each day, because she feels as if she is trying her best and her best is not good enough. Consequently, she is starting to get into trouble at work for showing up late or not showing up at all. Her parents do not live in the same state as her, and she is embarrassed to tell them what is going on.

1. Research the agencies and organisations that Sophia could obtain help from.
2. Create a spreadsheet on which you detail the people and places she can contact for help, as well as some tips for how to bring up her changed situation with her parents.

Learning activity

1. Explain how a combination of factors can influence resource management for:
   a. a person who has a disability
   b. a person who is homeless
   c. a 16-year-old male
   d. a retired older person.
2. Describe how access to support can be a contributing factor in satisfaction of specific needs, providing two examples.
3. Research two government agencies and community organisation that offer support to the local community. Explain how the support they provide assists people in times of need.

Personal management skills

Personal management skills are the qualities individuals use to help achieve a personal goal or accomplish a task. They include skills to plan and organise effectively, communicate with people around us in different contexts, make appropriate decisions and solve challenging problems.

Planning and organisation

A person's ability to plan and organise effectively can be the determining factor when it comes to challenges such as applying for a job, getting good grades or going on an overseas trip. A great way to plan and organise is to learn the 'POIE' model, as outlined in Table 1.8.

Table 1.8: The POIE model

Stage	Definition
Plan	Decide on what outcome is to be achieved and set specific goals for achieving it. Planning is the basis for achieving an outcome, and involves development of specific steps for achieving it.
Organise	Systematise the steps of the plan. Organising is mostly about creating a structure and sequence of steps while paying attention to the people and resources required and the implementation timeframe.
Implement	Undertake the steps in order to achieve the desired outcome. It includes using the people and resources identified when organising, and following the proposed timeframe.
Evaluate	Assess the implementation and whether or not the goal was achieved. Evaluation includes appraisal of the process and making recommendations when necessary.

Learning activity

1. Complete a POIE table for how you will prepare for and be successful in your next CAFS formal assessment task.
2. Assess the extent to which the POIE table influenced your resource management.

Communication

Communication is a highly valued, complex skill which involves an exchange of thoughts, messages and information. It is a two way process between a sender and a receiver. People communicate in every social situation, whether or not they realise they do. Even if a person is ignoring someone, or paying no attention to them, they are essentially communicating that message to the person, that is, that they are not interested in the person or anything they are saying.

The five types of communication are 'verbal', 'non-verbal', 'assertive', 'aggressive' and 'passive'. It is important to be aware of all these ways of communicating, because every way someone moves has the potential to be misinterpreted by the people around us. Just an unintentional look, comment or body language can be misinterpreted and create a conflict that is based simply on a misunderstanding.

Verbal and non-verbal communication

Verbal communication is the basis of communication between people. It can be split into 'oral communication' and 'written communication'.

Oral communication is voice-based communication, whether people are communicating face to face, via phone or using video communication software such as Zoom or Skype. Oral communication depends on various vocal elements such as pitch, volume, speed and clarity.

Written communication is text-based communication, whether communication is via mail, email or online chat. Written communication depends on various textual elements such as writing style, vocabulary, grammar, punctuation and language.

Non-verbal communication is the process of communicating by sending and receiving wordless information. It includes the elements of body language, such as:

- posture
- gestures
- eye contact
- facial expressions
- bodily contact
- appearance
- head movements
- tone.

Figure 1.12:
Online video calls allows people to communicate anywhere at any time.

Figure 1.13:
Non-verbal communication can be demonstrated through body language, such as pulling back and folding arms.

Internet activity

Log on to TitanOnline and complete Activity 1.4 to learn more about different communication styles.

It is important to consider what individuals are communicating non-verbally, because compared with the actual words being said, these elements carry more weight. For example, if an individual says something mean to a friend but through their body language they show they are joking, the friend will not 'take the comment to heart'. Likewise, if an individual uses a sarcastic tone when they say something, the person will in fact receive a message that is opposite to what was said.

Learning activity

Complete the following three activities with a partner:

- Without using any verbal communication – no speaking or writing – tell each other what you are planning to do on the weekend.
- Without giving any 'non-verbal communication' cues – no hand gestures or change in characteristics such as tone or facial expression – tell each other what you did last weekend.
- Discuss the communication differences you noted each time.

Assertive, aggressive and passive communication

Communication can be identified as being 'assertive', 'aggressive' or 'passive'. Every time individuals communicate, they adopt a communication style, even if they do so subconsciously.

- **Assertive communication** involves communicating thoughts in a truthful, clear, straightforward, non-aggressive, non-passive manner, while still being respectful of the needs and feelings of others. This form of communication is preferred because it recognises the rights of all people to be heard without prejudice.
- **Aggressive communication** is a communication style that is based on manipulation. Whether the aggression is noticeable or less evident, when individuals use this type of communication, individuals focus on making the person or people being addressed do something in order to meet a specific need they have.
- **Passive communication** is a communication style that is based on avoidance of confrontation. The focus is on communicating minimally to stay away from arguments and disagreements.

Most people use all three communication styles at various times and in various situations. In all situations, the ideal form of communication is assertive communication, which includes communicating clearly, respectfully and non-judgementally.

Characteristics of effective communication

Effective communication is an essential skill to develop. Whether people are communicating with family members, peers or other people, if they communicate effectively, they can deliver messages correctly and promote understanding. Ineffective communication can lead to many problems, such as misunderstanding and misinterpretation.

Figure 1.14:
Effective communication promotes clarity, understanding and positive relationships.

Internet activity

Log on to TitanOnline and complete Activity 1.5 to learn more about effective communication.

Effective communication is essential for delivering a clear message that can be easily understood. When speaking, it is important to do the following things:

- **Maintain eye contact:** Look at the person being communicated with. When communicating with a large audience, share the eye contact around.
- **Use suitable body language:** To emphasise any important points, use gestures; for example, use a facial expression to match the anger in the words, and use hand gestures to demonstrate frustration.
- **Use silence appropriately:** Pause frequently to help highlight the message
- **Use comfortable silence:** Promote thinking and understanding by letting the person or people being communicated with be comfortable in their silence.
- **Ensure understanding:** Make sure the person or people being communicated with understand what is trying to be expressed. Use language and expressions that are appropriate for the intended listener or audience.
- **Summarise major point/s:** Make sure major points or messages are reinforced.

When listening, it is important do the following things:

- **Encourage the speaker:** Encourage them by way of eye contact, facial expression and gestures such as nodding or smiling.
- **Ask fitting questions:** If it is feasible to do so, ask relevant questions to promote discussion about the major points or messages.

Learning activity

1. Analyse an episode of your favourite television or streaming series. Identify the assertive, passive and aggressive types of communication the characters use.
2. Watch someone deliver a speech, and analyse their effective and ineffective communication characteristics. For the ineffective characteristics, propose ways in which the person could improve their practices.

Decision making

Decision making is the cognitive process of reaching a decision. In life, people are all faced with making decisions and choices every day. Some of them are simple, such as what to have for breakfast, what football team to go for, or whether or not to go for a walk, whereas some are more complex, such as what house to buy or whether a marriage proposal should be accepted.

In making some types of decision, people have their morals, beliefs and values challenged. For example, whether or not to tell a child his father has been diagnosed with a terminal illness is a difficult moral decision. Some of the internal questions the mother would be faced with are how she will tell her son, whether she will be completely honest, and how she will explain the complexity of death. In making all these decisions, she might have her morals or beliefs challenged. Decision making is the process of assessing various alternatives and coming to a decision or an agreement.

Decision-making styles

When making a decision, individuals draw on one of five styles: 'impulsive', 'intuitive', 'hesitant', 'confident' and 'rational'.

- The impulsive style is based on spontaneous decision making. This occurs when people devote minimal thought or anlysis to making the decision.
- The intuitive style is based on instinctive decision making, meaning people base their decision on a person's character; that is, they have a 'gut feeling' about the person or situation.
- The hesitant style is based on cautious decision making, whereby people are unsure when they are selecting an alternative in order to manage the problem.
- The confident style is based on positive and certain decision making. People are convinced of the correctness of their decision and they solve the problem self-assuredly.
- The rational style is based on sensible and reasonable decision making, whereby people confront the problem realistically and they choose logical solutions.

People can use a range of decision-making styles in various situations. For example, when deciding to travel overseas, people may be influenced by their emotions, in the form of sadness at leaving their family and friends. The 'hesitant' style of decision making may be used in this instance. Conversely, when deciding what car to buy, people might use the 'impulsive' style as soon as they see a car they like.

Factors influencing decision making

Decision making is influenced by many factors, some of which are outlined as follows:

- **Access to resources:** Decision making depends on the resources the decision maker has available to them. The alternatives will differ, depending on the available resources.
- **The complexity of the problem:** The more complex the problem, the more the decision maker has to analyse and investigate the situation before coming to a solution.
- **Past experiences and personal values:** People's values and attitudes will affect both their decision making and their decision-making style. People's past experiences can also affect their decision making, because they can compare the previous alternatives and the outcomes.
- **Attitudes to change:** If someone is open to change, compared with someone who is hesitant in relation to it, they might be more willing to investigate a range of alternatives.

Socioeconomic status can also influence decision making, as individuals may have limited access to resources. Education can be an influencing factor, because people can have varying ability to make rational decisions. Gender also has a role, due to the expectations that are placed on decision making.
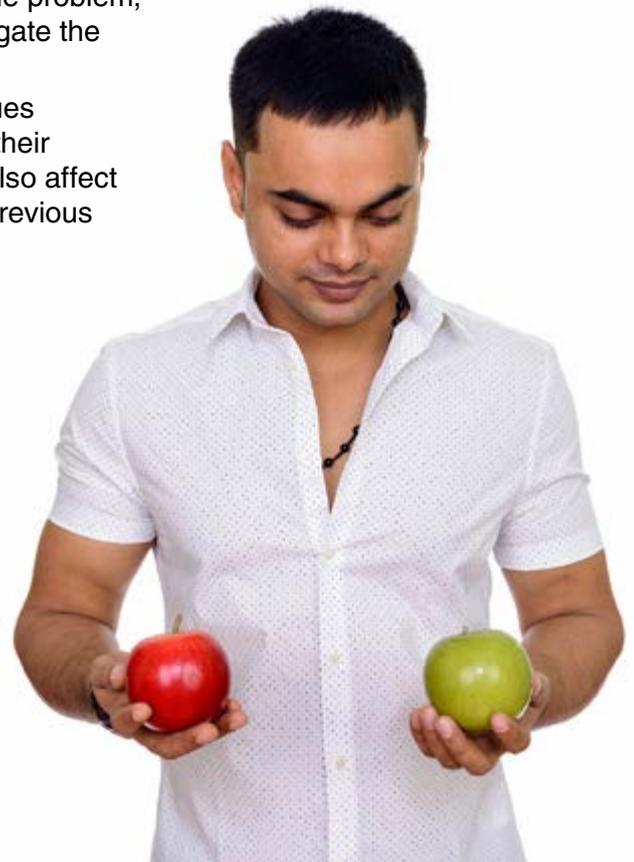
Figure 1.15:
All life experiences involve decision making.

Problem solving

Problem solving involves accepting that something 'not quite right' is going on or being faced with a challenge, and the steps taken to rectify or overcome the situation. People will all handle problems or difficult situations differently, because everyone has different wants and needs. There is no right or wrong way to solve problems, but the following section contains some advice to consider, some strategies to try and some things to avoid:

Strategies

- **Assess the problem:** Ask a few questions to work out what the actual problem is and why it has occurred. People might be failing at a task and think they cannot complete it, but the actual problem may be that they are overwhelmed and simply need to manage their time better.
- **Review resources:** Once the potential problem is narrowed down, consider strengths and weaknesses as an individual. Then utilise the strengths, work to improve areas of weakness or seek help or other resources to tackle the problem.
- **Take action:** Do not choose the 'do nothing' option for solving problems; otherwise they may not go away and there is a risk of having them become much bigger and getting out of hand.
- **Seek help:** If the problem does become too big for the individual to handle on their own, ask for help. Informal and formal support groups can be accessed if needed.

Behaviours to avoid

- **Procrastinating:** Do not put off solving the problem or ignore it.
- **Getting angry or emotional:** The best decisions are the ones made 'with a level head'. Being angry or upset may cause the problem to grow.

Figure 1.16:
Accessing resources and asking for help assists with problem solving.

Figure 1.17:
It's essential to avoid procrastination in order to remain productive.

Learning activity

1. Assess the extent to which personal management skills can influence resource management.
2. Use scenarios to apply and refine your personal management skills in relation to some relevant and contemporary challenges.
3. Identify and challenge gender expectations in relation to personal management skills.

Effective resource management

People who manage their resources effectively are better equipped to get the most out of them and are more likely to be successful at whatever task they wish to complete. It is important to manage personal resources in all aspects of life, whether at school, at work, at home, in a relationship or achieving personal goal.

Strategies for effective resource management

In order to best manage resources, individuals should use interchangeable resources, adopt sustainable behaviours, access support, develop personal management strategies and engage in education or training.

Using interchangeable resources

If people use their resources interchangeably, they enable themselves to put the resources to their most economic use. Whereby people either use two resources to complete the same task or, in relation to managing resources effectively, people use the one resource to complete several tasks.

Adopting sustainable behaviours

It is important to adopt sustainable behaviours in relation to managing resources so individuals can ensure they last.

Although intrinsic resources such as compassion, knowledge and strength do not exactly 'run out', they can become exhausted. It is important people do not 'bite off more than they can chew' and that they establish a realistic amount of work to practise sustainable behaviours.

Extrinsic resources such as money can be exhausted very quickly, so sustainable behaviours might include budgeting, planning, and assessing work periodically throughout a project rather than at the end of the project or when a problem arises.

Sustainable behaviours also include doing things that result in or support sustainability, such as recycling, turning lights and power points off, and not using the air conditioning all day.

Figure 1.18:
Recycling is an everyday practice that supports sustainability.

Accessing support

It is important to know not only where to access support but how to access it. With this fact in mind, people should:

- make a list of all the people who constitute a support network, that is, all the individuals someone can turn to for help and advice
- create a catalogue of various avenues of support, for example by way of the internet, a hotline or a newspaper
- be supportive of the people who are in the support network, because it is always easier to access support from individuals and group members who respect the person who is asking for help. Be there for other people in the support group, so everyone is encouraged to be supportive and feel it is reciprocal.

Developing personal management skills

In order to develop personal management skills, it is important to assess what individuals are good at and what areas individuals need to improve. Once this is established, it is easier to decipher strategies to better personal skills.

- **Poor time management:** Use a diary and/or a calendar to track all responsibilities and deadlines and keep them up to date.
- **Impatience:** Practise a breathing routine; try meditation; and include a period of 'me time' in a daily schedule, even if it is for only a couple of minutes.
- **Lack of confidence:** Practise self-talk and self-assurance. Consider the things that are likeable about people in the community, and reflect on the qualities identified to see if they are within the individual themselves.

> **Internet activity**
> Log on to TitanOnline and complete Activity 1.6 to learn more about personal management skills.

Engaging in education or training

One of the most effective resource management strategies is to engage in education or training, because there is always more to learn about any subject or topic. By engaging in education or training, individuals not only consolidate what they already know; they can build on their existing knowledge. Also, if people are engaging in education or training that is recognised by way of a formal qualification, they are not only improving their resources but also receiving formal recognition.

> **Learning activity**
> 1. Propose and evaluate strategies you could adopt in order to effectively manage your resources in one of the following life contexts: caring for a family member, completing the HSC or seeking employment.
> 2. Compare the resources you need now to the resources you needed five years ago.
> 3. Discuss how education or training can influence strategies for effective resource management.

Interviews as a primary research method

Research is conducted for the purpose of gathering data. The two types of research are quantitative research and qualitative research. Quantitative research is conducted for the purpose of gathering quantitative data, which is data that can be measured, whereas qualitative research is conducted for the purpose of gathering information that is more in depth and can be assessed and analysed.

Interviews are classified as being a qualitative research method.

Constructing, conducting and recording responses

When constructing, conducting and recording an interview, it is important to consider many factors, outlined as follows:

Constructing the interview

It is essential to effectively plan and prepare for the interview. Before developing interview questions, ensure the aim of the interview has been assessed, that is, what the major issues are and what needs to be addressed. Once the purpose is clear, go on to develop interview questions that are suitable and meaningful.

Developing the interview questions
- **Make sure questions are not ambiguous:** do not have more than one possible meaning.
- **Make sure questions have one purpose:** do not ask two-part questions.
- **Avoid practicing bias:** it is important to be as objective as possible when creating interview questions.
- **Avoid making assumptions:** do not assume an opinion that is based on a common belief; let the interviewee express their opinions – do not lead them.
- **Be concise:** develop clear and concise questions the interviewee will easily understand, to limit the possibility that they will misunderstand them.
- **Include only relevant questions:** each question developed should be meaningful in relation to the interview's overall purpose – avoid wasting time by asking the interviewee unnecessary questions.

Figure 1.19:
It is essential to effectively plan and prepare for an interview.

Figure 1.20:
Videoing or voice recording an interview are effective ways to record responses.

Conducting the interview

An introduction to the interviewee allows the purpose of the interview to be explained. Interviews can be daunting, and by explaining the interview's purpose and format, the interviewee will be supported and become more relaxed and capable of effectively answering the questions. The imperative of confidentiality should be explained, and an approximate length for the interview should be given. Finally, provide contact information and allow the interviewee to ask you questions.

Following are some effective ways to conduct an interview:

- Ask one question at a time.
- Be as objective as possible when asking questions and listening to the interviewee's responses; do not let personal opinions and beliefs influence the interview.
- Be wary of displaying any non-verbal communication in the form of surprise or anger at the interviewee's response.
- Be in control of the interview: make sure the interview stays on track and sticking to the time constraint.

Recording the responses

The ways to record the interviewee's responses are outlined as follows:

- **In writing:** The interviewer listens to the interviewee while taking the notes, ensuring they are not held up by taking too long to write down the responses. Afterwards, the interviewer makes notes about the notes; that is, they clarify any abbreviations used and complete any notes skipped over.
- **Audio:** Use an audio/voice recorder, such as a tape recorder, to record verbal responses to develop into a transcript. Ensure the interviewee's permission to use a tape recorder is obtained.
- **Video:** Use a video camera to record the interviewee's verbal and non-verbal responses. Video recording can be distracting in an interview, and the interviewee might feel uncomfortable during it, so ensure their permission is obtained to use a video camera.

Structured and unstructured

Interviews are classified as being either 'structured' or 'unstructured', and the classifications are used for different research functions.

The features of a structured interview are that:
- it has a formal feel
- the interviewer had structured and ordered the questions
- the interviewer has planned the interview's location and time
- the interviewer has undertaken research before conducting the interview
- the interviewer can restrict the interviewee's responses.

The features of an unstructured interview are that:
- it has an informal feel
- the interviewer has structured the questions less and can impulsively create questions in response to the interviewee's previous answers
- the interviewer has more flexibility in relation to shaping and changing the interview
- it can be time consuming, the interviewer and/or the interviewee can deviate from the topic due to the lack of structure.

Advantage and disadvantages

Interviews have both advantages and disadvantages, outlined as follows:

Advantages
- Qualitative and quantitative data can be collected.
- In depth information can be gained.
- They can be flexible in order to suit the direction of the interview.

Disadvantages
- They are more time consuming compared with other means of research such as surveys and questionnaires.
- The results are difficult to compare because interviewees' responses can vary considerably.
- One result can be subjectivity, which is judgement based on personal opinion.
- They can be nerve racking and stressful for both the interviewer and the interviewee.

Figure 1.21:
Interviews can be either structured or unstructured and recorded through multiple methods.

Figure 1.22:
Interviews can be stressful for the interviewee.

Internet activity

Log on to TitanOnline and complete Activity 1.7 to learn more about interviews and interviewing techniques.

Analysing research results

Once the research has been completed, someone has to analyse the results or findings. This analysis includes looking for trends or patterns and looking for recurring themes either throughout the interview or between the interviews if more than one person was interviewed. The easiest way to analyse the results or findings is to categorise the research into groups, which could include categories such as:

- date
- age
- gender
- length of interview
- most to least emotive.

The interview results can be presented in a number of ways: in written form, such as an essay, a report or a table, or in the form of a bar, line or pie graph; a chart; or a diagram, in which the results are depicted visually.

Figure 1.23:
Analysis of research results can reveal key findings.

Learning activity

Conducting an interview

1. Choose to conduct a structured or unstructured interview as a research method. Justify your decision.
2. Construct your interview – describe the purpose of your interview and the information you wish to obtain.
3. Develop 10 interview questions, following the listed recommendations.
4. In pairs, conduct your interview and record responses.
5. Analyse and interpret the responses and present them visually using graphs, charts and diagrams created electronically.
6. Explain the stages of constructing, conducting and recording responses.
7. Outline the advantages and disadvantages of using interviews as a primary research method.

Revision questions

1. Make a list of your current needs and wants. Compare them with the ones you had five years ago.

2. Create a pyramid based on Maslow's Hierarchy of Needs. Inside the pyramid, list how you have fulfilled, or how you plan to fulfil, your needs in relation to each category.

3. Assess the way in which people's or groups' communication style can have an impact on the message they want to convey. Use a case study to support your answer

4. Outline the styles of communication. Which is the most desirable? Justify your response.

5. Identify the characteristics of effective communication.

6. Explain why males and females might have contrasting ways of managing their resources.

7. Reflect on a time during which a past experience caused you to change the way in which you managed your resources.

8. Suggest the resources that are required for completing each of the following three tasks, and identify which classification of resources each belongs to, such as 'human' or 'non-human'.

   a. Visiting the doctor.

   b. Going on an overseas holiday.

   c. Sitting for an exam.

9. Compare the features of a structured and unstructured interview.

10. Compare and contrast the decision-making styles.

11. Explain the ideal decision-making style. Assess your own style and what you can do to adopt the ideal style.

12. Identify the factors that have an impact on your wellbeing. Categorise them as being 'emotional', 'economic', 'cultural', 'physical', 'spiritual' or 'social'.

13. Identify significant positive and negative global issues that might have affected Australians' wellbeing over the past three years. Discuss how the global issue affected you and your family.

14. Identify three public figures that are experiencing difficulty. Develop strategies they could use in order to enhance their wellbeing.

15. Outline the similarities and differences of the POIE and plan, do, check and act management models.

CHAPTER 2
Individuals and groups

Groups are an important aspect of people's wellbeing. Because people have a basic desire to belong, they will inevitably become involved in groups that have various purposes in society.

In all groups, members take on specific roles and responsibilities so that the group can be run most efficiently. The positions are based on the group members' skills and attributes, but are also based on a hierarchy. In all groups, hierarchy is dependent on the power of individuals and/or sub-groups within the group. Conflict can arise if the group members do not monitor and maintain this power.

Outcomes
A student:
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P6.2 uses critical-thinking skills to enhance decision making.

Module focus
- Groups in the community
- Roles individuals adopt within groups
- Power within groups
- Conflict within groups

Figure 2.1:
Individuals and groups in the community vary in age, culture, interests and resources.

Syllabus information

This module, as detailed in Table 2.1, should occupy approximately 40 per cent of total preliminary course time.

Table 2.9: Individuals and groups syllabus.

Groups in the community	
Students learn about:	**Students learn to:**
Types of groups	
▪ family and friendship groups ▪ sporting and leisure groups ▪ study and work groups ▪ religious groups ▪ cultural groups ▪ other specific groups within the community	▪ explore various types of groups in the community and explain why each group has formed
Reasons for group formation	

▪ locality/geography   ▪ specific need
▪ gender   ▪ social interaction
▪ shared interest/   ▪ culture
   common goal
▪ security   ▪ religion
▪ sexuality   ▪ other
	▪ critically examine groups to which they belong by:
	  – identifying the type of group
	  – explaining why each group formed
	  – justifying why they belong to each group

Roles individuals adopt within groups	
Students learn about:	**Students learn to:**
Specific roles of individuals	

▪ the specific roles adopted by individuals in groups
  – to ensure tasks are achieved
  – to maintain/build relationships
  – to influence the group's progress
▪ norms, conformity, and cohesiveness within and among groups
	▪ compare the specific roles various individuals adopt within a range of school and community groups
	▪ determine the specific roles they adopt in the groups to which they belong and propose how and why their roles may vary
	▪ explore how individuals can influence a group's progress and discuss the impact this can have on group cohesiveness

Factors that contribute to the role they adopt within groups	

▪ personal factors   ▪ social factors
  – self-esteem   – relationship with
  – self-confidence   group members
  – sense of belonging   – attitudes of group
  – education   members, e.g. peer
  – heredity   acceptance
  – previous experience   – gender
  – culture   expectations
                         – media
	▪ assess the extent to which personal factors impact on the role they adopt within groups
	▪ explain how social factors contribute to an individual's sense of belonging within a group
	▪ critically examine the impact of gender expectations on the specific roles individuals adopt within groups

Table 2.1: Individuals and groups syllabus.   *(continued)*

Roles individuals adopt within groups	*(continued)*
Students learn about:	**Students learn to:**
Observation as a primary research method	
▪ conducting and recording observations ▪ advantages and disadvantages ▪ presenting research findings	▪ observe the specific roles various individuals adopt within groups, and present research findings

Power within groups	
Students learn about:	**Students learn to:**
Power bases	
▪ legitimate ▪ referent ▪ reward ▪ expert ▪ coercive	▪ evaluate the impact of power bases used by individuals in a range of groups
Leadership	
▪ self-leadership ▪ leadership styles, e.g. autocratic, democratic, laissez-faire, transformational ▪ leadership adaptability and flexibility	▪ assess the role of self-leadership in contributing to positive interpersonal relationships and task achievement ▪ compare styles of leadership and assess the effectiveness of each in a variety of situations, e.g. small workplace, committee
Factors influencing leadership	
▪ type of task ▪ knowledge and skills within the group ▪ attitudes of individuals within the group ▪ relationship between group members	▪ justify the importance of leadership adaptability by examining how each factor can influence different styles of leadership

Conflict within groups	
Students learn about:	**Students learn to:**
Case study as a secondary research method	
▪ collecting and recording data ▪ advantages and disadvantages	▪ explore conflict within groups by collecting and recording data from existing case studies
Causes of conflict	

▪ incompatible goals
▪ individual differences/personality
▪ limited resources
▪ ineffective communication
▪ varying values
▪ multiple role expectations
	▪ analyse the impact conflict has on groups by:
	  – identifying examples of group conflict
	  – recognising the causes of the conflict
	  – analysing the extent of the impact on wellbeing

Table 2.1: Individuals and groups syllabus.   *(continued)*

Conflict within groups	*(continued)*
Students learn about:	**Students learn to:**
Conflict resolution	

▪ process
  – negotiation, agreement, resolution
▪ role of support people, e.g. mediators, advocates
▪ outcomes of conflict resolution
  – win-win
  – win-lose
  – lose-lose
	▪ propose reasons why conflict resolution has different outcomes for various groups and determine the impact on group wellbeing
	▪ investigate a current conflict between two groups in the community and evaluate the extent to which support people can assist in conflict resolution

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 2.2: Individuals and groups learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Outline the term 'conflict'.	Discuss the reasons that people form groups.	Role play an example of a power struggle within a chosen group.
List all the groups you are a member of.	Explain the four leadership styles.	Review online resources for dealing with conflict, and record the main points.
Identify the five power bases.	Discuss the conflict resolution process.	Compare and contrast the personal and social factors that are contributory to the roles that people adopt in groups.

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Debate the benefits of using observation as a primary research method.	Interview five people about the groups they are involved in and the roles they adopt in the groups. Assess the factors that influence the roles.	Design a scenario that encompasses the causes of conflict. Swap with a partner and discuss how people can resolve conflicts.
Analyse the impact of gender expectations on the specific roles that people adopt in groups.	Investigate a current conflict between two groups in the community and evaluate the extent to which support people can aid conflict resolution.	Create five journal entries for a fictitious group you have been observing. For your graphing and data collecting, use some sort of style other than writing.
Outline a scenario that involves conflict. Analyse the scenario and provide a resolution that is beneficial to all concerned.	Evaluate how self-leadership can be a contributing factor in positive interpersonal relationships and completion of tasks.	Construct a checklist for people who wish to evaluate their personal factors that influence their ability to self-lead.

Figure 2.2:
Connections within groups supports wellbeing.

Groups in the community

Groups are a very important part of everyday life, because it is through them that people can make connections with other people and have a sense of belonging. Whether people realise it or not, individuals will always have some sort of group to align with. The reason is because each community comprises a large variety of groups. The group might be formal and be subject to rules or regulations, and some examples of that type of group are family groups, religious groups, work groups and sporting groups, as well as many other groups – such as political groups – that operate in a set environment.

Groups can also be informal and be subject to no guidelines or rules, meaning they are just a group of people who spend time together because they share an interest in something or someone. That type of group includes friendship groups, leisure groups, some cultural groups, study groups, and subculture groups.

Types of groups

The community has many types of groups within it, and specific groups will exist throughout any given community. Those groups include family and friendship groups, sporting and leisure groups, study and work groups, and religious and cultural groups. However, they can vary and are dependent on the community they exist within. There are also special interest groups that might exist within only specific communities.

Family and friendships groups

Family groups are the group people are born into. People spend time with family members because they live with them, have things in common with them and love each other. Family groups can comprise immediate family and/or extended family:

▪ Immediate family includes mother, father and siblings.
▪ Extended family includes grandparents, aunties and uncles, nieces and nephews, and cousins.

Family groups can grow as new members are born into the family. Also, as people grow up, their immediate family can change to be their own family, including a husband or wife and children of their own.

Friendship groups are the groups that people associate with by choice. They comprise people who have a relationship because they have come together due to their similarities, which can include going to the same school, being the same age, growing up in the same street or liking the same genre of music. Friendship groups are formed over time and can constantly be subjected to change that is based on the stage of life individuals are at.

Figure 2.3:
Friendship groups comprise people who have a relationship due to their similarities.

Sporting and leisure groups

Sporting and leisure groups include groups of people who play or are interested in the same sport or share an interest in a leisure activity.

Sporting groups can be based on a sport you play, such as football, netball or soccer; however, they can be broader and include the whole club, or be more specific and associated exclusively with the team. Membership of them can entail specific rules that everyone has to follow, such as attending training sessions or following the instructions given by the coach, referee or captain. They can also be based on what sporting team you support.

Leisure groups can include people who share enjoyment from participating in an activity, which can include physical activity but not at a competitive level. Some examples of leisure groups are a water aerobics group, a walking group, a book club group and an online gaming group. Leisure groups are often more casual and do not have strict rules or guidelines the members must follow. You join a leisure group because you find happiness in participating in the activity.

Figure 2.4:
Membership of sporting groups can entail specific rules that everyone has to follow, such as attending training sessions.

Study and work groups

Study groups are groups of people who come together in order to study, at the level of high school, TAFE or university. Study groups for school students include classmates and teachers. In this type of group, the members formally exchange information in order to learn. Study groups can also be informal, and some examples of informal study groups are when the members go to the library during the exam period so they can study together.

Work groups are groups that are formed on the basis of the members' workplace. They include work colleagues and can also include management-level employees, such as the team leader or the boss. Depending on the workplace, the work groups will be involved in various tasks and activities, and the group members will have various roles and skills. For example, a corporate work group might be involved in marketing new products, whereas a trade work group might be involved in building a house within a designated timeframe.

Religious groups

These groups exist within all communities, and depending on the community lived in, specific religious groups will be more prevalent. Religion is understood as believing in a higher power, and the world has many types of religion, for example Christianity, Hinduism, Islam, Buddhism and Judaism. Religious groups are clusters of people who are likeminded in their beliefs or have a similar spirituality and who come together to practise the beliefs. Depending on the religion, the group members might practise their beliefs in a place of worship such as a church, a temple, a mosque or a synagogue. People might also practise their religion in the comfort of their own home by praying, meditating and leading a life based on moral righteousness.

As a result of new technology, religious groups can congregate and develop their faith online using various websites and social media pages that are devoted to religious prayer and relevant news such as upcoming holy days or a change of religious leader.

Figure 2.5:
Groups may form because of similar religious beliefs.

Cultural groups

Culture comprises a variety of aspects of a person's lifestyle. They all have an impact on how one lives their life on a daily basis and how their life takes shape. Culture includes ethnicity or nationality, religion, geographical location, family morals and beliefs, and many other factors. In families, culture and cultural values are often passed down from one generation to the next.

Nowadays, however, cultural groups tend to be very dynamic, especially in areas in which the population is characterised by a variety of cultures. In that type of setting, it is common for people in a variety of cultures to assimilate and experience cultures other than their own, perhaps in the form of elements such as cuisine, fashion, music and sports. This cultural diversity might be evident at a shopping centre's food court, at which many types of cuisine are available, such as Chinese, Lebanese, Italian and Greek.

Other specific groups within the community

Apart from the aforementioned categories, many types of groups exist in each community. These other groups include, but are not limited to:

- rotary groups
- 'after school care' groups
- political parties
- groups for older people and people who have a disability
- school P&C (parents and citizens) groups
- fan club groups
- animal rights groups.

Internet activity

Log on to TitanOnline and complete Activity 2.1 about the groups that are important to you.

Communities can also include various subculture groups, which comprise people who associate with each other because they share a set of interests. Some contemporary examples of subculture groups are skateboarders, Goths, emo's, environmentalists, bodybuilders, vegans and hipsters. Subcultures can be characterised by dressing in a specific style, listening to specific music, having a specific political agenda or participating in the same activities outside work and school.

Learning activity

1. Identify the groups you belong to.
2. Design a graph in which you demonstrate how much time you dedicate to each group you meet with on a weekly basis.
3. Study your graph and analyse why some groups are featured more often in it.
4. With a partner, discuss the similarities and differences between your graphs and the reasons for the differences.
5. Explore various types of groups that exist in the community, and explain why the members have formed each group.

Figure 2.6:
Common geographic location can influence the formation of groups.

Reasons for group formation

People form a group for a variety of reasons. Some people intentionally and knowingly develop one, such as a special interest group, whereas other groups come into being naturally, such as a peer group or friendship group. People form groups for a number of reasons and form them over an undefined period. Group formation can be linked to many factors, such as locality or geography, gender, a shared interest or common goal, security, sexuality, a specific need, social interaction, and culture or religion.

Locality or geography

Locality or geography is related to the position where people live. It can be as broad as what country people reside in, or be categorised according to a more technical environmental framework, such as 'suburban' (the suburbs), 'urban' (town or city life) or 'rural' (the countryside, a farm). Location and geography can potentially influence the access a person has to specific resources. For example, someone who lives in an urban environment might have access to a broader variety of services and might therefore have more groups to choose from. A mother who lives in an urban environment might be able to choose from six or seven mothers' groups, whereas a mother who lives in a rural environment might have the choice of only one or two of that type of group.

Geographical location also has an impact on the types of group that are on offer. For example, the residents of a coastal town might have surf clubs and surf skills groups to join whereas the residents of a country town will not have access to that type of group because they do not have access to beaches.

Gender

Gender is a fluid term that can often be confused with sexuality. Gender describes someone's sexual identity, orientation and behaviour to define who they express themselves as sexually. It means the sex a person identifies with and feels most comfortable being a member of. Over time, a number of different gender descriptions have been developed as a result of increasing awareness of various types of relationships in society.

Gender identity is how a person feels. Traditionally, society recognised two genders, male and female. These terms were based on sexual anatomy. However, gender can be a complex term and people are defining themselves in new and different ways, such as transgender or gender fluid, as a deeper understanding of gender identity is formed throughout society.

Gender groups form for a number of reasons. These include:

- companionship
- identity
- safety

- self-esteem
- sense of belonging
- information.

Shared interest or common goal

People can join a group that has a shared interest or common goal. This type of group might be a long-term affiliation, such as supporting a specific sports team or being a fan of the same musician. These groups might network online or congregate at sporting events on a weekly basis.

Shared interest groups or groups that have a common goal might form for a short period, depending on the goal they are trying to reach. For example, a group might form in order to organise protests against a specific environmental issue or current event because the members adhere to the same ideology and want the same outcome. Another example of forming a group to achieve a common goal is formation of a carpool, which involves several parents forming a group to drive their children to and from school or sport sessions because the parents find that to achieve the goal, it is easier to be part of the group than do it on their own. Being part of a special interest group or a common goal group is important because the members are able to express themselves and converse with people who have the same interest.

Figure 2.7:
People may form groups around common goals, such as women's rights.

Security

The term 'security' means a feeling of being safe from harm and absence of feeling threatened. People will form this type of group in order to make another group feel safe and secure when the members of the latter group might not be able to make themselves feel safe and secure; two examples are children who depend on the adults in their lives and people who depend on each other, such as residents who form a Neighbourhood Watch group so they can maintain the safety and/or security of their loved ones and the people who live on the same street.

Another reason that individuals might join a security group is that they wish to protect their own safety and security. This type of group might include gangs or subculture groups because the members feel safer by affiliating with it. An example occurs in prison when some of the inmates join a gang because they believe they will gain a sense of security, safety and power from it.

Figure 2.8:
People may form a Neighbourhood Watch group to help maintain the safety of their community.

Sexuality

Sexuality is about the sexual feelings, thoughts, attractions and behaviours towards other people. A person can find other people physically, sexually or emotionally attractive, and all those things are a part of their sexuality. Sexuality is diverse and personal, and it is an important part of a person's identity.

Groups for people with diverse sexuality have formed for a number of reasons. Discovering and exploring sexuality can be a very liberating and positive experience for some people. For others, it can cause confusion and anxiety; some people may experience discrimination due to their sexuality. Talking to people in support groups can help individuals facing negativity or judgement about their sexuality, and friendship/social groups can help individuals to connect with other members of their community.

Figure 2.9:
People join groups based on their sexuality.

Specific need

The meeting of a need is another reason that many groups are formed. Needs and wants are things without which people would have a less fulfilling life.

The basic needs are food, water and shelter, but other needs might include:

- the need to lose weight or get fit, and meeting the need by joining a gym or an exercise group
- the need to receive support after starting a family, and meeting the need by joining a mothers' group or an after school care group
- the need to receive support because you have a medical illness or condition, and meeting the need by joining an online community in which the members share general support and keep up to date with current research, or meeting the need by joining a group of people who complete daily tasks together because they have the same illness or condition or a similar one, for example a cancer support group and a sporting team in which the members have a disability or an impairment
- the need to receive support because you have previously made a specific lifestyle choice to, for example, take up cigarette smoking or consume excessive amounts of alcohol, and meeting the need by joining an appropriate support group.

Social interaction

Social interactions include any encounter a person has with another person. They are a very important part of most people's lives, because the desire to fit in or belong is very common. This desire to fit in or belong leads to formation of groups in which the members can share their time with people who are similar to them. People who join a social group enable themselves to have a sense of belonging, and people who form that type of group create a community in which the members share a desire to connect with other people and enjoy each other's company. Two examples of a social group are a book club and a group of parents at a sports match.

Because modern society is changing and people on one side of the world can connect with and communicate with people on the other side of the world, people can now also use social media forums and sites in order to form social groups.

Figure 2.10:
Cancer support groups address the specific health needs and experiences of those going through cancer.

Figure 2.11:
Sports fans may form social groups to watch their favourite teams play.

Figure 2.12:
Migrants may choose to live in an area, such as Chinatown, where many people of the same culture live.

Culture

People form a culture group because the members will have beliefs and values that are similar to their own. A culture group can be formed naturally because of the group a person is born into, which might be based on, for example, nationality or the values inherited from parents. However, a cultural group can also be socially constructed, a fact that is highly evident among groups of people who migrate to Australia and choose to live in an area in which many people of the same culture live. People congregate in this way for various reasons, such as seeking of comfort and security, overcoming of language barriers, networking, and enjoyment of shared interests. People might also form a cultural group in an effort to create a sense of security in their community, and might also join a group based on their culture and heritage, such as in the case of a Maori group or an Irish dancing group.

Religion

People form a religious group because they wish to strengthen their spirituality and develop closeness to their god. They might inheritably become part of a group because of their religious beliefs and practices, such as by attending their local church and therefore becoming part of the congregation.

People might instead join a religious group later in life because of their life experiences. For example, a prisoner might start to read the Bible in prison and on leaving prison might decide to practise Christianity by becoming involved in the community of his local church. Another example is when a family loses a child due to an illness and during the illness the family members embrace their religious faith more than they embraced it before the illness, for support and guidance.

Other

People have many other reasons for forming or deciding to join a group and a common reason is that they have a specific belief that is not based on any of the aforementioned factors. They might feel a need to take action against a specific idea or concept that they believe is unjust and might therefore form a group in order to raise awareness, spread the message, and gain followers and support. This reason for forming a group is becoming increasingly evident on social media pages, where people form a group for either a trivial reason, such as having an interest in a celebrity scandal, or a more serious reason, such as wanting to protest against shark culling or drilling for coal seam gas.

People can also form a group because they are members of a minority group, for example, when a handful of people who do not fit in with any other group decide to first form their own group and then work out what they have in common and what interests they share.

Figure 2.13:
Groups can form online, through forums, social media apps/sites and gaming platforms.

Learning activity

1. Research a group you are not involved in, such as a different religious group or a group based on gender or sexuality.
2. Outline the reasons for the group's formation.
3. Analyse why it is important for people to be involved in a variety of groups.
4. Critically analyse any groups you belong to, by:
   a. identifying the type of group
   b. explaining why each group was formed
   c. justifying why you belong to each.

Roles individuals adopt within groups

A role is defined as being a set of responsibilities a person takes on, depending on their position or title. People in groups will undertake certain specific responsibilities that are based on their involvement in the group, their title or position in the group and the specific set of skills they have.

Depending on the type of group, such as a workplace group, these roles can be clearly outlined in the form of a contract. By contrast, in the case of a friendship group, for example, the roles can also be blurred and change constantly. In having demarcated roles in the group, the members can make sure the group remains cohesive, because they know what is expected of them and also what to expect from the other members. Many factors are contributory to the roles the members have, and the factors can either lead to enhancement of the members' involvement or become a barrier to it.

Specific roles of individuals

When people form groups, it is normal for them to take on various roles, according to their position, ability or character type. Formal roles are the external, defined positions that are associated with specific responsibilities, and the members usually allocate them according to each person's position or ability. Formal roles include leader, recorder, analyst, expert and facilitator.

Group members will also tend to adopt informal roles that are dependent on their character rather than on any specific knowledge or position they have. The members can find it very useful to recognise these behaviours when helping each other work together.

The specific roles adopted by individuals in groups

Group members are like pieces of a puzzle: they all contribute something to the group. To ensure that the group functions to its full potential, the group members adopt specific roles. If they do not establish specific roles in the group, their expectations can become blurred and they can become confused in relation to their understanding of their position in the group. As a result, tasks might not be achieved, relationships might suffer and the group might not progress to its full potential. It is necessary to understand the group members' specific roles as well as the specific tasks the roles entail. The specific roles the group members adopt include ensuring that tasks are achieved, maintaining and building relationships, and influencing the group's progress.
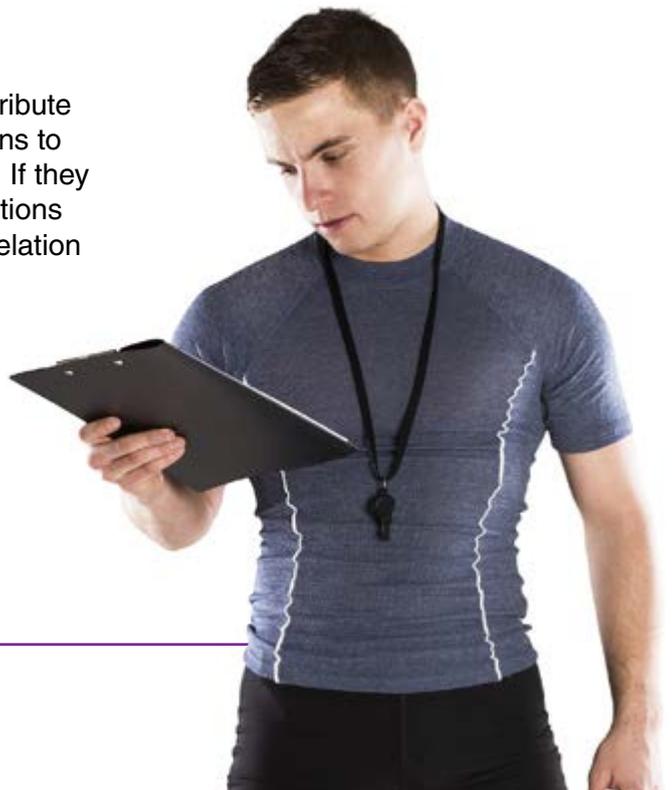
Figure 2.14:
Individuals may adopt a leadership role in a group.

To ensure tasks are achieved

Ensuring that tasks are achieved involves making sure the group completes all the tasks it has started. If tasks are not completed and work is left unfinished, the group might not reach its goals. To ensure that the tasks are achieved, a group member must oversee the contributions made by individuals and subgroups in order to make sure the group is 'on task'. To do so, the group members who are in charge should establish goals, timeframes, checkpoints and budgets at the beginning of the project and should continually track them in order to monitor the group's progress.

To maintain and build relationships

Maintaining and building relationships involves developing trust and support for the group members but also between the group and other organisations. This role is essential in any group, because if the group is to last, specific members have to ensure that the other members are satisfied and fulfilled in the group. For a group to grow, someone has to be building relationships with other groups and organisations, and an example of that type of relationship building is when a local school builds relationships with sporting clubs or religious groups.

To influence the group's progress

Influencing of a group's progress is very important, because it will be the determining factor in what trends are occurring and why they are occurring. This type of influencing entails a leadership position and encouragement of the group members to continue to grow and work. This leadership position also involves giving good examples of how the group members should behave; for example, teachers will include positive comments about a student's helpful classroom input when they are composing their yearly and half-yearly reports. By monitoring the group's performance, the leader is better able to make the right decisions in order to influence the group's progress in a positive way.

Norms, conformity and cohesiveness within and among groups

Norms are the group's standards in relation to its behaviour and functioning. In a group setting, the term 'norms' can mean the behavioural expectations that are placed on each member. Group norms can also be understood to be guidelines, that is, a list of regulations the group members use to govern the group. The norms can be either formal or informal.

Formal norms are the norms a governing body has defined and are usually in written form. For example, a teacher might set specific formal norms for the group in relation to issues such as being punctual and respecting the other group members.

Informal norms are the norms in which group members come to a mutual agreement about something, such as allowing only one person to speak at a time.
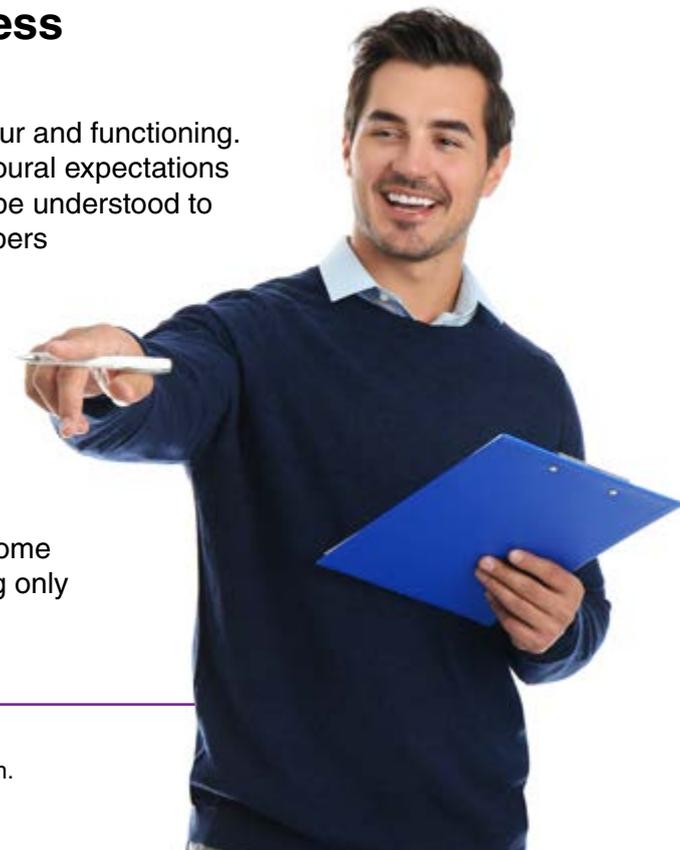
Figure 2.15:
Teachers ensure groups of students work cohesively in the classroom.

Conformity means the way in which the group members follow the norms, and is essential for effective group functioning. When the members conform to the group norms, they are signalling their dedication to the group. Various levels of conformity are signals of various desires to be a part of the group. For example, if members adopt some norms and not others, they might not be interested in being a key group member, whereas if they adopt and practise all the formal and informal norms, they will demonstrate that they are dedicated to the group and interested in it.

Inevitably, each member will be either a conformist or a non-conformist. Depending on the members' values and standards and the values and standards of the group they belong to, or wish to belong to, the members will conform to or rebel against formal and informal group norms. A common example of 'conformance versus non-conformance' occurs during adolescence, when young people conform to the norms their peer groups and subcultures have established but rebel against the norms their parents and society have prescribed.

Cohesiveness means the strength through which the group is held together and means the group members' bonding or interactions whereby they enable themselves to maintain focus in order to complete a specific task or reach a specific goal. Various levels of cohesiveness influence a group's effectiveness. For example, group members who conform to the norms will be part of a unified group whereas a group in which some or all of the members are rebellious will be disjointed. Table 2.3 contains highlights of the characteristics of high-cohesion groups and low-cohesion groups.

Figure 2.16:
Teenagers, as a group, are known for rebellion and non-conformance.

Internet activity
Log on to TitanOnline and complete Activity 2.2 to learn more about cohesive groups.

Table 2.3: The characteristics of highly-cohesion groups and low-cohesion groups.

Characteristics of high-cohesion groups	Characteristics of low-cohesion groups
▪ The members are satisfied with their roles in the group. ▪ The members share a purpose in the group. ▪ Effective communication is evident. ▪ The members maintain their interest in the group's tasks or goals. ▪ The group is characterised by a 'we' mentality, that is, a sense of belonging to the group.	▪ The members are dissatisfied with their roles in the group. ▪ The members do not share understanding or a purpose. ▪ The members do not communicate in a productive way. ▪ The members lack interest in the group's purpose and functioning. ▪ The group is characterised by an 'I' mentality, that is, lack of a sense of belonging to the group.

Learning activity

1. Distinguish between ensuring that tasks are achieved, maintaining and building relationships, and influencing a group's progress.
2. Provide examples of the roles that are evident in a group you are familiar with.
3. Discuss how individual input in a group can affect the group's effectiveness.
4. For the class, in groups of four or five, act out a scenario in which group members are not working well together. Then, as a class, decipher what the students acted out and brainstorm ways to help the group function more cohesively.
5. Compare the specific roles that people adopt in a range of school and community groups.
6. Determine the specific roles that people adopt in the groups they belong to, and propose how and why their roles might vary.
7. Explore how group members can influence a group's progress, and discuss how the influence can have an impact on group cohesiveness.

Factors that contribute to the role they adopt within groups

Group members base their decisions about each other's roles on a variety of factors, which can be both personal and social. These factors are the determining elements in the roles that group members should be allocated, because they are the basis for determining how effective a group member will be in completing specific tasks.

Personal factors

Personal factors include elements such as self-esteem, self-confidence, a sense of belonging, education, heredity, previous experiences and culture. These elements constitute the core of who individuals are and how they think and operate on a day-to-day basis. These personal factors are the basis for determining how successful individuals will be at completing specific tasks and adopting certain roles. It is important to understand them as being contributory to the roles that group members adopt. As outlined in Table 2.4, these personal factors are not only the basis for defining a person's usefulness and worth; they can have an impact on other areas of their life.
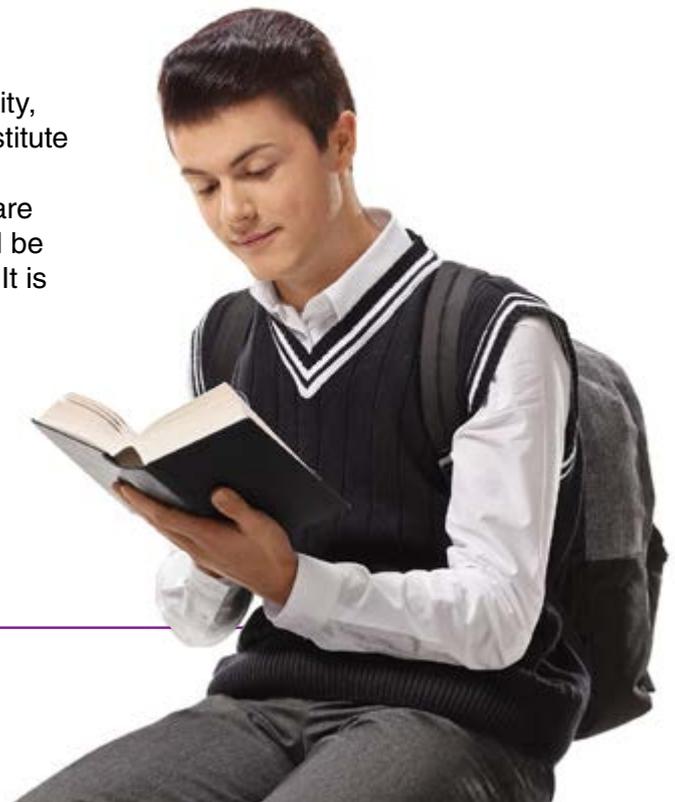
Figure 2.17:
A person's education level is a personal factor that affects the types of roles they are likely to adopt within groups.

Table 2.4: Personal factors that are contributory to the roles that group members adopt.

Personal factor	Definition

Self-esteem	▪ Related to the way in which people view themselves.
	▪ Comprises of one's perception of concepts such as happiness, confidence, power, energy, hope and respect.
	▪ Can be low or high.
	  – Low: unhappy; little confidence; feeling lethargic and worthless; pessimistic; continually putting themselves down
	  – High: happy; self-belief; optimism; desiring and motivated to succeed.
	▪ A variable concept because experiences can lead to alter self-esteem.
	▪ Should be continually supported.

Self-confidence	▪ Related to determination of a person's belief in their skills and abilities.
	▪ Can be low or high.
	  – Low: lacking belief in the outcome of personal actions and decisions; unsure or doubtful about the outcome
	  – High: positivity; little doubt about personal actions or decisions; displaying self-belief and self-assurance.
	▪ Directly related to self-consciousness; mostly affects a person's individual development and contribution to the group.

A sense of belonging	▪ Related to a sense of connectedness individuals feel to the people around them. ▪ Can be developed by way of highlighting similarities or commonalities and by way of embracing differences. ▪ The extent to which individuals feel they belong will have an impact on a person's contribution to the group. For example, if they have a strong sense of belonging, they are likely to work harder for the group and contribute to its growth.
Education	▪ Related to a person's learned knowledge or intelligence. ▪ A person's level of education, access to and type of education will influence which groups they join. Because by way of their education, they are equipped with specific sets of skills and talents. ▪ If a group has a diversity of levels of education, the various group members will be able to contribute what they know.

Table 2.4: Personal factors that are contributory to the roles that group members adopt. (*continued*)

Personal factor	Definition
Heredity	▪ Related to the passing on of traits and characteristics from one person to another. ▪ Scientifically, the focus of heredity is on the passing on in relation to cells and organisms meaning they inherit genes. Inherited genetic traits can include body shape, hair and eye colour, and intellectual ability, and can also include genetic disorders such as obesity, osteoporosis and suffering of migraines. ▪ Sociologically, heredity includes passing on of various characteristics associated with social and emotional health. Life experiences and environmental influences can affect a person's personality and lead to them being able to contribute various skills and insight to the group.
Previous experience	▪ Related to life events in relation to the shaping of who someone is, what is important to them and what they value. ▪ Group members' previous experiences might be completely personal in relation to, for example, their home life, a relationship breakdown or where they grew up. In a group, experiences can also occur that everyone will experience, such as a natural disaster in the local environment or bankrupting of a sports club.
Culture	▪ Related to nationality, race and upbringing. ▪ Can influence a person's input and contribution to the group, because culture can include morals and values that have an impact on their work ethic. ▪ Group members who share their culture can gain an awareness and appreciation of diversity.

Learning activity

1. Distinguish between self-esteem and self-confidence.
2. Outline the strategies that people use to gain acceptance among their peers.
3. Identify the traits and characteristics you have inherited. Classify them as either scientific or sociological.
4. Outline the five systems of cultural influences. For each system, give examples from your own life.
5. Identify the groups you belong to, and assess your top-priority group.
6. Assess the extent to which personal factors have an impact on the role a group member will adopt.

Social factors

Social factors are external to individuals and are the factors that can influence how successfully one can contribute to a group. They include the relationships with the other group members, the group members' attitudes, gender expectations, and the media. These four elements have an impact on the group's cohesiveness and are related to the way people act or react in a group situation. They also include 'constructed' ideas such as gender norms and what is presented in the media, both of which have an impact on how the public perceives a group. Table 2.5 contains an outline of the various social factors that will influence group members' contribution to the roles they adopt within the group.

Table 2.5: Social factors that influence how group members contribute to the roles they adopt.

Social factor	Explanation
Relationship with other group members	▪ Relationships in a group can have an impact on the group's productivity either positively or negatively. ▪ If the group members do not get along, argue with each other or do not respect each other, a barrier to communicating effectively and having a nurturing group environment can be created. ▪ Alternatively, if the group members get along with each other, respect each other's differences and enjoy each other's company, the group's productivity will increase and the members will have a greater sense of belonging.
Attitude of the group members	▪ The group members' attitudes can be either a hindrance or an aid in relation to the group's potential. ▪ Group members who have a negative attitude will often complain, will not be motivated and will try to bring other group members down. ▪ Group members who have a positive attitude will be helpful and willing, motivated, and encouraging, and will see the good in both people and situations.
Gender expectations	▪ Males and females perceive leaders in different ways, and in turn, group leaders might have to adapt to the expectations the other members have placed on them. ▪ For example, a female group member might identify better with a female leader and perceive her to be strong, influential and capable, whereas if a male leader acts in the same way, she might perceive him to be dominant, overriding and forceful. Similarly, a male group member might perceive a male leader to be organised, proactive, determined and strong, whereas he might same perceive a female boss to be timid, passive and introverted. ▪ A female leader who is subject to the gender expectation that she will be introverted and passive will need to concentrate on having a leadership style where she is open, unreserved and proactive. ▪ A male leader who is subject to the gender expectation that he will be dominant and overriding will need to concentrate on being an effective leader by being a less commanding presence and not overriding his fellow group members.

Table 2.5: Social factors that influence how group members contribute to the roles they adopt.
(continued)

Social factor	Explanation
The media	▪ The way in which a group is portrayed in the media can have either a positive impact or a negative impact, not only on the group members but on how outsiders perceive the group. ▪ For example, political parties come under close scrutiny in various media, such as newspapers, television news and even social media pages and memes. For this reason, members of a party can become stressed and not perform to the best of their ability. Alternatively, sharing of this information in the media can lead to misunderstanding by members of the public who do not agree with the party's actions and who base their views on how the information is presented in the media. ▪ The media can also be an aid in growth of groups by including advertising and being a source of awareness raising in relation to the groups and what they stand for.

Case study

Lisa works at a law firm. She has been there since she left school, because a friend of her father owns the company and got her the job when she could not find any part-time work after Year 12. Over the past six years of her employment at the firm, she has moved up from being a junior receptionist to being a team leader, because positions have been opened up and she has been at the firm the longest.

Lisa has a team of seven other employees. Roy is a year younger than her and is interested in moving up in the firm. He is hardworking and always on time and is passionate about new ideas and using innovative technology at the workplace. Another team member, Anne, has been working at the firm on and off for four years. She rarely gets involved or voices her opinion during team meetings and is very relaxed about completing her tasks on time. The other team members show up for work and complete their tasks but often struggle to work well as a team, because they do not believe they have anything in common and are often annoyed by each other.

Lisa's boss, Damien, is going away for three weeks and has left Lisa in charge. This is often the arrangement, and Lisa has never had any formal training, so most of the time that Damien is away, hardly any of the set work is completed.

1. Explain the issues occurring at this workplace in relation to personal and social factors.
2. Evaluate what specific people in the case study could do in order to make the workplace more effective and efficient.

Learning activity

1. Explain how social factors are contributory to a person's sense of belonging in a group.
2. Critically examine how gender expectations have an impact on the specific roles that group members adopt.

Observation as a primary research method

The research method of observation is classified as being qualitative research. Its purpose is observation of people or groups in their natural environment. Researchers commonly use observation in order to understand and analyse complex social structures that exist within a group or a cluster of people. It is a vital tool when gaining of detailed information about behaviour is crucial to the research.

Conducting and recording observations

Observational research is split into two approaches: participant observation and non-participant observation.

Internet activity

Log on to TitanOnline and complete Activity 2.3 to learn

- Participant observation occurs when researchers immerse themselves in the research environment. This includes an interaction with the subject, people and places. When observing participants, the observer becomes a part of their subject matter's existence. For example, people who are observing the leisure activities of peo at the local swimming pool may join in with the pool a themselves. They will communicate with the group me empathise with the members' beliefs and values, and in the various leisure activities the members choose. Participant observation is also known as direct observ reactive observation.

- Non-participant observation occurs when researchers observe the interactions, behaviours and actions of a group from a distance, without interacting with their subject matter. Research into the choice of gym equipment used by gym members, for example, may see observers having a detached point of view in monitoring and examining the group's operations and choices. They will not be noticeable to the group mem and will not interact with them in any way or join in the activities. Non-participant observation is also known a unobstructive observation.

Figure 2.18:
Non-participant observation occurs at a distance from who/what is being observed.

Advantages and disadvantages

The advantages and disadvantages of using observation as a research method are outlined in Table 2.6.

Table 2.6: Advantages and disadvantages of observation as a research method.

Advantages	Disadvantages
▪ It entails first hand experience in relation to the research. ▪ It is not reliant on the respondents' memory or perception; instead, the focus is on their behaviours and experiences. ▪ It entails a limited number of translation errors; that is, it does not involve analysis of quantitative data or interpretation of responses – the research is directly related to what the researchers observe. ▪ The data is rich: rather than simply entail written or spoken responses, observational research can include non-verbal communication and physical behaviour.	▪ It can be time consuming and costly. ▪ The results can be subjective whereby the researchers might subconsciously become emotionally involved and be biased or prejudiced in their findings. ▪ The respondents' privacy can be invaded, especially by way of indirect observation. ▪ Notions of ethics can be questioned: are the researchers deceiving the respondents?

Observation can be a valuable research tool when researchers need to obtain in depth information. If used effectively, it can greatly influence the overall success of a research-based task. It is best suited to sensitive topics when people are less inclined to state their true feelings by being subjected to other research methods such as questionnaires and interviews.

Essentially, the observation must be undertaken long enough to be able to represent the findings from the research equally in relation to the subject matter. The overall aim when conducting observational research is to be as objective as possible. Whether observing the group members within the group or indirectly, you must take their opinions and views into account without being judgemental or biased.

Presenting research findings

Once the observation is completed, it is time to analyse and report the results.

▪ **Analysing observational data:** Assess the research and compare the results. Find common themes or occurrences that are related to the research hypothesis, and account for any deviations in relation to the themes.

▪ **Determine the findings:** Critically examine the results – was the research objective clear, and was there a wide enough sample used? Compare the findings to any current statistical information. Use other research tools to both support the findings and provide additional information.

▪ **Report the results:** Introduce the hypothesis and list the research themes and topics. Describe the observations, and explain how observational data was analysed. Present the main findings, and confirm whether the hypothesis was addressed or validated in them.

Power within groups

Assumption of power in groups is inevitable. Whether the group members have equal levels of power, as in relationships, or staggered levels of power, as at the workplace, power always exists. In most groups, the members will have various levels of power, whether they consciously decide on the level or subconsciously assume it. At the workplace and in schools, for example, a hierarchy exists for determining who holds the most power right down to who holds the least. This hierarchy also exists in social groups such as friendship circles. Some groups will subconsciously have members who lead the others or hold more power. In established groups, the members know about the power and accept it, whereas in friendship and subculture groups, they often negotiate it and it constantly shifts according to the group dynamics. Leadership is incorporated in power hierarchies, meaning the way in which people lead groups can influence the level of power they have.

Power bases

Within a group, the term 'power base' means where the power in the group lies, that is, who is in control or who the leader is. Group members can base their influence on one or more of the types of power bases: legitimate, reward, coercive, referent or expert. Because various leadership styles are appropriate in various group settings, various power bases are more influential, depending on the type of group.

Figure 2.19:
A person in leadership roles or upper level of a hierarchy are in a position of power.

Legitimate

A legitimate power base is one where the power a leader has is due to their position in the group. The group members have given the leader the power because they are suitable for the position due to their specific skills or talents. They use the power lawfully and can justify their authority and control over the other group members. Generally, group members respect and value a leader who uses their power legitimately. Two examples of leaders who use their power legitimately are the teacher of a class and the school captain. In their positions, they have been voted in or chosen for the position, so the power they inherit is legitimate.

Reward

A reward power base is one where the leader who is in a position of power uses the power to either give the people under their lead something they desire or take away something they do not desire. The leader offers the rewards in the form of gifts, incentives and compensation. Generally, leaders who use reward based power are well liked by the other group members. Two examples of use of reward based power are when a teacher allows their students to have a five-minute early mark if they complete their work quietly and when they take homework away if they complete their work quietly.

Coercive

A coercive power base is founded on coercing or forcing group members to complete specific actions or tasks. The leader pressures and intimidates the other group members in order to get them to do things, and the group is characterised by an element of fear and a feeling of being threatened. Leaders who use this style of power will punish group members when they do not follow their instructions and complete the tasks they delegated to them. Generally, group members dislike leaders who use coercive power. This type of power can exist in peer groups when one or two people generally lead and coerce the other group members to do things they do not want to. They still do the things because they fear they will be kicked out of the group or disliked if they do not do as they are told.

Referent

A referent power base is one where the leader tries to connect with their fellow group members and builds an effective relationship with them. The leader strives to be liked by the other group members and to earn their respect. Generally, the group members have a sense of familiarity with the person who is using the power and will complete tasks because they want to please them. This type of power is very influential, because the group members want the leader to accept them and praise them for their actions. This is the type of power we expect to see in a romantic relationship, whereby both parties will do things and refrain from doing other things because they love and respect their partner and want to please them.

Figure 2.20:
Referent power bases are often seen in couples.

Expert

An expert power base means the power the leader has is due to their knowledge and capabilities. The leader influences people and group members by passing on knowledge and experience to less knowledgeable or practised group members. For example, a teacher will use expert power because the students trust the information their teachers pass on to them. Similarly, when people visit their doctor or dentist, they respect the advice the professional gives them, because they are in a position to share specific professional knowledge and has expertise in medicine or dentistry whereas the patient does not.

Learning activity
1. Outline some examples of power bases that are used in the school environment and the family environment.
2. For a range of groups, evaluate the impact of the power bases that the leaders use.

Leadership

The term 'leadership' means the guidance and direction a person gives other people in order to complete a common task or reach a common goal. Good leaders are people who are approachable, personable and able to communicate with and motivate their fellow group members in relation to the task at hand. They should become a role model for the group, and by way of their actions, they should exemplify what it is they expect from the rest of the group.

Self-leadership

The term 'self-leadership' means leading oneself to reach personal goals, whether they are based on work, school, sport or personal life. Self-leadership involves monitoring the goals by way of applying a variety of skills. In order to self-lead in the most efficient way possible, individuals need to understand their personal qualities and be mindful of the areas of their personality they need to work on. For example, if a person is trying to increase their fitness and are good at swimming, they should focus on swimming more often. If they despise running, they should not base all their fitness activity on running, because they will otherwise set themselves up for failure. People who take on self-leadership need to have a strong sense of self and be honest with themselves; as self-leadership involves individuals pushing themselves; being confident in their decision making; being critical of their actions; and always being willing to accept their mistakes, learn from them, grow, and move on.

Leadership styles

People are chosen to be a leader for various reasons. Some people display superiority over other people and are chosen to be a leader because they are able to govern their fellow group members, whereas others are passive and relaxed and will effectively lead a group of people who are highly motivated and task oriented. Leadership styles are mostly dependent on two factors: the leader's personality and the situation for which leadership is required. Table 2.7 contains an outline of the various leadership styles and their characteristics.

Table 2.7: The leadership styles.

Style	Definition
Autocratic	Autocratic leaders are characterised by being dictatorial and authoritarian. They are often strict and might practise a militant style of leading. They are generally task oriented and command their fellow group members to follow orders.
Democratic	Democratic leaders are characterised by a leadership style that is based on sharing. They generally work with their fellow group members to complete tasks and reach goals. They ultimately make the decisions, but they give their fellow group members a voice and allow them to provide input into the decision making.
Laissez-faire	Laissez-faire leaders are characterised by being relaxed and laid back in their approach to leading. They generally have limited control over their fellow group members, who, because they have this type of leader, must be highly motivated to complete the task or reach the goal.
Transformational	Transformational leaders are characterised by being compassionate and motivated, and promote and inspire positive growth among their fellow group members, who will often look up to the leader and want to work hard to produce good results in order to keep them happy.

Leadership adaptability and flexibility

The term 'adaptability and flexibility in leadership' means that the leader is able to be versatile and to quickly change plans or ideas according to factors tha[t] control, such as the weather, the group the available resources, and time restr that leaders be adaptable and flexible, members are looking to them for guida advice. If leaders cannot be flexible wh or plans are suddenly changed, that se and direction will be lost. Leaders who flexible will be open minded, ready for think on their feet and will embrace all Also, leaders who exemplify the skills flexibility better equip their fellow grou as well.

Internet activity

Figure 2.21:
Good leaders are adaptable and flexible.

Learning activity

1. Design three short scenarios in which you demonstrate power bases and various leadership styles.
2. Swap with a partner, and analyse the power bases and leadership styles you have identified.
3. Discuss which scenario would be the best for producing the highest quality of results from the group members.
4. Assess how self-leadership can be a contributing factor in existence of positive interpersonal relationships and completion of tasks.
5. Compare the various leadership styles, and assess how effective each is in a variety of situations such as at a small workplace or in a committee.

Factors influencing leadership

Many factors will influence leadership, and some will be under the leader's control whereas others will not. For example, a leader might be able to control what tasks specific team members work on according to their skills and abilities, but factors such as 'coming to the end of a deadline' might influence them to lead in a way that is different from the normal way.

Type of task

The type of task at hand will have a great impact on the leadership style the leader uses. Variables in relation to tasks include timeframe, complexity, number of people working on the task and how important the task is, and they will all be dependent on whether the leader uses as an autocratic style, a democratic style, a laissez-faire style or a transformational style. A leader might change their leadership style throughout a task according to its changing nature. For example, at the start of the task, the leader might be very autocratic because they need to get across the importance of the task and how they wan it completed. As the task progresses, they may become more democratic and open to discussion. At the end of the task, they might use the transformational style and encourage the group members to consider what they have learnt from the task and how they can grow.

Knowledge and skills within the group

The knowledge and skills the group members have should influence what style the leader uses. If the group members are starting a task and are not very knowledgeable about the area it falls into, the leader might need to use a more directive style. A leader will use the style that is most appropriate for improving the knowledge and skills of the people who are under their guidance. Alternatively, they may choose to use a style that highlights the group's strengths. For example, one team member might produce her best work by using the laissez-faire leadership style whereas another might produce their best work by using the transformational leadership style. Either way, in order to achieve the best outcomes, it is important that the leader understands the knowledge and skills of the group members they are leading.

Attitudes of individuals within the group

The group members' attitudes will influence the members' motivation, their confidence, their willingness to learn and their results.

Leaders should learn how the group members work best and recognise that some people work best under an autocratic leader whereas others are most productive under a transformational leader. The group members' attitudes should influence the style the leader uses, and simultaneously, the style the leader uses will influence the group members' attitudes. It is critical that leaders take time to understand how the group members operate, and it is important that they are aware of how the group members view them, because although leading a group is not a popularity contest, if the group members do not like the leader because of the leadership style they are using, they will be less likely to achieve the desired result.

Relationship between group members

Group members' relationships can influence what style the leader uses. For example, if the group is a family group, there will obviously be times at which a member uses an autocratic leadership style, and the relationship will often be between a parent and a child or an older sibling and a younger sibling. Relationships between group members change due to the advent of the various life stages, such as maturing, ageing or moving away, and leadership styles change as well. For example, a child might grow up and leave home to attend university, allowing the mother to use more of a transformational leadership style. An example at the workplace might be when a leader allows one team member more lenience in handing his project in late, because the leader knows that the person is normally on time and a hard worker. However, the leader might practise a more autocratic style with a team member who hands the project in late, because they know that the person neither meets their deadlines and nor contributes that much to the team.

Learning activity

1. Pick one group you have been a part of that had a recognised leader. Answer the following questions according to your experiences in relation to the influences of the person's leadership style.
   a. Describe how the nature of your group influenced the style the leader used.
   b. Assess whether the leader used the best leadership style.
   c. Reflect on how you and other group members perceived the leader.
2. Justify the importance of adaptability in leadership by examining how each factor can influence the various leadership styles.
3. Identify the power bases that exist among the members of peer groups.
4. Describe the advantages and disadvantages of autocratic leadership.
5. Describe the advantages and disadvantages of laissez-faire leadership.
6. Explain how the type of task being undertaken can influence the leadership style.

Conflict within groups

Conflict is anything that causes disturbance in the natural flow or running of a group. It can be subject to the group's control, such as when a group member is continuously rude to other members, or out of the group's control, such as when a blackout causes everyone's work to be lost. Groups will inevitably, at times, experience conflict. Depending on how the conflicts are addressed can be the determining factor as to whether the group is strengthened or falls apart. For example, in the case of a blackout, if the group members deal with the conflict well, they might agree to save their work every five minutes, work together to help each other rewrite their work, and not resent or blame any other group member. However, if they deal with the conflict poorly, some might blame other members for the blackout, blame other members for not saving their work, and become resentful for having to help other members get their work back.

Case study as a secondary research method

Case studies are a qualitative research method that people use to gain a deep understanding of complex issues. They are contextual analyses of specific situations or states of affairs and the subsequent influences and effects. By undertaking case studies, people are able to explore real examples of situations when a specific event has occurred, and by evaluating the event, they can gain an appreciation of the surrounding key issues that people experience during the case study.

Collecting and recording data

The following identifiable steps should be taken during the case study process:

1. **Define the research question:** Identify the research hypothesis and determine a purpose for the research.
2. **Choose the 'cases' to be studied:** Choose the cases to examine and how to examine them. Choose a number of research methods to use in the case study, for example interviews, questionnaires and observation.
3. **Collect the data:** Undertake the proposed research methods, collect the data and sort through the findings.
4. **Evaluate and analyse the data:** Examine the raw data from Step 3. Evaluate and analyse it for any trends and recurring themes. Ensure the findings are connected to the original hypothesis and purpose identified in Step 1.
5. **Present the results:** Describe the findings by using an appropriate presentation method, such as a written report. Give evidence in relation to the findings and justify the conclusions.

Figure 2.22:
Conflict within groups can hinder opportunities for communication.

Case study

Read the case study below and complete the associated activities.

The employees in the advertising department of a media corporation are experiencing conflict in their group. They have been experiencing a lot of conflict over the past year and are constantly being reprimanded by their managers.

Amanda, the group's leader, has been told by her managers to increase the costs of advertising for the company's clients. Erin, who is responsible for maintaining client relationships, has been told by her managers to 'keep wavering clients happy', no matter what. She is negotiating with the clients in an attempt to ensure that they keep advertising, and at times she has found it crucial to decrease the company's advertising costs. Amanda wants to contact the key clients to explain the need for price increases, but Erin does not want to jeopardise the client relationships and will not give Amanda the clients' contact information. Overall, the advertising costs are not increasing, a factor that is causing conflict between Amanda and Erin.

Figure 2.23:
Conflict can potentially cause permanent damage to a group.

Jarrad and Ali are the company's graphic designers who are responsible for designing and typesetting the advertisements. Jarrad is a hard-working, task-oriented person who likes to plan and chart tasks. Ali is a talented designer who likes to take his time in order to make sure that things are perfect. He has a creative spirit, and is constantly coming up with new ideas, scrapping old ideas and changing advertisements around. Jarrad and Ali are very dissimilar people, and the conflict they are experiencing has had a negative impact on their communication. They are continuously bickering, are not listening to each other, and are making fun of each other when they are communicating with Amanda and Erin.

1. Identify the causes of the conflict between Amanda and Erin, and comment on how they could have avoided it.
2. Identify the causes of the conflict between Jarrad and Ali, and comment on how they could have avoided it.

Advantages and disadvantages

Like all things in life, using case studies as a secondary research method has various advantages and disadvantages, as outlined in Table 2.8.

Table 2.8: The advantages and disadvantages of using case studies.

Advantages	Disadvantages
▪ They are opportunities for gathering in depth background information about a topic. ▪ They can be an aid in understanding complex issues. ▪ They can be used as justification of previous research and reinforcement of various arguments.	▪ They can entail generalisations because the gathered data can be limited. ▪ They can have a narrow focus and not involve addressing of all the aspects of the subject matter. ▪ They are time consuming and can often be subjective.

Figure 2.24:
Conflict in the community can be caused by differing opinions.

Causes of conflict

Conflicts will inevitably arise in groups because not all the group members will have the same values, beliefs and opinions. There are many causes of conflict that can lead to individual and group divergence, which are detailed in the following text.

Incompatible goals

The term 'incompatible goals' means group members' goals that cannot coexist, whereby they are conflicting or contradictory. Incompatible goals can and do lead to conflict because as a result of differing goals, both parties cannot be satisfied without compromising. The conflict might be occurring between two team members, an employer and an employee, two friends, or a father and child. For example, one group member might have the goal of broadening the group's activities whereas another might have the goal of reducing them and making them more concise. Another example occurs when two friends want to watch different movies at the cinema. Obviously, these two goals cannot coexist, because the parties are asking for opposite things and therefore become incompatible.

Individual differences and personality

The term 'individual differences and personalities' means in what way individuals are unique and stand out from the people around them. If everybody had the same personality, life would become boring, and in relation to group cohesion, although everyone would think the same, there would be no variation in the group members' tasks and activities. In relation to conflict, the term 'individual differences and personalities' is associated with differentiation among individual characters, which is cause for conflict. The individuals might clash due to their personality traits and behaviours and therefore might not understand what the other individual means or why they are acting the way they are.

Limited resources

The term 'resources' means the things that groups and individuals have either internally (talents, skills, attributes, knowledge) or externally (money, technology, office space). Conflict can often arise when resources are limited, whereby the term 'limited resources' means lack of the resources or supplies that a group or an individual has access to. If the group members cannot access the required resources, conflict might arise out of the members' frustration or aggravation. In a very basic sense, having limited resources in a family group might mean having limited food to consume. The family members might become frustrated and upset because they are not meeting their need to eat. In a sporting group, having limited resources might include being short a player because of injury and having the remaining members become frustrated because of the extra workload they have to bear.
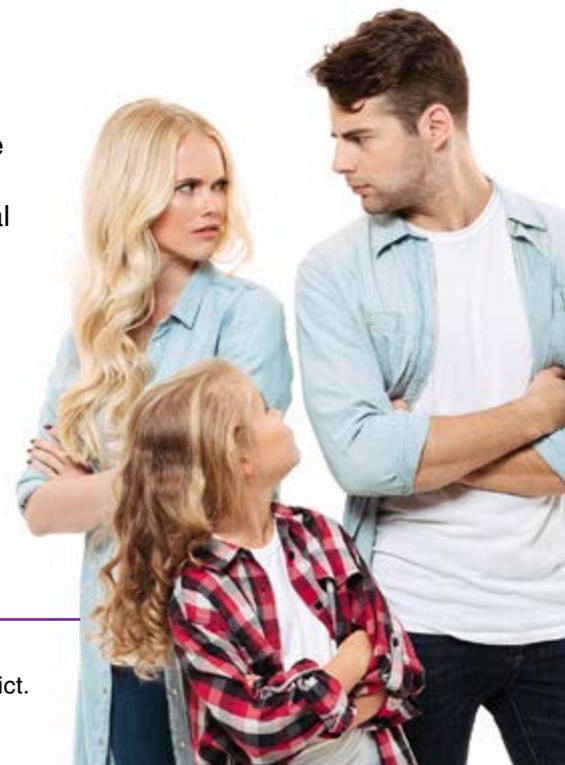
Figure 2.25:
Limited resources can put individuals and groups under pressure and cause conflict.

Ineffective communication

The term 'communication' is related to the way in which all individuals interact with others. Communication can be undertaken by way of both verbal cues and non-verbal cues. Effective communication with other people can be affected by a plethora of elements, such as cultural barriers, language barriers, misunderstood humour or sarcasm, tone, body language, lack of explanation about how tasks have to be completed, and lack of encouragement. The term 'ineffective communication' means unproductive or damaging communication between individuals and groups. A breakdown in communication can either be easily resolved or lead to a bigger conflict according to how the communication breakdown is handled.

Varying values

Values are the qualities people have that influence what they do and how they do it. The term 'varying values' is related to the many principles and standards that people have. Because values are highly important to individuals in the community and are often ingrained in one's behaviour, conflict can easily arise when values differ or someone challenges or questions them. It is difficult to address conflict that is based on values, as a person's values are ingrained within their identity. When someone challenges them or does not reflect them, it can often be taken personally.

Figure 2.26:
Varying values about climate change have led to worldwide protests by individuals and groups, particularly young people.

Internet activity

Log on to TitanOnline and complete Activity 2.5 to learn more about conflict.

Multiple role expectations

Role expectations are what are expected of a person, a group or a subgroup according to the person's or people's involvement or title/s in a specific group. When a person is subject to multiple role expectations, the demand placed on them is often increased. They find it extremely challenging when they are subjected to conflicting multiple role expectations. This type of response is evident in parent–child relationships when the children become adolescents and the parents become torn between being a friend to them or an enforcer of the rules. It is also evident throughout school, when students can have roles and responsibilities in relation to their sporting team and their part-time job but their expectations of themselves in those contexts can conflict with their teachers' expectations.

Learning activity

To analyse the impact that conflict has on groups:
- identify examples of conflict that has occurred in a specific group
- state the causes of the conflict
- analyse how the conflict has an impact on the group members' wellbeing.

Conflict resolution

Conflict can be settled by various processes, including negotiation, mediation, agreement and resolution, and each process is dependent on the nature of the conflict. There are three outcomes of any conflict resolution process: all the parties benefit, some of the parties benefit or none of the parties benefit. Conflict can be approached in various ways, depending on a person's or group's disposition, and the types of approach are 'assertive', 'co-operative', 'passive' and 'aggressive'.

Processes

Conflict resolution comprises a range of processes where the focus is on lessening or eradicating the sources of the conflict. The most common and effective processes are negotiation, mediation, agreement and resolution. If they are used correctly, all the individuals or parties involved in the conflict should feel they have been listened to and respected, that they have listened to and respected the other individual or party, and that a fair agreement has been reached.

Negotiation

When the involved parties negotiate, they discuss the conflict and co-operate with each other in order to come to an agreement or a settlement in relation to the conflict. People use negotiation in order to identify the most effective alternatives to conflict and to implement them within the group.

Agreement

When the parties reach an agreement, they settle the conflict or agree to make an arrangement or a deal in order to manage or minimise the conflict. After engaging in negotiation or mediation, they should implement the agreement in order to deal with the conflict effectively or eradicate it.

Resolution

The term 'resolution' means the outcome of the implemented agreement. The parties will have resolved the conflict and have managed or eradicated it. If the conflict is still evident, the parties will need to make an alternative agreement and then implement and assess it.

Role of support people

Parties who are in conflict can access people who are trained in diffusing and resolving it, and those people are called mediators and advocates.

A mediator is someone who handles a conflict when it arises in order to try to diffuse the situation and help both parties come to a mutual agreement. Mediators should at least seem to be unbiased, because they have to understand both sides of the conflict.

An advocate is someone who is the 'face', or representative, of a person, a group or a cause. Both mediators and advocates should do everything in their power to ensure that both parties in the conflict feel they have been listened to and treated appropriately. They should then take steps to come to a compromise, allowing both parties to feel satisfied with the outcome.

Internet activity

Log on to TitanOnline and complete Activity 2.6 to learn more about resolving conflict.

Outcomes of conflict resolution

When a conflict arises, there are three main outcomes of its management: 'win–win', 'win–lose' and 'lose–lose'.

- Win–win is the ideal outcome and occurs when all the parties are satisfied with the resolution of the conflict; that is, everybody wins. A win–win outcome is the result of crucial co-operation and compromise among the group members.
- Win–lose occurs when one or more of the parties is satisfied whereas one or more of them is disgruntled and/or discontent. A win–lose outcome is often unavoidable, especially when the parties are unwilling to compromise or negotiate.
- Lose–lose occurs when all the parties are dissatisfied with the outcome; that is, nobody wins.

An outline of each outcome's key characteristics is contained in Table 2.9.

Table 2.9: The characteristics of each outcome.

Win–win	Win–lose	Lose–lose
- All the parties have their needs met. - All the parties' emotional wellbeing is enhanced because 'everybody wins'. - The parties compromise and collaborate to make a decision and come to an agreement. - All the parties' views are considered so that everyone feels they are valued.	- Not all the parties have their needs met. - The approach often results when one party exerts their power over the other parties. - The 'winners' benefit whereas the 'losers' are disadvantaged. - The approach can cause division among the group members and therefore have a negative impact on group cohesiveness. - The approach can cause more conflict because the 'losers' might be unhappy with the outcome and angry about it.	- No one's needs are met. - Individuals might be negatively affected in relation to self-esteem and peer acceptance. - Groups can become dysfunctional and/or break down.

Learning activity

1. Evaluate your own ability to engage in the processes of conflict management, i.e. negotiation, agreement and resolution.
2. Propose reasons that conflict resolution entails various outcomes for various groups, and determine how the outcomes have an impact on the groups' wellbeing.
3. Investigate a current conflict that is occurring between two groups in the community, and evaluate how much 'support people' can aid conflict resolution.

Revision questions

1. Assess the following scenarios, and describe how each could result in a win–win outcome.

    a. A young couple are arguing about which party to attend on the coming weekend. Both partners have a close friend who will be holding a birthday party on the Saturday night. Both are too stubborn to come to an agreement, and every time they bring up the subject, they fight.

    b. A brother and sister are fighting over which DVD to watch at home. The sister is refusing to watch what the brother wants to watch, and the brother is refusing to watch what the sister wants to watch. There are a couple of other movies they agree are good, but the brother believes they should watch his movie because he is older and is paying for the rental.

    c. The members of a community group are experiencing a great deal of conflict in relation to a proposal to disallow dogs at the local park. They are continuously arguing and bickering at community meetings, and some of the group members have already given up and left the committee.

2. Compare and contrast that group and another group you are not affiliated with; for example, compare and contrast a Catholic group and a Buddhist group. Record the groups' similarities and differences.

3. Outline the following concepts.

    a. Self-esteem.

    b. Self-confidence.

    c. A sense of belonging.

4. Outline the reasons for formation of a group.

5. Identify the various types of power base that group leaders use.

6. Outline the characteristics of each leadership style.

7. Distinguish between participant observation and non-participant observation. List the advantages and disadvantages of observation as a research method.

8. Identify the causes of conflict that can lead individuals and groups to diverge.

9. Outline the conflict resolution approaches and the characteristics of each approach.

10. Define a case study as a research method and explain how you would effectively use it as a type of research methodology.

11. Explain the concepts of 'norms', 'conformity' and 'cohesiveness' in the context of a group.

CHAPTER 3
Families and communities

Socialisation is a lifelong process that is influenced by family and other groups within the community. The process of developing from child to adult is different for everyone and is often determined by things that are out of an individual's control, such as family structure. Each family member will adopt various roles and responsibilities, which will in turn have an impact on how the family is run. The term 'community' can be defined in a number of ways and communities can exist at a local, state, national or global level. It is important to understand not only the meaning of community, but the many reasons that people form communities.

In this chapter, the relationship between the individual and family or community is explored.

Outcomes
A student:
- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.4 analyses the interrelationship between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P6.1 distinguishes those actions that enhance wellbeing.

Module focus
- Families
- Communities
- Managing change
- Socialisation of individuals within families and communities

Figure 3.1:
Family groups are a sources of love and support.

Syllabus information

This module, as detailed in Table 3.1, should occupy approximately 40 per cent of total preliminary course time.

Table 3.10: Families and communities syllabus.

Families	
Students learn about:	**Students learn to:**
Family	
▪ defining family ▪ the Australian Census Dictionary glossary definition of family	▪ examine definitions of family and propose reasons for the variations
Family structures	
▪ adoptive ▪ foster ▪ blended ▪ nuclear ▪ childless ▪ same-sex couple ▪ communal ▪ sole parent ▪ de facto ▪ kinship ▪ extended	▪ compare and contrast different family structures
Roles individuals adopt within families	
▪ satisfying specific needs ▪ building relationships ▪ promoting wellbeing	▪ outline the roles within families ▪ analyse how different family structures can influence the roles individuals adopt

Communities	
Students learn about:	**Students learn to:**
Communities	
▪ definitions of a community ▪ reasons for community formation, e.g. common interest/purpose	▪ use data from the Australian Bureau of Statistics (ABS) to identify the groups that make up their local community
Questionnaires as a primary research method	
▪ developing reliable questions ▪ collecting and recording data ▪ advantages and disadvantage	▪ construct a questionnaire that could be used to identify the demographics of their local community ▪ use tallying to record research data collected from numerous questionnaires
Levels of community organisation	
▪ local ▪ state ▪ national ▪ global	▪ analyse ways that groups within communities can meet the specific needs of people from a local to a global level

Table 3.1: Families and communities syllabus.   *(continued)*

Communities	*(continued)*
Students learn about:	**Students learn to:**
Roles groups adopt within communities	

▪ satisfying specific needs
▪ building relationships
▪ promoting wellbeing
	▪ investigate how groups have assisted individuals to overcome adversity through the roles they have adopted within the community. Consider groups such as:
	  – charity groups
	  – religious groups
	  – health services groups
	  – emergency services groups

Decision making in communities	

▪ influences on decision making
  – legislation
  – environmental factors
  – lobbying and community petitions
  – protesting
▪ processes
  – arbitration
  – consensus
  – election
  – voting
  – referendum
	▪ explain how each factor influences decisions within the community
	▪ explore the processes used to make decisions in the community, e.g. local council meeting, resident management groups, tribunal
	▪ examine a local community decision or proposal by:
	  – identifying the roles of individuals and groups
	  – the factors influencing the decision-making process
	  – the processes employed to make the decision
	  – the outcome(s) or potential outcome(s) of the decision

Managing change in families and communities	
Students learn about:	**Students learn to:**
Nature of change	

▪ internal and external
▪ planned and unplanned
▪ temporary and permanent
	▪ explore examples of change within families and communities and determine:
	  – the nature of the change
	  – the impact of the change

Impact of change on families and communities	
▪ family and community wellbeing ▪ roles individuals adopt ▪ environmental ▪ legislation ▪ technology	

Table 3.1: Families and communities syllabus.   *(continued)*

Managing change in families and communities	*(continued)*
Students learn about:	**Students learn to:**
Types of support	
▪ informal, e.g. relatives, friends, neighbours ▪ formal, e.g. government agencies, community organisations	▪ investigate how informal and formal support assists to manage change

Socialisation of individuals within families and communities	
Students learn about:	**Students learn to:**
Stages of the life span	
▪ infancy ▪ adulthood ▪ childhood ▪ the aged ▪ adolescence	▪ analyse the specific needs that are of greatest significance to the individual at each stage of the life span
Literature review as a secondary research method	
▪ accessing sources of data ▪ advantages and disadvantages	▪ access sources of secondary data in order to conduct a literature review on socialisation throughout the life span
Influences on socialisation	
▪ relatives ▪ peers ▪ paid carers ▪ health professionals ▪ online networks ▪ media ▪ print and digital information	▪ assess how family and other groups within the community contribute to socialisation during infancy and childhood ▪ analyse how the socialisation of children influences the construction of gender ▪ explain how socialisation aims to assist individuals to adopt positive roles within families and communities

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 3.2: Families and communities learning grid.

Knowing _1 point each_	Understanding _2 points each_	Applying _3 points each_
Define the term 'family'.	Explore the difference between the internal and external nature of change.	Make a list of the roles your family members adopt. Compare and contrast the roles with the roles one of your peer's family members adopt, and explore why similarities and differences exist.
Define the significant stages in a person's lifespan.	Compare the various decision-making processes that occur within communities.	Explore the types of support that are suitable for people at each stage of the lifespan.
Outline the levels of community organisation.	Discuss the reasons that communities are formed.	Explain how family and community members can promote the wellbeing of a child who is between five and 10 years old.

Analysing _4 points each_	Evaluating _5 points each_	Creating _6 points each_
Analyse how a person's socialisation can change during each of the life stages.	Evaluate the effectiveness of using a literature review as a secondary method of research.	Construct a questionnaire that could be used to identify your local community's demographics.
Analyse how the media can have an impact on socialisation both positively and negatively. Use two case studies to support your argument.	Research a contemporary change that has occurred in legislation, and explore how the change has come about.	Create a thesis that is based on family structures that exist in your community, and find three pieces of literature that are suitable to review. Explain what each piece of literature is about.
Choose three types of family structure, and analyse how they differ from each other.	Reflect on a time in your life during which you went through a crisis. Evaluate how you dealt with the crisis.	Design a PowerPoint presentation or a similar type of presentation in which you evaluate each type of family structure. Use images, statistics and videos to improve the quality of the presentation.
Analyse how change in the community can be either planned or unplanned and either temporary or permanent.	Access a contemporary news article in which the journalist explores either a person or a group of people who is/are going through a family crisis. Write a letter to the family in order to explain ways in which they can access support.	Design two questionnaires, one qualitative and the other quantitative. Ask five of your peers to complete each survey, and reflect on the usefulness of the results.

Families

There are three main types of family: the couple family, the sole-parent family and other types of family.

- Couple families are based on a relationship between two people who are either married or in a de facto relationship. Couples can be heterosexual or homosexual, and their children, or dependants, can also be members of the couple family if everyone constitutes the one household.
- Sole-parent families are based on a person who is not in a couple relationship but who forms a parent–child relationship with at least one other person in the household. Couple families can exist without children; that is, only two people are living together in a couple relationship. Sole-parent families, on the other hand, cannot exist without children, because a family is formed from at least two people.
- Other types of family are based on a family relationship that is neither a couple relationship nor a parent–child relationship, such as when a brother and sister are living together without any dependants.

Family

One of the tasks undertaken by the Australian Bureau of Statistics (ABS) is to 'paint a picture' of the average Australian family.

Family consists of people an individual is related to either through 'blood' (genetically) or by way of marriage. Individuals will have both 'immediate family', which comprises the people who are closest to them, and 'extended family', which comprises everyone else they are related to.

- **Immediate family:** parents, siblings, partner and/or children.
- **Extended family:** grandparents, aunts, uncles, nieces, nephews and/or cousins.

Figure 3.2:
Sole-parent families may be the result of divorce.

Figure 3.3:
Family structures vary from family to family.

Defining family

Families can be defined in a number of different ways and the term 'family' can constitute different meanings from one person to the next. Based on the experiences an individual gains throughout their life span, various people may become part of and/or leave what that individual considers to be their family.

Families may comprise: couples with or without co-resident children of any age; single parents with co-resident children of any age; grandparents caring for grandchildren; and other families of related adults, such as brothers or sisters living together, where no couple or parent–child relationship exists (although this excludes relatives beyond first cousins).

However, it is important to keep in mind that the concept of family is neither unitary nor unchanging. It involves the drawing of boundaries delineating 'who is in' and 'who is out', with the boundaries changing as individuals move through their life course. The boundaries drawn by analysts and policy-makers vary according to the purpose behind their focus on families, and even members of the same household may hold different ideas about whether a particular co-resident is a member of their family. This may arise, for example, when a parent re-partners. Virtually all people also have family members who are spread across households and communities. Grandparents, for instance, are very likely to see their adult children and grandchildren as 'family', even if separated by vast distances, and also probably include their own siblings and wider kin in this extended sense of family. The two households formed in the process of parental separation is another clear example of families crossing household boundaries. Defining Indigenous family boundaries is particularly challenging, for some Indigenous communities adopt kinship terminology that differs from each other and from that used in the 'Anglo-Celtic' system. Especially in remote areas, households comprising Indigenous people tend to be complex and fluid in their composition, with kinship networks overlapping, and adults and children often moving between households.

Source: Australian Institute of Family Studies.

Figure 3.4:
Grandparents are likely to be involved with the upbringing of their grandchildren.

The Australian Census Dictionary glossary definition of family

A family is defined by the ABS as two or more people, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who are usually resident in the same household.

Each separately identified couple relationship, lone parent-child relationship or other blood relationship forms the basis of a family. Some households contain more than one family. Non-related people living in the same household are not counted as family members (unless under 15 years of age).

Source: Australian Bureau of Statistics.

Figure 3.5:
In Australia, the number of nuclear families has been slowly declining over the past decade

Learning activity

Examine various definitions of the term 'family' and analyse the potential advantages and disadvantages of each family structure.

Family structures

Families are constituted in one of a plethora of ways, which is called family structure, and the various family structures are widespread throughout Australian society. The living arrangements of Australian families are complex and changing continuously.

Internet activity

Log on to TitanOnline and complete Activity 3.1 to learn more about families in Australia.

Table 3.3: Family types in Australia, 2021 and 2016.

Family type	2021	2016	Change
Couples with children under 15	2,550,284	2,687,377	-137,093
Couples without children living with them	2,609,897	2,198,551	+411,346
One-parent families	1,068,268	919,133	+149,135
People over 55 looking after other people's children	775,000	825,000	-50,000

Source: Australian Bureau of Statistics.

Adoptive families

The term 'adoptive family' means a family in which parents or carers have legally obtained parental rights in relation to another person. Carers can adopt a domestic newborn, adopt a child from a foster-care situation or adopt internationally from a list of countries. In Australia, state and territory specific adoption authorities are responsible for the legislation, policies and practices associated with the adoption process.

In 2020–21, 264 adoptions were finalised in Australia. Of these, 222 (84 per cent) were domestic adoptions of children born or permanently living in Australia. In 2020–21, 51 per cent (135) of adopted children were female and 49 per cent (129) were male. Adoptees ranged in age from infants aged under 12 months, to young adults aged 18 and over.

The overall number of adoptions has fallen dramatically over the past two decades. In 2001–02, 561 adoptions were finalised. By 2015–16 this number had fallen to 278 – a decrease of 50 per cent. A slight increase followed, with the number of finalised adoptions rising by 20 per cent from 2015–16 to 2019–20, but the overall downward trend has since continued, with 2020–21 representing a 21 per cent decrease from 2019–20. The 2020–21 figure is the lowest number on record.

Figure 3.6:
Adoptive and/or blended families may include multiple children who are not biologically related to each other.

Internet activity

Log on to TitanOnline and complete Activity 3.2 to learn more about blended families.

Children adopted through intercountry and local adoptions are typically younger than children adopted through known child adoptions. In 2020–21:

- 71 per cent of intercountry adoptees were aged under five
- 95 per cent of all local adoptees were under five, with 69 per cent aged one to four, and 26 per cent aged less than one
- 14 per cent of known child adoptees were under five, and over half (58 per cent) of known child adoptees were aged 10 and over.

Source: Australian Institute of Health and Welfare.

Blended families

The term 'blended family' is used to describe a family that includes the children of a previous relationship of one or both partners. A blended family is formed when sole parents move in together, with their children, or when a person joins their partner's family.

Blended families can operate in various ways; for example, stepchildren might live together at all times, or some of them might move between their biological parent's home and their step-parent's home. Parents can have additional children, so that the existing children have half-siblings. Generally, blending of families entails complicated issues that have to be addressed, such as coping with the past and moving forward, and negotiating new and different family roles and relationships.

Childless families

The term 'childless family' means a family that does not include children. Many couples do not have children for various reasons, such as that they have no desire to have children or are physiologically unable to.

The number of childless families in Australia has continued to rise since the 1996 Census:

- 1,589,882 Australian couples were childless in 1996
- 2,291,987 Australian couples were childless in 2016
- 2,608,834 Australian couples were childless in 2021.

Source: Australian Bureau of Statistics.

Because Australia's population is ageing, the Australian Government is encouraging people to procreate. A notable example is the government Newborn Upfront Payment and Newborn Supplement. Parents and carers that meet the criteria are eligible to receive a lump sum and an increase to their Family Tax Benefit Part A payment when they start caring for a baby or child that's recently come into their care. The amount received depends on the family's income and how many children they have. This payment can aid the financial burden of caring for a child.

Figure 3.7:
Childless couples may choose not to have children, or may be unable to conceive.

Communal families

The term 'communal family' means the members of a group of families who join together, share human and non-human resources, and look after each family's children as if the children belong to the group. Communal families often share religious and moral beliefs, which the members use to guide themselves in relation to their everyday life and their living conditions.

It is common to find a communal family in a remote or secluded location so that the groups of families can work together to maintain their quality of life. It is less common to find a communal family in an urban area, because in that type of area, families have access to the necessities of life and can function on their own more easily. Some families are forced into communal living because they have been facing various challenges such as lack of resources, a natural disaster or migration to Australia. It is common for families to live communally in a developing country.

Learning activity
Research a family or group of people who live communally. Compare and contrast the differences between the group's family dynamics with your own family's dynamics.

De facto families

The term 'de facto family' means a family that comprises people who are living together as a couple and are unmarried. The people are of the same sex or the opposite sex, are living together in a genuine domestic situation and might or might not have children.

De facto relationships are encompassed in The Family Law Amendment (De Facto Financial Matters and Other Measures) Act 2008, under which law de facto couples are treated similarly to how married couples are treated.

A family is considered to be de facto due to various circumstances, including the duration of their relationship, the nature of their residence, the financial agreements they have in place, and the care and support they provide to any children or other dependants. Other reasons that influence people to participate in a de facto relationship rather than marriage include their cultural beliefs, their morals and their values. For example, many couples announce that they will not marry until same-sex marriage has been legalised worldwide, therefore categorising them as a 'de facto family'.

Internet activity

Log on to TitanOnline and complete Activity 3.3 to learn more about de facto families.

Extended families

The term 'extended family' means two or more adults from a family's different generations and that the family members have a household together. An extended family comprises more than parents and children: it can comprise family members such as parents, children, cousins, aunts, uncles, grandparents and foster children. The members of this type of family can live together for many reasons, such as to help raise the children, provide support for an ill relative or help solve financial problems. The most common type of extended family can be one in which the grandparents are living with the family members for a variety of reasons, such as to be closer to them or that they are dependent on each other. This occurs when grandparents are able to look after their grandchildren while the parents are at work or the parents are able to take the grandparents to appointments.

In various cultures throughout the world, the extended family is the most common family structure. In collectivist cultures, which are cultures in which people focus on being inter-dependent, the people favour the extended-family structure over other types of living arrangement.

Figure 3.8:
Grandparents and other older relatives are part of extended families.

Foster families

The term 'foster family' means a family in which children are being raised by unrelated carers because no natural parents, adoptive parents or step-parents are able to look after them. In many situations, foster care is not permanent, and a foster child might stay with a family for only a short time. In some situations, foster parents can apply to adopt their foster child or children.

Internet activity

Log on to TitanOnline and complete Activity 3.4 to learn more about fostering.

Depending on which life stage children are at, they have various needs that must be met so the children can develop in a healthy way. Foster parents are responsible for 'fostering' the child's or children's development by meeting those needs and providing them with nutritious food and adequate clothing, shelter and security. In Australia, foster parents have to be older than 21, in good physical condition and emotionally healthy.

Nuclear families

The term 'nuclear family' means a family that comprises a mother, a father and their biological or adoptive children, and is often referred to as the traditional family. In this type of family, both the adults are the biological or adoptive parents of their children. In Australia, the number of nuclear families has been slowly declining over the past decade, a fact that might be due to the increasing number of divorces and remarriages or to the fact that more people are having children out of wedlock. In 2016, there were 2,687,377 nuclear families in Australia that included children who were 15 years or younger. By 2021, this number of nuclear families had fallen to 2,550,284.

Source: Australian Bureau of Statistics.

The nuclear family can have a nurturing environment in which to raise children as long as it is characterised by love, time spent with children, emotional support, low stress and a stable economic environment.

Same-sex couples

The term 'same-sex couple' means a couple in which the people are of the same sex. Same-sex marriage is legal and socially acceptable in countries such as Australia, USA, the United Kingdom, the Netherlands, Belgium, Canada and South Africa. The social debate about the issue of same-sex couples and their right to marry is substantial and is continued around the world.

The number of same-sex couples statistics has risen since the 2016 Census.

Couple families with children
- 2016: 6,915
- 2021: 13,554

Couple families without children
- 2016: 39,859
- 2021: 64,872

The vast majority of the children who were living in a 'same-sex couple' family – 85 per cent – were living in a 'female same-sex couple' family. The children in a 'same-sex couple' family might be born when one of the partners has an earlier, opposite-sex relationship; conceived with the help of reproductive technology; adopted; or fostered.

Source: Australian Bureau of Statistics.

Sole-parent families

The term 'sole-parent family', or 'lone-parent family', means a family in which one parent is raising their child or children in a household. Sole-parent families are often the result of divorce, separation or a spouse's death.

People are increasingly choosing not to marry or be in a long-term relationship with someone and are therefore having children on their own, by way of methods such as in vitro fertilisation (IVF). In the past, being the parent in a sole-parent family might have been frowned on, but in today's society, the choice is more common.

In Australia, at the 2021 Census, there were 1,068,268 single-parent families with children recorded. A total of 15 per cent of all households had a sole-parent family as the only, or primary family in the household. The total number of single-parent families increased by more than 149,135 since the 2016 Census.

Source: Australian Bureau of Statistics.

Kinship

The term 'kinship family' means a family in which a biological or adoptive parent has no longer been able to care for their child or children and the responsibility for the care has therefore been passed to someone the parent knows. This type of family might be due to a range of reasons, such as an accident, death, an illness, or a birth parent's inability to be present because they are in prison.

The care of the child or children might be passed to one or more other family members, such as the grandparents or an aunt and/or uncle. The care might instead be passed to someone in a parent's social network, such as a friend, a work colleague, a neighbour or a member of the parent's religious group.

These relationships have an important role in the life of many Aboriginal and Torres Strait Islander people, because they constitute a three-tier social network system in which the tiers might overlap but individual boundaries are retained. In general, community relationships have a large role in the life of many Aboriginal and Torres Strait Islander people because great emphasis is placed on having connections with other people.

Internet activity
Log on to TitanOnline and complete Activity 3.5 to learn more about single mothers.

Figure 3.9:
Same-sex couples are accepted and supported in Australia.

Figure 3.10:
Virtually all people have family members who are spread across households and communities.

Learning activity

1. Choose one family structure, and research how common it is in various cultures.
2. Predict what types of family structure are likely to increase and decrease in Australian society in the near future. Justify your response.
3. Write a story about a kinship family. Think of one yourself, use the internet or think about movies you have watched. Explain who is looking after the children and why.

Roles individuals adopt within families

In all families, people will consciously and subconsciously adopt specific roles. This role adoption occurs in all groups and often occurs in families much more naturally, because traditional family roles have been similar for hundreds of years. Nowadays, because society encompasses a variety of family structures, the roles that family members adopt might not be as traditional and can vary dramatically from one family to another.

Satisfying specific needs

Everyone has specific needs that should be met. Some of these needs can be met on one's own, but at other times, individuals rely on family to help throughout the process. For example, a child might be dependent on their parents for meeting their specific needs such as provision of shelter. Similarly, an adult might be responsible for meeting the specific needs of their fellow family members; for example, a parent is responsible for meeting their children's specific needs such as provision of food and water.

Depending on the family's structure, the family member who is responsible for meeting specific needs will vary. For example, historically in nuclear families, the 'man of the house' was considered to be the 'bread winner' and provided an income for the family, while his wife cared for the couple's children and kept their home clean and tidy. Nowadays, by contrast, old-fashioned gender roles are being challenged and it is not unusual for a mother to work full time or a father to take on more domestic tasks.

Figure 3.11:
Responsibility for domestic needs is now shared more equally between mothers and fathers in nuclear families.

Building relationships

The way in which people interact with each other is a process they learn by way of many factors, including how they are treated in their relationships, watching other people interact and what they are taught. If the family includes infants or younger children, the parents and any older siblings are often responsible for helping build relationships by nurturing the infants or younger children and enabling them to feel loved. Parents and older siblings are not only responsible for making the infant feel loved; they should role model healthy relationships with each other.

The term 'building relationships' also means demonstrating how to act appropriately in relationships, whether the relationship is with family members, friends, teachers, colleagues or strangers. An example of this type of demonstration occurs when a parent is telling their children to share their toys and is thereby helping enable them to build relationships in which they share and are not greedy.

Figure 3.12:
Parents and older siblings should role model healthy relationships with each other.

Promoting wellbeing

The term 'promoting wellbeing' means role modelling healthy behaviours that lead to wellbeing. This promotion can be evident in all types of relationship, not only family-based relationships. As an infant, it is the parents responsibility to provide food. If parents give their infants healthy food and, for example, tell their infants that eating fruit and vegetables is healthy, they are essentially promoting wellbeing and providing valuable knowledge about what foods are healthy.

As children grow up, promoting wellbeing includes enrolling them in sports and teaching them how to communicate efficiently so they have their needs met while remaining considerate of other people's needs. Promotion of wellbeing means any interaction between family members whereby one member helps another achieve and practise a healthy sense of wellbeing. An example of having a sibling promote wellbeing occurs when they role model a healthy relationship with their girlfriend, boyfriend or friend.

Learning activity
1. Outline a range of roles that family members adopt.
2. Analyse how the various family structures can influence the roles that family members adopt.

Figure 3.13:
Individuals can do positive things for the community.

Communities

A community is a social unit of any size in which the members share values. Communities can be characterised by common intent, beliefs, resources, preferences, needs and risks and a number of other common conditions that affect the members' identity and the extent of their cohesiveness as a community.

Communities

In communities, a number of people are grouped together because they have something in common, such as their location, religion, age or interests. People form communities for many reasons, and within communities, both individuals and subgroups will adopt specific roles to ensure that the community is being looked after, that the members' needs are being met and that everything is running smoothly.

Definitions of community

The term 'community' can be defined in a number of ways, depending on the context. A community can be a group of people who reside close together or a group of people who have similar values and/or shared interests. Within communities, there is commonly a group of people who interact with each other, share resources and participate in joint activities.

As people become members of groups, they also become part of communities. Individuals might belong to a number of communities throughout their schooling, in their social life, in their cultural life and during their sporting activities. Groups regularly emerge because the members have a common geographical location and shared interests.

Throughout life, the communities people are involved in will change. Three examples of this type of change are changing from primary school to high school, moving houses and joining or leaving a sports club.

Reasons for community formation

People form a community for many reasons or as a result of many factors. Communities are being formed every day due to accessibility to information via the internet, as can be seen in the advent of communities in the form of, for example, fan pages and activist groups. There are also several traditional reasons for community formation, outlined as follows:

- **Geography:** A community that is based on geography is one in which the members come together because of where they are located. Communities are being formed as geographical locations are becoming increasingly urbanised. For example, when people started inhabiting various parts of Sydney, their choice of location influenced the need for housing and transport in those areas. As the community of individuals living in close proximity increased, so did their need for resources and services, and in turn, they developed the geographical location in order to meet their needs and wants.

- **Interests and needs:** A community that is based on interests and needs is formed by people who have similar likes, dislikes, goals or aspirations. This type of group is commonly formed by a specific group of people, for example sporting fans, car enthusiasts or fashion-conscious people, all of whom share the interest in question.

People may form a community group for a number of other reasons. Other common community groups that are emerging are based on culture or ethnicity, or sexuality.

- **Culture or ethnicity:** A community that is based on culture or ethnicity is formed because the members beliefs and values. Members of cultural or ethnic gro might be part of a community in which the members promote and build on the shared cultural or ethnic id The community might promote the traditions and cu the culture or ethnicity and promote participation in t

- **Sexuality:** A community that is based on sexuality i formed by a group of people who have the same sexual beliefs, orientation and preferences. The people might have been seeking both a sense of belonging and recognition of their choices and beliefs and will have been able to find them by joining various sexuality-based communities.

Internet activity

Log on to TitanOnline and

Figure 3.14:
Community groups based on sexuality can help members seeking a sense of belonging.

Questionnaires as a primary research method

Questionnaires are a useful research tool when researchers require answers to specific questions asked of a variety of people or groups. Questionnaires can be identified as being a qualitative research method and/or a quantitative research method.

When researchers are using the qualitative research method, they can use a questionnaire to ask the respondents open-ended questions when an in-depth answer is required. In asking open-ended questions, they enable the respondents to convey their own values, ideas and opinions. When the members of a wide enough group have answered the open-ended questions, the researchers can analyse the responses in order to identify any recurring values, ideas and opinions that are either in support of or in opposition to the researchers' research hypothesis.

Developing reliable questions

When you are developing the questions for your questionnaire, you must consider many points so you can make sure your research is as effective and objective as possible. Always adhere to the following guidelines:

1. **Make the questions clear and concise:** The respondents will need to understand the question and answer them appropriately. If the questions are not clear, the respondents may give confusing responses because respondents' perceptions can vary.

2. **Do not use leading questions:** It is important to not force the respondents or encourage them to answer in a specific way. Ensure that the questions – and the supplied responses to closed questions – are objective and not indicative of bias.

3. **Establish trust with the respondents:** Do not ask them embarrassing or controversial questions, otherwise they will be less inclined to answer the questions truthfully and will lose interest in completing the questionnaire.

Figure 3.15:
Questionnaires are an effective way to gather information about the community.

Figure 3.16:
Reliable questions ensure the questionnaire is effective.

Collecting and recording data

When conducting questionnaires, it is important that the purpose of the questionnaire and the intended use of responses are clearly explained to the person responding. Any privacy parameters in relation to responses should also be explained, such as whether the answers will be made public, whether the person will remain anonymous, whether the person has to answer all the questions, and whether they are able to withdraw from providing responses to the questionnaire if they feel uncomfortable doing so.

When recording the data, it should be categorised to make it easier to draw conclusions from. For example, data may be categorised based on the person who completed the questionnaire, according to their age, sex and location. It may also be categorised according to the responses or themes that become relevant from the answers; for example, in a questionnaire that is based on the types of family that are most common in a community, data could be categorised according to which type of family the respondent is a member of.

Figure 3.17:
Collecting and recording data allows findings to be made and conclusions to be drawn.

Advantages and disadvantages

The advantages and disadvantages of using questionnaires as a primary research method are explored in Table 3.4.

Table 3.4: Advantages and disadvantages of questionnaires as a primary research method.

Advantages	Disadvantages
- They are inexpensive. - They are an effective tool for reaching a large audience. - The data collection can be uncomplicated. - The analysis can be straightforward.	- The response rate can be low. - Inclusion of ineffective questions can result in inappropriate responses. - Misunderstandings cannot be addressed. - The researchers cannot investigate or explore the responses.

Learning activity

1. Construct a questionnaire that could be used to identify your local community's demographics.
2. Use the method of tallying in order to record the research data that has been collected from numerous questionnaires.

Levels of community organisation

Communities operate at many levels and can meet the needs of individuals and groups on various levels. At various levels, people will be responsible for specific communities or for running specific sectors within a community according to the people's power, skills, abilities and resources. Similar to how the government functions, communities can act at a local, state, national or global level.

Table 3.5 contains an explanation of how the needs of people in the community are met by the various levels of community organisation.

Table 3.5: Levels of community organisation.

Local	- Social needs are met by development and maintenance of community centres and sporting activities. - Local communities elect individuals to represent the community members and to ensure that the members' wellbeing is considered. - Members of the local community collaborate and form a team in order to make decisions and implement strategies for ensuring that the community members' needs are met. - Local communities offer support to people who need it in relation to being supported financially and emotionally and being helped to access resources.
State	- State, territory or provincial communities provide a range of sporting facilities and areas for people to use for exercise. - Emergency support services are offered by state, territory or provincial communities, in the form of ambulance, police and fire services. - State, territory or provincial communities build and maintain parks and land for the purpose of engagement in social activities. - Festivals and celebrations are organised and conducted by state, territory or provincial and territory communities; in Australia, three examples are the annual events held for New Year's Eve, Australia Day and NAIDOC Week.
National	- National communities, which in Australia is the Australian Government (the Federal, or Commonwealth, Government), are responsible for funding various community groups and providing economic support for them. - National associations are developed in order to enhance people's wellbeing; one Australian example is the National Breast Cancer Association. - National initiatives are developed in order to promote positive health and wellbeing; one Australian example is the Medicare Levy.
Global	- Global communities meet the needs of the international community. - The world as a whole develops programs and associations that are aimed at meeting the ongoing common needs of all people; one example is the worldwide initiative against the HIV–AIDS virus. - Community members and government bodies join and work as a united body to make policies in order to ensure the wellbeing of individuals; one example is the United Nations.

Internet activity

Log on to TitanOnline and complete Activity 3.7 to learn more about how governments meet the needs of their communities.

Learning activity

1. Identify two groups at each of the four levels of community organisation that meets the needs of your own wellbeing.
2. Analyse ways in which these groups within communities can meet the specific needs of people from a local to a global level.

Roles groups adopt within communities

Because communities and the reasons they are formed are vast, various groups within the communities adopt a plethora of roles. The roles might change according to a group's current objective or goal. Alternatively, the role might be fixed and the person or group who has adopted it might change.

Satisfying specific needs

Individuals and groups within communities will be responsible for meeting specific needs, and if those needs are not met, people might be left feeling anxious, neglected or confused, or even unsafe. These feelings can lead to disruption to community harmony, and the effects can be damaging and long term. The needs can be either the needs of other people within the community or group or the needs of people beyond the community or group. For example, within a local community such as a town or suburb, specific groups will exist that will be in charge of meeting the members' need to feel secure. Some examples of the groups that are responsible for meeting this need the police, security firms, local-government authorities and crosswalk attendants. An example of meeting the needs of people who are outside the community or group occurs during government elections, when the party leaders have to try to meet the needs of people who do not follow the party in question, so that the leaders can make sure they gain more votes and appeal to a wider constituency.

Figure 3.18:
Crosswalk attendants help keep children who live in their community safe.

Internet activity

Log on to TitanOnline and complete Activity 3.8 to compare the needs of the Australian community with those of the global community.

Building relationships

Within communities, specific groups are responsible for building new relationships and strengthening existing ones. When considering all the areas of any given community, such as the local grocer, schools, religious groups and sporting clubs, it is clear how important it is for a group to ensure that the relationships between all areas remain positive.

One way in which groups build relationships is to publish articles and advertisements on social media platforms in order to educate people about the services and subgroups that exist within the community. For example, in publishing an advertisement about joining a sports club, the club members would be promoting building of relationships between the club and the people who wished to join it.

Similarly, groups can place advertisements about projects that are undertaken within the community and how people or subgroups can get involved. One example of this type of technique is the advertising used for Clean Up Australia Day, where local businesses are able to both participate and network and thereby build their professional relationships.

Figure 3.19:
Positive relationships promote wellbeing.

Promoting wellbeing

Various people and groups are responsible for promoting wellbeing within communities and can often promote it subconsciously. One example is modification of a school canteen in order to promote a healthy diet among the students and help them choose healthy foods and drinks. Two other examples of how wellbeing is promoted among school students are school visits by Healthy Harold and the school's promotion of physical activity.

Some other examples of how wellbeing is promoted within communities are establishment of incentives such as bulk billing for medical services, reduction of the price of prescription glasses for people who need them and reduction of fees for gym membership for people who need to improve their fitness after having an operation.

The government will sometimes run a campaign in order to target areas of wellbeing that are not very strong. For example, due to the rise of cyber bullying, government organisations have created resources that individuals such as parents, teachers and youth leaders can use to help promote healthy use of the internet and therefore help promote wellbeing.

Learning activity

Investigate how groups have helped individuals in the community overcome adversity and improve their wellbeing. Consider groups such as:

- charity groups
- religious groups
- health-services groups
- emergency-services groups.

Decision making in communities

Community-level decision making is very important and can very easily influence and affect members of the community in question either positively or negatively. It is essential that the individuals or groups making decisions on behalf of an entire community be equipped to do so and have the community's best interests at heart.

Influences on decision making

Individuals and both small and large groups can substantially influence decision making processes. Individuals and groups are able to use a number of strategies for conveying their ideas and opinions. The aim is to have an effect, whether they either support or oppose a proposed decision. Individuals are free to influence decision making by using various means such as writing a letter, creating a petition and organising a protest.

Community decision making is mostly influenced by four major areas: legislation, the environment, lobbying and community petitions, and protesting.

Legislation

The State Parliament of New South Wales, which comprises of two houses – the Legislative House and the Legislative Assembly – passes Bills, which are proposed laws, in order to create legislation. The laws and regulations that are associated with the legislation then greatly influence individuals, groups and communities.

Internet activity

Log on to TitanOnline and complete Activity 3.9 to learn more about how laws can affect a community.

Environmental factors

Over recent decades, humans' impact on the environment has been identified and extensively analysed. The term 'carbon footprint' was introduced to explain the impact that human existence has on the environment. Issues that are associated with habitat loss, waste disposal and pollution are influencing individuals and groups to become environmentally aware and responsible. Environmental groups are becoming increasingly influential, from national organisations such as Greenpeace to small environmental groups that are formed locally.

Lobbying and community petitions

Use of lobbying and community petitions is widespread in local government areas whereby an individual or a group wants to influence various council proposals and decisions and does so by communicating with the councillors. Lobbying and community petitions can be either appropriate or inappropriate. 'Appropriate lobbying and community petitions' means effective communication between concerned individuals and the government, whereas 'inappropriate lobbying and community petitions' means improper influence exerted by individuals or councillors.

Protesting

Protesting involves a gathering of a group of individuals who share a belief or view about a specific topic. Protesting often occurs when the belief or view is being ignored, and protests are used to spark awareness about specific issues such as workers' rights, climate change and marriage equality. Nowadays protesting doesn't necessarily involve people rallying on the streets and holding signs, because technology allows concerned individuals to protest every day from the comfort of their own home by using social-media sites.

Processes

A 'process' is defined as being the way in which something is undertaken. In relation to decision making, people can use many processes in order to come to a final decision. Decision making within a community occurs by way of co-operation and collaboration between a variety of community groups.

If a change is being made or is needed, various groups in the community can support or oppose it in many ways. Individuals can express their support or opposition by using a decision-making process such as arbitration, consensus, election, voting or a referendum. Depending on the nature of the decision and the possible outcomes, people will use various processes in order to make various decisions.

Arbitration

Arbitration is a form of alternative dispute resolution (ADR) where the parties use a neutral third party to manage and settle the conflict. It is a legal conflict-resolution technique whereby both parties in the dispute are represented equally in order to come to a resolution. Arbitration is legally binding, meaning involved parties must accept and follow the agreement the arbitrators or arbitral tribunal make.

Consensus

Consensus occurs when the majority of the involved parties come to an agreement. When parties are undergoing the process of consensus, the opinions and ideas of all of them must be considered and assessed. Ideally, reaching of consensus serves as a compromise in relation to a decision; that is, the result is a win–win situation for everyone involved.

Figure 3.20:
Voting is compulsory in local, state and federal government elections in Australia.

Internet activity

Log on to TitanOnline and complete Activity 3.10 to learn more about compulsory voting.

Election

Election is the process of giving individuals the opportunity to vote for whomever or whatever they like, depending on the topic they are voting on. It is a democratic process, because all the people who are electing, known as electors, are given free will over whom or what they elect.

Voting

Voting is a process that involves giving individuals a set of options and then vote for the one that best suits them. The process is evident in local voting, during which community members are presented with a list of candidates and vote for their favourite candidate.

Referendum

Holding a referendum is a process where all the involved parties vote either 'yes' or 'no'. In a referendum, all the parties are equally represented by way of their vote. The outcome of a referendum is by way of a majority; that is, the majority wins. Referendums are often held in complex situations when the decision making is multi-faceted.

Learning activity

1. Explain the difference between election and voting, and cite specific examples.
2. Explain how each decision-making factor influences decisions within the community.
3. Explore the processes used for making decisions in the community, for example a local-council meeting, a resident-management group and a tribunal.
4. To examine a local-community decision or proposal, identify:
   a. the roles of the individuals and groups involved
   b. the factors that influence the decision-making process
   c. the processes used to make the decision
   d. the outcome/s or potential outcome/s of the decision.

Managing change in families and communities

Within both families and communities, it is inevitable that things that are under and out of human control will occur whereby change is forced on the group. Changes can occur internally or externally, be planned or unplanned and be temporary or permanent. Changes in the family are often related to the family's structure, whereby, for example, what was originally labelled a nuclear family – two parents living with their children – might change to being a sole-parent family if one parent leaves or dies. The same sole-parent family might then change to being a blended family if the parent meets another sole parent and the two families eventually merge.

When, for whatever reason, the change occurs, it is essential it be managed efficiently so no disruption is caused to the family or community.
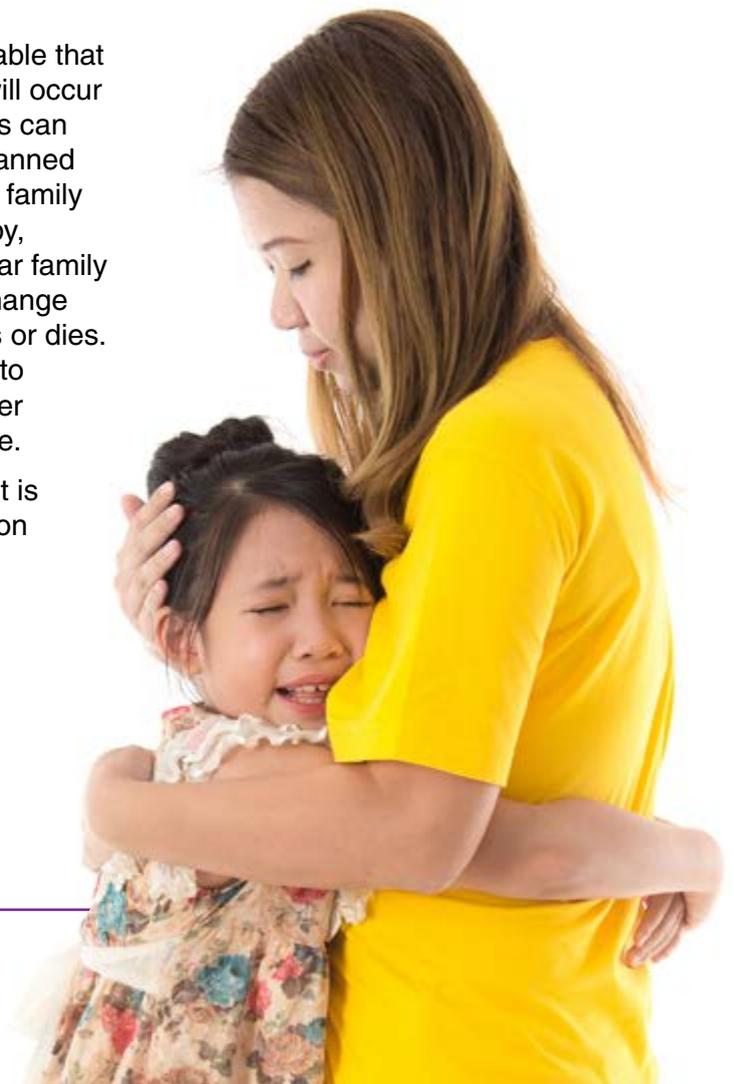
Figure 3.21:
Change in families and communities can be emotionally draining.

Nature of change

Various factors and influences cause the nature of a family to change. It is inevitable that as the family goes through its life cycle, there will be both causes and effects in relation to change. The family will pass from one 'state' to another as it undergoes changes and modifications.

The types of change are identified as being internal, external, planned, unplanned, temporary and permanent. Table 3.6 contains an outline of how these types of change can have an impact on the traditional roles and responsibilities of the family unit.

Table 3.6: The nature of change that can impact on the roles and responsibilities of the family unit.

Type of change	Definition
Internal	Changes that occur within a family. They are changes that are contained within the family, and the family members have control over them. A common example occurs during divorce, when the decision to divorce is in the parents' control and the family goes through changes associated with divorce, such as having to modify their living situation.
External	Changes that occur outside the family unit but that have various effects on the family's functioning. A common example occurs by way of a natural disaster. Families have little control over disasters such as bushfires, storms, floods or droughts but can be very affected by them. The family members might lose their possessions and/or their home or be forced to flee or change residence, and all those outcomes will affect the family's functioning.
Planned	Change that result from outcomes that a family arranges or prepares for. Before the family members make a change, they commonly propose changes and take into account the various functions of the family unit. Some common examples of planned changes are when parents decide to have a baby, elect to study rather than work, or decide to purchase a home.
Unplanned	Unexpected or unintentional changes. The family members are affected by any unplanned change and need to deal with it effectively in order to protect the family's functioning. Some common examples of unplanned changes are when people lose their life, lose their income, involuntarily move house, or suffer various accidents or mishaps.
Temporary	Changes that are impermanent. They might be internal, external, planned or unplanned, but they affect the family only temporarily. Two common examples of temporary changes are when people are recovering from an accident or illness and when people are taking a holiday from their job.
Permanent	Changes that are lasting and that usually cannot be reversed. Some common examples of permanent changes are when a family member dies, divorces or secures full-time employment.

Case study

Adam and Lea had been together for six years and had two young children. Lea fell pregnant with their third child, and they decided to get married before the birth. Because their family was expanding, they decided to move into a bigger house that was located closer to Lea's parents' home, so Lea could receive support from her parents.

Soon after they moved, Adam and Lea's new home was hit by a severe hail storm, so they had to move somewhere else while the repairs were being completed. The family members decided to rent a house that was located in a neighbouring suburb. While they were living in the rented house, Adam had an accident and slipped off a ladder, injuring his vertebral discs. He was unable to work for three months. Adam, Lea and the children then moved into Lea's parents' home because they could no longer afford their rent and mortgage repayments.

Figure 3.22:
Pregnancy can lead to major changes in a family's living situation.

They planned to stay at Lea's parents' home until their home repairs had been completed; however, Lea's mother was diagnosed with cancer and became very ill. Adam and Lea decided to stay at Lea's parents' house permanently so they could care for her sick mother. They decided to sell their original house and invest their money in a long-term savings account.

1. Identify the changes that occurred in the family.
2. Classify the changes as being internal, external, planned, unplanned, temporary or permanent, and note that some of them might be a combination of classifications.
3. List how the changes that occurred had a positive or negative impact.
4. Propose management strategies that Adam and Lea could have implemented to help themselves manage the changes they went through.
5. Predict the changes the family was likely to be affected by in the near future.

Impact of change on families and communities

Change occurs every day in families and communities and can often be either life changing or quite trivial. Occurrence of change can also be a time for either happiness and celebration or sorrow and sadness. Depending on the change and also on the type of person someone is, the impact of change on families and communities will vary.

Family and community wellbeing

Change can have a great impact on family and community wellbeing. For example, if a family member has asthma, the family lives in a town located in a rural area that has only one pharmacist, and the pharmacist has gone out of business, the change could have a great impact on the family's wellbeing.

Roles individuals adopt

The roles that individuals adopt within families and communities can alter suddenly when change occurs. For example, within the family unit, if the father, who is the main income earner, falls ill and can no longer work, the other family members will have to be adaptable and adopt different roles so the family can continue to have an income. The changes might include having the mother work extra hours or having the older siblings start casual jobs.

Environmental

The most common time for seeing environmental change and the impact it has on families and communities is during natural disasters. During times of drought, communities might introduce water bans and restrictions, and similarly, during periods of extreme heat, communities might introduce fire bans.

Internet activity

Log on to TitanOnline and complete Activity 3.11 to learn about how communities are affected by natural disasters.

Legislation

Many things at local, state, national and global level can require legislative change, which will in have an impact, both positively and negatively, on families and communities. An example of a positive impact from a legislative change is the Baby Bonus, which was an incentive for couples to have babies in order to help address the issue of Australia's ageing population.

Technology

New technologies have the potential to influence families and communities both positively and negatively. In a densely populated area such as the heart of Sydney, technological advancement can have a positive impact on the city; for example, provision of more buses and trains has been made possible for the two daily 'peak hour' periods. In more remote areas of the state, however, technological advancement might be detrimental to both the families and the communities. In the case of many professions, it entails a discontinued need for skilled workers at the local workplaces because machines now exist that can do the work for less money.

Learning activity

1. Explore examples of change that occurs within families and communities, and determine:
   a. the nature of the change
   b. the impact of the change.
2. Research a recent legislative change that has a negative impact on families and communities. Compare the change with one a partner has researched, and discuss why you found the change you identified to be a negative one.

Types of support

In order to help deal with change that might occur, communities have various avenues for providing support to the people who need it. Various formal and informal support networks exist in which people provide care and support for both individuals and families in need. Depending on the challenge the people are facing, it will have an impact on whether they seek formal support or informal support.

Informal

An informal support network comprises family members, friends and acquaintances that help individuals and groups unofficially, and might be identifiable in family and peer groups. People use them in order to be less reliant on formal support networks for help and often find their members easier than strangers to confide in about personal problems.

Informal support networks are beneficial because their members can meet the needs of the individual or group in relation to love, care and protection. An example of this type of situation occurs when parents who are looking for childcare ask a family member or friend to help meet the need rather than approach the manager of a childcare centre. Another example occurs when a sister asks a brother to drive her somewhere. He will be providing her with both a service and support without her having to seek the support from someone else or a stranger.

Formal

A formal support network comprises a number of organisations and community groups that are external to the individual or family and are there to help individuals deal with and cope with change. It supports individuals and groups in a number of ways, both monetary and non-monetary.

Formal support networks are governments, businesses, organisations and charities, and individuals and families can access the support by using health services, welfare agencies, community groups and government agencies.

An example of provision of help during a time of change occurs when a woman uses a counselling service after one of her loved ones has had a serious accident or illness or has died. Another example occurs when a man seeks workers' compensation after suffering an injury at his workplace. The injury may limit his ability to work in his trade or profession.

Internet activity

Log on to TitanOnline and complete Activity 3.12 to learn more about community support services.

Case study

The scenarios outlined in Table 3.7 are about families in need, and include suggestions for a variety of formal and informal support networks for the families to access.

Table 3.7: Scenarios of families in need.

Scenario	Formal support networks	Informal support networks
A father loses his job and is worried about financially supporting his family.	He could access financial support from Centrelink in the form of, for example, the Newstart Allowance so he could support his family while looking for work. He and/ or his partner could also use Centrelink to access the Family Tax Benefit or use Centrelink's job-seeking services.	He could borrow money from some of his family members while looking for work and could take on the responsibility of caring for his dependants so his wife would be able to work and provide an income for the family.
The members of a farming family who are living in a regional town are experiencing hardship as a result of drought.	They could access financial assistance through a range of government agencies, such as the drought-assistance packages offered by Centrelink. They could access support through Drought Force (offered by the Department of Agriculture, Fisheries and Forestry) to help meet their workforce needs such as the need to hire workers.	They could access support from some of their family members and friends by borrowing money from them and/or asking them to help out on the farm in order to complete various tasks and roles. In this situation, they would be able to continue operating the farm without having to hire workers.
A couple's only child has recently been diagnosed with cystic fibrosis and now requires full-time care.	They could contact Cystic Fibrosis NSW for service and support in the form of, for example, financial assistance. They could access support through Home Care Services (offered through the Department of Ageing, Disability and Home Care) to be better able to complete their caring tasks and responsibilities within the family home. They could also access respite care, such as that provided by the Home and Community Care Program.	They could approach some of their family members and friends to ask them to help meet the caring responsibilities, so that as the child's primary carers they could work; complete tasks to meet the child's needs, for example, cooking meals and cleaning the house; or have a break in order to support their wellbeing.

Learning activity

1. Investigate how people can use informal and formal support in order to manage change in their life. Provide specific examples to support your response.
2. Research a range of formal support services that are available for individuals and families requiring support in order to meet the following needs:
    a. A family who has lost their home due to a natural disaster
    b. A sole parent who requires financial assistance in order to meet her child's needs
    c. A teenage boy who is considered to be independent, who is studying full time and who requires financial support so he can meet his basic needs

Socialisation of individuals within families and communities

The term 'socialisation' means the behaviours learnt by associating with family members and people in the community. People progress through life from infancy to childhood, adolescence and adulthood and then through to senior years. It is at these developmental stages individuals learn behaviours that are either acceptable or unacceptable.

In a loving family, during children's infancy, they will be loved, nurtured and cared for. As they go through the stages of childhood and adolescence, their parents or carers should discipline them but show them the same amount of love and compassion. Children who are raised in this way will turn out very differently from children who grow up in a broken family in which the parents or carers are dysfunctional and never show them any love or affection. Factors such as these lead to socialisation of individuals, which is why it is important that specific individuals adopt roles within the family, such as meeting of specific needs, building of relationships and promotion of wellbeing.

Figure 3.23:
Children often learn their behaviours, beliefs and values from their parents.

Stages of the lifespan

Throughout each stage of the lifespan, people develop at their own pace. Through growth and aging both physically and mentally, people naturally move through each stage. Some of the stages can be scary or confronting, because they involve having to adapt to new challenges and expectations.

Throughout each stage, we must have various specific needs met, and before we can successfully move on to the next stage, we must have them met.

Infancy

Infancy is the life stage that spans the period between birth and approximately 18 months of age. Growth and development at this stage is rapid. Infants express their needs by crying, which is their main way of communicating with their carer. By crying, they express their need for food, comfort or stimulation.

For the first few months of their life, babies must be fed milk every three to four hours. This need can be met by way of breastfeeding or feeding via a bottle. As babies develop physically, their need for food changes and they start to require foodstuffs that are more substantial and nutritious. The parent or carer is responsible for meeting a baby's food needs by feeding them the appropriate types and amounts of food at the appropriate times.

Babies need to be physically comfortable at all times. Comfort can be associated with cleanliness (wearing clean nappies and clothing), warmth (wearing clothing that is appropriate for the climatic conditions) and various other necessities such as having an adequate and comfortable shelter to sleep in. Comfort is also associated with the baby's needs in relation to love and affection. Babies need to be comforted regularly by their carer and need to feel safe and secure in their surroundings.

In relation to babies' need for stimulation, they require stimulation from their environment so they can develop properly. Depending on their position during the infancy life stage, they need to be stimulated by various activities and objects. Carers can use numerous toys and objects that aid infant stimulation. Generally, carers use stimulation to improve the baby's level of curiosity as well as their attention span and memory and to aid development of their nervous system.

Figure 3.24:
Growth and development is rapid during infancy.

Figure 3.25:
Children need love and support in order to develop healthy self-confidence.

Internet activity

Log on to TitanOnline and complete Activity 3.13 to learn more about child development.

Childhood

Childhood is the life stage that spans the period between 18 months and 13 years of age.

The needs of infants continue throughout this life stage because children also require food, comfort and stimulation. A parent or carer has to meet the child's physical needs by providing nutritious food, adequate shelter, frequent exercise, and specific medical treatments and precautions such as immunisations, as outlined in Table 3.8.

Internet activity

Log on to TitanOnline and complete Activity 3.14 to learn about how toys contribute to a school-age child's growth and development.

Table 3.8: Australia's National Immunisation Program schedule.

Age	Disease immunised against
Birth	Hepatitis B
Two months	Diphtheria, tetanus, whooping cough, hepatitis B, polio, Hib; rotavirus; pneumococcal; meningococcal B (Indigenous children)
Four months	Diphtheria, tetanus, whooping cough, hepatitis B, polio, Hib; rotavirus; pneumococcal; meningococcal B (Indigenous children)
Six months	Diphtheria, tetanus, whooping cough, hepatitis B, polio, Hib; pneumococcal (children with medical risk conditions, and Indigenous children in WA, NT, SA, Qld); meningococcal B (Indigenous children with medical risk conditions)
(Annually from six months to five years: Influenza)	
12 months	Meningococcal ACWY; measles, mumps, rubella; pneumococcal; meningococcal B (Indigenous children)
18 months	Hib; measles, mumps, rubella, chickenpox; diphtheria, tetanus, whooping cough; hepatitis A (Indigenous children in WA, NT, SA, Qld)
Four years	Diphtheria, tetanus, whooping cough, polio; pneumococcal (children with medical risk conditions, and Indigenous children in WA, NT, SA, Qld); hepatitis A (Indigenous children in WA, NT, SA, Qld)

Source: Australian Government Department of Health and Aged Care.

Children over five years of age should also be immunised against COVID-19.

Children also require adequate amounts of sleep so they can grow and develop properly. As we develop throughout each life stage, our sleep requirements change. A newborn baby – who is between one and 15 days old – requires approximately 16 hours of sleep each day. That amount decreases to 10 hours for children who are between 10 and 13, and the amount continues to decrease as the person ages.

Children also have needs in relation to their mental and emotional health and development. They need love and support in order to develop healthy self-confidence and high self-esteem. They need to feel safe and secure both in their environment and with the people they come into contact with. They also require guidance and discipline from their parents or carers as they start to be more independent and to learn about the consequences of their actions.

Adolescence

Adolescence begins as young people go through puberty, which commences at different times for girls and boys. For girls, it usually commences between the ages of 12 and 15. For boys, it usually commences between the ages of 13 and 16. Young people go through various physical, social and emotional changes when experiencing puberty, as outlined in Table 3.9.

Table 3.9: The changes that people go through when experiencing puberty.

Physical changes	**Boys** • Hair starts to grow on the face, under the arms and in the pubic area. • Height and weight might increase rapidly. • Muscles start to develop. • The voice 'breaks' and becomes deeper. • The penis and other sexual parts grow. • Sperm is produced. • Nocturnal emissions begin, colloquially referred to as wet dreams. • The hair on the arms and legs grows and becomes coarser. **Girls** • Breasts start to develop. • Hair starts to grow under the • The menstrual cycle begins. • The uterus, vagina and other • The hair on the legs grows. • The hips become wider.
Social changes	• Making new friends • Joining new peer groups • Experiencing relationship bre
Emotional changes	• Experiencing changing emoti • Engaging in risk-taking behav • Feeling embarrassed if you lo • Experiencing mood swings

Adolescents need support in response to their puberty. They need guidance and assurance so they can cope with the physical, social and emotional changes they are experiencing.

Figure 3.26:
Adolescents need guidance and assurance so they can cope with the changes they are experiencing.

Adulthood

Adulthood is the life stage that spans the period between approximately 25 and 65 years of age. During this stage, people continue the friendships and relationships developed during the previous life stages. The stage can also be characterised by breakdown of relationships, for example in the form of divorce, and development of new relationships, for example in the form of a second marriage. People who have children will watch them move through the lifecycles and meet their needs as required.

Adults still have to have the basic needs met, as identified for each stage of the lifecycle: food, comfort and stimulation. Their way of meeting their needs will differ from their way of meeting their needs during the previous life stages. Generally, adults are independent and are responsible for providing for themselves and their family.

They use their sources of income to purchase food, provide shelter (such as by paying rent or paying off a mortgage) and provide stimulation (that is, by providing access to leisure and recreational activities). They are also responsible for preparing for meeting the needs they will have during the next stage of the lifecycle, and might use various means to prepare in that way, such as investing in superannuation.

The aged

Elderly people are people who are older than 65. Naturally, physical deterioration becomes evident throughout this stage. Elderly people might experience the following short- or long-term health issues:

- Alzheimer's disease
- Bowel cancer
- Cataracts
- Dementia
- Glaucoma
- High cholesterol
- Insomnia
- Osteoarthritis
- Osteoporosis
- Parkinson's disease

During this stage, people need medical assistance in order to prevent and/or treat their various health issues. These health issues are commonly associated with lack of physical activity and poor nutrition, for which reasons elderly people need to maintain a healthy lifestyle so they can support their body through this life stage. They might need to take various medications and supplements as prescribed by their doctor.

Apart from maintaining our physical health at this stage, elderly people have various social and mental needs. Generally, people who are older than 65 are retired or no longer working full time. They need to participate in leisure and recreational activities in order to support their mental and emotional health. Elderly people might join groups and clubs or volunteer their time in the community. They can use their involvement to support their mental health by staying stimulated and finding satisfaction in belonging to a group.

Learning activity

Identify and analyse the specific needs that are most significant for a person at each stage of the lifespan.

Case study: the Browns family's life cycle

Jake and Amanda met each other at a friend's party, having both just completed their university degree. Jake left home when he began his studies, and Amanda left home halfway through hers. When they met, both were financially independent because they were working part time in order to pay their rent and associated living costs.

After dating for three years, Jake proposed to Amanda and they got married. They had both been working full time and saving for a deposit on a unit. After they married, they moved in together and started planning for their future. At first, they saved their money and went on an overseas trip each year. After five years of marriage, they both decided to settle down and have children. Their first child, a son, who they named Ethan, was born a year later.

Jake and Amanda had to greatly adjust their lifestyle when they had Ethan. Their focus now had to be on providing for their family and ensuring they could nurture Ethan through his development. Amanda became a 'stay-at-home mother', and Jake continued working. Over the next six years, they had two other children, both daughters, who they named Peyton and Sage. They moved from their two-bedroom unit, first into a three-bedroom villa and then into a four-bedroom house. Jake worked long hours to ensure they had enough money to pay off the mortgage and buy the essentials, such as food and clothing.

Jake and Amanda also received money from the government to help meet their living costs. Once all the children were at school, Amanda took on a part-time job to supplement the family income and save for their annual family holidays.

As the children grew, she continued working more hours, until she was eventually working full time and Jake's parents were looking after the children both before and after school. She and Jake continued to provide for their children, and because of her increasing income, they could save for their children's future. Once their Ethan finished school, he decided to become an apprentice mechanic, and moved out to live with a group of friends in a house that was closer to his workplace.

Peyton finished school a few years later and decided to go to university. She studied nutrition and did not have much time for a part-time job. She decided to stay at home until she finished her degree. Sage left school early and began a hairdressing apprenticeship. She met Matt, and they soon moved in together. Four years later, when Peyton had finished her studies, she was offered an interstate cadetship, and decided to take it up.

A few years later, Jake and Amanda decided to retire. Jake took up golf, and Amanda did volunteering work at their local community centre. They spent their time visiting their children and looking after their grandchildren on a regular basis. At first, they moved into a smaller unit but they eventually decided to reside in a retirement village.

1. In relation to the traditional model of the family lifecycle, briefly describe each lifecycle stage the Brown family went through.
2. For each stage, identify the family members' needs.
3. For each stage, identify the family's functions that were evident.

Literature review as a secondary research method

A literature review is a piece of writing that is aimed at comparing and contrasting the work of other people. The writer should compare and contrast the other writers' arguments by analysing and fusing material. The literature review should be a critical review of a specific area of study.

Ideally, the writer will group authors who focus on similar subjects, note where the authors' arguments either overlap or stand alone, highlight the gaps in research, and summarise what is stated in the literature. A literature review does not have a defined structure as can be identified in other pieces of writing; instead, the writer should structure it according to the information and arguments the other writers have presented.

Accessing sources of data

When writing a literature review, the literature being reviewed should be credible. The person or people who wrote the literature should be trained professionals and not just anyone posting something online without either qualifications or accurate statistics and data.

In order to write an interesting review, it is important to ensure that there is enough literature out there about a specific issue or topic to effectively compare and contrast the information. If there is only one or two articles about a topic, the review will be basic because the researcher cannot analyse findings from a healthy range of sources.

It is important to ensure that the review is interesting. The researcher should find an issue that has inspired quite a bit of literature, but tackle the issue from a different angle. If the writer composes the literature review but the findings they make are already common knowledge, they have not really told the reader anything new.

A literature review has an introduction, a body and a conclusion; well-formed paragraphs; and a logical structure. However, in other types of expository writing, the writer uses relevant literature to support the discussion, whereas in a literature review, the literature itself is the subject of the discussion.

There are a number of steps to follow when you are writing a literature review:

1. Conduct the literature research.
2. Note the bibliographical details.
3. Find the literature.
4. Read the literature.
5. Write the review.

When accessing the literature online, make sure the information you access the information from reliable websites such as Google Scholar or websites that have a '.gov' or '.edu' extension.

Advantages and disadvantages

Using a literature review as a secondary research method has both advantages and disadvantage, as outlined in Table 3.10 on the following page.

Internet activity

Log on to TitanOnline and complete Activity 3.15 to learn about literature reviews.

Table 3.10: The advantages and disadvantage of using literature reviews.

Advantages	Disadvantages
▪ The research has already been done. ▪ Once a thesis is decided, the literature review can be used to assess if the thesis has already been answered (responded to). ▪ In using a literature review, the researcher highlights any gaps in current research. ▪ Build knowledge of an issue by reading various pieces of literature	▪ Large amounts of reading and researching. ▪ Possibility of doing a lot of researching only to find that the thesis initially chosen has already been answered (responded to). ▪ Cannot use any first-hand research.

Learning activity

Access sources of secondary data in order to conduct a literature review about socialisation throughout the lifespan.

Case study

Sari is writing a report about the instance of teenage pregnancy in Australia. She decides to interview girls in the neighbourhood surrounding her own neighbourhood and to interview girls who had fallen pregnant while at school. She also develops a questionnaire that she posts to various schools around the country and with which she encloses a letter to ask for anonymous participants to complete the questionnaire and post it back to her. Once she has received the completed questionnaires, she interprets the data and looks for trends in her interview and questionnaire responses. She presents her findings in the form of a report, in which she includes quotes from her sources.

Clarissa is also writing a report about the instance of teenage pregnancy in Australia. She collects a variety of data from various studies that have already been conducted about the subject. She reads a collection of journal and newspaper articles about the prevalence of teenage pregnancy in Australia. She accesses teenage-pregnancy statistics from government sources, especially the ABS and the AIHW. She interprets the facts and figures, and presents her response in the form of a report in which she includes statistics.

1. Is Sari undertaking primary or secondary research? Justify your response.
2. Is Clarissa undertaking primary or secondary research? Justify your response.
3. Suggest whose findings you believe represent the issues of teenage pregnancy in Australia more effectively. Justify your response.
4. Explain how a balanced understanding and representation can ensue from the combination of primary and secondary research.

Influences on socialisation

Many factors influence socialisation. Spending a significant amount of time around other people can see an individual replicating their way of acting, speaking, behaving and even thinking in their own day to day life. In spending time with another person, one can be influenced to be like them or to draw away from acting the way they do because they do not want to be associated with that type of behaviour.

Relatives

Immediate family members and other relatives have the potential to greatly influence socialisation. Relatives are often viewed as being people to look up to and show respect to, so the simple acts of being polite and showing respect influences socialisation. Simple acts such as hugging aunts, uncles and grandparents when greeting them, asking them how they have been and making them a coffee all have an impact on one's character and how they interact with other people in society. If the occasions during which people are around family members and relatives have a positive tone, for example, everyone uses proper etiquette and manners, their socialisation can be influenced positively. Alternatively, if the occasions during which people are around their family members and relatives have an inappropriate tone, for example, being exposed to behaviours such as smoking, swearing, abuse or alcoholism, socialisation can be influenced negatively.

Peers

Interactions with peers greatly influences socialisation and encourages individuals to behave or view the world in a specific way. For example, if a friend starts a new diet where they eat food that is not only healthy but tasty, others might be influenced to start their own diet. Another example would occur if a friend is rude to people, including strangers on the street and on public transport. In witnessing that type of behaviour, people could either be influenced to act in the same way or disagree with the behaviour and distance themselves from that friend.

In peer groups, the members will often practise similar behaviours such as listening to the same music, going to the same places or wearing the same style of clothing. As people move through various peer groups throughout their development, the way in which people socialise will vary and change.

Figure 3.27:
Immediate family members, such as siblings, influence a person's socialisation.

Figure 3.28:
Friends and peers can influence the style of clothing an individual will choose.

Paid carers

A paid carer can greatly influence people's ability to socialise and can have an impact on individuals health in numerous ways. More often than not, people who need a paid carer suffer from some sort of illness that prevents them from being completely physically and socially mobile. If they do not have a carer's support, help and interaction, on an emotional level, their life might seem a lot less full. A carer will often become someone a person confides in, shares their news with and socialises with. Carers also enable people who are dependent on other people to get outdoors and out into the community, increasing their wellbeing and potentially enabling them to live a happier and longer life.

Health professionals

Health professionals are similar to paid carers in that they provide the opportunity to live a healthy and longer life that is free from illness or disease. Some examples of health professionals are doctors, nurses, general practitioners, dentists, counsellors and psychiatrists. In combination, the members of these professions target all health areas, so when used effectively, they can have a positive impact on socialisation. For example, if a boy has a speech impediment and cannot speak properly, without help from a speech pathologist, his level of socialisation might be vastly less than his peers', because he might not be able to communicate properly and might not be accepted socially. Another example would be when a girl is suffering from a mental-health illness such as anxiety or depression. Without the help of a psychologist, she might refrain from going out and socialising, and therefore allowing her condition to have a negative impact on her wellbeing. Health professionals provide education and knowledge so people's lives can be healthier and more fulfilling. Because of this, they have a positive impact on socialisation.

Online networks

Online networks can have both a positive and negative impact on socialisation, depending on how they are used and how often they are used. The term 'online network' means anything online, including social media such as Facebook, Instagram and Twitter; gaming and chat rooms; and online support networks. If social media or gaming sites are used excessively, it cuts into the time that would be otherwise spent with friends or family members, exercising, doing homework or sleeping. This demonstrates online networks as having a negative impact on socialisation. Also, children and adolescents who use online networks can be subjected to cyber bullying, which can also have a negative impact on their socialisation.

Alternatively, adolescents who do not have many friends might turn to online gaming and chat rooms so they can meet likeminded people they can converse with and socialise online with.

People can also use online networks as a support group. For example, if a man develops cancer and is having trouble connecting with people after the diagnosis, or is feeling alone, he might turn to online networks and support groups so he can talk with other people who are going through a similar struggle and who can provide each other with support and strength.

Media

Like online networks, the media can be viewed as being both a positive influence on socialisation and a negative influence on it. The media is an avenue for provision of specific news and information that people can find useful and can have a positive influence on them. Electronic media used to entail limited interaction with the viewers or listeners and limited opportunities for them to talk back, but nowadays, people can call in to radio talk shows, follow television shows online and tweet while the show is being broadcast. The media has become the foundation of a global network whereby people on one side of the earth are able to connect with and socialise with people who live thousands of kilometres away from them. However, it is important that we evaluate what we hear and see in the media before we accept it as being true, because after all, most media content is created for the purpose of selling a product, a service, a belief or a way of life that might not be the best thing for everyone who encounters it in the media.

Print and digital information

Print and digital information has become more readily available over the past few decades and allows people to access information a lot more easily. For example, people can simply search information on the internet, which is potentially available everywhere. As members of society, people are thereby better able to equip themselves to handle situations, because they can access information about how to do so. Communities that do not have fast access to information that is either in print or in digital form can quickly become left behind, and communities that have access to more information are often wealthier.
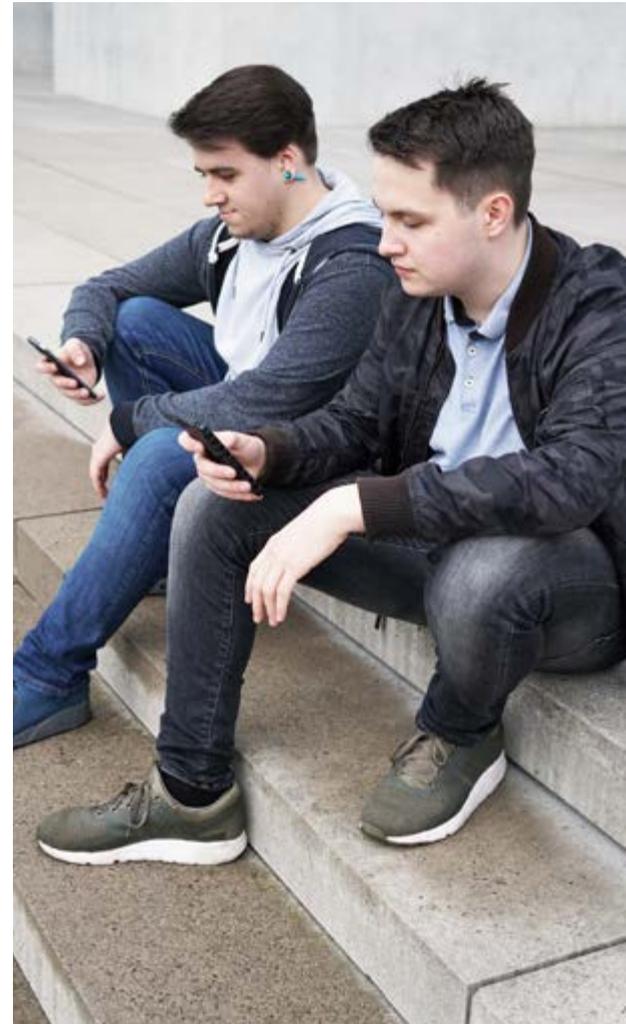
Figure 3.29:
Digital information and social media can have both positive and negative influences on an individual's socialisation.

Learning activity

1. Assess how families and other groups within the community contribute to socialisation during their members' infancy and childhood.
2. Analyse how socialisation of children influences construction of gender.
3. Explain how the aim of socialisation is to help us adopt positive roles within our family and community.
4. Think of an advertisement you have seen in the media, and evaluate its purpose. Explore whether the ad is suitable for everyone who encounters it and the types of impact it can have on people's socialisation.

Revision questions

1. Reflect on your friendship group and explore the types of family that exist among your friends and the reasons for them.

2. Use ABS studies and publications to gather data about the family structures that are evident in Australia.

3. Explore what might happen in a family if the members do not adopt roles and responsibilities.

4. Provide an example of one community you are part of and explore the reasons for its formation.

5. Explore the processes that community members use to make decisions, for example a local-council meeting or a resident-management group.

6. Provide an example of an organisation that is operated at local, state, national and global level. Explain what roles people have at each level.

7. Analyse the advantages and disadvantages of using a literature review as a secondary research method.

8. Access sources of secondary data in order to conduct a literature review in relation to socialisation throughout the lifespan.

9. Differentiate between internal and external changes and give examples of each.

10. Create scenarios for each of the five areas that change has an impact on. In the scenarios, outline the change that has occurred and how it has had an impact, positively, negatively or both, on the family and/or the community.

11. Outline the process of constructing and conducting a questionnaire.

12. Reflect on a time during which you either completed a questionnaire or distributed one for other people to complete. Discuss the benefits of undertaking research in this way and the limitations associated with the method.

13. Using your school as an example, analyse the groups and individuals responsible for:
    a. meeting specific needs
    b. building relationships
    c. promoting wellbeing.

14. Reflect on a time during which you needed informal or formal support and discuss:
    a. how you felt before you received the support
    b. what type of support you received
    c. how you used the support to help yourself deal with the change in question.

15. Discuss the importance of having both informal and formal support.

16. Create a list of the support networks that exist in your local community. Include each organisation's aim as well as other relevant background information and contact details.

HSC CAFS cores

- Research methodology
- Groups in context
- Parenting and caring

CHAPTER 4
Research methodology

The research process requires careful planning and undertaking so that the findings are accurate and meaningful. The process begins with the research fundamentals: understanding the research's purpose and focus, sampling, the types of data and its sources, reliability and validity, and ethical behaviour.

In this chapter, various types of research methods available will be explored – including questionnaires, interviews, case studies, observations and literature reviews – to then analyse the correct ways in which to use these methods. As researchers, it is important to put the gathered data through the research process, meaning record, analyse and interpret data.

The research methodologies addressed throughout the preliminary course will be built upon in this chapter. The focus is on presenting information about the research process and connecting it to the Independent Research Project (IRP). The term 'research methodology' encompasses various research terminologies as well as ethical issues such as copyright and privacy.

Outcomes
A student:
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions.

Module focus
- Research methodology

Figure 4.1:
Researching and collecting data has become easier with the improvements in technology.

Syllabus information

This module, as detailed in Table 4.1, should occupy approximately 25 per cent of total HSC course time.

Table 4.11: Research methodology syllabus.

Research methodology	
Students learn about:	**Students learn to:**
Research fundamentals	

▪ the purpose of research, e.g. advance knowledge, increase understanding, educate others, inform practice
▪ the focus of research, e.g. question/hypothesis
▪ sampling
  – methods
  – sample group
  – sample size
▪ types of data
  – primary and secondary
  – qualitative and quantitative
▪ sources of data
  – individuals and groups
  – print and digital
▪ reliability and validity
▪ ethical behaviour
  – respect
  – integrity
  – privacy
  – bias
	▪ explore a variety of existing research projects/ reports and consider the following questions:
	  – what was the focus of the research?
	  – what was the sample group and size?
	  – what type of data was collected?
	  – what sources of data were used?
	▪ describe the types of data that can be collected from individuals and groups
	▪ examine data from print and electronic sources to determine the key findings
	▪ discuss the advantages and limitations of each of the sources of data
	▪ explain how sampling contributes to reliable and valid research
	▪ assess the importance of ethical behaviour when conducting research by considering the following:
	  – sensitive research topics
	  – confidentiality
	  – research bias
	  – crediting sources of data

Research methods	
▪ questionnaires ▪ interviews ▪ case studies ▪ observations ▪ literature reviews	▪ describe each research methodology and evaluate the suitability of each for different research topics ▪ select and utilise appropriate research methods to conduct research

Table 4.1: Research methodology syllabus.   *(continued)*

Research methodology	*(continued)*
Students learn about:	**Students learn to:**
Research process	

▪ planning for research
  – formulating a research proposal
  – managing resources, e.g. time, materials
▪ conducting research
  – accessing sources of data
  – collecting and recording data
  – documenting actions and issues
▪ interpreting research
  – presenting research findings
  – analysing research results
  – drawing conclusions from research
	▪ apply the research process to a chosen topic by:
	  – selecting a research focus
	  – selecting appropriate sampling methods
	  – proposing how the research will be conducted
	  – creating a timeline for research goals
	  – accessing relevant sources of secondary data
	  – using suitable research methods to collect and record primary and secondary data
	  – recording actions and proposing solutions to any research issues
	  – presenting primary data in graphs, tables or written reports
	  – comparing key findings from primary and secondary data
	  – forming research-based conclusions and making recommendations
	  – crediting sources of data by means of bibliography and appendix

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 4.2: Research methodology learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Explain the purpose of research.	Explain the importance of upholding ethical behaviour when you are conducting research.	Find an example of each of the five research methods. Outline the hypothesis and how the research was undertaken.
Define the term 'hypothesis'.	Explore the difference between reliability and validity.	Formulate a research proposal, and explain how you would manage your resources so you could complete your research in one month.
Define the terms 'method', 'sample size' and 'sample group'.	Distinguish between primary and secondary data and qualitative and quantitative data.	Find an example of both primary research and secondary research that are based on the same issue, and explore the differences in the results.

Table 4.2: Research methodology learning grid.   *(continued)*

Analysing 4 points each	Evaluating 5 points each	Creating 6 points each
Find an example of a research methodology you do not think is very informative. Analyse why the research is not very good, and explain how the quality of the research could be improved.	Select an issue you are interested in. Choose two types of research method whereby the issue has been studied, and evaluate the advantages and disadvantages of using each type of research in order to gather useful data.	Propose a quantitative question to your classmates. Demonstrate the ways in which you could present your results.
Explore what can happen if researchers do not respect their subjects' privacy.	Find a piece of research, and evaluate: ▪ its focus ▪ the sample group and its size ▪ the type of data collected ▪ the sources of data used.	Using appropriate software, create an ICT in which you outline ethical behaviour, the areas you need to consider so you can be ethical while undertaking your research, and how you can behave ethically.
Discuss the difference between analysing the research results and drawing conclusions from them.	Use the internet to research a specific religious or cultural group or a famous family. Evaluate the impact of the power bases that people use in the group.	Construct a checklist for people who wish to evaluate their personal factors that influence their ability to self lead.
Analyse the advantages and limitations of each of the sources of data.	Examine data from print and digital sources in order to determine the key findings.	You are planning on undertaking some observational research. Write a proposal to a group – such as a preschool, a business or a hospital ward – in order to explain what you are researching and why you want to go into that workplace to undertake your observations.

Research methodology

The term 'research' means investigation that is based on the intention of finding out information. Researchers pose a question and then follow an appropriate course of action in order to find the answer. Research comes in many shapes and forms, depending on what question the researcher is asking. During all types of research, the researcher should follow the steps listed in Figure 4.2, which are a systematic guide for undertaking research and will ideally be a guide through the initial parts of the research, including finding a question for which an answer is required and then planning who, what and how to ask questions; the most suitable ways in which to collect and record the data; how to read and interpret the data; and, finally, how to present the findings clearly and logically.

When you have completed this chapter, you will be equipped with the knowledge and tools you need in order to undertake the Independent Research Project (IRP).

| Formulating a research proposal | → | Planning | → | Collecting and recording data | → | Analysing and interpreting data | → | Presenting data |

Figure 4.2:
The steps to follow when you are undertaking research.

Research fundamentals

The term 'research fundamentals' means the elements that are understood to constitute the basics of research and is based on the purpose for undertaking the research and what the research's focus is. Once it is understood why specific areas of research have to be completed, the researcher should begin the process of undertaking the research. It starts by developing a hypothesis or question and then moving onto establishing how to answer the hypothesis, by using steps that include sampling, recognising various types and sources of data, evaluating the data's reliability and validity, and considering ethical behaviour.
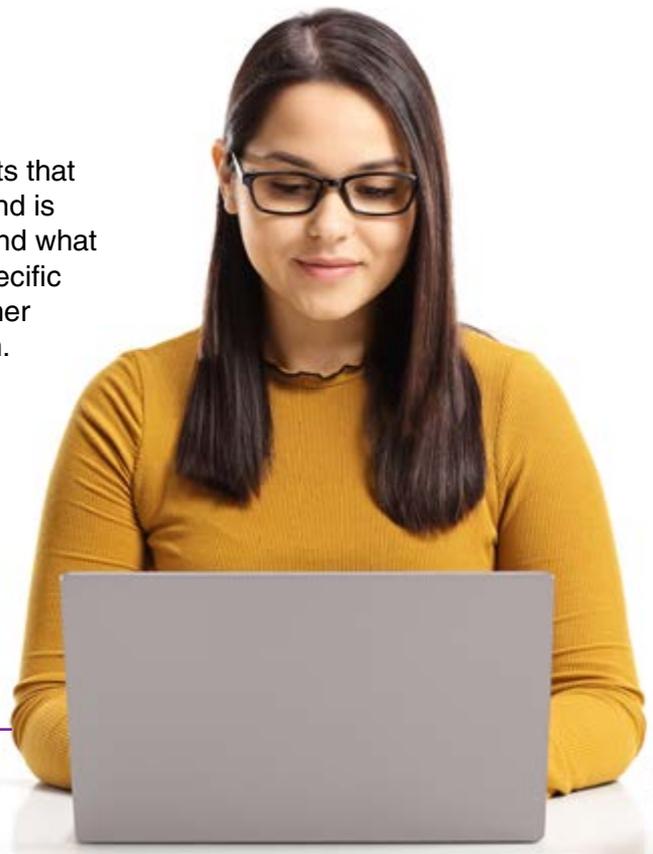
Figure 4.3:
Researching is a time consuming and structured process.

The purpose of research

The purpose of research is to discover new information or trends and patterns in relation to existing phenomena, and people often undertake their own research without realising they are doing so. Researching is the act of advancing knowledge and increasing understanding about specific issues or topics in order to both educate and inform other people.

Research can be undertaken in a plethora of ways, but is most commonly undertaken in order to improve practice and build knowledge about an issue or a topic. For example, in a school setting, in relation to the food and drinks sold in the canteen, a researcher might send a questionnaire to 50 students in each grade. They would then collect and evaluate the data, and as a result, appropriate changes might be made in order to improve the canteen's sales.

Figure 4.4:
The purpose of research.

Research can be undertaken to improve knowledge and practices in relation to areas that are evident in everyday communities, for example for medical purposes, product marketing or making public transport more efficient.

The focus of research

Ultimately, the focus of research is on evaluating existing information and assessing what is not known or what has been left out. From this point of reference, a hypothesis or question is posed and more research is undertaken in order to address the hypothesis and answer the question so that the gaps in the previous research can be filled and appropriate courses of action can be taken.

A hypothesis or question is an idea a researcher uses to base his or her research on. The researcher develops it when they are building a research proposal. A hypothesis is a theory or statement that is used as the basis for research. Individuals or groups will develop a hypothesis or question and base their entire research process on proving or disproving the theory, agreeing or disagreeing with the statement, or explaining the statement.

For example, in the 'school canteen' example, if the hypothesis is in relation to the fact that students are not purchasing the healthier options that are on offer at the canteen, the researcher might find that the healthier food is too expensive, therefore they have answered the hypothesis and appropriate action can then be taken to address the issue; that is, the healthier options can be made cheaper.

Sampling

When research is undertaken, more often than not a sample is used. Samples are used for many reasons. To begin with, researchers who use a sample find that collection, recording and analysis of the data are a lot more efficient. For example, if the researcher gives the whole school the 'canteen sales' questionnaire, the questionnaire will be expensive and time consuming, and students for whom a question is irrelevant – that is, students who do not use the canteen because they pack their own lunch – will be asked the question anyway.

The term 'sampling' means the characteristics of the chosen quantity of people and involves the availability of and access to the people who are used in the study.

Methods

The term 'methods' means how the sample group is chosen. Table 4.3 contains an outline of the methods for selecting a sample group and a definition of each method.

Table 4.3: The sampling methods.

Method	Definition
Random	The researcher is not discriminatory in choosing the sample, which means everyone in the population has an equal chance of being chosen.
Systematic	The researcher chooses a desired sample size. They choose the candidates systematically, for example on the basis of every fifth name or on the basis of five people from each suburb. They choose names, but the candidates are random – there is no great connection between them.
Clustered	The researcher includes various subgroups in the sample; for example, one Year 11 CAFS class from all NSW schools. They use a cluster of students from each school, and the students in the cluster have commonalities between them.
Convenience	The researcher chooses the members of the sample group because they finds it easy to choose them. For example, for a school assignment, a student might have to give five people a questionnaire and they decide to choose their five best friends, or five members of their immediate family, to complete it. The results are often biased if this method has been used.
Quota	The researcher has prerequisites for who they include in the research; for example, they might choose 10 students from each of the six secondary school years.
Snowball	The researcher sources initial respondents and they then refer other respondents to him or her. They use this method when they are either working in a sensitive area of research or having trouble finding respondents. For example, they might undertake research into credit card fraud and have an interviewee refer them to another possible candidate to interview.
Stratified	The researcher categorises the population into groups such as 'male/female', 'married/ unmarried' and 'smoker/non-smoker' and randomly chooses a sample each group.

Learning activity

Develop a hypothesis that is relevant to an issue that has arisen at your school, and establish an argument both for and against using each of the sample methods defined in Table 4.3.

Sample groups

A sample group is the final group of individuals the researcher has chosen to participate in the research. Depending on the nature of the research, the group will ideally include a diverse group of people who differ based on factors such as their age, sex, geographical location, religion, occupation and interests.

Internet activity

Log on to TitanOnline and complete Activity 4.1 to learn more about sampling.

The researcher should choose the sample group in a way whereby the results will be unbiased and their responses will be a true indication of how the greater population would respond.

Sample size

The size of the sample will mostly depend on the scale of the study. For example, a student who is sampling their peers for their IRP might have access to 20 interested respondents, whereas television network representatives who are sampling the network's viewers might have access to thousands of people.

Notably, the larger or more diverse the sample is, the more accurate the results are likely to be. For example, if the aforementioned peer asks the sample group of 20 students what their favourite television program is, the results are likely to be affected by the similarities that exist between the respondents, such as age, lifestyle, and likes or dislikes. By contrast, if the television network representatives ask thousands of viewers who are in various locations and are of various ages and from various cultures, the results are likely to be more representative of the larger population.

Figure 4.5:
The larger or more diverse the sample is, the more accurate the results are likely to be.

Types of data

Data can be primary or secondary as well as qualitative or quantitative. Depending on the nature of the research and the hypothesis, the researcher will decide accordingly in relation to which type of data to use.

- **Primary research** involves collecting 'new' data, that is, data that does not exist before the research is undertaken. For example, the researcher might use interviews and questionnaires in order to collect data from various people and the data has not been previously collected and interpreted.

- **Secondary research** involves collecting data from existing research. The researcher might collect data and information from a number of secondary sources such as books and journals. They will then collate the collected data and interpret it by looking for recurring arguments, themes and conclusions.

Researchers often develop a hypothesis and undertake secondary research in order to assess whether research in relation to the hypothesis already exists. After they have evaluated the existing data, they might change or fine tune the hypothesis and go on to undertake primary research.

- **Qualitative data** is data that includes opinion, responses and reflection. This type of data is ideal for developing an insight into, or understanding of, the interviewee's life or experiences. In using qualitative data, the researcher enables the interviewee to explain their answers in depth and to go beyond a simple 'yes/no' response.

- **Quantitative data** is often referred to as data that involves numbers. It is the type of data that is derived from research methodologies such as questionnaires and observation. This type of research includes data that can be measured, such as the number of times something occurs, or statistics. It is ideal for a researcher who wants to use graphs and charts of information in which they can easily categorise the responses as being 'yes/no', 'male/female' or a number value.

Like primary and secondary data, qualitative and quantitative data can be used in conjunction with each other. Researchers might first use quantitative data in order to develop an understanding of trends and patterns in relation to specific behaviours and might then use qualitative data in order to explore the trends and develop an understanding of why they are occurring.
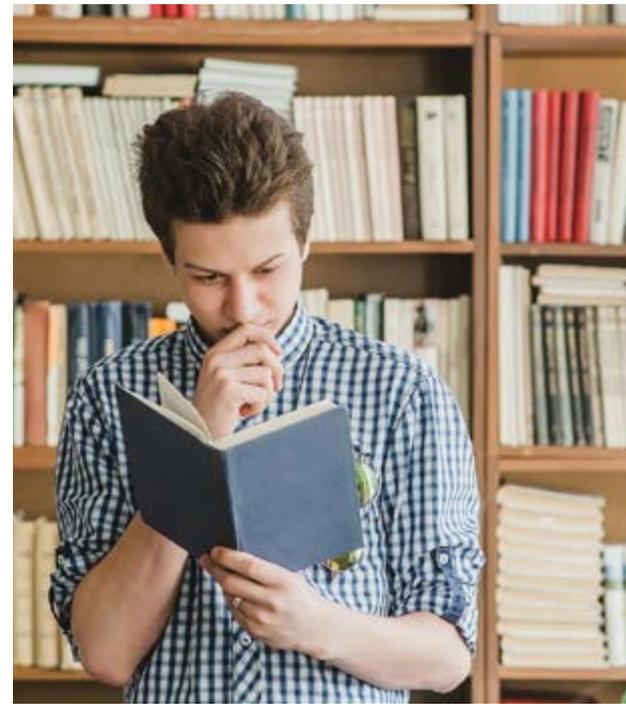
Figure 4.6:
Books and journals are secondary sources of data.
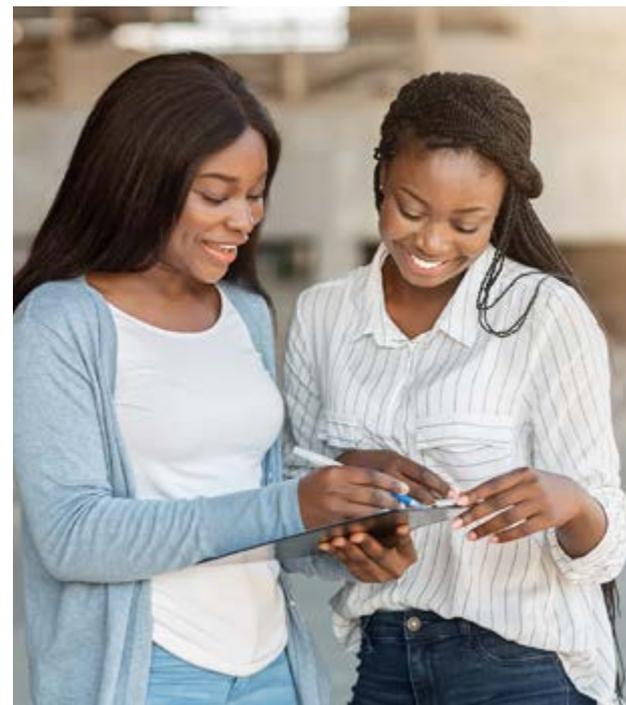
Figure 4.7:
Both qualitative and quantitative data can be collected through research.

Figure 4.8:
News reports broadcast on television are a source of data for the community.

Sources of data

Researchers can collect data from many sources, including, but not limited to, individuals, groups, and print and digital sources. Depending on the nature of the research, some sources will be more appropriate to access than others; for example, in the case of primary research, the source of the data that would be most suitable would be an individual or a group.

> **Internet activity**
> Log on to TitanOnline and complete Activity 4.2 to learn more about sources of data.

Individuals and groups

The researcher can access individuals and groups in order to locate existing data or can use them to discover new data. For example, they might be trying to access information about 'youth crime' rates and might therefore talk to local police officers, local council leaders and youth hostel managers. Alternatively, if they are wanting to source new information, they might talk to young people who have been involved in crime or who know other young people who have been involved in it.

Researchers can collect and record data from individuals and groups by various means such as conducting surveys in the form of interviews or questionnaires.

Print and digital

Print and digital sources of data include any information that can be accessed in hard copy form or electronically as an aid to the research process. When using print and digital data for research, it is important to ensure that the information gathered from sources is reliable and correct. Information gained from advertisements and the internet can be biased or misguiding, so it is essential to ensure the information is valid before using it.

Case study

Athena is researching how major bushfires affect communities. She has started using a variety of sources in order to collect information, and they are outlined as follows:

- **Individuals:** Athena has approached individuals she knows who have been affected by bushfires. She has organised to conduct three separate interviews with individuals of different ages. She has also sent out a questionnaire to local businesses that have had to rebuild as a result of bushfire damage.

- **Groups:** Athena has contacted the NSW Rural Fire Service and the Bureau of Meteorology. She hopes to speak directly with the organisations' representatives and has requested various publications in relation to recent bushfires.

- **Digital sources:** Athena has visited the NSW State Government's online portal and has downloaded the latest reports, information and media releases. She regularly visits the site to look for updates.

- **Print sources:** Athena has accessed books in which bushfires are covered and has read stories of survival. She tries to read the newspaper every day and searches for current bushfire-related stories.
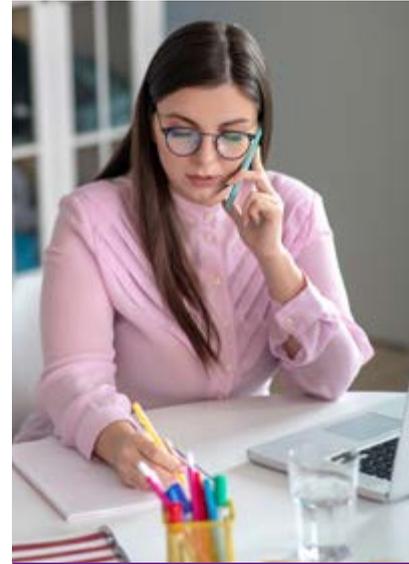
Figure 4.9:
Some sources will be more appropriate to access than others.

Using the case-study information, discuss how Athena might be limited in her research. In relation to the various sources of data, explain how she might not acquire the information she wants.

Reliability and validity

When conducting research, it is of paramount importance to ensure the data is reliable and valid.

- **Reliability** means consistency in relation to the research findings. The responses must be reliable in that they must be trusted to be correct and must be represented truthfully and accurately. For example, in relation to a group of people who are researching the same topic, the results will be viewed as being reliable if they are similar, that is, if the researcher has accurately represented his or her findings from the larger population.

- **Validity** means legitimacy in relation to the findings and in relation to the nature of the entire research process and justification of the results. Research has to be valid in that it has to have a reliable foundation, the results have to be explained, and their accuracy has to be confirmed. Various practices are used to enhance the research's validity, including well thought out and executed methodologies and in-depth secondary research. Validity is added to the research when the findings include referenced sources of information from people, organisations, electronic sources, libraries and print sources.

Learning activity
1. Define the concepts reliability and validity.
2. Demonstrate your understanding of each concept by discussing how each affects the research process.

Ethical behaviour

Ethics are defined as being the norms for conduct, that is, the way in which people are expected to behave and perform. The concept of norms can be applied to research.

Researchers are expected to follow various norms, whereby they must present correct information and present it objectively, accurately and truthfully. A researcher might violate the research norms by exaggerating their responses, changing their data or misrepresenting their information.

Copyright is a large part of research ethics. It is a legal concept where authors and creators are assured of recognition. Researchers will inevitably use data, ideas and quotes from existing material, therefore copyright laws exist so that illegal and unethical use of existing material can be prevented by way of enforcement of referencing.

Other behavioural principles that researchers have to consider in relation to ethics are respect, integrity, privacy and lack of bias.

Respect

Whatever the aspect of the research, the researcher should respect the individuals who are involved and accept their ideas, opinions and beliefs. Especially in the case of controversial or emotional topics, the researcher should take care to consider the respondents' feelings. In relation to the effectiveness of any research, people are less likely to provide truthful and meaningful responses if they are angry or upset or do not trust the researcher. Showing respect for research subjects is a type of ethical behaviour that researchers can easily engage and thereby enhance the research process.

Integrity

Integrity means maintenance of the researcher's principles and standards. Ethical researchers will be honest and truthful in undertaking their research. They will collect, record, analyse and interpret the data in a reliable way. They will approach their research methodologies openly and will be fair, just, truthful and morally upright when addressing their research subjects.

Privacy

Researchers have to consider the privacy of the people who are involved in the research. They must keep all information about their respondents confidential. Before they use the responses, they must obtain the respondents' authority to use the information. The respondents might want their ideas, opinions and responses to be kept private or anonymous. The researcher is ethically and legally obliged to consider the respondents' privacy and to respect the respondents in relation to their need for privacy.

Bias

Researchers will inevitably have their own ideals, values and opinions. The term 'bias' means distortion of the research and results because the researcher has allowed their ideals, values and opinions to unfairly influence them.

For example, a person who is researching abortion might have their own preconceived views about the subject. They might have strong opinions in relation to either their support of the issue or their opposition to it. If they uses their ideals, values and opinions to influence their research process and results, they will be demonstrating bias.

It is essential that researchers remain as objective as possible when they are conducting the research. They should base their results on accurate facts and findings rather than personal opinions. If researchers are subjective, their results will be biased and will not be a true representation of the issue.

Figure 4.10:
Researchers must obtain respondents' permission to use the information provided in research interviews.

Learning activity

1. Explore a variety of existing research projects or reports, and consider the following questions in relation to them:
    - What was the focus of the research?
    - What was the sample group and size?
    - What type of data was collected?
    - What sources of data were used?
2. Describe the types of data that can be collected from individuals and groups.
3. Examine data from print and electronic sources in order to determine the key findings.
4. Discuss the advantages and limitations of each of the sources of data.
5. Explain how sampling is a contributing factor in undertaking research that is reliable and valid.
6. Consider the following aspects in order to assess the importance of ethical behaviour when research is being conducted:
    - Sensitive research topics
    - Confidentiality
    - Research bias
    - Crediting the sources of data
7. A researcher is undertaking research into teen pregnancies. Explain how he or she would consider each area in relation to ethics in order to ensure that the research participants felt comfortable in participating and were respected throughout the process.

Research methods

The researcher adopts various types of research methodology – qualitative, quantitative, primary and/or secondary – depending on the results and types of data they want to use. The research method they will use as appropriate will be the questionnaire, the interview, the case study, observation and/or the literature review.

Which research methodology is appropriate will depend on the specific research setting or settings. For example, if researchers are hoping to represent cultural perspectives about an issue equally, they might find that the case study and observation are the most effective methods. Conversely, if they are focusing on local politics, they might find that the survey and literature reviews of published work about the topic are the most effective methods.

Questionnaires

Questionnaires are a useful research tool for obtaining answers to specific questions from a variety of individuals or groups. They can be identified as being both qualitative and quantitative research methods.

In relation to their qualitative nature, they can include open-ended questions for which an in-depth answer is required. In answering open-ended questions, respondents are able to put across their values, ideas and opinions. When the members of a wide enough group have answered the open-ended questions, the researcher can analyse the responses in order to identify any recurring values, ideas and opinions that are either supportive or in opposition to his or her research hypothesis.

In relation to their quantitative nature, they can include closed questions where the respondents select from a choice of answers. Using this type of questionnaire, the researcher can collate the responses easily and analyse the results in a straightforward way.

Figure 4.11:
Questionnaires are a useful research tool for obtaining answers to specific questions.

Figure 4.12:
Questionnaires, like many research methods, can be completed online or over the phone.

When developing the questions to use in a questionnaire, it is important to consider the following advice to ensure the research is as effective and objective as possible:

1. **Make the questions clear and concise:** The respondents will need to understand them and answer them appropriately, so if the questions are not clear, it's possible to receive mixed responses due to people's varying perceptions.

2. **Do not use leading questions:** Do not force or encourage the respondents to answer in any specific way; ensure that the questions – and the supplied responses in any closed questions – are fair and are not indicative of bias.

3. **Establish trust with the respondents:** Do not ask them embarrassing or controversial questions, because they will be less inclined to answer them truthfully and will lose the desire to complete the questionnaire.

It is beneficial to draft the questionnaire and ensure it is clear and concise. It is also advantageous to 'practise' the questionnaire, that is, to get a small number of people to complete it and identify any problems with the questions. By doing so, the researcher might discover they need to rewrite some questions or change them in order to eliminate misunderstanding and/or bias.

Interviews

Interviews are a qualitative research method that is used for obtaining information. They can be classified as being structured or unstructured, depending on how they are composed and conducted.

When constructing an interview, whether it is structured or unstructured, it is important to undertake effective planning and preparation. Before developing interview questions, ensure the objective of the interview is clear. That is, what the major issues are and how they can be addressed. Once the purpose of the interview is clear, the development of suitable and meaningful interview questions can begin.

Questions can often be ambiguous, unclear and/or irrelevant. Therefore, when beginning to develop suitable and meaningful questions, adhere to the following six pieces of advice:

1. Ensure that the questions are not ambiguous, that is, that they do not have more than one possible meaning.

2. Ensure that the questions have one purpose; that is, do not ask two-part questions.

3. Avoid bias; that is, remain as objective as possible when you are creating the interview questions.

4. Avoid assumptions; that is, do not assume there is an opinion that is based on common belief; let the interviewee express his or her opinions – do not lead him or her.

5. Be concise; that is, develop clear and concise questions the interviewee will understand easily so that you limit misunderstanding.

6. Include only relevant questions; that is, make each question you develop meaningful in relation to the interview's overall purpose – avoid wasting time by asking unnecessary questions.

When conducting an interview, make sure the interviewee is comfortable and aware of the nature of the interview; that is, ensure they know, for example, whether the interview is to be formal or informal, whether it is to be structured or unstructured, and how long it will go for.

The responses will need to be recorded while conducting the interview. Three common ways of recording interview responses are to write them down, make an audio recording of them and make a video recording of them.

- **Written responses:** Take appropriate written notes while the interviewee is responding. Listen to the responses while taking the notes. Importantly, do not hold the interviewee up by taking too long to record the notes. After the interview, make notes about the notes; for example, clarify any abbreviations and complete any notes you skipped over.

- **Audio-recorded responses:** Use a recording device to record verbal responses that can be developed into a transcript. Make sure the interviewee grants their permission to use the recording device.

- **Video-recorded responses:** Use a video camera to record verbal and non-verbal responses. Video recording can be distracting during an interview, and the interviewee can be made to feel uncomfortable. Be sure to obtain the interviewee's permission to use the video camera.

Figure 4.13:
Interviews can be recorded using a microphone and a recording device.

Internet activity

Log on to TitanOnline and complete Activity 4.3 to learn more about interview questions and responses.

Case studies

The case study is a qualitative research method that researchers use to gain a deep understanding of a complex issue. It is a contextual analysis of a specific situation or state of affairs and the influences and effects that ensue.

Take the following steps when you are undertaking the case study process:

1. **Define the research question:** Determine a purpose for the research by identifying the research hypothesis.
2. **Choose the 'cases' to be studied:** Choose the 'cases' to examine and the methods to do so. Select a number of research methods to use in the case study, for example interviews, questionnaires and observation.
3. **Collect the data:** Undertake the collection of data by proceeding to practise the research methods, collect the data and sort through the findings.
4. **Evaluate and analyse your data:** Examine the raw data you obtained in Step 3. Evaluate and analyse it for trends and recurring themes. Ensure the findings are connected to the original hypothesis and purpose identified in Step 1.
5. **Present the results:** Describe the findings through an appropriate presentation method, such as a written report. Provide evidence in relation to the findings and justify the conclusions.

Figure 4.14:
Observations are performed by watching and being aware of individuals and groups in a particular setting.

Observations

Observational research is divided into two approaches: participant observation and non-participant observation.

- **Participant observation** occurs when the researcher immerses themselves in the environment they are researching in. When researchers are undertaking participant observation, they become part of their subjects' existence; for example, if they are researching the leisure activities of a teenage church group, they will immerse themselves in that group. They will communicate with the group members, empathise with them in their beliefs and values, and participate in the various activities they choose to engage in. Participant observation is also known as direct or reactive observation.

- **Non-participant observation** occurs when the researcher observes the functioning of a group from a distance without interacting with their subjects. To use the same example of researching the activities of a teenage church group, the researchers will maintain a detached point of view in order to monitor and examine the group's operations. They will not be noticeable to the group members and will not interact with them or join in their activities; rather, they will observe them from a distance. Non-participant observation is also known as unobtrusive observation.

Literature reviews

A literature review compares and contrasts other researcher's work that is presented in a piece of writing. This method should be a critical review of a specific area of study. In composing a literature review, the researcher compares and contrasts other researchers' arguments by analysing and amalgamating the material.

Ideally, authors who focus on similar subjects will be grouped, where authors' arguments overlap and stand alone will be noted, gaps in research will be highlighted and the key findings of the literature will be summarised.

A literature review does not have the type of defined structure that can be identified in other pieces of writing; instead, the researcher structures it according to the information and arguments they are presenting.

Case study

Erik is using a questionnaire to collect information about the emergence of Sydney's coffee culture. He is planning to send the questionnaire to approximately 50 cafés that are located in central Sydney. After drafting the questionnaire, he decided to first 'pilot' it by using the managers of two local cafés.

He received the completed questionnaires from the two café managers and interpreted the responses. He came to realise he had worded a few of the questions poorly and that he therefore hadn't received the responses he was requiring. One question, in particular, was not answered by one of the café owners, and the other café owner simply responded by writing a series of question marks to indicate she did not understand the question. The question was 'Explain the culture of your average clientele.' Erik also noticed that the ink on the paper of the questionnaires had run and that some of the responses were therefore illegible.

Figure 4.15:
Developing a questionnaire requires planning, drafts and changes.

He decided to visit the second local café to ask the manager what she thought of his questionnaire. The manager commented that the questionnaire was too long and suggested Erik provide a return envelope to encourage more café owners to respond.

Erik modified his questionnaire in response to the problems that had arisen during his pilot. He rewrote the aforementioned question to be 'Comment on the common beliefs, customs and social behaviour of your average clientele.'

To solve the 'running ink' problem, he decided to photocopy the questionnaires rather than print them. He also deleted some of the irrelevant or less important questions and decided to include a return envelope and stamp in order to make the responding process easier and cost free.

By piloting the questionnaire, Erik felt he had eliminated some of the major problems of the original draft and that his modified questionnaire would lead to responses that were more meaningful. He also felt he would receive more responses to his modified questionnaire than he would have received if he had simply sent out the initial draft.

1. Develop a questionnaire that contains five questions.
2. Distribute the questionnaire among three of your peers.
3. Interpret the responses and modify your questionnaire in order to eliminate any problems in it.
4. Distribute your questionnaire to the entire class.
5. Interpret your results, and comment of the practice of piloting.

Learning activity

1. Distinguish between primary and secondary research.
2. Describe each of the research methodologies, and evaluate the suitability of each for various research topics.
3. Assess the advantages and disadvantages of each research methodology.
4. Select and use appropriate research methods in order to conduct some research.

Research process

Research is investigation based on the intention of finding out information. It is an involved process that commences with a need for research and concludes with presentation of findings. It includes collection, interpretation and presentation of data. The term 'data collection' means the process of preparing data. Research involves the gathering of information by the qualitative and quantitative research methods.

The term 'data interpretation' means the process of understanding and taking meaning from the collected data. The researcher can then use various formats to present the data they have interpreted. Qualitative data can be presented in the form of a report, an essay, a discussion or a literature review, and quantitative data can be presented in the form of a table, a graph or a diagram. Research is not a linear process; the researcher might collect and interpret some data and then realise they need to collect and interpret more data before they can present the data as a whole.

Planning for research

It is important to prepare and plan for research before commencement – imagine how unsuccessful an interview would be if the interviewer did not plan any questions to ask the interviewee. Planning for research involves formulating a research proposal and deciding how to manage resources.
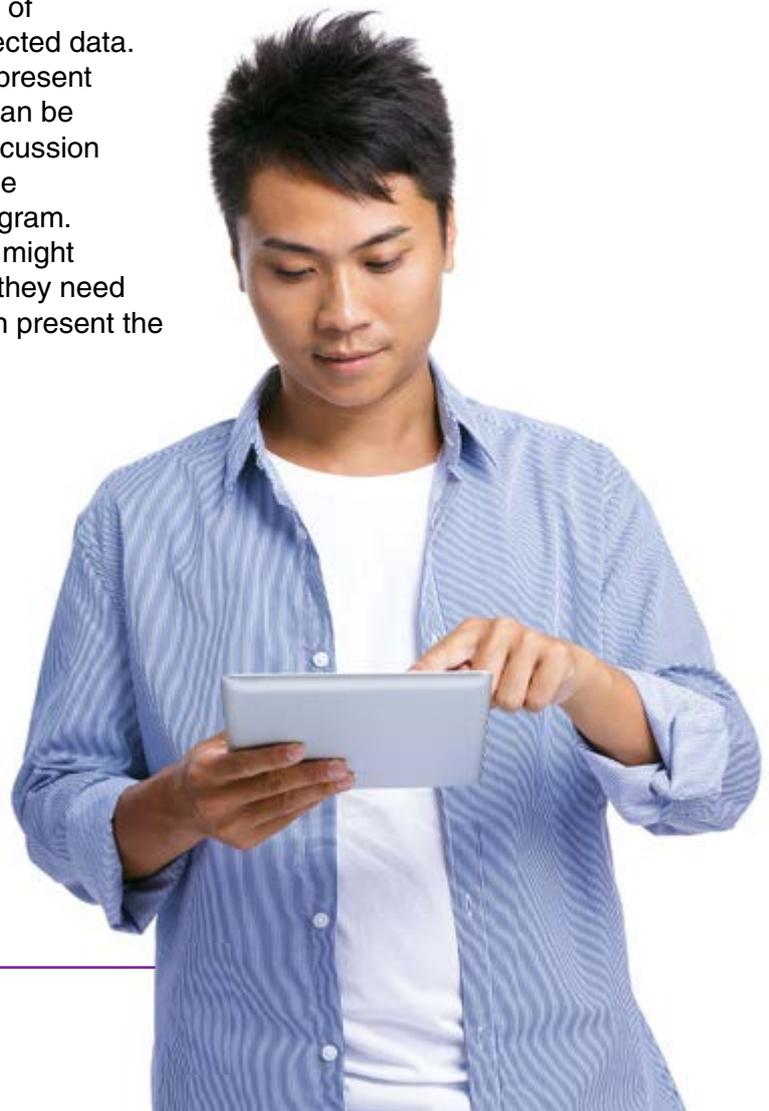
Figure 4.16:
Planning is essential for efficient and effective research.

Formulating a research proposal

This step involves developing a suitable question to base the research on. A suitable question is often defined as being a hypothesis. It is a query or an inquiry into a topic the researcher can test by way of using research methodologies in order to gain more understanding or obtain evidence to support their claims.

A research proposal should contain a 'plan' for the intended research. It should also contain a question or hypothesis, an overview of the selected research methodologies, and a timeframe or proposal in relation to the complete research process.

Part 1 of the IRP is to develop a project plan. The development involves formulating a research proposal by summarising the intended area of research and then outlining the complete process.

Figure 4.17:
A thorough research proposal requires specific planning and effective time management.

Case study: Planning for your IRP

The IRP is a long-term product that involves numerous research tasks. When you are planning your IRP, you will find it beneficial to break down the necessary steps as follows so you can organise the research process:

1. Develop your research proposal.
2. Investigate secondary sources so you can gain a better understanding of your hypothesis or topic.
3. Choose effective research methodologies that are specific to the research.
4. Formulate your research methodology or methodologies; for example, develop interview questions, create a questionnaire, and assess how you will undertake participant observation.
5. Apply you chosen methodologies.
6. Collect and record your findings.
7. Analyse and interpret your findings, and compare them with results from secondary sources.
8. Draft your IRP.
9. Proofread and edit your IRP.
10. Present your IRP.

Basing your activity on the timeframe for the IRP, divide the 10 steps into weeks. Justify the amount of time you allocate to each step.

Once the research proposal is formulated and appropriate research methodologies are selected, there still remains a substantial amount of planning in relation to the research.

The researcher will now need to break down the initial time frame developed for the research process in order to ensure they can complete all the steps involved in the research.

Managing resources

When undertaking research, it is important to evaluate what resources are available and develop a plan for managing and monitoring them. Resources can include things such as time, money and materials. A good way to manage resources is to keep a diary or log of what is occurring each day and what resources are being used.

The IRP also includes a project diary in which to record the ongoing research process. In the diary, record the values, attitudes and feelings that are associated with the research. It should be used to record conversations, contacts and readings and the sources of secondary data. The diary is an aid to planning, because it can log the research steps so they reflect the timeline that's been proposed.

Conducting research

The term 'conducting research' means the process of collecting, recording, analysing and interpreting data. When conducting research, the researcher should follow specific steps, including formulating a research proposal, selecting appropriate research methodologies, and planning how to undertake the research.

Accessing sources of data

Knowing how to access data and where to source it from is a vital tool when ensuring that the research is highly reliable and the researcher can improve the integrity and quality of the work produced. Data can be accessed from numerous places, depending on the nature of the research. Use of digital data such as search engines is a great way to get started, because in using search engines, a researcher will generally be able to explore a number of websites and resources. If the research is in relation to a specific group within society, such as teachers or pensioners, the researcher can access the group members by emailing or phoning them, or by simply approaching them in public if comfortable to do so. If the research is in relation to a specific issue, the researcher can contact groups and organisations that specialise in that area. For example, Beyond Blue and the Black Dog Institute when researching issues such as mental health or substance abuse.
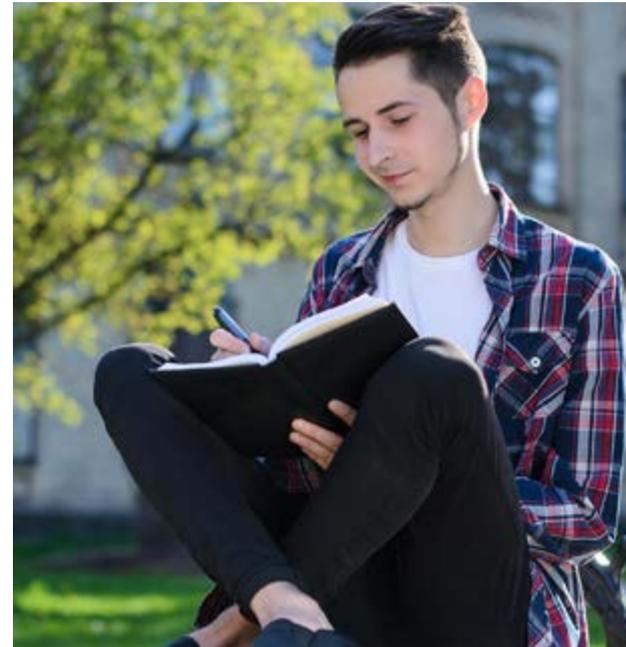
Figure 4.18:
A project diary will ensure resources are managed effectively.

Figure 4.19:
A researcher can use a search engine to explore a variety of resources quickly.

Collecting and recording data

The term 'collecting data' means the process of undertaking primary and secondary research in order to collect information. Using primary research methods includes applying the aforementioned research methodologies to obtain your findings. Using secondary research methods includes consulting books, journals and articles that either complement or differ from the findings of the primary research. For research to be balanced and free from bias, the findings have to be based on a combination of primary and secondary resources. In most cases, the secondary research will be supplementary to the themes and trends that have emerged from the primary research findings.

While collecting the data, it is important to record the relevant information. As outlined in the aforementioned discussion of interviews, data and information can be recorded in various ways. It is important to record the data effectively, easily revisit it and use it during the analysis and interpretation. The data recorded is to be important and relevant, so it is easily understandable long after collection. Revisiting the secondary sources is a possibility, thus there is a need for a record of the publications accessed for future referencing.

Recording data is easier when the researcher is organised. It is important to keep notes together and create backups whenever possible.

Documenting actions and issues

Regardless of the level of the research – whether the research is undertaken in the context of, for example, school, or on a global level – it is essential to document a researcher's actions and the issues that arise. By keeping a log of everything that has happened, the researcher will be better able to not only organise their data but, if something unforeseeable goes wrong, present 'proof' of everything that has occurred. For example, if a female researcher asks all her subjects to sign a form in order to have them permit her to record and use all their information but for some reason one of the male subjects no longer wants to participate or wants to change what he has said, by having documented the form he signed and stored it safely, the researcher has only to remind him of the form he signed and negotiate what information she will use.

By documenting the issues that arise, the researcher will also find it easier to undertake research in the future. For example, if a male researcher finds that a specific source of data was very helpful, by documenting it, he will easily be able to access it again. Alternatively, if he is choosing to display his findings about a specific program and is finding it very hard to get logged in and start the program, by documenting the issue, he will find it easier to access the program in the future.
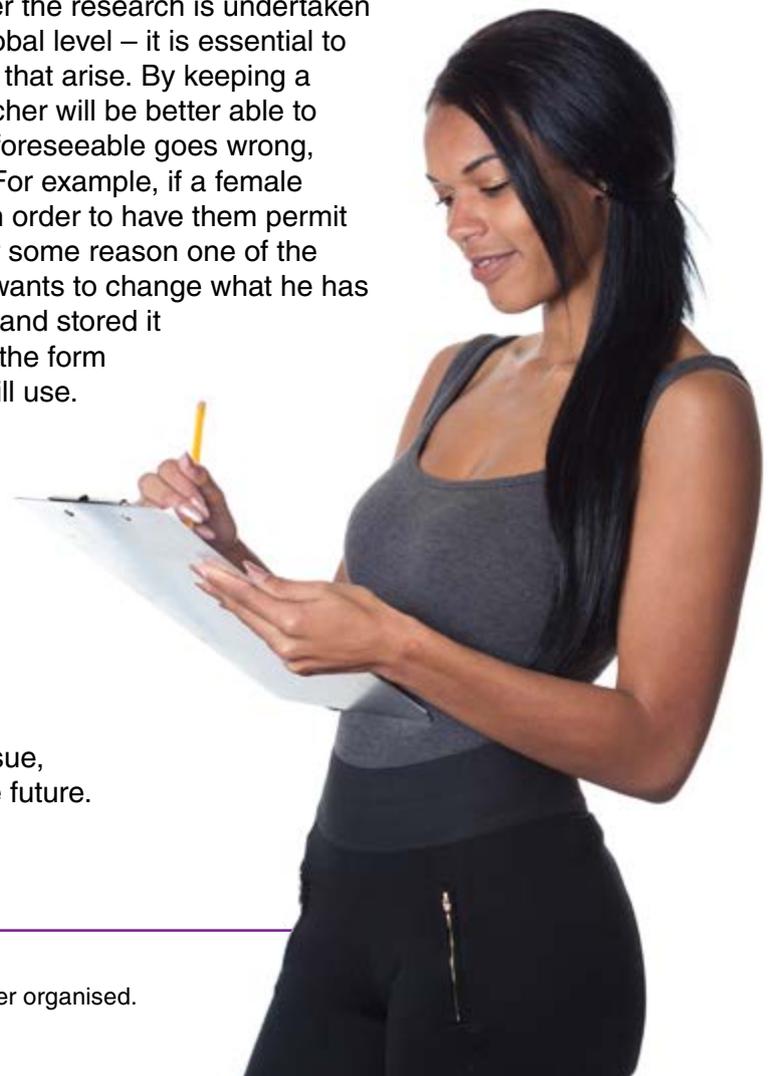
Figure 4.20:
Documenting the research process will keep the researcher organised.

Case study: questionnaire responses

The following five closed questions were answered by 10 respondents. Analyse the average response, and indicate how you would use the results in a report.

1. Have you ever smoked? 7 = yes, 3 = no.
2. Have your friends ever pressured you to smoke? 3 = yes, 7 = no.
3. Do you think smoking is 'cool'? 6 = yes, 4 = no.
4. Do either of your parents smoke? 7 = yes, 3 = no.
5. Would you let your children smoke? 2 = yes, 8 = no.

Interpreting research

The term 'interpreting data' means making sense of the data and assigning meaning to it. For example, interpreting the data analysed in the aforementioned case study demonstrates that smoking is an increasingly alarming issue. The researcher might assign meaning to the data by discussing the prevalence of smoking among young people and the influences of having parents and carers pass the habit down to the young people in their care.

Presenting research findings

There are many ways in which analysed and interpreted data can be presented. The information can be presented graphically in the form of tables, graphs, diagrams and charts and can also be presented textually in the form of a report.

In relation to the IRP, it needs to be presented textually by way of a report. In the report, it should include relevant graphical presentations that match the text and are supplementary to it.

Tables

Tables are widely used in research. They can contain a multitude of information and comparisons within the rows and columns. Most reports published by the Australian Bureau of Statistics contain detailed tables, as exemplified in Table 4.4.

Table 4.4: Marital status of same-sex couples, 2021.

	Reported as not married		Reported as married	
	no.	%	no.	%
Male same-sex couples	28,556	72.3	10,941	27.7
Female same-sex couples	26,393	67.8	12,534	32.2
Total same-sex couples	54,949	70	23,475	30

Source: Australian Bureau of Statistics.

Graphs

Graphs are another effective way of presenting data visually. There are many types of graphs to select or create, depending on the type of data being presented. When using graphs to present information, it needs to be simple and uncomplicated so the findings represented are accurate and effective.

- **Column graphs and bar graphs:** In these types of graphs, values are compared across categories. In a column graph, the data is represented vertically, whereas in a bar graph, it is represented horizontally. Column and bar graphs are effective visual aids for highlighting any comparisons. Each column or bar within the graph has to have a category label. If the label is short and succinct, for example a year or a person's age, a column graph is appropriate. If the label is long and more descriptive, a bar graph is more appropriate. A dual bar graph can also be useful for displaying and comparing two sets of data on the same graph. Essentially, a researcher uses column and bar graphs to represent data in the same way, and which type of graph they use will depend on the category labels they have chosen.

- **Line graphs:** In this type of graph, the researcher presents the information by using a marker at each data value. It is commonly used for presenting statistics over a period, because the changes can be illustrated easily. When using a line graph, the most important thing to do is ensure it is to scale and that is it representing a wide range of statistics. The scale and range of the statistics can have a large impact on the meaning that people take from the line graph.

Number of same-sex couples living together by sex, 1996 to 2021
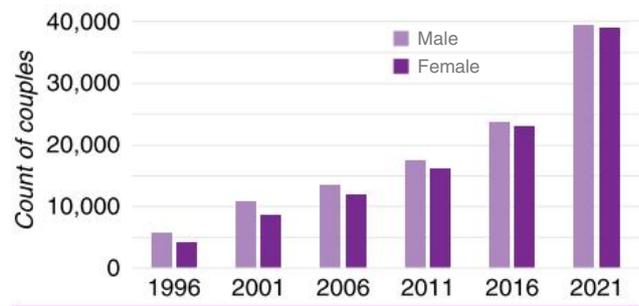
Figure 4.21:
Column graph example.

Age of people in same-sex couples living together, 2021 and 2011
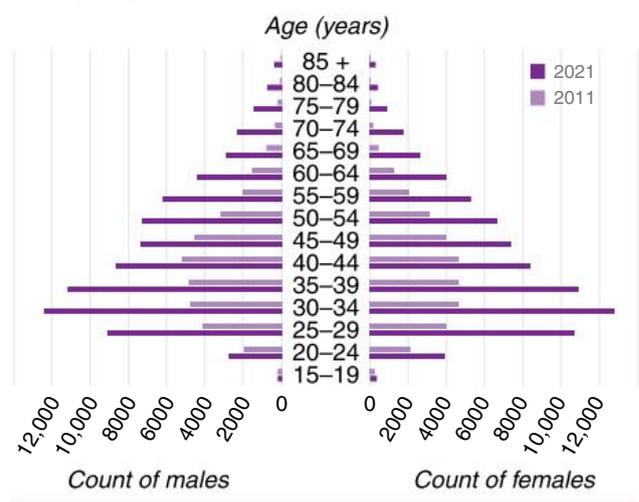
Figure 4.22:
Dual bar graph example.

Age of people in same-sex couples who live together, 2021, 2016 and 2011
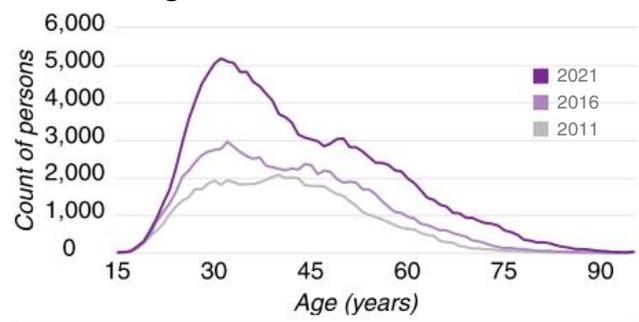
Figure 4.23:
Line graph example.

- **Pie graphs:** In this type of graph, researchers present their information by splitting up the sectors of a 'pie' so they are contributory to a total value. It is a simple graph that is commonly used for presenting data. When creating a pie graph, the statistics and figures are represented by splitting up the 360 degrees of the circle. The sections of the pie should be split up according to their size, in a clockwise direction; that is, the largest sectors should be at the start of the pie graph and the smallest sectors should be at the end of it. To represent the data effectively, it should be kept simple. The more data presented in the graph, the smaller the slices of the pie will be and the harder the graph will be to understand and take meaning from.

Same-sex couples by state and territory, 2021

Figure 4.24:
Pie graph example.

Analysing research results

Once the data is collected and recorded, it needs to be analysed and interpreted. Analysis involves breaking down the findings to gain a better understanding of the bigger picture.

The results from qualitative and quantitative research methods affect the way in which researchers analyse the data. If the researcher used a qualitative method such as an interview and/or observation, they must analyse the data by identifying the common themes and issues. For example, when analysing interview responses, a trend in the responses may be identified in relation to specific issues or ideas. If a quantitative method was used, the analysis is more straightforward; for example, closed-question questionnaire responses can be analysed to establish an average response.

Drawing conclusions from research

After analysing the data, the conclusions are to be presented in a report. The idea behind a report is that every step of the research process is collated into one document in which the researcher can logically represent both what has occurred and the reasons for it. Conclusions can be drawn after analysis of the results. For example, the data is presented in the form of a graph, one will be able to analyse the graph and to determine, for example, that younger people are more likely to engage in risky behaviour. Whereby, in drawing conclusions from the data, the researcher will be able to discuss why young people are more likely to engage in risky behaviour.

Learning activity

1. Assess the effectiveness of presenting information graphically.
2. Compare and contrast the various types of graphs.
3. Download an ABS report that is relevant to a topic you have studied recently. Analyse and interpret the various figures and statistics, and represent them by using the various types of graphs.
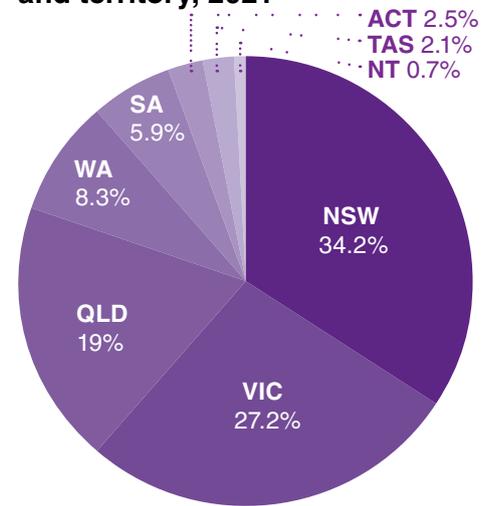
Revision questions

1. Identify what a research proposal includes.

2. Briefly describe the various research methodologies, and outline their advantages and disadvantages.

3. Explain the steps involved in dealing with data, in the form of planning, collecting, recording, analysing and interpreting.

4. Evaluate the various ways in which information can be presented graphically, and outline their advantages and disadvantages.

5. Identify the ethical issues that become evident during research. Propose ways for ensuring that research remains ethical.

6. Outline the processes of planning research, conducting research and interpreting data.

7. Explain how a timeframe can be a useful aid to planning.

8. Assess how good organisation can have a positive effect on data collection.

9. Using the various types of research methodology, propose the best way of analysing and interpreting data.

10. Outline the common components of a report.

11. Obtain a copy of an IRP that has been completed in recent years. Identify the report's various components, and explain what each component includes.

12. To apply the research process to a topic of your choice:
    a. select a research focus
    b. select appropriate sampling methods
    c. propose how you will conduct the research
    d. create a timeline during which you will reach your research goals
    e. access relevant sources of secondary data
    f. use suitable research methods in order to collect and record primary and secondary data
    g. record your actions and propose solutions for any research issues that arise
    h. present your primary data in the form of a graph, a table or a written report
    i. compare the key findings from your primary and secondary data
    j. form research-based conclusions and make recommendations
    k. credit your sources of data by way of a bibliography and an appendix.

CHAPTER 5

Groups in context

This chapter discusses the prevalence and diversity of various groups in Australian society, as well as outlining the terminology that is used in relation to each group. It contains an exploration of how the groups' specific needs are met, how the groups access various services and the factors that might have an effect on accessing these services. Category B groups are covered in greater detail, in order to explore how society can create a positive social environment for them and contribute to both the community in question and advocacy for the group.

Outcomes

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

Module focus

- Specific groups within the community
- Exploring the specific groups within the community
- Issues of concern for specific groups within the community
- Creating positive social environments

Figure 5.1:
A prosthesis can help a person with physical disability be more mobile.

Syllabus information

This module, as detailed in Table 5.1, should occupy approximately 25 per cent of total HSC course time.

Table 5.1: Groups in context syllabus.

Specific groups within the community	
Category A groups (mandatory groups)	**Category B groups (select two groups)**
▪ Youth ▪ Rural and remote families	▪ Aged ▪ Culturally and linguistically diverse communities ▪ Aboriginal and Torres Strait Islander peoples ▪ People with disabilities ▪ Lesbian, gay, bisexual, transgender, queer, intersex, asexual plus (LGBTQIA+) communities ▪ Sole parents ▪ Homeless people

Students are required to study the following content in relation to four specific groups within the community. All students must study the two groups in Category A plus two groups selected from Category B.

Exploring the four specific groups within the community	
Students learn about:	**Students learn to:**

▪ prevalence of each group within the community
▪ individual diversity within each group
▪ terminology used by the community to describe the group
	▪ utilise reliable sources of data to examine the nature of each group by considering the following questions:
	  – what is the prevalence of the group within Australia?
	  – what determines whether an individual is part of the group?
	  – how might individuals vary within the group?
	▪ recognise that the community uses positive and negative terminology to describe each group. Discuss the impact this might have on individuals within the group.

Issues of concern for the four specific groups within the community	
Students learn about:	**Students learn to:**
Satisfaction of needs	

▪ specific needs of each group
  – adequate standard of living (food, clothing, shelter)
  – health
  – education
  – employment
  – safety and security
  – sense of identity
	▪ identify and prioritise the specific needs of each group
	▪ justify the two most significant needs for each group and discuss the implications if these are not met

Table 5.1: Groups in context syllabus.   *(continued)*

Issues of concern for the four specific groups within the community	
Students learn about:	**Students learn to:**
Access to services	

■ types of services, e.g. financial support, transport, accommodation and housing, health care, counselling, education, employment, legal aid
■ factors affecting access to services
  – characteristics of individuals within the group, e.g. age, gender, level of education, culture, type of disability, first language spoken, socioeconomic status
  – resources, e.g. time, money, energy, knowledge
  – aspects of the service, e.g. opening hours, confidentiality, location, staffing
	■ explore the factors that can affect each group's access to services by considering the following questions:
	  – what types of services does each group require access to?
	  – how do the characteristics of individuals within each group affect their access to services?
	  – what resources are necessary to support each group's access to the service?
	  – how available are the services within the community?

Students are required to study the following content in relation to the two groups selected and studied from Category B.

Creating positive social environments	
Students learn about:	**Students learn to:**
Addressing the groups' issues of concern	
■ government policy and legislation ■ organisations within the community that support the group ■ equity issues	■ examine government policy and legislation to determine its role in ensuring equity for each group ■ critically analyse the extent to which organisations within the community assist in satisfying the needs of each group ■ investigate a current inequity issue faced by each group and propose strategies to address the issue
Positive influences on community attitudes	

■ contributions the group makes within the community
■ advocacy (speaking up for the group's needs and concerns)
  – raising awareness within the community
  – educating the community
  – promoting the rights of the group
	■ explore one example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group
	■ outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 5.2: Groups in context learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Define the term 'transgender'.	Write a list of the correct terms to use when referring to Aboriginal and Torres Strait Islander peoples, and explain why some terms are inappropriate.	Identify two of the main issues of concern for homeless people, and explain how the concerns could be addressed.
Identify the reasons that a family might become a sole-parent family.	Explain the diversity that exists among the members of the youth group.	Define the term 'ageing population' and explain why the population is ageing.
Explain what is meant by the term 'intersex'.	Outline the difference in opportunities and lifestyle for those living in rural or remote locations compared to those living in a major city.	Think about a challenge you are constantly facing as a young person. Discuss the challenge with a partner, and compare and contrast your challenge with your partner's.

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Analyse why two of the members of the groups you have studied might be victims of discrimination.	Interview a member of one of the groups you have studied. Evaluate the challenges the person faces.	You are the town planner for a small remote community. Design a brochure in which you outline all the resources the people living there have available.
Analyse the challenges that young people face in relation to developing their sense of identity.	Evaluate the safety measures that the members of one of the groups you have studied can adopt in their home.	Role play an issue that a member of one of the groups you have studied might face, and then work with a partner to provide a solution.
Analyse how important it is to be able to access support services, and analyse what might happen if a person doesn't access them.	Evaluate how having a disability can have an impact on a person's employment opportunities.	Create a news program in which you discuss issues that the members of three of the groups you have studied are facing.
Analyse either a government policy or a law that is associated with a group of your choice. Discuss whether or not the policy or law is effective.	Evaluate the factors that limit the ability of people from a background of homelessness from accessing services.	Create a timeline on which you explore the policies and laws governments have put in place in relation to Aboriginal and Torres Strait Islander people. Extend the timeline to 2050, and insert some policies and laws you would like governments to put in place.

Figure 5.2:
Young people's interests may change as they grow up, meet new people and expand their frames of reference.

Category A Youth

The terms 'young people' and 'youth' are often defined in relation to age. The ages associated with the concept of youth differ between societies and cultures. The United Nations General Assembly defines young people and youth as being people who are between 15 and 24 years of age, inclusive. Throughout the world, that definition, which was developed in 1985, remains the basis for many social and legal discussions about the topic of young people.

The focus of the United Nations' definition is on the changes a person goes through between childhood and adolescence and between adolescence and adulthood. During these periods, individuals make a range of transitions in relation to their economic, political and cultural existence, such as becoming a contributor to society.

According to the Australian Clearinghouse for Youth Studies, the period of youth is the period between 10 and 24 years of age, inclusive. This definition is used by other associations and organisations throughout Australia and the world, one example of which is the World Health Organization (WHO).

Prevalence of this group within the community

Youth is a key transition period in a person's life. The health of young people can influence how likely they are to achieve better educational outcomes, make a successful transition into full-time work, develop healthy adult lifestyles, and experience fewer challenges forming families and parenting.

According to the 2021 Australian Census there were 3.04 million young people, aged 15–24, living in Australia. Just over half of this age group were male (51 per cent or 1.7 million) and 49 per cent (1.6 million) were female. Together young people made up 11.9 per cent of the Australian population.

Source: Australian Bureau of Statistics.

Individual diversity within this group

The time of youth is a developmental stage during which personal change occurs – mentally, cognitively and physically – which is why it can amount to both the best and the worst years of one's life.

The diversity of this group can be explored in a number of different ways. This group has a wide variety of ages, with people in their early teens all the way through to young adults at the end of adolescence. Young people will be interested in a wide variety of things such as sports, books and music, and will be influenced by factors including their family, friends, location, religion and cultural background. Young people develop through adolescence at different rates, thus the maturity of the people in the group varies significantly. It is important to then consider the age and maturity of the individual, as some young people will be more resilient compared to their peers.

Figure 5.3:
Young people may be referred to as tech savvy or screen-obsessed.

Terminology used by the community to describe this group

The terms used to refer to this group can vary according to a person's age. Younger members of this group may still be referred to as 'children' or kids', and those in their teens are also likely to be referred to as 'teenagers' or 'adolescents'. People who are over 18 will usually be called 'youths' or 'young people'. Young people also use terms that are specific to their generation – the language and abbreviations that people use on social media will vary from generation to generation.

For many people, adolescence is a challenging stage of their life, so it is important that older people consider young people's feelings and emotions when referring to youth in a specific way. For example, members of Generation Z may be positively referred to as tech savvy, or negatively depicted as screen-obsessed and dependent on technology.

Learning activity

1. Research and describe some other concerns that young people might have.
2. Use reliable sources of data in order to examine the nature of young people by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor for whether an individual is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of the terminology might have on young people.

Issues of concern for this group

Satisfaction of needs

Like all groups in society, young people have specific needs. Because most young people are dependants, it is often the case that they cannot have their needs meet without the help or assistance of other people such as their parents/ carers, older siblings, friends, teachers or coaches.

Specific needs of this group

Figure 5.4:
Most adolescents depend on the adults in their life to teach them how to drive.

Young people have specific needs in relation to their standard of living, health, education, employment, safety and security, and sense of identity.

Adequate standard of living

Young people live in a variety of household situations, depending on their age. During their school years, young people are most likely to live as a dependant of older people such as parents, carers and/or other family members. After school, when they are more financially independent, young people may move into a shared accommodation situation with peers or choose live on their own. Alternatively, a young person may live in a residential college or boarding facility that is connected with their education.

Health

People who are between the ages of 15 and 24 experience a range of health issues and concerns that are similar to that the greater population experiences. Two specific areas of concern for young people are sexual health and mental health.

Depression and anxiety are two of the most common mental health problems experienced by young people. Both conditions can occur due to a range of influencing factors and pressures, such as home life, school commitments and socialisation with peers. It is becoming more common for young people to seek advice and support for mental health concerns, therefore support services in the community need to be tailored specifically to address and manage concerns appropriately. A variety of support services exist that the greater population can access, such as counselling and psychological services. There are also mental health services that focus specifically on addressing mental health among young people, such as:

- **headspace:** www.headspace.org.au
- **BiteBack:** www.biteback.org.au
- **ReachOut Australia:** https://au.reachout.com

In relation to sexual health, various sexually transmitted infections (STIs) are prevalent among young people, especially chlamydia. It is important that young people support their own sexual health by educating themselves of the symptoms and consequences associated with STIs, and taking steps to prevent the spread of these infections.

Education

Parents or carers of children of compulsory school age are responsible for ensuring their child attends school every day. Children must commence school by age 6 and then complete Year 10. After Year 10 and until they turn 17, students must be:

- in school or registered for home schooling or
- in approved education or training (e.g. TAFE, traineeship, apprenticeship) or
- in full-time, paid employment (average 25 hours/week) or
- in a combination of work, education and/or training.

Source: NSW Department of Education.

After school, young people who wish to advance their studies and education level have a variety of options in relation to post-school and tertiary education. More than 40 universities operate throughout Australia, and Sydney has five major universities:

- **Western Sydney University:** www.westernsydney.edu.au
- **Macquarie University:** www.mq.edu.au
- **University of New South Wales:** www.unsw.edu.au
- **The University of Sydney:** www.sydney.edu.au
- **University of Technology Sydney:** www.uts.edu.au

A variety of TAFE (Technical and Further Education) institutions are located throughout Australia, and in NSW, the largest education and training provider is TAFE NSW. There are 130 TAFE NSW locations throughout the state, with campuses offering courses in a range of subject areas such as trades (for example, construction), early childhood education, nursing, interior design and accounting.

Figure 5.5:
Full-time university students may not have to study for as many hours as full-time employees are required to work.

Internet activity

Log on to TitanOnline and complete Activity 5.1 to learn more about TAFE NSW.

Australia also has a variety of colleges and institutions that offer courses, programs and training for specific areas of study. Categories of these courses include business and management, health and fitness, information technology, and tourism and travel. Australian College, for example, is an online college that offers a wide range of educational opportunities with flexible learning options, to allow people to gain a qualification in their specific field of interest.

A measure of social influence exists in relation to young people's education. In various societies and within various cultures, people are often either expected to continue their education or pushed to continue it. For example, it is common for people to continue their education and enrol in and complete a university degree as a result of their family's or society's expectations. As more and more people participate in higher education and gain access to opportunities for employment, employers are increasingly requesting that applicants have a degree or some type of education in relation to the applicants' chosen field.

Employment

Several patterns emerge in relation to the level of employment level and rate of labour-force participation for people in the 15–24 age bracket. In today's society, it is common for young people to participate in part-time or casual employment while completing their secondary or tertiary studies. For example, high-school students are increasingly participating in the labour force after school and on weekends in order to supplement their income (or lack thereof).

Throughout people's tertiary studies, they often work part time in order to improve their financial status. It is often the case that a university student who is studying full time does not have to be in class or studying for as many hours as a full-time employee has to work, and students often acquire a job position they can fit around their study requirements while working in an industry such as in retail trade or hospitality.

Young people have a range of employment opportunities available to them, in a variety of industries. The industries in which the largest number of young people are employed are retail trade; accommodation; and hospitality, in the form of cafés and restaurants. Employment of young people has a range of positive and negative effects on both the young employees and their employers. Young people who have a job can obtain various benefits from working, such as having an income so they can support or enhance their lifestyle, gaining experience for their career development, and enjoying being more responsible and independent. On the other hand, they might have to sacrifice both their time and their energy in order to complete work-related tasks rather than concentrate on their studies.

For employers, it is often less expensive to hire people between the ages of 15 and 24, because the hourly rates of pay are not as high as they are for older employees. For example, according to the Fair Work Ombudsman's Pay Guide – General Retail Industry Award, adult retail assistants who are employed on a casual basis are entitled to a minimum hourly rate of $29.23, and junior retail assistants are entitled to only a percentage of that full amount, depending on their age. Table 5.3 contains the hourly rate for casually-employed young people of various ages in retail.

Table 5.3: The casual hourly rates for young people in retail.

Young person's age	Casual hourly rate	Young person's age	Casual hourly rate
Under 16	$13.15	18	$20.46
16	$14.61	19	$23.39
17	$17.54	20	$26.30

Source: Australian Government Fair Work Ombudsman.

Young people use a number of avenues to access employment. Educational institutions will often advertise various jobs that are specific to the type of course the students are undertaking; for example, businesses that have positions that are highly suitable for students doing a specific course can advertise via the relevant educational institutions. Most schools will have a bulletin board or a careers advisor as a way of passing on information about appropriate jobs. Universities and TAFEs often have similar situations and might also offer services such as emailing of job alerts to job-seeking students.

Safety and security

It is vital that adolescents feel safe and secure in their environment. If they do not feel supported, they might make poor decisions that are irreversible. Growing up is about making mistakes, learning from them and growing, but if young people do not have a strong support network or feel safe and secure, they are more likely to make poor choices more often. Young people find safety and security in having a stable and secure home life and parents or carers they can rely on.

Sense of identity

The factors that influence a person's sense of identity change and develop as individuals meet new people, try new things and progress through the various stages of the lifespan. What is important is that individuals feel validated, respect themselves and embrace the people they are. Some of the many factors that will influence people's sense of identity include religion (if any), age, gender, interests, culture, geographical location, socioeconomic status and peer group.

Learning activity

1. Find a photo of yourself from five years ago. Reflect on who you were and how you viewed yourself at the time. How have these two factors changed?
2. Identify and prioritise young people's specific needs.
3. Justify the two most significant needs of young people, and discuss the implications if the needs are not met.

Access to services

Young people need to access services to ensure they have their needs met and their overall wellbeing is supported. There are variety of support services available that are tailored to address issues associated with youth. Many local government areas have youth centres that provide educational and recreational programs for people up to the age of 24.

Types of services

Australia's local and state/territory governments offer a variety of services and also develop programs and initiatives in order to support people who are 24 or younger. The Australian Government has funded Empowering YOUth initiatives to help long-term unemployed young people aged 15 to 24 years to improve their skills and move toward sustainable employment. The following are two services funded by this innovative approach:

- **Digital Industry Mentor Service (headspace National Youth Mental Health Foundation Ltd):** Young people connect online with experienced industry mentors to develop their confidence, networking and soft skills. Mentors increase employment opportunities for young people through existing networks and setting realistic goals that align with participants' skills and work-readiness.

- **The Indigenous Apprenticeship Readiness Program (ECA Training Pty Ltd):** Indigenous young people gain the skills, experience and self-esteem to successfully begin an electrical apprenticeship. They are provided with mentoring support and personal development training through the Mulga Gidgee Indigenous community organisation. Participants were supported to transition into or remain in an apprenticeship or employment.

Factors affecting access to services

Many factors can be influential in young people's choosing whether or not to access a service. The factors are based on, but not limited to, the characteristics of the individuals within this group, resources, and aspects of the service.

Characteristics of individuals within this group

Not knowing what services are available is a factor that is very influential for young people. They might not know about the services because they are not exposed to them or because they have characteristics that mean they are not likely to come into contact with the services. For example, a female adolescent who attends a state high school and does not have any set religious views might not attend a local youth group, but might be struggling with specific issues such as bullying that could be addressed if she attended the youth group.

Resources

Many services are free of charge, but the ones that are not free might not be easily accessible for young people. For example, a male adolescent might be involved in a sports team the members of which will be going on a team-building camp but he will not be able to afford it, for various reasons, and will therefore miss out on acquiring the skills he would have learnt had he gone on the camp. Some young people are not interested in accessing these types of service – they might be 'just fine' going about their daily life, attending school, working in a part-time job and seeing friends, and might not have the need or desire to access the services.

Figure 5.6:
Young people may not know what services are available.

Aspects of the service

Young people can face specific barriers in relation to aspects of a service. For example, they might not be able to get to the service's premises because they do not have their driver licence or have other commitments such as school or work. Another issue can be that they fear that if they access a support service their information will not be treated confidentially. For example, they might be going through a rough time at home and choose not to talk to the school counsellor because they do not want them to report or pass on the information they would have shared with them.

Learning activity

Consider the following four questions in order to explore the factors that can affect young people's access to services.

1. What types of service do they require access to?
2. How do young people's characteristics affect the young people's access to the services?
3. What resources are necessary in order to support young people's access to the services?
4. How available are the services within the community?

Figure 5.7:
Around seven million people live in rural and remote areas in Australia.

Category A **Rural and remote families**

The terms 'rural family' and 'a family that lives remotely' mean any family that resides in a less populated or non-urban area. The word 'rural' usually means a small town or the countryside. New South Wales has three defined major cities: Sydney, Wollongong and Newcastle. Families that live outside one of those major cities might live in a regional area and be considered to be a rural family. A remote family lives in an even more isolated area compared with an area a rural family lives in, and the area is often away from any major facilities.

Prevalence of this group within the community

Around seven million people – or 28 per cent of the Australian population – live in rural and remote areas, which encompass many diverse locations and communities. These Australians face unique challenges due to their geographic location and often have poorer health outcomes than people living in metropolitan areas. Data show that people living in rural and remote areas have higher rates of hospitalisations, deaths, injury and also have poorer access to, and use of, primary healthcare services, than people living in major cities.

The majority of Australians live in major cities compared with rural and remote areas. As at June 30, 2021, the proportion of Australians by area of remoteness was:

- 72 per cent in major cities
- 18 per cent in inner regional areas
- 8.0 per cent in outer regional areas
- 1.1 per cent in remote areas
- 0.8 per cent in very remote areas

Source: Australian Bureau of Statistics.

Rural and remote families are more isolated within the community. The distribution of groups within the community is important, because it is closely linked to government policies and allocation of services and resources. For rural and remote communities, this manifests as a lack of resources and socioeconomic status, which in turn results in health inequities.

Individual diversity within this group

Immense diversity exists among the people who belong to this group in society. It is not uncommon for people who live in a rural or remote area to live off the land, whereby a specific climate will be more appropriate for growing specific foods. It is important to understand that each rural or remote area might have a specific style of farming in common. For example, it is possible to maintain large sugar-cane farms in the area located towards the border between New South Wales and Queensland, whereas it would not be possible to grow sugar cane in Tasmania.

Depending on what type of rural or remote area a family lives in, the family members will have various resources available to them. For example, a rural town might have only one Catholic church and people who follow other religions have to travel large distances in order to attend church ceremonies. Similarly, a remote area might have only one school and many children may have to be home-schooled.

Figure 5.8:
It is not uncommon for people who live in a rural or remote area to live off the land.

Terminology used by the community to describe this group

The terms 'regional', 'rural' and 'remote' are often used interchangeably when referring to the families, individuals and groups living in these types of area. Fortunately, this group within society is not based on any cultural beliefs, sexual orientation, ability or disability, so there are very few terms to use that a remote or rural family should, or would, feel offended to hear or read.

The terms for describing a family's geographical location are as follows:
- **'Rural', 'remote' or 'regional':** living in the countryside rather than a town; less crowded.
- **'Urban':** living in, or being part of, a town or city.

Learning activity
1. Research and describe some other concerns that rural and remote families might have.
2. Use reliable sources of data to examine the nature of rural and remote families by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor in relation to whether a person is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of the terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

Living rurally and/or remotely entails a specific set of needs that differ from the needs of families that live in an area that is urban or more heavily populated. Remote and rural areas typically have fewer resources and facilities, so people who live in that type of area are often limited in the choices they can make in order to meet their needs.

Specific needs of this group

Australia is a large country that has a relatively small population concentrated in a small number of major urban areas, so because of issues associated with distance and isolation, rural and remote communities encounter an additional set of challenges. Rural communities are not homogeneous (of one type only), and each community has a unique set of contributing factors in relation to its members' social and emotional wellbeing. Importantly, many rural and remote communities are home to significant numbers of people from an Aboriginal or Torres Strait Islander background, and some of the communities have a large percentage of people who are older than 65. Although rural and remote communities face complex challenges in relation to healthcare, compared with urban centres, they have less access to services.

Adequate standard of living

In rural and remote areas, compared with the average living situation in major cities, both individuals and families typically own a larger block of land and live in a larger house. They might have a combination of houses and sheds on their property, and again compared w
cities, they often live further awa
and families.

A significant difference between
the cost of living. Generally, the
healthcare, education and enter
in urban cities. This is the case,
in rural and remote areas have a
their lifestyle. They might need t
and possessions from the eleme
substantial amount of money on

Due to the various types of hard
and remote families can encoun
financial support in order to enh

Internet activity

Log on to TitanOnline and complete Activity 5.2 to learn more about how living

Figure 5.9:
Remote and rural areas typically have

Health

People who live in a major city or metropolitan area are often healthier than people who live in a rural or remote area. Due to a range of factors, especially availability and access to health services, people who live in a rural or remote area experience limitations in relation to their health. Their health concerns are the same as those of the general public; for example, they experience issues associated with mental health, cancer and disease. The factors that affect their access to services, especially geographical location, can result in prevalence and/or severity of various health concerns.

Internet activity

Log on to TitanOnline and complete Activity 5.3 to learn more about the health of people living in rural and remote areas.

Table 5.4 outlines the median age at death, mortality rate, and rate ratio for Australians by remoteness area in 2020. The purpose of this table is to highlight the difference in the mortality of people who live in a major city and people who live in a remote community.

Table 5.4: Median age at death, mortality rate, and rate ratio, by sex and remoteness area, 2020.

	Major cities	Inner regional	Outer regional	Remote	Very remote
Median age at death (Males)	79.6	78.7	76.8	73.1	65.7
Age-standardised rate (deaths per 100,000) (Males)	545.9	630.7	668.1	703.3	712.7
Rate ratio (Males)	0.94	1.09	1.15	1.21	1.23
Median age at death (Females)	85.2	84.3	82.7	78.3	66.2
Age-standardised rate (deaths per 100,000) (Females)	388.6	435.9	461.0	468.7	569.5
Rate ratio (Females)	0.95	1.07	1.13	1.15	1.40

Source: Australian Institute of Health and Welfare.

All Australians have the right to access health services when they require them, and throughout the nation, the Australian Government has established various programs and initiatives for closing the health-status gap between people who live in a metropolitan area and people who live in a rural or remote area. The Government is continuing to facilitate programs that are aimed at supporting and enhancing the health of people who live in a rural or remote area.

Following is a list of the services and programs for improving and/or supporting people's access to healthcare services in the country's rural and remote areas:

- **healthdirect helpline:** 1800 022 222 (24-hour health advice line for non-emergency concerns)
- **The Centre for Rural and Remote Mental Health:** www.crrmh.com.au
- **National Centre for Farmer Health:** www.farmerhealth.org.au
- **Royal Flying Doctor Service of Australia:** www.flyingdoctor.org.au

Education

Education options differ in rural and remote areas, depending on a community's size. For example, a small town might have only one school that caters for students from kindergarten to Year 12 and has only a handful of students at each year level. Conversely, families that live in an isolated area and cannot easily access a school might rely on home schooling in order to meet the education requirements of their school-age members.

In some cases, the family moves to another location to meet family members' education needs. For example, a family might move to an area that has a secondary school and/or a tertiary institution. Alternatively, when the children have finished school, the family might move to a major city so the younger family members can undertake tertiary education.

The NSW Department of Education has a rural and distance education unit that exists to support education of students who live in a rural, remote or regional area of the state. The unit's staff members work towards providing isolated students with access to a range of educational options, for example by giving them access to rural and distance technologies for promoting peer interaction and connectedness.

Figure 5.10:
Many families are able to live off the land because of the vast size of their property.

Internet activity

Log on to TitanOnline and complete Activity 5.4 to learn more about how students in geographically-isolated areas can access education.

Employment

As mentioned, rural and remote communities are a major part of Australia's agriculture and manufacturing sector, with many job opportunities existing for farm work and in various trades. Although these opportunities exist, however, many people in small communities can find it difficult to obtain work. A small town might not have a big enough infrastructure town to support paid employment for the larger population, whereby the only choice people might have is to travel a long way to get to work or be unemployed. A range of government-funded agencies exist in order to provide employment and training support and to thereby both promote employment in rural and remote areas and support job seekers.

Safety and security

Individuals and families in rural and remote areas generally have a high level of security and safety. Community members habitually form a relationship with their neighbours and fellow community members, and compared with people who live in a major city, they are not as worried about crime and misconduct. It is often the case that 'everybody knows everybody' and that if crime does occur it can be dealt with quickly and appropriately.

Families and businesses in rural and remote areas might install a security system in order to protect their farming and manufacturing equipment. They might also install cameras so they can watch over their livestock (farmed animals) and premises in order to monitor their business operations and any unforeseen occurrences.

Various risks are prevalent in some rural or remote areas located throughout Australia. The areas have a higher incidence of snake and spider bites as well as concerns about various wild animals. The individuals and families should enhance their safety by maintaining their environment in order to reduce the risks associated with wild animals, reptiles and insects.

Figure 5.11:
Families can enhance their safety by maintaining their environment, in order to reduce the risks associated with insects.

Sense of identity

Depending on a rural family's characteristics, the family members might have a lifestyle that may or may not support their self-esteem. The members of a family that has a flourishing and thriving farm might have a high level of self-worth, consequently enhancing their self-esteem. By contrast, the members of a family that is experiencing hardship associated with drought and consequent failure of their farm might be forced to sell their livestock and/or their equipment. They might associate the natural occurrence with their abilities and skills, whereby the association has a negative impact on their self-esteem and sense of identity. It is important that both individuals and families support their self-esteem throughout various situations. Family members who are experiencing hardship should access services such as mental-health and counselling services to help themselves cope with the adversity.

As mentioned, community members habitually form a relationship with their neighbours and fellow community members. The members of rural and remote communities often unite and the sense of identity of both individuals and families is enhanced. Communities often hold a variety of events, from dances to sporting games, in order to both develop unity and support their sense of identity.

Learning activity

1. Identify and prioritise the specific needs of rural and remote families.
2. Justify the two most significant needs of rural and remote families, and discuss the implications if the needs are not met.

Access to services

People who are living either rurally or remotely and people who are living in an urban environment have the same basic needs. All families need access to services that cater for their basic needs, including access to food, water, shelter, healthcare, education and employment opportunities. Rural and remote families are often limited in relation to the variety of the services they can access, especially in comparison with consumers who live in a major city and have much more choice.

Types of services

As mentioned, due to the characteristics of living remotely or rurally, people commonly have limited services available. It is for this reason that many rural and remote families have a lifestyle that differs from that of the urban population. Many of the families are able to live off the land because of the vast size of their property. By living off the land and sharing with their neighbours, the families can save both time and money because they do not have to travel a long way to visit a supermarket.

The following services help rural and remote families:

- **NSW Health's Isolated Patients Travel and Accommodation Assistance Scheme:** provides financial help in relation to travel and accommodation for people who live 200 kilometres from specialist medical treatment.
- **The NSW Rural Assistance Authority:** provides helps by way of programs and initiatives that focus on helping businesses that are in need and promoting effective management and sustainability.
- **Rural Aid:** provides specialised counselling and support for those rural individuals and families experiencing mental health issues, to overall help reduce stress, domestic violence and suicide in rural communities.

Factor affecting access to services

Many factors affect a person's or family's ability to access services, especially if the person or family is living rurally or remotely. The barriers can include characteristics of individuals within this group, resources – or lack of them – and aspects of specific services.

Figure 5.12:
Many remote families have a lifestyle that differs from that of the urban population.

Figure 5.13:
Support services for rural families are tailored to their specific needs.

Internet activity

Log on to TitanOnline and complete Activity 5.5 to learn more about other services for rural and remote families.

Characteristics of individuals within this group

People's characteristics differ from person to person and from family to family. Some of the characteristics are associated with age, gender, level of education, culture and socioeconomic status. If the parents in a family are becoming elderly, the issue of how safe they are in living in a remote area has to be considered. Adult children who have moved to an urban area might need to move back to their home town to help their parents, because no doctors or health facilities are close by and the parents might not want to leave their home.

Many parents can have no choice but to home-school their children, and because of that situation, the child might fail to receive an education that is of the same standard as the education that children receive in a government-school or private-school setting. This outcome is not always the case, however, and it occurs not because of anything the parents have or have not done but because of the learning experiences that cannot be gained by way of home-schooling, such as learning how to deal with bullies, taking up opportunities for leadership and enjoying peer support.

Resources

Compared with the number of resources available for a person or family living in an urban setting, the number resources available for a person or family living rurally or remotely is most commonly extremely low. People who choose to live rurally or remotely know they will not be able to easily access an abundance of resources. It is for this reason that rural or remote families often stock up on living essentials and grow food on their own land.

Although living remotely will inevitably involve having less choice in relation to the resources that people require, specific technologies exist for making the lifestyle compatible with the satisfying the average person's needs and wants. One example of technology that is helpful in this way is the concept of eHealth, whereby people are able to update their medical history and status on to an online document so that any medical professional can access the information (with the patient's permission). Telehealth services are also becoming more widespread in Australia, enabling GPs, specialists and other health services communicate with patients via phone call or video chat platforms such as Skype and Zoom. For those living in rural and remote communities, the ability to maintain quality healthcare can be effectively achieved through telehealth.

Aspects of the service

Due to the characteristics of this style of living, some aspects of a service become an issue when a family needs help or assistance. For example, if there is only one doctor in the town and a father is suffering from a mental-health disorder, the father might decide not to speak to the doctor because of the small size of the town and because he fears that other people will find out about the visit or see him at the doctor's surgery.

Learning activity

Consider the following four questions in order to explore the factors that can affect rural and remote families' access to services:

1. What types of service do they require access to?

2. How do the characteristics of rural and remote families affect the families' access to the services?

3. What resources are necessary in order to support rural and remote families' access to the services?

4. How available are the services within the community?

Figure 5.14:
The aged embody diverse histories, cultures and experiences, with unique stories and insights from life's journey.

Category B # Aged

The term 'aged persons' refer to individuals aged over 65 years. Australia has an ageing population. By 2050, around one quarter of all Australians will be aged 65 years and over, with the proportion of younger Australians declining.

Australians enjoy one of the highest life expectancies in the world. Men today live to nearly 81 and women live to 85. The physical health of older Australians is also improving and most people are positive about their quality of life. However, there are a number of issues impacting older Australians. These include:

- Aboriginal and Torres Strait Islander people experience poorer health and have higher incidence of disability
- inability to find paid work

- increased risk of living in poverty
- average amount of money in superannuation funds for women is approximately two thirds that of men.

Prevalence of this group within the community

Australia's population is ageing due to increasing life expectancy and declining fertility rates. Both the number of people at the older ages is growing and older people are representing an increasing share of the total population.

Recent data shows that:

- At 30 June 2020, there were an estimated 4.2 million older Australian, with older people comprising 16 per cent of the total Australian population – increasing from 1.0 million (8.3 per cent) in 1970 and 2.1 million (12 per cent) in 1995.
- By 2066, it is projected that older people in Australia will make up between 21 per cent and 23 per cent of the total population.
- For those aged 85 and over, the proportion has increased from 0.5 per cent (63,200) in 1970, to 1.1 per cent (190,400) in 1995, to 2.1 per cent at 30 June 2020 (528,000). The proportion is expected to rise to between 3.6 per cent and 4.4 per cent in 2066.

Source: Australian Institute of Health and Welfare.

Percentage of the Australian population aged 65 and over, at 30 June, over time
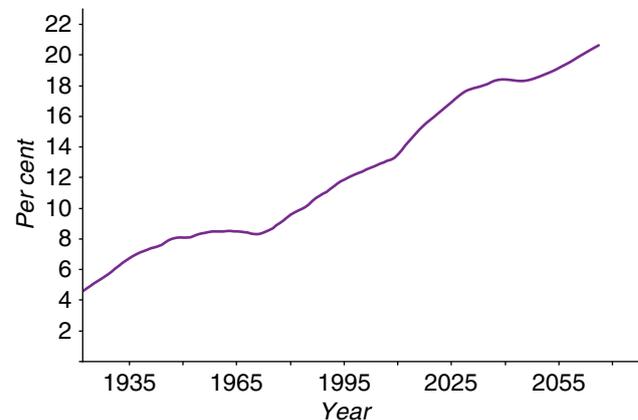
Figure 5.15:
Increasing life expectancy has lead to an ageing population in Australia.

Individual diversity within this group

There is a great deal of diversity among the aged, just as there is among people of all ages. Some of the factors that contribute to this diversity include:

- **Age:** there is a wide range of ages among this group, from those who are newly retired in their 60s to those who are over 100 years old.
- **Gender:** men and women in this group may have different experiences based on their gender, including differences in health outcomes, social roles, and life experiences.
- **Cultural background:** the aged come from a variety of racial and ethnic backgrounds, and may have different experiences based on their cultural traditions and histories.
- **Socioeconomic status:** the aged come from different socioeconomic backgrounds, with varying levels of wealth, education, and access to resources.
- **Health status:** this group have a range of health conditions, from relatively good health to chronic illnesses that require ongoing medical care.
- **Geographic location:** the aged may live in rural or urban areas, which can affect their access to healthcare, transportation, and social support.
- **Marital status:** people in this group may be single, married, widowed, or divorced, which can impact their social networks and support systems.
- **Lifestyle factors:** this group have different lifestyles, including levels of physical activity, diet, and hobbies.

All of these factors can contribute to the diversity among the aged, so it is important to recognise that each person will have unique needs and challenges.

Internet activity
Log on to TitanOnline and complete Activity 5.6 to learn more about diversity within this group.

Figure 5.16:
Social interaction and support can help combat loneliness and isolation.

Terminology used by the community to describe this group

There are several terms used to describe the aged. It's important to use respectful and positive language that doesn't perpetuate negative stereotypes or ageism. Some commonly used terms include:

▪ elderly   ▪ senior   ▪ pensioner   ▪ older person   ▪ old-timer.

It's important to be sensitive to the preferences of older individuals when it comes to the language used to describe them, and to avoid using language that can be seen as patronising or disrespectful.

Learning activity

1. Research and describe some other concerns the aged might have.
2. Use reliable sources of data in order to examine the nature of the aged by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor for whether an individual is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of this terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

Satisfaction of needs is important for everyone, including the aged, because it is a fundamental aspect of wellbeing and quality of life. As people age, their needs may change, but it remains important to ensure that those needs are met to the greatest extent possible. Meeting basic needs such as food, shelter, and medical care is crucial for maintaining good physical health, which becomes increasingly important as people age and their bodies become more vulnerable to illness and injury.

Social interaction and support are important for mental health and wellbeing at any age, but may be especially important for the aged, who may experience social isolation and loneliness as a result of retirement, loss of loved ones or changes in living arrangements. As people age, they may experience a loss of control or independence due to physical or cognitive decline. Meeting their needs can help them maintain a sense of autonomy and control over their lives.

Meeting the basic needs of the elderly, such as maintaining personal hygiene and dignity, can be crucial for preserving their sense of self-worth and respect. Ultimately, meeting the needs of the aged can contribute to their overall quality of life, which is important for maintaining a sense of purpose in their later years.

Specific needs of this group

The aged have specific needs in relation to their standard of living, health, education, employment, safety and security, and sense of identity.

Adequate standard of living

Everyone has the right to an adequate standard of living including adequate food, water and housing and to the continuous improvement of living conditions. Some of the key elements of an adequate standard of living for the aged include:

- **Housing:** adequate and affordable housing is crucial for the aged to live comfortably and safely. This includes access to transportation, hobbies/interest groups and other essential services.
- **Healthcare:** access to quality healthcare, including medical services, prescription medications and mental healthcare, is essential for maintaining physical and mental health.
- **Nutrition:** nutritious food is essential for the elderly to maintain good health and energy levels.
- **Social support:** social interaction and support can help combat loneliness and isolation, which are common among this group.
- **Recreation and leisure:** opportunities for recreation and leisure activities, such as hobbies and cultural events, can provide a sense of purpose and enjoyment.
- **Income support:** the aged often require additional financial assistance to support them once they retire from the workforce. This may include government benefits such as the aged pension.
- **Access to technology:** access to technology such as computers and smartphones can help the aged stay connected with family and friends, access healthcare services and participate in social and educational activities.

Type of long-term health condition, by sex, 2021
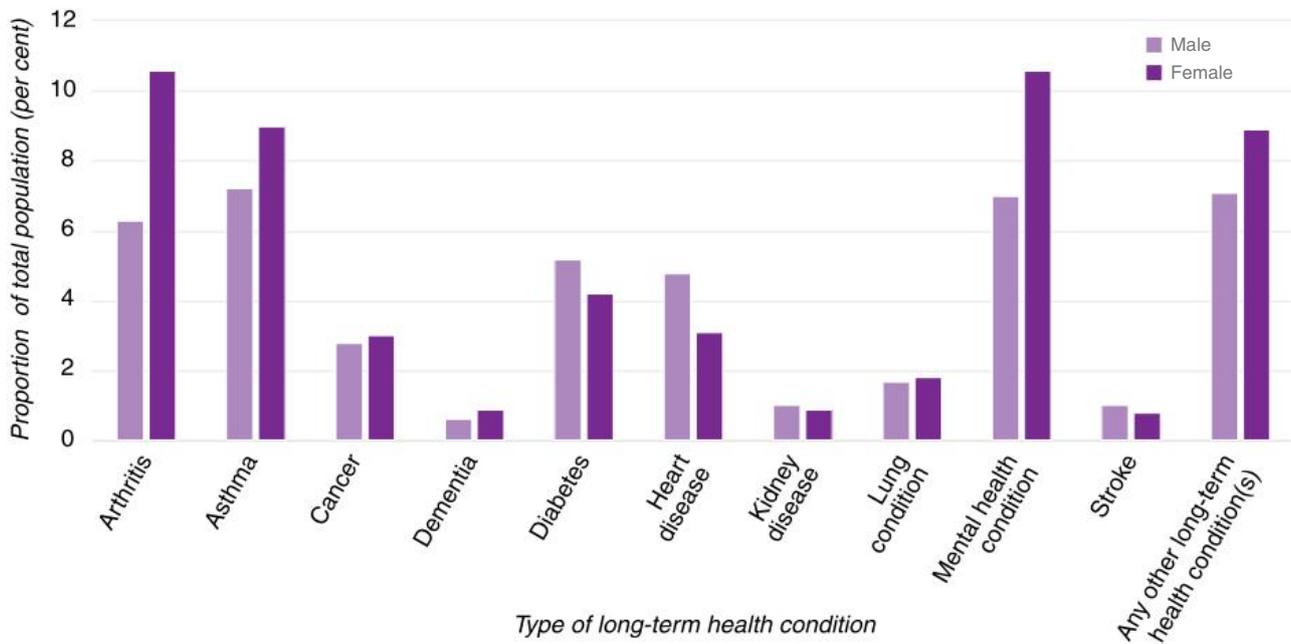
Figure 5.17:
Many older people live with chronic health conditions.

Health

Older people have specific health needs that are influenced by the ageing process, changes in the body, and a higher likelihood of having chronic medical conditions. The aged often have chronic conditions such as hypertension, diabetes, arthritis, heart disease and respiratory disorders. Managing these conditions through regular medical care, and lifestyle modifications is crucial.

Falls are a significant health concern for the aged that can lead to fractures, loss of independence and decline in overall health. Preventive measures like home modifications, strength and balance exercises, and regular eye check-ups can reduce the risk of falls. Older people may also experience mental health issues such as depression, anxiety, loneliness and cognitive decline. Early detection, appropriate treatment, and support services are important for mental wellbeing.

Regular screenings for cancer (e.g. mammograms, colonoscopies), bone density assessments and vaccinations (e.g. influenza, COVID-19) are important preventive measures to detect and protect against diseases affecting the aged. Regular physical activity tailored to individual abilities helps maintain mobility, muscle strength, balance and cardiovascular health. Exercise programs should consider the specific needs and capabilities of older individuals.

It is important to note that the health needs of the aged can vary widely depending on their overall health status, socioeconomic factors, and access to healthcare and individual circumstances. Healthcare professionals and geriatric specialists play a crucial role in assessing and addressing these specific health needs while considering the unique needs and preferences of older Australians.

Internet activity

Log on to TitanOnline and complete Activity 5.7 to learn more about the health of this group.

Education

The educational needs of the aged can vary greatly depending on their individual interests, goals and circumstances. Many older adults have a desire to continue learning throughout their lives. They may be interested in acquiring new knowledge, exploring new subjects, or developing new skills. As technology becomes increasingly integrated into daily life, older adults may benefit from learning basic digital skills to navigate computers, smartphones and the internet. This enables them to stay connected with loved ones, access online resources, and participate in social media with younger relatives.

The educational needs of the aged also include developing financial literacy, learning about preventative health measures, how to access aged care services, exploring new hobbies and interests, and participating in activities that stimulate cognitive function.

Employment

Australians are increasingly working to older ages. In April 2021, approximately 619,000 older Australians were employed in the labour force. Of these older workers, three in five (61 per cent) were men and two in five were women (39 per cent). In the 20 years leading up to April 2021, the workforce participation rate of older Australians more than doubled (from 6.1 per cent in 2001 to 15 per cent in 2021). Increases in labour force participation over this period have been substantial; the participation rate for older men almost doubled (from 10 per cent to 19 per cent), while older women's participation almost quadrupled.

Older Australians work for many reasons. These reasons differ between individuals, as people take into consideration their health and economic circumstances, as well as job availability, working arrangements and family commitments. The type of work being undertaken, informal caring commitments, the presence of an employed spouse or partner, and presence of additional supporting income are also likely to contribute to individual decision making around employment. These decisions have flow-on effects to workforce participation rates. Increased life expectancy and increased years of disability-free life can also mean individuals have both an increased need and an increased capacity to work longer. Changing eligibility criteria for access to superannuation and the Age Pension may also lead to more people remaining in the workforce.

Source: Australian Institute of Health and Welfare.

Figure 5.18:
Older adults may benefit from learning basic digital skills to navigate computers, smartphones and the internet.

Figure 5.19:
Many older people have informal caring commitments, such as babysitting their grandchildren while parents are at work.

Internet activity

Log on to TitanOnline and complete Activity 5.8 to learn more about employment opportunities for this group.

Safety and security

Safety and security are important for the aged as many are more vulnerable to crime. This is due to to physical limitations, such as mobility issues or impaired vision, and they may also be perceived as easy targets for theft or scams. Even if older adults are not victimised, the fear of crime can negatively impact their quality of life, leading to increased anxiety, social isolation, and decreased physical activity.

Safety and security can provide older adults with a sense of wellbeing, allowing them to live independently, participate in social activities, and maintain their physical health. Feeling safe and secure can also provide peace of mind to the aged and their families, allowing them to focus on other aspects of their lives without worrying about potential risks.

Ageing can also bring increased risk of falls, accidents and health emergencies, which can require emergency assistance.

It is important to ensure that the aged have access to safe and secure environments, including their homes, neighbourhoods and communities. This can be achieved through various measures such as installing safety features in homes, improving lighting in public spaces, providing access to emergency services and raising awareness about crime prevention and safety measures.

Sense of identity

As a person ages they go through different physical, social, and emotional changes, which can impact their sense of identity. Ageing often brings physical changes, such as chronic conditions, loss of vision and/or hearing, mobility, and cognitive function. These changes can impact how the elderly perceive themselves and their abilities, and may cause them to feel less confident or less capable than before.

As people age, their social roles and relationships may change, such as retirement from work, loss of friends or family members and reduced opportunities for social interaction. These changes can affect how they see themselves and their place in the world, potentially leading to feelings of loneliness, isolation or loss of purpose.

The impact of ageing on identity is complex and multifaceted. However, it is important to acknowledge and address these changes to help older adults maintain a sense of self and purpose, and to promote positive ageing outcomes. This can include providing opportunities for social interaction, promoting physical and mental health and encouraging older adults to continue pursuing their interests and passions.

Learning activity
1. Identify and prioritise the specific needs of the aged.
2. Justify the two most significant needs of the aged, and discuss the implications if the needs are not met.

Figure 5.20:
Older people may require more frequent medical care and treatment for chronic conditions.

Access to services

Access to community services is important for the aged because it can have a significant impact on their quality of life. As people age, they may experience physical, emotional and cognitive changes that can affect their ability to perform everyday activities and live independently. Access to services can help mitigate these challenges and provide support and resources to help seniors maintain their health, independence and social connections.

As people age, they may require more frequent medical care and treatment for chronic conditions. Access to healthcare services, such as doctors, nurses and physical therapists, is critical for managing these conditions and ensuring that the aged receive the care they need to stay healthy.

Social isolation is a common problem among the aged, particularly those who live alone or have limited mobility. Access to community services and activities, such as senior centres and volunteer programs, can provide opportunities for socialisation and help prevent loneliness and depression.

Many seniors may no longer be able to drive, which can limit their ability to access essential services, such as medical appointments and supermarkets. Access to transportation services, such as public transport or transport subsidised programs through My Aged Care, can help them maintain their independence and access the services they need.

The aged may require assistance with activities of daily living, such as bathing, dressing and meal preparation. Access to home care services, such as meal delivery programs, can help seniors remain in their homes and avoid moving to an aged care facility.

Types of services

There are many types of community services available for the aged to access, depending on their medical requirements, needs and location. These include:

- **Senior centres:** offer a range of programs and services, including social activities, health and wellness classes and educational opportunities.
- **Transportation services:** provide seniors with transportation to medical appointments, supermarkets and other essential destinations.
- **Home care services:** include home health support that assist with activities of daily living, such as bathing, dressing and meal preparation.
- **Volunteer programs:** many organisations offer volunteer opportunities for the aged, such as mentoring programs, tutoring and community service projects.
- **Legal services:** some organisations offer legal services to the aged, such as assistance with wills and financial planning.
- **Financial assistance programs:** are available to help the aged with financial assistance, such as food assistance programs, energy assistance programs and low-income housing options.
- **Counselling services:** some organisations offer counselling services for the aged who may be struggling with depression, anxiety or other mental health issues.

The following services are provided or subsidised by the Australian Government through My Aged Care:

- home and garden maintenance
- social outings
- transport
- aids to stay independent
- nursing
- meal and food preparation
- bathing, hygiene and grooming
- respite care
- cleaning, laundry and other household chores.

Source: Australian Government My Aged Care.

Figure 5.21:
Transportation services can help seniors attend important medical appointments.

Figure 5.22:
Home care services can help elderly people to stay in their homes longer.

Internet activity

Log on to TitanOnline and complete Activity 5.9 to learn more about the types of services required by this group.

Factors affecting access to services

The aged face several barriers when accessing appropriate services. Many elderly individuals may have difficulty accessing services due to physical limitations. This includes mobility issues, visual or hearing impairments or chronic conditions that limit their ability to move around freely. With the increasing digitisation of services, many aged people may struggle to access online resources or use technology. They may not be comfortable with computers or smartphones, or they may lack the knowledge and skills to navigate digital platforms.

The aged may face financial barriers that limit their access to services. They may have limited financial resources or may be living on a fixed income, which can make it challenging to afford certain services or treatments. Many elderly individuals may be socially isolated, which can make it difficult to access services. They may lack transportation, have limited social networks, or feel uncomfortable asking for help.

Negative attitudes and stereotypes about ageing and the elderly can create barriers to accessing services. Ageism can lead to discrimination or assumptions about the abilities and needs of older adults, which can make it harder for them to access the services they need. Elderly individuals who are from culturally and linguistically diverse communities may find it difficult to communicate their needs and understand the information provided to them.

Characteristics of individuals within this group

At 30 June 2020, over half (53 per cent) of older Australians (aged 65 and over) were women. There were an estimated 2.2 million women and almost 2.0 million men aged 65 and over.

Women tend to live longer than men. This is seen in the differences in life expectancy and is particularly apparent in the older age groups. The sex ratio at older ages reflects the higher male mortality of the older Australian population. In 2020, there were 88.1 older males (aged 65 and over) for every 100 older females.

At 30 June 2020, Tasmania (20 per cent) had the highest proportion of its population aged 65 and over, followed by South Australia (19 per cent) and New South Wales (17 per cent). Considering older age groups, the state with the highest proportion of people aged 85 and over in its population was South Australia (2.6 per cent). Similar proportions were reported for Tasmania (2.3 per cent), New South Wales (2.2 per cent) and Victoria (2.1 per cent).

Source: Australian Institute of Health and Welfare.

Figure 5.23:
Elderly people may have difficulty accessing services due to physical limitations.

Resources

As people age, their needs change, and they may require different types of resources to support their health, wellbeing, and quality of life. The aged may require more frequent medical care and treatment. Access to healthcare services, including doctors, nurses and specialists, can help ensure that their health needs are met.

The aged may experience social isolation and loneliness, which can have negative effects on their mental and physical health. Access to social support, including community centres, social groups and volunteer opportunities, can help them stay engaged and connected. Many older adults may no longer be able to drive or have difficulty getting around, which can limit their access to essential services and social activities. Access to transportation services, including public transport or community transport programs, can help older Australians maintain their independence.

The aged may face financial challenges, including limited income, high healthcare costs and increased expenses related to ageing. Access to financial support, including the aged pension, healthcare subsidies and low-income rental housing assistance, can help them manage their finances and meet their basic needs.

As people age, they may require assistance with daily activities, such as bathing, dressing, and meal preparation. Access to home care services, including home health support, meal deliveries and cleaners, can help older Australians maintain their independence and quality of life. The specific needs of each individual will vary, and it's important to provide personalised support to help older Australians age with dignity and independence.

Aspects of the service

In some areas, there may be a limited number of services available for the aged, which can make it difficult for them to access the support they need. Many older Australians may not be aware of the support services that are available to them. This can be due to limited access to information, language barriers or a lack of familiarity with technology. The aged may face stigma or feel embarrassed to ask for help, which can make it more difficult for them to access services. They may face physical or logistical barriers to accessing services, such as a lack of physical limitations, transportation or financial constraints.

These barriers can make it difficult for the aged to access the services they need to support themselves. Addressing these barriers requires a coordinated effort from government, community organisations, and service providers to ensure that the aged have access to the support they need.

Learning activity

Consider the following four questions in order to explore the factors that can affect the aged's access to services:

1. What types of services does this group require access to?
2. How do the characteristics of individuals within this group affect their access to the service?
3. What resources are necessary to support this group's access to the service?
4. How available are the services within the community?

Case study

Patricia is an 83-year-old widow who has been struggling with chronic health conditions for several years. She recently lost her husband and is struggling with financial pressure and the ability to access services that might be able to help her. Patricia is a retired teacher who lives in a small town, and her only son lives in a different state.

Patricia has been diagnosed with diabetes, high blood pressure and arthritis, which have limited her mobility and ability to take care of herself. She relies on home healthcare package to assist her with daily tasks such as cooking and cleaning. Patricia also needs to take several medications every day to manage her health conditions.

Figure 5.24:
In some areas, there may be a limited number of services available for the aged.

Recently, Patricia has been facing financial pressure since her husband passed away, as she is now relying solely on her retirement income, which is not enough to cover all her expenses. She has also been struggling to access services that might be able to help her, such as transportation to medical appointments or financial assistance for her medication.

Patricia's son has been helping her as much as he can, but he is not able to be physically present with her due to his own work and family responsibilities. Patricia has been feeling isolated and lonely, and she is worried about her future.

1. What are some of the challenges Patricia is facing as an elderly person with chronic health conditions and financial pressure?
2. How might Patricia's social isolation and loneliness impact her physical and emotional health?
3. Research a range of services available to help Patricia with her financial, medical and social needs.
4. Identify how Patricia's family, friends and community members can support her during this difficult time.
5. Propose a range of steps that can be taken to improve access to services and resources for elderly individuals like Patricia who live in small towns or rural areas.

Creating positive social environments

Creating positive social environments for the aged is essential in any community. The aged are a special group in society. Unlike many other groups, an individual is not born into the aged group, but rather gradually transitions into it towards the end of their lifespan. For this purpose, it is important to appreciate the vast diversity amongst this group in terms of interests, hobbies, personality, health and economic status. It is also equally essential to create and maintain positive social environments for the aged, especially as this is a period that can be very daunting for individuals who may begin to lose their independence.

Addressing this group's issues of concern

There are numerous issues the aged face on a daily basis. Often the slow realisation that an individual cannot do the things they used to be able to do such as playing vigorous sports, driving or being less mobile can be a very daunting experience. This combined with not having enough money to live off and possibly feeling a disconnection to younger generations are all issues of concern for many elderly Australians.

Government policy and legislation

The aged are a specific group in all communities that require assistance to ensure they are receiving an adequate standard of living. This is a time where many people start to need extra help and sometimes even begin to lose their independence. Because of this, various government policies and legislations have been put in place.

The Commonwealth Government provides many services for elderly Australians:

- **The Aged Pension:** eligible government fortnightly payments that provide income support to older Australians who need it.
- **Compulsory superannuation:** established in 1992, compulsory superannuation ensures greater financial independence after retirement, to avoid the pension for longer. This occurs through contributions each pay to a superannuation fund.
- **Concession cards:** discounts for elderly people on services such as health, transport, electricity, and entertainment, to grant access to services with no restriction financially to improve the standard of living.
- **Home and Community Care Act:** provides services and support for carers to come into elderly people's homes and assist them fulfilling their needs. For example, cleaning, cooking, washing, and hygiene.

Organisations within the community that support this group

With ageing comes the onset of a range of illnesses, disabilities and struggles, that when faced without support, can make an individual feel very alone, scared and vulnerable. Some of the various organisations within the community that are designed to support the elderly are included in Table 5.5.

Internet activity

Log on to TitanOnline and complete Activity 5.10 to learn more about the organisations within the community that support this group.

Table 5.5: Organisations that support the elderly and their aims.

Organisation	Aim/s
Dementia Australia	Advocators for people living with dementia, whether they are personally suffering from dementia or caring for someone with dementia. This organisation aims to create a 'dementia friendly' nation. Source: www.dementia.org.au
BlueCare	BlueCare aim to "Reach out to people in need; Speak out for fairness and justice; Care with compassion, innovation and wisdom". They are a care and support organisation that gives assistance to not only the elderly, but to their families and the wider community. Source: www.bluecare.org.au
COTA (Council on the Ageing)	COTA's mission is to "promote, improve and protect circumstances and wellbeing of older people in Australia as citizens and consumers". The organisation focuses on national policy and advocacy activities for the aged. Source: www.cota.org.au
OWN (Older Women's Network)	OWN was developed in 1985 by a group of individuals who wanted to "establish a network focused solely on older women and the issues that specifically concerned them." Source: https://ownnsw.org.au
Seniors Recreation Council of WA Inc.	The Seniors Recreation Council of WA host an event called 'Have a Go Day'. This event lasts all day, and is a free event for over 55s. It involves markets, stalls, demonstrations, food, and information on various sporting and recreation activities available to them. Source: www.srcwa.asn.au/have-a-go-day

Equity issues

Older Australians face many equity issues on a daily basis. Equity by definition involves individuals and groups being treated equally. Equitable treatment does not mean all people are treated exactly the same, because that would not make sense in some instances. For example, treating people equitably does not mean all people should be entitled to an aged or disability pension. Equity is dependent on a person's circumstances. In the case of the aged, issues of equity are a great concern. Some elderly people begin to develop diseases that mean – for their safety – they may lose a sense of freedom and independence and have to move into a nursing home. Other issues of equity concerning this group may include issues raised in the 2020 budget proposal surrounding the amount of aged pension, and how increasing costs of medical care affect elderly Australians with restricted budgets.

Positive influences on community attitudes

The aged can and do positively influence the community and attitudes of the community in many ways. Whether it be through volunteer work in their local community, to acting as a carer to their grandchildren or maintaining their position in the labour force after retirement age.

Contributions this group mal within the community

There are a variety of ways in which the aged contribute to the community. Elderly people have life skills and experience, as well as work experience gained through a lifetime in the workforce.

While they may no longer be involved in paid work, their skills and attitudes in volunteer positions and leadership in family structures is invaluable. Many older Australian also volunteer their time informally, such as unpaid childcare for a family member, friend or neighbour.

Approximately 24 per cent of older Australians volunteer thier time in either a formal or informal setting. Volunteers substantially benefit their communities through providing important services to others. They may also bring new insights to the organisations or group for which they volunteer, increase efficiencies ar improve effectiveness.

Source: Australian Institute of Health and Welfare.

Figure 5.25:
The aged can positively influence the community in many

Advocacy

Like many groups in society, the aged need advocates to help speak up for their rights and promote the best interests of the individual. There are a number of ways to advocate for this group, including raising awareness of issues within the aged community and the wider community. It may involve negotiation with organisations or government agencies. It may address issues with service providers or involve working against discrimination or entrenched values.

One does not need to have lots of money, or work for a government organisation to be an advocator for the aged. Advocacy can occur at many different levels, and can simply involve helping an individual's grandparents or elderly neighbours with household chores to help make their life more comfortable. It can also involve offering up one's seat on public transport for an elderly person, and encouraging others to do so as well.

Raising awareness within the community

It is important to raise awareness within not just the elderly community, but throughout the wider community on ways to advocate for this group. This includes not just knowing and understanding their rights but also knowing how to make sure their rights are met. This can be done in different ways, whether it is through campaigns in the local newspaper, to campaigns being run on a local, state or national level.

Educating the community

Educating the community can encompass a variety of different things. For example, educating the elderly community on how to recognise internet or phone scammers. An example of raising awareness within the wider community by educating people about what life as an elderly person may be like in terms of illness, disease or looking after family who are elderly (taking them to appointments, helping with finances).

Promoting rights of this group

Thankfully there are many groups that have a purpose of promoting the rights of the elderly. One of the leading groups is COTA (Council on the Ageing), who aim to be a voice for the elderly and stand up for their rights in terms of voicing the interests of this group to numerous government agencies and organisations.

Learning activity

1. Imagine you are the town leader of a community with a high percentage of elderly people. You have a $10,000 grant to spend on raising awareness within the community about the rights of this group. Create a proposal of how this could be done effectively.
2. Research the following two organisations and investigate how they promote the rights of the aged:
   a. Fair Go for Pensioners (FGFP)
   b. National Aged Care Alliance (NACA).

Figure 5.26:
Cultural diversity creates a shift in lifestyle that can foster new opportunities for all individuals.

Category B Culturally and linguistically diverse communities

Australia's population includes many people who were born overseas, have a parent born overseas or speak a variety of languages. Together, these groups of people are known as culturally and linguistically diverse (CALD) populations. The Australian Bureau of Statistics (ABS) defines the CALD population mainly by country of birth, language spoken at home, English proficiency, or other characteristics (including year of arrival in Australia), parents' country of birth and religious affiliation.

According to the 2021 Australian Census:

- 27.6 per cent of the population were born overseas
- the top five languages used at home, other than English, were Mandarin (2.7 per cent), Arabic (1.4 per cent), Vietnamese (1.3 per cent), Cantonese (1.2 per cent) and Punjabi (0.9 per cent)
- the top five ancestries were English (33.0 per cent), Australian (29.9 per cent), Irish (9.5 per cent), Scottish (8.6 per cent) and Chinese (5.5 per cent)
- the top five religious affiliations were no religion (38.9 per cent), Catholic (20 per cent), Anglican (9.8 per cent), Islam (3.2 per cent) and Hinduism (2.7 per cent).

Source: Australian Bureau of Statistics.

Prevalence of this group within the community

In 2021, just over seven million people in Australia were born overseas, representing 27.6 per cent of the population. This was an increase from 6.1 million, or 26.3 per cent, in 2016.

In the first Census in 1911, the proportion of people living in Australia who were born overseas was 17.7 per cent. This has changed over time as economic, political, and social factors – including wars and immigration policies – have influenced Australia's migration patterns. From 1911 to 1947, the proportion of people in Australia who were born overseas dropped to a low of 9.8 per cent, as migration was impacted by two World Wars and two major economic depressions. From 1947, the proportion of overseas-born pincreased because of the post-war migration program, which included intakes of displaced persons and refugees from European countries. Migration continued throughout the second half of the 20th century directed at population growth and economic development, and in response to humanitarian events in Eastern Europe and Asia.

Since 2006, the proportion of people who were born overseas has increased more sharply, influenced by changes to Australia's immigration policy including an increase in skilled migrants.

Source: Australian Bureau of Statistics.

Individual diversity within this group

Australia is a diverse and multicultural country, characterised by a blend of cultures, ethnicities, languages, religions, and Indigenous heritage. Australia has a significant Indigenous population, consisting of diverse Aboriginal and Torres Strait Islander communities that have distinct languages, cultural practices and spiritual beliefs.

Australia is home to people from a variety of cultural backgrounds, including European, Asian, Middle Eastern, African and Pacific Islander communities. More than 300 languages are spoken in Australia, reflecting the linguistic diversity of its population. English is the most widely spoken, but other languages such as Mandarin, Arabic, Italian, Vietnamese, Hindi, Punjabi and Indigenous languages are also spoken by various communities.

Figure 5.27:
Australia's population includes many people who were born overseas or have a parent born overseas.

Table 5.6: Top five countries of birth in Australia, 2021.

	Country of birth	Persons (count)	Proportion of population (%)
1	England	927,490	3.6
2	India	673,352	2.6
3	China	549,618	2.2
4	New Zealand	530,492	2.1
5	Philippines	293,892	1.2

Source: Australian Bureau of Statistics.

Internet activity

Log on to TitanOnline and complete Activity 5.11 to learn more about diversity within this group.

Terminology used by the community to describe this group

There are several terms used to describe culturally and linguistically diverse communities, and the appropriate terminology may vary depending on the context and the preferences of the individuals or groups being described. Some commonly used terms are:

- **Culturally and linguistically diverse:** this is a term commonly used in Australia to refer to individuals or groups who come from a non-English speaking background and have a different cultural heritage.
- **Ethnic minority:** this term is used in the UK to describe people who come from a different ethnic background than the majority population.
- **Multicultural:** this term is used to describe a society or community that is made up of people from many different cultural backgrounds.
- **Ethnically diverse:** this term is used to describe a group or community that has a mix of people from different ethnic backgrounds.

It's important to be sensitive to the preferences of CALD communities when it comes to the language used to describe them, and to avoid using language that can be seen as disrespectful or racist.

Figure 5.28:
Australia is one of the most culturally and linguistically diverse countries in the world.

Learning activity

1. Research and describe some other concerns CALD communities might have.
2. Use reliable sources of data in order to examine the nature of CALD communities by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor for whether an individual is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of this terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

Culturally and linguistically diverse communities have a wide range of needs, some of which may differ from those of non-CALD communities. Access to information and services in their native language is crucial for CALD communities. Interpretation and translation services ensure that everyone can fully participate in society and access essential services such as healthcare, education and government support. Communities with different cultural backgrounds have unique traditions, values and beliefs. Cultural practices must be respected and accommodated in places such as schools, workplaces, and healthcare facilities.

Health differences are common among CALD communities, and access to healthcare services can be limited. It is important to provide healthcare services that are culturally and linguistically appropriate, and to ensure that healthcare providers have the necessary training and resources to work with diverse communities.

Access to quality education can be limited for CALD communities. Educational resources and programs that are culturally and linguistically appropriate are important, and to ensure that schools are welcoming and supportive environments for students from diverse backgrounds. CALD communities may face barriers to employment and economic opportunity, so job training and employment opportunities need to be accessible and inclusive.

Specific needs of this group

Culturally and linguistically diverse communities have specific needs in relation to their standard of living, health, education, employment, safety and security, and sense of identity.

Adequate standard of living

An adequate standard of living is important for all individuals and communities, including culturally and linguistically diverse communities. Reasons why an adequate standard of living is particularly important for these communities include:

- **Health and wellbeing:** an adequate standard of living is essential for maintaining good health and wellbeing. This includes access to safe and affordable housing, healthy food, clean water and basic healthcare. CALD communities may face additional barriers to accessing these necessities, making an adequate standard of living even more crucial.
- **Education:** children who live in poverty or who lack basic necessities may struggle to succeed in school. CALD communities may face additional challenges in accessing education due to language barriers or discrimination. Providing an adequate standard of living can help to level the playing field and ensure that all children have an equal opportunity to succeed.
- **Employment:** CALD communities may face additional barriers to employment due to discrimination or language barriers. Providing an adequate standard of living can help to address these barriers and promote economic opportunity.
- **Social inclusion:** is important in reducing social isolation. People who lack basic necessities may struggle to participate in social activities or community events. CALD communities may face additional challenges in participating in mainstream society due to discrimination or language barriers. Promoting social inclusion and integration can help address these issues.

Health

Culturally and linguistically diverse people often have specific health needs that arise from their diverse backgrounds, languages, cultural practices and experiences. Some of the specific health needs commonly observed among CALD populations include:

- **Language and communication:** language barriers can hinder effective communication between CALD individuals and healthcare professionals, leading to misunderstandings and inadequate healthcare. Provision of interpreters, translated health information materials, and cultural competency training for healthcare providers can improve communication and understanding.

- **Cultural beliefs and practices:** can influence health-seeking behaviours, perceptions of illness and treatment preferences. Healthcare providers need to be culturally sensitive, understanding, and respectful of diverse cultural perspectives, beliefs and traditions to provide appropriate care.

- **Health literacy:** CALD populations may have varying levels of health literacy, which affects their understanding of health information, medications and treatment plans. Providing health education materials in culturally appropriate languages and using plain language can improve health literacy and empower individuals to make informed health decisions.

- **Preventive health and screenings:** encouraging CALD populations to engage in preventive health measures, such as regular screenings, vaccinations, and health check-ups, is essential. Raising awareness about the importance of preventive care and addressing cultural beliefs and misconceptions can promote better health outcomes.

- **Mental health:** CALD individuals may face unique mental health challenges due to factors like migration, stress, language barriers and social isolation. Providing culturally sensitive mental health services, counselling, and support groups that consider cultural contexts and practices can be beneficial.

- **Chronic disease management:** CALD populations may have a higher prevalence of certain chronic conditions such as diabetes, cardiovascular diseases and certain cancers. Tailoring chronic disease management programs to address cultural beliefs, dietary preferences and language needs can improve outcomes.

Collaborating with CALD community leaders, cultural organisations, and local community groups can facilitate effective engagement, build trust, and improve healthcare outcomes by addressing the specific needs and concerns of CALD people and communities.

Internet activity

Log on to TitanOnline and complete Activity 5.12 to learn more about the health of this group.

Figure 5.29:
Healthcare providers need to be culturally sensitive, understanding, and respectful of diverse cultural perspectives.

Education

Recognising the cultural diversity of school communities helps meet the educational and welfare needs of students and their families. It aids in the planning of teaching and learning activities.

Student enrolment data offers insights into how to support students and their families from culturally and linguistically diverse backgrounds, for example, country of birth, languages spoken at home, English language proficiency, refugee status and date of arrival.

Multicultural education provides programs promoting anti-racism and community harmony, intercultural understanding and positive relationships between students from all cultural backgrounds. It addresses educational needs of specific groups of students from language backgrounds other than English and/or who have parents or carers who speak a language other than English at home. They may be Australian or overseas born. They may speak English as a first or additional language.

Students from language backgrounds other than English have additional educational needs and require support to participate successfully at school. This includes students who are newly arrived, are learning English as an additional language or dialect and who are refugees.

Source: NSW Department of Education.

Employment

In November 2019, 68 per cent of the 1.9 million recent migrants and temporary residents were employed:

- Migrants who had obtained Australian citizenship since arrival were more likely to be employed (76 per cent) than migrants on a permanent visa (66 per cent), or temporary residents (65 per cent).
- Of those employed, 77 per cent of people with Australian citizenship and 75 per cent on a permanent visa were employed full-time, compared with 48 per cent of temporary residents.

A higher proportion of recent migrants (70 per cent) were employed, compared with people born in Australia (65 per cent). They were also more likely to be employed full-time (76 per cent vs 68 per cent).

Source: Australian Bureau of Statistics.

Unemployment rate by residency type (as at November 2019) and sex
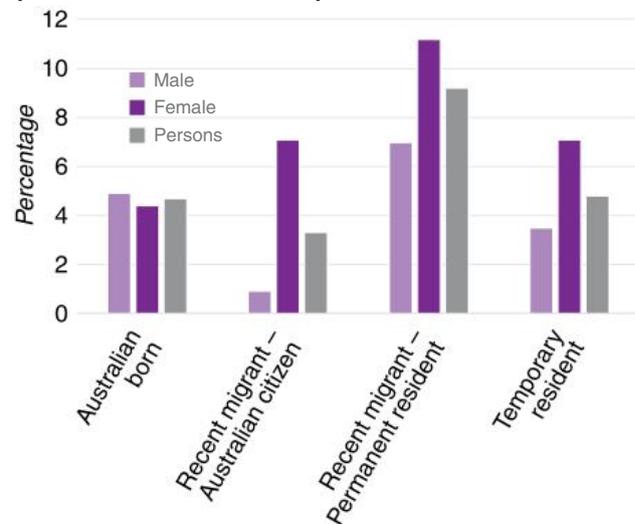
Figure 5.30:
Without oxygen, the body cannot sustain effort in long-distance events like cross-country skiing.

Internet activity

Log on to TitanOnline and complete Activity 5.13 to learn more about employment opportunities for this group.

Safety and security

Safety and security are essential for all communities, including culturally and linguistically diverse ones. However, there are specific reasons why safety and security are especially critical for these communities. Cultural and linguistic diversity often means that members of a community may have limited proficiency in English. This can make it challenging for them to access and understand critical safety and security information, which can put them at risk.

Cultural and linguistic diversity can also make members of these communities more vulnerable to discrimination and prejudice. They may be targets of hate crimes or face bias in law enforcement or emergency response. Some communities have had negative experiences with law enforcement or government agencies, which can result in a lack of trust.

Sense of identity

Being culturally and linguistically diverse can have a significant impact on one's sense of identity. Identity is the way we understand ourselves, including our beliefs, values and personal characteristics. Cultural and linguistic diversity means that individuals come from different backgrounds, which can shape their identity in unique ways. Cultural diversity can shape an individual's cultural identity, which includes their beliefs, values and customs. People from different cultural backgrounds may identify strongly with their cultural heritage and feel a strong connection to their ethnic or racial identity.

Being part of a CALD community can also shape one's interpersonal identity, which includes the way they interact with others. People from diverse backgrounds may have unique social norms and expectations, which can impact their interpersonal relationships. Many individuals from CALD backgrounds may also develop a hybrid identity that incorporates multiple cultural and linguistic influences.

Figure 5.31:
Safety and security are essential for all communities.

Figure 5.32:
People from different cultural backgrounds may identify strongly with their heritage.

Learning activity

1. Identify and prioritise the specific needs of CALD communities.
2. Justify the two most significant needs of CALD communities, and discuss the implications if the needs are not met.

Access to services

Access to services is crucial for all communities, including culturally and linguistically diverse ones. However, these communities face unique challenges that can make it difficult to access the services they need. Members of CALD communities may face language barriers that make it challenging to access services. If services are only available in English, individuals who do not speak that language may struggle to understand important information or communicate their needs. Cultural differences can also impact access to services. For example, certain cultural practices or beliefs may require specific accommodations or considerations that are not readily available.

Types of services

There are a variety of services available for culturally and linguistically diverse communities, depending on their needs. Examples include:

- Language interpretation and translation services help people who do not speak English understand important documents and communications. They help CALD communities access services, understand their rights, and communicate with service providers.
- Citizenship and immigration services provide assistance with citizenship and immigration-related matters, such as visa applications and integration into the community.
- Health services aim to provide culturally appropriate medical and mental healthcare to individuals from CALD communities. They can include multilingual health education, outreach programs to underserved communities, and support for individuals with limited health literacy.
- Legal services provide legal support to individuals from CALD communities, such as legal representation, advice on legal matters, and advocacy for the protection of their rights.
- Employment services aim to support individuals from CALD communities in accessing employment opportunities and providing skills training. They can include job training programs, job placement services, and ongoing support.

Internet activity

Log on to TitanOnline and complete Activity 5.14 to learn more about the types of services required by this group.

Factors affecting access to services

There are many factors that can affect CALD communities from accessing services. Many people from CALD backgrounds may not speak English as their first language, making it difficult for them to communicate with service providers. People from diverse communities may not be aware of the services that are available to them or how to access them. Cultural differences between service providers and CALD communities can also create barriers to access. For example, some people may feel more comfortable seeking help from someone of the same gender or cultural background.

Discrimination and racism can create a hostile environment that deters people from accessing services. This can occur when service providers are not culturally sensitive or fail to provide services in a non-discriminatory manner. Socioeconomic factors such as unemployment, lack of transportation, and limited access to resources can also make it difficult for people from CALD communities to access services.

Characteristics of individuals within this group

Cultural and linguistic diversity can encompass a range of aspects including a person's country of birth, their ancestry, where their parents were born, what language/s they speak, and their religious affiliation. There is no one definition of cultural and linguistic diversity, and often a range of information is required to identify the unique characteristics of a person that may affect their healthcare needs. In 2020, three in 10 people living in Australia were born overseas.

Source: Australian Institute of Health and Welfare

Resources

Culturally and linguistically diverse communities require specific resources to help them access services and support. CALD communities may need access to language support services, such as interpretation and translation services, to communicate with service providers and understand important information. Service providers need to be culturally sensitive and trained in cultural awareness to ensure that they can provide culturally appropriate services and support to people from diverse communities. Community engagement efforts that involve people from diverse communities in decision-making and planning can help build trust and strengthen relationships between service providers and community members.

Aspects of the service

In some locations, there may be a limited number of services available for CALD communities, which can make it difficult for them to access the support they need. Members of CALD communities may face stigma or feel embarrassed to ask for help, which can make it more difficult for them to access services. They may face physical or logistical barriers to accessing services, such as a lack of lack of English, transportation or financial constraints.

Figure 5.33:
People in CALD communities may need access to language support services to communicate with service providers.

Internet activity

Log on to TitanOnline and complete Activity 5.15 to learn more about the types of resources required by this group.

Learning activity

Consider the following four questions in order to explore the factors that can affect CALD communities access to services:

1. What types of services does this group require access to?
2. How do the characteristics of individuals within this group affect their access to the service?
3. What resources are necessary to support this group's access to the service?
4. How available are the services within the community?

Case study

Pravin is a 35-year-old refugee from Sri Lanka who has been living in Australia for the past three years. Despite being hard-working and motivated, Pravin still struggles to understand and speak English, which has limited his access to services and resources in the community.

Pravin has been working in a factory since his arrival in Australia, but he often feels isolated and lonely because he has difficulty communicating with his colleagues and other people in the community. He also feels unsure about the resources and services that are available to him, which has prevented him from accessing important support services such as healthcare, education and legal assistance.

Figure 5.34:
People with CALD backgrounds may have trouble communicating in English.

To address these issues, Pravin's case worker has recommended that he participate in an English language program for refugees and migrants. The program is designed to help people like Pravin improve their English skills, and improve their social and economic outlook in Australian society. The program is delivered by a local community organisation that specialises in supporting refugees and migrants. It provides a range of services, including English language classes, social support, and assistance with accessing services and resources in the community.

Pravin is initially hesitant to join the program because he is worried about the cost and the time commitment involved. However, his case worker explains that the program is free and that he can attend the classes at a time that suits him. She also assures him that the program will provide him with the skills and knowledge he needs to improve his English and connect with the broader community.

After participating in the program for a few months, Pravin's confidence and language skills improved significantly. He is now able to communicate more effectively with his colleagues and people in the community, and he has been able to access important services.

1. What are the main challenges that Pravin is facing as a refugee in Australia?
2. What recommendations could you make to help Pravin improve his English skills?
3. What are the potential benefits of participating in an English language program for CALD communities?
4. Identify a range of barriers that could impact Pravin's decision to participate in an English language program.
5. Research a range of services and resources available, like the one described in the case study, to support CALD communities.

Creating positive social environments

Culturally and linguistically diverse communities differ greatly across Australia, depending on their location. For example, the Northern Territory and northern Western Australia have larger populations of Indigenous Australians. The term 'culturally and linguistically diverse' is used to describe communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions. It is important to remember that, in most communities within Australia (not including Indigenous communities), nearly all residents immigrated here or had ancestors or family members immigrate here. To maximise the wellbeing of all individuals, it is necessary to create positive social environments in CALD communities.

Addressing this group's issues of concerns

Individuals living in CALD communities will have a range of opportunities, but also various issues of concerns significant to their specific community. A few of the major issues of concern for this group include assimilating without losing cultural identity, living with language barriers, becoming aware of different customs and deconstructing negative stereotypes.

Government policy and legislation

There are many government policies and legislations in place that are constantly being evaluated and adapted to suit the growing diversity of Australia. These policies reflect the specific needs of various CALD communities. Government policy is essential in fostering an environment where all individuals, despite their cultural background, feel safe and free from harm in their community. Some government policies and legislation targeted at CALD communities are outlined below.

- **NSW Department of Education Anti-Racism Policy:** The Anti-Racism Policy "commits the department to the elimination of all forms of racial discrimination in its schools and worksites and applies to all employees of the department, all students in government schools and has implications for each school's community". The policy is designed to eliminate any kind of prejudice or discrimination against students, staff and the wider school community.

  Source: NSW Department of Education.

- **Australian Human Rights Commission Act 1986:** This act was established as part of the federal anti-discrimination laws. The Act states "breaches of human rights by any Commonwealth body or agency and discrimination in employment on the basis of race, colour, sex, religion, political opinion, national extraction, social origin, age, medical record, criminal record, marital status, impairment, disability, nationality, sexual preference and trade union activity".

  Source: Australian Human Rights Commission.

- **Healthy Culturally Diverse Communities 2019–2023:** The policy plan for equitable health for all people living in NSW, despite their cultural background. NSW Health outlines the plan that "aims to ensure that people of culturally and linguistically diverse backgrounds have equitable access to healthcare services that are culturally responsive, safe and high quality."

  Source: NSW Department of Health.

Organisations within the community that support this group

There are many organisations within the community that support cultural and linguistic diversity. One example of this is the University of Wollongong's Respect for Diversity Policy. This policy was approved in 1998 and was designed to protect and nurture the diversity of all individuals and groups within the university. The policy principles state that:

Internet activity

Log on to TitanOnline and complete Activity 5.16 to learn more about the organisations within the community that support this group.

- Individuals have the right to express their ideas, theories and opinions while respecting the rights of others without fear of discrimination, harassment or bullying.
- All discriminatory behaviour which is unlawful or offensive is unacceptable and contrary to the University's objective of creating an environment which allows all students and staff to achieve their full potential.
- Discrimination, in its many manifestations, is unlawful under State and Federal legislation. The University takes seriously its obligations under NSW State and Federal legislation.

Source: University of Wollongong.

There are a number of organisations accessible to people living in CALD communities that educate and support people of all cultures. Some of these are explored in Table 5.7.

Table 5.7: Organisations within the community that support cultural groups.

Organisation	Aim/s
Seva International Inc.	To promote social change and justice in support of the growing numbers in the Australian South Asian community in Sydney. Source: https://sevainternational.org
Muslim Women Australia	To provide support and helpful advice to all Muslim women in Australia, regardless of whether they have converted or were born Muslim, their nationality or interpretation of Islam. Source: https://mwa.org.au
Hindu Council of Australia	Hindu Council of Australia's mission is to work for a strong, cohesive and active Hindu community in Australia, aiming to live in harmony with other religious and cultural communities while also devoted to preserving, promoting and sharing Hindu faith, culture and traditions with others in the society. Source: https://hinducouncil.com.au/new/about-us
SAIL – Sudanese Australian Integrated Learning	To provide learning and support for the Sudanese community. They share stories, culture and experiences, all of which may be positive or negative. They welcome students and volunteers of SAIL and assist with the settling in to a new country (Australia). Source: www.sailprogram.org.au

Equity issues

There are certain equity issues individuals from CALD groups often face. For many caucasian Australians, although empathy is possible, a deep understanding of the suffering people from this group can endure is not always attainable. For this reason, it is evident why some stereotypes are perpetuated throughout society. Sometimes this is done with no intention to cause harm, yet it can still be damaging. Stereotypes can be perpetuated by mainstream media sources, often without the viewer realising. For example, when viewing online news headlines, if one person involved in the report is of an ethnicity other than 'white Australian' this is often mentioned, though there is rarely a solid reason for mentioning it at all. Another equity issue this group faces includes language barriers. If an individual living in Australia does not speak English, it will be hard for them to communicate in many social settings.

Positive influences on community attitudes

Being part of a CALD community is a wonderful opportunity to learn about a variety of cultures. This group have many positive influences on community attitudes. Cultural diversity can foster new opportunities for all individuals. For example, cultural diversity includes becoming aware of different cuisines, fashion and music.

Contributions this group makes within the community

As mentioned above, cultural diversity contributes many things to the community, some of these including cuisine, fashion and music. Cultural and linguistic diversity also provides opportunities for individuals within communities to learn about ethnicities and cultural traditions other than their own. It allows for the education of different languages and a chance to interact with individuals who may have a completely diff

Figure 5.35:
It is important to educate t
community on what cultura
and linguistic diversity ent

Advocacy

There are many organisations and spokespeople who advocate for the rights of those who are living in a CALD community. However, everyone can be an advocate for this group. Talking about different cultures with friends at lunch time, or at the dinner table with the family and discussing challenges they may face helps develop a sense of responsibility to treat all individuals fairly, despite cultural background. Advocating is done in various ways whether it is through raising awareness within the community, educating the community or promoting the rights of the group.

Raising awareness within the community

Raising awareness within the community and across the nation is a positive step towards all individuals living in Australia feeling like here is 'home'. Raising awareness within the community involves making the broader community aware of the challenges this group face as well as the many similarities everybody shares. Raising awareness helps disintegrate misunderstandings, reject negative stereotypes and break down cultural barriers.

Educating the community

It is extremely important to educate the community on what cultural and linguistic diversity entails. As a developed society, with access to technology and in turn knowledge, it is almost unacceptable to be uneducated on cultural diversity. Every Australian has the responsibility to make an effort to understand different cultures, especially if individuals intend on having an input into how the country is ran.

Promoting rights of this group

In Australia, all individuals have the same basic rights. It is important these rights are met in order to maintain a healthy wellbeing and a fair go for all. Sometimes however, certain individuals or groups, or even systems will fail to meet the rights of another. The promotion of the rights of CALD communities ensures that individuals new to Australia understand their rights, especially if they differ from their country of origin. Promoting the rights of this group also empowers them and provides protection from other members of the community who seek to discriminate or persecute.

Internet activity

Log on to TitanOnline and complete Activity 5.17 to learn more about organisations that advocate for this group.

Learning activity

1. Interview a friend or family member who lives in a culturally and linguistically diverse community. Ascertain the issues the person faces on a day-to-day basis, as well as the issues individuals different from them face who also live in the community.
2. Select a culturally and linguistically diverse community close to your home. Research what organisations exist to help support people of all cultures living in this community.
3. On a piece of paper, write down a question that would be appropriate to ask a stranger. In a small group, take turns in taking a piece of paper other than your own and trying to communicate the question to your group without using English. Once everyone has had a turn, discuss the barriers you faced and things you did to help communicate your question.

Figure 5.36:
Historical cultural practices of Aboriginal and Torres Strait Islander people help to shape a sense of identity.

Category B

Aboriginal and Torres Strait Islander peoples

Aboriginal and Torres Strait Islander people are the Indigenous peoples of Australia. They are not one group, but rather comprise hundreds of groups that have their own distinct set of languages, histories and cultural traditions. The health and welfare of Indigenous Australians living in the big cities are different to those living in the Torres Strait, which are different again to those living on the outskirts of Alice Springs or those living in remote communities.

The Australian Government defines Indigenous Australians as people who are of Aboriginal or Torres Strait Islander descent, identify as being of Aboriginal or Torres Strait Islander origin, and are accepted as such in the communities in which they live or have lived.

Source: Australian Institute of Health and Welfare.

Prevalence of this group within the community

In the 2021 Census, 812,000 people identified as Aboriginal and/or Torres Strait Islander. Aboriginal and Torres Strait Islander people represented 3.2 per cent of the population. Table 5.8 contains information about the prevalence of Aboriginal and Torres Strait Islander peoples throughout Australia.

Table 5.8: Aboriginal and Torres Strait Islander people by state and territory[a].

State/territory	Count (no.)	Percentage (%) (proportion of Australia)	Percentage (%) (proportion of state/territory)
NSW	278,043	34.2	3.4
VIC	65,646	8.1	1.0
QLD	237,303	29.2	4.6
SA	42,562	5.2	2.4
WA	88,693	10.9	3.3
TAS	30,186	3.7	5.4
NT	61,115	7.5	26.3
ACT	8,949	1.1	2.0
Australia[a]	812,728	100.0	3.2

(a) Based on place of usual residence. Excludes overseas visitors. Includes other territories.
Source: Australian Bureau of Statistics.

Individual diversity within this group

Of the 812,000 people who identified as being of Aboriginal and/or Torres Strait Islander origin:
- 91.4 per cent identified as Aboriginal
- 4.2 per cent identified as Torres Strait Islander
- 4.4 per cent identified as both Aboriginal and Torres Strait Islander.

Source: Australian Bureau of Statistics.

The individual diversity within the Aboriginal and Torres Strait Islander community is very broad. As well as being diverse in relation to their ambitions and aspirations, Indigenous Australians are the same as any other group in society, whereby some Aboriginal and Torres Strait Islander people have dreams of becoming famous sports people or of becoming involved in the entertainment industry whereas others simply dream of finishing school and getting a good job.

Terminology the community uses to describe this group

It is important to use correct and appropriate terminology when referring to the members of this group. Over the years, as the details of the injustices suffered by this group have become common knowledge, some terms have come to be classified as inappropriate or offensive. Other terms have been created for referring to this group in a more positive way. Table 5.9 contains a list of appropriate and inappropriate terms.

Table 5.9: Terms used to refer to Aboriginal and Torres Strait Islander peoples.

Appropriate	Innappropriate
▪ 'Aboriginal and Torres Strait Islander peoples' ▪ 'an Indigenous Australian' or 'Indigenous Australians' ▪ 'a First Nations Australian' or 'First Nations Australians' ▪ 'an Aboriginal person' or 'Aboriginal people' ▪ 'an Aboriginal Australian' or 'Aboriginal Australians' ▪ 'a traditional custodian' or 'the traditional custodians' ▪ 'elder' or 'elders'	▪ 'Them' or 'they' ▪ 'Aborigine' or 'Aborigines' ▪ 'Half-caste' or 'quarter-caste' ▪ 'indigenous' (no initial-capital 'I') ▪ 'his mob', 'her mob' or 'their mob'

Internet activity

Log on to TitanOnline and complete Activity 5.18 to learn more about terminology used to describe Aboriginal and Torres Strait Islander peoples.

Learning activity

1. Research and outline some more concerns that Aboriginal and Torres Strait Islander peoples might have.
2. Use reliable sources of data to examine the nature of Aboriginal and Torres Strait Islander peoples by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor in relation to whether a person is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of the terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

All people have the same basic needs, for food, water, shelter and a sense of belonging. A person is capable of attaining all these things regardless of whether they are a non-Indigenous Australian or an Indigenous Australian.

Specific needs of this group

A range of factors will be the determinants in relation to the specific needs of Aboriginal and Torres Strait Islander peoples. The factors are an adequate standard of living, health issues, access to education, employment opportunities, safety and security, and a sense of identity.

Adequate standard of living

A safe, secure home with working facilities is a key factor supporting the health and wellbeing of Aboriginal and Torres Strait Islander Australians. Not having affordable, secure and appropriate housing can have negative consequences, including homelessness, poor health, and lower rates of employment and education participation, all of which can lead to social exclusion and disadvantage. According to the 2021 Census, there were 352,041 Indigenous households. The most common types of Aboriginal and Torres Strait Islander households were:

- owned with a mortgage (27.5 per cent)
- rented through a real estate agent (26.9 per cent)
- rented through a state or territory housing authority (14.1 per cent)
- owned outright (13.8 per cent).

Source: Source: Australian Bureau of Statistics.

In relation to having essential services, Indigenous communities differ in terms of having access to water, electricity and a sewerage system. Indigenous people who live in a remote community traditionally have had access to bore water (water below the earth's surface), have accessed electricity by way of community generators, and have relied on a septic tank and water-based system for their sewerage. As communities develop and governments put policies and programs in place in order to enhance quality of life in Indigenous communities, the people come to have better access to essential services that are similar to the services that are available in major cities; for example, they come to have access to their state's or territory's electricity grid as well as to be connected to the community's sewerage system.

All Australians are entitled to housing assistance, depending on their situation. For example, Service Australia's Rent Assistance provides fortnightly support for people who are either facing or experiencing homelessness to ensure they can pay their rent. Governments also direct specific policies and programs towards providing housing assistance for Aboriginal and Torres Strait Islander peoples. The Indigenous Community Housing Organisation provides subsidised rental accommodation for community residents of an Indigenous background in an attempt to support and improve their wellbeing.

Internet activity

Log on to TitanOnline and complete Activity 5.19 to learn more about housing for Indigenous Australians.

Long-term health conditions of Aboriginal and Torres Strait Islander people
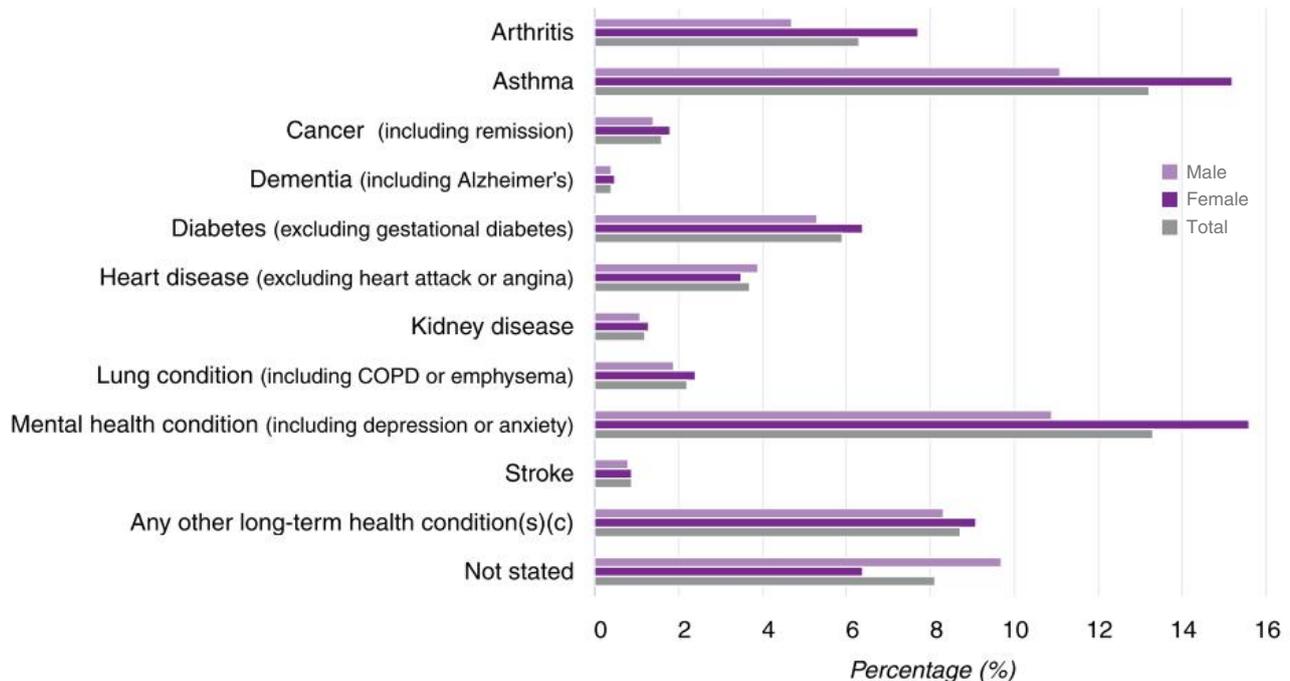
Figure 5.37:
Many older people live with chronic health conditions.

Health

Due to various social disadvantages, some Indigenous Australians have poor health and encounter a range of health risks. Because of limited access and disadvantage associated with education, employment and income, the health status of Indigenous Australians is connected with social inequality. Notably, Indigenous people who live in a regional or remote area have limited access to health services compared with people who live in a major city.

Internet activity

Log on to TitanOnline and complete Activity 5.20 to learn more about the life expectancy of Indigenous Australians.

The health issues and concerns that Indigenous adults experience are similar to those that non-Indigenous adults experience. Prevalence of some diseases and conditions is noticeably higher in the Indigenous population. For example, the level of alcohol-consumption risk is indicative of the fact that alcohol-related problems commonly affect Indigenous people. Substance use and misuse is a major concern among Indigenous people. A higher proportion of Aboriginal and Torres Strait Islander peoples report long-term risky alcohol consumption and smoking than non-Indigenous Australians.

The health of Indigenous Australians is an important issue. Aboriginal and Torres Strait Islander peoples' health issues and concerns occur at a higher rate than they do among any other group in Australia. The Australian Government working towards supporting the health and wellbeing of Indigenous Australians. For example, Close the Gap attempts to reduce the difference in life expectancy between Indigenous and non-Indigenous Australians.

Education

Although education rates among the Indigenous population are lower compared with the rates among the Australian population as a whole, the number of Indigenous Australians who are participating in education in a major city or a remote area has considerably increased in recent years. Having access to educational facilities is a major issue for Indigenous Australians, especially people who live in a remote community. In remote Indigenous communities, most people have access to a primary school that is located fewer than 10 kilometres from their home, but in the case of secondary schools, the access differs significantly.

Aboriginal and Torres Strait Islander people aged 20-24 years who completed Year 12 or equivalent by sex

Figure 5.38:
Retention rates for Aboriginal and Torres Strait Islander high school students increased between 2008 and 2017.

The retention rate from Year 7 to Year 12 for Aboriginal and Torres Strait Islander people is increasing, however still significantly lower than non-Indigenous Australians. The proportion of Aboriginal and Torres Strait Islander people aged 20 to 24 years who had completed Year 12 or equivalent as their highest year of school was 56.7 per cent, up from 37.1 per cent in 2011.

Source: Australian Bureau of Statistics.

The numbers of Indigenous university graduates are increasing as the nature of Indigenous people's participation in university education changes. Universities and tertiary institutions have developed schools and courses that are specific to the Indigenous population, and offer a range of pathways and opportunities for Indigenous students who are applying for courses and scholarships, in order to support their tertiary education endeavours.

Employment

Boosting employment among Indigenous Australians will allow many more members of this community to get ahead. Between 2016 and 2021 Census, the participation in the labour force among Indigenous Australians rose from 51.9 per cent to 54.1 per cent. In comparison, the non-Indigenous employment rate remained stable at 76 per cent.

Table 5.10: Employment status of Aboriginal and/or Torres Strait Islander people who reported being in the labour force, aged 15 years and over

Employment status	2021	%	2016	%
Employed	259,754	87.7	182,147	81.8
Worked full-time	144,659	48.8	106,959	48.0
Worked part-time	87,019	29.4	61,049	27.4
Away from work[a]	28,075	9.5	14,140	6.4
Unemployed	36,419	12.3	40,487	18.2

(a) Counts employed people who reported 0 hours of work the week before the Census or did not state their work hours.
Source: Australian Bureau of Statistics.
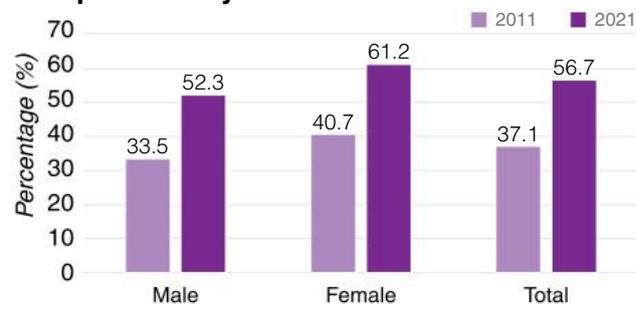
Due to a variety of factors, Indigenous Australians are not able to access employment opportunities at the same level as other Australians are. In order to redress both the disadvantages and the disproportionate lack of access to employment services, the Australian Government provides various types of assistance and support for Aboriginal and Torres Strait Islander peoples. The programs and services available for Indigenous job seekers include:

▪ **Indigenous Apprenticeships Program:** www.servicesaustralia.gov.au/ indigenous-apprenticeships-program

▪ **Indigenous Careers:** www.indigenouscareers.gov.au

▪ **Jobs for First Nations Australians:** www.workforceaustralia.gov.au/individuals/coaching/ assistance/indigenous

In relation to employment, each of Australia's states and territories has equal employment opportunity legislation in place in which the governments outline the illegalities associated with discrimination that occurs at the workplace. Businesses throughout Australia develop an 'equal employment opportunity' plan in order to widen the range of job opportunities that are available for various groups, including Aboriginal and Torres Strait Islander peoples. For example, the Queensland Government developed the Youth Employment Program (YEP) to encourage businesses in Queensland to employ Aboriginal and Torres Strait Islander youth for social and cultural benefits.

Safety and security

In NSW, compared with non-Indigenous people, Aboriginal and Torres Strait Islander people experience a higher rate of injury in relation to death, hospitalisation and emergency treatment. Various concerns are associated with security and safety among the Indigenous population. Governments have put strategies in place in an attempt to minimise accidental injury, intentional self-harm and violence within Indigenous communities. Like all people, Indigenous people have the right to exist in a safe environment and to feel safe and secure in their surroundings. Due to the diverse nature of Indigenous culture, local communities need to address safety appropriately and to deal with issues in order to develop plans and strategies for enforcing change and supporting Indigenous people's wellbeing. In relation to crime, according to statistics and compared with the non-Indigenous population, a higher number of Indigenous people are committing offences.

Figure 5.39:
There are a variety of services available for Indigenous Australian job seekers.

Figure 5.40:
Indigenous people have the right to feel safe and secure in their surroundings.

Aboriginal and Torres Strait Islander imprisonment rate(a), by states and territories, December 2021, September 2022 and December 2022
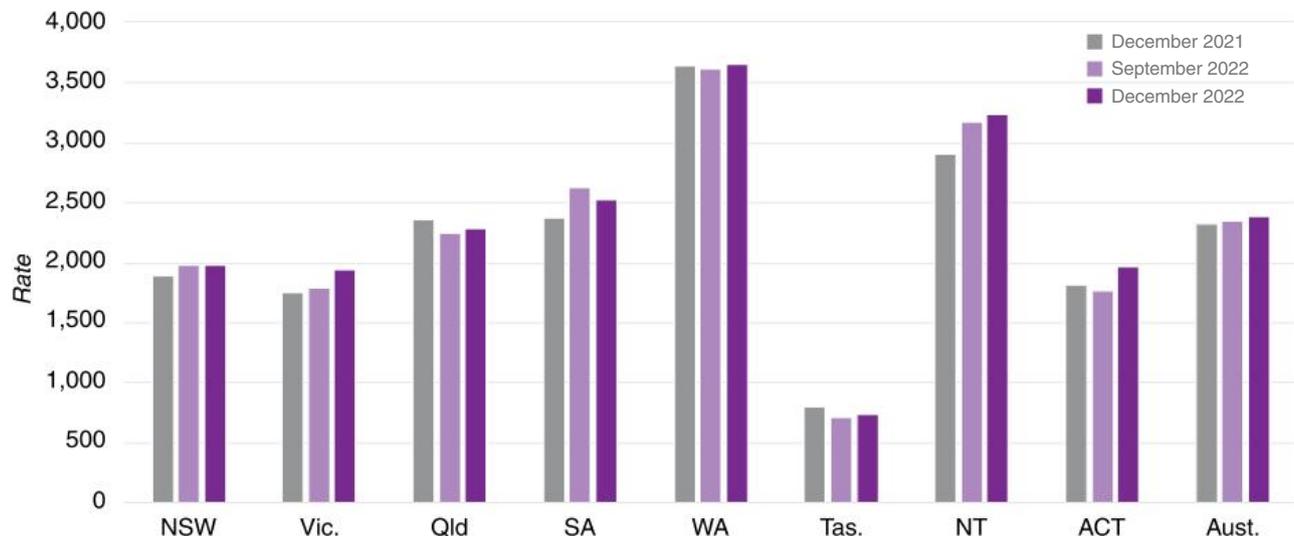
(a) Rate is the number of prisoners per 100,000 adult Aboriginal and Torres Strait Islander population. Based on average daily number.

Figure 5.41:
Many older people live with chronic health conditions.

Sense of identity

Due to the historical and contemporary discrimination and prejudice that are aimed at the Aboriginal and Torres Strait Islander population, some Indigenous people experience low self-esteem and have been influenced negatively in relation to their sense of identity. Because of various factors, Indigenous people might lack confidence in their skills and abilities. At school, they might have limited self-belief if they struggle with expressing themselves by speech and text. If their access to education has been limited, they might experience low self-esteem in relation to continuing their education or to applying for and undertaking various jobs.

The culture associated with Aboriginal and Torres Strait Islanders differs greatly from the culture of the wider Australian population, so it is important that Indigenous peoples' self-esteem and sense of identity be supported and promoted throughout society. Within all sectors of society, communities and businesses have to accommodate, integrate, recognise and respect Indigenous peoples and their cultures.

Learning activity
1. Identify and prioritise the specific needs of Aboriginal and Torres Strait Islander peoples.
2. Justify the two most significant needs of Aboriginal and Torres Strait Islander peoples, and discuss the implications if the needs are not met.

Access to services

Aboriginal and Torres Strait Islander peoples are entitled to support and assistance from various services that are aimed at improving many areas of people's lives, such as quality of life, education, employment and healthcare. Because a large percentage of Indigenous Australians live in a regional or remote area, their access to essential services and facilities is decreased.

Types of service

For this group, the Australian Government targets a variety of support services in relation to financial support, transport, housing and accommodation, healthcare, counselling, education, employment, and legal aid. For financial support, the Government has introduced various schemes in relation to funding, for example to enable Indigenous people to study and to meet the costs associated with living and parenting. Some of the schemes are listed as follows:

Internet activity

Log on to TitanOnline and complete Activity 5.21 to learn more about government services available to Indigenous Australians.

- ABSTUDY
- JobSeeker Payment
- Assistance for Isolated Children scheme
- Remote Area Allowance.

Because in many cases Indigenous Australians experience poorer health compared with non-Indigenous Australians, the Australian Government has established various healthcare initiatives for them. The Government targets the initiatives at mental health, dental and optical health, and general health

The focus of the
is on primary he
substance abus
remote services
following progra

- National Toba
- DoctorConne
- Women Want
- Home Care P
- Immunisation
- Girls Make Yo
- Breastscreen
- Pregnant Pau

Source: Australian
         and Aged

Figure 5.42:
Aboriginal and Tor
are entitled to supp

Factors affecting access to services

Numerous factors will affect Aboriginal and Torres Strait Islander peoples' access to various services. The factors are associated with characteristics of individuals within this group, available resources, and aspects of the services.

Characteristics of individuals within this group

Many personal characteristics of Aboriginal and Torres Strait Islander people will have an impact on the people's access to various support services. One of the major factors is the cultural differences that exist between Indigenous and non-Indigenous Australians. Culturally and traditionally, Indigenous people live off the land and believe in healing by using elements such as plants, herbs and minerals. They believe in speaking to their Elders in order to receive guidance and support, and that custom does not correspond with modern, Westernised healthcare practices. Aboriginal and Torres Strait Islander people might not be educated efficiently in relation to disease and symptoms of some illnesses and therefore might not realise when they are sick. For example, in Westernised culture, women either have information or can easily access it if they need to know how to check their breasts for any lumps that might be cancerous. This knowledge is not as evident in densely populated Indigenous areas.

Resources

Similar to in the case of education, Indigenous Australians might not have adequate knowledge of the services that are available to them, and the lack of knowledge might be either direct or indirect. For example, in a remote Indigenous community, people might not emphasise the importance of regularly brushing the teeth. This factor might lead to tooth decay and other dental problems, but because the people lack knowledge about dental hygiene, a person from the locality might not know to visit a dentist.

Due to the low level of employment among this group in society, younger Indigenous people might believe it is their role to take up whatever employment opportunities they can rather than attend university or TAFE, because tertiary education is costly and their family might not be able to afford it. This cycle can potentially continue for generations, which is the reason that provision of funding assistance for Indigenous Australians is very important.

Aspects of the service

In relation to accessing support, various aspects of services can have a limiting or deterring effect on this group. The aspects include the service's opening hours, the imperative of confidentiality, and the service's location and staffing.

Many remote Indigenous communities are small, and most of the townspeople will know each other. This familiarity can lead people to be discouraged from accessing some support services out of fear that everyone will find out about the visit. For example, if a weekly meeting is held on the service's premises in order to target alcoholism and drug misuse, people might not attend, even though they know they probably should, because they are ashamed that other people will learn that they are suffering from an addiction.

Staffing of the service can also be a major barrier. As mentioned, Indigenous culture involves a great deal of respect for Elders. If the local doctor is not an Indigenous Australian, Aboriginal and Torres Strait Islander patients might feel disconnected from them and/or mistrust them, and therefore choose not to regularly visit them for a check-up.

Learning activity

Consider the following four questions in order to explore the factors that can affect Aboriginal and Torres Strait Islander peoples' access to services:

1. What types of service do they require access to?
2. How do the characteristics of Aboriginal and Torres Strait Islander peoples affect the people's access to services?
3. What resources are necessary in order to support Aboriginal and Torres Strait Islander peoples' access to services?
4. How available are the services within the community?

Creating positive social environments

It is important that a positive social environment be created and nurtured for all minority groups that exist in Australia, especially for Aboriginal and Torres Strait Islander people. Unfortunately, when European settlement commenced, few or no positive social exchanges took place between the traditional owners of the land and the new settlers. The relationship was very badly damaged, and over the past 220 years or so, many people have been addressing the damage that was done and trying to move forward in reconciliation. Much of the damage has led to irreversible life changes among the Indigenous community, so it is essential that this group's issues be addressed, that government policy and legislation be created, and that Indigenous-support organisations within the community be supported and promoted.

Addressing this group's issues of concern

Aboriginal and Torres Strait Islander peoples have numerous issues of concern, and the main ones are in relation to health, education, employment and land ownership. Indigenous people do have other concerns, but those ones will be addressed when the aforementioned issues have been addressed. The health of Indigenous Australians is significantly lower than that of non-Indigenous Australians, as is their level of education, and the level of unemployment is higher among this prioritised group. According to research, the impact of these issues is mostly due to the people's disconnection from the land, or more so, to the changing nature of their life as a consequence of introduction of Western civilisation and establishment of Australia as a country.

Government policy and legislation

The Australian Government has put specific policies and laws in place in order to support creation of a positive social environment for Aboriginal and Torres Strait Islander people. These policies and laws are paired with reports that demonstrate the findings and overall effectiveness of their implementation. Some of the policies, laws and reports are outlined in the following text.

The Closing the Gap policy

Six target areas:

1. Closing the life-expectancy gap between Indigenous and non-Indigenous people.
2. Halving the gap in mortality rates for Indigenous children younger than five.
3. Facilitating access to early-childhood education for Indigenous children four years old and younger in remote communities.
4. Halving the gap in reading, writing and numeracy.
5. Halving the gap in Year 12 completion rates.
6. Halving the gap in employment outcomes.

Source: Australian Human Rights Commission.

The Human Rights and Equal Opportunity Commission and its *Bringing Them Home* report

To assess the extent of destruction caused by the act of Indigenous children's forced removal both from their parents and from the land.

Figure 5.43:
The Closing the Gap policy supports the health and wellbeing of Indigenous Australians, especially children and youth.

Native Title legislation

To recognise that from according to their traditional law, Indigenous people have rights and interests in relation to their land. Under Native Title legislation, individuals have the right to live on their traditional land, including the right to participate in activities that are necessary for living of the land, such as gathering, hunting, fishing, participating in traditional ceremonies, teaching each other about Indigenous culture and protecting the land.

Source: Australian Government National Native Title Tribunal.

The Anti-Discrimination Act

To eliminate discrimination on the basis of race, age, sex and disability in areas such as employment, education, trade unions, services and facilities.

Source: Australian Government Attorney-General's Department.

Internet activity

Log on to TitanOnline and complete Activity 5.22 to learn more about government policy and legislation that affects Aboriginal and Torres Strait Islander peoples.

Organisations within the community that support this group

A number of organisations also exist both within and throughout Indigenous communities that have the aim of supporting this group in many ways. Examples of the organisations and their aims include:

- **The Redfern Foundation:** To provide funding and other types of support for local organisations that are mainly run by Aboriginal and Torres Strait Islander people.
- **AbSec: the Aboriginal Child, Family and Community Care State Secretariat:** To remain involved in issues in relation to Aboriginal families and child protection as well as funding. Also to support ASFCSS, the Aboriginal Statewide Foster Care Support Service.
- **NACCHO: the National Aboriginal Community Controlled Health Organisation:** To develop Indigenous health services, to liaise with governments about health and wellbeing policy and to foster partnerships.
- **Aboriginal Hostels Limited:** To provide secure housing for Aboriginal and Torres Strait Islander peoples. The organisation is ideal for Indigenous people to access if they are living in an urban area but do not have secure and permanent housing or are living in a remote area and are wishing to move away from their community for reasons to do with employment or education.

Internet activity

Log on to TitanOnline and complete Activity 5.23 to learn more about support organisations for Aboriginal and Torres Strait Islander peoples.

Equity issues

Various groups in society face various issues in relation to inequity, and this type of issue greatly affects Aboriginal and Torres Strait Islander people. The concept of equity is that of people being treated with fariness and integrity to promote equality. This sadly does not occur in the case of Australia's Indigenous people. Indigenous people are often victims of discrimination, vilification, stereotyping and many other negative types of attitudes that have an impact on their everyday life.

Earlier in this chapter, the many inequity issues the group members face were explored when discussing factors that affect the group members' access to services, for example living remotely and practicing traditional, cultural methods of healthcare.

The issue of inequity in relation to Aboriginal and Torres Strait Islander people stems right back to when Europeans settled in Australia. From that time onwards, settlers unfairly took land from the Indigenous people, and the people's life was consequently changed forever and irreversible damage was done. Ever since that time, issues have arisen in relation to not only equal treatment but moral treatment. The earlier treatment can never be forgotten or erased, but by way of government policy and education, steps can be taken, and have been taken, in the right direction for creating a better future for Indigenous Australians.

Learning activity

1. Examine government policy and legislation in order to determine their role in ensuring equity for Aboriginal and Torres Strait Islander people.
2. Critically analyse the extent to which organisations within the community assist in meeting the needs of Aboriginal and Torres Strait Islander people.
3. Investigate an inequity issue that Aboriginal and Torres Strait Islander people are encountering, and propose strategies for addressing it.

Positive influences on community attitudes

Aboriginal and Torres Strait Islander people have positively influenced both the general community and its attitudes in a number of ways. On many platforms, Indigenous Australians continue to influence, inspire and promote health and wellbeing on a nationwide basis.

Contributions this group makes within the community

A number of Indigenous Australians are making a contribution to the community every day. Any person from this group who is doing something such as working, looking after their family or supporting a friend is making a difference to community life, and the deeds often go unnoticed. A variety of Indigenous people have made a significant contribution to society, and one of them was Eddie Mabo.

Case study

Eddie Koiki Mabo was born on 29 June 1936, died on 21 January 1992 and was of Torres Strait Islander descent. He came to Australia at age 16 in order to work, and it was there that he made a considerable difference to not only the Indigenous community but the entire Australian community and the nation's policy and legislation. Mabo made many contributions to the community, the main ones of which were land rights and the Native Title Act. In 1982, he and four other Torres Strait Islanders questioned the validity of the Latin term terra nullius. Before European settlement, Australia and its surrounding islands were classified as being 'no one's land'. This court battle went on for 10 years before the High Court finally overturned the terra nullius classification. However, before the court handed down its verdict, Mabo died from cancer, at age 55.

Eddie Mabo's determination and dedication to Australia's Indigenous people was a huge contributing factor in creation of a more just future for the people.

1. Research the Mabo versus Queensland case, and summarise the key events that occurred.
2. Assess the impact the 'Mabo decision' has had on the wellbeing of Aboriginal and Torres Strait Islander people.

Advocacy

Advocacy or being an advocate involves taking steps towards creating change in relation to an issue that exists in society. Advocacy occurs for a number of reasons, including the need to raise awareness within communities, educate communities and promote the rights of specific groups. Advocating for specific group or issue involves raising awareness by as many means as possible, including placement of advertisements, use of celebrity advocators, and organisation of education in schools and at workplaces.

Raising awareness within the community

It is important to raise awareness of the issues in relation to Aboriginal and Torres Strait Islander people, within not only the Indigenous community but the wider community.

Educating the community

Education of the Indigenous community in relation to all the aforementioned areas is a major factor that results in a better and longer quality of life for the community members. If people are not educated, they cannot be expected to make appropriate decisions about important subjects such as their health, their family members' health, education, employment, land rights and housing. It is essential that the Indigenous community be educated, but it is also important that the wider community be educated about issues in relation to Aboriginal and Torres Strait Islander people, so that all Australians have a greater understanding and appreciation of cultural diversity.

Promoting the rights of this group

The rights of Aboriginal and Torres Strait Islander people can be promoted through education and raising awareness. A number of both Indigenous and non-Indigenous members of society have contributed to awareness raising, education and promotion of this group's rights. The contribution of one Indigenous Australian, Adam Goodes, is explored in the following case study.

Case study

Adam Goodes is a proud Andyamathanha/Narungga man who played Australian football with the Sydney Swans between 1999 and 2015. Throughout his AFL career, Goodes used his profile to shed light on the impacts of racism and inequity on Aboriginal and Torres Strait Islander peoples, and was named Australian of the Year in 2014 in recognition of his community work. Since retiring from sport, he continues to be an advocate for Indigenous rights and is involved in numerous programs and initiatives.

Goodes co-founded the GO Foundation and has been a non-executive director of the organisation since 2009. The GO Foundation's aim is to create opportunities for Indigenous youth through education, through initiatives such as school and university scholarships.

Research Adam Goodes' career and the contribution he has made in relation to Indigenous rights. Write a letter to a local community leader in order to ask them for a donation to the GO Foundation and explain the work Adam Goodes has been involved in.

Case study

Tam has grown up in a small rural community in outback NSW. She lives with her extended family, which consists of her mother, brothers, sisters and grandparents. She is of Aboriginal and Torres Strait Islander descent.

She and her brothers and sisters attended their local primary school and then went to a high school that was located 30 kilometres from their home. Tam left school in Year 9, having decided to help her family on their land. She does not get paid for the work she does, but she knows she is doing it to support her family members' wellbeing and enable them to keep meeting the costs associated with their house. Her home is part of some state-owned and state-managed Indigenous housing, under the 'umbrella' of SOMIH, and the family members often undertake essential maintenance when it is necessary.

Tam has always wanted to be a teacher, and often wishes she had not left school and had attended university so she could teach in one of the rural schools located close to her community. She has been told about ABSTUDY and how its purpose is to support Indigenous students, but she does not know where to access more information and does not want to let her family down by returning to school.

She is also responsible for caring for her elderly grandparents. Her grandmother is losing her eyesight, and Tam helps her wash and dress, and often reads to her. Tam's grandfather, who used to smoke a lot, has developed an acute cough that often causes him to be bedridden. A local doctor services the community but sees patients only once a week. Tam is worried about taking her grandparents to the doctor, because they cannot afford any medication he might prescribe.

1. Outline the services that Tam and her family members are accessing.
2. Identify a range of additional services that she and her family members could access that are specific to their situation.
3. Propose ways in which she could both address her desire for education and support herself in developing a career.
4. Recommend ways for her to support her self-esteem and sense of identity.

Learning activity

1. Explore an example of what Aboriginal or Torres Strait Islander people have done in an attempt to improve community attitudes, and assess the impact the initiative has had on the wellbeing of Aboriginal and Torres Strait Islander people.
2. Outline how community organisations advocate for Aboriginal and Torres Strait Islander people, and describe the positive influence the advocacy can have on community attitudes.

Figure 5.44:
People with disability can support their sense of identity by participating in social activities.

Category B People with disabilities

A disability is generally defined as being a condition hindering a person's undertaking of core activities, that is, activities that are associated with self-care, mobility and communication. Some people who have a specific condition do not require much help in order to undertake most core activities, whereas others cannot care for themselves, may be immobile or find it difficult to communicate.

Prevalence of this group within the community

More than four million people in Australia have disability, or around 18 per cent of the population. 32 per cent of people with disability have a severe or profound disability. The branch chart in Figure 5.45 is a summary of the statistics in relation to Australians with disability, including numbers of affected Australians, in thousands or millions; the percentage of Australians who are suffering from a limitation or restriction; and the severity of the limitation or restriction.

```
                                    ┌─────────────────────┐
                                    │     All persons     │
                                    │     25 170 000      │
                                    └─────────────────────┘

        ┌─────────────────────┐                           ┌─────────────────────┐
        │   With disability   │                           │ Without disability  │
        │  4 455 100 (17.7 %) │                           │ 20 714 900 (82.3 %) │
        └─────────────────────┘                           └─────────────────────┘

┌─────────────────────────┐   ┌─────────────────────────┐
│ Without specific limita- │   │ With specific limitations│
│   tions or restrictions  │   │     or restrictions      │
│    555 199 (2.2 %)       │   │   3 900 000 (15.5 %)     │
└─────────────────────────┘   └─────────────────────────┘

┌─────────────────────────┐   ┌─────────────────────────┐
│ With schooling or employ-│   │ With core-activity       │
│ ment restrictions only(a)│   │      limitation          │
│    352 400 (1.4 %)       │   │   3 547 600 (14.1 %)     │
└─────────────────────────┘   └─────────────────────────┘
```

Profound limitation	Severe limitation	Moderate limitation	Mild limitation
805 400 (3.2 %)	654 400 (2.6 %)	604 100 (2.4 %)	1 535 400 (6.1 %)

Note: estimates have been rounded to the nearest one hundred persons. Due to rounding and the effect of perturbation the sum of the sub-totals may not equal totals. (a) Excludes people with a disability who have both a core activity limitation and a schooling or employment restriction

Based on www.abs.gov.au/statistics/health/disability/disability-ageing-and-carers-australia-summary-findings/2018

Figure 5.45:
Disability status of Australians.

Individual diversity within this group

As outlined in Figure 5.45, there is a dramatic variation in the nature of diversity among the Australians who have some type of disability. The extent of a person's disability is the determining factor in whether they are completely dependent on other people or only partially dependent on them. People with disability can be affected by the disability more significantly at different stages of their life. For example, a person who had their arm amputated after a car accident will intially deal with the pain and trauma, but will gradually learn and master how to complete daily tasks and be fully functioning members of society without their once able arm.

A disability is a condition whereby a person is unable to undertake specific tasks in the way that most other people are able to. When disabilities are viewed from this angle, it is evident that hundreds of them exist. A disability may affect cognitive (brain) functioning, the senses (hearing, seeing, feeling) and/or mobility.

Figure 5.46:
People with vision impairment may require assistance to perform everyday tasks.

Terminology used by the community to describe this group

Sometimes the terminology used to describe people with disability can be insensitive or based on incorrect assumptions. It is important to understand the terms the community uses and what they mean, because the wrong terminology can be offensive and discriminatory.

When discussing disabilities, it is always correct to first state the word 'person'; for example, it is appropriate to say 'a person who has disability' or 'a person with disability'. It is inappropriate to say 'disabled person', because the order of the words suggest that the disability is more important than the person, or it uses the disability to label the person.
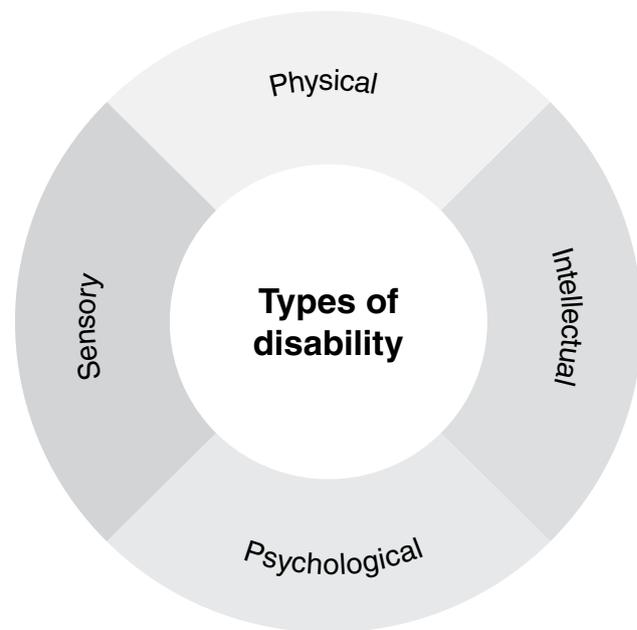
Figure 5.47:
Types of disability.
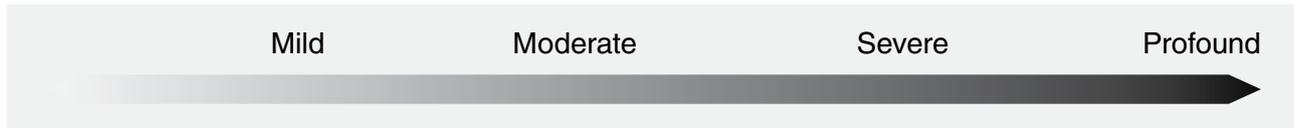
Figure 5.48:
Severity of disability.

Learning activity

1. Research and describe some other concerns that people with disability might have.
2. Use reliable sources of data to examine the nature of people with disability by considering the following questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor for whether a person is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of the terminology might have on individuals within this group.

Internet activity

Log on to TitanOnline and complete Activity 5.24 to learn more about inclusive language and terminology.

Issues of concern for this group

Satisfaction of needs

The barriers that people who have a physical or intellectual disability face are often to do with the attitude of the people around them, rather than their own limitations. Everyone has the same basic needs for food, water, shelter and a sense of belonging. People with disability may need assistance to satisfy some or all of their needs.

Specific needs of this group

The specific needs of a person with disability are dependent on the type of disability they have. The factors in relation to humans' specific needs are standard of living, health issues, access to education, employment opportunities, safety and security and sense of identity.

Adequate standard of living

People with disability are entitled to secure, safe and appropriate housing, and modifications often have to be made to housing in order to meet the diverse needs of members of this group. Following are some types of home modification that are commonly made for people with disability:

- **The bathroom and toilet:** replacement of the bath with a shower, installation of grab rails, and movement of the toilet and basin.
- **The kitchen:** replacement of the range hood and cooktop; lowering of the bench tops, cupboards and shelves; and creation of space for wheelchairs under the sink or benches.
- **Access to and from the home:** installation of ramps and handrails, widening of doorways, and construction of pathways.
- **Electrical infrastructure:** changing of switches and power points to accessible alternatives.
- **The garden:** creation of a low-maintenance garden, and creation of a garden that a person with disability can access.

Figure 5.49:
Modified utensils can assist people with disability to be self-sufficient.

Figure 5.50:
Some disabilities will have an impact on a person's cognitive functioning.

Internet activity

Log on to TitanOnline and complete Activity 5.25 to learn more about accommodation for people with disability.

Health

People with disability will have varying levels of health and wellbeing, depending on the type and severity of their disability. Some people with disability are able to care for themselves or to complete their day-to-day tasks with the help of their family and friends, whereas others require ongoing support from health-care professionals. In some cases, compared with people who do not have a disability, people with disability are predisposed to having other health concerns. For example, a man who is confined to his bed might develop acute problems, such as pressure ulcers and respiratory-tract infections, because he is sedentary.

Education

Although disability can affect a person's access to learning, education providers are continually improving their resources and practices in order to increase accessibility.

School-age people with disability are supported in the education system in order to have their special learning needs met. To be able to cater for the needs of students with disability, the NSW Department of Education first identifies and assesses the disability, and then discusses and negotiates the best option for the student.

Internet activity

Log on to TitanOnline and complete Activity 5.26 to learn more about education options for people with disability.

Australian universities and TAFEs are increasingly catering for the needs of people with disability and are widening the people's access to a range of support services. They commonly provide facilities that are specifically-designed for people with disability, so that people with disability can participate in the same learning that people without disability participate in; three examples are modified computers, modified signs and instructions in Braille, and a variety of modified furniture and equipment.

Educators should implement differentiated teaching and inclusivity, so that all students learn the same concepts and all students feel included.

Employment

As a group, people who have a severe disability often have a lower rate of participation in the labour force compared with people who do not have a disability.

In 2022, 53 per cent of people with disability were employed in the labour force. 38 per cent of people with disability receive a government payment as their main source of income. The unemployment rate for people with disability has remained stable since 2015.

Internet activity

Log on to TitanOnline and complete Activity 5.27 to learn more about disability employment services.

Source: Australian Institute of Health and Welfare.

A range of government- and community-based services are available for people with disability who are trying to find a job. Centrelink offers employment services for eligible people by providing information about appropriate working environments and making referrals that are specific to the person and their needs.

Safety and security

All people have the right to feel safe and secure in their surroundings. In some risky situations, people with disability can be disadvantaged in their efforts to eliminate risk or remove themselves from a dangerous situation. For example, if a woman who uses a wheelchair lives on an upper level of a building and cannot use the lift if a fire breaks out, she will find it more difficult to escape than a person who does not have a disability.

There are a variety safety aids specifically designed for people with disability. Safety Mobility Pty Ltd is an Australian business that sells products for aiding people's transportation up and down stairs in any emergency situation. The company also offers products such as The Carousal Automatic Pill/Medication dispenser, which dispenses medication and alerts carers or emergency services personnel if people need their medication.

Sense of identity

People with disability can experience low self-esteem. They might compare themselves with people without disability, or focus on what they are unable to do. It is important that family, carers and friends promote the self-esteem of people with disability, by challenging their negative beliefs and emotional distress.

Like any person in the community, having a grounded and positive sense of identity will support the wellbeing of people with disability. People with disability can participate in various activities and involve themselves in hobbies to find or support their sense of identity. Inclusive opportunities are increasingly existing within communities, allowing people with disability to contribute more to society.

Learning activity
1. Identify and prioritise the specific needs of people with disability.
2. Justify the two most significant needs of people with disability, and discuss the implications of not having them met.

Access to services

A wide range of government services are available for people with disability, from income support to provision of pharmaceutical products. Various non-government services and organisations also support and help people with disability. In some cases, these services are under-utilised because people with disability are not aware of everything that is available or are not physically able to access them.

Figure 5.51:
Hearing aids are available to assist people with hearing im

Types of service

Various services are available for targeting financial support, transport, accommodation and housing, health care, counselling, education, employment and legal aid. For example, Cerebral Palsy Australia (http://cpaustralia.com.au) both develops initiatives and promotes awareness and the need for provisions among the community. Another example is Muscular Dystrophy Australia (www.mda.org.au), which established a range of community support programs and respite programs in order to help people with disability.

Other organisations that provide services for people with disability include:

- **Deaf Australia Inc.**: https://deafaustralia.org.au
- **Blind Citizens Australia:** www.bca.org.au
- **The Epilepsy Association:** www.epilepsy.org.au
- **Autism Awareness Australia:** www.autismawareness.com.au
- **Spinal Cord Injuries Australia:** www.scia.com.au
- **MS Australia (multiple sclerosis):** www.msaustralia.org.au
- **Seeing Eye Dogs Australia:** https://seeingeyedogs.visionaustralia.org

People with disability are often able to access financial help in order to support their wellbeing and ensure that their needs are met, and a range of financial support options are available for people who are unable to work. Centrelink offers the Disability Support Pension and, depending on the applicant's responses in an 'income and assets' test and their age, residential status and marital status, they will be entitled to the pension payments as outlined in Table 5.11.

Table 5.11: Maximum basic payment rates of the Disability Support Pension, June 2023.

Status	Maximum basic rate per fortnight
If you are over 21 years of age, or under 21 years of age with children	
Single	$971.50
Couple each	$732.30
Couple combined	$1,464.60
Couple each separated due to ill health	$971.50
If you are under 21 years of age with no children	
Single, younger than 18, and dependent	$477.70
Single, younger than 18, and independent	$707.60
Single, 18 to 20, and dependent	$534.20
Single, 18 to 20, and independent	$707.60
A couple, and younger than 21	$707.60

Source: Services Australia.

Factors affecting access to services

A variety of factors will affect an individual's ability to access services for people with disability. Because of the vast nature of disabilities, personality and the severity of disability will have an impact on how individuals access the services. Personal resources available and the way the service is designed might also affect access, positively or negatively.

Characteristics of individuals within this group

Disabilities can and do affect people in different ways. People with cognitive disability might not have the capacity to understand what procedures or steps they have to follow in order to access support services that are available for them. For example, a young woman with disability might initially find out about a support service, but because of the limitations caused by her disability, she might be unable to gain further insight about the service. This could be the case if the person does not socialise or speak to people outside their immediate support network.

Other characteristics that can affect people's access to services are their age, gender and culture. Some services might be gender-specific because of privacy issues, meaning people's capacity to access the service is limited. Cultural differences can also be an inhibiting factor for someone who is accessing services, because they hold culture-
language barrier.

Resources

People with disability may also have difficulty accessir
to a lack of resources. For example, a man who has a
might not be able to drive, but the venue for his suppo
might be 20 kilometres from his home. In another exam
who has an intellectual disability may have difficulty de
or not she is eligible for the Disability Support Pensior
mathematical calculations regarding her assets and w
to is challenging.

Aspects of the service

Some aspects of the service can be factors that limit
access. For example, if a service organisation has lim
funding, it might have to be selective about who it can
help, or limit or reduce the support it is already providi
Another example that would limit access is the travel
of a homecare company – if its policy is that support s
can only visit people who live within a 30-kilometre rac
of its headquarters, people who live in a more remote
40 kilometres away would miss out.

Figure 5.52:
The installation of ramps and handrails can help a person who us
a wheelchair to live more independently in their home.

Case study

A few years ago, Ming was involved in a workplace accident from which he sustained a spinal-cord injury that led to inhibition of his mobility. He is still able to walk short distances and to drive, depending on the severity of the pain.

Ming often has to visit doctors and specialists, and when he is well enough to do so, he drives to his appointments in the hope he will find a parking spot nearby. He is aware of the Mobility Parking Scheme, but is not sure how to obtain the relevant permit to enable him to park in designated spots for people with disability.

After his accident, Ming left his place of employment in order to receive treatment and go through rehabilitation. Now Ming wants to return to the workforce, but is worried he will not be able to get around the workplace or walk up and down any stairs.

Although Ming lives in a ground-floor flat, he needs to walk up seven stairs to get to his front door. He dreads leaving or returning home, because he finds it excruciating to use the stairs and it can take him up to 15 minutes to navigate them safely. He does not want to move from his flat and has contacted the Home and Community Care Program about making some modifications to it, especially in relation to installing a ramp.

His suburb is not the safest, and Ming often hears and reads reports of muggings and altercations. Due to his lack of mobility, he is becoming increasingly worried he will be attacked or physically abused, because he would not be able to fend off the attacker. These fears have caused him to develop acute anxiety, and he suffers a panic attack when he feels unsafe in any environment.

1. Outline the services that Ming is accessing at present.
2. Identify a range of additional services he could access that are specific to his circumstances.
3. Propose ways in which he could address his desire to re-enter the workforce.
4. Recommend ways for him to support his self-esteem and sense of identity.

Learning activity

Consider the following four questions in order to explore the factors that can affect access to services among people with disability:

1. What types of service do they require access to?
2. How do the characteristics of people with disability affect the people's access to services?
3. What resources are necessary in order to support people with disability to access the services?
4. How available are the services within the community?

Creating positive social environments

Creating a positive social environment for a person with a disability can involve several strategies:

- **Encourage inclusion.** One of the most important ways to create a positive social environment for a person with disability is to encourage their inclusion in social activities and events. This may involve actively seeking out opportunities for them to participate in group activities and events, and making sure that any physical barriers are removed to allow their full participation.

- **Foster empathy and understanding.** It is important to foster empathy and understanding among the people who interact with the person with disability. This can involve education and training sessions, where people can learn about the particular disability and how to interact with the person in a respectful and supportive way.

- **Focus on strengths.** Rather than focusing on a person's disability, it's important to focus on their strengths and abilities. This can help to build self-esteem and confidence, and encourage others to see them as capable and valuable members of the community.

- **Provide support.** Providing appropriate support to the person with disability can be crucial to their social success. This might involve providing them with a personal support worker, or ensuring that they have access to appropriate technology or other resources that can help them to participate fully in social activities.

- **Encourage communication.** Communication is key to creating a positive social environment for a person with disability. It's important to encourage open and honest communication, and to listen to the person's needs and preferences. This can help to build trust and respect, and foster a sense of belonging and connection in the social environment.

Figure 5.53:
Rather than focusing on a person's disability, it's important to focus on their strengths and abilities.

Figure 5.54:
Technology can help people with disability to socialise and communicate.

Internet activity

Log on to TitanOnline and complete Activity 5.28 to learn more about creating positive social environments for this group.

Addressing this group's issues of concern

People with disability face various issues and challenges that can affect their quality of life and inclusion in society. Accessibility barriers in the physical environment, transportation, public facilities, and digital platforms can limit the participation of people with disability. Lack of ramps, elevators, accessible public transportation, and websites that are not designed with accessibility features can hinder their mobility and access to essential services.

People with disability often face discrimination and stigma, leading to social exclusion and limited opportunities. Negative attitudes, stereotypes, and misconceptions about disabilities can impact their self-esteem, social relationships, employment prospects, and overall wellbeing. They often encounter barriers to employment, including discrimination, inaccessible workplaces and limited job opportunities. Access to quality education and training can be a challenge for people with disability. Inadequate inclusive educational settings, lack of appropriate support services, and limited access to assistive technologies can hinder their educational and skill-development opportunities.

Accessible and affordable housing options that meet the specific needs of people with disability are often limited. Lack of appropriate housing, support services for independent living, and barriers in the built environment can restrict their ability to live independently and participate fully in society. Access to assistive technologies and devices, such as mobility aids, communication devices, and sensory aids, can greatly enhance the independence and participation of people with disability. However, cost barriers, limited availability, and lack of awareness about assistive technologies can restrict their access to these essential tools.

Government policy and legislation

Australia's Disability Strategy 2021–2031 outlines a vision for a more inclusive and accessible Australian society where all people with disability can fulfil their potential as equal members of the community. Its purpose is to:

- provide national leadership towards greater inclusion of people with disability
- guide activity across all areas of public policy to be inclusive and responsive to people with disability
- drive mainstream services and systems to improve outcomes for people with disability
- engage, inform and involve the whole community in achieving a more inclusive society.

Figure 5.55:
Access to quality education and training can be a challenge for people with disability.

The NDIS is a key part of the ecosystem of supports that Australians with disability rely on. Their role is to work with all levels of government, people with disability and the sector to build a strong mutual understanding of:

- what is considered a reasonable and necessary support and whether these supports should be provided by the NDIS or other mainstream or community services
- how the NDIS and other service delivery systems interact and complement one another
- how to determine the most appropriate funding and service delivery approach.

Partners in the community can also help all Australians with disability, their families and carers access a broad range of community and government services. The NDIS aims to work at both the individual and systemic level to support Australians with disability to access and enjoy services available to all Australians.

Australia's Disability Strategy 2021–2031 recognises all levels of government are responsible for supporting people with disability to reach their full potential, as equal members of the community. It sets out priorities and plans for all governments to work with the community, business, and people with disability to implement and realise its vision in a coordinated and targeted way.

With all governments working together to deliver on their responsibilities, Australia can achieve the vision of an inclusive society where people with disability can fulfil their potential, as equal members of the community.

Source: National Disability Insurance Agency.

Organisations within the community that support the group

A variety of organisations and services in the community are dedicated to supporting people with disability. These organisations work towards enhancing the wellbeing, empowerment, and inclusion of individuals with disability.

- Disability advocacy organisations, such as Disability Services Australia and ADA Australia, advocate for the rights, interests, and needs of people with disability. They work towards influencing policies, promoting accessibility, and challenging discrimination.
- Disability service providers, such as Bila Community Group and Achieve Australia, offer a wide range of services and support to individuals with disability and their families. Services may include housing support, therapy and rehabilitation, case management and social activities.
- Parent support groups, such as Raising Children Network and Association for Children with Disability, cater to the specific needs of parents and caregivers of children with disability. They offer support, information, and resources to help families navigate the challenges associated with raising a child with a disability.
- Employment and vocational services, such as Disability Employment Services and atWork Australia, specialise in employment and vocational services assist individuals with disability in finding and maintaining meaningful employment. They provide job training, skills development, job placement, and ongoing support to promote employment opportunities and independence.

Internet activity
Log on to TitanOnline and complete Activity 5.29 to learn more about organisations within the community that support this group.

Equity issues

People with disability have the same rights as people without disability. Community acceptance of these rights is essential to maximising economic participation, social inclusion, safety and equality. Australia's Disability Discrimination Act 1992 makes discrimination on the basis of disability unlawful. Despite this, people with disability continue to experience discrimination in their daily lives.

There are many ways to promote equity for people with disability, including:

- **Creating accessible environments.** One of the most important steps in promoting equity for people with disability is to create accessible environments. This means providing resources such as wheelchair ramps, accessible restrooms and clear signage. By ensuring that people with disability have access to public spaces and buildings, helps to level the playing field and create more equitable opportunities for all.

- **Providing changes in the workplace.** Another important way to promote equity for people with disability is to provide changes in the workplace. This might include providing assistive technology or modifying job tasks to ensure that everyone has equal opportunities to contribute and succeed.

- **Promoting inclusive education.** Education is a critical component of promoting equity for people with disability. By promoting inclusive education, ensures that students with disability have access to the same opportunities and resources as their peers. This might involve providing special education services, modifying classroom activities, or promoting a culture of inclusion and acceptance.

- **Advocating for disability rights.** Another important way to promote equity for people with disability is to advocate for disability rights. This may involve lobbying for policies that protect the rights of people with disability, raising awareness about the issues facing people with disability, or challenging discrimination when it occurs.

Learning activity

1. Examine various policies and legislation in order to determine the roles of state and federal governments in ensuring equity for people with disability.
2. Critically analyse the extent to which organisations within the community help meet the needs of people with disability.
3. Investigate an inequity issue that people with disability are facing, and propose strategies for addressing it.
4. Visit the NDIS website (www.ndis.gov.au/participants) and summarise the information about the planning process and accessing support.

Figure 5.56:
It is important to use person-first language that emphasises the person rather than their disability.

Positive influences on community attitudes

Creating positive community attitudes for people with disability is essential for promoting inclusion and equity. Examples of ways to achieve this include:

- **Education and awareness.** One of the most effective ways to create positive community attitudes towards people with disability is through education and awareness campaigns. This can involve providing information about different types of disability, their impact on individuals, and strategies for accommodating people with disability. Personal stories from individuals with disability also help to increase empathy and understanding among the wider community.

- **Highlighting abilities and strengths.** Instead of focusing on the limitations of people with disability, it is important to highlight their abilities and strengths. People with disability have unique skills and perspectives that can be valuable assets in the community.

- **Involvement and participation.** Involving people with disability in community events and activities is an important way to promote positive attitudes. This can involve providing activities to ensure that everyone can participate, as well as actively seeking out and welcoming participation from people with disability. This sends a message that people with disability are valued members of the community who are welcomed and included.

- **Language and communication.** The way we talk about people with disability can have a significant impact on community attitudes. It is important to use person-first language, which emphasises the person rather than their disability. Additionally, using clear and respectful communication when interacting with people with disability can help to promote positive attitudes and foster more inclusive interactions.

- **Advocacy and leadership.** By supporting and empowering people with disability to take on leadership roles and advocate for their own rights, challenges negative stereotypes and promotes a more positive perception of people with disability.

Contributions the group makes within the community

People with disability make valuable contributions within the community in a wide range of ways, despite facing many barriers and obstacles.

- **Serving as role models.** People with disability who have achieved success in their personal or professional lives can serve as role models for others. They can inspire others to overcome their own challenges and pursue their goals.
- **Employment.** People with disability work in a variety of roles and industries, contributing to the economy and their communities. They bring unique perspectives and skills to the workplace, and can provide valuable insights and expertise.
- **Education.** People with disability are students, teachers, and researchers who contribute to the advancement of knowledge and learning. They bring diverse perspectives and insights to the classroom, and often have unique strengths and skills that can benefit the educational community.
- **Advocacy and activism.** People with disability are often at the forefront of advocacy and activism efforts to promote social justice and equity. They challenge discrimination and fight for their rights, as well as the rights of other marginalised groups.
- **Caregiving.** People with disability also provide care and support to others within their families and communities. Many are caregivers for children, elderly relatives, or other people with disabilities, and their contributions are critical to the wellbeing of their loved ones.

Internet activity

Log on to TitanOnline and complete Activity 5.30 to learn more about the contributions this group makes within the community.

Advocacy

Advocating for people with disability involves working to promote their full inclusion and participation in society, as well as challenging discrimination and promoting social justice. It is a vital and ongoing effort that requires the support and involvement of individuals, organisations, governments and communities at all levels.

Many community organisations support thousands of people with disability every year. These groups help people with disability solve problems, resolve issues and improve their quality of life. The support they provide includes attending meetings with or for the person, writing letters, making phone calls, assisting them to lodge complaints and making medical appointments.

Advocacy is an ongoing process that requires persistence, patience, and a commitment to making a positive difference.

Figure 5.57:
People with disability who have achieved success in their personal or professional lives can serve as role models for others.

Raising awareness within the community

Raising awareness requires a concerted effort and a variety of strategies. By working together and using a voice to speak up, individuals can help promote inclusion and equity for people with disability. Strategies such as organising events, using social media, collaborating with local organisations and governments, involving schools and partnering with business are all examples of raising for people with disability in the community. International Day of People with Disability (IDPwD) is held on December 3rd each year, to recognise the contributions and achievements of the 4.4 million Australians with disability, both visible and invisible.

Educating the community

Educating the community on disability issues is important for fostering inclusivity, empathy, and social progress. Education promotes awareness and helps dispel misconceptions that often surround disabilities. By understanding the challenges individuals with disability face, society can better appreciate their unique strengths and capabilities, leading to a more inclusive environment.

Disability education encourages empathy and compassion. When people learn about the daily obstacles faced by those with disability, they are more likely to be understanding and supportive. This, in turn, creates a sense of belonging and reduces stigma, enabling individuals with disability to participate more fully in social, economic, and cultural aspects of life.

A well-informed community is better equipped to advocate for equal rights and accessibility. Knowledge empowers individuals to push for legislation and policies that ensure equitable opportunities for people with disability, such as accessible infrastructure and inclusive education.

Informing the community on disability issues is not just about addressing the needs of a specific group; it is about building a more compassionate, inclusive, and equitable society where everyone can thrive regardless of their ability.

Promoting the rights of the group

Promoting the rights of people with disability is a key aspect of an inclusive society. Upholding the principles of equality and non-discrimination ensures that people with disability enjoy the same opportunities as everyone else. This fosters social cohesion and prevents marginalisation.

Advocating for disability rights encourages accessibility. When society recognises these rights, it drives the creation of accessible environments, products, and services, benefiting not only people with disability, but also the elderly and those temporarily impaired. It also enhances economic productivity. When individuals with disability are empowered through rights-based policies, they can contribute to the workforce and society at large, promoting self identity, diversity and innovation.

Promoting the rights of people with disability is not only a moral imperative, but also an essential step toward building a fair, inclusive, and prosperous community.

Learning activity

1. Choose one high profile person with disability and write a case study on the struggles they have faced and the contribution they make within the disability community.
2. How have people with disability tried to improve community attitudes? Assess the impact this has had on the wellbeing of the group.
3. Research a community group that advocates for the rights of people with disability. Describe the positive influence it can have on community attitudes.

Figure 5.58:
People who identity as LGBTQIA+ experience varying levels of discrimination and prejudice.

Category B # Lesbian, gay, bisexual, transgender, queer, intersex, asexual plus (LGBTQIA+) communities

Understanding and using the language/terminology associated with lesbian, gay, bisexual, transgender, queer, intersex, asexual and other sexually or gender diverse (LGBTQIA+) people helps to ensure that people, services and organisations are inclusive and respectful.

The assumption that people are heterosexual, cisgender or have sex characteristics that fit medical norms for female or male bodies has a negative effect on the health, education and wellbeing of LGBTQIA+ people. In health settings, a lack of inclusive language can lead to clients not disclosing whether they are LGBTQIA+, not discussing topics related to their gender or sexuality, or refraining from seeking help.

Improving access and engagement to appropriate services is important due to the poorer mental health and substantially higher rates of depression, anxiety and suicide experienced by LGBTQIA+ people compared to the general population.

There is a great deal of diversity within and across LGBTQIA+ communities; LGBTQIA+ people are not a homogenous group. There is also a wide range of terms and language related to bodies, gender, sexual orientation, sexual attraction, sexual behaviour, and legal and medical processes. Sexual orientation, gender identity and variations of sex characteristics are different concepts, and it is acknowledged that related language constantly evolves.

Source: Australian Institute of Family Studies.

Prevalence of this group within the community

Due to the nature of sexuality and gender identity, statistics are often either misrepresented or incorrect. Some people label themselves using a specific term and some choose not label themselves at all. For these reasons, the statistics in relation to people who consider themselves to be part of LGBTQIA+ communities are debatable.

The 2021 Census counted 78,425 same-sex couples living together in Australia:

- One in three of these same-sex couples were married (30.0 per cent).
- 17.3 per cent of these same-sex couples had children living with them.

The median age for people in same-sex couples living together was 40 years old in 2021, remaining consistent across the last three Census cycles. This median age was younger than the median age of all couples living together (49 years old).

When comparing males and females in same-sex couples, females had a slightly younger age profile than males. In 2021, almost 20 per cent of the females in same-sex couples living together were under 30 years of age, whereas 15.5 per cent of males in same-sex couples were in this age cohort. Conversely, 23.8 per cent of males in same-sex couples were aged 55 years and over, whereas this age cohort represented 20.0 per cent of females in same-sex couples.

Source: Australian Bureau of Statistics.

Figure 5.59:
Discrimination against another person on transgender grounds is unlawful.

Figure 5.60:
LGBTQIA+ people have the right to feel safe and secure in their environment.

Individual diversity within this group

The diversity among members of this group is extraordinary. People who consider themselves a part of this group as a whole may also identify with multiple sub-communities, based on their gender identity and sexual orientation. For example, a person who is gay may also consider themself to be gender fluid.

Unlike in the case of other groups in society, it can be impossible to tell whether a person falls into this social category. Individuals in this group might be very forward in relation to their sexuality or gender identity, and might make their status known to the people around them – even strangers – whereas other individuals might choose not to express their sexual orientation and/or to keep their gender diversity a secret to even the people closest to them.

Terminology used by the community to describe this group

The community uses extensive terminology to describe this group. Unfortunately, many derogatory terms exist that are often used by people who do not understand the seriousness of using them, or are used by people who are homophobic and believe that the members of this group are inferior to them. Fortunately, in the 21st century, many people understand that this is not the case, and people in general are more accepting the diverse nature of sexual orientation and gender identity.

It is extremely important to understand the negative impact that using derogatory terms based on gender identity or sexual orientation can have on members of this group. Australian culture is very diverse and comprises people who hold all types of religious and political views. However, this cultural diversity is not an excuse for treating people badly. People will always have different opinions about various subjects, but that is no reason to be inconsiderate of other people or to discriminate against them.

Figure 5.61:
While drag queens are associated with gay culture, they can be any sexuality or gender.

Learning activity

1. Research and describe some other concerns that the members of LGBTQIA+ communities might have.
2. Use reliable sources of data to examine the nature of LGBTQIA+ communities by considering the following three questions:
   a. What is the prevalence of this group in Australia?
   b. What is the determining factor for whether an individual is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of the terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

The members of LGBTQIA+ communities have the same needs as all people have. At times, the group members can be subjected to prejudice within the community, meaning their needs are sometimes either ignored or not met.

Specific needs of this group

Sexual orientation and/or gender identity are determining factors in relation to the specific needs of the members of LGBTQIA+ communities. The factors include an adequate standard of living, addressing of health issues, access to education, employment opportunities, safety and security, and a sense of identity.

Adequate standard of living

Individuals in this group can experience discrimination and prejudice, including in relation to aspects of their living situation and housing. According to the NSW Anti-Discrimination Act 1977, it is unlawful for a person, whether as a principal or an agent, to discriminate against another person on the ground of sex or homosexuality, or on transgender grounds:

- by refusing the person's application for accommodation
- by denying the person access, or limiting their access, to any benefit associated with accommodation they are occupying
- by evicting the person or subjecting them to any other detrimental treatment.

Source: NSW Government.

Health

Because of their lifestyle, the members of LGBTQIA+ communities can experience a range of significant health issues.

In 2021, there were 86,916 diagnoses of chlamydia, 26,577 of gonorrhoea and 5,570 of infectious syphilis in Australia. There continues to be high rates of chlamydia, gonorrhoea and syphilis diagnosed among gay and bisexual men living in major cities.

Compared to the general population, LGBTQIA+ people are more likely to be diagnosed with a mental health condition, such as depression, anxiety or suicidal thoughts. Being LGBTQIA+ itself does not cause mental illness. But the ongoing stigma, bulling, abuse, and discrimination can. This may lead to issues with work, relationships, finances, housing and everything else. Stress from feeling different can lead to feeling on guard the whole time, and they may be alienated from their friends and family.

It's important that LGBTQIA+ people remember that they are not alone, and there is help available. There are many people in LGBTQIA+ communities in Australia. There are also some great organisations supporting the health and wellbeing of the LGBTQIA+ communities.

Source: Australian Government Department of Health and Aged Care.

Internet activity

Log on to TitanOnline and complete Activity 5.31 to learn more about the health outcomes of this group.

Education

As mentioned, people who are LGBTQIA+ can be subjected to varying levels of discrimination and prejudice. The negative treatment is especially of concern in schools and learning environments, in which homophobic bullying is increasing. Representatives of the National Centre Against Bullying both research and develop resources that are aimed at communities, schools and homes, and in cyberspace, in an effort to reduce bullying in specific environments. Various other organisations aim to minimise the discrimination associated with homosexuality and to promote understanding and acceptance of homosexual people throughout society:

- Family Planning NSW conducts a training session for teachers and health and youth workers about how to address homophobia in educational settings.
- The school curriculum, especially Personal Development, Health and Physical Education (PDHPE), includes information about homosexuality and the focus is on highlighting the issue of homophobia and how the problem can be eliminated in the school community.
- Universities and tertiary institutions often have support groups for people who identify as members of this group.

Also, education is important for gay, lesbian, bisexual, transgender and intersex people in relation to their overall health and wellbeing. They need to learn about the issues associated with their sexual orientation, such as the reasons for the social discrimination that exists and how they can support themselves and overcome the adversity they might face. They can also benefit from undertaking health-based education where they are informed of ways to avoid STIs, especially HIV/AIDS.

Employment

Regardless of their gender identity and/or sexual orientation, in relation to employment, individuals in this group have the same legal rights as non-members. Gender identity or sexual orientation should not affect any aspect of a job. LGBTQIA+ people are protected in the workforce by policies and laws in relation to discrimination. In NSW, it is against the law to discriminate against people on the basis of their sexual orientation or identity when they are applying for a job, undertaking their role as an employee or leaving their job. According to the NSW Anti-Discrimination Act 1977, it is unlawful for an employer to discriminate against a person on the ground of sex or homosexuality, or on transgender grounds:

- in the terms or conditions of employment that the employer affords the employee
- by denying the employee access to, or limiting their access to, training or any other benefits associated with their employment
- by dismissing the employee or subjecting them to any other detrimental treatment.

Source: NSW Government.

If a person is experiencing discrimination that is deemed illegal under the Anti-Discrimination Act, they can make a complaint to the Anti-Discrimination Board, which will then investigate it.

Safety and security

LGBTQIA+ people have the right to feel safe and secure in their environment, as do all people. Because of the prejudice and discrimination that have existed throughout history, LGBTQIA+ people often have a sense of fear and insecurity when they are in various situations. They are often subjected to vilification, which is a type of behaviour that promotes hatred, severe contempt and/or ridicule. Homophobic individuals and groups sometimes bully and taunt the members of this group because of the group members' sexual orientation.

Workplaces and communities have developed campaigns aimed at addressing the incidence of homophobic violence in the community. For example, the Transgender Anti-Violence Project, partnered with the City of Sydney, aims to provide education, support, referrals and advocacy in relation to violence and oppression based on gender identity.

Sense of identity

LGBTQIA+ people can experience low self-esteem due to a range of factors such as the discrimination and prejudice that are evident throughout society, especially before the people 'come out' or come to know what they identify with during their adolescence. People who are harassed or victimised can become negative about themselves and uncomfortable about their status in society. Many young people who are coming to terms with their sexuality can experience anxiety and depression about their sexual orientation and about their suppression of it or their 'coming out'. They can be fearful of the reaction of their family members and friends, and/or they can be upset about their perceived need to hide their sexual orientation. It is important that people access services in order to support their self-esteem and sense of identity. They can talk to their family members and friends or alternatively their teachers, a counsellor or a psychologist. Also, a range of services exist that are aimed at supporting the group members' wellbeing.

People develop a sense of identity that is specific to their sexual orientation. In some cases, they will socialise with people who have the same sexual orientation, in an effort to both promote their standing in society and support their need to belong.

The Sydney Gay and Lesbian Mardi Gras, as well as a range of other events such as Mardi Gras Fair Day, focuses on uniting and celebrating sexual diversity throughout both Australia and the world. Tens of thousands of people either march in or watch Sydney's annual Mardi Gras Parade. These festivals and celebrations can result in enhancement of the participants' self-esteem and sense of identity.

Figure 5.62:
Same-sex marriage was legalised in Australia in December 2017.

Figure 5.63:
The Sydney Gay and Lesbian Mardi Gras started as a protest in 1978.

Internet activity

Log on to TitanOnline and complete Activity 5.32 to learn about Sydney's rainbow pedestrian crossing.

Learning activity

1. Identify and prioritise the specific needs of the members of Australia's LGBTQIA+ communities.

2. Justify the two most significant needs of the members of the LGBTQIA+ communities, and discuss the implications if the needs are not met.

Access to services

The members of this group have a range of needs associated with their identity, health and wellbeing. A range of services exist throughout Australia for providing support specifically for people who are homosexual and/or gender diverse. It is important that people learn where and how they can access these support services.

Types of service

Over the years, various services for support have been established for people who are gay, lesbian, bisexual, transgender or intersex, including:

▪ **ACON:** Provision of information about HIV prevention and health promotion, and advocacy and support services (www.acon.org.au)

▪ **Aids Trust of Australia:** Raising and distribution of funds for HIV/AIDS research, education and sufferers (www.aidstrust.com.au)

▪ **The Bobby Goldsmith Foundation:** Provision of financial assistance, counselling, housing and employment for people who have HIV/AIDS (www.bgf.org.au)

▪ **Twenty10:** Provision of housing support for homosexual, bisexual and transgender people who are younger than 26 (www.twenty10.org.au)

▪ **The Gender Centre:** Provision of counselling, accommodation, workshops, events and education (www.gendercentre.org.au).

Internet activity

Log on to TitanOnline and complete Activity 5.33 to learn more about the Bobby Goldsmith Foundation.

Figure 5.64:
Members of this group may socialise with people who have the same sexual orientation or gender identity.

Factors affecting access to services

In relation to deciding whether or not to access a support service, the members of this group can be influenced by many factors. The factors are associated with the characteristics of individuals within this group, resources and aspects of the service in question. Each person is different and will be living in either a community that is more upfront about sexuality or a community in which the members choose not to discuss the subject openly. For these reasons, the range of factors that affect people's access to services is very broad.

Characteristics of individuals within this group

When accessing a service, individuals can be affected by various factors. They might be frightened to access the service because they fear ridicule or discrimination in their society and/or their culture. They might be feeling isolated, as if they do not belong, and depressed, but might not know why, and those feelings will also constitute a barrier. If people are feeling that way but have not considered that the reason might be that they are part of this group in society, they might not even realise that they should be accessing the service in order to receive support.

Resources

Factors associated with resources can cause people to be prevented from accessing the necessary services. One factor is that people might not even know that the services are available. High school students might not have the time or motivation to use the services because they are busy studying, playing sport and participating in part-time work, and especially if their parents are monitoring the websites the students visit. Some people might believe that the feelings they are experiencing will pass and might therefore not have the energy to access the services.

Aspects of the service

Due to their location, people might be unable to access services or might have limited support available in their community. They might fear accessing a service because they do not want their identity to be known. For example, students might be getting bullied but will not want to speak to their school counsellor because they fear that the counsellor will find out they are gay and that knowledge of the fact will spread.

Learning activity

Consider the following four questions in order to explore the factors that can affect LGBTQIA+ communities' access to services:

1. What types of service do the group members require access to?

2. How do the characteristics of LGBTQIA+ communities affect the members' access to the services?

3. What resources are necessary in order to support LGBTQIA+ communities' access to the services?

4. How available are the services within the community?

Creating positive social environments

Creating positive social environments is very important for this group in society.
Traditionally, being different was a daunting thing to be open and proud of. Presently, many people are embracing individuality and the fact that a person is LGBTQIA+ is becoming a non-issue.
However, until everyone in society is accepting of this group, it is important they are supported and surround themselves with positive people who bring out the best in them.

Addressing this group's issues of concern

The members of this group face many issues of concern both within society and in their day-to-day life. In order to address the issues, governments have put various policies and laws in place.
Also, a growing number of organisations exist in the community in order to support this group, and equity issues are being addressed.

Government policy and legislation

As discussed, the Anti-Discrimination Act 1977 includes guidelines outlining the legalities of showing prejudice towards a person on the ground of sex (gender) or sexual orientation, or on transgender grounds. Various workplaces and educational institutions have their own anti-bullying policies and regulations, the aim of which is to prevent vilification based on sexual orientation.
In schools in which a whole-school approach is used, the aim is to minimise any type of unfair treatment of students and staff members because of personal characteristics such as religion, age or sexual preference.

Organisations within the community that support this group

A variety of organisations exist within the community in order to support LGBTQIA+ people.
They have various priorities, including:

- rallying to raise awareness of the injustice the group members face
- provision of counselling
- hosting of social events
- hosting of sporting events and teams
- provision of support in the employment and education sector.

Examples of this type of organisation are:

- The Sydney Gay and Lesbian Business Association (www.sglba.org.au)
- Pride Foundation Australia (www.pridefoundation.org.au)
- Minus18 (www.minus18.org.au).

Internet activity

Log on to TitanOnline and complete Activity 5.34 to learn more about preventing discrimination based on sexuality or gender identity.

Equity issues

Members of this group can face equity issues in various areas of life even though inequity is not acceptable and governments have instigated rules against it. It can occur in the workplace, at school, in sports teams or even among family members and friends.

The participation of transgender athletes in competitive sports is a particular issue of concern. Opposition to transgender individuals competing in sport generally focuses on the following equity issues:

- One of the main concerns is fairness in competition. Opponents of allowing transgender athletes to compete argue that transgender athletes have physical advantages that are inherent to their biological sex, such as greater muscle mass, bone density, and aerobic capacity. This can create an unfair advantage in sports where physical strength and endurance are critical factors for success.
- Another concern is safety, particularly in contact sports. Some people worry that transgender athletes who have undergone hormone therapy or surgery may be at greater risk of injury or pose a risk to other players.
- There are also concerns about privacy for other athletes, particularly in locker rooms and changing areas. Some people worry that allowing transgender athletes to use the same facilities as cisgender athletes may lead to discomfort or inappropriate behavior.
- Another issue is how to determine eligibility for transgender athletes. There is little consensus on what criteria should be used to determine eligibility, such as the amount of time that has passed since a transgender person began hormone therapy or underwent surgery.

Opponents of allowing transgender athletes to compete argue that it discriminates against cisgender athletes, who may be at a disadvantage in competition. They argue that transgender athletes should not be allowed to compete in categories based on their gender identity because they are biologically different.

Learning activity

1. Examine government policy and legislation in order to determine their role in ensuring equity for the members of LGBTQIA+ communities.
2. Critically analyse the extent to which organisations within the community help meet the needs of the members of LGBTQIA+ communities.
3. Investigate an equity issue that the members of LGBTQIA+ communities are facing, and propose strategies for addressing it.

Positive influences on community attitudes

LGBTQIA+ people are just the same as everyone else in that they contribute to the workforce; have the same basic needs; want to belong, love and be loved; and are capable of having a positive influence on both the community in general and community attitudes. The positive influence the group members have is by way of the contributions they make within the community and the various types of advocacy.

Contributions this group makes within the community

The members of this group make numerous contributions in the community on a daily basis, at their school or workplace or by their accomplishments in an area such as sport, the arts or politics, despite the fact that membership of this group is not always evident. Many of them raise awareness of social-justice issues and humanity issues. Prominent members of the group have made many contributions in the community. So many people make a difference every day, but because they might not publicise their sexuality, the people around them would never consider that they are part of LGBTQIA+ communities.

Advocacy

Because of the emotional stress entailed in identifying as gay or in not being sure what you identify with, especially during adolescence, it is extremely important that the members of this group have advocates and strong role models who empower and encourage them. Advocates such as Magda Szubanski and Penny Wong, both of whom are successful in their field, are great role models for young people who fall within this group. By undertaking advocacy, people in this group can raise awareness within the community, educate the community and promote this group's rights.

Raising awareness within the community

The members of this group are subjected to a lot of prejudice, especially from people who either fail to empathise with them or fail to understand that sexual orientation is not the source of any difference between the group members and anyone else. It is important that the taboo that surrounds homosexuality and bisexuality and the taboo in relation to not knowing your sexuality be removed, because when the stigma is minimised, more people are able to live comfortably and confidently without feeling persecuted or marginalised. The taboos are eliminated by way of initiatives such as rallies, protests, support groups and the Sydney Gay and Lesbian Mardi Gras.

Educating the community

It is important that the members of this group learn about the services that are available to them in relation to support and guidance so they can minimise many of the health concerns that surround mental health, HIV/AIDS and STIs, and it is essential that the members of the wider community be educated so they can act in a way that promotes equality. Some people do not even realise they are using an incorrect or offensive term to describe this group.

Promoting the rights of this group

It is important that the group members not only know and understand their rights but know where to go or whom to talk to when their needs are not being met. Many agencies, organisations and policies are designed with these imperatives in mind, as previously explored in this section of the chapter, but in having advocates and ambassadors, people who identify as LGBTQIA+ are able to make a personal connection with someone they idolise and in turn might come to feel more empowered to speak up if their rights are being denied. Some examples of famous Australians who identify with this group are:

- Hannah Gadsby, comedian
- Ruby Rose, actor and model
- Georgie Stone, actor and activist
- Matthew Mitcham, Olympic diver
- Courtney Act, singer and drag queen

- Joel Creasey, comedian
- Hannah Mouncey, handball and AFL player
- G Flip, drummer, singer and songwriter
- Josh Cavallo, football (soccer) player
- Hamish Macdonald, news presenter/journalist.

Case study

Keira is 18 and has recently 'come out' as lesbian. She had known about her sexual orientation from an early age but had been worried about how her family would react and wanted to finish school and ensure she could be self-sufficient in case she encountered prejudice and discrimination.

She had a gay friend at school, Lucas, who 'came out' during Year 10. She watched the bullying he encountered and did not want to put herself in the same situation. Throughout school, she hated hiding her true self, and often felt irritated and distressed about having to pretend to be someone other than who she was.

She recently started university, at which she joined a group that promotes the wellbeing of gays and lesbians. She has never felt more accepted 'being in her own skin', and loves being at university and making new friends. She also attends seminars and events held by the organisation Twenty10.

She had a part-time job as a beautician, but was recently fired from it. She has a feeling that one of the customers complained after becoming aware of Keira's sexuality. Her employer said there was simply not enough work for her, but she walked past the salon other day and noticed that someone else had already been hired.

She has been experiencing financial difficulty since being fired. She is struggling to meet her university costs and to pay the rent for her university housing.

She does not know much about HIV/AIDS or STIs. She knows that her friend Lucas is very worried about being HIV positive and that he has had to be tested in the past. She is not sure whether she should be concerned about either type of disease but is too worried to ask her family doctor because she fears she will be ridiculed for visiting her.

1. Identify a range of additional services she could access that are specific to her situation.
2. Propose ways for her to address her potentially 'unfair' dismissal and continue in her quest to find employment.
3. Outline where she would be able to access accurate information about HIV/AIDS and STIs.
4. Recommend ways for her to support her self-esteem and sense of identity.

Learning activity

1. Explore an example of what the members of LGBTQIA+ communities have done in an attempt to improve community attitudes, and assess the impact the initiative has had on the wellbeing of LGBTQIA+ communities in general.
2. Outline how community organisations advocate for LGBTQIA+ communities, and describe the positive influence the advocacy can have on both the community in general and community attitudes.

Figure 5.65:
It is important that the dependants of sole parents are exposed to positive social environments.

Category B # Sole parents

Sole parent families are the fastest growing family type across Australia. Over the next 20 years, single parent families are expected to increase by up to 70 per cent.

A person can become a sole parent for many different reasons. A person may choose to start a family on their own, they may be separated or divorced, or their partner may have died.

There are many challenges sole parents face. These include:

- money pressures
- lack of contact with social networks
- time pressures
- helping a child adjust to a new home structure
- coping with stress.

Prevalence of this group within the community

In June 2021 in Australia, the Australia Bureau of Statistics reported:

- One in seven families were one-parent families (15 per cent or 1.1 million).
- 79.8 per cent of these were single mother families.
- 111,000 (1.5 per cent) were classified as 'other families', where at least two people were related in some way other than as a couple or as a parent and child (such as adult-age siblings).
- Of the one parent families, 59.5 per cent (651,700) had dependants (including children under 15), which is an increase of 45,600 (7.5 per cent) since June 2011.

Single-male-parent families are projected to increase the fastest of any family type, increasing by between 44 per cent to 65 per cent by 2041. Single-female-parent families are projected to make up 13 per cent to 14 per cent of all families in 2041.

In families with dependent children, the percentage of couples with children declined, and one parent families increased substantially. The rise in one parent families is mainly due to the rise in divorce and the increase in cohabiting relationships, which are less stable than marriage.

Source: Australian Bureau of Statistics.

Individual diversity within this group

There is a great deal of diversity among sole parent families. Some factors that may contribute to this diversity include:

- **Age and gender of the parent:** sole parent families can be headed by either a mother or a father, and the age of the parent can vary widely.
- **Number and age of children:** sole parent families can have one or multiple children, and the ages of those children can range from infants to adults.
- **Reason for single parenthood:** sole parenthood can occur for a variety of reasons, such as divorce, death of a spouse, or choice to have a child alone.
- **Socioeconomic status:** the socioeconomic status of a sole parent family can also vary widely, which can impact access to resources and support.
- **Ethnicity and culture:** different cultures and ethnicities may have different attitudes and practices related to sole parenthood.

All of these factors can contribute to the diversity among sole parent families. It's important to recognise that there is no one 'right' way to be a sole parent family, and that each family has unique needs and challenges.

Figure 5.66:
Each family has unique needs and challenges.

Figure 5.67:
Sole parent families are the fastest growing family type across Australia.

Internet activity
Log on to TitanOnline and complete Activity 5.35 to learn more about diversity within this group.

Terminology used by the community to describe this group

There are a few different terms that are commonly used to describe sole parent families, including:

- Single-parent family
- One-parent family
- Sole parent family
- Lone-parent family
- Unmarried-parent family
- Non-traditional family

It's important to recognise that the terminology used to describe sole parent families can vary depending on the context and cultural norms. Regardless of the term used, it's essential to recognise that sole parent families are a diverse and important part of our society.

Learning activity

1. Research and describe some other concerns that young sole parents might have.
2. Use reliable sources of data in order to examine the nature of sole parents by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor for whether an individual is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of this terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

Sole parents have a range of needs that must be satisfied for them to function effectively and maintain a good quality of life. Sole parents often have the primary responsibility for supporting their family financially. Financial assistance, such as child support payments or government benefits, can help to alleviate financial stress and provide stability for the family.

Raising children as a sole parent can be challenging and emotionally demanding. Emotional support from family, friends, or a support group can help to alleviate stress and provide a sense of connection and belonging. Sole parents often require reliable and affordable childcare to enable them to work or attend to other responsibilities. Access to quality childcare can also provide opportunities for children to learn and socialise.

Sole parents must balance the demands of work, parenting, and personal time. Effective time management strategies, such as prioritising tasks and delegating responsibilities, can help to reduce stress and increase productivity. Sole parents may face social stigma or a sense of isolation. Pursuing personal interests, hobbies, or education can help to promote self-esteem and personal growth.

Figure 5.68:
Sole parents require social support to reduce social isolation and promote wellbeing.

Specific needs of this group

Sole parents have specific needs in relation to their standard of living, health, education, employment, safety and security, and sense of identity.

Adequate standard of living

An adequate standard of living for sole parents includes the resources and support necessary to meet the basic needs of their family. These include:

- **Adequate housing.** Sole parents need safe, secure, and affordable housing that meets their family's needs. This may include access to rental assistance or public housing accommodation.

- **Nutritious food.** Access to healthy and affordable food is essential for the wellbeing of the entire family. Sole parents may require assistance with grocery costs, through support services such as the NSW Food Program (www.facs.nsw.gov.au/providers/deliver-community-and-sector-assistance/food).

- **Healthcare.** Access to healthcare services, including preventive care, medical treatment, and mental health services, is critical for the wellbeing of both the sole parent and their children.

- **Education and childcare.** Access to affordable and quality education and childcare is essential for the development and success of children in sole parent families, as well as for the parent's ability to work or pursue education or training.

- **Income support.** Sole parents often require additional financial assistance to support their family. This may include government benefits or access to the Child Care Subsidy (www.servicesaustralia.gov.au/child-care-subsidy).

- **Social support.** Sole parents require social support, such as access to support groups, parenting classes, or other community-based resources, to reduce social isolation and promote wellbeing.

Health

The health outcomes for sole parents can differ from those of parents in partnered relationships. Sole parents may higher levels of stress, which can contribute to mental health issues such as anxiety and depression. Additionally, the absence of a partner for emotional support can impact mental wellbeing. Managing the demands of parenting alone, including household chores, childcare, and work responsibilities, can be exhausting for sole parents. The additional stress and lack of time for self-care may affect their overall physical health. Sole parents may have less opportunity to engage in regular exercise, maintain a healthy diet, or get adequate rest.

Sole parents often face economic challenges as they typically shoulder the financial responsibilities of raising children without a partner's income. Financial strain can lead to limited access to quality healthcare, difficulty affording nutritious food, and increased stress related to meeting basic needs.

Single parents may also experience social isolation due limited time for socialising. Isolation and the absence of a support system for emotional support and practical assistance can contribute to increased stress and negatively impact mental and physical health. Balancing work, childcare, and household responsibilities can result in time constraints for sole parents. Limited time for self-care, rest, and engaging in health-promoting activities may impact their wellbeing. The constant juggling of responsibilities can lead to feelings of frustration and exhaustion.

While these factors suggest potential challenges for sole parents' health, it is crucial to note that many single parents successfully navigate these difficulties and prioritise their wellbeing. Access to social support networks, financial assistance, community resources, and self-care practices can significantly mitigate the potential negative impacts on health.

Internet activity

Log on to TitanOnline and complete Activity 5.36 to learn more about the health of this group.

Education

Education plays a crucial role in sole parent families. Education can lead to better job opportunities and higher income, which can improve the financial stability of a sole parent family. Education can improve communication between parent and child, as well as enhance the parent's ability to understand and support their child's educational needs. Pursuing education can serve as a positive example for children, demonstrating the importance of lifelong learning and the value of hard work and dedication. Through education, sole parents can gain access to resources such as counselling services, financial aid, and networking opportunities that can help them better support themselves and their families.

One parent families by employment characteristics and age of youngest dependant, June 2022
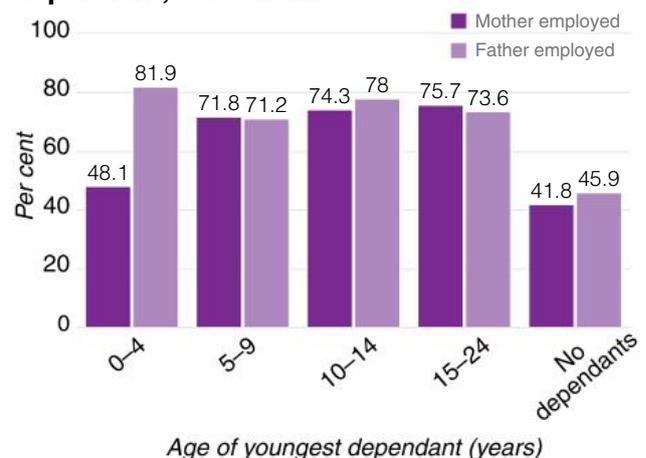
Figure 5.69:
Each of the body's complex structures has a specific role.

Employment

There were 448,500 sole parent families where the parent was employed and had dependants, representing 68.7 per cent of all one parent families with dependants. Of these families:

- 81.1 per cent (364,000) had an employed single mother
- 18.9 per cent (85,000) had an employed single father
- In one parent families with dependants, 67.3 per cent of single mothers were employed compared with 75.5 per cent of single fathers.
- Just below three-quarters (73.0 per cent) of families with employed single mothers and dependants had mothers aged between 35 and 54 years.

The proportion of one parent families with dependants where the parent was employed generally increased with the age of the youngest dependant. The proportion with an employed parent was lowest when the youngest dependant was under five (51.7 per cent) and the highest when the youngest dependant was between 15 and 24 (75.2 per cent). This pattern was more prominent for single mothers.

Source: Australian Bureau of Statistics.

Safety and security

Safety and security are important for all families, but they can be especially critical for single parent families. As a single parent, they are solely responsible for the safety and security of their family. There is no one else to share this burden with, so it's essential that they take steps to ensure their home, belongings, and loved ones are protected. A safe and secure env stability and security, psychological wellbeir

Single parents are ofte and any disruption in i significant impact on t Single parents may fa custody, child support Ensuring their safety a legal rights and intere:

Figure 5.70:
Sole parents who raise ha children have a positive int the community.

Sense of identity

Being a single parent can have a significant impact on an individual's sense of identity. Single parenting can be a challenging and demanding experience that requires a lot of time, energy and resources. As a result, it can be difficult for single parents to balance their parenting responsibilities with their personal goals, interests, and aspirations. Single parents often have to juggle multiple roles and responsibilities, such as being both a provider and caregiver. This can challenge their sense of identity, as they may need to redefine their roles and priorities in life. They may experience social isolation due to the demands of parenting and the lack of support from a partner. This can impact their sense of identity, as they may feel disconnected from social groups and activities that once defined their sense of self.

Single parents may experience self-doubt and guilt about their ability to provide for their children, which can impact their sense of self-worth and identity. However, being a single parent can lead to a strong sense of resilience and strength. Single parents often develop a deep sense of purpose and commitment to their children, which can give them a greater sense of meaning and fulfilment in life. Being a single parent can have complex and varied impacts on one's sense of identity. While it can be challenging at times, it can also provide an opportunity for personal growth and self-discovery.

Learning activity

1. Identify and prioritise the specific needs of single parents.
2. Justify the two most significant needs of single parents, and discuss the implications if the needs are not met.

Access to services

Access to community services is important for single parents because they often face unique challenges and may require additional support to meet the needs of their families. The services are critical for single parents to meet their basic needs, improve their quality of life, and build a strong support network. By providing access to these services, communities can help single parents overcome the challenges they face and thrive as both parents and individuals.

Single parenting can be emotionally challenging, and single parents may need access to counselling, therapy, or support groups to help them cope with stress, anxiety, or depression. They may need affordable and reliable childcare services to help them balance work and parenting responsibilities.

Single parents may struggle financially on a single income, and may need access to financial assistance programs, such as housing subsidies, food assistance, or child support services. They may need access to affordable healthcare services for themselves and their children, particularly if they have limited or no private health insurance coverage. Single parents may need access to educational and job training programs to help them build skills and improve their employment opportunities.

Types of services

There are many types of community services available for single parents that can provide various forms of support. These include:

- **Parenting support groups:** these groups provide a safe and supportive space for single parents to connect with others who are facing similar challenges, share experiences and receive emotional support.
- **Childcare services:** community centres, schools and churches may offer affordable or subsidised childcare services for single parents who need assistance with their children while they work or attend school.
- **Financial assistance:** government and non-profit organisations offer a variety of financial assistance programs for single parents, including food assistance and social housing assistance.
- **Career and job training programs:** many organisations offer job training and educational programs to help single parents develop new skills and find employment.
- **Legal assistance:** legal aid organisations may provide low-cost or free legal services for single parents that need assistance to help with matters such as custody, child support, and divorce.
- **Mental health services:** counsellors, therapists, and psychologists may offer services to single parents who are struggling with stress, anxiety or depression.
- **Health and wellness programs:** community centres and clinics may offer health and wellness programs for single parents, such as fitness classes, health education workshops, and nutrition programs.

Factors affecting access to services

Single parents often face several barriers when trying to access community and government services. They may not have access to information about available services or may not know how to navigate the system to access them. Single parents may not have the financial resources to pay for services or may not qualify for financial assistance due to their income. They often have to juggle their responsibilities as a parent with work or other obligations, which can make it difficult for them to find the time to access services.

Characteristics of individuals within this group

Sole parents can exhibit certain characteristics that distinguish them from parents in two-parent households, however everyone is unique and not all sole parents share the same characteristics. Sole parents are primarily responsible for raising their child or children. This places them solely in charge of making decisions, providing emotional support, and meeting the practical needs of their children.

Sole parents may face financial constraints due to the absence of a second income or shared financial resources. They often have to juggle multiple roles and responsibilities, such as work, parenting, household chores, and personal needs. They need to provide comfort, stability, and guidance while navigating their own emotional wellbeing.

Many sole parents rely on a support network of family members, friends, or community resources. Building and maintaining a support system can help alleviate some of the challenges and provide assistance in times of need.

Resources

Single parents require a range of resources to support themselves and their children. They may require financial support to meet their basic needs, such as food, housing, and childcare expenses. This could include financial assistance or affordable housing. Single parents may require affordable and accessible childcare options to enable them to work or study while ensuring their children are well cared for. They may require access to education and job training programs to improve their employment prospects and increase their earning potential.

Single parents may require access to affordable healthcare services, including preventative care and mental health services. They may require legal support, such as assistance with child custody or child support issues, as well as access to legal aid services. They may require social support, such as access to parenting support groups, mentorship programs and community resources.

Single parents require a range of resources to meet their needs and support their families. These resources need to be affordable, accessible and tailored to the unique needs of single parent families to ensure the chance of success.

Aspects of the service

In some areas, there may be a limited number of services available for single parents, which can make it difficult for them to access the support they need. Single parents may face stigma and discrimination based on their family status, which can make it more difficult for them to access services. They may face physical or logistical barriers to accessing services, such as a lack of transportation or child care options.

These barriers can make it difficult for single parents to access the services they need to support themselves and their children. Addressing these barriers requires a coordinated effort from government, community organisations, and service providers to ensure that single parents have access to the support they need.

Internet activity

Log on to TitanOnline and complete Activity 5.39 to learn more about the types of resources required by this group.

Learning activity

Consider the following four questions in order to explore the factors that can affect single parents access to services:

1. What types of services does this group require access to?
2. How do the characteristics of individuals within this group affect their access to the service?
3. What resources are necessary to support this group's access to the service?
4. How available are the services within the community?

Case study

John is a 34-year-old single parent raising his five-year-old daughter, Emily, after his partner left them when Emily was just two years old. John works full-time as a mechanic, but he is struggling to make ends meet while also providing for his daughter. He is also struggling with the emotional challenges of being a single parent, and he feels overwhelmed and isolated.

John is aware that there are services available to support single parents, but he doesn't know how to access them. He has tried searching online, but he finds it difficult to navigate the different websites and understand what services are available to him. He has also asked his friends for advice, but they don't have experience with single parenting and don't know how to help him.

Figure 5.71:
Being a single parent can lead to a strong sense of resilience.

John is hesitant to ask for help from his employer, as he is afraid that it may affect his job security or make him seem less capable. He is also reluctant to ask his family for help, as he doesn't want to burden them with his problems.

John's situation is taking a toll on his mental health. He is experiencing feelings of anxiety and depression. He is struggling to manage his workload at work while also caring for his daughter and keeping up with household chores.

A friend of John's notices that he is struggling and suggests that he reach out to a local community organisation that provides support for single parents. John is hesitant at first, but his friend encourages him to make the call.

John contacts the organisation and is connected with a case manager who listens to his concerns and helps him understand the different services available to him. The case manager helps John apply for financial assistance to help with his daughter's child care costs and also provides him with information about counselling services to support his mental health.

With the help of the organisation, John feels more confident in his ability to provide for his daughter and manage his responsibilities as a single parent. He feels less isolated and more connected to his community, and he is grateful for the support he received.

1. Research a range of services available in the local community for a person in a similar situation.
2. What outcomes are likely for John and his daughter by accessing these types of services?
3. Recommend ways to support John's mental health issues.

Creating positive social environments

Creating positive social environments for sole parents is very important. Most if not all people want to live in a positive and supportive environment and parents who are raising children on their own are no different. Sole parent families may be affected by the breakdown of a marriage or de facto relationship, which creates significant social and emotional challenges. It is important that the dependants of sole parents are exposed to positive social environments. Sole parents strive to create a safe and loving environment for their child or children and there are many avenues and resources they can access for support.

Addressing this group's issues of concerns

Sole parents may have, depending on their circumstances, various issues of concern. One of the main concerns for this group involves the dependent/s and whether the parent is providing enough for their child/ren. In many cases, with only one income, it can be hard to balance working enough hours to support a family financially and being there emotionally to support the children. A sole parent must deal with the issue of developing rules and boundaries for their children and following it up with discipline. The pressure of the different roles of loving parent, working parent and disciplinarian is demanding and can place additional pressure on the parent child relationship. A third concern involves support and without a partner, it can be difficult for the sole parent to feel supported and access that occasional need for a little time out or socialising.

Government policy and legislation

There are a number of policies and legislations in place to protect individuals who are part of a sole parent family.

- **Child Support Scheme:** The child support scheme aims to ensure that children receive an appropriate level of financial support from parents who are separated. The Child Support Scheme involves the parents contributing money to support the child/ren financially. The required financial contribution of each parent is calculated based on who has custody of the child and for how long, income of each parent and the age of dependent.

  Source: Australian Government Department of Social Services.

- **Parenting payment:** A person may be eligible for a parenting payment if they are single and care for at least one child aged less than eight, or they have a partner and care for at least one child aged less than six. The income and assets of both the individual and their partner (if they have one) must be below certain amounts, and there are residence requirements. They must also be able to meet participation requirements if needed.

  Source: Services Australia.

- **Apprehended Violence Order (AVO):** An AVO aims to protect victims of domestic violence. In cases where a parent is aggressive and potentially a threat to the other parent or children, an AVO can be issued. A court will assess the request and decide on conditions of the AVO.

  Source: NSW Legal Aid.

Organisations within the community that support this group

Raising a family as a sole parent can be a lonely experience. There are many social and emotional pressures that sole parents face. Maintaining support from family and friends is crucial to help alleviate these stressors. There are many organisations within the community for sole parents to mingle and mix with other sole parents for support, advice, friendship and people to talk to who are experiencing similar circumstances. Some of these are explored in Table 5.12.

Figure 5.72:
Sole parents strive to create a safe and loving environment for their child or children.

Table 5.12: Organisations within the community that support sole parents.

Organisation	Aim/s
The National Council of Single Mothers and their Children (NCSMC)	The National Council for Single Mothers and their Children provides information on financial hardship, child support and domestic violence, to empower, equip and support women to make informed decisions and protect themselves. This is further reinforced through connections on Facebook where women share their lived experiences and gain the right to be heard and respected. Source: www.ncsmc.org.au
Lone Fathers Association of Australia Inc.	Lone Fathers Association of Australia is an organisation for single fathers to gain support, education and knowledge through legal aid and advice on raising a family on their own. Source: https://lonefathers.com.au
St Vincent de Paul Society	St Vincent de Paul aims "to be recognised as a caring Catholic charity offering 'a hand up' to people in need." The society does this by "respecting their dignity, sharing our hope, and encouraging them to take control of their own destiny." One of the Society's recent concerns has been of the wellbeing of those sole parents living on income support payments, especially because of recent cuts to the funding. Source: www.vinnies.org.au/page/About/Mission__Vision/

Internet activity

Log on to TitanOnline and complete Activity 5.40 to learn more about the organisations within the community that support this group.

Equity issues

Sole parents face many equity issues. For starters, they are raising children on their own, so they have double the responsibilities and half the support than that of the average two-parent family. Many sole parents, especially young female parents, may suffer discrimination and be held singularly responsible for the difficulties they face, both socially and economically. Stereotyping and discriminating against sole parents based on age, employment status and relationship status places additional pressures on those already under considerable pressure and can lead to increased levels of stress, mental health issues and ill health.

Taking on both the responsibilities of father and mother, sole parents face an additional problem of finding the time for training, further education and career development. Some parents will have to stop studying or will not be able to commence further study while having young dependants. They may have to settle for occupations which they only choose because it suits their immediate needs. They may find it difficult or impossible to follow their dreams and put the necessary time into study or work to fulfil their potential.

Learning activity
1. Examine various policies and legislation in order to determine the roles of state and federal governments in ensuring equity for sole parents.
2. Critically analyse the extent to which organisations within the community help meet the needs of sole parents.
3. Investigate an inequity issue that sole parents are facing, and propose strategies for addressing it.

Positive influences on community attitudes

Sole parents make a variety of positive influences on community attitudes. Because of the previously mentioned common misconception of sole parents, if an individual is a sole parent, every positive action they make can influence community attitudes. If a single man manages to work and raise two children, preconceived ideas about sole parents throughout the community may be challenged. Furthermore, sole parents who raise happy and healthy children are already making positive influences on the community, because they are supporting the development of a child who is part of the community.

Contributions the group makes within the community

There are a number of contributions sole parents make within the community. Sole parents are often very involved in the children's lives because they are the only full time support the child has. Therefore they may attend and volunteer in their children's extra-curricular activities such as sports on the weekend. Sole parents may also be a part of support groups that operate in their local community. Through joining these support groups, they are not only gaining support for themselves but are also acting as a source of support for other single mothers/fathers in similar circumstances.

Advocacy

There are many ways individuals can advocate for this group in society. Individuals can advocate for themselves by discussing their concerns with relevant government agencies with regards to welfare, schooling and workplace rights. Advocating for financial support from their children's partner can be promoted through government agency and the legal system if necessary.

Other people can advocate for this group by campaigning against cuts to funding that supports sole parent families. Support agencies can educate the community about the difficulties facing sole parents and the need to provide financial and social support to sole parents and their children.

Raising awareness within the community

Raising awareness within the community is very important. If awareness is raised within the community, governments may feel more inclined to help this group in society. If no one understands the prevalence of this group or the challenges they face, people will not care about how standard of living may affect not just the parent but the children as well.

Educating the community

It is essential to educate the community on the lives of sole parents and their families, as well as the challenges they may face on a daily basis. If the community is not educated, this group may feel alone more so than they already do and negative stereotypes will continue to exist. Educating the community also promotes further support for this group in terms of funding and volunteering.

Promoting rights of the group

Promoting the rights of sole parents and their dependants is paramount in maintaining their safety and wellbeing. If people and organisations did not promote the rights of this group, then single mothers would still be 'shunned' and there would be a much lower percentage of males as sole parents. Promoting the rights of this group involves understanding their rights and speaking up for this group when their rights are not being met.

Internet activity

Log on to TitanOnline and complete Activity 5.41 to learn more about organisations that advocate for this group.

Learning activity

1. Choose one high profile single parent and write a case study on the struggles they have faced and the contribution they make within the community.
2. How have single parents tried to improve community attitudes? Assess the impact this has had on the wellbeing of the group.
3. Research a community group that advocates for the rights of single parents. Describe the positive influence it can have on community attitudes.

Figure 5.73:
People often become homeless due to a series of unavoidable events.

Category B Homeless people

Homelessness is the term used to describe the condition of people who do not have a regular dwelling. People who are homeless are most often unable to acquire and maintain housing that is regular, safe, secure and adequate, or they lack a night-time residence that is fixed, regular and adequate.

Prevalence of this group within the community

At the time of the 2021 Census, 122,494 people were estimated to be experiencing homelessness – an increase of 6,067 people (5.2 per cent) since 2016. The rate of homelessness decreased to 48 people per 10,000, from 50 in 2016. Males still make up the majority of those experiencing homelessness, with 68,516 or 55 in every 10,000 males in 2021. This was less than two per cent more than 2016. Meanwhile, the number of females experiencing homelessness increased by around 10 per cent from 2016 to 53,974, or 42 in every 10,000 females.

Source: Australian Bureau of Statistics.

Homelessness is common in many countries, and the cycle of homelessness is very difficult to break. Although many people associate homelessness with drug or alcohol abuse, people often become homeless due to a series of unavoidable events. The many causes of homelessness include domestic violence, abuse, poverty, poor mental health and lack of support. The phrase 'fallen through the cracks' is often used in relation to young people who have become homeless because, somewhere along the way, someone has failed to care for them, whether that 'someone' is a parent or guardian, a partner or an organisation – or even the person themself.

People experiencing homelessness by operational groups, Australia, 2006 to 2021
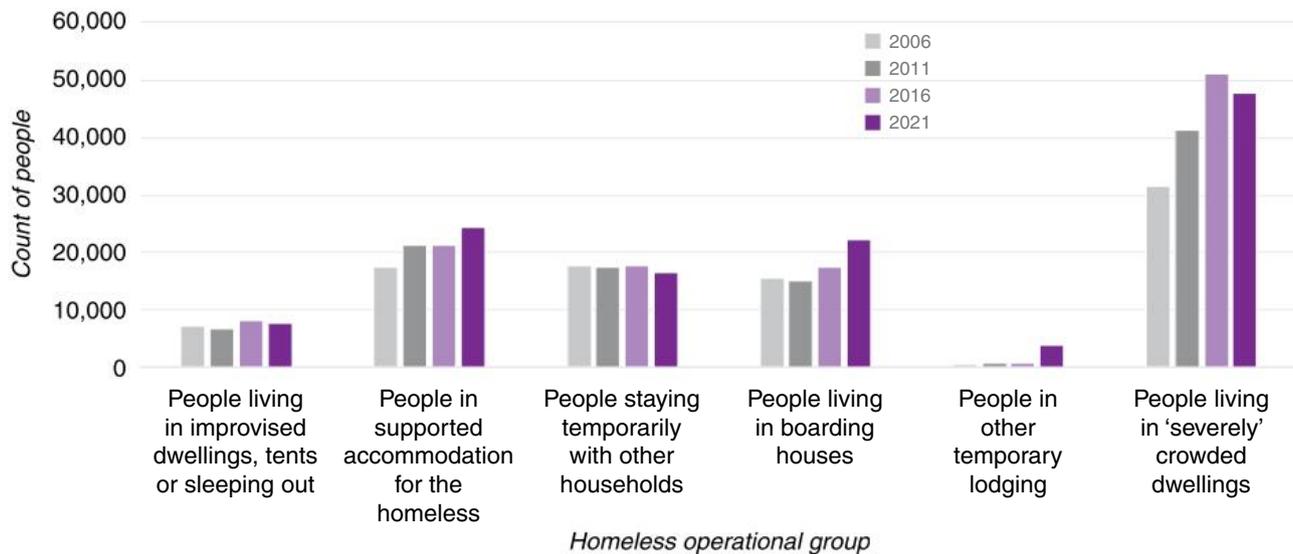
Figure 5.74:
Many older people live with chronic health conditions.

Individual diversity within this group

This group in society is extremely diverse. People become homeless due to various factors, and people who seem to 'have their life together' in relation to having a family, a job and a house can also become homeless. Homelessness can be categorised in a variety of ways, as outlined in Figure 5.74, and affects people of all ages, as highlighted in Table 5.13.

Table 5.13: Homeless Australians by age, 2021.

Age group	Number	%	Age group	Number	%
Under 12	17,646	14	45–54	14,678	12
12–18	11,302	9	55–64	10,933	9
19–24	16,902	14	65–74	6,091	5
25–34	25,504	21	75 and over	2,348	2
35–44	17,085	14			

Source: Australian Bureau of Statistics.

Due to the diversity of this group, a 'blanket' solution will never be effective. Many people are homeless and would be willing to do whatever it took to get off the streets so they could participate in the free education that is provided by the various charities and organisations. However, people who have a mental-health issue might not be willing to access the services or might not have the capacity to access them.

Internet activity

Log on to TitanOnline and complete Activity 5.42 to learn more about homelessness statistics.

Terminology used by the community to describe this group

There is no single definition of homelessness.

The Specialist Homelessness Services Collection defines a person as homeless if they are living in either:

- non-conventional accommodation or sleeping rough (such as living on the street)
- short-term or emergency accommodation due to a lack of other options (such as living temporarily with friends and relatives).

The Australian Bureau of Statistics defines homelessness, for the purposes of the Census, as the lack of one or more of the elements that represent home. According to the ABS, when a person does not have suitable accommodation alternatives they are considered homeless if their current living arrangement:

- is in a dwelling that is inadequate
- has no tenure, or if their initial tenure is short and not extendable
- does not allow them to have control of and access to space for social relations.

Source: Australian Institute of Health and Welfare.

Figure 5.75:
People who are homeless may end up sleeping rough.

Figure 5.76:
A person who is homeless may be living at an emergency accommodation site.

Learning activity

1. Research and describe some of the issues that homeless people face.
2. Use reliable sources of data to examine the nature of homeless people by considering the following three questions:
   a. What is the prevalence of this group within Australia?
   b. What is the determining factor in relation to whether a person is part of this group?
   c. How might individuals within this group vary?
3. The community may use positive and negative terminology to describe the members of this group. Discuss the impact that use of the terminology might have on individuals within this group.

Issues of concern for this group

Satisfaction of needs

Homeless people often struggle to meet their needs. Someone whose lifestyle is based on homelessness cannot meet their most basic survival needs of shelter and security. According to Maslow's Hierarchy of Needs, if people do not meet these needs, they cannot meet their more complex needs such as the need for self-esteem and self-actualisation.

Specific needs of this group

The specific needs of the homeless will, to a large degree, depend on the unique factors that underpin a person's homelessness. Living without the means of attaining the basic human needs of shelter, cleanliness and warmth makes it very difficult for a person to transition out of homelessness. The inadequate access to stable shelter, food, clothing and security experienced by homeless people in turn impacts their sense of identity and opportunities for education and employment.

Adequate standard of living

Compared with the wider community, people who are experiencing homelessness are less likely to maintain a healthy lifestyle. They might struggle to eat enough food or appropriate foods and might therefore have a variety of health issues and concerns. Throughout communities, various free or subsidised food services are operated in order to provide food for homeless people; in Sydney, for example, St Vincent de Paul Night Patrol representatives visit spots in and around the city seven nights a week.

People who are experiencing homelessness might also develop issues related to alcohol or drugs, which they might use in order to reduce their hunger or keep themselves warm or as a means of escape from the reality of their situation. Substance use and abuse can lead to a variety of serious health issues, and people who become addicted to a substance can suffer significantly in relation to both their physical health and their mental health.

Figure 5.77:
Older women are the fastest growing group to experience homelessness in Australia

Health

People who are experiencing homelessness are often subject to a range of health concerns because of their living conditions. They are also less likely to access health services because they are financially limited or unaware of the services that are available for addressing and promoting the health of homeless people.

Homelessness can have a significant impact on a person's physical and mental health. Due to the lifestyle that homeless people have, they might have health concerns such as dental decay and toothlessness, which might arise from their inability to sufficiently care for their teeth by doing things such as using a toothbrush, brushing regularly, and having dental check-ups and treatment.

They have a higher risk of developing respiratory and cardiovascular problems because they are unable to access preventive services or to support their general health on a day-to-day basis. Homeless people also have a higher risk of developing a mental illness such as anxiety or schizophrenia, or a mood disorder or phobia.

Figure 5.78:
Two priorities for people who are homeless are to find food for the day and a safe place to sleep.

Education

As the ABS identified in the 2021 Census, 17,646 under the age of 12 were homeless on Census night. In total, 23 per cent of the homeless population were aged between 12–24, a statistic that equates to approximately 28,204 people. The education of children and young adults is significantly affected if they are homeless. Often, if people do not have access to adequate shelter, they are less likely to attend an educational institution and complete their education. Education is commonly referred to as 'your passport out of poverty'. If homeless people do not access education, they can have an increased risk of remaining in poverty. It is important that communities of homeless people recognise the importance of education and access education-based services as required. It is also important that governments and organisations throughout Australia promote education among socioeconomically disadvantaged and homeless people in order to enhance their wellbeing.

Although some types of education are labelled as 'free', individuals and families need to meet various costs, which are labelled as 'voluntary', in order to be able to access support and facilitate their education. For example, a young man might attend a public secondary school and negotiate with the school to forgo its voluntary fees and charges, but he will still have to meet the cost of things such as school uniforms, books and stationery.

Employment

Similar to education, employment is often referred to as 'your passport out of poverty'. People who are experiencing homelessness are not likely to be actively participating in the labour market and/or receiving income support. They might not be doing so because they have a limited income and cannot meet the costs associated with housing. If homeless people find employment and start receiving an income, they have the resources available to improve their socioeconomic status and, if they choose, for accessing housing by way of a range of options.

Throughout Australia, various strategies and initiatives are being implemented in order to both recognise the level of employment among homeless people and promote disadvantaged job seekers in society.

The Australian Government initiative Job Services Australia is a service aimed at supporting unemployed people to find suitable employment. Part of the service is Job Services Australia providers that work with people on a one-on-one basis in order to measure their disadvantage in relation to the workforce. The service's employment consultants connect job seekers with Australian employers and provide them with services and support during their job searching.

Safety and security

Homeless individuals and families constantly worry about their security and safety. Often, due to the nature of their accommodation, or lack of accommodation, they are forced to spend time and sleep in unsafe areas in which crime and violence are prevalent.

Violence is a major issue for people who are experiencing homelessness. Often, while the people are sleeping, they have their belongings stolen by other people and suffer physical abuse. They might develop fighting skills so they can fend off their attackers, but according to many accounts, the state of homelessness i

People who are experiencing homeles lie or turn to prostitution or one of a nu practices in order to meet their basic i higher risk of experiencing violence a abuse, which is dependent on a range

Throughout society, preventive measu order to reduce the violence and abus with homelessness. Local councils th developed policies and programs and in an attempt to promote security and individuals and families. For example, be employed to monitor public spaces violent behaviours or be used to provi for people who are involved in violenc

Figure 5.79:
Causes of homelessness include domestic vi poverty, poor mental health and lack of suppc

Sense of identity

Homelessness inevitably leads to an alteration in people's sense of identity. While they are going through the stages that lead to homelessness, they experience feelings of doubt and may start to question who they are and what is happening in their life. Initially, when people become homeless, they might have the necessary drive and ambition for sorting out their life out and getting back what they had. However, if they are homeless for long enough, their sense of identity might change and they might start to accept their life and feel they are not worthy of anything more. When people are homeless, things that once seemed important to them, such as having the latest technology, are no longer the most important things to them; rather, their main priorities are to find food for the day and a safe place to sleep.

Learning activity

1. Identify and prioritise the specific needs of homeless people.
2. Justify the two most significant needs of homeless people, and discuss the implications if the needs are not met.

Access to services

Many services exist for homeless people to access, or even for their family to access. Many of the services have a website for information access, but because of the nature of this group and the fact that many people will not have access to the internet, the services often have employees and volunteers visit people who are homeless on the street in order to give them the information face to face.

Types of service

A variety of services are available for individuals and families who are either experiencing homelessness or at risk of it. The services exist to promote the wellbeing of disadvantaged people and to promote their access to services and resources so they can meet their basic needs.
For example:

- Inner City Sydney Homelessness Service (Mission Australia)
- Homelessness NSW
- Shelter NSW
- Sydney Homeless Connect
- Homeless Persons' Legal Service
- Family and Community Services NSW
- Council to Homeless Persons
- National Coalition for the Homeless.

Sydney Homeless Connect works for the wellbeing, survival, and protection of people who are experiencing homelessness in Sydney by connecting them with service providers and a supportive community. This annual service offers hot meals, hair cuts, dental checks, clothing and professional portraits for job applications to those experiencing homelessness. The service does not discriminate on who can receive support, and aims to support a wide range of basic needs.

Factors affecting access to services

A variety of factors affect homeless people's ability to access support services. The factors are inclusive of, but not limited to, the characteristics of the people who are affected by homelessness, the resources they have available to them, and the various aspects of the services themselves.

Characteristics of individuals within this group

In many cases, it is the person's characteristics that affect their ability to access services. These personal characteristics include age, gender, education, culture and socioeconomic status. According to the Australian Census 2021, 23.6 per cent of homeless people are 18 years old or younger. Being so young, many people might not know what services exist. Younger people who are living on the streets will often form a sort of family with young people who are in similar circumstances, and although they therefore will not be alone, they will often have an attitude of not needing to access the services and of not needing help because they have each other. Socioeconomic status is a factor that significantly influences people's access to services for preventing homelessness. A major determinant of homelessness is having a low socioeconomic status. If people could afford not to be homeless, in almost all cases they would choose an alternative lifestyle. People's education will have a great impact on whether they access the services that are available to them. If they do not know about the services, they will not be able to access them. Also, if they do not understand the risks involved in unsafe behaviours, such as compromised hygiene or needle sharing, they may be exposed to a higher risk of illness or death.

Figure 5.80:
Some people may couchsurf with friends if they cannot afford their own home.

Figure 5.81:
Homeless people may struggle to find a continuous and stable source of food.

Resources

The resources that people have available to them will very much affect whether they access support services, especially in relation to the personal factors of time, money, energy and knowledge. A great number of people who are homeless will not be able to afford to access many services in order to help themselves, so much of the time, they have to rely on receiving donations and/or using free services. However, the need to understand how to access those services and what measures have to be taken to do so is also an issue. The most common ways of raising awareness of support services, such as through education and the media, have limited success with reaching the homeless. Regardless of that fact, many of the volunteers who work for organisations that provide services for homeless people will, during their conversations with the people they meet, tell them about what services are available that exist to provide help for people who are 'doing it tough'. A volunteer will know that it is often very effective to give people who are affected by homelessness the necessary knowledge about what free services are available.

Aspects of the service

A variety of organisations and groups provide services for people who are homeless. Being homeless is a 24-hour health risk whereby the people are greatly affected by their lack of permanent shelter, access to sufficient medical assistance, and a continuous and stable source of food. Representatives of services such as St Vincent de Paul's Night Patrol do a lot towards minimising the negative effects of homelessness. Every night of the year, except New Year's Eve, the representatives drive the food van to three locations, being Surry Hills, Belmore Park in Haymarket, and Martin Place. The volunteers give out snacks and hot drinks, and people can request necessities such as a swag, a personal-hygiene kit and blankets, which the representatives give them during the next visit. The Liverpool Night Patrol is another St Vincent de Paul homeless service operating five nights per week (Tuesday–Saturday) in two locations in the Liverpool area. Both services strive to support the physical and social needs of people experiencing homelessness. However, even a program such as this has limitations in that the necessities cost money and volunteers are required in order to run the service. Numerous other organisations are involved in the same line of work and are subject to the same limitations.

Case study

Jed was kicked out of home when he was 16. He stayed with some friends for a while until he could explore a range of support options in relation to his financial status and accommodation.

He has been living in public housing for three years. He has not worked since he left school and left home. He has recently started applying for jobs, but his resume is somewhat 'light on' because he has had minimal education and does not have any experience. He was offered a part-time packaging job at the local supermarket, but the pay was terrible and the hours were awful.

When he left home, he organised to obtain his own Medicare card, so now, when he is sick, he visits the local bulk-billing medical centre, so he does not have to pay to see a doctor. His doctor identified him as being short-sighted, but he cannot afford glasses or contact lenses and is choosing to ignore the problem.

He has sold most of his possessions to meet his basic needs. He does not have a mobile phone, a home phone or a vehicle. He has an old bicycle he uses to get to the local shops.

Jed hates his life. He blames his parents for forcing him to live the way he is living, and he worries that his future holds nothing meaningful. He wants to acquire a good job that pays well so he can improve his quality of life.

1. Outline the services that Jed is accessing.
2. Identify a range of other services he could access that are specific to his situation.
3. Propose ways for him to address any issues associated with his health.
4. Predict how his future will be if he continues living the way he is.
5. Recommend ways for him to support his self-esteem and sense of identity.

Learning activity

Consider the following four questions in order to explore the factors that can affect whether homeless people access services:

▪ What types of service do they require access to?

▪ How do the characteristics of homeless people affect the people's access to the services?

▪ What resources are necessary for supporting homeless people to access the services?

▪ How available are the services within the community?

Creating positive social environme

It is important that a positive social environm
homeless people in the community to ensure
their specific needs and feel safe and suppor
can create a nurturing environment, homeles
encouraged to behave in a healthier way and
outlook. This can be achieved through health
education initiatives, providing homeless peo
employment, ensuring they feel valued and v
homeless shelter support services, and havir
of other community members. There are a nu
initiatives, organisations and advocacy event
social environments for homeless people and

Addressing this group of concern

Members of this group face a number of issu
to day life. In order to address the issues, go
put policies and legislations in place to suppo
In addition to governments, there are a numk
the community that support homeless people
equity issues on their behalf and in conjuncti

Figure 5.82:
The employment of people that are homeless is often
based on seasonal work, which can make it difficult to

Government policy and legislation

As the 2013 Homelessness Bill recognises, specific groups in the community are experiencing or at risk of concerning rates of homelessness, thus a number of strategies are needed to reduce the number of persons who are, or are at risk of, experiencing homelessness. These include:

- prevention and early intervention
- increasing the supply of affordable housing
- increasing the range of appropriate accommodation options
- ongoing support and services, including individual case management where appropriate.

The Australian Government recognises the importance of supporting homeless people both financially and socially to assist them through their personal circumstances. State and territory governments have primary responsibility for homelessness and housing.

The National Housing and Homelessness Agreement (NHHA) commenced on July 1, 2018, providing around $1.6 billion each year to states and territories to improve Australians' access to secure and affordable housing across the housing spectrum. The NHHA included $129 million set aside for homelessness services in 2020–21. States and territories matched this funding. Under the NHHA, to receive funding, state and territory governments are required to have publicly available housing and homelessness strategies and contribute to improved data collection and reporting.

Source: Australian Government Department of Social Services.

In addition, the Australian Government committed up to $118 million over five years to the Reconnect program. This sees the assistance of young people who experience, or are at risk of, homelessness. It provides services to young people to find stable accommodation, improve their relationships with family, find work or to stay at school, and participate in their local community.

Women and children experiencing domestic violence are also at risk of experiencing homelessness. In 2021–22, domestic violence was the main reason why more than 72,900 people asked for help from specialist homelessness services, and 39 per cent (or 108,000) of people seeking help from specialist homelessness services in 2021–22 had experienced domestic and family violence. Over three out of four people seeking specialist homelessness services due to domestic and family violence related issues were female. To address this, the Australian Government committed $78 million for safe places for women and children experiencing domestic violence, including $60 million for a grants program for organisations to provide new or expanded emergency accommodation. This program could build up to 450 safe places and assist up to 6,500 women and children escaping domestic and family violence per year.

Organisations within the community that support this group

There are a number of organisations within the community, which support the needs of people experiencing homelessness. These organisations acknowledge the physical, social, economic and emotional needs and thus provide a service, financial support or essential items to support their wellbeing. Homeless people seek support from these community organisations for shelter, receive health care, have a hot meal or look after their personal hygiene.

Internet activity

Log on to TitanOnline and complete Activity 5.43 to learn more about organisations that support homeless people.

- **Youth Off the Streets:** Youth Off the Streets' goal is to ensure young person are not denied the right to education, safe accommodation, and other support services aimed at breaking the cycle of disadvantage, abuse and neglect. Young people are empowered through the development of skills and engagement in positive relationships to retreat from vulnerability, avoid homelessness and make positive life choices. Education is the key focus of this organisation (https://youthoffthestreets.com.au)
- **Backpack Bed:** Backpack bed provides a portable, weather proof and full body protected swag that folds into a backpack to those experiencing homelessness. As of March 2023, 36,295 beds had been provided to people all around Australia to provide safety, comfort, dignity and support to homeless people (https://backpackbed.org/au)
- **Wesley Mission:** The Wesley Mission offers a broad range of support services for people who are homeless and those at risk of becoming homeless. Most notably, their housing and accommodation support for homeless people includes community housing and rental assistance (www.wesleymission.org.au)
- **Mission Australia:** Mission Australia aim to support all people in the community to have access to safe and secure housing. Notably, Mission Australia sees homelessness as a problem that goes much further than just not having access to safe shelter. Therefore, they provide social support services like counselling, education and training, and mental health support services to tackle homelessness holistically (www.missionaustralia.com.au)

Equity issues

Homeless people experience a number of inequities in day-to-day life. A number of these equity issues come down to the affordability and availability of accessing support services. For example, Medicare is beneficial for homeless people to access GP medical visits. However, if specialist treatment is required or people have ongoing, long-term health issues, the affordability of these services are too expensive and people are often not able to receive the health care they require. In addition, despite a number of government and not-for-profit organisations providing homeless shelters and emergency housing services, they come in short supply and do not adequately address the number of people requiring these support services. Therefore, homeless people remain on the streets, unable to receive the financial, health and personal support they need to satisfy their wellbeing.

Learning activity

1. Examine government policy and legislation in order to determine their role in ensuring equity for homeless people.
2. Critically analyse the extent to which organisations within the community assist in meeting the needs of homeless people.
3. Investigate an inequity issue that homeless people are encountering, and propose strategies for addressing it.

Positive influences on community attitudes

Homeless people can often be negatively viewed by the community as people who are a burden on social resources, a threat, less fortunate or people to be 'sorry for'. However, homeless people can be positive influences on the community in the way they contribute to the community and are involved with advocacy.

Contributions this group makes within the community

Being homeless does not mean someone is unemployed. Many homeless people participate in the workforce and uphold a job. The Big Issue is an example of an organisation that employs homeless and disadvantaged people to earn a personal income selling magazines to the community. Through this, people build confidence and their capacity to help themselves in their situation. However, the employment of people that are homeless is often limited, on a casual basis or based on seasonal work, which can make it difficult to receive a steady income. Often homeless people are limited in their resources, including knowledge, money, energy and time, and therefore it is very difficult for them to be active members of the community. Despite this, homeless people can make a positive contribution to the community in different ways, such as volunteering, creating a sense of belonging for other homeless people or working their way out of poverty to set an example to others.

Case study

Madi is 25 years old, and has been homeless for about two years after losing her job as a casual retail assistant when the shop closed down. Madi couchsurfed for six months by asking different friends if she could stay with them a few nights a week, as she could not afford to rent anywhere. After exhausting all her friends' offers, she lived on the streets for about four months. For the last year, Madi has been living in a community shelter in her local community after she reached out to them for support. Here she received shelter, warm clothing, medical treatment, mental-health support, food, and education and training to hopefully regain employment as an admin worker. Madi is positive about getting a job and eventually getting a place to rent on her own.

In this homeless shelter, Madi noticed the opportunity to volunteer in delivering meals to homeless people living on the street. She thought it would be a good way to give back to the organisation that helped shelter her when she needed it, help those in need, and to contribute to the community. Madi now volunteers to deliver meals every weeknight in a team of five people.

1. Outline three specific needs Madi struggled to satisfy when she was homeless.
2. Assess the positive impact on wellbeing Madi experienced by volunteering.
3. Discuss how Madi's actions might improve community attitudes about homeless people.

Advocacy

Many organisations and social groups voice the rights of homeless people and actively search for community support in satisfying their needs. This can include using celebrity advocates or ambassadors, organising education in schools or workplaces, raising awareness of the issue through the media and advocating on behalf of those who are not empowered to do so themselves.

Raising awareness within the community

The issues, needs and concerns of homeless people could not be addressed without organisations and groups in the community raising awareness through a number of initiatives. For example, Homelessness Australia's 'Homelessness Week' is an annual week to raise awareness of people experiencing homelessness, the issues they face and the action needed to achieve enduring solutions. Through this, the community is aware of homeless people and issues they face, decreases discrimination and stigma against them, and encourages support from the community to better their livelihoods.

Educating the community

Education is power, and equips people with the knowledge and skills to be passionate and well-informed people who can catalyse change. It is important for the whole community to be involved in adequate education on this social justice issue to promote healthy and rewarding lives for all people. Educated people and communities are more likely to advocate for homeless rights, push for legislative change, create supportive and inclusive environments that do not discriminate.

Promoting the rights of this group

Promoting the rights of homeless people raises awareness, increases education and enacts social change. The members of this group may be limited in the ability to promote their own rights, due to a personal lack of resources, including knowledge, money, energy and time. Therefore, it is important for governments, charitable organisations, communities and individuals to advocate on their behalf. Homeless people should feel empowered, worthy and supported. Homelessness Australia and Yfoundations are two examples of organisations that advocate for homelessness in Australia.

Internet activity

Log on to TitanOnline and complete Activity 5.44 to learn more about ways to support young people experiencing homelessness.

Learning activity

1. Explore an example of what homeless people have done to try to improve community attitudes, and assess the impact this has had on the wellbeing of homeless people.
2. Outline how community organisations advocate for homeless people and describe the positive influence it can have on community attitudes.

Revision questions

1. Outline the prevalence of each of the groups you have studied in this chapter.

2. Identify and prioritise the specific needs of youth and rural and remote families.

3. Discuss the impact that use of the wrong terminology to refer to specific groups in society can have as well as how it can have a negative impact on a person's sense of identity.

4. Undertake a more detailed exploration of the equity issues faced by the two Category B groups you studied in the chapter.

5. In one of the extended studies you undertook for Question 4, outline how community organisations advocate for the group.

6. Describe how the community organisation you outlined in Question 5 can have a positive influence on both the community in general and community attitudes.

7. Discuss a current media campaign that is associated with one of the groups you studied in the chapter. Explore whether or not the campaign is effective and why it is or is not effective.

8. Outline how the following factors could affect access to resources by two groups you have studied:
   a. Age
   b. Disability
   c. Education
   d. Ethnicity or culture
   e. Gender (sex)
   f. Location
   g. Socioeconomic status

9. Choose a state or federal government policy that assists two groups you have studied in the chapter. Discuss whether or not the policy is effective and why it is or is not effective.

10. Critically analyse the extent to which the members of the wider community help meet the needs of two groups you have studied in the chapter.

11. In relation to the two groups studied in Category B, explore an example of what individuals have done in an effort to improve community attitudes, and assess the impact the initiatives have had on the groups' wellbeing.

12. Identify programs and events that have been introduced in your local community in an effort to identify and promote how two groups you have studied make a positive contribution to society.

CHAPTER 6
Parenting and caring

Whether biological or social, parents and carers are responsible for another person's life by meeting the dependant's needs, building of a relationship with the dependent and promoting their wellbeing. Becoming a parent or carer takes preparation, a change in health behaviours, upskilling, modification to the physical environment and financial organisation. Many personal and social factors will also influence parents and carers and can in turn have an impact on what style of parenting or caring they adopt. In addition, parents and carers need to assess their capabilities, manage their resources, access services when they require them and prioritise and manage multiple role expectations to sup

Outcomes

A student:

- H1.1 analyses the effect of reso of individuals, groups, families a

- H2.1 analyses different approac caring relationships

- H2.2 evaluates strategies to co wellbeing of individuals, groups

- H2.3 critically examines how in environments contribute to well

- H3.2 evaluates networks availa within communities

- H3.4 critically evaluates the imp change on individuals, groups,

- H5.1 proposes management st groups to satisfy their specific r access to resources

- H5.2 develops strategies for ma demands of family, work and ot

- H6.1 analyses how the empowe influences the way they functio

Module focus

- Becoming a parent or carer
- Factors affecting the parenting
- Support for parents and carers

Figure 6.1:
Becoming a parent or carer is somethin

Syllabus information

This module, as detailed in Table 6.1, should occupy approximately 25 per cent of total HSC course time.

Table 6.1: Parenting and caring syllabus.

Becoming a parent or carer	
Students learn about:	**Students learn to:**
Types of parents and carers	

▪ biological parents
▪ social parents
  – adoption
  – fostering
  – step-parenting
  – surrogacy
▪ carers
  – primary
  – informal and formal
	▪ describe the different types of parents and carers
	▪ explore the impact of legal, social and technological change on social parents by considering changes in:
	  – legislation
	  – community beliefs and attitudes
	  – reproductive technology
	▪ examine current research data on primary carers to determine the:
	  – significance of age and gender
	  – reasons for carers taking on the role, e.g. emotional obligation, alternative care too costly

The roles of parents and carers	
▪ satisfying the specific needs of the dependant ▪ building a positive relationship with the dependant ▪ promoting the wellbeing of the dependant	▪ outline the roles of parents and carers and evaluate the significance of each role in various parenting and caring situations
Preparations for becoming a parent or carer	
▪ changing health behaviours, e.g. nutrition, physical activity, social or spiritual connections ▪ enhancing knowledge and skills, e.g. education, information, training ▪ modifying the physical environment, e.g. housing, amenities, equipment ▪ organising finances, e.g. budgeting, saving, support payments	▪ examine a range of parenting and caring situations and assess the impact preparations can have on the wellbeing of the dependant

Factors affecting the roles of parents and carers	
Students learn about:	**Students learn to:**
Characteristics of the dependant	
▪ age ▪ skills/capabilities ▪ special needs, e.g. illness, disability	▪ describe how the characteristics of the dependant can affect the roles of the parent or carer

Table 6.1: Parenting and caring syllabus.   *(continued)*

Factors affecting the roles of parents and carers	*(continued)*
Students learn about:	**Students learn to:**

Influences on parents and carers

▪ personal
  – culture, customs and tradition
  – religion/spirituality
  – education
  – previous experience
  – own upbringing
  – multiple commitments, e.g. work, study, sport, family
  – socioeconomic status
  – special needs, e.g. illness, disability
▪ social
  – community attitudes
  – gender expectations
  – media stereotypes
	▪ examine each influence to determine its effect on parenting and caring
	▪ propose strategies to assist parents and carers to manage their multiple commitments
	▪ describe how social influences affect the roles of parents and carers
	▪ critically analyse expectations of males and females in parenting and caring roles in a changing society
	▪ explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing

Styles of parenting or caring

▪ authoritarian ▪ permissive/indulgent ▪ democratic ▪ negligent	▪ explore each parenting or caring style and assess the impact it can have on the roles of parents and carers

Rights and responsibilities in parenting and caring

▪ legal rights of parents, carers and dependants
▪ responsibilities of parents and carers
  – duty of care
  – setting limits
  – discipline
	▪ analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering the following:
	  – health and medical decisions
	  – education and schooling
	  – financial support
	▪ discuss how the responsibilities of parents and carers contribute to building a positive relationship with the dependant

Support for parents and carers	
Students learn about:	**Students learn to:**

Types of support

▪ informal
  – relatives, friends, neighbours
▪ formal
  – government agencies
  – community organisations
	▪ explain how different types of support can assist parents and carers to:
	  – prepare for their roles
	  – fulfil their responsibilities
	  – maintain their own wellbeing

Table 6.1: Parenting and caring syllabus.   *(continued)*

Support for parents and carers	*(continued)*
Students learn about:	**Students learn to:**
Types of services provided through formal support	

▪ health care ▪ education ▪ financial support	▪ childcare ▪ respite care ▪ counselling	▪ assess the impact accessing formal support services can have on the wellbeing of: – young carers – aged carers – first-time parents – working parents

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 6.2: Parenting and caring learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Define each type of social parenting.	Explain the IVF process.	Make a list of three services a family can access to receive help in explaining to a dependant that they are adopted or surrogate. Give examples of how the parents could address the subject with their child.
Outline the terms 'primary carer', 'informal carer' and 'formal carer'.	Describe and give examples of each of the three roles of parents and carers.	Define the four styles of parenting, and give an example of a situation in which each style is used.

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Distinguish between the three social influences on parents and carers, and explain how the three types of influence have changed over the past 50 years.	Find three examples of discipline by referring to movies, television shows and/or books, and discuss the pros and cons of each type of discipline.	Create a collage of articles and pictures in order to show how 'traditional' families are depicted in the media. Discuss your findings.
'It is easy for families to receive financial support from the government.' Research this claim, and write an exposition in which you either agree or disagree with it.	Evaluate how various styles of parenting are used in various cultures and religions. Provide examples.	Create a manual in which you outline the rights and responsibilities of both parents or carers and their dependants.
Analyse what is meant by the word 'reasonable' in relation to the term 'duty of care'. Discuss a case in which duty of care was neglected.	Evaluate the equity and access of adequate childcare for young families.	Role play a situation in which a dependant and their parent or carer access a counselling service in order to obtain support.

Becoming a parent or carer

Parenting and caring are challenging roles. Becoming a parent or carer can lead to numerous life changes in relation to a person's physical, social, emotional and economic wellbeing. Being a parent or carer is a full-time, permanent commitment. The roles and responsibilities of the parent or carer will develop and change as the dependant becomes older and progresses through the various stages of the lifespan.

A parent is someone who has either given birth to or fathered a child, although people who nurture and raise a child are also defined as being parents. Parents can be either 'biological' or 'social'.

Types of parent and carer

Not all people become responsible for another person's life in the same way. Some people become a parent by natural or biological methods whereas others will become one by social methods.

Biological parents

Biological parents are people who are related to their children by 'blood' – by way of a pregnancy that was planned or unplanned, or that was facilitated by way of a birthing technology.

Pregnancy

Pregnancy is the period between conception and birth, during which a woman carries a foetus in her uterus (womb). It begins with ovulation (the release of an egg) halfway through the menstruation cycle. The released egg travels down one of the woman's two fallopian tubes; meets a sperm, if intercourse has occurred; and travels to the uterus, where it becomes an embryo. For the process to be successful, implantation has to occur, meaning the embryo becomes implanted in the endometrium, or lining of the uterus. Once a woman is pregnant, unless the baby is born prematurely, the foetus develops over a 40-week period that is split into three trimesters.

A pregnancy can be planned or unplanned. Planned pregnancies tend to be premeditated. A woman might intend to become pregnant and might prepare for pregnancy to happen by ensuring she is physically, emotionally and economically ready to have a child.

Alternatively, a pregnancy can be unplanned, which means it happens unintentionally. Unplanned pregnancies are common throughout Australia, as can be noted in the trend towards both adoption and abortion. An unplanned pregnancy can be emotionally difficult and intense. The woman and/or the man need to weigh up their options and make a decision about the pregnancy. The woman might choose to keep the baby, terminate the pregnancy, or give up the baby for adoption after birth.

Figure 6.2:
Pregnant women should visit their doctor regularly.

IVF and GIFT

Fertility treatment is an option for couples who are experiencing difficulties falling pregnant naturally by having sexual intercourse. The health of the sperm and the ovum are assessed and may result in treatment for the male, female or both in order to increase the chances of pregnancy from fertility treatment procedures. In Australia, common fertility treatments are In Vitro Fertilisation (IVF) and Gamete Intrafallopian Transfer (GIFT), which are outlined below.

▪ IVF occurs when a woman's body is prepared for fertilisation by administration of treatment associated with hormone stimulation. Once the ovaries are ready, they are stimulated to increase egg production. The eggs are then collected from the ovaries and placed with sperm, in a laboratory, so that fertilisation can be administered. The embryo's development is promoted by placement of the fertilised eggs in incubators. If the process is successful, some of the embryos are transferred to the woman's uterus in the hope she will become pregnant.

▪ GIFT is commonly used when the infertility is unexplained. It is similar to IVF in that the woman's ovaries are stimulated and eggs are collected from them. However, whereas in IVF the eggs and sperm are placed together in a laboratory in order to promote fertilisation, in GIFT the egg and sperm are placed in the woman's fallopian tubes, where fertilisation can occur naturally.

Social parents

Social parents, or lone parents, are people who have taken on the role of nurturing and raising the child, or dependant, by way of adoption, fostering, step-parenting or surrogacy.

Adoption

Children can be given up for adoption for various reasons, and sometimes the reason is that the pregnancy was unplanned. The word 'adoption' means the legal process of transferring all rights and responsibilities from the biological parents to the adoptive parents.

In Australia, the earliest time at which a child can be put up for adoption is six days after they are born. Adoption can occur up to the time the child turns 18 years. The legal process of adoption includes an Adoption Consent, which is a contract in relation to the legalities associated with adoption.

Adoptive parents have a variety of challenges, including making the decision to adopt, going through the adoption process, deciding whether to discuss the adoption with the child, and bonding with the child.

Internet activity

Log on to TitanOnline and complete Activity 6.1 to learn more about adoption laws in New South Wales.

Internet activity

Log on to TitanOnline and complete Activity 6.2 to learn more about services for finding birth parents or birth children.

Various procedures are in place for supporting the relationships between the adoptive parents, the child and the biological parents. Birth mothers are encouraged to write a letter to both the child and their adoptive parents, in order to explain why the mother chose adoption. However, the letter writing is not compulsory; rather, it is up to the adoptive parents to participate in any communication with the biological parents until the child turns 18, when they will be legally considered to be an adult and will be able to facilitate communication if they choose to.

Fostering

When parents are unable to care for their child, the child is placed in a foster home in which the foster parents nurture and support them until they are able to live with their parents again. The various types of foster care are defined as follows:

- **Emergency or crisis care:** when children require immediate placement due to concerns for their safety and wellbeing
- **Respite care:** usually short term, lasting for a day or two up to a week, when individuals or couples require a rest from fulfilling their duties as parents or carers
- **Short- to medium-term care:** when children are placed in foster care for up to six months
- **Long-term or permanent care:** when children are placed in foster care for longer than six months, and they are not expected to return to their parents.

Unlike in the case of adoption where the child has minimal or no communication with their biological parents, in the case of foster parenting, the child is encouraged to communicate between their foster parents and biological parents, and the biological parents are encouraged to communicate with the child. Ideally, in the case of any type of foster care, the goal is to re-acquaint the child with their biological parents and promote effective communication and a long-term healthy relationship.

Step-parenting

A step-parent is either a stepfather who is the husband of a biological mother by marriage or a stepmother who is the wife of a biological father by marriage. A family that includes a step-parent is classified as being a blended family.

Step-parenting can be difficult, and both the step-parent and the stepchild need to be flexible and understanding in the new family situation. The child might feel uncomfortable and believe that the step-parent is intruding in their life or interfering in it. An especially difficult component of step-parenting is enforcement of discipline, especially when both biological parents have a disciplinary role in the child's life. Approximately one in two Australian marriages ends in divorce, so step relationships are prevalent throughout Australian society and are on the rise.

Figure 6.3:
Same-sex couples may adopt or foster children in order to create a family.

Figure 6.4:
Blended families are prevalent throughout Australian society.

Surrogacy

Surrogacy occurs when a woman conceives, carries the foetus and gives birth to the baby on behalf of another person or a couple and there is an agreement that the newborn will become the couple's child. There are two types of surrogacy: 'partial' surrogacy and 'gestational' surrogacy. Partial surrogacy means using a man's sperm to fertilise the surrogate mother's egg by either intercourse or artificial insemination. Gestational surrogacy means using a man's sperm to fertilise a woman's egg and implanting the embryo in the surrogate mother's uterus.

Individuals and couples have many reasons for choosing to go through surrogacy, such as that the woman has a physical condition that limits her ability to become pregnant or give birth safely; or that a single person or a homosexual couple wishes to have a biological child.

Numerous social, ethical and legal arguments exist for and against use of surrogacy as a form of assisted reproductive technology. Governments and organisations throughout Australia discourage people from using surrogacy on both legal and social grounds.

Figure 6.5:
People who choose surrogacy may choose to pay for the surrogate mother's medical costs.

The subject of surrogacy causes many social and ethical issues to be brought up in relation to the offspring who result from the process. Individuals and couples who choose surrogacy often make an arrangement in relation to payment of the surrogate mother, such as meeting her medical costs, and disclosing her identity to the offspring.

Learning activity

1. Distinguish between biological parents and social parents.
2. Outline the process involved in IVF and GIFT.
3. Research the social and ethical implications of using birthing technologies.
4. Outline the four types of social parent: adoptive parents, foster parents, step-parents and parents who use surrogacy.
5. Debate the following statements in relation to the social, ethical and legal arguments for and against surrogacy:
   a. Surrogacy might be the only way a woman or man can have a biological child.
   b. Surrogacy leads to devaluation of women's bodies.

Carers

A carer is someone who looks after another person, whether for payment or on a voluntary basis, by meeting responsibilities in relation to family and/or relationship. A carer is anyone who facilitates someone's wellbeing by providing physical and/or emotional support. According to the ABS, there are over 2.65 million carers in Australia – nearly 11 per cent of the Australian population. Seven out of 10 primary carers are women, and around one in 11 carers is aged under 25.

Source: Australian Bureau of Statistics.

The following list are tasks carers undertake for the person they are caring for:

- Feeding
- Bathing
- Dressing
- Administering medications
- Transporting
- Banking
- Shopping
- Bill paying.

Emotional support is one of the carer's most crucial responsibilities.

Primary care

A primary carer is a person, or more than one person, who is mostly responsible for every aspect of the dependant's life. In most cases, it will be the dependant's mother and/or father, depending on how often both parents work. In some cases, it will not be the parents, for example in a foster care situation.

Informal and formal care

An informal carer is a person who provides care for a dependant on a regular basis and without being paid. An informal carer can be a person such as a grandparent or an aunt or uncle who is looking after the child or babysitting them.

A formal carer is a person, or more than one person, a parent or carer pays to care for the person's dependant. A formal carer can be a foster parent who looks after the child indefinitely, an organisation, such as a day care centre, or a babysitter.

Due to the increasing cost of day care, some parents are now organising to take turns at looking after each other's children on specific days. By doing so, in, for example, a group of five parents, each parent is able to work four days a week and look after the five children on the other day on a free-of-charge basis rather than pay for day care four times a week.

Internet activity

Log on to TitanOnline and complete Activity 6.3 to learn more about carers in Australia.

Figure 6.6:
Grandparents can be informal carers of their grandchildren.

Learning activity

1. Discuss why emotional support is considered to be one of a carer's most crucial responsibilities.

2. Identify a range of situations in which someone might require care. Assess how the required care has an impact as a result of circumstances that are planned and unplanned.

3. Outline the various types of parent and carer.

4. Explore the impact of legal, social and technological change on social parents by considering changes in:
   a. legislation
   b. community beliefs and attitudes
   c. reproductive technology.

5. Examine current research data in relation to primary carers in order to determine:
   - the significance of age and gender
   - the reasons that carers take on the role, for example that they have an emotional obligation to the person or that alternative care is too costly.

The roles of parents and carers

Parents' and carers' roles have drastically changed over the past 70 years. During the 1950s and '60s, the general perception of parenting was that fathers were responsible for financially protecting their family and disciplining their dependants. In that period, mothers were expected to raise and educate the children and to cook, clean and undertake home duties for them. These roles have radically changed, and in contemporary Australian culture, mothers and fathers commonly split their parenting duties equally. Often, both parents and carers act as mentors and role models for their dependants. The members of both sexes (genders) are responsible for providing for the family financially as well as for cooking, cleaning and educating their dependants.

Satisfying the specific needs of the dependant

Everyone has needs, and when a person is dependent, their parents or carers are responsible for ensuring they do everything in their power to meet their needs.

For example, all dependants have specific needs such as the need for shelter, food, water and clothing. Infants and children also have specific needs such as the need for learning, socialisation, love, affection, discipline and medical interventions to treat sickness or provide immunisation. Meeting these needs is the responsibility of the primary carer, but they can also be met by other people the dependant has in their life, such as extended-family members, relatives, teachers or family friends.

It is important that as a parent or carer, the person meet the dependant's needs. If a person's needs are not met, their health and wellbeing might deteriorate and they might face complications later on in their life.

Building a positive relationship with the dependant

It is critical that parents and anyone else who forms a close relationship with the dependent commits to the responsibility for promoting positive and supportive relationships. Early childhood is a time of rapid cognitive, social and emotional development and children naturally observe what is going on around them and learn from those observations. If a child witnesses abuse, whether it is physical or emotional abuse or substance based, they will try to make sense of it. If the abuse is evident often, they might start to believe it is 'normal' and it might be extremely detrimental to their health and wellbeing. To build positive relationships, parents and carers can show the dependant love, affection and respect and encourage them to reciprocate (treat the parents or carers in the same way). They should acknowledge that as in all relationships, both parties have rights and responsibilities and that the only way to uphold them is to nurture positive relationships.

Promoting the wellbeing of the dependant

Promotion of wellbeing is a very important aspect of parenting or caring for a child. Children need help to learn what is going to be beneficial for their wellbeing, so parents and carers should help them make decisions about matters such as diet, physical activity, religion or spirituality, socialising and finances. Similarly to building positive relationships, parents and carers should be promoting wellbeing by role modelling correct lifestyle choices. In having good role modelling, the children will be more likely to engage in healthy behaviours that result in a sense of wellbeing.

Learning activity

Outline parents' and carers' roles, and evaluate h
each role is in various parenting and caring situa

Preparations for becomi
a parent or carer

Becoming a parent or carer is something that caus
life changes. In order to best handle the changes a
new demands that come with becoming a parent o
carer, parents and carers should try to prepare for
having a child. They can do so by changing their
health behaviours, enhancing their knowledge and
skills, modifying the family's physical environment
and organising the family's finances. The types
of preparation that are necessary for becoming a
parent or carer are outlined in the following text.

Figure 6.7:
Pregnant women should eat healthily in order to support their bodies
during the pregnancy.

Changing of health behaviours

Parents and carers should ensure they are physically healthy, fit and energetic enough to cope with the new responsibilities they will face:

- **Going to the doctor:** Pregnant women should visit their doctor regularly to monitor the progress of the pregnancy.
- **Taking folic acid:** Pregnant women are encouraged to take a folic-acid supplement to help prevent neural-tube defects such as spinal bifida.
- **Choosing between birthing options:** A number of options are available, and pregnant women should choose the option that best suits their baby and their own health.
- **Avoiding cigarettes, vaping, alcohol and drugs:** Smoking can cause SIDS (sudden infant death syndrome). Smoking and alcohol and drug consumption can lead to an increase in the risk of miscarriage, stillbirth, and physical and intellectual disabilities.
- **Maintaining a healthy lifestyle:** Pregnant women should eat healthily and exercise appropriately in order to support their bodies during the pregnancy.

Figure 6.8:
Pregnant women should choose appropriate exercise, such as cycling.

Enhancement of knowledge and skills

It is important that both parents and carers work towards building their knowledge and skill base when preparing for a child:

- Pregnant women should attend classes in pregnancy and birthing.
- Pregnant women should access resources such as doctors to help themselves decide how to have the baby delivered.
- If the pregnant woman has a partner, they should practise working together as a team.
- If people are becoming carers, they should get to know the child and understand their background and what they have been through.
- Expectant parents should practise using skills such as time management.
- Expectant parents should research what children need at each stage of the lifespan, for example what a baby should be eating and how often a baby should be sleeping.

Figure 6.9:
Parents and carers preparing for a new child can 'childproof' their homes.

Modification of the family's physical environment

Parents and carers preparing for a new child can 'childproof' their homes in a number of ways:

- Designing a nursery or bedroom for the child.
- Moving or removing all breakable and dangerous appliances and furniture.
- Making it appropriate for a child, for example by not having people around who swear and smoke in the child's environment.
- Putting a gate up around any staircases.
- Buying equipment that is appropriate for a child, for example toys and a high chair.

Organisation of the family's finances

Having a child is associated with countless expenses. Generally, parents and carers lose income when the mother leaves work in order to rest before the birth or look after the baby after the birth. Along with losing income, they have to meet numerous costs associated with the baby, in relation to food, shelter, comfort and stimulation. They need to plan how they will meet these costs and, if necessary, budget for them.

Three other financial considerations are outlined as follows:

- **Health insurance:** Parents and carers need to establish what their policy encompasses and to plan for services and treatments they might have to pay for.
- **Government allowances:** Parents and carers might be entitled to various government allowances associated with becoming a parent or carer. The allowances include Parental Leave Pay, Family Tax Benefit, Parenting Payment and Child Care Subsidy.
- **Essential baby costs:** Some of the costs associated with having a baby in the family are essential whereas others are not. Essential items include nappies, clothing, bedding and a pram, and non-essential items include toys and books.

Additional financial and budget issues to consider may include:

- savings for emergencies, especially during parental leave periods
- costs associated with a growing household – the family may need to move to a larger house or buy a bigger car, for example
- childcare fees
- schooling expenses.

Internet activity

Log on to TitanOnline and complete Activity 6.4 to learn about pregnancy ultrasound examinations.

Learning activity

1. Outline the various types of preparation that parents and carers need to consider when they are starting a family.
2. Analyse the types of preparation, and outline the ones you believe are most crucial when someone is preparing to be a parent or carer.
3. Examine a range of parenting and caring situations, and assess the impact the preparations can have on the dependant's wellbeing.

Figure 6.10:
Factors such asge, culture, religion, education, gender and socioeconomic status can an affect parenting and/or caring.

Factors affecting the roles of parents and carers

Various influencing factors affect the dependant–parent or dependant–carer relationship. The approach to parenting and caring can vary, depending on the age, culture, religion, education, gender and socioeconomic status of the parent or carer. The media is also an influencing factor in any parenting or caring relationship. The themes dealt with and the messages transmitted in the media can very much influence parents and carers in relation to their roles and responsibilities.

Characteristics of the dependant

A dependant is someone who depends on someone else. They might rely on the person for support because they might not be able to sustain themselves. An obvious example of a dependant is a child, who depends on someone else for most aspects of their life, in relation to having access to nutrition, clothing, shelter and stimulation. The relationship between parents or carers and their dependants is influenced by various factors, including age, skills, capabilities and special needs.

Age

The dependant's age will have a big impact on the relationship with their carer and on the carer themselves. For example, the relationship between a mother and her three children will be affected by the children's ages and age gaps. If her children are young and close in age, they might experience intense jealousy or rivalry. The influence of age can also be identified by way of the age gap between the dependant and the carer. Younger parents and carers might have more energy for caring for their children or dependants but might be limited in relation to their financial stability. Alternatively, older parents might lack energy but might be in a better position financially for supporting their children or dependants.

Skills and capabilities

Dependants' skills and capabilities can very much affect the caring relationship. Depending on the dependant's age, they might be able to acquire skills in order to assist their carer. For example, an older child might develop the capacity to complete a variety of tasks in and around the home in order to assist their parent or carer, such as preparing meals for the family or cleaning the family car. Older siblings often take on the role of babysitting their younger siblings, enabling their parents or carers to manage the family's resources more effectively.

Special needs

Some dependants can have a medical, intellectual or psychological disability and require additional assistance from their parents. Compared with children who do not have a disability, children who have a condition such as autism, Down syndrome, dyslexia, blindness, cystic fibrosis or a learning difficulty often have varying needs and needs that are more imperative to meet. Some children might need help with eating, dressing and going to the toilet, and the need can greatly affect the dependant–carer relationship, especially when the carer has other children to look after. Parents and carers need to completely support their child who has a disability and might have less time to spend with their other dependants, who might resent their sibling who has a disability and/or their parents or carers for not being able to meet their needs effectively enough.

Learning activity

1. Evaluate how age, skills, capabilities and special needs affect the carer–dependant relationship.
2. Using your own family situation, propose ways through which your parents or carers could manage their resources more effectively.
3. Using the family from a television show of your choice, propose ways through which the parents or carers could manage their resources in order to improve their relationship with both their dependants and each other.
4. Outline how a dependant's characteristics can affect a parent's or carer's roles.

Influences on parents and carers

It is inevitable that parents and carers will be influenced by a number of external forces, which can include many factors such as personal influences in the form of friends and family members, religious values, education, previous experiences and socioeconomic status. External forces can also include social influences such as community attitudes, gender expectations and media stereotypes.

Personal

Many personal factors will influence parents and carers in relation to their children. Personal factors are often embedded in the way a person acts and thinks on a day-to-day basis because they have been a prominent part of their life. Personal factors include culture, customs and traditions; religion and/or spirituality; education; previous experiences; upbringing; multiple commitments; socioeconomic status; and special needs.

Culture, customs and tradition

Culture can have a great impact on a child's upbringing
Cultures often entail specific customs and traditions t
be very influential in the raising of a child. In various
people also have various living situations; for exampl
in some Asian cultures, it is very common for grandp
to live with their immediate-family members. Other cu
customs and traditions include taking off of shoes in
rooms of a house, using specific gestures when gree
other people, and using correct etiquette at meal time

Religion and spirituality

Religious views and spirituality also have a great imp
a person's upbringing. From religion and spirituality, p
gain a 'code' or a way of life based on morality, and it
can be very influential on individual's day-to-day activ
and thought processes. Naturally, parents and carers
introduce their child or children to their religion, becau
will have been embedded in their own upbringing.

As an infant, this adherence to a religion or form of
spirituality is a very powerful influence, and it is not u
children start to be independent that they can start to
their own self-chosen religion or form of spirituality in
to develop their own understanding of the world.

Internet activity

Figure 6.11:
Religious views and spirituality have a great impact on a person's upbringing.

Case study

Parenting and caring roles mostly vary according to the social and cultural expectations that are placed on the family unit.

Australian families

Australian children have the right to be safe, to be treated with affection, to be educated, to have medical care and to be protected against cruelty and abuse. Australian parents have the duty to protect their children's rights until they are old enough to make their own way in the world. The authority to make decisions concerning and affecting the care, welfare and proper development of the child is known as 'parental responsibility'.

Family law in Australia defines the responsibilities that parents have in relation to bringing up their children. These include:

- to protect their child from harm
- to provide their child with food, clothing and a place to live
- to financially support their child
- to provide safety, supervision and control
- to provide medical care
- to provide an education.

Australian parents also have rights. The law allows parents to bring up their children according to their own values and beliefs. Decisions such as religion, education, discipline, medical treatment and where the child lives will not be interfered with, unless there are good reasons or the child's wellbeing is at risk – for example, if there is abuse, if the child is not receiving education or necessary medical treatments.

Working parents have the right to childcare services and to access information on payments and services for which they are eligible.

However, the concept of parents' rights does not include the right to have custody or contact with your children, for example after separation. In situations where parental responsibility may be altered, the law requires the best interest of the child to be the paramount consideration.

Source: NSW Department of Communities and Justice.

1. Develop interview questions and conduct an interview with someone who was raised in another country, in order to gain an understanding of the parenting and caring roles that are evident in various cultures.
2. Develop interview questions and conduct an interview with someone who was raised in Australia during the 1950s and/or the 1960s. Compare the way the person was raised with how you are being raised by your parents or carers.

Education

Parents' and carers' level of education can affect their relationship with their dependant and each other. Educated people might have more knowledge and understanding of parenting and caring roles and responsibilities, having researched and acquired knowledge by doing things such as reading books about parenting, attending seminars, taking courses or using the internet to undertake research. Compared with less educated people, educated people are often more aware of the services and groups they could access to help themselves meet their parenting and caring responsibilities.

Australia's state and territory governments encourage Australians to educate themselves about the subject of parenting and caring. Various magazines and guides are published that people who are searching for information can access. The NSW Department of Family and Community Services has released a number of practical tips and resources for parents on raising children, creating strong connections and dealing with some common parenting challenges. These parenting resources are available online.

Previous experience

Parents' and carers' previous experience will greatly influence how they raise their child or children. This may be their first born child and they lack confidence and knowledge or they may already have children and have a clear idea on how they will parent. People will also look at their life experiences in areas such as education and employment and reflect on what they think is best for their child. Parents and carers often compare their child-rearing actions with their own childhood experiences or the experiences of people they know. For example, a mother might assess the roles her own parents adopted and then choose whether to adopt the same roles or reject them and form her own.

Own upbringing

Parents' and carers' own upbringing will influence various aspects of how they raise their child or children. For example, if when a young man was growing up his parents often took him to play in the park, he might go on to take his own children to the park that regularly. Parents' and carers' actions often mimic their own parents or carers. For example, if a mother's parents used a wooden spoon to smack her for being disobedient, she might use a wooden spoon to discipline her own child or children. Unfortunately, this is also what happens in family relationships characterised by violence and abuse.

If family violence such as physical or psychological abuse affects a person, they will sometimes physically or psychologically abuse their own dependant or dependants. That abuse is against the law and has to be dealt with so the cycle of violence and abuse can be stopped.

Conversely, if a person has had an upbringing that was characterised by abuse, they might want to treat their own children better and might consequently give their children more love and care compared with how their own parents or carers treated them.

Figure 6.12:
Parents' and carers' actions often mimic their own parents or carers.
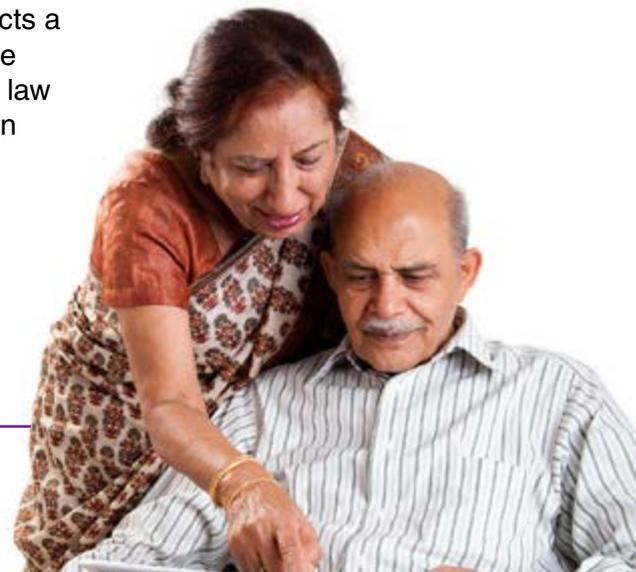
Multiple commitments

When people are starting a family or adding to their family, they need to ensure they can multitask in order to manage their increasing roles and responsibilities. Parents and carers are typically committed to family, work, sport and leisure and also like to pursue hobbies and socialise. It is necessary that they develop balance and plan how much time they will dedicate to each commitment they have made. If parents or carers over-commit and try to achieve too much in too short a time, they might quickly become run down. Conversely, if when they begin a family they cut out all their other commitments, they might start to feel purposeless and as if they are missing out.

Figure 6.13:
Parents and carers need to multitask in order to manage multiple roles and responsibilities.

Case study

Read the following scenario, and assess how the parents could better manage their multiple role expectations.

Ben and Samantha have a five-year-old girl they named Andrea. They are struggling financially because Samantha has not yet returned to the workforce. After Andrea was born, both parents took three months' leave in order to look after her. They had some savings, but they now owe a large amount of money on their credit cards. Although they provide food and clothing and they live in a relatively comfortable apartment, they do not have enough money to make payments for anything other than the essentials and bills.

Ben has therefore started working more hours and is rarely getting to spend time with Andrea; he is leaving home before she wakes up and arriving home after she has gone to sleep. He is also rarely communicating with Samantha because she is often asleep as well. Samantha used to love going to the movies, but due to her new circumstances, she is feeling lonely and isolated, is not working, and does not have enough money to spend on the dinners and activities her friends invite her to.

Ben has lost a considerable amount of weight because of the stress he is under, whereas Samantha has put on a lot of weight because she never has time to exercise. Ben and Samantha feel as if their relationship is going downhill, and are very worried about their personal and financial future.

Learning activity

1. Explain the commitments that parents and carers have to their family, work, sport and/or leisure, and social life.
2. Critically analyse some families depicted in television shows, in order to determine how parents and carers manage their multiple roles.
3. Of the families you analysed in Question 2, propose strategies for how they could manage their roles more effectively.

Socioeconomic status

The term 'socioeconomic status' (SES) means a person's or family's social and economic position in comparison with other people's and families'. Parents' and carers' socioeconomic status can greatly affect how they form relationships with both their dependants and each other. Socioeconomic status is determined according to our income, education and occupation.

Parents and carers who have a low SES might not be able to access various support services because they are unable to afford them due to having a low income or are unaware of them having had only a low level of education. Conversely, parents and carers who have a middle-level or high SES might have better access to services due to having a higher social position.

Parents' or carers' socioeconomic status affects their children's development and socialisation, because the type of relationship the children have with their parents or carers can vary greatly. For example, parents who have a low SES might be forced to work long hours to ensure they can meet their children's needs, whereas parents who have a high SES might be more financially free to both spend time with their children and satisfy the children's various wants. Due to these types of situation, children might either resent their parents or carers or form a strong relationship with them that is based on respect.

Special needs

All children have basic primary needs that have to be met so their survival is ensured and their overall wellbeing is supported. The phrase 'children who have special needs' means children whose needs are greater than most children's. They can be children who have a disability or gifted and talented children.

Common types of physical disability are:

- muscular dystrophy
- an acquired injury to the brain or spine
- spina bifida
- cerebral palsy
- visual impairment
- hearing impairment.

Common types of intellectual disability are problems associated with communication; movement; self-care; and/or social, emotional and sensory development. These problems can stem from conditions such as Down syndrome, autism, Prader Willi syndrome or Fragile X syndrome.

Finding out that a child has disability can be a difficult and life-changing experience for parents and carers. They will need to learn to cope with their dependant's disability and change their life accordingly in order to give the child the best quality of life they can have. They will need to be given the opportunity to reach their full potential throughout the stages of their life.

More than four million people in Australia have disability, or around 18 per cent of the population. 32 per cent of people with disability have a severe or profound disability. In addition to this, almost two million Australians live with a long-term health condition. Of this population, their specific limitation or restriction hinders their ability to complete core activities of self-care, mobility or communication and/or were restricted in relation to their schooling and employment.

In these cases, parents and carers need to seek assistance in order to minimise the negative emotional effects of caring. If they do not access or use support services, they might sacrifice their own wellbeing and suffer exhaustion, depression, remorse, frustration, and a high level of stress and anxiety.

In Australia, numerous support services exist for children who have special needs as well as for their parents or carers. The support ranges from government funding to meet the costs associated with raising a child who has special needs to community support networks where access to support services and community activities is offered.

Some examples of the NSW or national laws that have been designed to support children who have special needs include:

- Disability Services Act (NSW) 1993
- Disability Discrimination Act 1992
- Children (Care and Protection) Act 1987.
- Children and Young Persons (Care and Protection) Act 1998.

The Department of Family and Community Services has designed a number of policies and programs for supporting both children with disability and their families. The initiatives range from providing various types of funding to providing day programs in which children with disability can enjoy tailored leisure and recreation activities.

Support is also offered in the education sector. The NSW Education Standards Authority supports special-needs children's learning by including the program entitled Life Skills in each secondary-school subject.

Figure 6.14:
Learning that their child has disability can be a life-changing experience for parents and carers.

Internet activity

Log on to TitanOnline and complete Activity 6.6 to learn more about how disability can affect children.

Internet activity

Log on to TitanOnline and complete Activity 6.7 to learn more about what can be done to support students with special needs.

Learning activity

1. Outline how each of the following factors affects parents' or carers' roles:
   a. culture
   b. religion
   c. education
   d. previous experience
   e. their own upbringing
   f. multiple commitments
   g. socioeconomic status
   h. children who have special needs.

1. Outline how each of the following factors affects the roles of the person who is being cared for:
   a. culture
   b. religion
   c. education
   d. previous experience
   e. their own upbringing
   f. multiple commitments
   g. socioeconomic status
   h. any special needs they have.

2. Identify a factor that you believe has influenced the way your parent/s or carer/s care for you. Explain how it affects your relationship with them.

3. Propose strategies for assisting parents and carers to manage their multiple commitments.

Social influences

Parents and carers are subject to many social influences as well as personal influences. Social norms in relation to community attitudes, gender expectations and media stereotypes often influence how parents and carers raise their child or children, even though the social norms should not be a factor.

Community attitudes

Community attitudes can potentially have an impact on parents and carers, although the attitudes are often not positive. For example, if a couple in a lesbian or gay relationship are living in a suburb that has a very religious constituency, some community members might feel they have the right to make their religious views known to the couple and question their suitability to parent a child. This type of attitude can have a great impact parents and carers as well as on their depen

Figure 6.15:
Negative community attitudes can have a great impact on parents and carers as well as on their dependants.

Gender expectations

Gender expectations have for a long time influenced the traditional roles of the people who are part of a family unit. For example, in the early to mid-20th century, a wife was expected to stay at home with the children while her husband went out and earned money for the family. This old-fashioned expectation of gender roles started to change during the later years of the 20th century. Now it is becoming increasingly common for families to have a sole parent, same-sex parents or for a father to stay at home with the children while a mother works full time.

Children are heavily influenced by the gender roles that are evident during their formative years. The roles their parents or carers have adopted affect the children's own perceptions of gender. For example, in a 'traditional' nuclear family with a male and female parent, having a disciplinary father working full time and a stay-at-home mother might affect a young girl's perception of femininity and women's role in society. Conversely, having both a mother and a father working full time and sharing the household responsibilities might affect how much a young boy considers and appreciates women. With the growth of parenting by same-sex couples and sole parents, as well as modern dynamics of male-female relationships, the separation of expectations based on gender is becoming less pronounced.

Media stereotypes

Many parenting and caring stereotypes portrayed by the media are negative. For example:

- **'Helicopter' parents** are named for their tendency to 'hover' over their children wherever they go and known for anxiously supervising and protecting them.
- **'Lawnmower' parents** drive ahead of their child from their earliest years through to adulthood, mowing down all obstacles in their paths.
- **'Tiger' parents** impose extremely high standards of achievement on their children.

In the media, the subject of parenting and caring is dealt with by every medium. Books, magazines and newspaper articles are focused on parenting and caring, and reality and fictional programs and segments are broadcast both on television and via radio. Also, many people can now easily access an increasing number of websites, apps, podcasts, blogs, videos and social media groups and pages about parenting and caring.

Figure 6.16:
Children are heavily influenced by the gender roles that are evident during their formative years.

Internet activity

Log on to TitanOnline and complete Activity 6.8 to learn more about gender role expectations.

Internet activity

Log on to TitanOnline and complete Activity 6.9 to learn more about how the media portrays parents and carers.

Some examples of Australian parenting and caring podcasts are:

- Babytalk
- DadPod with Charlie Clausen and Osher Gunsberg
- Everyday Motherhood
- Happy Families

- Parental As Anything
- Spot Family Podcast
- The Art of Decluttering
- The Modern Mommy Doc Podcast.

Some examples of Australian-based parenting and caring websites are:

- **Natural Parenting:** www.naturalparenting.com.au
- **Raising Children Network:** https://raisingchildren.net.au
- **The Parent Hood:** www.theparenthood.org.au
- **ABC Parenting:** www.abc.net.au/parenting

Parents and carers can use media such as these to access information about specific subjects, and how they use the medium and interpret its messages is entirely up to them.

Some parents and carers might watch programs that are based on family interactions or might read real-life stories and testimonials to help themselves gain an understanding of family relationships. Others might access newspaper articles, journal articles and online fact sheets to help themselves undertake their roles.

The media is not only a tool for conveying information; it can influence individuals, groups and communities in both positive and negative ways. Media representatives often 'sensationalise' information; in other words, they inflate or exaggerate the content of their articles and stories in order to heighten the reaction of their readers, viewers or listeners.

Learning activity

1. Identify the roles and responsibilities your parents or carers have taken on. Are the roles and responsibilities in line with gender expectations or in opposition to them?
2. Compare your parents' or carers' roles with the roles of parents and carers who are part of a different culture.
3. Outline the various types of carer as outlined earlier in the chapter: biological, foster, adoptive and non-custodial parent/s; grandparents; relatives; siblings; teachers; and paid carers.
4. For each type of carer you outlined in Question 3, analyse how the roles the people undertake can have an impact on the people's dependant or dependants as well as on their relationship with both their dependant/s and each other.
5. Describe how social influences affect parents' and carers' roles.
6. Critically analyse what is expected of males and females in relation to their parenting and caring roles in today's changing society.
7. Explore an example of how a parent or carer might challenge social influences, and assess the impact the challenging can have on their wellbeing.

Styles of parenting or caring

People choose to undertake their parenting or caring roles and responsibilities in various ways. Depending on the aforementioned influencing factors, people develop their style of parenting either consciously or subconsciously.

The parenting–caring styles that have emerged are labelled as 'authoritarian', 'democratic', 'permissive–indulgent' or 'negligent'.

Authoritarian

This style is based on control. Parents and carers who use this approach have usually structured their parenting or caring so it includes rules and regulations they then enforce. Communication in this type of family is often closed, where the parents or carers speak and the children listen.

This style of parenting can benefit children in that the parents or carers enforce notions of respect and value. The parents or carers might believe that in using this strict style of parenting they will protect the children and prepare them for what the future holds.

On the other hand, this style of parenting is often considered to be harmful to the child's or children's wellbeing. Children in this type of family can often have low self-esteem and self-confidence and can experience anxiety. Parents and carers who use the authoritarian style are responsible for all decision making and communication within the family. The relationship between the children and their parents or carers can be negatively affected, especially if the parents or carers use coercive power.

Democratic

This style of parenting is associated with the authoritarian style in that the parents or carers control their children by exercising authority. It differs, however, in that the parents or carers act assertively; that is, they communicate strongly but effectively. Parents and carers who use this style of parenting are neither intrusive nor restrictive in their conduct and actions; rather, they discipline their children in a supportive way.

This style of parenting is highly favoured. According to research, children whose parents or carers use the democratic style have higher self-esteem and self-confidence and are better able to be effective group members. They are uncontrolled enough to be able to develop both independence and a sense of identity.

Figure 6.17:
Children whose parents or carers use the democratic style have higher self-esteem and self-confidence.

Permissive and indulgent

This style of parenting is a 'hands-off' method. Like laissez-faire leaders, permissive parents and carers have a relaxed and laid-back approach to parenting. The children are forced to develop independence and a sense of identity so they can function. Permissive parents and carers aim to give a child space, so they can follow their desires and make their own mistakes. Rules and regulations are uncommon, but if they do exist, they are rarely enforced.

This style of parenting is criticised because the parents or carers give the child an immense amount of 'space' when they are at the life stage where they need guidance. According to research, children whose parents or carers are permissive and indulgent are often emotionally underdeveloped and at times defiant and rebellious. The children might purposely rebel against authority because their need for restriction has not been met.

Negligent

This style is used by parents and carers who are detached from their children and unconcerned about them. Negligent parents and carers have little commitment to looking after their child or children.

They fail to meet their children's physiological needs, including their primary needs of food, water and oxygen or may neglect their responsibility for meeting the children's needs in relation to belonging and esteem. Negligent parents and carers are uninvolved with their children and emotionally detached from them.

It is common for children whose parents or carers are negligent and detached to have a multitude of problems while they are developing and becoming members of society. They have been raised with little or no restriction or direction, and are often unaware of their talents and abilities. They are likely to be unaware of social values and standards and to have less opportunity to be effective members of groups and communities.

Learning activity
1. Outline the four styles of parenting: authoritarian, democratic, permissive and indulgent, and negligent.
2. Assess the positive and negative aspects of each style.
3. Assess the impact that each style can have on parents' and carers' roles.
4. Identify how your school supports students who have special needs.
5. Research your local area's services that exist to support children who have special needs.
6. Develop a weekly schedule for your own family and two of your friends' families. Include all the family members' commitments in relation to things such as work, school, sport, study and sleep. Comment on how committed parents and carers have to be to the children they have in their care.

Figure 6.18:
Parents and carers have the right to make decisions about their family's living situation.

Rights and responsibilities in parenting and caring

Everyone has rights, for themsleves and for other people. Human rights are the basic rights and freedoms that everyone is entitled to, regardless of age, gender, nationality or religion. People also have responsibilities. Within the family unit, both the parents or carers and the dependant/s have rights and responsibilities, which will change as both parties become older.

Legal rights of parents, carers and dependants

In Australia, guidelines exist that are outlines of the rights of parents, carers and dependants so that all children are entitled to have the same basic opportunities. Also, parents and carers are given rights in order to protect themselves and support themselves so they can best raise their children.

The Universal Declaration of Human Rights, which the United Nations adopted in 1948, is a standard list of every person's rights.

Parents and carers have the right to make decisions about their children. They make their decisions in relation to their dependants' religion, schooling, discipline, medical treatment and living situation. Children also have rights, which are the rights to be safe, nurtured, educated and protected. Parents and carers are responsible for making decisions according to their children's needs and for protecting their children's rights.

Internet activity

Log on to TitanOnline and complete Activity 6.10 to learn more about the Universal Declaration of Human Rights.

In Australia, the government has introduced various Acts to support parents' and children's rights and responsibilities. The purposes of the Family Law Act 1975 are to protect children from physical and psychological harm and to ensure they receive adequate and proper parenting and caring. Its aim is to ensure that parents and carers meet their responsibilities in relation to their children's care, welfare and development.

Although parents and carers have many responsibilities that constitute their dependants' rights, they also have the right to provide things for their child, such as the right to access government support so they can help themselves uphold their children's rights. For example, they have the right to access the education system and the health care system and the right to work so they can provide for themselves and their family.

Parents and carers have the right to raise their children, but if they do not meet their responsibilities, they may lose the right and their children can be taken out of their custody. This situation can often result in foster care.

International rights also exist that aim to protect all children throughout the world. UNICEF (United Nations Children's Fund) is an agency of the United Nations that works specifically for the wellbeing and rights of children. While UNICEF works within the framework of the United Nations Convention on the Rights of the Child, it also emphasises several key areas to protect and promote children's rights. UNICEF aims to ensure that every child has the right to survive and thrive, including access to adequate nutrition, clean water, sanitation, and basic healthcare services. They advocate for quality education for all children, emphasising inclusive and equitable access to education, particularly for marginalised and disadvantaged children.

The protection of children from violence, abuse, exploitation and neglect is another major focus for UNICEF. It aims to prevent and respond to issues such as child trafficking, child labour, child marriage, and recruitment of children into armed forces or groups. They promote children's right to good health and well-being. They work to improve access to essential healthcare services, immunisation, nutrition, and maternal and child health care.

UNICEF collaborates with governments, civil society organisations, and communities to implement programs and policies that support these rights and improve the wellbeing of children.

Figure 6.19:
Children's healthy development is crucial to the future wellbeing of any society.

Figure 6.20:
Children have the right to be safe, nurtured, educated and protected.

Internet activity

Log on to TitanOnline and complete Activity 6.11 to learn more about the rights of children.

Responsibilities of parents and carers

The responsibilities of parents and carers can vary depending on the age, developmental stage and individual needs of the child or person they are caring for. The responsibilities of parents and carers involve providing for the physical, emotional and developmental needs of the child or person they are caring for, as well as advocating for their wellbeing and guiding them towards their best possible life. Parents' and carers' responsibilities can be categorised into three groups: duty of care, setting limits, and discipline.

Duty of care

Parents and carers are responsible for showing reasonable care while looking after dependants. They need to ensure they meet their dependants' primary and secondary needs and that they nurture their intellectual and social development. Duty of care includes supervising and protecting your children and either eliminating or minimising any danger or threat.

Setting limits

The setting of limits varies dramatically, depending on the factors that are influencing the parents or carers. Factors such as their religion, culture and own experience will have an impact on the limits they set for their children. As the children get older, they might challenge these limits because the limits are different from their friends'. It is important that parents and carers explain the limits to the child and work with them to build trust so that as the child gets older, they can re-evaluate the limits.

Discipline

Ideally, parents or carers use any form of discipline as a teaching mechanism where the aim is to help the children learn the difference between right and wrong. It is a socia expectation that parents and carers teach their children right from wrong and address any inappropriate behaviou by disciplining the children. The disciplinary process can involve enforcement of rules and systems and giving of consequences. When parents and carers are disciplining child, it is important they be consistent in following the rul they have set for them. For example, when a father is tea his daughter to drive and tells her not to use her mobile p while she is driving, he shouldn't use his mobile phone w he is driving. After being disciplined, children can often fe that their parent or carer is angry with them, or can feel a break in their bond. It is important that the parent or care address the child when the child has calmed down and reassure them that they are still loved and cared for.

Figure 6.21:
Parents and carers need to teach their children right from wrong.

Case study

Comment on the rights and responsibilities associated with parents and carers of the following people.

1. Emma ran away from home two days ago because her parents won't let her see her boyfriend. Her parents have not tried to find her because they are waiting for her to uphold their decision and return home.
2. Eric and Kerrie have a four-year-old daughter, Suki, who is overweight for her age. They have put her on a diet and have started to cut down her food portions. Suki continuously complains that she is hungry or tired.
3. James and Arielle have two-year-old twin sons. James works long hours and rarely sees the two boys. He leaves all parenting and caring tasks to Arielle.
4. Ivan has been suspended from school three times and is at risk of being expelled. He has also been caught shoplifting and driving without a licence. His parents believe he will learn his own lesson, and do not discipline him.

Learning activity

1. Analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering:
   a. health and medical decisions
   b. education and schooling
   c. financial support.
2. Discuss how parents' and carers' responsibilities are contributory to parents' and carers' building a positive relationship with their dependant/s.

Support for parents and carers

One of parents' and carers' major goals is to be supportive of their children. However, they themselves also need support at times. It is important they understand they are not alone and that it is acceptable to ask for help in relation to their family and raising of their children. Parents and carers can access many individuals, groups and organisations in order to receive support. It is also important they knowing how and when to access the support, which can be either informal or formal. The type of support they access will depend on them themselves and the nature of the support they need.

Parents and carers who required support have various community support groups, agencies and services available to them. The main barrier to accessing of support is possibly that the parents and carers are unaware that the services are available.

It is important that parents' and carers' awareness of services be enhanced so they can become conscious of the services' existence and can then access the support when they require it.

Types of support

Parents and carers can access various types of support, which are categorised as being informal or formal. They often access informal support subconsciously, for example, by dealing with their relatives, friends and neighbours. Formal support is more structured, and includes accessing of government agencies and community organisations. Parents and carers will often use both formal support and informal support.

Informal

Informal support includes support given by relatives, friends and neighbours. Sometimes parents and carers need a lot of support, but support can also be given when another person simply asks how the parent or carer is coping or how their day has been. This type of support is informal and is often what a parent or carer needs boost their mood. They are given an outlet for discussing their problems. Relatives, friends and neighbours are more often than not people the parent or carer feels comfortable with and trusts to talk to about their family. This type of support is usually free of charge, and although parents and carers might use their relatives, friends and neighbours for support, they might also view the people as being people they can access for help and advice when needed.

Figure 6.22:
Friends and family are an informal source of support.

Formal

Formal support involves accessing various government agencies and community organisations. Parents and carers can access it in a number of ways because it is available by way of a variety of media. For example, they can access a website, call a hotline, join a support group, or physically visit a government agency or community organisation. Parents and carers often do not understand what types of formal support are available until they have an issue and need to access formal support.

Four examples of the many websites that parents and carers can visit to obtain support are:
- www.facs.nsw.gov.au/families
- www.service.nsw.gov.au/nswgovdirectory/family-community-services
- www.familyconnectsupport.dcj.nsw.gov.au
- www.childcarefinder.gov.au

Types of services provided through formal support

Numerous types of informal support are available for parents and carers. Various services exist in relation to health care, education, financial support, childcare, respite care and counselling. These services are available in all six of Australia's states and its two territories, although their availability and prices vary.

Health care

A number of public and private health services exist for preventing, treating and managing health problems in relation to physical-health concerns and illnesses as well as mental-health issues. A variety of services are available throughout Australia's states and territories. New South Wales has numerous general-health practitioners (GPs), specialists, hospitals, specialist children's hospitals, early-childhood health services, family-care centres, and child and adolescent mental health services.

Some examples of health services, along with each service's website, are:
- **HealthDirect:** www.healthdirect.gov.au
- **Child Health:** www.childhealth.com.au
- **Child and Youth Health:** www.cyh.com
- **The Centre for Community Child Health:** www.rch.org.au/ccch
- **The Department of Health:** www.health.gov.au
- **The Better Health Channel:** www.betterhealth.vic.gov.au
- **Tresillian Family Care Centres:** www.tresillian.org.au

Figure 6.23:
Some health care facilities specialise in services for children.

Education

Educating is the process of instruction and learning skills in order to develop knowledge and understanding of specific subjects. In Australia, formal education starts with primary education, which children undertake between the ages of approximately five and 12. The learning is compulsory, and involves attending school on weekdays along with other students and with teachers. Parents and carers can opt to home school their children, which involves adopting the role of teacher and delivering the agreed curriculum to their children.

The next level of education is secondary school, which children attend between the ages of approximately 12 and 18. The school day is often longer, and students study a range of subjects they might not have heard of in primary school. They can then decide whether to attend TAFE or university or obtain full-time work after secondary school.

The education system is designed so that young Australians learn the skills they need in order to be informed and contributing members of society. It also exists so that parents and carers have help in setting rules and guidelines for their children. In sending their children to school, parents and carers have time to go to work and thereby earn money for their family.

Financial support

In most Australian families, having a family entails financial stress. Having a family is an expensive endeavour, because all children need food, clothing, shelter, an education, physical activity and time to have fun. Fortunately, parents and carers can access financial-support services to help themselves meet the costs involved in having a family.

Some parents and carers will be eligible for government payments or benefits. Although only some parents and carers are eligible for the Family Tax Benefit, the following other financial-support initiatives exist:

- Child Care Subsidy
- Paid Parental Leave
- Parenting Payment
- Rent Assistance.

Source: Services Australia.

Figure 6.24:
The education system helps people become informed and contributing members of society.

Figure 6.25:
In most Australian families, having a family entails financial stress.

Internet activity
Log on to TitanOnline and complete Activity 6.13 to learn more about government financial assistance options.

Childcare

Many services associated with childcare can be accessed by parents and families who are in various situations. Depending on the parents' or primary carers' circumstances, the parents or primary carers can use childcare services to ensure their children are cared for and supervised. This type of service includes babysitters, au pairs, nannies, childcare centres, family day care centres and preschools. Childcare services are run by local councils, community-based organisations and private corporations:

- Government-based services include preschools.
- Community-based organisations include church-run childcare services.
- Private-sector services include privately run childcare centres.

In 2020, 13,370 approved child care services operated in Australia. 61.8 per cent of services were centre-based day care services and 34.5 per cent were outside school hours care services.

Source: Australian Government Department of Education.

Parents and carers can use the following websites, in order to find local services:

- **CareforKids:** www.careforkids.com.au
- **NSW Public Schools:** www.education.nsw.gov.au/public-schools
- **The Australian Child Care Index:** www.echildcare.com.au
- **Australian Children's Education and Care Quality Authority:** www.acecqa.gov.au

Respite care

Respite care involves giving a person's primary carer relief from their duties and having a trained person provide temporary care for the dependant. Although some people refer to respite care as babysitting, it is actually for people who have a disability or are ill or elderly.

Respite care exists so that parents and carers can have time out from their day-to-day responsibilities and have an opportunity to unwind and relax. Being the primary carer of a dependant who has a disability or is ill can be extremely stressful and exhausting, so respite care is designed so that each party can have a break from the other. Parents and carers might need respite care for their dependant so that they can work or attend to their education.

In relation to the parent–dependant and carer–dependant situation, parents and carers need to treat their dependants appropriately in order to ensure that the relationship remains positive. For example, an elderly woman who has a paid carer cook her meals, administer her medication and bathe and clothe her has to have a healthy relationship with the carer so she can promote her wellbeing. If she resents her carer or feels bitter about them, her wellbeing might be negatively affected.

Figure 6.26:
Respite care involves having a trained person provide temporary care for a dependant.

Counselling

Counselling is the act of providing relief, support and guidance to a person is struggling to cope or deal with one or more aspects of their life. People access counselling in order to address any number of issues, such as depression, anxiety, insomnia, a phobia or fear, abuse, or the need for relationship advice. All these problems can affect parents and carers and cause them to be limited in their ability to provide the most appropriate care for their children.

As children develop and become adolescents, they might start to rebel. The relationship between the teenager and their parent or carer might become strained, and one of the parties might access a counsellor in order to help make amends.

Traditionally, counselling involved going into the counsellor's office, sitting down and talking about your problems. Today, however, people can access counselling services and advice via the internet. Organisations such as Kids Helpline, Parent Line, Beyond Blue and headspace provide information and resources in order to help young people and their parents or carers address and deal with the aforementioned issues, but also to provide the necessary tools for helping other loved ones who might be struggling with the issue in question.

Figure 6.27:
People access counselling in order to address any number of issues, such as depression, anxiety, insomnia or abuse.

Learning activity

1. Investigate a parents' and carers' support service that exists in your local community. Compose a report in which you state:
   a. the service's title and contact details
   b. the type of support provided
   c. whom the service is aimed at (the target group)
   d. how parents and carers can access the service, including any information such as whether the service is offered to only specific people, whether any costs are involved or whether the service is limited
   e. how the service is funded, that is, whether it is government funded or community funded.
2. Assess the impact that accessing formal support services can have on the wellbeing of:
   a. young carers
   b. elderly carers
   c. first-time parents
   d. working parents.

Revision questions

1. Explain the difference between the IVF and GIFT birthing technologies.

2. Distinguish between adoptive parents, foster parents, step-parents and surrogate mothers.

3. Compare and contrast the roles and responsibilities of voluntary and paid carers.

4. Propose how a couple can prepare to become parents physically, socially, emotionally and financially.

5. Recommend ways in which the partners in a parenting or caring couple can effectively manage their time, energy, finances and housing.

6. Compare and contrast the parenting and caring role expectations that are placed on males and females.

7. Demonstrate your understanding of the four styles of parenting by outlining the characteristics of each style.

8. Explain the impact each of the following groups has on dependants:
   a. grandparents
   b. relatives
   c. siblings
   d. teachers
   e. paid carers.

9. Identify a range of situations in which conflict can occur in relation to parenting and caring.

10. For each example of conflict you gave in Question 9, outline how the parties could effectively manage the conflict.

11. Account for the differences in how limits are set by parents and carers who are part of various cultures.

12. Identify a range of parenting and caring relationships. For the relationships you have identified, discuss how parents' and carers' rights and responsibilities can vary.

13. Research the case of Trishna and Krishna, the conjoined Bangladeshi twins whose biological mother had to give them away. Explore how their life has been influenced by both their birth mother and their adoptive mother and carer Moira.

14. Discuss why Moira and other carers might decide to take on the caring role.

15. Explain why parents and carers need to use the various parenting styles throughout their dependants' lifespan.

HSC CAFS options

- Family and societal interactions
- Social impact of technology
- Individuals and work

CHAPTER 7

Family and societal interactions

This chapter examines changes in legal and social systems that affect individuals in their family life. Government and community structures that support and protect family members at all stages of the life span is examined. This chapter draws attention to significant legislation and highlights the role of these laws and community organisations in supporting wellbeing and assisting families to function effectively.

Outcomes

A student:

- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.2 evaluates networks available to individuals, groups and families within communities
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

Module focus

- Supporting and protecting individuals and families
- Protecting children
- Assisting young people to become young adults
- Being a responsible adult family member
- The aged

Figure 7.1:
Communities provide opportunities for children to grow and develop, such as dance classes.
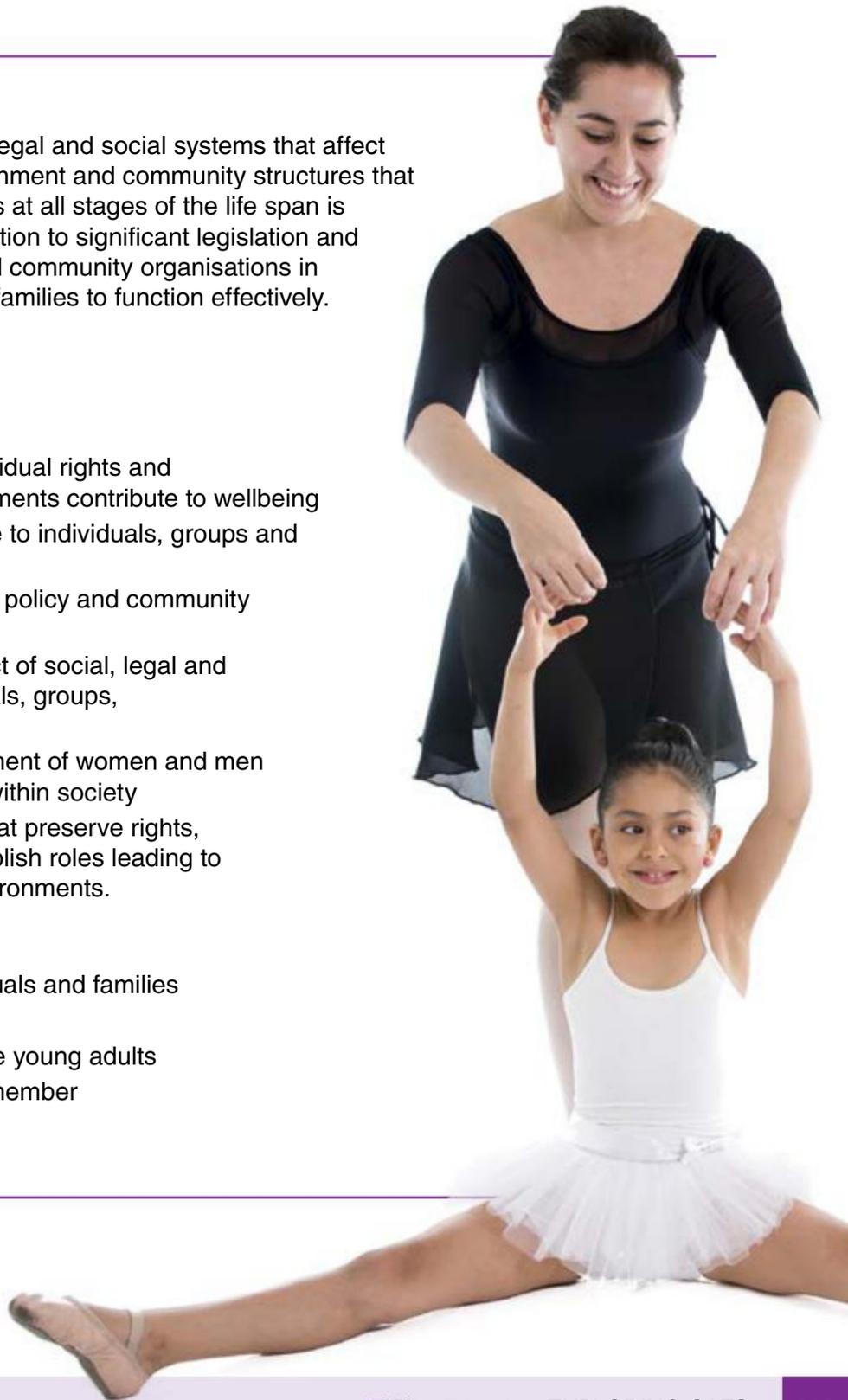
Syllabus information

This module, as detailed in Table 7.1, should occupy approximately 25 per cent of total HSC course time.

Table 7.1: Family and societal interactions syllabus.

Supporting and protecting individuals and families	
Students learn about:	**Students learn to:**
Role of legislation	
- to protect members of society - to promote a just and cohesive society - to set guidelines for socially acceptable behaviour - to provide processes to settle disputes peacefully - to outline what governments can and cannot do	describe how legislation can support and protect individuals and families in contemporary society
Role of community organisations and agencies	
how community organisations support government legislation and initiatives	explore how community organisations and agencies interact with governments to support and protect individuals and families in contemporary society

Protecting children	
Students learn about:	**Students learn to:**
The Government's role	
- legislation relating to the protection and welfare of children - child protection - education, e.g. school attendance - safety, e.g. travel restraints, product safety standards - government agencies that implement and monitor these laws, e.g. NSW Commission for Children and Young People	- examine current NSW child protection legislation by: - locating and identifying current NSW child protection legislation - describing the areas of regulation, e.g. reporting children at risk, working with children checks - evaluating its effectiveness in supporting and protecting the welfare of children
The community's role in providing for the wellbeing of children	
- children's services - schools and out-of-school care - leisure activities - not-for-profit organisations and support groups	- investigate the provisions made by their local community to protect the welfare of children - identify a community support organisation that provides for the wellbeing of children and evaluate the services it provides, e.g. Kidsafe NSW

Table 7.1: Family and societal interactions syllabus.   *(continued)*

Assisting young people to become young adults	
Students learn about:	**Students learn to:**
The Government's role in regulating rights of young people	

• licensing drivers
• school attendance
• access to tobacco and alcohol
• gambling regulations
• right to vote
• legal age for sexual relationships and marriage
• gaining other entitlements, e.g. passport
• workplace protections, e.g. minimum wage
	• debate the age appropriateness of the rights afforded to young people through the law. Consider questions such as:
	  – are all 17-year-olds responsible enough to drive safely?
	  – should the minimum age for alcohol be raised?
	• identify and evaluate the meaning and purpose of adolescent rites of passage
	• examine differing societal expectations of young females and young males as they assume increasing rights, responsibilities and opportunities

The community's role in supporting young people	
• health care • leisure and recreation • community support organisations, e.g. online youth mental health services	• investigate a community support organisation and describe how it provides for the wellbeing of young people, e.g. ReachOut Australia

Being a responsible adult family member	
Students learn about:	**Students learn to:**
Government's role in supporting adults and families	

• current legislation supporting adults and families
  – laws relating to family
  – laws relating to adoption
  – laws relating to assisted reproductive technology
	• examine the current Family Law Act by :
	  – locating and identifying the current legislation
	  – describing the areas of regulation, e.g. marriage and de facto relationships, divorce, spousal and child support, injunctions related to family violence
	  – evaluating its effectiveness in supporting and protecting adults and families

Community support for adults and families	
• counselling for individuals and families • health services • women's refuges • community support organisations, e.g. Centacare, St Vincent de Paul Society	• identify a community support group that provides for the wellbeing of adults and families and evaluate the services it provides

Table 7.1: Family and societal interactions syllabus.   *(continued)*

The aged	
Students learn about:	**Students learn to:**
Issues for the aged	

• government legislation and entitlements for the aged
• community support for the aged
• recognising the aged as a valuable community resource
	• conduct a case study on the aged by considering the following questions:
	  – what are the current and future issues for the aged?
	  – how do government entitlements assist the aged in planning for retirement?
	  – what is available in the community to support the housing needs of the aged?
	  – how can the community recognise the aged as valuable citizens?

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 7.2: Family and societal interactions learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Define legislation.	Explain the need for women's refuges in local communities.	Apply your understanding of the government agencies that implement and monitor child protection laws.
Identify a range of not-for-profit organisations and support groups that young people can access.	Describe the role of government legislation for the aged.	Conclude whether the government's role in regulating the rights of young people is successful.
Outline a range of health services that are available for families.	Discuss the importance of product safety standards that are designed to protect children.	Interpret the need for workplace protections.

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Analyse the community support services available for the aged.	Assess the government's legislation relating to the protection and welfare of children.	Construct a range of new leisure activities for young people that aim to increase participation and promote safety.
Compare and contrast the out-of-school care options for parents.	Evaluate the effectiveness of legislation to provide processes to settle disputes peacefully.	Demonstrate your understanding of school attendance rules and regulations.
Analyse the advantages and disadvantages of Australia's health care system.	Determine the extent to which the aged are valued as a community resource.	Design an anti-gambling advertisement aimed at young people.

Supporting and protecting individuals and families

Providing support and protection to individuals and families promotes their physical, emotional, and mental wellbeing. This includes access to basic necessities such as food, shelter, and healthcare, as well as emotional support and a safe environment to live in. When individuals and families are supported and protected, they are more likely to be productive members of society. This strengthens communities as a whole and leads to greater social cohesion.

Protecting individuals and families from harm, including abuse, neglect and violence, is crucial to ensuring their safety and wellbeing. This also helps to prevent harm to the wider community. Providing support and protection to individuals and families can enhance their education and career opportunities. This includes access to education, training and employment opportunities, which can improve their economic status and quality of life.

When individuals and families are supported and protected, they are more likely to contribute to the social and economic progress of their communities and society as a whole. This can lead to a more prosperous and equitable society.

Role of legislation

Laws are often referred to collectively as legislati[...]
legislation is to establish laws and regulations th[...]
aspects of society and to provide a framework fo[...]
those laws. Legislation is responsible for drafting[...]
amending, and passing laws that regulate variou[...]
of society, including criminal justice, employmen[...]
environmental protection and consumer protectio[...]

Legislation provides the legal framework for enfo[...]
laws and regulations through the court system, la[...]
enforcement agencies and other regulatory bodi[...]
It provides protections for individuals and groups[...]
may be vulnerable to discrimination or exploitatio[...]
including minority groups, children and the elder[...]
There are also laws and regulations that promote[...]
public safety and protect individuals from
harm, such as regulations on food safety,
workplace safety and environmental hazards.

Figure 7.2:
Legislation provides protections for individuals and groups
who may be vulnerable to discrimination or exploitation.

Protecting members of society

Legislation is designed to protect members of society in a number of ways, depending on the specific laws that are in place. Criminal laws are designed to protect members of society by prohibiting certain behaviours that are deemed harmful or dangerous. For example, laws against assault, theft and murder protect individuals from physical harm and loss of property. Civil laws provide a framework for resolving disputes between individuals, businesses and organisations. These laws can protect members of society by ensuring that their legal rights are upheld and that they are compensated for any harm that they have suffered.

Employment laws protect workers from exploitation and discrimination in the workplace. These laws can include minimum wage laws, anti-discrimination laws, and laws regulating working conditions and safety. Consumer protection laws protect consumers from unfair or deceptive business practices. These laws can include regulations on product safety, truth in advertising and fair pricing. Environmental laws protect members of society by regulating the use of natural resources and preventing pollution and other harmful activities. These laws can include regulations on air and water quality, waste disposal and land use.

Legislation plays a vital role in protecting members of society by establishing clear guidelines for acceptable behaviour, providing legal recourse for victims of harm, and promoting social justice and equality.

Figure 7.3:
Civil laws provide a framework for resolving disputes.

Internet activity

Log on to TitanOnline and complete Activity 7.1 to learn more about the role of legislation in protecting members of society.

Promoting a just and cohesive society

Legislation plays a crucial role in promoting a just and cohesive society by establishing clear guidelines for behaviour, protecting individual rights, promoting social justice and providing a framework for resolving disputes.

Legislation establishes a system of laws that govern behaviour, rights and obligations in society. This creates a shared sense of order and stability, promoting a cohesive society. Laws that protect individual rights, such as the right to free speech, freedom of religion, and freedom from discrimination, promote a just and equitable society. These laws ensure that all members of society are treated fairly and have the same opportunities and protections.

A just and cohesive society can promote social justice by addressing systemic inequalities and discrimination. This can include laws that promote equal access to education, employment, and housing, and that protect marginalised groups from discrimination and harassment. Legislation provides a framework for resolving disputes and conflicts in a fair and equitable manner. This promotes a cohesive society by ensuring that conflicts are resolved through legal channels, rather than through violence or coercion.

Setting guidelines for socially acceptable behaviour

Legislation sets guidelines for socially acceptable behaviour by establishing laws and regulations that define what actions are legal and illegal, and by imposing penalties for violations of these laws. These laws reflect the values and norms of society, and are designed to promote the health, safety and welfare of individuals and communities. Criminal laws define behaviours that are prohibited, such as theft, assault and murder. These laws set clear guidelines for behaviour and impose penalties, such as imprisonment or fines, for violations.

Traffic laws set guidelines for safe and responsible driving, such as obeying speed limits, stopping at red lights and stop signs, and wearing seat belts. These laws promote public safety and reduce the risk of accidents. Environmental laws set guidelines for the use of natural resources and for preventing pollution and other harmful activities. These laws promote responsible behaviour and protect the environment for future generations.

Employment laws set guidelines for fair treatment of employees, such as prohibiting discrimination and requiring payment of minimum wage. These laws promote fair and equitable treatment in the workplace. Consumer protection laws set guidelines for fair business practices, such as truth in advertising and pricing. These laws protect consumers from fraud and deception.

Providing processes to settle disputes peacefully

Legislation plays an important role in providing processes for peaceful resolution of family disputes by creating legal frameworks and mechanisms for resolving disputes in a fair and equitable manner. Legislation can establish a mediation process whereby a neutral third party helps family members in dispute to communicate and negotiate a resolution. This can be a voluntary or mandatory process, depending on the jurisdiction.

Specialised courts or tribunals that deal specifically with family law matters are created through legislation. These courts have specialised judges or magistrates who are trained in family law and can offer a range of dispute resolution options, such as mediation, arbitration, or settlement conferences. Legislation can provide for alternative methods of dispute resolution, such as arbitration or collaborative law, which can help parties avoid the adversarial court process and settle their disputes in a more cooperative and amicable manner.

Protection orders, such as Apprehended Violence Orders (AVOs), to prevent family violence or abuse are provided by legislation. These orders provide a legal mechanism for victims to seek protection and can require the alleged abuser to stay away from the victim and/or to seek counselling or treatment. Legislation can require or encourage parents to develop a parenting plan that outlines how they will share parental responsibilities and make decisions for their children. This can help parents avoid disputes over custody and access and can promote cooperation and communication between co-parents.

Internet activity

Log on to TitanOnline and complete Activity 7.2 to learn more about the processes available to settle disputes peacefully.

Figure 7.4:
Governments cannot use legislation to discriminate against individuals or groups based on their race or ethnicity.

Outlining what governments can and cannot do

Governments can use legislation to establish laws and regulations that govern various aspects of society, such as criminal justice, employment, taxation, environmental protection and consumer protection. However, there are limitations to what governments can do with legislation. Governments cannot use legislation to violate fundamental human rights, such as freedom of speech, religion and association. Any law that violates these rights can be challenged in court and deemed unconstitutional. Governments cannot use legislation to discriminate against individuals or groups based on their race, ethnicity, gender, or any other characteristic. Any law that discriminates can be challenged in court.

Governments cannot use legislation to create laws that apply retroactively, meaning that the law applies to past conduct. This would violate the principle of fairness and due process, as individuals should not be punished for conduct that was legal at the time it occurred. Governments cannot use legislation to create laws that are impossible to comply with, as this would be unfair and create undue hardship on individuals or businesses. Governments cannot use legislation to override the constitution or other foundational laws that govern the legal system. Any law that conflicts with the constitution can be challenged in court and deemed unconstitutional.

Learning activity
1. Describe how legislation can support and protect individuals and families in contemporary society.
2. Explain the aim of 'The First Nations Voice Bill 2022'.

Role of community organisations and agencies

Community organisations and agencies play a crucial role in supporting and protecting individuals and families. These organisations and agencies provide a wide range of services to individuals and families in need, such as counselling, education, healthcare and advocacy. Examples of community organisations and agencies that support and protect families and individuals include:

- **Non-profit organisations:** these organisations are typically run by volunteers and provide a variety of services to individuals and families. They may offer counselling services, financial assistance, or education and training programs to help families and individuals improve their quality of life.

- **Social service agencies:** these agencies are typically funded by government grants and provide services such as childcare, foster care and adoption services. They may also offer food assistance, housing support, or mental health services to individuals and families in need.

- **Health organisations:** these organisations provide healthcare services, mental health support, or substance abuse treatment to individuals and families. They may also offer educational programs on topics such as healthy living, disease prevention and parenting.

- **Legal aid organisations:** these organisations provide legal assistance to individuals and families who cannot afford a lawyer. They may offer assistance with issues such as family law, immigration, or housing disputes.

How community organisations support government legislation and initiatives

Community organisations can support government legislation and initiatives for families and individuals through advocacy, education and awareness, collaboration and monitoring and evaluation. They can advocate for government legislation and initiatives that align with their mission statement and objectives. They can mobilise their members to write letters, sign petitions, attend public hearings and meet with elected officials to show support for the proposed legislation or initiative.

Educating families and individuals about the benefits of government legislation and initiatives can be done through community organisations. They can disseminate information through workshops, seminars, social media, and other channels to raise awareness and encourage participation. They can collaborate with government agencies to design and implement programs that benefit families and individuals. By working together, they can leverage their respective resources and expertise to create effective solutions to pressing social issues.

Community organisations can monitor the implementation of government legislation and initiatives to ensure that they are having the intended impact. They can provide feedback to policymakers and make recommendations for improvement based on their observations and analysis.

Learning activity

1. Create a fact sheet on a community based organisation that supports families.
2. Explore how community organisations and agencies interact with governments to support and protect individuals and families in contemporary society.

Protecting children

The Family Law Act 1975 is the key piece of Commonwealth legislation that sets out how child protection concerns raised in federal family law proceedings should be managed, including reporting obligations for family law court staff and mechanisms for courts to obtain information from child protection agencies. Child protection legislation in each state and territory differs according to local needs. However, legislation across the Commonwealth, states and territories has similar guiding principles. These principles include:

- best interest of the child
- early intervention and support for families
- culturally appropriate care and Aboriginal and Torres Strait Islander Child Placement Principles
- participation of children and young people in decision-making processes.

The government's role

Child protection is an area of public law where authorities may intervene in family settings because of an allegation of harm or significant risk of harm to a child.

In Australia, there is some Commonwealth legislation that provides guidance on child protection; however, state and territory governments have responsibility for the administration and operation of child protection services. Each state and territory has its own Act of Parliament (often referred to as laws) that governs how child protection interventions work.

Across Australia, a set of key principles guide all child protection legislation and a national framework provides a shared agenda for change in the way Australia manages child protection issues.

Figure 7.5:
Protecting individuals and families from harm is crucial to ensuring their safety and wellbeing.

Figure 7.6:
Health services can provide support to individuals and families in a variety of ways.

Legislation relating to the protection and welfare of children

The principles of the United Nations Convention on the Rights of the Child (United Nations, 1989) underpin all of Australia's child protection legislation. The 'Commonwealth Australian Human Rights Commission Act 1986 (AHRC Act)' provides guidance on how to uphold the principles in the 'Convention on the Rights of the Child'.

Each state and territory in Australia has its own child protection legislation, in addition to Commonwealth legislation. Key principles based on human rights conventions and frameworks underpin Australian legislation to ensure it is consistent and upholds children's rights and interests.

Child protection

Although state and territory governments are largely responsible for child protection, the National Framework sets out key priorities for managing child protection issues in Australia across jurisdictions. It aims to encourage consistent legislation and practice and sets benchmarks for assessing progress. The National Framework for Protecting Australia's Children 2021–2031 identifies four priority groups:

1. children and families with multiple and complex needs
2. Aboriginal and Torres Strait Islander children and young people experiencing disadvantage or who are vulnerable
3. children and young people and/or parents/carers with disability experiencing disadvantage or who are vulnerable
4. children and young people who have experienced abuse and/or neglect, including children in out-of-home care and young people leaving out-of-home care and transitioning to adulthood.

The four focus areas under the National Framework are:

1. a national approach to early intervention and targeted support for children and families experiencing vulnerability or disadvantage
2. addressing the overrepresentation of Aboriginal and Torres Strait Islander children in child protection systems
3. improving information sharing, data development and analysis
4. strengthening the child and family sector and workforce capability.

Source: Australian Institute of Family Studies.

Figure 7.7:
Children are vulnerable and depend on adults for their safety and protection.

Figure 7.8:
Children with disability are a priority group in child protection legislation.

Internet activity

Log on to TitanOnline and complete Activity 7.3 to learn more about child protection.

Figure 7.9:
Education is compulsory in Australia, and governments establish policies to ensure that children attend school.

Education

In NSW, a child is of compulsory school-age if the child is of or above the age of six years and below the minimum school leaving age. The minimum school leaving age is:

- the age at which the child completes Year 10 of secondary education (subject to participation required by subsection, or
- the age of 17 years, whichever first occurs.

A child who completes Year 10 of secondary education but who is below the age of 17 years is of compulsory school-age unless the child participates on a full-time basis in:

- approved education or training, or
- if the child is of or above the age of 15 years – paid work or a combination of approved education or training and paid work.

A child ceasing to be of compulsory school-age because of that participation does not revert to being of compulsory school-age because of a cessation in participation for any reason so long as the interruption in participation does not exceed a total period of three months in any 12-month period or such other period approved by the Minister.

It is the duty of the parent of a child of compulsory school-age to cause the child:

- to be enrolled at, and to attend, a government school or a registered non-government school, or
- to be registered for home schooling and to receive instruction in accordance with the conditions to which the registration is subject.

Source: NSW Department of Communities and Justice.

Safety

Children are vulnerable and depend on adults for their safety and protection. Ensuring their safety protects their physical, emotional, social and mental wellbeing. When children feel safe and secure, they are better able to develop emotionally, socially, and cognitively. A safe and stable environment is essential for children to thrive and reach their full potential.

To ensure the safety of children governments introduce mandatory standards for a range of products or services. Examples include travel restraints and product safety standards.

Children must be restrained in an approved child restraint that is suitable for their age and size. There are typically four types of restraints:

- **Rearward-facing child restraints:** infants and young children should be seated in a rearward-facing child restraint until they reach the maximum size or weight limit recommended by the manufacturer. This is usually until they are between six months to two years old.
- **Forward-facing child restraints:** once children outgrow the rearward-facing restraint, they should be placed in a forward-facing child restraint with an inbuilt harness. The age and weight limits for forward-facing restraints vary by state or territory but typically cover children up to around four to seven years old.
- **Booster seats:** when children outgrow forward-facing restraints, they should use a booster seat until they are tall enough to use an adult seat belt. Booster seats help position the seat belt correctly across the child's body. The age and height requirements for booster seats may vary.
- **Seat belts:** once children are tall enough to use an adult seat belt, they can stop using a booster seat. However, it's essential to ensure the seat belt fits them properly, with the lap belt sitting low across the hips and the shoulder belt crossing the middle of the chest.

Children should be seated in the rear seats of vehicles, preferably the back middle seat if available. It's important to avoid placing children in the front seat with an active passenger airbag.

In Australia, product safety standards are designed to protect consumers from unsafe products and are enforced by the Australian Competition and Consumer Commission (ACCC). Product safety standards are developed based on an assessment of risks associated with specific products. The ACCC, in consultation with industry stakeholders, consumer groups, and relevant experts, identifies hazards, conducts risk assessments, and formulates safety requirements for products.

Product safety standards cover a wide range of products, including children's toys, electrical appliances, furniture, cosmetics and many more. Each standard defines specific safety requirements, performance criteria, labelling obligations, and testing methods relevant to the product category. Manufacturers, importers, and suppliers are responsible for ensuring that their products comply with the applicable safety standards. They are required to have their products tested by accredited testing laboratories to ensure compliance with the relevant standards. Compliance testing typically involves assessing the product's design, construction, performance and safety features.

If consumers encounter a product they believe is unsafe or does not meet the required standards, they can report it to the ACCC through their product safety website. Consumer reports play an important role in identifying potential safety issues and initiating appropriate actions, such as investigations or product recalls.

Government agencies that implement and monitor these laws

Implementing and monitoring child protection and welfare laws is done through government agencies. They develop and enforce legislation and policies related to child protection and welfare. They create laws that define child abuse, neglect and safety, as well as establish the rights and protections afforded to children. These laws provide a legal framework for intervention and set standards for child protection services.

Government agencies may directly provide or fund services aimed at protecting and supporting children and families. This includes interventions such as counselling, crisis intervention, foster care, adoption services and family support programs. They collaborate with service providers, both public and private, to ensure adequate resources are available to meet the needs of children and families.

The mechanisms for reporting suspected child abuse, neglect, or mistreatment is established by government agencies. They often operate helplines or hotlines where concerned individuals can report cases. These agencies investigate reports, assess the safety of children, and determine the appropriate actions to be taken to ensure their wellbeing. They also provide training and education programs for professionals working in child protection, including social workers, law enforcement officers, teachers and healthcare providers. These programs aim to enhance their knowledge and skills in identifying signs of abuse, responding to disclosures, and following proper procedures for intervention and reporting.

The effectiveness of child protection and welfare services through data collection, analysis and evauation is monitored by government agencies. They track key indicators, such as the number of reported cases, intervention outcomes, and child wellbeing measures. This information helps identify trends, gaps, and areas for improvement in the system. They collaborate with other stakeholders, such as non-government organisations, community organisations, and professionals from various sectors, to ensure a coordinated response to child protection issues. They establish partnerships to share information, resources, and expertise, fostering a multi-agency approach to child protection and welfare.

Government agencies conduct public awareness campaigns to educate the general population about child protection, raise awareness of child rights, and promote prevention strategies. These campaigns aim to empower communities to recognise signs of abuse, encourage reporting, and provide information on available support services. They work with legal authorities to ensure appropriate legal actions are taken in cases of child abuse or neglect. This may involve collaboration with law enforcement agencies, prosecutors, and the judicial system to investigate and prosecute offenders, safeguarding the rights and wellbeing of children.

By employing these strategies, government agencies strive to implement effective child protection and welfare systems that safeguard children, provide support to families, and promote the overall wellbeing of children in their jurisdiction.

Learning activity

1. Examine current NSW child protection legislation by:
   a. locating and identifying current NSW child protection legislation
   b. describing the areas of regulation, e.g. reporting children at risk, working with children checks
   c. evaluating its effectiveness in supporting and protecting the welfare of children.
2. Research and describe a range of NSW government agencies that implement and monitor the legislation to protect the welfare of children.

The community's role in providing for the wellbeing of children

The community plays a vital role in providing for the wellbeing of children. Children need a safe and supportive environment to grow up in, and the community can help create such an environment. This can be achieved by creating safe public spaces, parks, and playgrounds, and by providing access to basic services like education and nutrition. The community can al families in various ways, including providing pa classes and support groups, offering financial and resources, and creating a supportive netw of caregivers.

The community can also work to address socia issues that can impact the wellbeing of childrer such as poverty, homelessness and domestic violence. By providing support and resources t families affected by these issues, the commun can help ensure that children are not negativel impacted. They can provide opportunities for children to grow and develop, such as after-scl programs, mentoring programs and leisure act These programs can help children develop soc skills, self-esteem and a sense of community.

Internet activity

Log on to TitanOnline and complete Activity 7.4 to learn more about the community's

Figure 7.10:
The community plays a vital role in providing for the wellbeing of children.

Children's services

Community groups can provide a wide range of children's services, depending on the needs of the community they serve. Examples include:

- **Outside of school hours cares:** provide a safe and structured environment for children to complete homework, participate in extracurricular activities and receive academic support.
- **Leisure activities:** these types of activities are non-competitive and provide opportunities for children to engage in outdoor activities, learn new skills and build friendships.
- **Sports programs:** community groups can offer a variety of sports programs, such as basketball, soccer or netball, to teach children teamwork, fundamental movement skills, and communication.
- **Mentoring programs:** match children with adult mentors who provide support and guidance in areas such as academic, sport and recreational activities, career development, and personal growth.
- **Arts and cultural programs:** expose children to a variety of art forms, such as music, dance, and theatre, and help them develop their creativity and self-expression.
- **Educational workshops:** community groups can organise workshops that provide children with opportunities to learn about a variety of topics, such as financial literacy, environmental conservation and technology.
- **Counselling and mental health services:** community groups can provide counselling and mental health services to children and families who are struggling with emotional or psychological challenges.

Schools and out-of-school care

Outside of school hours care (OSHC) services provide care, play and learning for primary school-age children before and after school, in school holidays and on pupil free days.

OSHC services are usually located within NSW public, private and independent schools. Some services also use sites off school grounds, such as local community centres or recreation facilities. OSHC operating hours vary depending on community needs and school hours:

- Before school care: 6.30 am to 9.30 am
- After school care: 2.30 pm to 6.30 pm
- Vacation care (during school holidays): 6.30 am to 6.30 pm

Types of services include:

- support children's learning achievement, engagement and wellbeing
- provide developmental play opportunities in a multi-age environment
- support families to work or study outside school hours.

OSHC services offer a valuable opportunity for children to access developmental play opportunities, and encourage friendships beyond the classroom and across age groups. These programs focus on developing the social and emotional skills of the child through school connectedness, self-management, self-efficacy and social awareness. These skills are linked to children's overall wellbeing, their capacity to engage in academic performance and future life outcomes. From a child's perspective, they value the OSHC setting as a place for play and shared experiences with friends.

Source: NSW Department of Education.

Figure 7.11:
Local sports clubs and fitness centres offer a variety of classes and activities, such as dance and gymnastics.

Leisure activities

The leisure activities available in local communities can vary depending on the size of the community, the demographic of the population, and the geographic location. Many communities have parks and recreation facilities that offer a variety of activities, such as hiking trails, playgrounds, sports fields and swimming pools. Many also have museums, art galleries, and theatres that offer exhibits, performances and shows.

Local gyms, sports clubs, and fitness centres offer a variety of fitness classes and sports activities, such as dance, gymnastics, soccer, basketball, and tennis. Local communities often host festivals, fairs, and parades that showcase local culture, food and music. Many communities offer opportunities for outdoor activities, such as camping, fishing, boating and skiing.

There are many leisure activities available in local communities for children, and individuals can find a wide range of opportunities to explore and enjoy their interests and hobbies.

Not-for-profit organisations and support groups

Not-for-profit organisations and support groups play a crucial role in promoting the wellbeing of children. They can advocate for children's rights and ensure that policies and laws protect the interests of children. Support groups can provide emotional and practical support for children and families who are struggling with a variety of challenges, such as illness, disability or poverty.

These organisations can provide educational resources and programs to help children and families learn about a variety of topics, such as nutrition, safety and mental health. They can provide services such as childcare, mentoring, tutoring, and counselling to help children develop skills, overcome challenges and achieve their potential.

Awareness about issues affecting children, such as child abuse, bullying and mental health, can also be raised by not-for-profit organisations and support groups. They can foster a sense of community and belonging for children and families by providing opportunities to connect with others who share similar experiences and interests.

Case study

Samantha is a single mother who works full-time as a nurse at a local hospital. She has a seven-year-old son named Max who attends the local primary school. Samantha's work schedule requires her to be at the hospital at 6.00 am, which makes it difficult for her to drop Max off at school in the morning. Additionally, her work schedule often extends into the evening, which means she is not able to pick Max up from school or provide care for him after school hours. Samantha is struggling to find reliable and affordable options for before and after school care for Max.

Figure 7.12:
Children need a safe and supportive environment to grow up in.

1. What are some common options for before and after school care?
2. What are the advantages and disadvantages of each option?
3. What factors should Samantha consider when choosing a before and after school care option?
4. How can Samantha ensure that Max is safe and well-cared for during before and after school care?
5. How can Samantha balance the cost of before and after school care with her budget?
6. What resources are available to Samantha in her community to help her find before and after school care options?
7. How can Samantha communicate with Max's school to ensure that he is getting the support he needs academically and emotionally?

Learning activity

1. Investigate the provisions made by your local community to protect the welfare of children.
2. Identify a community support organisation that provides for the wellbeing of children and evaluate the services it provides.
3. Research the range of leisure activities available for children in your local area.
4. Research an 'Outside of school hours care (OSHC)' service provider in your local area. Describe the types of services they provide for local families and their children.

Figure 7.13:
Young people should be encouraged to develop a sense of purpose and explore their passions.

Assisting young people to become young adults

Assisting young people to become young adults involves providing them with guidance, resources, and opportunities to develop the skills and competencies they need to navigate the challenges of adulthood. Developing independence encourages young people to take responsibility for their decisions and actions, and provide them with opportunities to make choices and learn from their mistakes. Independence should be gradually increased as they demonstrate the ability to handle new responsibilities.

Teach young people practical skills such as cooking, budgeting, time management and communication skills that they will need to succeed as adults. Support young people in pursuing education and learning opportunities that align with their interests and goals, whether that be vocational training, university, or apprenticeships.

Connect young people with mentors or role models who can provide guidance, support, and encouragement as they navigate the transition to adulthood. Encourage young people to develop healthy habits such as exercise, proper nutrition, and self-care, as well as positive social connections and relationships. Help them develop a sense of purpose. Encourage young people to explore their passions and interests, and help them identify a sense of purpose or direction that can guide their decisions and actions as they move into adulthood.

The Government's role in regulating rights of young people

Each level of government has a crucial role in regulating the rights of young people, as they are responsible for ensuring that all individuals under the age of 18 are protected from harm and have access to their basic rights. One of the primary ways that governments regulate the rights of young people is through laws and policies that safeguard their wellbeing and protect them from abuse and exploitation. These laws may include driving requirements, access to tobacco and alcohol, workplace protections, and regulations on the legal age for consent.

Governments may also play a role in regulating the rights of young people in areas such as education, healthcare, and social services. For example, they may establish laws and policies that ensure access to quality education, healthcare services and gambling regulations for young people. Additionally, governments may establish agencies and organisations that focus specifically on the protection and welfare of young people, such as child protective services and juvenile justice systems.

Licensing drivers

State and territory governments play a significant role in regulating the licensing of young drivers in Australia. The specific regulations and processes vary slightly between states and territories. In NSW, the Graduated Licensing System (GLS) is a phased approach to obtaining a driver's license. It involves several stages, each with specific requirements and restrictions, designed to gradually develop young drivers' skills and experience.

Each state/territory government sets the minimum age for obtaining a learner's permit, which allows young drivers to learn to drive under certain conditions. Learner drivers must pass a written test on road rules and be supervised by a fully licensed driver. After completing the learner's stage, young drivers can progress to a provisional license. The government of each state/territory also determines the minimum age for obtaining a provisional license and sets specific requirements, such as completing a certain number of supervised driving hours, passing a practical driving test, and adhering to restrictions (such as passenge limitations, or zero blood alcohol concentration).

There are a variety of restrictions placed on young drivers to promote safety during their provisional license period. These may include limits on the number and age of passengers, restrictions on driving high powered vehicles o modified vehicles and stricter penalties for traffic offences.

Internet activity

Log on to TitanOnline and complete Activity 7.5 to learn more about the role of governments in regulating

Figure 7.14:
State and territory governments play a significant role in regulating the licensing of young drivers.

School attendance

The state government plays a role in regulating school attendance for young people in NSW. Education is compulsory in Australia, and governments establish policies and regulations to ensure that children and young people attend school. State and territory governments mandate compulsory education for children and young people within a specified age range. In most jurisdictions, children are required to begin school from the age of around five or six, and attend until they are 17 or until they complete Year 10. Governments develop and enforce attendance policies that outline expectations for school attendance. These policies specify the number of days or hours of school attendance required per year, and may include guidelines for managing absences and exemptions.

Government regulations typically require parents or legal guardians to enrol their children in a registered school. State and territory governments ensure that schools meet certain standards and are approved to provide education within the legal framework. Schools are responsible for monitoring and reporting student attendance to state/territory government authorities. They maintain accurate attendance records and report absences or patterns of non-attendance to relevant government departments. Government agencies in each state/territory may implement strategies to address truancy and non-attendance. This can include collaboration between schools, parents, and support services to identify the underlying causes of non-attendance and provide appropriate interventions and support. Governments may provide support services, programs, or initiatives to address barriers to attendance and promote regular school attendance. This can include initiatives to address factors such as distance, transportation, socioeconomic challenges and other issues that may impact attendance.

Regulating school attendance aims to ensure that all children and young people have access to education and the opportunity to develop knowledge and skills for their future. Regular school attendance is considered essential for academic progress, social development and overall wellbeing.

Figure 7.15:
Regular school attendance is considered essential for social development.

Figure 7.16:
State and territory governments ensure that schools meet certain standards.

Figure 7.17:
Governmental regulatory efforts in alcohol and tobacco aim to safeguard young people's health.

Access to tobacco and alcohol

Federal and state/territory governments play a crucial role in regulating alcohol and tobacco (including vapes) use for young people in Australia. Recognising the potential harms associated with these substances, governments have implemented various measures to protect young people and promote public health. They set a legal drinking age, which is 18 years throughout Australia, and enforce strict age restrictions on the purchase and consumption of alcohol. It is illegal for individuals under the legal drinking age to purchase or consume alcoholic beverages.

The sale and supply of alcohol is regulated by governments by implementing licensing laws for establishments such as bars, pubs, and bottle shops. These laws include requirements for responsible service of alcohol, ensuring that staff are trained to prevent underage sales and promote responsible drinking practices. Governments regulate the advertising and promotion of alcohol to protect young people from the influence of alcohol marketing. Restrictions are in place to prevent advertising that may appeal to or target minors.

Education and awareness programs are implemented at both federal and state/territory levels to inform young people about the risks associated with alcohol consumption, including the effects on physical and mental health. These programs aim to empower young people to make informed choices and promote responsible drinking behaviours.

The legal smoking age in Australia is 18 years old, and governments enforce age restrictions on the purchase and possession of tobacco products (including vapes). It is illegal for individuals under the legal smoking age to purchase or possess tobacco products.

Governmental regulatory efforts in alcohol and tobacco aim to safeguard young people's health, prevent underage access, and reduce the prevalence of harmful behaviours. These regulations are continually reviewed and updated to address emerging challenges and promote public health outcomes.

Gambling regulations

The Australian Government plays a significant role in regulating gambling to protect young people. Gambling regulations are in place to prevent underage gambling, minimise the risks associated with gambling addiction and ensure the integrity of the gambling industry. It is illegal for individuals under the legal gambling age of 18 to participate in gambling activities, including both traditional and online gambling.

The federal government regulates the gambling industry by issuing licenses to operators and establishing regulatory frameworks. This includes monitoring and enforcing compliance with responsible gambling practices, ensuring fair play and protecting the rights of consumers.

Online gambling platforms are regulated and restrictions imposed to prevent access by underage individuals. Internet service providers may be required to block access to unauthorised online gambling websites, and age verification mechanisms are implemented to ensure compliance with age restrictions.

Support services are provided for individuals who experience gambling-related problems, including young people. These services offer counselling, helplines, and referral pathways to specialised treatment and support networks. They also invest in research to monitor and understand gambling behaviours, including the impact on young people. Research findings inform policy development and enable evidence-based decision-making in gambling regulation and harm prevention strategies.

Internet activity

Log on to TitanOnline and complete Activity 7.6 to learn more about gambling regulations for young people.

Right to vote

The right to vote is a fundamental aspect of democracy, and the Australian Government ensures that eligible citizens, including young people, have the opportunity to exercise their right to vote. The federal government establishes a legal age for voting, which is 18 years. This means that individuals must reach the age of 18 to be eligible to vote in federal, state, and local government elections. The Australian Government oversees the electoral roll, which is a comprehensive list of eligible voters. Voting is compulsory in Australia, and young people who have reached the voting age are legally required to register themselves on the electoral roll. Information and mechanisms are provided by the Australian Electoral Commission for voter registration, including online registration platforms.

Voter education and awareness is promoted, particularly among young people. Public awareness campaigns are conducted to provide resources to inform young voters about the importance of voting, the electoral process and the candidates or issues at stake. They encourage youth engagement and participation in the democratic process. There are also programs and initiatives to promote civic education, youth forums, and opportunities for young people to actively contribute to public discourse, policy development and political involvement.

Legal age for sexual relationships and marriage

State and territory governments are responsible for regulating the legal age for sexual relationships and marriage for young people in Australia. These regulations aim to protect young individuals, ensure their wellbeing, and prevent exploitation. Governments in each state/territory set an age of consent, which determines the legal age at which individuals can engage in consensual sexual activities. In Australia, the age of consent varies by jurisdiction, typically ranging from 16 to 17 years. In NSW, it is 16 years of age. It is a criminal offense for an adult to engage in sexual activity with a person below the age of consent.

There are laws and regulations that govern the process of marriage, including age requirements, consent and legal procedures. These laws aim to safeguard young individuals, prevent forced marriages, and ensure that marriages are based on free and informed consent. The minimum legal age for marriage in Australia is 18 years. However, in certain circumstances and with parental consent or court approval, individuals aged 16 or 17 may m

Gaining other entitlements

The federal government regulates the process of obtaining entitlements, such as a passport, for young people in Austr Passports are important travel documents that enable indiv leave Australia and cross international borders. They are su specific regulations, to ensure their proper issuance and us

Strict identification and documentation are required to obta passport. This includes providing proof of identity, such as certificate, and other supporting documents, such as photo and completed application forms. The federal government r application process for passports, which involves submittin forms, documents, and photographs. This process may be but Australians must visit a participating Australia Post outl passport application.

There is a passport application fee that needs to be paid to passport. The fees may vary depending on the age of the a the type of passport requested, and the processing timefra The federal government prioritises passport security measu fraud, counterfeiting and unauthorised use. This includes i advanced security features into passport documents and e processes for issuance and verification.

In regulating passports, the Australian Government aims to proper issuance of travel documents and protect the integri passport system. These regulations help safeguard young promote responsible international travel while adhering to r international standards for passport issuance and usage.

Figure 7.18:
Passports are subject to specific regulations, to ensure their proper iss

Workplace protections

The federal government plays a vital role in regulating workplace protections in Australia to ensure the safety, wellbeing and fair treatment of young workers. There are minimum age requirements for employment in different industries and types of work, which vary based on the nature of the job and the potential risks involved. The minimum age for employment is generally 14 or 15 years, although there may be further restrictions on certain types of work or hazardous environments.

Limitations on the number of hours and the times of day that young people can work are established, to prevent exploitation, protect young workers' health and education, and ensure a balance between work and personal life. Specific regulations may include limitations on night shifts, maximum daily or weekly hours, and mandatory rest breaks. Workplace health and safety regulations are also enforced, to protect young workers from potential hazards and provide a safe working environment. These regulations require employers to assess risks, implement safety measures, provide appropriate training and supervision, and maintain proper records of incidents or accidents.

Anti-discrimination laws are implemented to protect young workers from unfair treatment or discrimination based on factors such as age, gender, race, or disability. These laws ensure equal employment opportunities and prohibit discriminatory practices in recruitment, promotion and workplace conditions. The Fair Work Commission establishes minimum wage standards and employment conditions through legislation or industrial awards. These regulations ensure that young workers receive fair wages, entitlements, and benefits, such as leave provisions, superannuation contributions, and protection against unfair dismissal.

Government agencies play a role in regulating workplace relations and dispute resolution mechanisms. This includes overseeing fair work practices, addressing workplace grievances, and providing channels for young workers to seek assistance or raise concerns about their working conditions.

Figure 7.19:
Anti-discrimination laws are implemented to protect workers from unfair treatment.

Figure 7.20:
The minimum age for employment is generally 14 or 15 years.

Internet activity

Log on to TitanOnline and complete Activity 7.7 to learn more about workplace protection for young people.

Learning activity

1. Debate the age appropriateness of the rights afforded to young people through the law. Consider questions such as:
   ▪ are all 17 year olds responsible enough to drive safely?
   ▪ should the minimum age for alcohol be raised?
2. Identify and evaluate the meaning and purpose of adolescent rites of passage.
3. Examine differing societal expectations of young females and young males as they assume increasing rights, responsibilities and opportunities.
4. Visit https://roadsafety.transport.nsw.gov.au and explain the licence restrictions for P1 and P2 drivers.
5. Visit https://calculate.fairwork.gov.au and calculate your pay and leave entitlements for an industry of your choice.

The community's role in supporting young people

The community plays a crucial role in supporting young people in a variety of ways. Young people need a safe and supportive environment to grow and develop. This includes access to basic needs like food, shelter, and healthcare, as well as emotional support and positive role models. Mentors can provide guidance and support to young people, helping them to navigate challenges and make positive choices. Mentors can be found in a variety of places, including schools, community organisations and faith-based groups.

Communities can provide access to educational and career opportunities, such as internships, job training programs and apprenticeships. These opportunities can help young people develop the skills and experience they need to succeed in the workforce. They can create opportunities for young people to get involved in community activities and decision-making processes. This can help young people feel valued and connected to their community and develop leadership skills.
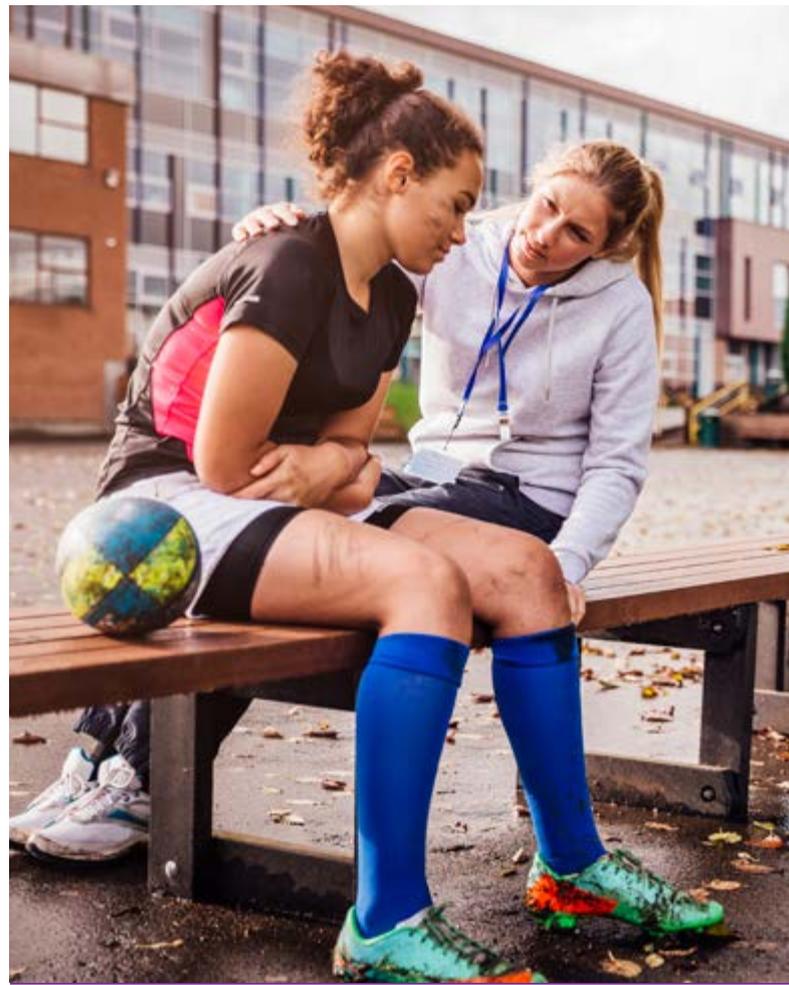
Figure 7.21:
Mentors can help young people to navigate challenges and make positive choices.

Health care

Young people can obtain a Medicare card from the age of 15. This allows them to:

- see a doctor/health worker they trust who respects their decision
- ask for someone else's opinion
- have their information kept private (there are exceptions where their safety or the safety of others are at risk)
- get important information written down for them to take home
- ask any questions and get information in words they understand

- ask for an interpreter
- change their mind and stop any treatment
- have a friend or family member with them when seeing the doctor/health worker
- ask about costs, side effects and different choices for treatment
- make a formal complaint to the Health Services Commissioner about the treatment they received.

Source: NSW Department of Health.

Leisure and recreation

The community plays a critical role in providing appropriate leisure and recreation activities for young people. By offering a variety of opportunities for young people to engage in positive activities, the community can help to promote healthy development, prevent risky behaviours, and build strong connections among young people and with their community. Leisure and recreational activities also help promote physical, social, and emotional wellbeing, and foster a sense of belonging and connection to their community.

Communities should take the time to understand the needs and interests of young people, in order to offer activities that are relevant and engaging. This can be done through surveys, focus groups, or other forms of engagement with young people. Communities can partner with local organisations, such as youth groups, sports teams, arts groups and community centres, to offer a range of activities that appeal to different interests and abilities. Communities should ensure that facilities accessible, and well-maintained, so th people can participate in activities of injury or harm. They can encour people to take a leadership role in and organising activities, which ca to build their confidence and sens ownership over the activities. Ther be a range of activities that appeal different interests and abilities, suc sports, arts and culture, outdoor ac and community service projects.

Internet activity

Log on to TitanOnline and complete Activity 7.8 to learn more about health care options for young peo

Figure 7.22:
Young people can obtain a Medicare card from the age of 15.

Community support organisations

There are many different types of community support organisations available for young people. Some of the most common types include youth centres. These are community-based organisations that provide a safe and supportive environment for young people to socialise, participate in activities, and access resources and services. They may offer after-school programs, counselling, mentoring, job training, and other types of support.

Non-profit organisations focus on youth by providing a range of services, such as education and mentoring programs, advocacy and policy work, and community outreach initiatives. These organisations may be dedicated to specific issues, such as youth homelessness, mental health, or education. Sports and recreation programs offer young people the opportunity to participate in team sports, individual sports, and other physical activities. These programs can promote physical fitness, team-building skills and healthy competition.

Arts and culture organisations provide opportunities for young people to explore and express their creativity through music, theatre, dance, and visual and creative arts. These programs can help young people develop artistic skills, build self-esteem, and find healthy ways to express themselves.

Faith-based organisations may offer youth programs that provide spiritual and moral guidance, as well as opportunities for community service. Counselling services can provide young people with support and resources to address issues such as stress, anxiety, depression, addiction and trauma. These services can include therapy, group counselling, and crisis intervention.

Figure 7.23:
Sports and recreation programs can promote team-building skills.

Figure 7.24:
Arts organisations provide opportunities for people to express their creativity.

Learning activity

1. Investigate a community support organisation and describe how it provides for the wellbeing of young people.
2. Visit www.servicesaustralia.gov.au and describe how to apply for a Medicare card.
3. Identify a range of leisure and recreation facilities available for young people in your local area.

Being a responsible adult family member

Being a responsible adult family member involves a combination of actions and attitudes that can contribute to a positive family environment. Effective communication is essential for building healthy relationships with family members. This includes listening actively, speaking honestly and respectfully, and being willing to compromise and find solutions that work for everyone. Adults should show respect for family members by being considerate of their feelings, needs and perspectives. This means avoiding negative behaviours like criticism, judgment, and blame, and focusing on positive interactions and solutions. They should take responsibility for their actions and words, and be accountable for their mistakes. This means being willing to apologise when something goes wrong, and making an effort to make things right.

Responbsible adults should offer emotional support and encouragement to family members in their goals and pursuits, and be willing to lend a helping hand when needed. This can include helping with tasks, providing guidance and advice, or simply being there to listen. It's important that adults set healthy boundaries in their family relationships to protect their wellbeing and to respect the boundaries of others. This means being clear about their own needs and limits, and respecting the needs and limits of others. Empathy and compassion are essential qualities for building strong, supportive family relationships. This means acknowledging different viewpoints, and seeking to understand their perspective and feelings. It also means respor even in difficult situations.

Government's role in supporting adults and families

The Australian Government plays a significant role in supporting adults and families through a range of policies, programs and services. The federal government's aim is to enhance the wellbein social inclusion, and economic security of individuals and families

The government provides various income support programs to assist individuals and families facing financial challenges. This includes social security payments such as the Age Pension, Disability Support Pension, Job Seeker Allowance and Family Tax Benefit. These payments help ensure a basic level of income and support those in need. They offer a range of family assistance programs to support families with the cost of raising children. This includes the Child Care Subsidy, Parental Leave Pay, Family Tax Benefit, and the Schoolkids Bonus, which provide financial assistance for child care, education, and other family-related expenses.

Figure 7.25:
Empathy and compassion are essential for building strong family relationships.

Access to affordable and quality healthcare services are provided through programs such as Medicare. Medicare provides essential medical services, pharmaceutical benefits, and subsidies for healthcare costs. Additionally, the government invests in initiatives to promote mental health, preventive care and health promotion. They provide housing support for adults and families through programs like the National Rental Affordability Scheme, social housing and rent assistance. These initiatives aim to increase access to affordable and secure housing options and reduce homelessness.

Education and training programs aim to improve adult literacy, skills development and lifelong learning. This includes initiatives like vocational education and training, apprenticeships and funding for schools and universities.

Current legislation supporting adults and families

Child protection is an area of public law where authorities may intervene in family settings because of an allegation of harm or significant risk of harm to a child. In Australia, there is some Commonwealth legislation that provides guidance on child protection; however, state and territory governments have responsibility for the administration and operation of child protection services. Each state and territory has its own Act of Parliament (often referred to as laws) that governs how child protection interventions work.

The Family Law Act 1975 is the key piece of Commonwealth legislation that sets out how child protection concerns raised in federal family law proceedings should be managed, including reporting obligations for family law court staff and mechanisms for courts to obtain information from child protection agencies. Child protection legislation in each state and territory differs according to local needs. However, legislation across the Commonwealth, states and territories has similar guiding principles. These principles include:

1. best interest of the child
2. early intervention and support for families
3. culturally appropriate care and Aboriginal and Torres Strait Islander Child Placement Principles
4. participation of children and young people in decision-making processes.

Source: Australian Institute of Family Studies.

Figure 7.26:
Medicare provides essential medical services and pharmaceutical benefits.

Figure 7.27:
State and territory governments have responsibility for the administration and operation of child protection services.

Laws relating to family

Family law in Australia primarily deals with matters related to marriage, divorce, parenting, child custody, child support, property settlement and spousal maintenance. The main legislation governing family law in Australia is the Family Law Act 1975, but some aspects are also regulated by state and territory laws. Table 7.3 outlines key aspects of family law in Australia.

Internet activity

Log on to TitanOnline and complete Activity 7.9 to learn more about laws relating to family.

Table 7.3: Family law in Australia.

Aspect	Law
Marriage	The legal age for marriage in Australia is 18 years, although individuals aged 16 or 17 may marry with parental consent or a court order.
Divorce	Australia has a 'no-fault' divorce system, which means that a divorce can be granted if the marriage has irretrievably broken down and there is no reasonable likelihood of reconciliation. Couples must be separated for at least 12 months before applying for a divorce.
Parental responsibility	Both parents are considered to have shared parental responsibility for their children, regardless of whether they are married or separated. This means that they should jointly make decisions about their child's welfare, such as education, health and religion.
Child custody	The best interests of the child are the primary consideration when determining child custody arrangements. Parents are encouraged to reach agreements through negotiation or mediation. If an agreement cannot be reached, the court may make a parenting order outlining the custody and visitation arrangements.
Child support	The Child Support Agency (CSA) administers the child support system in Australia. It calculates child support payments based on a formula that takes into account the income of both parents, the number of children and other factors. Both parents have a legal obligation to financially support their children, regardless of their marital status or whether they have custody of the child.
Financial settlement	When a marriage or de facto relationship breaks down, property and financial matters can be resolved through negotiation, mediation, or, if necessary, through court proceedings. The court considers various factors, including the financial contributions, non-financial contributions and future needs of both parties.
Spousal maintenance	In some cases, one spouse may be entitled to receive financial support (spousal maintenance) from the other spouse following separation or divorce. The court considers factors such as the financial resources, earning capacity and needs of both parties.

Laws relating to adoption

Adoption is a legal process where the legal rights and responsibilities for a child are transferred from the child's parents to the adoptive parent(s). In NSW, adoption orders are made by the Supreme Court. Some of the key objects and principles of the Adoption Act 2000 include:

- the best interests of the child, both in childhood and later life must be the main consideration
- adoption is a service for the child, rather than the right of an adult hoping to adopt them
- the child's given name or names, identity, language and cultural and religious ties should, when possible, be identified and preserved

- the child or young person is to be assisted to know and have access to their birth family and culture
- openness is to be encouraged in adoption including the applicants' attitudes towards birth family members and contact
- the making of an adoption order must be clearly preferable to any other action that can be taken by law.

Following an adoption order, the child will become a legal member of the adoptive family and:

- have the same rights and responsibilities as any other child in the adoptive family
- can take, and legally use, the adoptive far last name
- will have an automatic right to inherit the property of the adoptive parents, just like other children in the adoptive family

- their adoptive parents will be able to make all the parental decisions about the

Birth parents will always have a biological a emotional connection with their child, but af adoption, they stop being legally related to Although the legal relationship changes, it not need to stop them from having a relatio an ongoing connection with their child.

An adoption order for a child can be made a single person or a couple. A couple inclu two persons who are married to one anothe or are de facto partners (whether of the sar sex or of a different sex). Adoptive applican must be:

- resident or domiciled in NSW
- of good repute and fit and proper to fulfil the responsibilities of parenting
- over 21 years of age
- at least 18 years older than the child to be adopted.

Source: NSW Department of Communities and Justi

Figure 7.28:
Adoption is a service for the child, rather than the right of an adult hoping to adopt them.

Laws relating to assisted reproductive technology

Assisted reproductive technology (ART) are treatments or procedures that address fertility. It can include artificial insemination, in-vitro fertilisation or gamete intrafallopian transfer as well as any other related treatments or procedures.

The Assisted Reproductive Technology Act 2007 (ART Act) regulates many of the ethical and social aspects of assisted reproductive technology. The objects of the ART Act are to prevent the commercialisation of human reproduction and protect the interests of:

- a person born as a result of ART treatment
- a woman undergoing ART treatment
- a person providing a gamete for use in, or for research in connection with, ART treatment.

The ART Act aims to achieve these objectives by

- requiring ART providers to be registered with the NSW Ministry of Health
- setting core standards for the provision of ART treatment.

Under the terms of the ART Act:

- gametes can only be used in a manner consistent with the gamete provider's consent, so people retain control over the use of their own genetic material
- gametes cannot be donated anonymously
- children born as a result of ART treatment can access information on the Central Register once they turn 18 years of age
- ART providers are required to place information about donors on a Central Register
- the Central Register operates prospectively, from the commencement of the ART Act in January 2010, and provides a Voluntary Register for offspring born prior to the commencement of the ART Act
- ART providers are required to keep ART records for 50 years, and 75 years for pre-2010 records
- destruction and falsification of ART records is an offence.

Transitional arrangements apply to women who had already conceived a child using donated gametes prior to the commencement of the ART Act, or had embryos in storage that were created prior to the commencement of the ART Act using donated gametes, to enable them to complete their families without the full effect of the ART Act applying.

Source: NSW Department of Health.

Learning activity

1. Examine the current Family Law Act by:
   a. Locating and identifying the current legislation.
   b. Describing the areas of regulation, e.g. marriage and de facto relationships, divorce, spousal and child support, and injunctions related to family violence.
   c. Evaluating its effectiveness in supporting and protecting adults and families.
2. Discuss the advantages and disadvantages of the current laws in Australia relating to assisted reproductive technology. Remember to justify your response.

Community support for adults and families

Support through community groups is provided to adults and families in a variety of ways, depending on their needs and circumstances. They can provide access to resources and services that can help adults and families meet their basic needs, such as food, shelter, healthcare and education. This can include community centres, food banks, health clinics and social service agencies.

Access to education and job training programs are provided to help adults and families develop skills and improve their economic prospects. This can include adult education programs, vocational training and job placement services. Community support can also provide opportunities for adults and families to build connections and engage with others in their community. This can include community events, neighbourhood groups and volunteer opportunities.

The community plays a critical role in supporting adults and families by providing access to resources, services, and opportunities for engagement and connection. By working together, community members can help to build a strong, supportive and resilient community for everyone.

Counselling for individuals and families

A valuable tool for individuals and families who are experiencing a wide range of challenges and issues is counselling. It can help individuals and families manage difficult emotions such as anxiety, depression, grief and anger. Through therapy, individuals can learn coping strategies and develop skills to better understand and regulate their emotions. It can also help individuals and families improve their communication skills, which can strengthen their relationships and resolve conflicts more effectively. This can include learning active listening, expressing emotions in a healthy way and problem-solving. It can help individuals and families cope with the effects of trauma, such as abuse, neglect, or violence. Through therapy, individuals can work through their feelings and develop coping mechanisms to deal with the impact of the trauma on their lives.

Counselling can help individuals and families navigate difficult relationships, such as those with spouses, children, or other family members. Through therapy, individuals can learn how to set healthy boundaries, improve communication, and develop more fulfilling relationships. It can be a valuable resource for individuals and families who are struggling with a range of challenges. By working with a counsellor, individuals can gain insight into their feelings, develop new skills and coping mechanisms, and make positive changes in their lives.
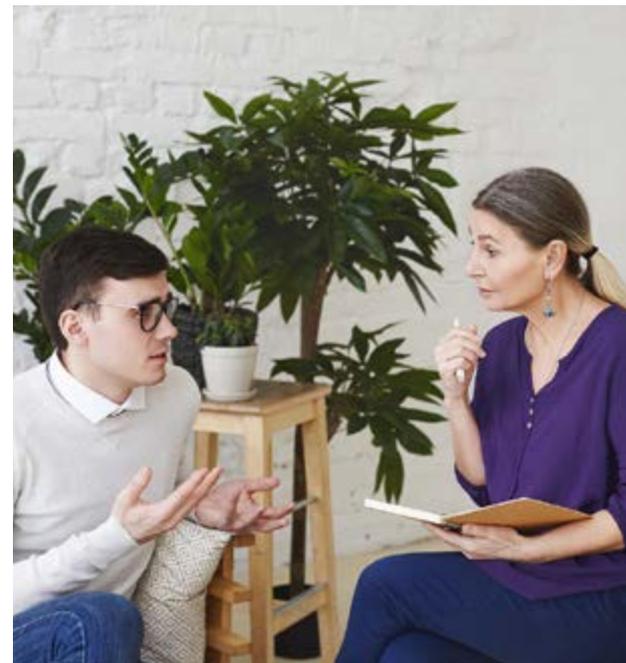
Figure 7.29:
Counselling can help people manage difficult emotions such as anxiety.

Internet activity

Log on to TitanOnline and complete Activity 7.10 to learn more about counselling services for individuals and families.

Health services

Public and private health services can provide support to individuals and families in a variety of ways, depending on the specific needs and circumstances of each person or family. They can provide medical treatment for a variety of health conditions, including physical illnesses, mental health issues and substance abuse issues. This can include prescription medication, therapy and other forms of medical intervention. Health services can provide counselling and therapy for individuals and families who are dealing with a range of emotional and psychological issues, such as anxiety, depression, grief and trauma.

Support can be provided for individuals and families who are dealing with specific health issues, such as cancer, diabetes, or addiction. These groups can provide a supportive community where people can share their experiences and offer each other emotional support. They can also provide services for individuals and families who need assistance navigating the complex healthcare system. This can include help with accessing medical care, and coordinating appointments and services.

Women's refuges

A critical lifeline for women who are homeless, vulnerable or at risk of domestic violence, sexual assault, or other forms of gender-based violence are women's refuges. Refuges provide safe and secure housing for women who are fleeing abusive situations. This can include emergency accommodation for short-term stays, as well as longer-term transitional housing for women who need more time to rebuild their lives. They offer emotional support and counselling for women who have experienced trauma and abuse. This can include individual and group counselling, as well as access to support networks and peer groups. They can provide support for women who are dealing with legal issues related to domestic violence or sexual assault. This can include assistance with restraining orders, custody arrangements and other legal matters.

Refuges can advocate on behalf of women who are at risk of homelessness, vulnerable and violence or who have experienced violence. This can include working with law enforcement and other agencies to ensure that women are protected and supported. They can provide practical assistance for women who need help with basic needs such as food, clothing and transportation. They may also offer job training and other forms of support to help women become self-sufficient.

Internet activity

Log on to TitanOnline and complete Activity 7.11 to learn more about the services provided by women's refuges.
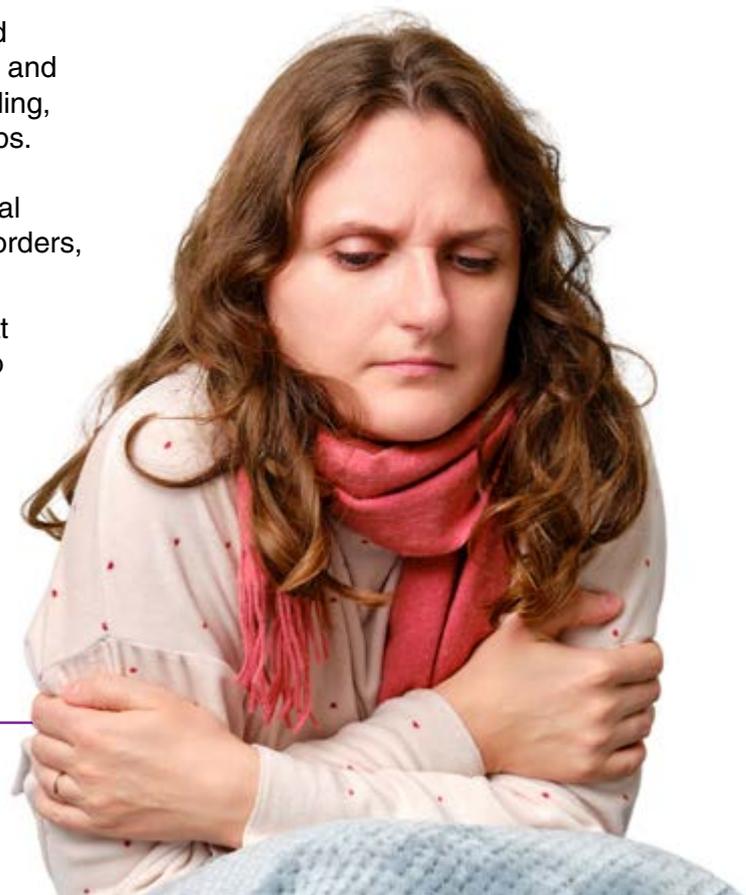
Figure 7.30:
Refuges are a critical lifeline for women who are homeless, vulnerable or at risk of gender-based violence.

Community support organisations

Community support organisations play a vital role in providing assistance and resources to adults and families. These organisations are typically non-profit or government-funded entities that aim to enhance the wellbeing and quality of life for individuals within a specific community. Their services can range from addressing immediate needs to promoting long-term development and stability. They often provide a wide range of social services to individuals and families in need. This can include emergency food and shelter, financial assistance, healthcare referrals, counselling services, and assistance with accessing government benefits and programs.

These organisations serve as advocates for individuals and families, helping them navigate complex systems and empowering them to exercise their rights. They may provide support in areas such as housing, employment, education, and healthcare, working to ensure that individuals have access to essential resources and opportunities. Building a sense of community and fostering supportive networks is another crucial role of these organisations. They create platforms for individuals and families to connect with others facing similar challenges, providing a space for sharing experiences, seeking advice, and offering emotional support. Support groups and mentoring programs can also be established to promote personal growth and resilience.

Figure 7.31:
Community support organisations can assist with emergency food and shelter.

Internet activity

Log on to TitanOnline and complete Activity 7.12 to learn more about community support organisations for individuals and families.

Services such as crisis intervention are put in place to help individuals and families during times of acute distress. This can involve providing immediate emotional support, referrals to mental health professionals, and assistance in managing crises related to domestic violence, substance abuse, or mental health issues. These organisations serve as hubs of information, connecting individuals and families with appropriate resources and services within the community. They maintain comprehensive databases of local service providers, government programs and other relevant organisations. By offering accurate and up-to-date information, they help individuals navigate the often complex social service landscape.

Examples of community support organisations include:

- St Vincent's de Paul Society
- Red Cross Australia
- The Salvation Army
- Ted Noffs Foundation
- Wayside Chapel
- Mission Australia.

Learning activity

1. Identify a community support group that provides for the wellbeing of adults and families and evaluate the services it provides.
2. Identify a women's refuge in your local area and evaluate the services it provides.

Case study

Sarah is a single mother with an eight-year-old daughter named Lily. Sarah and Lily have been living in a rented one bedroom unit for the past few years. Sarah recently lost her job due to her employer downsizing, and has been struggling to make ends meet. She has fallen behind on rent and bills, and the landlord has threatened to evict them if she doesn't pay soon. Sarah has no family or friends nearby who can help her, and she is at risk of becoming homeless.

Sarah needs immediate help to avoid homelessness. There are a few options available to her for short-term accommodation:

- **Emergency shelter:** Sarah can go to an emergency shelter for homeless women and children. These shelters offer a safe place to stay, food, and other basic necessities. However, they are usually overcrowded and may not offer the privacy and comfort that Sarah and Lily are used to.
- **Temporary housing:** some support organisations offer temporary housing for families who are at risk of becoming homeless. These are usually furnished apartments or houses where families can stay for a few weeks or months while they get back on their feet.
- **Rent assistance:** Sarah can also apply for rent assistance programs that help low-income families pay for their housing. These programs can provide financial assistance to cover the rent or help negotiate with the landlord to avoid eviction.

In the long term, Sarah needs a stable and affordable place to live. There are a couple options available to her:

- **Public housing:** is a government-funded program that provides affordable housing to low-income families. These houses are usually owned and managed by the government and offer long-term leases.
- **Affordable housing:** some private developers and non-profit organisations offer affordable housing for low-income families. These units are usually rented at below-market rates and may come with income restrictions or other eligibility requirements.

1. What are Sarah's options for short- and long-term accommodation, and what are the advantages and disadvantages of each option?
2. How can Sarah apply for rent assistance programs, and what documentation does she need to provide?
3. What are the income limits for public housing, and how does Sarah qualify for these programs?
4. How can Sarah access affordable housing, and what are the eligibility requirements?
5. What are the potential challenges that Sarah may face in finding and securing long-term housing, and how can she address these challenges?
6. What other resources are available to Sarah to help her avoid homelessness, such as food assistance, healthcare, and job training programs?

The aged

Older people have specific health needs that are often influenced by the ageing process, changes in the body, and a higher likelihood of having chronic medical conditions such as hypertension, diabetes, arthritis, heart disease and respiratory disorders. Managing these conditions through regular medical care, medication adherence, and lifestyle modifications is crucial.

Access to community services is important for the aged because it can have a significant impact on their quality of life. As people age, they may experience physical, emotional and cognitive changes that can affect their ability to perform everyday activities and live independently. Access to services can help mitigate these challenges and provide support and resources to help seniors maintain their health, independence and social connections.

Issues for the aged

As people age, they can face a variety of issues that can affect their physical, mental, social and emotional health. They are more likely to develop chronic health conditions such as arthritis, hypertension, heart disease, diabetes and dementia. These conditions can affect their mobility, cognition and quality of life. The aged may experience social isolation due to changes in their social network, such as the loss of a spouse, retirement, or relocation. Social isolation can lead to feelings of loneliness, depression and anxiety. They may face financial insecurity due to a fixed income, rising healthcare costs, and inadequate retirement savings. Financial insecurity can affect their ability to access necessary healthcare and basic needs.

Figure 7.32:
Older people may experience isolation due to changes in their social network.

Internet activity

Log on to TitanOnline and complete Activity 7.13 to learn more about issues affecting the aged.

As people age, they may experience a decline in physical functioning, such as reduced mobility, strength and flexibility. This can limit their ability to perform daily activities, which can affect their independence and quality of life. Some older adults may experience cognitive decline, such as memory loss, confusion, and difficulty with decision-making. Cognitive decline can make it challenging to manage daily tasks and may increase the risk of accidents and injuries. The aged who require assistance with daily activities, may place a significant burden on their family members or caregivers. Caregiving stress can lead to physical and emotional exhaustion, and can affect the caregiver's mental and physical health.

These issues can have a significant impact on the quality of life of the aged. It is essential to recognise and address these issues to support the health and wellbeing of older Australians. Various resources are available to help the aged manage these issues, including healthcare, social services and community resources.

Government legislation and entitlements for the aged

In Australia, there are several government legislations and entitlements in place to support the aged population. Some of the key ones include:

- **Age pension:** A means-tested income support payment provided by the Australian government when people reach the age of 67.
- **Superannuation guarantee:** A compulsory contribution made by employers on behalf of their eligible employees that aims to accumulate savings for retirement.
- **Aged Care Act:** This sets out the rights and responsibilities of aged care providers and consumers. It covers residential aged care, home care packages and respite care.
- **Pharmaceutical benefits scheme (PBS):** The PBS subsidises the cost of a wide range of prescription medications, making them more affordable.

- **Home care packages:** Government-funded packages provide a range of services to support older Australians to live independently in their homes. These services can include personal care, nursing, domestic assistance and social support.
- **Carer allowance:** Payments provided to individuals who provide substantial care to someone with a severe disability, illness, or frailty. Payments are means-tested and aim to provide financial assistance to carers.
- **Seniors Card:** Available to Australians aged 60 and over. It offers discounts and concessions on various goods and services, including public transport, travel, and retail.

Specific eligibility criteria, conditions and entitlements may apply to these programs. It's advisable to visit official government websites or consult relevant authorities for the most accurate and up-to-date information regarding entitlements for the aged in / regularly change.

Community support for the aged

There are various types of community support available for th aged to help them maintain their independence, health and wellbeing. Senior citizen centres are community-based facilities that offer a variety of programs and services to older adults, such as social activities, exercise classes, health screenings and educational programs.

Home care services provide in-home assistance with daily activities, such as bathing, dressing, meal preparation and medication management. Home care services can help older adults remain independent in their own homes. Transportation services provide transportation to medical appointments, grocery shopping and other essential errands. Transportation services can help the aged who no longer drive to stay active and engaged in their communities. Food providers, such as Meals on Wheels, delivers meals to housebound seniors who are unable to shop or prepare their own meals. This program can ensure that older adults have access to healthy and nutritious meals.

Figure 7.33:
Older people are more likely to develop chronic health conditions.

Volunteer programs offer older adults opportunities to engage in meaningful activities, such as mentoring, tutoring or community service. Volunteer programs can provide social interaction and a sense of purpose for older adults. Caregiver support programs offer assistance, including financial, and resources to family members who provide care for older adults. Caregiver support programs can provide education, respite care and emotional support to help caregivers manage the physical and emotional demands of caregiving.

These community support programs can provide valuable resources and assistance to older adults and their families. It is important to recognise the unique needs of older adults and to provide services that promote their independence, health and wellbeing.

Recognising the aged as a valuable community resource

Recognising the aged as a valuable community resource requires a shift in the way we view ageing and the contributions that older adults can make to society. The aged have a wealth of knowledge and experience that can be valuable to their communities. They have lived through significant historical events and can provide insights into the past that can help us understand our present and future.

The aged can contribute to their communities by volunteering, mentoring, or participating in community activities. Encouraging their engagement in these activities can provide them with a sense of purpose and belonging, while also benefiting the community. Those that are healthy and active can continue to contribute to their communities. Supporting their health and wellbeing can help them remain active and engaged in their communities for longer.

The aged can continue to work and contribute to the workforce, bringing years of experience and expertise to their jobs. Employers can benefit from hiring older adults, who can serve as mentors and role models for younger employees.

Intergenerational connections can provide benefits to both younger and older generations. Providing opportunities for older adults to connect with younger generations can help bridge the generation gap and foster mutual respect and understanding. The aged can bring a wealth of cultural knowledge and traditions to their communities. Recognising and valuing their cultural contributions can help preserve cultural traditions and promote cultural diversity. Addressing ageism and stereotypes about ageing can help shift attitudes towards older adults and recognise their value as a community resource.

Internet activity
Log on to TitanOnline and complete Activity 7.14 to learn more about types of community support for the aged.

Learning activity
1. Visit www.myagedcare.gov.au/help-at-home and describe the type of services the government provides to help the aged stay in their home.
2. Visit www.servicesaustralia.gov.au/age-pension-payments-concessions-and-support and describe three types of payments, concessions or support that are available for the aged.
3. Visit https://mensshed.org and outline how they support males in the local community.

Case study

John and Wendy, a couple in their late 60s, are facing important decisions regarding their retirement and future health issues. Wendy is already retired, and John works part-time but plans to retire in the next six months. They would like to continue living in their Cronulla home for as long as possible before moving to an aged care facility, which their son Mitch has already chosen, but are uncertain about the potential health issues they may encounter and what support is available.

John and Wendy have enjoyed an active and independent lifestyle, but they are aware that their health needs might change as they grow older, possibly leading to mobility limitations, age-related cognitive decline, or the need for ongoing medical support. The couple acknowledges the importance of assessing their potential health needs to plan effectively for the future.

Figure 7.34:
Aged care services can help seniors maintain their independence.

John and Wendy are committed to maintaining their current living situation for as long as possible, as they believe that their home offers them the comfort they desire. They are open to considering home modifications to accommodate their changing needs, such as installing grab bars, ramps, or accessible bathrooms. Engaging home care services is also a possibility, to help them with daily activities while they remaining at home. They are also interested in exploring other government and community support systems that can help them maintain their independence. They want to familiarise themselves with the available resources and entitlements that can support them in this phase of life.

Involving Mitch in the decision-making process is crucial for John and Wendy. They believe that open communication and joint planning among family members are essential. Mitch should understand their preferences and desires, ensuring that any potential transition to an aged care facility aligns with their expectations regarding quality of care, proximity to their grandchildren, and overall comfort.

By actively considering their health needs, exploring available support systems, and involving their son in the decision-making process, John and Wendy can make informed choices that prioritise their wellbeing and desire for independence as they navigate retirement and potential transition to aged care. Seeking guidance from professionals and utilising available resources will enable them to plan for a comfortable and fulfilling future.

1. What are the current and future issues for John and Wendy?
2. How do government entitlements assist John and Wendy in planning for retirement?
3. What is available in the community to support the housing needs of John and Wendy?
4. How can the community recognise the aged as valuable citizens?

Revision questions

1. Outline ways to provide financial support to families in need.

2. Identify steps can we take to protect vulnerable populations, such as children or the aged.

3. Describe how can we address issues related to homelessness and provide safe and stable housing for families.

4. Assess a range of strategies for promoting healthy relationships within families and preventing domestic violence.

5. Describe a range of guidelines for socially acceptable behaviour.

6. Identify the measures we can take to prevent child abuse and ensure the safety and wellbeing of children.

7. Assess the resources that are available for working parents of school-aged children.

8. Identify a range of government agencies that implement and monitor child protection laws.

9. Outline how we can promote physical activity and leisure activities among children and young people.

10. Assess the government's role in regulating the rights of young people.

11. Investigate the community's role in supporting young people.

12. Describe the laws relating to assisted reproductive technology.

13. Assess the laws relating to adoption.

14. Compare and contrast a range of counselling services for adults and families.

15. Outline how a young person can obtain a Medicare card.

16. Account for the increased demand for community support organisations.

17. Evaluate the role women's refuges play in the community.

18. Describe a range of entitlements for the aged.

19. Discuss the types of community support that are available for the aged.

20. Demonstrate how the aged are a valuable community resource.
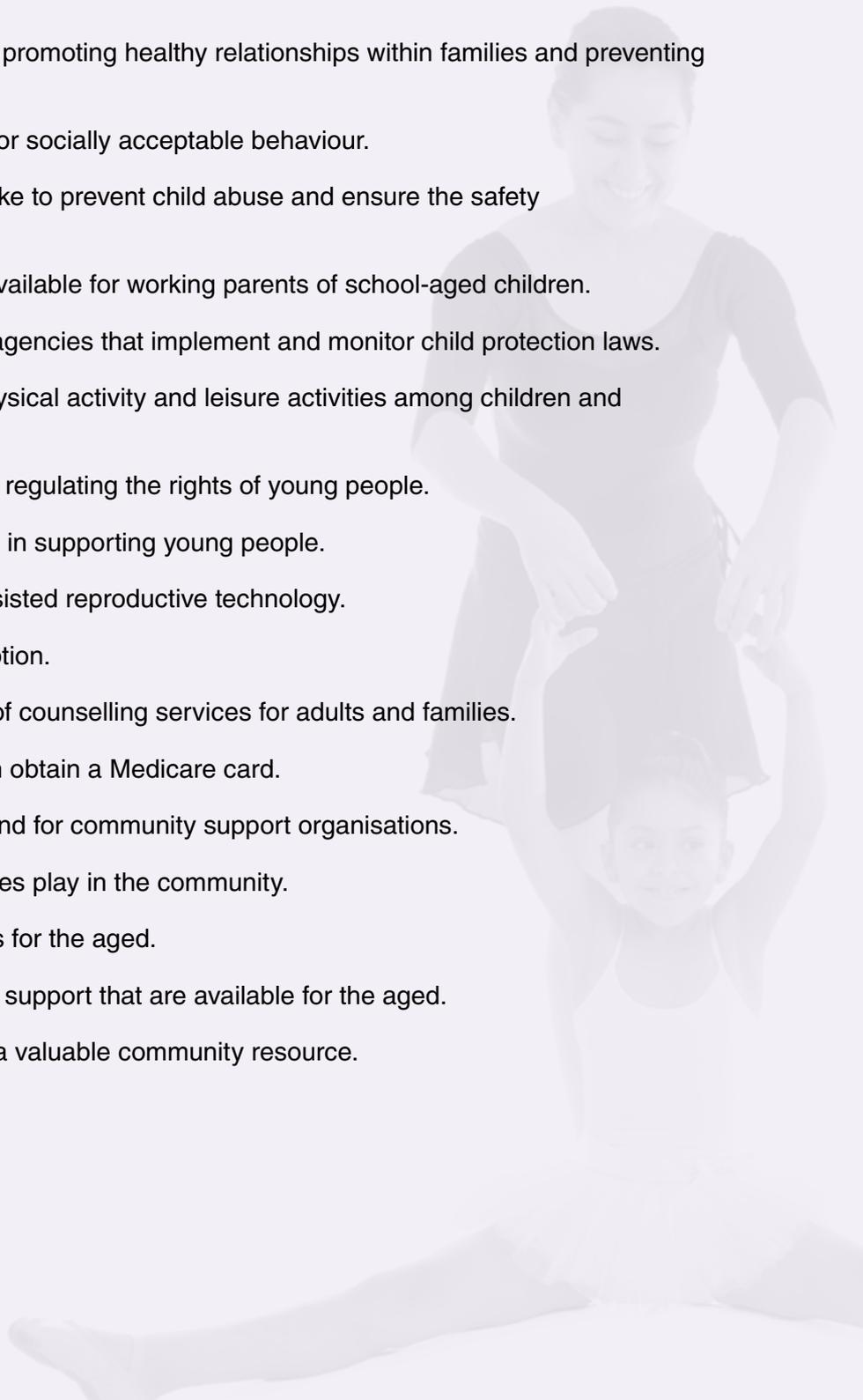
CHAPTER 8
Social impact of technology

This chapter defines what technology is in a number of contexts. The discussion of how the technological age evolved and the reasons for development of various technologies takes place. The impact of technology on individuals, families, communities and the workplace is evaluated to identify the numerous benefits of technology in the local and global community. Various factors also influence access to and acceptance of technology. Issues in relation to technological developments are investigated to prepare students for undertaking a case study of a selected piece of technology.

Outcomes

A student:

- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H6.1 analyses how the empowerment of women and men influences the way they function within society.

Module focus

- Defining technology
- Reasons for the development of technology
- Factors affecting access to and acceptance of technology
- The impact of technology on lifestyle and wellbeing
- Issues related to technological development
- A selected piece of technology

Figure 8.1:
Individuals can physically interact with technology to help them complete tasks and meet their responsibilities.

Syllabus information

This module, as detailed in Table 8.1, should occupy approximately 25 per cent of total HSC course time.

Table 8.1: Social impact of technology syllabus.

Defining technology	
Students learn about:	**Students learn to:**
▪ technology as hardware, e.g. appliances, gadgets, toys ▪ technology as software, e.g. applications, databases, websites ▪ technology as organisation of knowledge, e.g. communications, media, internet, home entertainment	▪ describe both primitive and complex technologies
Historical perspectives	
▪ the Digital Revolution ▪ the Information Age	▪ outline how the nature and use of information and communication technology has evolved ▪ examine data from the Australian Bureau of Statistics (ABS) to compare trends in household use of information and communication technology over time

Reasons for the development of technology	
Students learn about:	**Students learn to:**
▪ improve upon existing technology ▪ economic benefit ▪ consumer demand and human needs ▪ social betterment ▪ the global community ▪ response to social problems	▪ analyse how technology has emerged within the following contexts: 　– transport 　– communication 　– consumer services

Factors affecting access to and acceptance of technology		
Students learn about:		**Students learn to:**
▪ age ▪ culture ▪ education ▪ economic status	▪ disability ▪ geographical location ▪ gender ▪ religion	▪ discuss how each of the factors may impact on an individual's access to and acceptance of technology

Table 8.1: Social impact of technology syllabus.   *(continued)*

The impact of technology on lifestyle	
Students learn about:	**Students learn to:**
Technologies and the family	
▪ household technology ▪ information and communication technology ▪ entertainment technology	▪ explore how household technology contributes to the wellbeing of individuals within families ▪ critically analyse the impact of technology on interpersonal relationships within families
Technologies and the community	
▪ education and training ▪ transport and travel ▪ health and medicine ▪ food ▪ leisure and entertainment	▪ explore how technology contributes to productive communities ▪ critically examine the impact of technology on community health and wellbeing
Technologies and the workplace	

▪ safety technology
▪ information and communication technology
▪ structure of the workplace
  – health and safety
  – equipment
  – efficiency
  – flexibility
  – education and training
▪ introduction of technology into the workplace
	▪ assess the degree to which technology impacts on:
	  – workplace safety
	  – work/life balance
	  – career pathways
	▪ evaluate the rights and responsibilities of employers and employees in adopting technology in the workplace

Technological development		
Students learn about:		**Students learn to:**
Issues related to information and communication technology		
▪ privacy and safety ▪ security of information ▪ accuracy of information	▪ information overload ▪ copyright	▪ debate the issues related to the development of information and communication technologies
Impact of emerging technologies		
▪ ethics ▪ equity and access ▪ health and safety	▪ economic ▪ environmental ▪ education and learning	▪ examine various emerging technologies and predict the potential impact of their development

Table 8.1: Social impact of technology syllabus.   *(continued)*

A selected piece of technology	
Students learn about:	**Students learn to:**
Issues related to technological development	

▪ reasons for the development of the technology
▪ factors affecting access to and acceptance of the technology
▪ impact on lifestyle and wellbeing of the technology
	▪ conduct a case study of the selected piece of technology by considering the following questions:
	  – how has the technology emerged or developed over time?
	  – what impact has the technology had politically, economically and socially?
	  – what issues are related to the use and development of the technology?

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 8.2: Social impact of technology learning grid.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Explain the term 'the global community'.	Explain how technology has had an impact on transport and travel.	Explain the reasons for development of technology.
Explain the term 'ethics' in relation to the impact of emerging technologies.	Differentiate between technology as hardware, technology as software and technology as organisation of knowledge.	List all the technologies you have in your household. Explore how your family's life would be different without them.

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Analyse how technology can influence the structure of a workplace.	Evaluate a contemporary piece of technology and the pros and cons involved in using it.	Create a game that does not involve technology and teach it to your classmates.
Analyse the impact that lack of technology in everyday life could have on someone your age.	Select four factors that affect access to and acceptance of technology, and evaluate how technology can have an impact on various groups in society.	For a piece of technology of your choice, create a survey in which you assess the impact it has had on your classmates. Give the survey to five classmates to complete.
Analyse the issues associated with information and communication technology.	Visit the website of the Australian Bureau of Statistics and research current trends in use of social media. Evaluate the impact of the trends will have on health status of Australians in the future.	Write a letter to someone who was born during the 19th century in order to explain to them how life has changed. Especially write about the advancements that have been made in one area of technology, and include images in the letter.

Figure 8.2:
The boomerang was invented by Indigenous Australians as a tool for hunting.

Defining technology

Technology refers to the application of scientific knowledge, skills, tools, and techniques to create, modify, and utilise systems, products, processes, and services in order to solve problems and achieve specific goals. It encompasses a wide range of human-made resources, including machinery, computers, software, electronics, telecommunications and biotechnology.

It is often associated with the development and use of tools, machines, and systems to enhance productivity, efficiency, communication, and convenience in various sectors such as industry, business, healthcare, transportation, communication, entertainment and everyday life. It involves the understanding, design, production, and application of physical and intellectual artifacts that can transform the way we live, work and interact with the world.

Technology has the potential to shape and influence society, economy, culture, and the environment. It has revolutionised numerous fields, leading to advancements in information technology, robotics, artificial intelligence, genetic engineering, renewable energy and nanotechnology. The rapid pace of technological innovation continues to bring about profound changes, both positive and negative, and has become an integral part of modern human civilisation.

Technologies are often categorised as being either primitive or complex.

- Primitive technologies are traditional or simple technologies, which often include tools and techniques that are associated with survival. In prehistoric times, it was often the case that people invented a primitive technology using their mind and created it using their hands. Stone tools, for example, are a concept that people came up with and proceeded to make real by using resources they could find in their environment.

- Complex technologies are technologies that are more complicated or that have many components or parts, for example computers, which comprise an integrated circuit. They contain a central processing unit (CPU), memory, disc drives and groups of wires. The people who developed the original computer technology had to have knowledge, understanding and experience, and today, people are constantly improving complex technology so it reflects scientific and technological changes and developments.

Technology as hardware

The term 'technology as hardware' means physical devices uses to accomplish tasks. Individuals can physically interact with the technology to help them complete the tasks and meet their responsibilities. They use the technology to support themselves in making their tasks easier or more efficient. For example, people can use a dishwasher to clean dishes, pots and cutlery to eliminate the time and effort associated with washing the items by hand.

Technology as software

The term 'technology as software' means things such as computer programs that, unlike hardware, are not physical or tangible devices. The software is embedded into and used in the hardware. For example, all the apps that have been loaded on to a smartphone prior to its purchase, as well as any apps the owner downloads and installs. Software can be used for many purposes, such as:

▪ recreation and gaming (for example, CandyCrush and TikTok)

▪ communication (for example, messaging app WhatsApp or dating app Tinder)

▪ contact tracing (for example, COVIDSafe, which was developed by the Australian Government during the COVID-19 pandemic).

Technology as organisation of knowledge

The term 'technology as organisation of knowledge' means modern-day structuring and representation of knowledge and information. It means the technological aspects of obtaining, storing, retrieving and using knowledge. Two examples of technology as organisation are the communication technologies of electronic media and the internet.

Historical perspectives

Many historical perspectives have been the basis for emergence of new technologies. Some examples of historical perspectives are the Industrial Revolution that occurred in the 18th century, the 20th century's Nuclear Age, the Electronic Age and as a result of it the Digital Revolution, and the way in which technology exists in everyday life has been shaped by all of them.

The Industrial Revolution was the first type of major revolution, and during it, people focused on developing technology, tools, resources and systems in order to aid human existence. The Industrial Revolution led to fundamental changes in agriculture, manufacturing, transportation, and economic and social structure. People invented and developed technologies in order to increase production, efficiency and financial gain (profit).
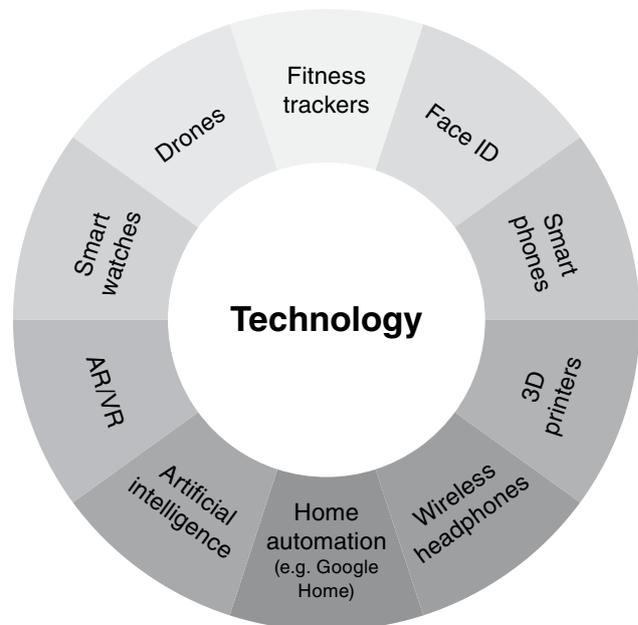
Figure 8.3:
Types of modern technology.

The Digital Revolution

The Digital Revolution began in the 1960s and '70s and is defined as being the movement towards digital technology and away from analogue, mechanical and electronic technology. Electronic technology includes devices that have a power cord and an electrical circuit, and some examples of it are the many average household appliances people use, such as the kettle, the iron and the portable fan. Digital technology, on the other hand, involves things such as smartphones and the internet. The Digital Revolution has helped to create a global community; without digital technology, the ability to communicate and connect with people who live in different cities and countries would be significantly restricted. It has also caused some industries to become redundant and new industries to emerge.

Figure 8.4:
Cassette tapes and floppy disks have become obsolete.

The Information Age

The Information Age resulted from the rise in digital technology. The accessing and sharing of information are much faster and easier processes. For example, nowadays if a young woman wants to invite her friends to a function, she goes online to do so and her friends are able to access the information instantaneously, for example, through a Facebook event or a WhatsApp group chat. The Information Age is characterised by changes in all areas of life in the Western world. Traditional processes, such as shopping and education, have changed because people can now use digital technology to complete both tasks. Most of the information individuals receive is by way of technology and especially by way of a computer system, such as a laptop, smartphone or other digital device. As long as people have access to the internet, they are able to access information on every area or topic imaginable. If the information being sought cannot be found through search engines, people can simply post it online as a question in an online forum or social media platform, where someone else can answer the question for them.

Figure 8.5:
Digital memory options, such as USB or cloud storage, are now preferred.

Internet activity

Log on to TitanOnline and complete Activity 8.1 to learn more about the Digital Revolution.

Learning activity

1. Outline how the nature and use of information and communication technology have evolved.
2. Examine data from the Australian Bureau of Statistics (ABS) in order to compare how trends in household use of information and communication technology have evolved over time.

Reasons for the development of technology

People are continuing to develop technology for various reasons, but especially in order to improve on existing technology, provide economic benefits, compete with existing technologies, facilitate social betterment, enhance the global community and respond to social problems. Because of today's fast-paced society, both communities and individuals want things to be easier and better, and due to the demand, people will always develop new technologies.

Improve upon existing technology

Ever since the development of primitive technologies, individuals have been striving to advance and improve on technologies in order to enhance their efficiency and effectiveness. In agriculture, for example, during the Industrial Revolution, wooden tools became redundant in favour of metal tools so the tools would be more useful and longer lasting. Since that time, people have been using their knowledge of physics and design in order to improve and change technology to be what it is today. The vast array of tools that are available in hardware shops are characterised by a multitude of materials and shapes that affect the tools' operation, usefulness and cost.

In developing and subsequently using technologies, a variety of problems and limitations are encountered. For example, the first modern mobile phones were enormous, heavy and inadequate compared with what is available today. As users' requirements and desires change, technology is improved so products can be more efficient and desirable.

As a result of technological developments, people's interest in 'reaching the unreachable' has been sparked. Centuries ago, people would never have imagined using a handheld phone to communicate with other people, whereas today the vast majority of people own a mobile phone and use it every day to not only call and text, but for social media and the internet, to get directions and take photos and videos. The focus is on continually improving technology, a fact that is evident in the attempts to travel into space and search for life on other planets, for example.

Figure 8.6:
Early mobile phones were very heavy and had limited functionality.
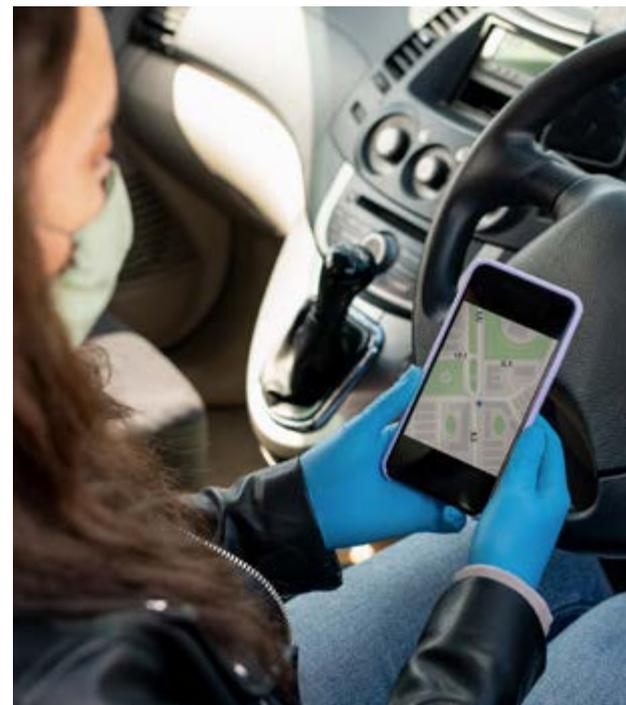
Figure 8.7:
Navigation and map apps are downloaded onto many people's smartphones.

Economic benefit

Introduction of various technologies has resulted in immense benefits for communities and societies located throughout the world. Whether primitive to complex, the technologies have led to improvements in efficiency and often entail some type of economic benefit. For example, as a result of the textile-based machines that were developed during the early stages of the Industrial Revolution, workers were enabled to complete other tasks while the machinery was being used to sort, clean and dye wool. The result was that both workflow and productivity increased.

Some other examples of technologies that have led to economic benefits are computers, satellite communication, and cars that can run on LPG or electricity. All these technologies have resulted in an increase in work output and the reduced amount of time spent on tasks has led to improved productivity and efficiency.

Pushed by the desire to maximise profits – and minimise costs – people are continually developing and improving technology. For example, major banks have prioritised developments in communication technology to facilitate internet banking. Many banks' customers can choose to do their banking online using a computer or mobile phone. For example, ING is a branch-free bank – customers conduct their transactions and contact the bank via its website or mobile banking app, or on the phone. The bank benefits economically because it requires less staff, thus costs are minimised and business profitability is maximised.

Consumer demand and human needs

As technology becomes advanced and people become able to do more and more, demand for new technology is increased. Consumer demand includes people's desire to upgrade their technologies. Whether by way of upgrading our phone, laptop or game console, people are eager to have the best, so there is a constant demand for new technologies. Another major reason that technology is developed is that the developers and manufacturers wish to respond to development and manufacturing of their competitors' similar or emerging technologies.

As products become popular, competing companies wish to generate consumers' interest and often 'jump on the bandwagon'. For example, smart watches and fitness trackers have experienced a surge in popularity over the past decade, with companies like Apple, Fitbit, Samsung, Garmin and Fossil each developing attractive products to cater for their consumers' needs and wants. These devices can monitor exercise habits and sleep patterns, allow text messages and calls to be received, and often have apps for navigation, weather, music and guided meditation. As more companies entered the market, prices were driven down and products improved, so consumer interest and satisfaction with the products was maintained and/or increased.

Apart from in relation to the price factor, competition affects the quality of goods and services, because consumers will try to find the ideal product or service for their situation. For example, if they require a new desktop computer, they will have a wide variety of manufacturers to choose between. Products that are developed by competing companies have to be of similar quality and value if the companies wish to compete in their specific markets.

Social betterment

People in the community are able to communicate and function more frequently and effectively because of technological improvements.

Various technologies can have a positive impact on an individual's social life. For example, family members who live in various parts of the world can communicate via phone, email, video conferencing, instant-messaging services and social-networking sites. In particular, technology such as FaceTime and Zoom on smartphones allows people to communicate, both verbally and visually, from almost anywhere in the world.

These types of communication technology can be used to help maintain social contact, enhance relationships and facilitate social betterment. Technology such as a washing machine and a dishwasher can be used to help complete tasks that are time consuming, mundane and take time away from completing other more important tasks. For example, by quickly loading the dinner dishes into the dishwasher, families can free up time for bonding, social activities, or relaxing in order to support their overall wellbeing.

The global community

Communication technologies not only lead to social betterment; they reflect both emergence and growth of the global community.

Communication throughout the world has been made easy and instantaneous by way of information technology. Conferences and meetings can now be held in real time across continents, resulting in improved communication, international relations and trade.

On a different note, both individuals and groups have become a part of the global community. Almost anyone can access goods, services and information about almost anything almost anywhere. For example, an angler who lives in an area close to the Hawkesbury River, in NSW, might be interested in purchasing a newly developed fishing lure that has been developed in Canada. He can use the internet to research the fishing item, contact a representative of the Canadian company in order to ask questions about the item, use PayPal to purchase the item electronically and instantaneously, and have it shipped around the world in a few days via International Express Post.

In many cases, technology has led to a lessening of the impact and prevalence of isolation because people can be linked with each other as members of the global community.

Figure 8.8:
It's easy to purchase items from overseas using online shopping websites and apps.

Response to social problems

Technological developments have been very effective for aiding management and prevention of various social problems, especially in the health sector.

Medical advances and developments have resulted in prevention and management of numerous diseases and conditions throughout the world. The use of robotics and laser technology in surgical procedures is now commonplace. Preventative medicine has utilised screening technology such as MRI (magnetic resonant imaging), ultrasounds and CAT (computerised axial tomography) scans to assist in early diagnosis and treatment of disease. Advances in DNA testing and profiling is looming as the next significant advancement in prevention and treatment of disease.

Social problems such as access and support for people with disabilities are being addressed with technology. Innovation such as bionic limbs and improved prosthetics, together with mobility aides such as hydraulic lifts and ramps are improving the quality of life.

Addressing social issues related to crime have been greatly aided by advancements in computer technology, DNA testing, crime scene investigation procedures and the proliferation of closed circuit television technology throughout the community.
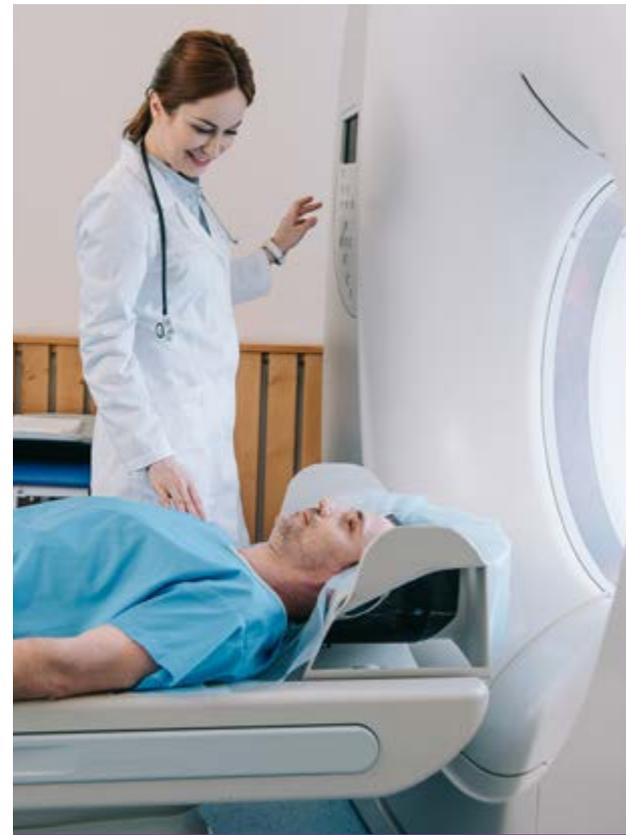
Figure 8.9:
MRI technology assists the early diagnosis and treatment of disease.

Learning activity

1. Identify one type of technology and describe how it has been improved over time. Predict how it could be developed in order to improve its efficiency.

2. For a job of your choice, explain:
   a. how computers have been of benefit in relation to the roles and responsibilities associated with it
   b. how the employees could undertake their and responsibilities without using a computer or computers.

3. Identify all the communication technologies you have used during the week. Evaluate how their uses have a positive and negative influence on your social life.

4. Predict what technological developments will occur in the health industry over the next 50 years.

5. Analyse how technology has emerged in the contexts of:
   a. transport
   b. communication
   c. consumer services.

Factors affecting access to and acceptance of technology

Various factors affect a person's access to technology and acceptance of it. Depending on a person's age, culture, education, economic status, geographical location and gender, the access to technology might be limited and they might not readily accept emerging technologies in their day-to-day life.

Age

By studying the general use of technology among the people who constitute the various demographics, it is clear how age can affect one's access to and acceptance of technology. For example, some Baby Boomers – people born between 1946 and 1964 – might neither need nor want to access or accept technology; they might be content with their traditional ways of communicating and completing tasks and be hesitant to adopt new technologies. On the other hand, other Baby Boomers might either be compelled or become willing to embrace new technology because their family members, friends and acquaintances are choosing to use various technologies in order to communicate and complete their everyday tasks. Conversely, Millennials are considered to be the first digital generation. They were raised during the Information Age and thus have a higher rate of technology use, including using it for communication via instant messaging and social media, and sharing/downloading files across the internet.

People from Generation Z are referred to as tech savvy, screen-obsessed and dependent on technology. These ideas come from the fact that children and youth of today are often using devices like laptops and tablets for learning, entertainment and communication purposes. In addition, technology popularity and presence in education has grown in the past years, with many students having their own device at school and access to the internet. Learning resources are often stored online in Google Drive, for example.

Figure 8.10:
Older people may struggle with modern technologies.

Culture

In many cases, culture affects people's access to and acceptance of technology. Societies develop and progress at various rates. In relation to culture, depending on both the time and the place, people can either adapt a technology in order to support their existing patterns of behaviour or reject it if it causes disruption in the society's functioning. When a new technology is developed, it must be able to cross various barriers before people accept it and start to use it a lot. One of the barriers in question is culture, and depending on a culture's norms and values, people will consider some technologies to be valuable but not others.

Using the example of the mobile phone, it evidently entails a varying degree of access and acceptance in cultures throughout the world. Approximately 91 per cent of Australians use a mobile phone, whereas people in smaller, less developed countries have accepted the technology much less. The reasons for the lower percentages are to do with a multitude of factors such as economic status, geographical location and culture. In some cultures, people are not as willing to adopt mobile-phone use in their daily life.

Sometimes, technological development is tailored to a specific religion. For example, the My Church app is specially designed and developed for Christians. Through the app, users can join live sessions in their nearby churches or read the Bible on their smartphone. Another example is The Quran app, which allows users to read the book of Quran and offers a translation of the text. No matter where the person is, they can easily understand what is being conveyed through the verses. They can also create their own bookmarks to make sure they never lose where they are up to.

Figure 8.11:
Culture affects people's access to and acceptance of technology.

Internet activity

Log on to TitanOnline and complete Activity 8.2 to learn more about the digital divide.

Education

People's access to and acceptance of technology can differ depending on their level of education. An educated person might be familiar with various technologies because they have experience with them and/or knowledge of them. Conversely, a less educated person might have less experience and understanding in relation to various technologies and their access to them is limited.

For example, a young man who attended a specific school might have had his own personal notebook for completing his school work, might have studied tertiary subjects in which the focus was on technology, and might now have an executive job where he uses a multitude of communication technologies throughout the working day. His access to technology and acceptance of it in his daily life has been shaped as a result of his familiarity with it.

On the other hand, for example, a young woman might have rarely come across computers when she was at school, might not have studied any technology-specific subjects, and might now have a job where limited technology has to be used. She might have no interest in technology or knowledge of it and be less likely to accept and use it in her daily life.

In relation to education, technology is becoming an increasingly significant component. Students in modern societies are exposed to a multitude of types of interactive information and communication technology (ICT) in the classroom where the purpose is to enhance the students' learning and facilitate the teacher's feedback for the students. Some examples of the many types of this technology are computers, printers, projectors, networks and interactive whiteboards. In using the technologies while studying their various subjects, students gain the skills they need in relation to accessing and interpreting information, solving problems, and communicating.

Figure 8.12:
Technology played a particularly important role in education during COVID-19 (coronavirus) lockdowns.

Technology is growing in education, with many students having their own device, access to the internet, and access to online learning resources. The COVID-19 pandemic saw schools across Australia convert temporarily to online learning and remote delivery. Students were actively involved in video lessons, using software such as Zoom. Other school work and lessons were posted on platforms such as Google Classroom, and students communicated with their teachers via email.

NSW school students are exposed to a range of technology-based studies at each stage of their learning. Primary-school students study a range of mandatory science- and technology-based subjects; Year 7 and Year 8 students study the mandatory subject Technology; and throughout Years 7 to 10, students can choose various technology-based elective courses, such as:

- Agricultural Technology
- Design and Technology
- Food Technology
- Graphics Technology
- Industrial Technology
- Information and Software Technology.

HSC students can choose to extend their understanding of technology by studying subjects such as:

- Agriculture
- Design and Technology
- Engineering Studies
- Food Technology
- Information Processes and Technology
- Industrial Technology
- Software Design and Development
- Textiles and Design.

Also, in a variety of tertiary courses and degrees, the focus is on technology as well as post-school opportunities that exist within the community and at the workplace.

Economic status

People's access to and acceptance of technology can mostly be shaped according to their socioeconomic status.

Families' access to technology will vary according to their disposable income. Parents or carers who have a high socioeconomic status can afford to buy their children various technologies in order to enhance the children's intellectual wellbeing. The more disposable income a family has, the more opportunity the parents or carers have to purchase items and services associated with technology, such as computers, laptops and internet provision. The higher the disposable income the more superior and advanced products can be purchased and used by the family members.

Conversely, families that have a lower socioeconomic status might not have access to those types of technology, but if they do, they might have to use inferior or low-grade products and services. For example, a family with a lower income might not be able to afford a computer, or might have a computer that has minimal features, and might not be able to afford high-speed broadband.

Because the way in which people function is being shaped as a result of technology, the economic factors associated with access to technology and acceptance of it are becoming increasingly important. In the Information Age, people who have only limited access to technology can be left behind. They can be disadvantaged both at school and at the workplace because their understanding of technology and their experience with it is relatively limited. This notion is the source of government's social push towards ensuring that everyone has equal access to information technology, regardless of their socioeconomic status.

Disability

A person's disability can have a big impact on their access to emerging technologies or on their use of them. A person who has a disability might use a special type of technology to help themself complete their day-to-day tasks; for example, a paraplegic woman might use an electrically operated wheelchair in order to greatly increase her mobility. New technologies are being developed more and more, so incredible medical breakthroughs have occurred where people who have a disability are enabled to both have a fuller life and live longer.

Having a disability might be the source of a person's impairment in relation to their ability to use a specific technology. If a person has an intellectual disability, they might not have the capacity, or be legally allowed, to use or operate specific technology. For example, a man who has an intellectual disability might not be eligible for a driver licence because he is deemed to be incapable of driving a vehicle. Alternatively, a woman who has cerebral palsy might have difficulty using a mobile phone because she does not have the fine motor skills necessary for operating the screen.

Some human needs can be met only by use of technology. That type of technology can be identified as being 'assistive technology'. The term assistive technology means various types of technology that exist to be an aid or of service to the people who require it. For example, various types of computer can be used or modified in order to help people who have a disability. Two examples of this type of technology are magnification software for visually impaired people and a simplified keyboard for people who have a learning difficulty.

Internet activity

Log on to TitanOnline and complete Activity 8.3 to learn more about how technology can improve quality of life for people with disability.

Figure 8.13:
Australians' access to technology differs according to their geographical location.

Geographical location

Compared with rural communities, urban communities have more opportunities to access technologies.

Using the internet as an example, it is evident that that city dwellers can complement their home use by visiting libraries, community centres and internet kiosks in order to access the internet. They might also use their mobile phone to browse the web and access the information they need. Having constant access to the internet varies greatly between rural communities. Although internet access is continuously being improved, some areas of regional Australia have a limited supply and some people cannot access the internet at all. In some areas, the only option that people might have is to use slow-speed internet, and they might be able to access it in only some places such as the local store. In many cases, there is no mobile phone service, so fewer people own or operate a mobile phone.

Technological developments have led to great change in the lifestyle of Australians who live in a regional or remote region. In response to increasing demand for internet access, the Australian Government introduced an initiative entitled the Australian Broadband Guarantee whereby all Australians would be able to access broadband services similar to the services available in metropolitan areas. A variety of companies now offer various internet services throughout rural and regional Australia.

The geographical location that affects people's access to technology is a significant aspect of the digital divide, which is the gap that exists between people who have better access to information technology and people who have limited or no access to it. Australians' access to technology differs according to their geographical location, which creates an imbalance throughout Australia in relation to availability and acceptance of technology.

Gender

In many cases, technology is gender specific and, in Australian and other Western societies, there is evidence that in many places, males often access and accept technology more often than females do.

More information-technology professionals are male, as are more graduates of technology-based bachelor degrees, more professors in the field of technology and more school students who are undertaking technology-based subjects. These occurrences constitute evidence that a gender gap exists in the technology sector. Despite this distinct divide in male and female participation with technology, it is important to acknowledge that active steps are being taken to bridge this gap. For example, Monash University offer a Women in Information Technology Scholarship to encourage aspiring young women to study this undergraduate degree.

The gap is reflected in the fact that many technologies were traditionally aimed at the stereotype of the young male who had a moderately high socioeconomic status. In the fields of advertising and marketing, the focus was traditionally on a male using a gadget in his daily life. As a result of that type of imagery, women were discouraged from having any attraction to the various products and from having any interest in them. Technological development is gradually changing and the designers and manufacturers of technology are starting to promote females' interest in it. Females' increasing interest in it and acceptance of it is starting to be reflected in the technological products that are available.

Technology and social media can be powerful tools for women of all ages to engage in and to fight for their basic rights and gender equality. Adapting programming and investing in digital literacy for women and girls will be key to ensuring that they can meaningfully participate in emerging technologies on an equal basis to men.

Religion

The religion that people follow or support definitely affects their access to some types of technology as well as whether they accept them. For example, followers of some religions might not accept digital technology such as the internet and social media and might therefore not choose not to use the internet.

Internet activity

Log on to TitanOnline and complete Activity 8.4 to learn more about technology in religion.

Conversely, followers of other religions might embrace technology and incorporate it in their religious services. In Catholic services, for example, an overhead projector was often used to display hymns where the projector was plugged into a power point and overhead transparencies that had the hymns written on them were placed on a projector in which light was used to project the words on to a large screen for the congregation to read. Nowadays for that purpose, a data projector and laptop are used and the projection and management of the files are much more effective.

Learning activity

Discuss how each of the previously outlined factors can have an impact on a person's access to and acceptance of technology.

The impact of technology on lifestyle

Technology has an impact on everyone's daily life in that it affects how people communicate, travel and complete tasks. It also has a wider impact as it affects families, communities and workplaces. In addition, it has an impact on relationships and affects the roles and responsibilities of both individuals and groups.

Technologies and the family

Household technologies, information and communication technologies, and entertainment technologies each have an impact on interpersonal relationships within families.

Household technology

Within the home, there are a multitude of household technologies to help complete domestic chores, enjoy entertainment and undertake work-related tasks.

Communication technologies such as the internet are becoming increasingly prevalent, but a variety of other types of technology have been developed so individuals and families can complete household tasks more easily and enjoy entertainment at home. Home-automation technologies like Google Home are becoming more popular, allowing people to use voice commands to control functions such as light switches, music and home security.

Individuals can now prepare meals and complete chores more quickly and easily by using items like multi-function cooking machines (such as a Thermomix), clothes dryers, microwave ovens and ride-on lawn mowers. Tasks can be completed more efficiently and are often made less labour intensive. For example, in the past, one family member might have been responsible for manually washing all the clothes, dishes and floors, expending a significant amount of energy on scrubbing and cleaning. Because various household technologies now exist, those tasks have become easier and/or automated. With washing machines, dishwashers and robotic mops and vacuum cleaners, the tasks can be completed efficiently with little physical effort.

Figure 8.14:
Technology, such as dishwashers, allows chores to be completed more quickly.

Figure 8.15:
Parents might use television to promote family interaction and togetherness.

Technology can either positively or negatively influence the lifestyle of an individual or family can be. Viewed in a positive light, use of household technologies can lead to savings in relation to both time and energy. Individuals are able to spend more time on their leisure and recreational pursuits and their entertainment options and satisfaction are enhanced. Conversely, use of household technologies can lead to a reduced amount of time to spend on valuable activities such as homework and family interaction, because family members can be distracted due to the entertainment options they have chosen. In relation to interpersonal relationships, use of household technologies can also lead to conflict because the family members do not have equal access to them.

Families might choose to use household technologies in various ways, depending on the factors that affect the families' access to and acceptance of technology. For example, a family might use the television to promote the family members' interaction by having them watch a program together. Also, the parents or carers might limit the children's computer use in order to stop the children from suffering the negative effects of overuse.

Information and communication technology

Computers and communication technologies have had a significant impact on interpersonal relationships as individuals now have access to a range of computer- and communication-based technologies. People can choose to communicate and converse by way of phone, email, instant messaging, social-networking sites, mobile phones or video calls.

In the past, the only way in which people might have been able to communicate was by sending letters and telegrams. By contrast, in modern society, most people are able to be contacted instantaneously by using mobile phones.

In the area of interpersonal relationships, computer and communication technologies entail more opportunities for people to correspond and stay in contact. For example, friends and family members can contact each other as frequently as they like by using these types of technology. Communication technologies are an aid to maintenance of relationships, especially in the case of a broken family and when a family member is travelling or living away from home. In many cases, friends and family members can make video calls and share photos among each other.

However, communication technologies also have a variety of negative effects. In many cases, people have less face-to-face contact. Also, there is more opportunity for error, for example in the form of a misunderstanding, as well as antisocial behaviour such as bullying. A variety of dangers also exist, ranging from computer viruses and leaked information to unlawful online contacting and hassling.
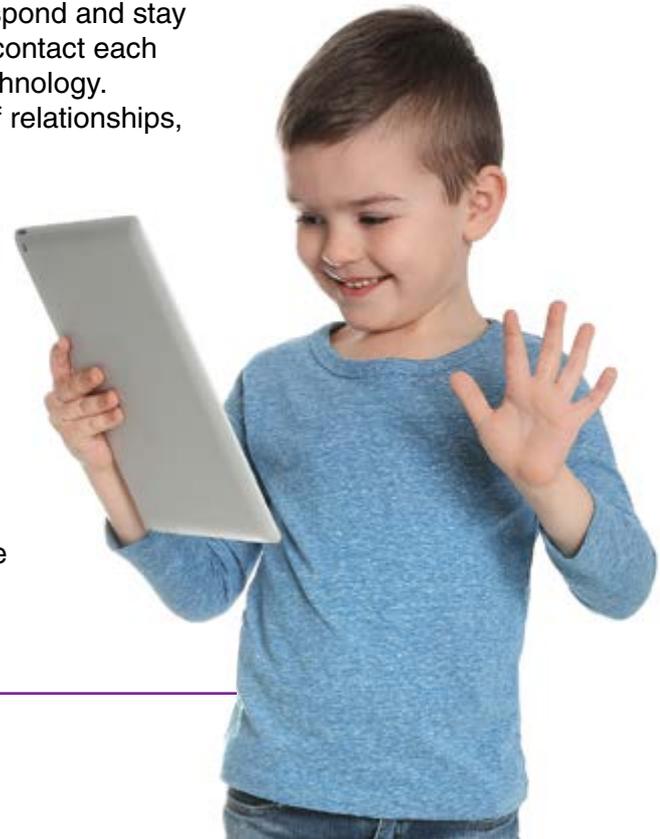
Figure 8.16:
Video calls can help people stay in touch with their loved ones.

Entertainment technology

There is now a range of visual and sound entertainment options to be accessed via television, online streaming services such as Netflix and Stan, a radio and/or a computer, with each source expanding to continue to provide choice and the quality of home entertainment. By contrast, in the past, a family's entertainment options might have been to listen to the radio, read a book or play a card game. Because of household technologies, families are now able to use a computer to watch television programs and movies or listen to their favourite music and to use a game console to play electronic games. Families' entertainment options have increased as a result of these types of technology.

Figure 8.17:
Families' entertainment options have increased as a result of technology such as streaming services.

Modern-day families might have a high-definition smart television that is able to connect to the internet and accommodate a variety of apps and streaming services. On this, families can Chromecast their laptop screen, watch YouTube and search the internet all from their television screen. Televisions can also be accompanied by surround-sound systems or connect sound to wireless headphones via Bluetooth. Additional hardware may also be connected, such as the latest Playstation, Nintendo or XBox gaming devices. In addition to the television, there are a range of entertainment options with other technology. Computers and smartphones can be used to watch streaming services and catch-up television, shop online, listen to music, read an eBook, play games and browse social media.

In recent decades, a noticeable shift has occurred in entertainment trends. Both individuals and families are choosing to complement their digital behaviours by immersing themselves in entertainment technologies. Individuals might be less inclined to interact with each other when they have a significant number of entertainment options to choose from. Individuals and groups are also creating their own entertainment. Groups now often capture their own images and video footage and develop them into movies, complete with audio. The growing popularity and use of YouTube is complementary to individuals' desire to create and share video clips among their friends, family members and people located throughout the world.

Learning activity

1. Explore how household technology is a contributing factor in family members' wellbeing.
2. Critically analyse the impact that technology has on family members' interpersonal relationships.

Technologies and the community

A variety of technologies that are prevalent in society have an impact on community life. These technologies are evident throughout the industries of building and construction, communications, consumer services, entertainment, finance, food, health and medicine, knowledge, leisure, transport, and travel. The technologies' focus is on improving individuals' and groups' quality of life by enhancement of the community's functioning and performance.

Education and training

Education and training have been substantially transformed over the years, as is evident in the general layout of a modern Westernised classroom. Pieces of equipment such as laptops, interactive whiteboards and iPads are now being used to foster a style of learning that was not prevalent between approximately 1960 and 2000. Tertiary education institutions are introducing technology platforms to make learning more accessible and more engaging for students. For example, they are using Echo360 to record and live stream lectures, Turnitin for assignment submission, and online discussion forums to connect students with each other to ask questions and share learning experiences. Technology is heavily invested in in the employment sector, so it makes sense that schools and other educational institutions invest in it as well.

Each time a new strand of technology arises, training and development have to occur so people can be educated about how to use the technology efficiently and get the most out of it. Local courses are often conducted so that people can be instructed about how to use the new technology, and instruction is also provided in the online community by way of tutorials and videos in relation to tasks such as how to connect or chromecast a laptop screen to a television or projector, or how to conduct conference calls on Zoom.

Transport and travel

Due to technological developments, transport and travel have changed greatly over the years. The developments have led to improvements in the transport-based technologies in relation to efficiency, safety, speed, distance, comfort and environmental impact.

An example of this type of technology was the Rolls Royce Silver Ghost, which was a six-cylinder, three-speed transmission automobile produced in the early 20th century. At the time, the Silver Ghost's technology and performance were astounding and it is now one of the world's most recognised historical cars. Since then, colossal developments have occurred in the area of automotive technology, and low- to mid-range cars now feature a range of technological features, including adjustable steering columns that have an audio control, an auxiliary connection and Bluetooth technology for promoting hands-free communication; technologies for which the focus is on improvement of fuel efficiency and emission reduction; and safety technologies that include driver, passenger and side airbags, an anti-lock braking system; traction control; and emergency brake assistance. Other developments include the introduction in the marketplace of electric and hybrid cars, which were previously cost prohibitive. These cars minimise petrol related costs and environment costs associated with petrol driven cars.

Considerable advances have also been made in rail and air travel. The technologies associated with aeroplanes include wings, blades, engines, propellers and controls – joysticks, pedals, throttles and brakes – all of which have been developed and improved since the beginning of air travel. Modern aeroplanes have also been designed to use less fuel, by using lighter materials, and to reduce the effects of jetlag on passengers, by incorporating better air filtration, higher pressurisation levels, higher humidity levels and LED lighting systems inside the cabin.

People who are planning to travel can now also access a variety of applications. For example, many airlines now offer web check-in where passengers can check in online, choose their seats online, read online information about safety, and print off their boarding pass online so they will be able to drop off their luggage in a designated area and thereby avoid queues and crowds. At the airport itself, travellers can use one of the kiosks located there in order to make the check-in process simple and quick.

Public transport in NSW is ticketed through Opal cards, which are cards loaded with credit for people to tap on and tap off each time they use public transport. Designated cards for seniors, school students, concessions and adults ensure people are charged fairs according to their status in the community. Most notably, through the Opal Travel App, people can track their opal activity or plan their trips on public transport.

Interest in global positioning system (GPS) technology has been increasing in relation to use of the system to determine your location and plan your journey. A variety of companies are now focusing on developing quality and affordable GPS for personal use, and the systems are also increasingly becoming a standard feature of many smartphones.

Health and medicine

Use of technology is a major aspect of the health sector. People rely on technologies in order to provide medical treatment to the people who require it. For example, a nurse who is treating a person who has been admitted to hospital after a car accident might use a multitude of technologies that range from a defibrillator to computers for monitoring heart rate and blood pressure.

These types of technology are used to treat people who have various health concerns. For example, plastic or carbon-fibre artificial limbs are used as replacements for missing limbs, and hearing aids are used to direct sound into the ear canals of people who have difficulty hearing.

In the health sector, the term technology also means ongoing creation and development of medication. People can need to take medication for a variety of illnesses, and two examples of that type of medication are diuretics or beta-blockers for people who have high blood pressure and insulin to be injected into diabetes sufferers. People can also receive treatment for various cancers by undergoing chemotherapy and/or radiotherapy.

The amount of technology associated with health and medicine is immeasurable because it is continuing to be developed rapidly. Communities continue to support research and development in relation to various health problems and to promote awareness and prevention.

Technological development will continue to affect individuals and groups in various communities. As a greater number of vaccines are developed and cures are found, lives will be prolonged and saved. Individuals will continue to support their physical and emotional health by maintaining a healthy lifestyle and taking their medication as required.

Food

Technology has had a substantial impact on selection, preservation, processing, packaging, distribution and use of food.

As a result of technological developments, researchers can study foodstuffs in order to obtain information about the foods' physical and chemical characteristics. Scientists can research foods' nutritional make-up and assess the foods' benefits for people who are in various situations. For example, it has been proven that spinach is low in saturated fat and cholesterol and is a good source of vitamins A, C, E, K and B6 as well as a good source of protein, folate, calcium, iron, magnesium and other nutrients. People who wish to lose weight would benefit from eating spinach. Conversely, because spinach has a high level of sodium, people who have high blood pressure would not be advised to eat too much of it and to lower their sodium intake. Because of the technology that exists in relation to foods' physical and chemical characteristics, indivuduals are now able to eat according to their physical make-up and to modify their eating patterns to best suit themselves.

Also as a result of technological development, food can be preserved for later consumption. Because of fridges, freezers and various other methods such as canning, perishable foods such as fruits, vegetables and meats can be preserved.

Figure 8.18:
As a result of technological development, such as refrigeration, food can be preserved for later consumption.

Table 8.3: Various preservation methods and examples of foods preserved in those ways.

Preservation method	Food
Freezing	Peas; fish; chicken
Refrigeration	Meat; milk; butter; cheese
Canning (preserving the food by excluding air)	Fruit such as peaches, apricots and pears
Smoking	Ham; beef; fish
Pickling	Onions; cucumbers; limes
Oil	Sardines; anchovies

A range of technologies are also aimed at food processing and packaging food. Various techniques such as chopping, slicing, mincing, fermenting, emulsifying, cooking, baking and mixing are applied to food when it is being processed. In each technique, a range of technologies are used to ensure the food is processed efficiently. Three examples of this type of technology are pressure-assisted thermal sterilisation, the pulsed electric field and microwave-oven technology.

The term 'food technology' also encompasses technologies used in genetic engineering.

Leisure and entertainment

The options for leisure and entertainment have been improved greatly as a result of technology. Leisure activities such as bowling, playing laser tag, attending a music festival and going to the movies are made possible only by technology.

Due to the growth of digital technology, a person's community is no longer restricted by proximity. A community can now be an online community as a result of technology. Online communities can participate in leisure and entertainment activities such as gaming, online shopping, listening to music, and watching and sharing videos. TikTok is an example of an app that allows individuals provide entertainment to the online community by posting videos and dances to share, copy, appreciate and laugh at. A lot of money is made in the leisure and entertainment industries because communities engage in activities the industries are involved in.

Learning activity

1. Explore how technology is a contributing factor in communities' productivity.
2. Critically examine the impact that technology has on community health and wellbeing.

Technologies and the workplace

Various influences, especially in relation to technology, are reflected in the changing nature of work. Technological developments have been the main reference point for how jobs are defined, performed and valued. As more and more jobs become computerised and mechanised, workplace structures continue to change, especially as tasks start to be completed more efficiently.

Safety technology

Workplace safety has been improved in various ways as a res[ult of] technological improvements. In relation to security, workplace[s have] more-secure lock and alarm systems. At workplaces such as [banks] and Parliament House, the security system has become more [and more] high tech. This ensures the safety of not only the employees a[nd] employers but the information stored at the workplace.

Technological improvements have led to increased safety at workplaces because equipment has been improved, with precautions such as emergency shutdown of heavy machinery being automated.

Internet activity

Log on to TitanOnline and complete Activity 8.5 to learn more about the adavantages and disadvantages of working remotely.

Figure 8.19:
Devices such as fire extinguishers help keep people safe.

Information and communication technology

Information and communication technology has led to drastic improvements in the functioning of the workplace. A machine can be defined as being anything for making work easier, and due to technological advances that lead to better machines, the amount of work that can be done during a normal work day is multiplied. For example, imagine if the only way to contact a business was by writing a letter to the manager, then business at that workplace would be much slower. In today's society, projects can be completed by a team of people who have never met, because they are able to communicate and share ideas by using technology.

Case study

PotentiallyHomeless99

What do you mean 'business hours'?

Last night, I was surfing the web looking for a place in the city to move into. In the midst of scrolling through pages of overpriced, run-down apartments, I was slowly losing hope when all of a sudden I stumbled across a beautiful little two-bedroom apartment. It was a good price, too, so of course I grabbed my phone and sent the guy who'd posted the ad a text straight away. This place looked really promising. I tossed and turned all night, anticipating his reply...

... and in the morning, I woke to my phone beeping. His response? "Yes, the room is available, but not for you... messaging me at 11 p.m. – are you serious?! Why don't you try contacting me during business hours?!"

Okay so he's right: 11 p.m. is a bit late – but his response really frustrated me. His online ad included his number, and it's not like it's only visible between 9 a.m. and 5 p.m.; it's online for everyone to see, 24–7. It's not as if I messaged him at 2 a.m. – and besides, what are business hours? I could work nightshift, for all he knows!

So, I brought this up with some of my friends. I asked them whether they thought it was unprofessional to send work emails after a certain time. When I get a work email and I see it was sent at 11 p.m., I actually appreciate the person who'd sent it, because I can see they have spent a whole day working in the office and is now at home, still working hard. As a society, we demand the biggest and the best toys, but only when it suits us. The thing is, the digital world doesn't switch off; it's always business hours somewhere. What do you think?

1. Read the social media post and, with a partner, discuss the key issues the writer has raised.
2. Leave three replies to the post, taking a different viewpoint about the issues the writer raised.

Structure of the workplace

The structure of workplaces changes according to varying and emerging demographics, identities and technologies. As technology emerges, some roles can become redundant. Technological developments have led to company downsizing, mergers, acquisitions and outsourcing of various tasks.

On the other hand, technological development can also lead to an influx of new and improved jobs in the ever expanding information-technology sector. In many cases, people are undertaking a role that did not exist when their parents or grandparents entered the workforce. Both communities and individuals are being prepared for jobs that do not exist yet and for technologies that have not been invented yet.

Apart from having an effect on job descriptions, technological developments are leading to changes in how people are completing their tasks and meeting their responsibilities. Machines have replaced many labour-intensive jobs and are now performing the tasks automatically. Human input is no longer required for some repetitive and mundane jobs. In the packaging industry, for example, machines are used to form, fill and seal various products. Jobs for which human involvement was relied on can now be done by state of the art processing and packaging technologies.

Because of developments that have occurred in communication technology, the focus of every business is now on efficiency and cost effectiveness. Today, an employee will often use a multitude of communication technologies to complete their daily tasks.

Health and safety

It is a legal requirement that employers structure their workplace and work practices in a way that provides for a safe and healthy environment. Workplaces using computers need to deal with electrical chords and cables and provide ergonomic furniture, appropriate lighting and ventilation that is suitable for people sitting for long periods of time. Workers using power equipment and machinery need high visibility clothing, protective apparel, and machinery and equipment must have guarding or appropriate safety provisions.

Figure 8.20:
Technological developments can change how people complete their work tasks.

Figure 8.21:
Workplaces using computers provide ergonomic furniture to prevent injury.

Equipment

The structure of the workplace has also changed due to technical advances in equipment. More and more machines are being used rather than people ('human resources'), so not as many staff members are needed at many workplaces. Business owners can find they are able to run their business more efficiently because they do not have to employ as many staff members and therefore do not have to pay as many wages. The downside of the situation is that there might be fewer jobs for people who have been working in an industry their entire life.

Efficiency

The word 'efficiency' is associated with ability to do something without wasting energy or effort. Efficiency is measured by the ratio of input to output, that is, how much energy or time is put into a task compared with the outcome of the task.

Companies often develop technology to improvement of efficiency. Just as food processors were developed in order to improve the efficiency of cooking related tasks, a multitude of technologies are being developed in order to improve workers' efficiency. In using technologies, workers are able to complete their tasks faster and more effectively, and they might come to be more satisfied with their job as they become more efficient at it.

Flexibility

Communications technology available in homes has allowed for greater flexibility for many workers. COVID-19 forced many businesses to adopt remote work policies in order to reduce the spread of the virus, with office-based employees able to connect to their workplaces from their homes via the internet.

Remote work allows people to better manage their work-life balance. With no commute and flexible work hours, remote workers have more time for personal responsibilities such as caring for children and elderly family members, or personal health and fitness. Working from home also allows people to have more control over their work environment. They can customise their workspace to their liking, and create a comfortable and productive environment that meets their unique needs.

With remote work, employees no longer have to spend time and money commuting to the office. This has not only saved employees money, but also reduced traffic congestion and air pollution.

Education and training

Both existing and potential employees are often judged according to their technological skills and understanding.

At many workplaces throughout the world, employees are encouraged – if not compelled – to undertake a variety of technological training and education. They are expected to maintain a high level of knowledge and ability in relation to the technologies associated with their role. A variety of government (public) and private organisations and businesses endorse and support workers' training. In the areas of workplace health and safety (WHS) and first aid, SafeWork NSW, for example, offers a range of courses and programs conducted by accredited trainers and approved providers.

Throughout Australia's six states and two territories, students are required to study a variety of technology-based subjects and are given many opportunities and choices in relation to extending their understanding by studying various other subjects. Education is also focused on in a variety of tertiary courses and degrees as well as post-school opportunities in both the community and the workforce.

Introduction of technology into the workplace

Employers and employees have a range of roles and responsibilities in relation to technology's introduction at the workplace.

Employers are responsible for promoting and offering their employees training and education – and for providing the associated financial assistance – in order to enhance the employees' skills and knowledge associated with the technology that is relevant to their role. Employers are also responsible for both maintaining safety standards and addressing WHS concerns in relation to technology. They need to ensure that the equipment a worker uses, and how they use it, suits them.

Employees are responsible for keeping their knowledge and understanding of the relevant technologies up to date and for participating in education and training their employer either makes compulsory or suggests.

Conflict can often result from introduction and implementation of technology at the workplace. Employees might believe that their position is threatened because of the automation and efficiency entailed in use of new and improved types of technology. They might also feel pressured or anxious in relation to adopting a new technology and in relation to understanding how their role has changed as a result of the technology. To avoid employer–employee conflict, all parties should maintain a positive attitude towards change and be open and willing to consider and adopt new and improved technologies.

Figure 8.22:
Employers are responsible for both maintaining safety standards and addressing WHS concerns.

Figure 8.23:
Employees are responsible for keeping their knowledge and understanding of the relevant technologies up to date.

Learning activity

1. Assess the extent to which technology has an impact on:
   a. workplace safety   b. work–life balance   c. career pathways.
2. Evaluate employers' and employees' rights and responsibilities in relation to adoption of technology at the workplace.

Technological development

Technological development is the source of increased achievement in all areas of life. In the fields of medicine and education, for example, because of technology, people can now achieve what was once thought impossible. Life has been made faster and more efficient due to technological developments, but although quality of life has been vastly improved, the following issues and concerns have to be addressed.

Issues related to information and communication technology

Technological development is associated with a variety of issues, and specifically issues in relation to privacy and safety, security of information, accuracy of information, information overload, and copyright. As new technology emerges, issues associated with it are assessed and measures are taken in order to redress them, which is why updated versions are always being released. The multitude of communication technologies that are now available result in enhancement of our overall wellbeing. Because of the prevalence of internet and communication technologies, the way in which people communicate with their fellow community members has changed. People can now choose from a range of technologies in order to communicate via phone or internet. The trend towards instantaneous and cost-effective communication is set to continue.

The introduction of artificial intelligence (AI) has many potential benefits, such as increased efficiency, accuracy, and productivity. However, there are also several issues that need to be considered. The automation of tasks previously performed by humans may lead to job losses, particularly in industries that are highly repetitive or have a high degree of predictability. AI systems can perpetuate and amplify biases that already exist in society, as they are trained on data that may contain biases. This can lead to discrimination and unequal treatment of individuals. AI systems often collect and analyse large amounts of personal data, raising concerns about privacy and data security.

There are ethical concerns around the use of AI, particularly in areas such as education, healthcare and autonomous vehicles, where decisions made by AI systems can have life-altering consequences. Many AI systems are opaque, making it difficult to understand how they make decisions. This lack of transparency can be problematic in situations where decisions made by AI systems need to be explained and justified. As AI becomes more pervasive, there is a risk of society becoming overly dependent on technology, with potential consequences if systems fail or are compromised.

There are many regulatory challenges associated with the introduction of AI, including how to ensure that systems are safe, fair, and transparent, and how to ensure that they comply with relevant regulations and standards. The introduction of AI brings many benefits, but also presents significant challenges that need to be addressed in order to ensure that it is used in a responsible and ethical manner.

Figure 8.24:
Online content that is considered to be inappropriate for children to view can be blocked by parents or carers.

Privacy and safety

Laws exist for protecting people's privacy in relation to collection, storage, use and security of personal information. Although everyone has the right to be protected, the right can be challenged as a result of various technological developments. In Australia, the Office of the Australian Information Commissioner is an Australian Government service for promoting and protecting privacy. The Office addresses privacy issues in relation to all aspects of individual and community life, including issues associated with ICT and the internet.

Another aspect to consider in relation to privacy and safety is censorship. Censorship means omission or suppression of information that is considered to be objectionable, sensitive or potentially harmful. Censorship has become a major issue as a result of technological development, and especially development of digital technology. Censoring of online content on behalf of various users is becoming increasingly important. For example, content that is considered to be objectionable or inappropriate for children to view, such as pornography and animal cruelty, is often blocked by the children's parents or carers. Information can be restricted or access denied by way of internet filters.

Security of information

Various measures have been put in place in order to protect people's security when using technology, especially when people are online. Actions such as entering of a password, asking of a security question, and sending of verification text messages and captchas are all measures for preventing hackers from accessing information that is not theirs. However, there are still ways people can steal other people's identity online and access their details in the form of things such as email, social media apps and banking details.

Accuracy of information

Information is available instant nowadays by using online search engines, the impact of which can be both positive and negative. One positive is that information is accessible at any time. Before the advent of digital television and digital recording, and before news became available online, people could only access news at specific times. The day's news was generally only available at the start of each hour on the radio, in the early evening on television, or the following day in a newspaper. The problem with online information is that it is not always accurate, and a lot of the time, it is difficult to discern what information is based on facts and what information is based on bias or opinion.

It is important to ensure that the sources of information people access – especially in relation to school assignments – are credible. Following are three points to consider while checking whether information has been obtained from a credible a source:

- **The website:** Government and education websites are often credible sources.
- **The date:** If a website has not been edited for 10 years, the information is probably outdated and newer information is now available.
- **The author:** If the website is a blog or a social media site, sometimes the information can be colloquial and very opinion based rather than factual, so consumers need to remain aware of that aspect.

Internet activity

Log on to TitanOnline and complete Activity 8.6 to learn more about scams and how to avoid them.

Internet activity

Log on to TitanOnline and complete Activity 8.7 to learn about media ownership in Australia.

Information overload

Because of the ever increasing ways in which various sources of technology can be used to publish information, it is not surprising that many people are now suffering from 'information overload'. The term information overload means having too many sources of information that involves conflicting views about the one issue. Being subjected to over-reporting about an issue, or having too many news stories can make it difficult to remain sensitive about various issues.

A good example of information overload occurs among for teenagers. With the click of a button, they can access information on just about any topic and often it becomes difficult to know how to deconstruct the information or find common agreement on the issue. Parents and carers of teenagers can also fall victim to information overload when they are watching the evening news on television when the reports are focused on social issues that affect their children's age group. Issues such as drug overdosing, risky driver behaviour and violence against young people in or outside nightclubs can make them feel overwhelmed with information and develop an unrealistic fear for their child every time they go out.

Copyright

Copyright infringement is certainly increasing with people taking other people's work and representing it as their own, often without even realising they are doing it. The issue is that because many people are now making their living from publishing articles and news stories online and other people are taking the information without adhering to the correct standards, the right people dare not given credit for the work they have done. To target the problem in schools, teachers are now asking their students to complete the All My Own Work program in order to learn the proper way to reference information and give credit where it is due.

Internet activity

Log on to TitanOnline and complete Activity 8.8 to learn more about the impact of artificial intelligence (AI) on education.

Learning activity

Debate the issues associated with development of information and communication technologies (ICT).

Impact of emerging technologies

When a new technology arrives on the market, it is often met with criticism, especially criticism from members of earlier generations, who are used to doing things in a specific way. New technology not only has to be accepted by society; when it is created so that workplace activities can be improved, staff members have to be trained in how to use it. The training can be costly, as can replacement of the old technology with the new technology. When discussing the impact of emerging technologies, it is important to consider ethics, equity and access, health and safety, the economy, the environment, and education and learning.

Ethics

Technological developments often lead to questioning of ethics. The term 'ethics' is associated with questioning whether something is morally right or wrong and its positive and negative effects on individuals, communities and environments. In relation to technology, the term is related to acceptance and recognition of developed technologies and their purpose and use in society. For example, people may have ethical concerns about use of genetic testing and engineering in reproductive technology and, because of social and cultural values and beliefs, might feel that the use is unethical and wrong.

Figure 8.25:
People may have ethical concerns about use of genetic testing and engineering in reproductive technology.

Equity and access

The term 'equity' means existence of equality and fairness among people. In relation to technology, not all developments are equally accessed by individuals or distributed evenly throughout communities. Individuals and groups have various levels of access to technologies, according to factors such as age, disability, education, culture, socioeconomic status, geographical location and gender.

As discussed at the beginning of this chapter, these factors affect people's access to technology as well as their acceptance of it. For example, distribution of computers throughout schools could be considered to be an equity issue. Although the aim of former prime minister Kevin Rudd's National Secondary School Computer Fund was to bring the student–computer ratio to be 1:1, the access issue still exists in relation to the amount of time that various students use the computers, the type and number of lessons and activities in which computers are used, and the computers' availability outside school hours.

Figure 8.26:
Access issue still exists in relation to the amount of time that various students use computers and other digital devices.

Health and safety

In relation to health and safety, emerging technologies can be either beneficial or detrimental. It is very easy to go online and use various search engines in order to promote wellbeing, for example by reading blogs about workout regimens, reading healthy recipes and joining online support groups.

However, technology can also have a negative impact on health and safety. Spending too much time using technology can see individual suffer in all areas of life; for example, if someone spends too much time using information and communication technologies such as online gaming sites, they might lose interest in their prior commitments such as seeing friends, engaging in physical activity and developing their career.

Economic

Emerging technologies have an impact on the economy in various ways. The selling and distribution of the technologies are very lucrative businesses. Apple Inc., for example, is now worth billions of dollars due to its production of various types of technology – including Mac computers and laptops, iPhones, iPads, AirPods and Apple Watches – as well as its forging of deals with other influential companies such as Beats Electronics and Nike. Although emerging technologies can result in redundancy of traditional job roles in areas such as factory work and farming, they can also result in generation of jobs because emerging-technology development is an ever growing industry.

Case study

Edward is 16. He recently broke up with his girlfriend, is feeling pretty down and does not feel like going out very much. He has started to retreat to his laptop so he can play online games. The time he spends playing online has dramatically increased, and so much so that when his friends text him to come and hang out, he does not text them back.

In one of the game chat rooms, he has met a girl called Cindy. Because he is lonely, he often strikes up a conversation with her. They have also begun texting each other, because he has given her his phone number, and he is starting to really like her.

Lately, Cindy has been asking Edward to send her some money because she has lost her job. Meanwhile, Edward has not been showing up to school because he is preoccupied with his cyber world. He has asked Cindy to do a live chat with him, but she always declines, saying she is too shy; however, she is always asking Edward to send her some photos of him.

1. Discuss what is happening in this scenario.
2. Outline the issues in relation to Edward's health and safety.
3. Examine how living in this cyber world could be detrimental to Edward.

Environmental

Individuals use various technologies to enable themselves to control their environment. The technologies can be a contributing factor in their technological wellbeing; for example, they might use electronic security systems to enhance their personal safety or create and use climate-control technologies to maintain suitable environments for themselves.

In various societies, technologies become crucial for people's wellbeing. To use the example of climate-control systems, people today are somewhat dependent on cooling and heating in order to maintain an ideal environment. In the middle of winter, people might sleep on an electric blanket, wake up and have a hot shower, travel to work in an air-conditioned car, spend the day in an air-conditioned office, visit a climate-controlled gym, swim in an heated indoor pool, and return home and switch on a gas heater.

Individuals use various climate-control systems to enhance their comfort and therefore their wellbeing. Some activities such as working out at the gym and swimming might not be as enjoyable or plausible without the aforementioned technologies.

Another example of a technological advance that is a contributing factor in environmental wellbeing is cars. Technology has improved the fuel efficiency of cars and polluting emissions have been minimised. New car prices are are falling due to technological advances in production. This in turn has resulted in a reduction in the number of older cars on the road, thereby reducing pollution levels.

Genetic engineering is a controversial practice that many individuals and groups voice their ethical concerns about. The main arguments against it involve addressing the idea that humans should not alter nature and that the results might be irreversible, because the long-term consequences of the technology are unknown. Genetic engineering also entails various other moral, cultural and religious concerns, most of which involve questioning humans' right and justification in relation to intervening in and manipulating nature.

In contrast, there are many individuals and groups that support genetic engineering and endorse the scientists' attempts to improve people's quality of life. The advantages of genetic engineering include possible prevention of hereditary and infectious diseases and ability to custom design animals and plants by altering their characteristics in order to achieve the best outcome.

Education and learning

Emerging technologies have had and will continue to have a significant impact on education and learning. Emerging technologies have the capacity to engage students and utilise resources that would not have been available to previous generations. These technologies are costly, including hardware, software, infrastructure, maintenance and training, and equity among the schools is a real issue.

Another issue to do with technology in relation to education and learning is that because students can easily copy and paste information, they might be completing their work but not actually learning anything new. Students – and in fact all people – should be educated about how to use technology properly, for example, by being taught correct etiquette for when they are using social media sites. If students, especially, were educated in that area, issues such as cyber bullying might occur less.

Figure 8.27:
People are somewhat dependent on cooling and heating in order to maintain an ideal environment.

Figure 8.28:
Emerging technologies have the capacity to engage students in new ways.

Learning activity
Examine various emerging technologies, and predict the impact of their development.

A selected piece of technology

A mobile phone is an electronic device that is used for voice or data communication over a network. Modern mobile phones that have additional functionality, such as internet access, cameras and GPS navigation capability, are called smartphones.

The history of the mobile phone stems back to a group of inventors who contributed to development of the telephone. One contributor, Alexander Graham Bell, patented his apparatus that transmitted speech electrically. Since introduction and widespread acceptance of the telephone, societies have been striving to improve on the technology that is already in existence. Developments in relation to mobile communication have been ongoing, and range from two-way radios (walkie-talkies) to the handheld devices that are prevalent today.

Issues in relation to technological development

Various issues are associated with use and development of mobile phones.

- **Equity:** As technologies continue to be developed, their accessibility in societies changes. For example, at present, many Australians who are living in a regional or remote area do not have the opportunity to use mobile phone technology because networks are not provided in the people's area. Similarly, it seems that the more expensive a handset is the better the technology is and the more superior the offered services are. Compared with people who have a high socioeconomic status, people who have a low socioeconomic status might not be able to access the same level of technology.

- **Censorship and privacy:** While technology is continuing to be developed, censorship is becoming an increasingly significant issue in relation to mobile phone use and transmission of text, images, audio and video. In relation to most handsets, users are able to photograph images and to record via audio and video. In various situations, use of technology can constitute a breach of privacy or copyright laws. For example, YouTube, Instagram and Snapchat are avenues that more and more people are using in order to display photos and videos of themselves, their friends and other people. The images and videos that people upload to the sites can often be inappropriate for the intended audience or in violation of people's privacy. For example, a male student might film a female student without telling he has filmed her and might then edit the clip to include defamatory comments and apply explicit music to the file. His behaviour would not only constitute a breach of privacy laws; it might be objectionable or inappropriate in that various audiences would be easily able to access the material; for example, young children might have the opportunity to listen to explicit lyrics in various songs.
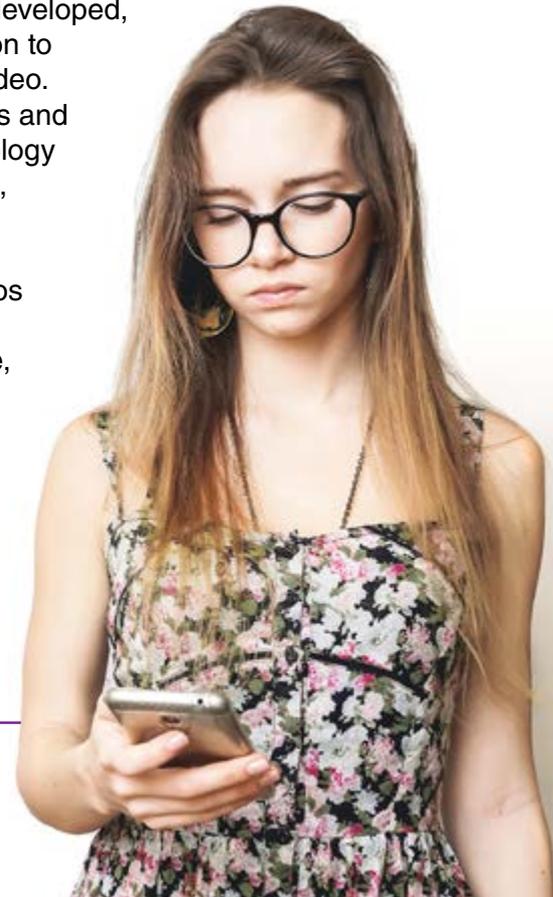
Figure 8.29:
Images and videos that users upload to social media platforms can be a violation of other people's privacy.

Reasons for the development of the technology

Mobile phones are being continuously developed and upgraded because consumer demand for the technology is very strong. Because of the consumer demand, more companies are investing in the technology, where to be successful, they need to be competitive and offer the newest range of mobile phones. The history of mobile phone development is characterised by the following four identifiable stages:

- **1G – First Generation:** This stage featured development and use of wireless telephone technology, which became extensively used during the 1980s. Within this first generation of devices, analogue radio signals were used to facilitate voice calls. In Australia, the Advanced Mobile Phone System (AMPS) was introduced in 1987 and was the main analogue mobile phone system until the second generation of devices became available.

- **2G – Second Generation:** As a result of the changeover from analogue-based systems to digital systems, calls could be made that were both more effective and more efficient. At this stage, companies that were developing second-generation services introduced data services, the first of which was SMS capability. New standards, including CDMA – Code Division Multiple Access – were introduced in various stages throughout the world.

- **3G – Third Generation:** At this stage, the International Telecommunication Union (ITU) started to specify standards. New services superseded the second-generation services and networks were introduced so that telephone and video calls could be made and wireless data could be accessed and transmitted. Rather than simply use a 3G phone as a portable means of voice communication, as the first-generation phones were, people use it to do things such as take photos, browse the internet and read emails.

- **4G – Fourth Generation:** At this stage, ultra-broadband internet access was developed in order to facilitate greater connection between several digital media. Fourth-generation devices have a peak speed of 100 megabits per second and connecting, sharing and communicating is a much faster process.

- **5G – Fifth Generation:** This stage aims to deliver higher multi-Gbps peak data speeds, ultra low latency, more reliability, massive network capacity, increased availability, and a more uniform user experience to more users. This means there are faster download times for consumers, the network can handle a higher capacity of users, and limits the lag of real-time streaming. Telstra began its 5G service in areas of Sydney and Melbourne in May 2019. Other providers have since enabled a 5G network and are spreading their services across Australia.

Factors affecting access to and acceptance of the technology

Many factors affect people's access to and acceptance of mobile phones. The first factor is that having a mobile phone can be expensive. To use a phone that has just come on the market, users need to pay for the handset and for insurance, and also either buy credit or pay a regular phone bill. A lot of older Australians do not know how to use the newer phones that are on the market. Because of technological advancement, some people are being left behind, neither accepting the technology nor knowing how to accept it. Because phones can be used like credit cards, it is essential that phone companies stay one step ahead of phone hackers so that users' information is not stolen and used against their will. Some rural and remote areas of Australia do not have very good reception, making it difficult to rely on the technology for business or private use.

Impact on lifestyle and wellbeing of the technology

Mobile phones have had a considerable impact on Australians' political, economic and social status.

Politically

As technology continues to be developed, laws and policies in relation to mobile phone use are emerging and being updated. In Australia, mobile phones have especially had an impact on the laws and policies associated with driving, harassment and marketing.

Driving

Using a mobile phone while driving or riding in a vehicle entails a variety of risks for drivers, passengers and pedestrians. Road authorities located throughout Australia have introduced laws in relation to use of mobile phones while driving. In NSW, it is illegal to use a hand-held mobile phone, and law breakers are given substantial fines and demerit points.

The RMS specifies that using a mobile phone while driving includes making or receiving a phone call, sending or receiving a text message, playing a game, using an application and taking a photo. It also includes undertaking those tasks while stationary, such as when you have stopped the car at traffic lights or are stuck in traffic.

Experienced drivers are permitted to use various hands-free devices as long as the drivers retain proper control over their vehicle. Learner or provisional drivers are not permitted to use a mobile phone at all, including a hands-free phone, when they are driving.

Indictable offences

In 2018, the Australian Government introduced new laws aimed at helping the nation's spy agencies and police monitor and prevent criminal activity through phones and the internet. Police and security agencies were worried criminals, such as terrorists, were planning attacks, and paedophiles grooming children, without having their communications monitored.

Agencies like the Australian Security Intelligence Organisation (ASIO) or the Australian Federal Police (AFP) now have the ability to request telecommunication and technology companies help them with their investigations. Such a request could range from something as basic as seeking information about how a messaging service or app works so agencies can tailor their approach to monitoring someone, to explicitly asking for access to an individual's online profile or message history.

In response to mobile phones becoming more present in indictable offences, governments and authorities located throughout Australia have implemented laws in relation to electronic communications. Under the Commonwealth's Criminal Code Act, use of mobile phones in order to send specific messages and images is illegal. For example, if a man uses his phone in a menacing, harassing or offensive way, he faces imprisonment for up to three years. That type of behaviour includes making threats, sending nasty comments, intimidating people, continually calling people, flooding people with unwanted text messages, sending pornographic material and using offensive language. Using mobile phone services in order to threaten to kill someone can lead to imprisonment of up to 10 years.

Marketing

Advertisers are increasingly using SMS in order to market goods and services. Because of the escalation of advertising via SMS, the government has reformed a number of policies and introduced laws in order to minimise negative or unlawful use of SMS marketing.

Australian companies and businesses are subject to various industry codes for addressing the issues associated with SMS marketing; two examples are the Internet Industry Spam Code of Practice and The Australian eMarketing Code of Practice.

Under laws the government has introduced, recipients of SMS marketing have to have agreed to receive advertising material, by opting in; have the option of stopping the contact, by unsubscribing; and have a list of the applicable terms and conditions in relation to the offer or information that is provided in the SMS.

Economically

Since commercial mobile phones were introduced, the economic strength of the mobile phone industry has been escalating as people located throughout the world increasingly use the services. In 2022, 1.75 billion mobile phones were sold throughout the world. People are spending an increasing amount of money on mobile phone handsets and ongoing services that mobile phone companies provide, such as calls, text messaging and the internet.

As a result of the COVID-19 pandemic, which forced many people to work from home, use of mobile phones increased. Workers had to use their personal devices to contact their colleagues and clients. This saw people upgrade their mobile phone, to keep up with the usage demand.

Socially

Mobile phones have had a huge impact on societies throughout the world, and especially in the communication sector. People commonly use phones to communicate with family members, friends and acquaintances and to enhance their wellbeing, because people can use the phone to contact almost anyone from almost any place they are located.

At present, approximately 91 per cent of Australians use a mobile phone. Phone owners use their mobile phone for business purposes, to communicate with family and friends through text messaging, social media and video chats, and to entertain themselves by playing games, using apps and listening to music. Social media accessed through mobile phones is popularly used for various business, communication and leisure purposes.

People often use their phone in order to enhance their social interaction and maintain an affordable means of communication. They can also use it to facilitate a range of consumer services, such as food delivery, and financial activities, such as mobile banking.

Learning activity

Consider the following three questions in order to undertake a case study about a piece of technology of your choice:

1. How has the technology emerged rapidly or been developed over time?
2. What impact has the technology had politically, economically and socially?
3. What issues are associated with the technology's use and development?

Revision questions

1. Distinguish between primitive and complex technologies. Identify five examples of each.

2. Use the internet to provide a list of 10 types of technology that have been developed since the Industrial Revolution. Outline how life would have changed as a result of the developments.

3. Assess how your life has been made easier and safer and your life expectancy has increased as a result of technological evolution.

4. Predict the technological developments that will occur in the health industry over the next 50 years.

5. In relation to the technological devices that students and teachers at your school use, compare and contrast the devices with the devices the students and teachers used 20 years ago. Describe how the present-day devices are used to enhance students' learning.

6. Conduct an interview with a member of the Baby Boomer generation, and compare their access to and acceptance of technology with your own experiences.

7. Discuss the advantages and disadvantages of use of communication technologies by your family and community.

8. Predict technological developments that will occur in relation to transport and travel.

9. Explain each of the following reasons for technological development:
    a. Introduction of improvements.
    b. Economic benefit.
    c. Competition.
    d. Social betterment.
    e. Emergence of a global community.
    f. In response to social problems.

10. Assess how employees are both positively and negatively affected by the changing definition and structure of the workplace.

11. Develop a questionnaire in which you focus on computer crime in order to assess its occurrence among your friends and family members.

12. Outline one of the following environmentally efficient systems that are used in housing: solar panels; skylights; water recycling; rainwater tanks.

13. Discuss the issues associated with the fact that technology is not equally available in all schools.

14. Describe the effects that various technologies have had on families, communities and the workplace. Predict how technology will have an impact on people's lifestyle in the future.

15. Identify the roles and responsibilities of employers and employees at the workplace. Recommend ways for both parties to avoid conflict.

CHAPTER 9
Individuals and work

This chapter includes an outline of the nature of work in contemporary society and an explanation of why work patterns change. Work–life balance is addressed by way of a discussion about how family members can manage their role expectations. The chapter also includes a description of the various workplace support structures, an outline of the workplace rights and responsibilities, and an exploration of both the labour force and young people's employment.

Outcomes

A student:

- H2.2 evaluates strategies to contribute to positiv‌ individuals, groups, families and communities
- H2.3 critically examines how individual rights an‌ in various environments contribute to wellbeing
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H5.2 develops strategies for managing multiple and demands of family, work and other environ‌
- H6.1 analyses how the empowerment of wome‌ and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.

Module focus

- The nature of work
- Changing work patterns
- Structures that support individuals in the workplace
- Managing individual and workplace roles
- Youth employment

Figure 9.1:
Work is a rewarding experience for individuals and groups.

Syllabus information

This module, as detailed in Table 9.1, should occupy approximately 25 per cent of total HSC course time.

Table 9.1: Individuals and work syllabus.

The nature of work	
Students learn about:	**Students learn to:**
Reasons people work	
▪ to meet specific needs ▪ economic ▪ value and status	▪ describe how work can contribute to the satisfaction of specific needs ▪ compare and contrast the needs that are met through paid and unpaid work ▪ explain how values and status of work impact on how a person perceives work
The labour force	

▪ labour force concepts and terms
  – labour force   – employed part time
  – employed   – employed full time
  – unemployed   – participation rate
▪ labour force participation across the life span
	▪ research and identify current trends in the labour force in regards to age and gender
	▪ account for labour force participation rates across the life span by researching:
	  – full-time versus part-time employment
	  – unemployment

Patterns of work	

▪ full-time, part-time, job share, casual   ▪ shift work
▪ permanent, temporary/contract   ▪ voluntary
▪ self-employed   ▪ seasonal
               ▪ working remotely
               ▪ others
	▪ describe each work pattern and evaluate the suitability of each for different individuals across the life span

Changing work patterns	
Students learn about:	**Students learn to:**
Social factors leading to changing work patterns	

▪ education/retraining
▪ technology
  – computers
  – automation/robotics
  – research and development
▪ employment/unemployment
▪ perceptions of gender
▪ family circumstances, including structural change
▪ government policy
▪ economics
	▪ analyse the relationship between patterns of work and the various social factors

Table 9.1: Individuals and work syllabus. *(continued)*

Structures that support individuals in the workplace	
Students learn about:	**Students learn to:**
Rights and responsibilities	
▪ employees ▪ employers	▪ explain the importance of rights and responsibilities in the workplace
Workplace structures	

▪ legislation, e.g. health and safety, equal employment opportunity
▪ work conditions, e.g. awards, grievance procedures
▪ trade unions
▪ flexible work patterns and practices, e.g. job share, flexible work arrangements
▪ workplace culture, e.g. childcare, prayer room, kitchen
▪ leave entitlements, e.g. parental, carers
	▪ analyse how rights and responsibilities are supported by workplace structures and affect:
	  – the wellbeing of the employer and employee in the workplace
	  – efficient work practices
	▪ examine the extent to which the workplace can provide equal access to work entitlements for females and males

Maintaining work and life balance	
Students learn about:	**Students learn to:**
Individual roles	

▪ personal commitments and interests
  – work   – religion
  – leadership – recreation
  – parenting – studying
  – caring   – hobbies
  – volunteering
	▪ recognise that individuals may have multiple roles outside the workplace

Individual strategies for managing multiple roles	
▪ negotiating and sharing roles ▪ accessing support ▪ managing resources ▪ utilising workplace structures ▪ using technology	▪ devise strategies that individuals can utilise to effectively manage multiple role expectations caused by changing circumstances

Table 9.1: Individuals and work syllabus. *(continued)*

Youth employment	
Students learn about:	**Students learn to:**
Issues that impact on youth employment	
- personal management skills required in the workplace - steps taken to prepare and plan for a career - predominant patterns of work of young people - rights and responsibilities of young people in the workplace	- conduct a case study of the issues that impact on youth employment by considering the following questions: – what are the factors contributing to youth unemployment? – how can a young person optimise their employment prospects? – how does work support young people to manage multiple roles?

Learning grid

This grid of activities aims to provide you with a variety of learning experiences. Your teacher will instruct you on how they would like you to complete these tasks.

Table 9.2: Individuals and work learning grid.

Knowing　　　　1 point each	Understanding　　2 points each	Applying　　　　3 points each
Define the term 'labour force'.	Explain the reasons that people work.	Apply your knowledge of flexible work patterns to suggest alternatives that might benefit a small service-based business.
Choose three patterns of work, and explain and give examples of them.	Outline how technology has influenced the workforce.	Apply your knowledge of social factors and trends to explain changes in work patterns.
Explore the meaning of the fact that people work for 'value and status'.	Explain what the term 'seasonal work' means and give examples of it.	Identify the potential benefits of engaging in unpaid work.

Table 9.2: Individuals and work learning grid. *(continued)*

Analysing 4 points each	Evaluating 5 points each	Creating 6 points each
Reflect on what career path you would like to follow. Outline your keys concerns in relation to preparing for your career and the steps you will take in order to facilitate it.	Have a discussion with your parents about a workplace grievance they have encountered. Evaluate how they overcame the problem and what they would do differently if the problem recurs.	Design an information kit for your peers in which you outline how best they will be able to prepare for what happens when they join the workforce. Include issues such as management skills, rights and responsibilities, and the steps that people take when preparing and planning for a career.
Talk to a retired person about their working life. Use the information in order to analyse how they contributed to the labour force during their working life.	Research and evaluate patterns of work other than the types that are explored in detail in this chapter.	Write a letter from your future self to the person you are now. Imagine it is 10 years down the track and you are working in your dream job. Explain to your existing self the benefits of working hard, the challenges you have faced, and how you have managed your resources and accessed support in order to overcome the challenges.
Choose a profession you are interested in. Analyse how people's expectations of it vary depending on their perceptions of gender.	Evaluate how personal commitments can and often do overlap.	Design a case study in which a person is struggling to manage their multiple roles and commitments. Swap with a partner and create some strategies for helping the person cope better.
Analyse how personal commitments and interests can have an impact on maintenance of work–life balance.	Evaluate how the rights and responsibilities of a young person and a person who has been in a workforce for more than 10 years might vary.	Create some pieces of 'workplace legislation' for the classroom. Include an outline of the students' and teacher's rights and responsibilities, the health and safety measures that are in place, the classroom's culture, any flexibility in work patterns, and a conflict-management procedure.

The nature of work

Work is defined as a function or exercise a person undertakes in order to have an effect or outcome. Definitions of work vary greatly in relation to historical and contemporary perspectives. Perceptions of work change as societies develop and as standards and values become modified. Work is often a rewarding experience for individuals and groups. It empowers individuals and communities to satisfy their needs and enhance their overall wellbeing.

As industries and economies undergo change, definitions of work are modified and developed to reflect the changes. As societies develop and individuals start having access to resources on a global level, contemporary definitions of work start to emerge.

Essentially, a job is an activity a person undertakes or is responsible for doing. In contemporary society, the types of job, the types of activity and the means of meeting responsibilities differ significantly from what they were in the past and are constantly changing.

In modern society, the nature of work is changing to meet the needs of the members of the new generation, who are technologically savvy, mobile and adaptable workers. In many cases, work is becoming more flexible whereby more opportunities exist for people to work from home and to work hours that suit their lifestyle.

Reasons people work

Although individuals work for a variety of reasons, they mostly work to have access to money, pay their bills, ensure that food is on the table and guarantee to have a roof over their head. When considering the contemporary perceptions of work, it is clear that work affects all aspects of people's lives, not only income and socioeconomic status.

To meet specific needs

There is an old saying that 'money makes the world go around' In Western society, if people do not have money, they cannot basic needs for survival, such as food, water and shelter. Peop meet these basic needs even if they have very little income, b that case, all they can do is survive. In order to support a fami individuals need a stable source of income, which they can att by working. If they do basic work, they will meet their most bas needs, and the more they work, the more they can afford to spend and the more they come to own things. They might be able to do things such as meet more expenses, live in a bigger house, be able to enrol their children in a private school and in sporting teams, go on upmarket holidays, and pay for expensive medical and dental treatment.

Internet activity
Log on to TitanOnline and
complete Activity 9.1 to learn

Figure 9.2:
People need money to meet their basic needs for survival – food, water an

Economic

Many people work for economic reasons. Working involves doing some sorts of task and getting paid for doing them. In the past, to get paid, people usually traded work for produce, but in contemporary Western society, people exchange a service for money. Australia has a national minimum wage, which means employers cannot pay their employees less than that amount. If a job is covered under an award, there are agreed wages set and can be found at www.fairwork.gov.au.

Many people have to work in order to pay off their debts, which can include a mortgage or rental payments, sporting fees or a car loan. They also require money for everyday needs such as food, water, transport, clothing, entertainment, housing and education.

Figure 9.3:
People mostly work to have access to money, so they can pay their bills and ensure that food is on the table.

Value and status

Whereas some people work in order to 'make ends meet', others work in order to gain the prestige that comes from having a good job or having a position that is in the top echelons of an important company or government department. Some people are naturally career driven and enjoy the status that comes with climbing their way up the workplace ladder.

Working can lead to value and status in many ways. First, if a person is the boss of an important company, they are already a more valuable contributor to the company compared with someone who has just started working in it on a part-time basis. Second, in working for a company and earning a specific amount of money, a person might be entitled to specific benefits. For example, a company might have a 'box' reserved at a sporting venue so that whenever a football or soccer match is on, the company's employees get to sit in the box and enjoy VIP treatment and the associated status they have attained by being employed at the company. Alternatively, a person who has to do a substantial amount of work-related travel might get to fly business class and therefore feel more valuable or that they have a higher status.

Learning activity

1. Identify two jobs, and compare and contrast the benefits that could come from that line of work.
2. Describe how work can be a contributing factor in meeting of specific needs.
3. Compare and contrast the needs that people can meet in having paid and unpaid work.
4. Explain how work-related values and status have an impact on how a person perceives work.

The labour force

The 'labour force' is a term that is used to describe the total number of people who are capable of working in a specific area or country. The labour force includes every person who is of working age and is physically and mentally able. However, unemployed people are also part of the labour force, whereas the term 'labour-force participation rate' is used to describe how many of these capable people are actually involved in some sort of work.

Labour force concepts and terms

It is important to understand a variety of key concepts and terms in relation to the labour force, and they are defined in Table 9.3.

Figure 9.4:
Every person who is of working age and is physically and mentally able is considered to be part of the labour force.

Table 9.3: Key labour force terms.

Term	Definition
Labour force	As explored above, the labour force is the number of individuals capable of working within a specific area or country.
Employed	Employed is a term used to group the people who are working into one category. The total number of people employed as at March 2023 was 13,884,400. This was a yearly increase of 3.3 per cent from March 2022.
Unemployed	Unemployed relates to the people that are eligible to work and are considered part of the labour force but do not have a job. The COVID-19 pandemic greatly affected unemployment rates throughout the world. In June 2020, the Australian unemployment rate was 7.4 per cent. Since COVID-19, the unemployment rate has steadily declined to 3.5 per cent as at March 2023.
Employed part time	Employed part time means an individual will work between 20–34 hours each week. The number of part-time employees in March 2023 was 4,135,600 people.
Employed full time	Employed full time means an individual is working 35+ hours per week. In March 2023, Australia's number of full-time employees was 9,748,900 people.
Participation rate	Participation rate relates to the number of people employed who are contributing to the labour force. In March 2023, Australia's participation was 66.7 per cent.

Source: Australian Bureau of Statistics.

Labour force participation across the life span

The labour force includes everyone who is older than 15 and capable of working, whether they are employed or unemployed. Throughout life, individuals will progress through various stages in relation to their participation in the labour force. At 15, most young people will be attending school, meaning they are part of the labour force but might not start to participate in it for a number of years. While young people are studying, they might work either part time or casually for a few years until they have completed their formal education and begin a full-time career. If they decide to get married and start a family, they might take leave from their job. In this case, they are again not actively participating in the labour force. Similarly, individuals might take leave in order to care for an ill family member. They might return to the workforce some time later and continue to work until they retire. At various stages of the lifespan, people will be subject to various patterns of work.

Learning activity

1. Research and identify current labour-force trends in relation to age and gender.
2. Account for the 'labour-force participation' rates that occur across the lifespan. Research the followin
   a. Full-time employm
   b. Unemployment.

Patterns of w

It is not feasible for employe
the same amount of hours
can be employed because
For example, if individuals h
three types of people who v
would be parents who had
students, and people who a
to work a 38-hour week. A
multitude of patterns of wor
will change throughout thei

Full time, part tir and casual

Due to people's commitmer
to work, it is not viable for a
traditional nine-to-five day.
employers negotiate variou
their employees.

Figure 9.5:
Students and people with injuries

Full time

This type of work refers to individuals working a full working week. The definition of full time largely depends on agreements with employers, but the general understanding is eight hours per day, five days per week or the equivalent (40 hours per week).

Part time

This type of work refers to individuals working only a portion of a full working week, usually fixed hours on fixed days equalling less than 40 hours. For example, someone working every Monday, Tuesday and Friday from 10 am to 2 pm would be considered part-time.

Job share

Job share refers to an arrangement between two or more people where the roles and responsibilities of a job are shared. For example, the tasks associated with one full-time position could be split up between two or more individuals who can work part-time as required. Both employees and employers can benefit from job sharing. Employees sharing tasks may have different skills and abilities in completing different tasks. Roles and responsibilities can be split up and performed by the individual with the better skills and abilities related to the task.

Employees can benefit by having more flexibility in their work commitments and being able to manage their work and life balance. Employees may have opportunities to care for children or dependents and communicate and learn from their job-sharing partner/s. The specifications of job-sharing need to be agreed upon by employers and employees to best suit the needs and requirements of all involved parties.

Casual

Casual work refers to a position with no fixed or guaranteed hours. The hours may change on a daily or weekly basis to meet the needs of the employee and/or employer. For example, a university student working as a sales representative may change their hours week-to-week depending upon their study requirements. Alternatively, a business may increase or decrease their casual employees' hours depending on how busy they are.

Statistics suggest there is a larger degree of flexibility for casual employees in comparison with part-time and full-time employees. They often have more input into deciding their starting and finishing times and which days they intend to work.

Figure 9.6:
Full-time veterinarians may be required to work outside of standard business hours.

Figure 9.7:
Young people who work in hospitality are likely to be part-time or casual employees.

Internet activity

Log on to TitanOnline and complete Activity 9.2 to learn more about the types of jobs available in your local area.

Permanent, temporary/contract

The differences between permanent work and temporary or contract work are outlined in the following text.

Permanent

Permanent employment refers to a type of employment that is continuing and systematic. Regardless of the amount of hours worked (whether it is considered full time or part time), the hours and conditions are commonly fixed. For example, a customer service representative working at a supermarket would be considered permanent if they worked the same days and hours per week and performed similar activities during each of their shifts. Individuals employed in permanent positions usually work on a regular and on-going basis to a set roster or agreement. They are often entitled to annual leave and sick leave, calculated in relation to the amount of hours they work.

Permanent employees are usually employed under a contract, where if the employer decides to let the employee go, there is a period of notice.

Temporary/contract

Contract work refers to roles and responsibilities performe[d] individual who offers their skills and services for a set peri[od] of time. Contract work is an alternative to permanent work that individuals can negotiate their work commitments and have more flexibility in their employment. There are variou[s] advantages and disadvantages associated with contract w[ork]. Advantages include more flexibility and higher hourly rates disadvantages include less security for the worker.

Companies choose to employ contract workers to assist w[ith] specific projects or to help in busy times. They are often used to outsource tasks that the company does not have the time or ability to complete. For example, there are a large amount of trained graphic designers who contract their time and skills to complete various design jobs for businesses. For many businesses, they may require only a small amount of graphic design per year, making it impractical to hire a permanent full-time designer. For the designer, they may contract their work to a number of businesses and are able to charge a higher hourly rate than if they were employed permanently.

Temporary work is when an individual works for a period of time, either full time or part time, but this work is only for a set time. This can be evident in schools when teachers go on parental leave and another teacher will wo[rk] a temporary block while the original teacher is away.

Figure 9.8:
Artists and art teachers may be temporary employees or contractors.

Self-employed

'Self-employment' is a term used to describe people who employ themselves. Due to the changing nature of the workplace, self-employment is becoming both more evident in society and more attractive for individuals. People become self-employed when they buy or set up a business or purchase a franchise.

People who are thinking of becoming self-employed have to consider their skills and to ensure that their product/s or service/s is/are in demand. They also need to assess their resources, including their finances, in order to help themselves establish their business.

People can find the prospect of self-employment to be daunting after working for an employer for several or many years, but it can entail plenty of benefits. When they are self-employed, they have more control over their life and can deal with only the customers or clients they want to deal with. At any workplace, both the employers and the employees should be polite to everyone they deal with, but it is often the case that some people are rude and/or hard to work with. Self-employed people, on the other hand, can choose whom they want to work with.

Figure 9.9:
Electricians and other tradespeople are often self-employed by their own business.

Shift work

'Shift workers' are people who work in a non-standard way; for example, they might work extended hours or might work shifts in the evening, at night or in the early morning.

Many businesses and organisations need to operate 24 hours a day and therefore need to have people working various hours. Nurses, police officers and truck drivers, for example, commonly do shift work. People are increasingly being hired to undertake shift work in other industries as well; in retail, for example, shops now have longer opening hours compared with in the past, especially during holiday periods, so owners are hiring more shift workers in that industry.

Concern is increasingly being expressed about how shift work affects people both physically and mentally. Compared with traditional workers, shift workers are generally almost twice as likely to injure themselves on the job. They are also likely to have poorer health because they might have neither the time nor the opportunity to regularly engage in physical activity, might be less inclined to maintain a nutritionally balanced diet and might have only limited social interaction.

Figure 9.10:
People working in emergency services commonly do shift work.

Figure 9.11:
Volunteers are involved in community initiatives and activities such as surf life saving.

Voluntary

An increasing number of people are participating in volunteer work, or voluntary work, which is work a person does of their own accord and is not paid to do. The 2021 Census revealed that 2,933,646 Australians were doing unpaid voluntary work. This was a 19 per cent decrease from 2016.

Source: Australian Bureau of Statistics.

People do volunteer work for a variety of reasons. As mentioned, some people do it in order to meet their needs in relation to having a 'social conscience'. They might volunteer to work for an organisation that addresses and helps solve social problems. Other people might choose to volunteer so they can build social connections, promote various ideas and issues in the community, and undertake activities in order to 'break up their day'. Increasingly, young people are volunteering for organisations and companies they wish to gain a permanent position in. For example, a female student who is wishing to become a journalist might volunteer at a media company she has chosen in an attempt to make a name for herself and/or establish connections in order to commence her career.

Learning activity

Imagine you could afford to do volunteer work for a year. Research some volunteer organisations, and explain what type of work you would involve yourself in for the year and why you would do so.

Seasonal

'Seasonal work' is a term used in relation to jobs that exist at only some times of the year and in only some situations. In relation to the first aspect, various jobs can be undertaken at only specific times of the year; fruit picking, harvesting and planting, for example, can occur only during the times that are specific to the tasks. In relation to the second aspect, a business owner might hire employees during their busiest times; for example, Australian retail-business owners often hire 'Christmas casuals' in order to cope with the hectic nature of the months and weeks leading up to Christmas.

Some people who live in NSW often travel to another area in order to have work during the snow season, where they might establish a contract that lasts for the season – usually between June and September. During summer, a lot more people are employed on an average day at workplaces such as beaches and council pools than in winter; because more people use the services of lifeguards and other staff members at that time of the year, employers need to 'roster on' more employees.

Figure 9.12:
The demand for workers in some jobs increases in a particular season, such as swim teachers in summer.

Working remotely

'Working remotely' is a term used in relation to any type of work that occurs at a place other than a 'normal' workplace. The employee's working hours are often unsupervised, so an individual has to decide how to ensure they are completing set work each day. The job might involve working outside usual business hours, according to when the person is most productive. Because of increased access to the internet and Wi-Fi, people nowadays are finding it easier to share data files allowing employees to work away from the office or remotely and be almost free of any technical or practicality issues.

Working remotely can also involve working in a rural or remote area because the person is having a 'working holiday' or temporarily changing their career. Teachers, for example, might choose to spend one school term working at a remote school .

Others

The various other patterns of work include fly-in fly-out (FIFO) and the gig economy, which are described in the following text.

FIFO

FIFO is an employment method for people who are employed in remote areas. Employees are flown to and from the work site by their employer, so employees do not have to relocate themselves and their families more permanently. FIFO workers are often away for an extended number of days and then return home for a longer break between working periods. For example, a worker may fly out to work for two weeks and then return home for one week.

The days that FIFO workers are rostered on will usually encompass long hours, often a 12-hour shift, and minimal time for recreational activities. This method of employment is often seen in the mining industry. As mines are often a long distance away from towns and communities, people's ability to easily commute to and from work each day is limited and therefore workers are usually required to live on site during their work stints.

The gig economy

The gig economy involves independent contractors, online platform workers, on-call workers and temporary workers. These examples involve employees working for on-demand companies, to provide services to their company's clients. Information and communication technologies and the popularisation of smartphones has allowed companies to target their consumers and provide on-demand services, like food delivery, through flexible work arrangements. This therefore has allowed the gig economy to become more popular in the community.

A well-known example of this type of work is Uber, through their on-demand ride-sharing and food-delivery service. Uber drivers have the convenience of working when it suits them, and consumers have the ease of using their smart phone to have a service specific to their needs.

Figure 9.13:
FIFO workers often employed in the mining industry.

Figure 9.14:
People who work as part of the gig economy may deliver food for companies such as Uber or Deliveroo.

Learning activity

1. Research and list any other patterns of work in the community.
2. Outline each pattern of work and evaluate each one's suitability for people who are at various stages of the lifespan.

Changing work patterns

The make-up of the Australian workforce continues to change. Australians are employed in a number of situations that reflect their roles and responsibilities and their agreements with their employers. Patterns in the workforce are changing and they continue to reflect greater flexibility and increasing diversity in relation to employer–employee arrangements.

Social factors leading to changing work patterns

As mentioned, the make-up of the Australian workforce is continually undergoing change. Various factors lead to the change, ranging from education and training to family circumstances. It is common for Australians to have a variety of jobs or careers across their lifespan. People have a variety of reasons for changing jobs and taking a different career path. Some of the reasons can be controlled, such as when the person has to acquire specific credentials to be able to do the job, whereas many cannot be controlled, such as when a job is made redundant as a result of a technological development.

Education/re-training

On the 'journey' from school to various career paths, people have to learn and study various subjects that are specific to their interests and career aspirations. For example, a young man who is interested in astronomy and geology might study a variety of science-based subjects during his school years. He might then wish to extend his studies and take a course in a university's faculty of science. His course might involve the prerequisite that the person will have studied specific subjects while at secondary school. The young man might then apply for a position that involves the prerequisite that the person will have completed a specific university course.

People's education affects their access to work. People who have a higher level of education are often able to acquire higher-paying positions whereas people who have a lower level of education might lack the knowledge and understanding that are necessary for undertaking specific roles.

It is common for people to study various university or TAFE courses throughout their working life. At various ages, they might have the capacity (resources such as time and money) to study in order to extend their knowledge, change their career or pursue their interests. They might continue working, reduce their working hours and responsibilities or give up work to focus on their studies.

A person's education can affect their ability to work; for example, a student who is studying full time would not be able to hold down a full-time job whereas a student who is studying part time might be able to work full time while completing their studies.

Internet activity

Log on to TitanOnline and complete Activity 9.3 to learn more about alternative patterns of work.

Internet activity

Log on to TitanOnline and complete Activity 9.4 to learn more about different Vocational Education and Training (VET) options.

Technology

Technology has been, and continues to be, a major force that leads to changing patterns of work. Ever since the Industrial Revolution, technological developments have resulted in changes to the way work is undertaken. Three major technological areas that influence patterns of work are computers, automation and robotics, and research and development.

Computers

Computers accept, process, store and output data. In many cases, they have either replaced jobs that people used to do or led to change in various positions because the tasks can be completed more efficiently if a computer is used. Computers are used in most jobs, in one form or another, and it is because of computers that people are able to telecommute and work from home.

Automation/robotics

Technological advances have led to development of a variety of computer-controlled mechanical devices enabling various tasks to be mechanised and automated. For example, in the case of car assembly lines, a variety of automated tools and machines are used to build the cars. Compared with humans, machines are more efficient at doing repetitive or complicated tasks. Automation and robotics are expected to lead the change in how people live; for example, robots are expected to be used to follow instructions and undertake duties as programmed to do so, and two examples of this type of use are vacuum cleaning and driving a car.

Learning activity

1. Create an idea for an automation technology or a robot for making your school life easier.
2. Explain why you need the aid of technology in that area and how the technology would work.

Research and development

In the area of technology, the term 'research and development' is used in relation to acquisition of information
enhance issues associa
development are crucial
groups are constantly de
improve their quality of li
research into methods f

Technology has had a s
way people complete tas
responsibilities. It has al
the workforce in that sor
redundant and a variety
jobs have been created
formerly exist.

Figure 9.15:
Research and development h
to be created that did not exis

Employment/unemployment

A person's ability to change their pattern of work will depend on their level of employment or unemployment.

Levels of employment change as a result of global influences. During the COVID-19 global pandemic, unemployment in Australia rose dramatically as a result of lockdowns and a struggling economy. Australia's unemployment rate was 7.4 per cent in June 2020. Since COVID-19, the unemployment rate has steadily declined to 3.5 per cent as at March 2023.

Source: Australian Bureau of Statistics.

Employed people often have a better chance of securing a position, because of the perceptions associated with their working situation, for example that they are valued employees at their workplace and that they have maintained their position for a specific period. It is often the case that if the job candidate is employed, they are more 'employable' compared with candidates who are unemployed.

If people are unemployed, they might be judged according to their skills and abilities and according to the reasons that they have not decided to have a job or have not been able to keep one. The reasons behind unemployment are diverse, such as that people might have little desire to work, might not be able to find a suitable position, might have been travelling or might have been looking after their children or other dependants. The amount of time they have been unemployed also affects their chances of securing a job. Various government initiatives are aimed at supporting unemployed people, and one example is the Australian Government's Workforce Australia (formerly jobactive), where job seekers are connected with employers to get and keep a job that is specific to their needs and employment interests.

Perceptions of gender

According to traditional views, various jobs were labelled as being suitable for either males or females. For example, men were considered to be better suited to tasks such as building and construction whereas women were considered to be better suited to tasks such as cooking and cleaning.

Throughout Australian history, changes in gender perceptions have led to a breakdown of the barriers that limited women in their work choices. Governments have introduced various policies and laws in an attempt to eradicate sexual discrimination, and one example is the Anti-Discrimination Act (NSW) 1977.

Although discrimination and prejudice have been minimised in comparison to what existed in the past, gender differences continue to be identifiable in many sectors throughout Australia. For example, at many workplaces, exclusive language is still used in association with various jobs and it may be common to refer to workers of both genders as businessmen, tradesmen or firemen, to cite only three examples. In many industries, it is also common for a higher percentage of either males or females to be employed.

Internet activity

Log on to TitanOnline and complete Activity 9.5 to learn more about workplace gender equality.

Average weekly ordinary time cash earnings, full-time adults, 2012–2022
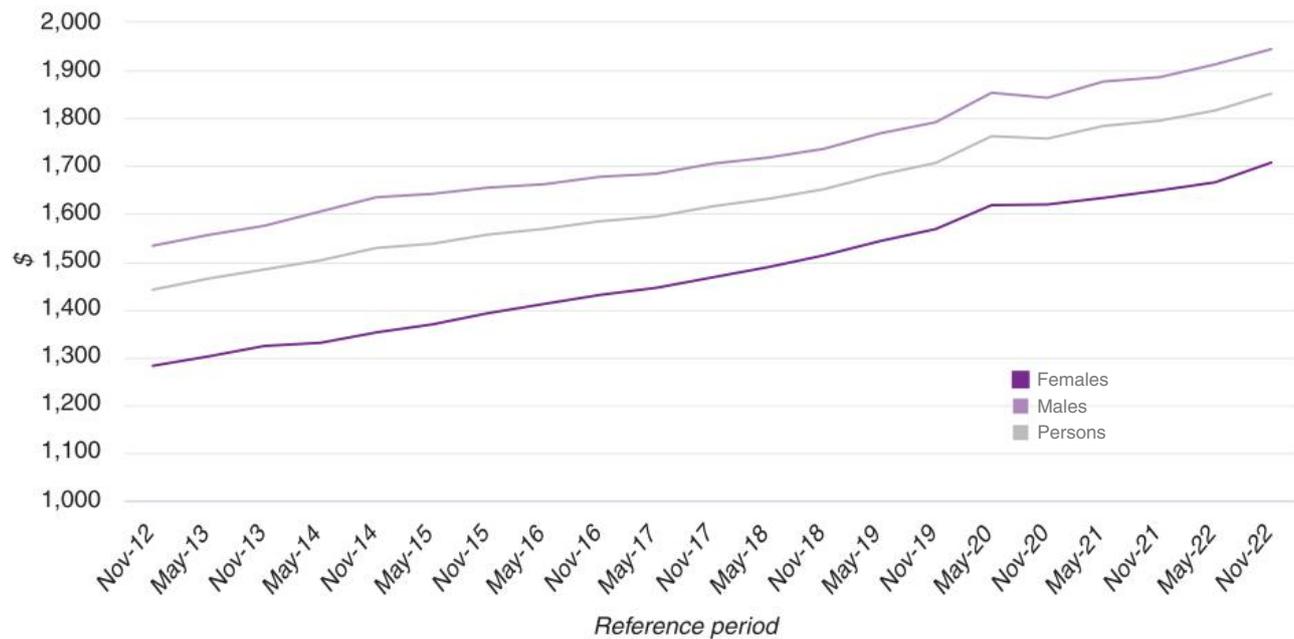
Figure 9.16:
Australian women earn less than men in the majority of employment types and statuses.

Family circumstances

Family circumstances, including structural change, lead to changes in patterns of work. In Australia, the traditional family unit of the nuclear family, in which both parents are living together with their children, is becoming less and less common. A variety of family structures are emerging, such as the blended family, the childless family, the communal family, the extended family, a same-sex couple and a sole-parent family.

Opportunities for work and access to it vary according to the structure of a person's family. For example, both partners in a childless family might be able to work full time, concentrate on their jobs, and work towards advancing in their careers. Conversely, the parent in a sole-parent family might have to work in order to meet their needs and the needs of their dependant/s. Single parents might be able to work only specific hours or days because they are committed to caring for their child/ren and are therefore limited in their work options, they might not be able to undertake the roles and responsibilities a full-time position entails.

A family's circumstances at any given time can also affect its members' patterns of work. For example, a blended family might be economically sound enough for one or both of the parents to be able to not work.

Conversely, the parents in an extended family might be able to rely on one or more of their family members to support and care for their child/ren while they advance in their careers. However, circumstances often change whereby the working pattern is altered. For example, the extended-family parents might not be able to rely on their ageing parents to continue caring for the child/ren because the grandparents become ill or frail, and the parents might have to restructure their work commitments accordingly, such as when they are forced to give up full-time work.

Government policy

National governments are responsible for addressing and managing a country's economy. Their decisions about the society they lead can result in either a decrease or an increase in the job opportunities that exist in the various sectors. For example, by way of the Federal Budget, the Australian Government often commits to building new infrastructure, including roads, railway stations and hospitals. Obviously, development, structuring and ongoing management and operation of any new infrastructure lead to multiple jobs. For example, engineers will be employed to design roads, railways and hospitals, and tradespeople will be employed to build and construct buildings and their associated structures. The government's decisions can affect the people's patterns of work in various situations. For example, Australians' retirement age has been raised and people are forced to work longer and families might have to work longer because cuts have been made to family tax benefits.

Following is a list of government-based employment services and each service's website:

- **APS Jobs:** www.apsjobs.gov.au
- **The Australian Apprenticeships Job Pathways Service:** www.aapathways.com.au
- **Centrelink:** www.servicesaustralia.gov.au/individuals/centrelink
- **Department of Education, Skills and Employment:** www.employment.gov.au/employment
- **Fair Work Ombudsman:** www.fairwork.gov.au

Economics

Patterns of work are very much influenced by economic factors in relation to both the national economy and the global economy. The economic status of a country or of the world can influence levels of employment.

The COVID-19 global pandemic dramatically affected unemployment rates around the world. With closure of national and interstate borders, lockdowns of communities, social-distancing restrictions and a lack of global trade, the Australian economy suffered significantly. As a consequence, businesses had to close as customers weren't investing or spending their money, and employers stopped hiring new staff.

In 2020, Australia had just over 13 million employees in mid-March, which drastically decreased by mid-April. Within weeks of the introduction of COVID-19 restrictions on March 30, up to 780,000 people had lost their jobs. The restrictions particularly affected services and venues such as pubs, clubs, gyms, cinemas and beauty salons. The job losses continued for months; as people were urged to work from home, businesses lost their regular consumer interest. In July 2020, more than 1,000,000 Australians were unemployed. Many employees were not reinstated as businesses started to return to normal operation in the latter half of 2020.

As an economy's health suffers as a result of internal and external influences, anxiety and unrest erupt throughout society because people become fearful about how the economy will have an impact on their working life.

Learning activity
Explain the social factors that led to changing work patterns during the COVID-19 pandemic.

Figure 9.17:
Workers have rights and responsibilities to ensure they are safe and supported at work.

Structures that support individuals in the workplace

Most Australians attend a workplace, so numerous structures are designed to support them there. The support structures are designed to support both the employer and the employee and to be accompanied with a set of guidelines for correct and ethical conduct at the workplace. If workers did not have this type of support, conflicts would recur at the workplace and would often not be settled fairly or to a specified standard because there would be no neutral external body to listen to the conflicting points of view. These structures include conditions and support bodies that encompass rights and responsibilities, legislation, work conditions, trade unions, flexible work patterns and practices, workplace culture, and leave entitlements.

Rights and responsibilities

In relation to all aspects of work, employers and employees make various agreements in which specific conditions and entitlements are set out. The laws that affect Australian workers' rights and responsibilities are continually being changed. Both employees and employers have rights and responsibilities in relation to pay, working conditions and various entitlements.

Employees

As in any relationship between two parties, an employee has rights and responsibilities in relation to their employer, their fellow employees and the enterprise they are working for. The nature of workplaces differs dramatically throughout Australia, so the rights and responsibilities vary as well, some general rights and responsibilities are applicable to all employees, and are outlined in Table 9.4.

Internet activity

Log on to TitanOnline and complete Activity 9.6 to learn more about terminating a worker's employment.

Table 9.4: Employee rights and responsibilities.

Rights	Responsibilities
• Safe working conditions • Paid for the hours they work and at the minimum wage, at least • Be treated equally and fairly without being discriminated against • Free of abuse from employer and other employees (verbal, physical, cyber, psychological or emotional) • Details in employment contract to be upheld • To be dismissed fairly and to challenge unfair dismissal	• Work agreed number of hours each week • Attend shifts on time and stay till the completion of their shift • Complete designated work in a safe manner • Be respectful to employer and employees and to not discriminate.

Employers

Employers also have numerous rights and responsibilities, which are outlined in Table 9.5.

Table 9.5: Employer rights and responsibilities.

Rights	Responsibilities
• Insist on employees following safe working conditions within the workplace • Free of abuse from employees (verbal, physical, cyber, psychological or emotional) • To be able to terminate workers (fairly) • Have employees who follow agreements set out in their contract	• Treat all employees fairly, equally and free from discrimination • Pay all workers at least the minimum wage • Keep records of workers' hours and any incident that may occur in the workplace

Learning activity

Explain the importance of rights and responsibilities at the workplace.

Workplace structures

Australian employees' and employers' rights and responsibilities are protected and supported by a variety of workplace structures, which as mentioned entail an unbiased, third-party position, with any issues arising at the workplace being eliminated or minimised.

Legislation

Health and safety

People have the right to be protected in their work environment. Australian employees' health and safety are supported by way of an initiative entitled Work Health and Safety 2011. Employers are obliged to comply with the legal requirements associated with health and safety, such as to provide safe premises and systems of work.

Internet activity

Log on to TitanOnline and complete Activity 9.7 to learn more about Workplace Health and Safety legislation.

SafeWork NSW is responsible for ensuring that workplaces located throughout NSW are safe. Work Health and Safety 2011 contains an outline of employers' obligations in relation to providing a workplace at which workers can remain safe and healthy.

Any work environment entails a variety of hazards that can potentially result in damage or harm to people. It is crucial that employers identify hazards, assess the risk involved and work towards managing or controlling the potential for harm. For example, any computer cords that are placed along a floor could cause a person to trip or, in a worst-case scenario, to be the victim of an electric shock. The employer would need to identify that hazard and find ways to manage its potential for harm by doing something such as taping the cords down, lifting the carpet and placing the cords underneath it or hiring a licensed electrician to find an alternative solution.

Equal employment opportunity

Each of Australia's six states and two territories has 'equal employment opportunity' (EEO) legislation in which the illegalities associated with discrimination at the workplace are outlined.

Business owners throughout Australia follow the principles associated with equal employment. The purpose of EEO laws is to ensure that people have equal access to opportunities for employment. Business owners who consider themselves to be EEO employers follow anti-discrimination laws and promote equal employment for everyone employed at the workplace. Under NSW laws, employers are required to keep statistics about their employees and the barriers and/or opportunities the employers face in relation to having various people join the employers' business.

Learning activity

Role play a scenario in which the key concepts of 'equal employment opportunity' are not being applied.

Work conditions

At the workplace, employees and employers are supported in relation to their rights and responsibilities by way of various initiatives such as 'awards' and procedures for addressing discrimination and grievances.

Awards

These are federal or state/territory documents that contain job details, such as rate of pay, work hours and leave entitlements. Organisations develop them by undertaking an application process. One example of an award is the Shop Employees (State) Award, which many retail employees are 'covered' under. The award contains conditions such as the ones listed as follows:

Internet activity

Log on to TitanOnline and complete Activity 9.8 to learn more about employment awards in NSW.

- Wages should be paid weekly and not on a Friday, Saturday or Sunday.
- Part-time employees should not work fewer than 12 hours per week or more than 30 hours per week.
- All ordinary hours that full-time and part-time employees work on Saturdays are to be paid for at the rate of 'time and a quarter'.
- All ordinary hours that employees work on Sundays, in a shop that can lawfully trade, are to be paid at the rate of 'time and a half'.
- Employees who work more than four ordinary hours on any day are to be allowed to have a 10-minute pause in order to rest. A rest pause is to be counted and paid for as time worked.
- Employees who work more than five hours on any day are to be allowed both a 10-minute rest pause of and a one-hour meal break, or, provided an employer–employee agreement exists, a 30-minute meal break.

As outlined, the purpose of awards is to protect employees' rights and enforce workplace structures for supporting employees' wellbeing. For example, employees who work a specific number of hours in one shift are assured of being given an adequate break so they can support their wellbeing.

Grievance procedures

These exist in relation to the systems that organisations have in place for dealing with workplace grievances that stem from matters such as disagreements, complaints and unfair treatment. It is inevitable that conflict will occur at workplaces, so the purpose of having a grievance procedure is to aid support of conflict management and promote all employees' wellbeing. It is important that conflict and grievance be dealt with by way of addressing the situation sensitively so that objectivity and confidentiality are ensured. The parties involved have to be fair in how they approach the situation, and a mediating third party (mediator) is often used because they will be impartial in relation to the problem at hand.

Learning activity

Create a grievance procedure that would be realistic and effective for a small business that employs mainly casual staff.

Figure 9.18:
Trade unions negotiate with employers in order to improve conditions for employees.

Trade unions

Trade unions consist of workers who have joined together in order to bargain and negotiate with employers in relation to work conditions. Australian workers are represented by the Australian Council of Trade Unions (ACTU). Trade unions have the power to force change by negotiating with employers and government representatives and coming to an agreement with them.

Internet activity

Log on to TitanOnline and complete Activity 9.9 to learn more about trade unions.

Trade unions have brought about substantial change at Australian workplaces. Throughout the decades, especially during the 20th century, they have been bargaining and negotiating wage increases and addressing issues in relation to WHS and employee entitlements, including superannuation.

In NSW, an example of a powerful trade union is the NSW Teachers Federation, which is a registered trade union that represents public-school teachers throughout Australia. Teachers Federation representatives often bargain and negotiate, usually with the Federal Education Minister, in relation to teachers' salaries and working conditions. Trade unions can participate in various types of industrial action, including strikes, 'go slow' (workers slow production down) or 'work to rule' (workers do no more than the minimum amount of work). Teachers Federation members sometimes participate in 'work stoppages' where they do not teach for a morning, an afternoon or an entire day.

Flexible work patterns and practices

In the past, most workers followed a traditional pattern of working from 9 am to 5 pm from Monday to Friday. Nowadays, however, that trend has diminished and a vast proportion of employers come to an agreement with their employees in relation to the employees' work requirements and are more ready to accept that some employees cannot work the traditional business-week hours.

One common trend is that employees work longer hours, such as 10 hours per day, and therefore have more days off work. Some hospitality and retail workers are required to work weekends and might therefore have days off during the week. Some employees might do shift work and have their shifts changed weekly.

Figure 9.19:
Real estate agents often have flexible work hours, as they may need to show properties at night or on weekends.

Depending on an employee's choices and commitments, their work can be split up and undertaken in a variety of situations. For example, as mentioned, introduction of working remotely, telecommuting and working from home have led to greater flexibility at the workplaces and evolution of varying patterns of work and work practices. Employees can now participate in collaborative tasks without meeting anyone from their team, because they are able to use software that did not exist until about 15 years ago.

Employees are choosing to negotiate flexible patterns of work for a variety of reasons. They might wish to approach their role by working longer periods so they can complete their tasks more quickly or by working shorter periods so they can have time for social interaction. Essentially, all the reasons stem from employees' desire to balance the various aspects of their life and to support and enhance their wellbeing.

As a result of the increase in job-share roles, employees who have other commitments which prevents them from working full time or part time can nevertheless be employed. For example, parents or carers might be able to work only two days a week and might therefore decide to share the week with another employee who works the other three days.

Internet activity
Log on to TitanOnline and complete Activity 9.10 to learn more about employment services for people with disability.

Learning activity
Make a list of careers in which job sharing is common.

Workplace culture

The culture of the workforce continues to develop and change. The make-up of the workforce that existed decades ago was very different in relation to the values, opinions, opportunities and support that are offered at many contemporary workplaces. For example, historically, women were often expected to leave work shortly before having a baby and to not work for an extended period following the birth, so they could care for the infant and raise them as they developed. A new mother found it impossible to work if she had no one to support her in caring for her children while she was absent.

The make-up of workplaces is changing so that mothers can be supported and have more opportunities to work and advance in their career. Many organisations provide a childcare facility in which children are cared for while their parent or carer is working. For example, St George Bank offers an on-site childcare centre at its head office, as well as a range of other family benefits such as paid parental leave, flexible lifestyle leave and domestic violence support leave.

Another contemporary trend is that employers are hiring workers with physical and/or intellectual disability. There are many ways in which people with disability benefit from working, such as an improved sense of wellbeing and feelings of independence and empowerment. Businesses also benefit in various ways, such as in having increased diversity and productivity.

Bendigo and Adelaide Bank is one example of a business in which people with disability are employed. The company joined the Australian Network on Disability (AND) in 2017, and developed the Access and Inclusion Plan 2020–2022 in partnership with AND that outlines how the company plans to increase diversity within its workforce. Strategies outlined include recruitment messaging that is inclusive of candidates with disability and policies that ensure evacuation procedures consider the individual requirements of employees with disability.

As a result of Australia's broadening cultural diversity, it is not uncommon for the average workplace to be made up of people who have very different religious views. To cater for this development, many employers are now incorporating prayer rooms in the work space so that Muslim employees are able to stop working in order pray at specific times of the day. People of all religions benefit from having a workplace room in which to practise their faith without having to do so in front of their colleagues.

Workplaces also often have a kitchen for the employees to use in order to store or make their food. Due to the cultural diversity that is evident at many workplaces, kitchen and kiosk workers at the workplace should remain mindful of the customs followed in various cultures and religions and therefore refrain from selling specific foods at specific times of the year.

Internet activity

Log on to TitanOnline and complete Activity 9.11 to learn more about accredited training courses.

Figure 9.20:
Companies aspire to have a positive workplace culture.

Leave entitlements

Part-time and full-time workers are entitled to periods of leave, which includes personal leave, annual leave, parental/carers' leave and long-service leave. According to the Fair Work Ombudsman, the National Employment Standards encompass 10 entitlements, which are defined in Table 9.6.

Internet activity

Log on to TitanOnline and complete Activity 9.12 to learn more about leave entitlements.

Table 9.6: National employment standards.

Entitlement	Definition
Fair Work Information Statement	Employers have to give the Fair Work Information Statement to all employees.
Maximum weekly hours of work	38 hours per week, plus reasonable additional hours.
Requests for flexible working arrangements	Some employees have the right to ask for flexible working arrangements which can only be refused for certain reasons.
Parental leave and related entitlements	Up to 12 months unpaid leave, the right to ask for an extra 12 months unpaid leave and other types of maternity, paternity and adoption leave.
Annual leave	Four weeks paid leave per year, plus an extra week for some shift workers.
Personal/carer's leave and compassionate leave	10 days paid personal (sick)/carer's leave, two days unpaid carer's leave and two days compassionate leave (unpaid for casuals) as needed.
Community service leave	Up to 10 days paid leave for jury service (after 10 days unpaid) and unpaid leave for voluntary emergency work.
Long service leave	Entitlements are carried over from pre-modern awards or from state legislation.
Public holidays	Paid days off on public holidays unless it's reasonable to ask the employee to work.
Notice of termination and redundancy pay	Up to four weeks notice of termination (plus an extra week if the employee is 45 and has been in the job for at least two years) and up to 16 weeks redundancy pay.

Source: Australian Government Fair Work Ombudsman.

Learning activity

1. Explain the conflict that might arise if a workplace does not consider employees' cultural differences.

2. Analyse how workplace structures are used to support employers' and employees' rights and responsibilities and how the rights and responsibilities can affect:
   - the employer's and employees' wellbeing at the workplace
   - the efficiency of work practices.

3. Examine the extent to which equal access to work entitlements for females and males can be provided at the workplace.

Maintaining work a life balance

It is important to maintain a balance between wor aspects and commitments in life. Dedicating too r aspect of life sees other areas suffer. For example with friends because people are working too hard fired from their job if they are socialising too much work seriously.

A number of strategies or techniques can be used achieve a good and realistic balance between the areas of life. In using these strategies and technic people adopt individual roles in relation to meetin personal commitments and pursuing their interest In addition, people use resources and access sup they can manage their multiple roles.

Family members often have to 'multi-task' in orde meet both their fellow family members' needs and own needs. They have to manage their resources control their work commitments and responsibiliti as their family circumstances change. Employees increasingly being supported at the workplace so can better manage expectations in relation to both their work and their family.

Figure 9.21:
Maintaining a work and life balance is important for a perso

Individual roles

Individuals need to plan and establish ways to stay involved in activities in relation to imperatives such as work, leadership, parenting or caring, volunteering, religion and recreation. It is important to maintain a balanced life to maintain a healthy outlook and positive wellbeing.

Personal commitments and interests

Everyone has to meet multiple commitments throughout their working life, so it is essential to know how to balance and manage commitments and interests to continue to have a fulfilling life without work overload. The average person will have to balance their working life in relation to their leadership roles, parenting and/or caring, volunteering, religion, recreation, study and hobbies, as outlined in Table 9.7.

Table 9.7: Personal commitments and interests.

Role	Explanation
Work	Work involves undertaking a task in order to reach a specific goal. People work to make money to support ourselves and other people. For example, people need to buy food, pay bills and meet the extra expenses involved in doing something such as going on holidays. There are many types of work in relation to the career path an individual might choose, and there are also-various patterns of work, e.g. full-time, part-time, casual and job share.
Leadership	Leadership is defined as any role that involves an individual or individuals taking a managerial position where they give direction to others. There are numerous areas of life that will require an individual to take on a leadership role. Some of these include leadership positions within the workplace, sporting leadership, leadership roles in hobby groups, leadership in relation to an individual's child, e.g. being the coach/manager/scorer of their child's soccer team.
Parenting	Being a parent involves being responsible for another individual's wellbeing. It is a full-time, permanent commitment and most parents and carers have to work to support their family. Parenting involves tasks such as providing food, shelter and affection, educating, disciplining, involving children in extracurricular activities and so on. It is important to balance working commitments with parenting roles so that the child is given the best possible upbringing.
Caring	Caring involves being responsible for another individual who may not be able to do so themselves. Individuals who need a carer are often dependent on that carer and so careful consideration needs to be made to ensure an appropriate balance between caring and work can be established. The roles of a carer may include taking an individual to the doctor, to do their shopping, stimulating them mentally, driving for them and so on.

Table 9.7: Personal commitments and interests.   *(continued)*

Role	Explanation
Volunteering	Volunteering relates to the act of doing a certain job or task without getting any material benefit from doing so. There are numerous areas an individual may choose to volunteer in, including within the workplace and outside of the workplace. Examples of volunteering could include volunteering to drive in a carpool situation, volunteering to pick up lunch for fellow employees, volunteering at a child's school canteen or volunteering to coach on the weekend.
Religion	Religion concerns the faith one follows, or an individual's belief system. It is important to balance one's religion with their working life. Work can impact on an individual's faith both positively and negatively. For example, as discussed above, workplaces may have a prayer room where employees can take time out to worship or pray. Other workplaces may be against discussing religion and may not be accepting of prayer time or certain events in the religious calendar including traditions like Christmas and Ramadan.
Recreation	Recreation involves any activity an individual participates in for enjoyment. If a person is always working and does not have time for recreational activities, they may become stressed and start to lack fulfilment in their everyday life. It is important to have a good balance between work commitments and recreational activities.
Studying	Studying relates to taking time out to rehearse or learn certain content. Studying is often done before some sort of assessment. Individuals may study for a variety of different things including their HSC, a driving test or a job interview. It is important, especially for young people to balance casual work with their studies. If a person works too much and neglects their study they may perform poorly in their assessment.
Hobbies	Hobbies are similar to recreation activities and include any interest an individual has that they enjoy doing in their spare time. It is important to have a good balance between work and hobbies. Some individuals decide to have a career in a field that corresponds with their hobbies, that way working becomes more enjoyable. For example an individual who has a hobby of painting may choose a career as an art teacher.

It is not unusual for personal commitments and interests to overlap. For example, in being a parent or carer, individuals might take on a specific leadership or voluntary position, or they might develop a hobby because of what they are studying or because of their religion.

Learning activity

Survey a range of people in order to determine the range of the roles they undertake away from their workplace. Correlate the results, and present them in a graph.

Individual strategies for managing multiple roles

Individuals can adopt the following strategies in order to adopt multiple roles to better manage their personal commitments and interests: negotiation and sharing of roles, management of resources, use of technology, accessing of support and using workplace structures, all of which are outlined as follows.

Negotiation and sharing roles

Family members need to negotiate and share their roles in order to both meet all the members' needs and ensure that the family is functioning effectively as a whole. They need to negotiate how they can balance their work and other commitments as well as parenting and caring roles and the tasks associated with them, such as cooking and cleaning.

The roles and responsibilities entailed in family life have to be shared among family members who are both able and willing to complete various tasks. For example, a father and mother might take on specific roles to ensure that their family keeps running smoothly.

As dependants become older, they might be able to take over roles that other family members have been fulfilling. For example, parents might give an older child a chore, such as vacuuming, that they no longer have to do. They might require an adolescent child to cook dinner sometimes or care for their younger siblings so the parents can meet their various work commitments. As adolescents start to be able to look after themselves, their parents or carers might have to work longer hours. As dependants finish their studies and enter the workforce, they might contribute to the family income by paying 'board' – a payment to cover rent and/or living expenses – or paying various household bills.

As identified, family members can negotiate and share their roles and responsibilities. As any members' circumstances change, everyone can assess and re-assign the various roles together.

Figure 9.22:
Parents need to negotiate how they can balance their work and other commitments as well as their parenting and caring role.

Figure 9.23:
Informal support from grandparents can help working parents meet their responsibilities.

Internet activity

Log on to TitanOnline and complete Activity 9.13 to learn more about how to juggle multiple roles.

Learning activity

Create a scenario in which two people are failing to negotiate and share their roles. Then swap with a partner and create a solution for their scenario.

Managing resources

Family members are often subject to multiple role expectations because they have to undertake various family-associated tasks in order to meet everyone's needs and enhance everyone's wellbeing. To effectively manage multiple role expectations, family members need to prioritise their responsibilities. They might find it impossible to meet all their responsibilities in one day or even one week, so they need to prioritise each task according to its level of importance and to balance each family members' daily-life needs.

In relation to time, parents or carers need to delegate various tasks and responsibilities to various family members. There has to be a division of labour within the family unit, whereby roles and responsibilities are separated into various categories or tasks that various family members can take on.

As discussed, the roles and tasks have to be negotiated and shared so they are undertaken and completed within the time available. For example, after school one afternoon each week, the mother might have to work late, the father might have to take one child to sports training, and the eldest child might have to do some laundry and prepare dinner for the family. If the necessary tasks are not delegated, one family member would not be able to complete it all within the required timeframe.

In relation to technology, families might be able to purchase and use a number of labour-saving devices and assistive household technologies in order to manage their family roles. For example, they might use a clothes dryer to dry their clothes rather than hang them on an outdoor clothesline, or they might use a rice cooker to cook their rice rather than have to spend time stirring and monitoring the rice as it is being cooked on the stove top. The main purposes of the multitude of technologies that are now available are to make family members' roles and responsibilities easier to undertake and to free up the members' time for work- or leisure-related activities.

In relation to minimisation of family members' responsibilities, a common trend is to eat out or purchase takeaway food. During the week, a family might eat out or consume fast food for a combination of reasons, including that the parents or carers have work commitments or they might have to work late and are therefore unable to prepare the evening meal. The parents may also need a rest from their hectic schedule. and might therefore decide to have a night off from cooking. Another trend is to purchase and prepare the pre-packaged or instant foods that are available at supermarkets. Time-poor parents or carers might purchase a frozen meal or an ready-made product, such as two-minute noodles or 90-second rice, because their work commitments are having an impact on their ability to meet their family responsibilities.

Parents and carers also need to use support networks in order to meet the multiple role expectations that are placed on them. When necessary, they might call on a family friend or a fellow family member to help out by doing something such as picking up the children from school, caring for them and taking them to sports training or tutoring. Parents and carers often use formal support networks by, for example, hiring a cleaner or outsourcing their washing and ironing to local businesses.

Using technology

Using technology is a very efficient way to manage multiple roles. Technologies have been designed to make completion of tasks easier, quicker and more efficient. Individuals use all sorts of technologies to make every aspect of life more efficient so they have more time to complete other tasks. For example, the present-day method that is used to boil water – boiling the water in a kettle – is much faster than the methods people had to use a century ago.

Because of that simple technological advance, people need much less time to complete the activity of boiling water and are able to spend the time doing something else that is either more important or more urgent. A mother, for example, might use her phone calendar to type up all the family members' commitments for the coming week. When one family member has a commitment to keep, the mother might use her phone to send the family member an alarm sound to remind them to stop what they are doing and head to the other appointment or engagement. If people had to wash all their clothes by hand they would have to spend a lot of time doing their washing. As a result of the invention of the washing machine, people no longer have to undertake that type of work. They can save both time and energy and go on to do something else, such as finish an assignment, take a work conference call or complete an online quiz for their university studies.

> **Internet activity**
> Log on to TitanOnline and complete Activity 9.14 to learn more about technology in the workplace.

Accessing support

Individuals as well as families need to use support networks in order to meet the multiple role expectations that are placed on them. They might choose to use formal and/or informal support. Three examples of formal-support providers are day-care centres, speech pathologists and after-school care centres.

Informal support might include calling on family members and friends to help when necessary by doing something such as picking up the children from school, caring for them and taking them to sports training or tutoring. Many parents and carers use formal-support networks by doing things such as hiring a cleaner or outsourcing their washing and ironing to local businesses.

Using workplace structures

Many workplace initiatives have been put in place in order to help employees manage their multiple roles. Some employees might not even know what services exist at their workplace because they have never had to access them. As discussed, the head office of St George Bank includes a childcare centre for staff members to use. Larger workplaces, especially occupations that potentially involve dealing with stressful situations such as nursing, teaching and law enforcement, may have the resources to employ a staff counsellor for employees to access. Employees are encouraged to access these resources if they are suffering from work-related or personal stress. Many people find it feasible to work because they can access this type of help at their workplace.

> **Learning activity**
> Devise a range of strategies that can be used to effectively manage a position that involves multiple role expectations. Use examples to illustrate your knowledge.

Figure 9.24:
Youth employment can include different jobs with a range of casual, part-time and full-time employment.

Youth employment

'Youth employment' is a term used to categorise young people who are between approximately 15 and 24 years of age and are in the workforce. The youth unemployment rate is the number of young unemployed people expressed as a proportion of the labour force. Australia's youth unemployment rate as at March 2023 was 7.8 per cent. There has been a steady decline in youth unemployment from the peak of 16.4 percent in June 2020, due to the COVID-19 pandemic.

Source: Australian Bureau of Statistics.

Bearing this statistic in mind, it is clear how important it is that young Australians acquire specific skills to help themselves both attain and retain a job.

Issues that impact on youth employment

A number of issues have an impact on employment of people who fall within any age bracket. Specific issues become evident when exploring young people's employment, because of the nature and inexperience of young people as a group and the issues they therefore face at the workplace.

Personal management skills required in the workplace

All workplaces require employees to have specific sets of skills. Often these skills are developed through maturing within a company and past experiences as an employee. However young people often do not have very much past experience because they have not been in the labour force for a long period of time. Personal manage skills required within most workplaces include:

- being on time
- getting work done within timeframes
- knowing when to make changes to plans if it is not feasible/no longer working
- managing and dealing with conflict

- knowing how to negotiate
- managing data and files into logical sequences
- being responsible for one's tools and equipment.

Steps taken to prepare and plan for a career

There are numerous steps a young person can take to prepare and plan for a career.

- Studying and applying oneself through school and further education will allow them to get better marks and be closer to attaining their dream job.
- Brainstorming what things a person is interested in and working out what careers match up with these interests.
- Ask people in the field, whether it is family/friends or through an online forum or group, to gauge what other people in the career did to get to where they are.
- Consider their online profile. If applying for a job an individual should really consider how the social media sites make them look to the prospective employer. Photos of someone always out late and statuses that are not suitable such as statuses implying illegal activities are not ideal when applying for a job.

Predominant patterns of work of young people

Due to the nature of this group, there are some predominant work patterns prevalent.

- A lot of young people are undertaking full or part time study and often their type of employment is part-time or casual.
- Job may be only temporary – may be working full time in school, TAFE or university holidays and have to resign when study resumes.
- Could often been seen as a job rather than a career – due to lack of experience/skills, the workplace youth are involved in may not be the workplace they want to have a career in. Many young people work in retail or hospitality but do not see that as their career, but rather a means to receive an income whilst they are studying.

Figure 9.25:
Young people can develop knowledge and skills to help them enter the workforce through the education system.

Rights and responsibilities of young people in the workplace

All individuals have rights and responsibilities within the workplace. Due to the nature of this group and the duty of care, their rights should be considered but it is often this group whose rights are ignored. Young people have a right to:

- receive at least the minimum wage
- an explanation of any awards applicable to them in the workplace
- a safe working environment, free from threat of injury or any form of abuse
- reasonable working hours
- take time off providing they give enough notice without feeling threatened that they will lose their job (casual workers).

Young employees have very similar responsibilities to any other group of employees.

- Arrive at work on time and stay until their shift has finished.
- Give enough notice when they cannot complete a shift.
- Do the work set out for them.
- Listen to and treat employer and other employees fairly and with respect.

Figure 9.26:
Young people have the right to a safe working environment, free from threat of injury or abuse.

Internet activity

Log on to TitanOnline and complete Activity 9.15 to learn more how a person's digital footprint can affect their working environment.

Learning activity

Undertake a case study of the issue of youth unemployment. In your case study investigate the following issues:

- Factors that contribute to youth unemployment
- The term 'generational unemployment' and its impact on youth unemployment
- Strategies for a young person who is trying to optimise their employment prospects
- The health impacts associated with long term unemployment.

Revision questions

1. Interview someone from the Baby Boomer generation and someone from Generation Z in order to compare and contrast their definitions and understanding of work.

2. Predict how the contemporary definition of work might change as technology continues to be developed.

3. Outline each of the patterns of work, and evaluate their suitability for young people.

4. Distinguish between paid and unpaid work. Identify the benefits that people gain from doing paid and unpaid work.

5. Outline the various patterns of work, and use ABS statistics to identify the trends that are occurring in Australia's workforce.

6. Outline a range of jobs that your family members and friends participate in. Explain how the value and status associated with the roles differ. Justify your response.

7. Assess how gender affects the nature of work, for example in relation to the differences that exist between men's and women's paid and unpaid work.

8. Explain how patterns of work are being affected by technology and specifically computers, automation and robotics, and research and development.

9. Predict how gender perceptions will have an impact on patterns of work in the future.

10. Compare and contrast the needs that are met by way of various types of work.

11. Explain how values and work status have an impact on how a person perceives work.

12. Outline how work can be a contributing factor in meeting of specific needs.

13. Predict the government's role in addressing the rise in unemployment as a result of the Global Financial Crisis.

14. Research a major Australian business, and examine how various groups in society are provided with equal access in relation to working with the business.

15. Outline how education, re-training and technology result in changes to patterns of work.

16. Describe the advantages and disadvantages of flexible patterns of work for employers and employees.

17. Identify the range of regulations and entitlements that are applicable for employees and employers.

18. Explain the importance of having rights and responsibilities at the workplace.

19. Explain a range of leave entitlements a full-time employee is entitled to.

Preparing for the Higher School Certificate

This section of the textbook presents a range of skills and strategies that can be utilised when preparing for the HSC. It covers note-taking skills, provides an example of a study timetable, discusses memorisation techniques, exam preparation, stress management and outlines how to manage the dynamic components of health – skills and strategies that can be utilised when preparing for the

Figure 10.1:
A range of skills and strategies are essential for HSC success.

Study skills

Many students may feel overwhelmed by the studying process, especially throughout senior high school and when preparing for the HSC. There are a variety of activities individuals can perform to support their revision and get the most out of the studying process.

Note-taking skills

As students learn the various concepts and ideas associated with a particular subject, it is beneficial to take notes and summarise information. Notes need to be legible and meaningful, so when they are revisited at a later date, they can easily be read and understood.

Notes are also more effective if they are concise. A common practice is to take notes, then rewrite the notes, condensing them based on crucial content. For example, when note taking or summarising information on the styles of parenting your first set of notes may read:

- **Authoritarian:** this style of parenting is based on control. Parents using this approach usually have structure to their parenting with rules and regulations they enforce on their children. Often communication is closed.
- **Democratic:** this style of parenting relates to the authoritarian style in that parents control their children by exerting their authority. It differs as parents act assertively, i.e. communicate strongly but effectively.
- **Permissive/indulgent:** this style is a 'hands-off' method of parenting. Like laissez-faire leaders, permissive parents have a relaxed and laid-back approach to parenting. Children are forced to develop independence and a sense of identity to function.
- **Negligent:** this style relates to detached and unconcerned parents. Negligent parents have little commitment to looking after their children.

After you have become familiar with the content, you may rewrite your notes, condensing the information further, such as:

- **Authoritarian:** based on control, communication is often closed.
- **Democratic:** authoritarian style, parents exert their authority, but assertively.
- **Permissive/indulgent:** 'hands-off' method, relaxed and laid-back approach.
- **Negligent:** detached and unconcerned, little commitment.

Figure 10.2:
Notes should be summarised for crucial content.
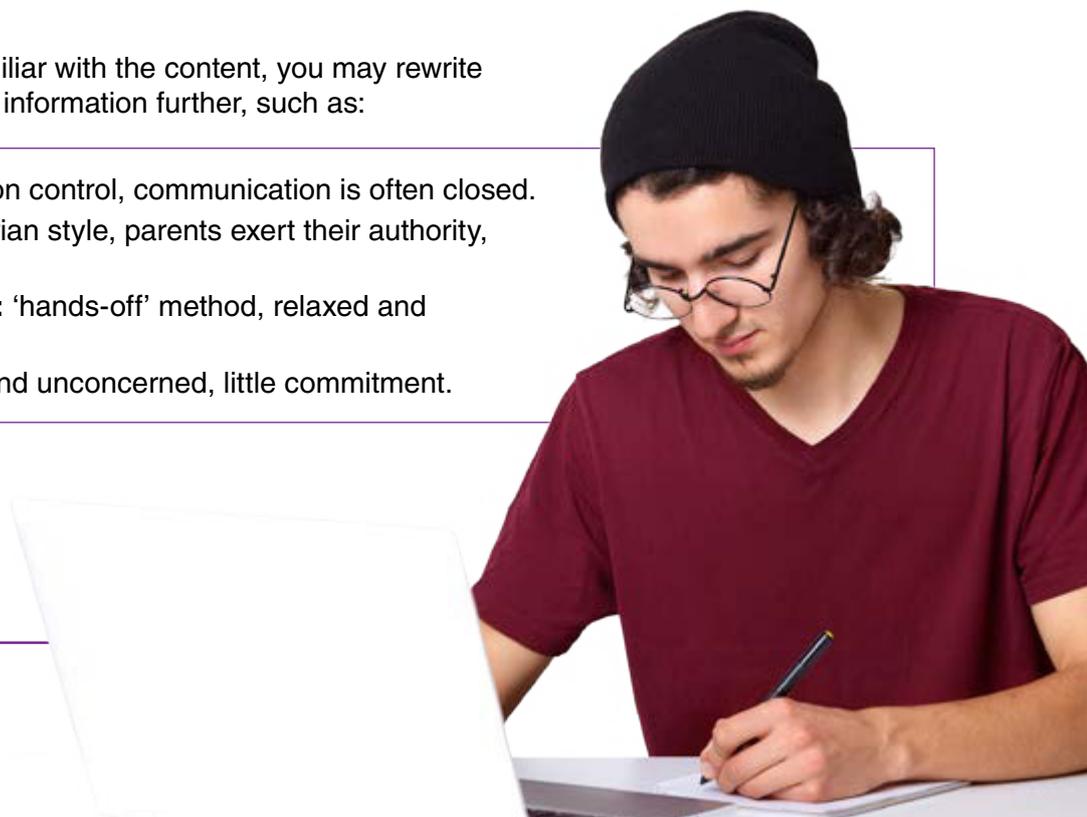
Study timetable

Study timetables are a great way of visually representing study requirements and commitments. Students can develop study timetables based on their school and social commitments.

An example of a study timetable is outlined in Table 9.1.

Table 10.1: Example of a study timetable.

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
07:00–08:00	Exercise/ breakfast	Sleep/ breakfast	Exercise/ breakfast	Sleep/ breakfast	Exercise/ breakfast	Sleep	Sleep
08:00–09:00	Get ready for school	Get ready for school	Get ready for school	Get ready for school	Get ready for school	Sleep	Sleep
09:00–15:00	SCHOOL					Social activities	Social activities
15:00–16:00	Take bus/ snack	Take bus/ snack	Take bus/ snack	Take bus/ snack	Take bus/ snack		
16:00–17:00	Maths study	Maths study	CAFS study	Food tech study	English study		
17:00–18:00		Soccer training		Karate	Biology study		
18:00–19:00	Dinner/ screen	Dinner/ screen	Dinner/ screen	Dinner/ screen	Dinner/ screen	Dinner/ screen	Dinner/ screen
19:00–20:00	English study	Biology study	Food tech study	Drama study	Social activities	Social activities	CAFS study
20:00–21:00							Drama study
21:00–22:00	Television /screen	Television /screen	Television /screen	Television /screen			Television /screen
22:00–23:00	Reading/ sleep	Reading/ sleep	Reading/ sleep	Reading/ sleep			Reading/ sleep

The study timetable above illustrates a well-balanced approach to study, rest, exercise and social activities. It indicates early morning exercise three times a week, with two moderate sleep-ins before school followed by more sleep on the weekends. It splits study time to cater for the needs of five different subjects, while allowing time after school to relax before study and after study to wind down before bed. It allows moderate entertainment during the week through television and screen time, with a substantial amount of free time on the weekend to attend social activities and partake in leisure pursuits.

In busy times, the timetable could be altered to focus on study in subjects requiring attention if the student is struggling. The hours on the weekend could also be split up to cater for an increase in study requirements, especially before and while sitting exams.

Memorisation techniques

When preparing for an exam, there is a variety of information that needs to be memorised. Individuals benefit from using varying techniques associated with memorisation. Common practices include:
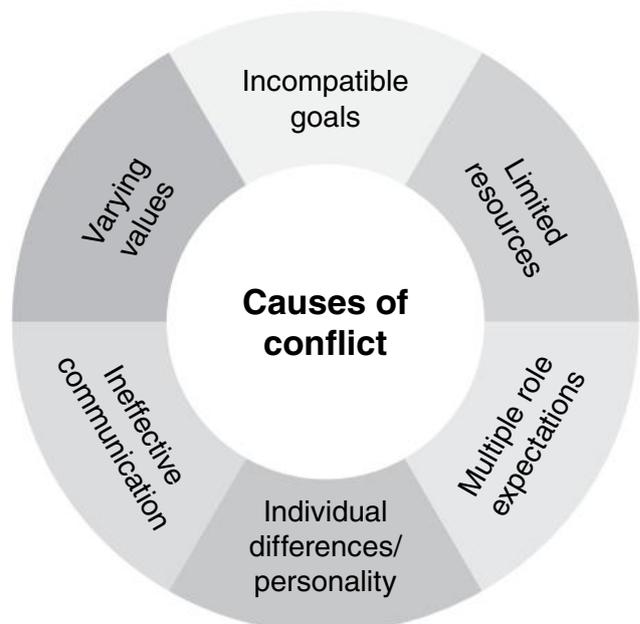
- **Images:** individuals can use images and colours to promote memorisation. For example, the six hats, developed by Edward de Bono refer to six ways of thinking. A student may only need a visual representation of the hats to remember the characteristics of the different ways of thinking.

- **Mnemonics:** individuals use mnemonics by associating things to help remember something else. A common use of mnemonics is to associate letters with words to memorise content. For example, to remember the factors that affect specific groups access to services, the acronym LOCS can be used to describe the aspects of the service – location, opening hours, confidentiality, staffing.

Students may also find the following useful when studying and preparing for the HSC:

- Creating mind maps or diagrams to represent information.
- Using study cards or the study guide supplied with this text.
- Creating posters and images to place around the house or in study environments to promote understanding of various topics and content.
- Revising with friends and/or family members.

The Optimist's Hat:
benefits and values

The Conductor's Hat:
the thinking process

The Creative Hat:
generating ideas

The Judge's Hat:
caution

The Hat for the Heart:
intuition and feelings

The Factual Hat:
information

Figure 10.3:
The Six Thinking Hats.
Source: www.debono.com/six-thinking-hats-summary

Incompatible goals

Limited resources

Varying values

Causes of conflict

Multiple role expectations

Ineffective communication

Individual differences/ personality

Figure 10.4:
Diagrams and mind maps are a useful way to represent information when preparing for the HSC.

Figure 10.5:
Studying with a peer can be useful in testing syllabus knowledge.

Exam preparation

The following guidelines refer to preparation that can be done for exams over the entire length of a course.

Long term (entire course)
- Familiarise yourself with the exam format (types of questions, time frames, etc.).
- Practise exam-style revision questions.
- Practise revision papers.
- Develop a revision timetable.
- Create summaries of the subject content as you conclude each topic.

Medium term (two months before exams)
- Develop a revision timetable ensuring all topics are covered appropriately.
- Spend more time on topics you are less confident about.
- Test yourself on key concepts and definitions.
- Revisit summaries of the subject content and compact them into succinct and concise outlines.

Short term (prior to and during exams)
- Develop a revision timetable ensuring subjects are covered as exams take place.
- Use relaxation strategies to overcome stress.
- Constantly revisit your summaries and test your knowledge.

Stress management

High school can be a demanding time for students who must juggle assessment tasks, exam preparation, homework, extracurricular activities and high expectations from teachers and parents. Everyone is different and people respond to stressful situations in different ways.

People that are overstressed must deal with the situation or if ignored they may become ill. Your body will normally send you signs that you are overstressed. These include:

- physical exhaustion
- headaches
- sore muscles
- insomnia

- indigestion
- depression
- rashes
- loss of confidence

- hair loss
- lack of concentration
- anger
- irritability.

There are some simple things you can do to reduce stress. These include:

- positive self-talk
- progressive muscle relaxation

- resolving conflict
- meditation
- regular exercise

- a balanced lifestyle
- breathing exercises
- seek help.

Components of health

Throughout your senior years of high school, it is important to maintain a healthy and balanced lifestyle. Your overall health is determined by a number of dynamic components. Ensure you are effectively managir

- **Cognitive health** understand and b your behaviour.
- **Physical health:** get appropriate a physical health.
- **Social health:** e cooperatively with meaningful relatic creating a harmo and the rest of yc
- **Emotional healt** and use support emotionally cope the HSC.
- **Spiritual health:** connectedness w community. Don't yourself from you

Figure 10.6:
Reducing stress is an i exam preparation.

Glossary

The following words and concepts have been defined in the context of the material presented throughout the textbook.

A

Agreement – the settlement of conflict or the arrangement or deal the involved parties have agreed upon to manage or minimise conflict.

Arbitration – a form of alternative dispute resolution whereby a neutral third party is used to manage and settle conflict.

B

Bias – the distortion of research and results due to unfair influence from individuals' ideals, values and opinions.

Bonding – the relationship between the sender and receiver, i.e. the emotional affiliation that exists between sender and receiver.

C

Censorship – the omission or suppression of information considered objectionable, sensitive or potentially harmful.

Child development – the period between birth and adolescence where an individual grows and develops biologically and psychologically.

Cohesiveness – the strength that holds a group together. It refers to the bonding or interactions of a group that enables them to maintain focus to achieve a specific task or goal.

Complex problems – those which require critical thinking and evaluating.

Complex technologies – technologies that are more complicated or have many components or parts.

Communication – the exchange of thoughts, messages and information.

   Interpersonal communication – external communication between individuals. The sender and receiver of information are separate people.

   Intrapersonal communication – the internal communication that a person possesses. The individual is the sender and receiver in the communication process.

   Non-verbal communication – the process of communication through sending and receiving wordless information. It includes body language such as posture, gestures, eye contact and facial expressions.

   Public/mass communication – messages that are produced and transmitted to large groups of individuals.

   Verbal communication – the basis of communication between people. Verbal communication can be split into oral and written communication.

Community responsibility – community based decisions (usually through community groups, local councils, etc.) and their accountability for such decisions.

Conformity – the way in which the norms of a group are followed.

Consensus – the process of coming to an agreement or compromise within a group.

D

Decision making – the cognitive process of reaching a decision.

Demographics – the classifications of people and their characteristics including age, gender, race, education, employment and income level.

Dictatorship – one individual who makes a decision affecting an entire group.

Disclosure – the revealing of information.

E

Efficiency – the ability to do something without wasted energy or effort.

Equity – relates to equality and fairness among individuals.

Ethics – the questioning of right and wrong and positive and negative affects on individuals and environments.

G

Genetic engineering – the set of techniques used to change the genetic material of a cell or living organism.

Goal – an objective that is driven by the desire to achieve an outcome.

Groups

Primary groups – those where members have strong, lasting relationships with one another.

Secondary groups – those where interaction is less personal and individual involvement within the group is more variable.

Temporary groups – those that are formed for a specific or limited amount of time.

Permanent groups – those that are formed for an extended period of time and include committed members.

Formal groups – those that are created to perform certain tasks and assign specific responsibilities to members.

Informal groups – those that occur naturally in response to various situations.

Group belonging – the happiness and security an individual feels by being part of a group.

Group responsibility – shared responsibilities between a group who are collaboratively making decisions.

H

Heredity – the passing of traits and characteristics from one person to another.

I

Individual responsibility – the personal responsibility an individual possesses over their decisions and actions.

Interchangeability – the exchange of resources for goods and/or services.

J

Job – an activity an individual performs or their responsibility to do something.

Job share – an arrangement between two or more people where the roles and responsibilities of a job are shared.

L

Leadership – leadership relates to the guidance and direction an individual gives to others in order to achieve a common task or goal.

Lifespan – the period of which something is functioning, i.e. the period between life and death.

M

Mediation – the process of reconciling the conflict associated with involved parties, usually through a third-party (known as the mediator).

N

Need – something that is necessary for survival and overall wellbeing.

Negotiation – involved parties discussing the conflict and cooperating with one another to come to an agreement or settlement regarding the conflict.

Norms – the standards of a group in terms of behaviour and functioning.

P

Peer acceptance – the willingness to be included and the inclusion and acceptance of others in activities and life experiences.

Pilot – the testing of a research methodology to discover, assess and eliminate problems before the complete study.

Pregnancy – the period between conception and birth where a woman carries a foetus.

Primitive technologies – traditional or simple technologies, often including tools and techniques associated with survival.

R

Referendum – the process of all involved parties voting 'yes' or 'no'.

Reliability – the consistency of research findings.

Reproductive technology – the use of technology for human reproduction.

Research – investigation based on the intention of finding out information.

Qualitative research – used to gather more in-depth information that can be analysed.

Quantitative research – used to gather quantitative data, i.e. data that can be measured.

Resolution – the outcome of the implemented agreements.

Resources – things that are useful to humans, things that give us greater capabilities for accomplishment.

Economic resources – resources that can be measured monetarily. They include natural and human–made resources that have a monetary value attached to them.

Non-economic resources – resources that cannot be accurately measured by money and have no relationship to finance.

Human resources – the skills and abilities that individuals possess.

Non-human resources – those that are not 'life', for example water, food, petrol, computers and trees.

Formal resources – those that are provided to enhance wellbeing. For example, doctors, schools and teachers.

Informal resources – those available within an individual's microsystem. For example parents, peers and neighbours.

Finite resources – those which can be limited. Finite resources are non-renewable.

Infinite resources – those which are renewable and include energy and air.

S

Sampling – the characteristics of the chosen quantity of people. It involves the availability of and access to people used in a study.

Self-confidence – the determination of an individual's belief in their skills and abilities.

Self-esteem – the way an individual looks at themselves. Self–esteem comprises of an individual's perception of various concepts such as happiness, confidence, power, energy, hope and respect.

Simple problems – those which can be easily solved without the need for extensive decision making.

Socialisation – the process whereby an individual acquires the knowledge and understanding required to facilitate them to be an active member of a group.

Standards – socially constructed reference points that individuals and groups judge, and are judged by.

Stress – mental or emotional strain placed on an individual due to various internal and external factors.

Sustainability – the effective and efficient use of resources to ensure they are available for future use.

T

Technology – specific information and know-how related to development or production that is used to improve efficiency and communication.

Telecommuting – an arrangement between employers and employees where individuals 'commute' to work electronically.

Trust – the reliance a sender places on a receiver, in terms of character.

V

Validity – the legitimacy of findings. It refers to the nature of the entire research process and the justification of results.

Values – the principles an individual or group considers important.

Voting – a group of individuals who cast a vote or make an individual choice regarding a decision.

W

Want – something that is desired but not necessary for existence.

Work – a function or exercise an individual performs to have an effect or outcome.