

2nd Edition

ALLISON BEATTIE / BETH GIRVAN / BRONWYN RAYNER
KATE RAYNER / KELLY BELL

PRELIMINARY AND HSC

NELSON COMMUNITY AND FAMILY STUDIES





CENGAGE
Learning™

COPYRIGHT NOTICE

Copyright in this work is owned by Cengage Learning Australia (“the work”). A condition of purchase of this electronic version of the work is that you agree to respect the copyright in the work, abide by the *Copyright Act 1968* and specifically agree not to transfer, sell, assign, misuse, copy or transmit an electronic or other version of the work to any third party.

Please note: This product is accompanied by a licence (single user, network or adoption) governing the terms and conditions of its use.

This is a legal agreement between the you, (the “Customer”) and Cengage Learning Australia Pty Limited (ABN 14 058 280 149) (the “Licensor”) which provides the terms and conditions of this non-exclusive licence and the limited warranty for the Product. Use of the Product indicates an acknowledgement that the Customer has read and agreed to be bound by the terms and conditions of this Agreement. If you do not agree to these terms and conditions, return the Product to the place of purchase within 15 days of the date of purchase (with proof of purchase) for a full refund

1. Licence Grant

You do not receive title to the Product. Copyright in the Product (which includes all images, photographs, video, animations, audio, music and text incorporated in the Product, including all of the accompanying printed material) is owned by the Licensor and/or its suppliers and is protected by Australian copyright laws. The Licensor grants you a non-exclusive licence to use the Product subject to the restrictions and terms set out in this Agreement.

2. A Licence allows you to:

Use the Product on your computer. The Customer represents that they shall in no way place the Product in the public domain or in any way compromise our copyright in the Material. You agree to take reasonable steps to protect our copyright.

3. You may not:

Alter, modify, translate, reverse engineer, decompile, or adapt the software or create derivative works based on the Product.

Make further copies by any means technological, electronic, digital whatsoever without the written permission of the Licensor.

Rent or transfer all or any part of your rights under this Agreement. Remove or alter any copyright or other proprietary notice or label attached to the software.

4. Termination

Any failure to comply with the terms and conditions of this agreement will result in the automatic termination of this licence. Upon termination of this licence for any reason, the Customer must destroy or return to the Licensor all copies of the software and accompanying documentation.

5. Warranties

To the extent permitted by law, the Licensor’s liability for any breach of the warranty or any term implied by law into this licence is limited to the lowest cost of replacing the goods, acquiring equivalent goods or having the goods repaired.

Nelson Community and Family Studies

2nd Edition

Allison Beattie

Beth Girvan

Bronwyn Rayner

Kate Rayner

Kelly Bell

Publishing editor: Deborah Barnes

Senior editor: Kelly Robinson

Editor: Loran McDougall

Proofreader: Kate McGregor

Indexer: Mary Russell

Cover design: Amy Butcher

Text design: Rina Gargano

Cover image: Shutterstock.com/Eva Daneva

Permissions researcher: Wendy Duncan

Production controller: Emily Moore

Typeset by: Q2AMedia

Any URLs contained in this publication were checked for currency during the production process. Note, however, that the publisher cannot vouch for the ongoing currency of URLs.

Acknowledgements

Outcomes on pages 1, 38, 69, 115, 149, 172, 213, 259 and 291 from Community and Family Studies Stage 6 Syllabus, 2009, © Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales.



© 2014 Cengage Learning Australia Pty Limited

Copyright Notice

This Work is copyright. No part of this Work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without prior written permission of the Publisher. Except as permitted under the *Copyright Act 1968*, for example any fair dealing for the purposes of private study, research, criticism or review, subject to certain limitations. These limitations include: Restricting the copying to a maximum of one chapter or 10% of this book, whichever is greater; providing an appropriate notice and warning with the copies of the Work disseminated; taking all reasonable steps to limit access to these copies to people authorised to receive these copies; ensuring you hold the appropriate Licences issued by the Copyright Agency Limited ("CAL"), supply a remuneration notice to CAL and pay any required fees. For details of CAL licences and remuneration notices please contact CAL at Level 15, 233 Castlereagh Street, Sydney NSW 2000, Tel: (02) 9394 7600, Fax: (02) 9394 7601
Email: info@copyright.com.au
Website: www.copyright.com.au

For product information and technology assistance,
in Australia call **1300 790 853**;
in New Zealand call **0800 449 725**

For permission to use material from this text or product, please email
aust.permissions@cengage.com

National Library of Australia Cataloguing-in-Publication Data

Beattie, Allison, 1958- author.
Nelson community and family studies / Allison Beattie ;
Beth Girvan ; Bronwyn Rayner ; Kate Rayner ; Kelly Bell.

2nd
9780170347990 (paperback)
Includes index.
For secondary school age.

Social groups--Study and teaching (Secondary).
Families--Study and teaching (Secondary).
Social sciences--Study and teaching (Secondary).

300

Cengage Learning Australia

Level 7, 80 Dorcas Street
South Melbourne, Victoria Australia 3205

Cengage Learning New Zealand

Unit 4B Rosedale Office Park
331 Rosedale Road, Albany, North Shore 0632, NZ

For learning solutions, visit **cengage.com.au**

Printed in China by China Translation & Printing Services.
1 2 3 4 5 6 7 18 17 16 15 14

CONTENTS

About this book iv

Author team vi

PRELIM

1 Resource management 1

2 Individuals and groups 38

3 Families and communities 69

Revision questions:
Preliminary course 114

HSC

4 Research methodology 115

5 Groups in context (category A: mandatory) 149

6 Groups in context (category B) 172

7 Parenting and caring 213

8 Social impact of technology 259

9 Individuals and work 291

10 Exam preparation and techniques 339

Revision questions:
HSC core and option modules 359

Glossary 361

Index 364

ABOUT THIS BOOK

This book has been fully updated to match the Community and Family Studies Stage 6 Syllabus, amended in 2013. Headings and heading levels reflect the organisation and terminology in the syllabus, to make your learning more efficient.

Several of the category B groups in the HSC core Groups in Context have been covered, as well as the HSC options Social Impact of Technology and Individuals and Work.

Listed below are the major features of the book, to help you navigate it efficiently.

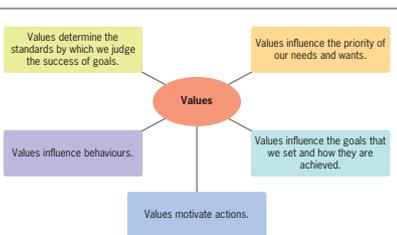
MODULE FOCUS

- Fundamental concepts of resource management (p. 31)
- Influences on resource management (p. 32)
- Effective resource management (p. 32)

OUTCOMES

A student:

- **P1.1** describes the contribution attitudes and beliefs make to the success of goals.
- **P1.2** proposes effective solutions to the achievement of goals.



CASE STUDY

Rusty and Sarah are a young couple who live together in their own home. They also have their own individual careers.

Rusty attends a gym with people who are part of a team made up of former school friends. Sarah likes to maintain links with his old mates. Rusty and Sarah also work casually at the local cafe.

Think it through

- 1 Make a list of the different groups to which you belong.
- 2 Use text or a visual means (sketch, photo, drawing) to describe your group.
- 3 Repeat this activity to describe your group using a different method from Question 2).
- 4 Discuss the effect that your personal values have on your group.
- 5 Share your ideas with your class. Use the feedback to improve your work.

SAME-SEX MARRIAGE

Mr Ferguson has decided to get married to his partner.



Module focus and Outcomes

These are listed on the first page of every chapter, so that you can be focused on the essential learning.

Page numbers have been included for the module focus section, to help you navigate quickly around the book.

Flow charts

As new topics are introduced, there is often a flow chart to visually summarise the information to come, or the information just covered.

Case studies

Case studies are important in the CAFS course, and they should always be relevant and contemporary.

Most of the case studies in this book are real-life scenarios, but some have been specially written to illustrate a point. They are usually followed by questions to help you put the scenario into context.

Activities

There are two types of activities:

- Check for understanding
- Think it through (for more in-depth work).

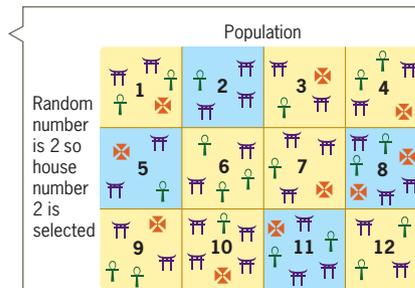
The Think it through activities help to build skills you will need in the HSC exam, so make sure you complete all of these.

Extracts

Several articles have been included in full, and there are references to other online articles. Your teacher may also have a collection of relevant, up-to-the-minute media articles.

The IRP

Chapter 4 (Research methodology) models, step by step, a way to set up your research so you obtain useful information. It covers research fundamentals, methods and correct process. It should set you up to complete an excellent IRP!



Groups in context

This topic, covered in Chapters 5 and 6, should take approximately a quarter of your course time. You should study four specific groups within the community that may be experiencing inequality.

Chapter 5 discusses the two Category A (mandatory) groups: People with disabilities, and Homeless people.

Chapter 6 discusses two more groups in detail: Gay, lesbian, bisexual, transgender and intersex communities, and Youth.

There are seven groups suggested in the syllabus – you can take the headings from our example groups and apply them to another listed group that you choose to study.

HSC options

Two options are covered in detail: Chapter 8 looks at the social impact of technology; and Chapter 9 considers individuals and work.

The exam

Chapter 10 (Exam preparation and techniques) contains a thorough review of how to do well in the exam. It covers study and revision techniques and exam tactics, and also models answers. Finally, there is a section on exam-style questions.

Annotated text

In Chapter 4 (Research methodology) and Chapter 10 (Exam preparation), we have modelled samples of student text, with annotations to explain them. These should help you to create your own written responses to tasks.

Web icons

Because websites change continually, and because it is important to be up to date, urls do not appear in this book. Instead, all links are listed by chapter and page number on a free-access web page: <http://cafs.nelsonnet.com.au>. When and if a link breaks, we will replace it with the new link, or a similar one.

Feedback

We would love to hear what we could improve for you, so email us: aust.secondary@cengage.com

We hope this book helps you enjoy and do well in CAFS.

AUTHOR TEAM

Allison Beattie has more than 25 years of experience as a teacher in NSW high schools and has maintained a passion for Community and Family Studies. She has extensive knowledge in teaching this course and leading professional development workshops for the DEC. Allison has written various learning resources and assessment materials for teachers in both the core and option modules and has developed and presented Year 12 Enrichment Days for the University of Sydney and ACHPER. Allison is an experienced HSC Senior Marker and has been a member of CAFS Examination Committees for the Board of Studies. She has also collaborated with CAFS colleagues to write exam papers for PDHPE.com. Allison is currently a consultant with the NSW Department of Education and Communities.

Beth Girvan has been extensively involved with many aspects of promoting and teaching CAFS since its inception. Beth began teaching the CAFS syllabus during its first year of implementation and has mentored numerous teachers and students, prepared and conducted workshops for professional development courses and presented HSC revision sessions for ACHPER and Sydney University. Beth also writes papers for student and teacher use.

Bronwyn Rayner has conducted Professional Development for teachers for the Association of Independent Schools and inservices for Teacher Training Australia. She has lectured for ACHPER at the CAFS Year 12 Enrichment Days and presented at University of Newcastle Year 12 revision courses for students. Bronwyn teaches at All Saints College (St Mary's Campus), Maitland.

Kate Rayner has been a teacher in NSW government schools since 2000 and has been teaching CAFS since 2002. She is passionate about Management of Learning and Literacy. Kate is a PDHPE teacher who has written and presented material for ACHPER Year 12 Enrichment Days and through ACHPER has presented the new NSW CAFS syllabus to teachers. She has written examination papers for PDHPE.com and has developed teaching, learning and assessment material to support CAFS HSC Online as well as being an online mentor. Kate is also a presenter for HSC in the Holidays. Kate is currently teaching in the Sydney South West Region and is the proud mother of two boys.

Kelly Bell holds a Masters in Educational Leadership and is passionate about student wellbeing, e-learning and innovative curriculum development. Kelly is a PDHPE teacher who has taught CAFS since 2004. She has written and reviewed material for ACHPER and has delivered numerous HSC Enrichment, HSC Marking Simulation and Syllabus amendment workshops and webinars across NSW. Kelly is currently a board member of ACPHER NSW, which includes managing ACHPER's Stage 6 Portfolio for CAFS. She has also developed and presented HSC CAFS materials for HSC in the Holidays. Kelly has been on the Crossroads syllabus reference group for the NSW Department of Education and Communities. She has also written CAFS materials for NSW HSC Online. Kelly is the founder of the Community and Family Studies Network Facebook page, which, to date, supports more than 380 CAFS teachers across NSW.



MODULE FOCUS

- Fundamental concepts of resource management (p. 2)
- Influences on resource management (p. 14)
- Effective resource management (p. 32)

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



FUNDAMENTAL CONCEPTS OF RESOURCE MANAGEMENT

Wellbeing

Defining wellbeing

wellbeing
The degree of satisfaction that an individual or group experiences when needs are met

Wellbeing may be defined as the degree of satisfaction that an individual or group experiences when needs are met. Having sustained wellbeing contributes to being happy and healthy and can increase an individual's life expectancy. The wellbeing of individuals and families can be very complex because the set of items, factors or characteristics that contribute to the wellbeing of one individual or group may not be the same as those for another individual or group. However, it is likely that there will be a set of universal factors that are common to all. These factors influence the range of needs that an individual or group perceives as vital to their life and can be grouped into six broad areas: physical, social, emotional, spiritual, economic and cultural. The SPEECS mnemonic can help you remember these areas.

- S** Social
- P** Physical
- E** Emotional
- E** Economic
- C** Cultural
- S** Spiritual



iStockphoto/damircudic

Factors affecting wellbeing

In Community and Family Studies, our understanding of wellbeing is holistic as a variety of factors are recognised. Together or separately, the six factors that affect our wellbeing can have a positive or negative impact on our 'being'. If the effect includes positive emotions and moods, an optimistic perspective on life and a general sense of feeling good we can describe this as 'wellbeing'. If, on the other hand, the effect includes experiences of negative emotions and a general sense of not feeling well, we can describe this as 'ill being'. These terms are not diametrically opposite but can be viewed as existing on a sliding scale or continuum. We can also experience higher levels of wellness in some aspects and less in others – this helps to illustrate the subjective and changing nature of our wellbeing. If, for example, we lose a cherished pet, we may feel emotionally upset and unwell; however, the shared support in our family may assist us in maintaining a positive perspective and wellbeing.



Emotional factors

Emotional factors are related to our feelings. As our feelings are dependent, in many cases, on interaction with other people, many social and emotional factors overlap. Examples of emotional needs include:

- attachment and bonding, giving and receiving love and affection, feeling a sense of belonging
- security and stability within the family unit and social group
- receiving encouragement
- promotion of a good self-image and self-concept
- independence that is age appropriate
- the opportunity for self-expression and creativity.

When emotional needs are met, a person is more resilient and is more likely to successfully cope with stress.

Economic factors

Economic factors are related to finances. These factors are addressed through:

- paid employment, bank accounts, credit, budgeting, inheritance, shares or welfare
- job security, equitable working conditions and access to flexible work patterns
- increased knowledge and skills.

There is a relationship between economic situation and wellbeing. An individual in a well-paid job is more likely to have an adequate standard of living, be able to meet all of their needs and consider satisfying a range of wants. Conversely, an individual with little financial income may have poorer housing and less ability to meet basic needs, such as access to medical services. This will affect many aspects of wellbeing.

Cultural factors

Cultural factors focus on customs, beliefs, values and traditions. They are satisfied by:

- identifying with and belonging to a cultural group
- teaching and developing customs, beliefs, values and traditions of families and communities
- having opportunities to maintain cultural heritage through story, dance, language, diet and/or dress.

The individual involved in cultural activities has a greater sense of identity. There is a sense of belonging that also provides emotional security.

Physical factors

Physical factors relate to physical health and safety. They include having:

- adequate nourishment for normal growth, development and good health
- adequate sleep and rest
- regular health care
- safety and security from external hazards and weather
- regular physical activity.

Often physical issues can affect other factors. Eating well and feeling physically fit can contribute to our resistance to sickness and our ability to deal with problems that may occur. A student who eats nutritious foods, sleeps well and exercises regularly is likely to cope better during high-stress periods; for example, when studying for exams.

Spiritual factors

Spiritual factors relate to moral or religious areas. They include:

- developing ideals, aspirations and personal values
- identifying right from wrong
- having a purpose in life
- understanding religious principles.

A person with spirituality may experience greater peace and emotional stability. They may experience a sense of belonging within their community. The family may have beliefs around healthy living and having effective social relationships. Spirituality may also be experienced through nature, art and music, or found through relaxation and a connection with the mind, body and soul through yoga or meditation.

emotional factors

Factors relating to feelings

economic factors

Factors relating to finance

cultural factors

Factors relating to customs, beliefs, values and traditions

physical factors

Factors relating to physical health and safety

spiritual factors

Factors relating to moral and/or religious areas



social factors

Factors relating to interaction with other people

Social factors

Social factors are related to interaction with other people and are satisfied by having:

- an environment in which social interaction, companionship and friendship can be fostered
- opportunities for leisure, recreation and relaxation both with and independently of the family
- privacy, seclusion and quietness when required.

An individual who belongs to a group through school, friendships, sport or work, for example, has the opportunity to communicate and interact with others. This gives a feeling of being wanted, which has a positive effect on wellbeing.

The inter-related nature of the factors that affect our wellbeing is illustrated in the following example: a person who loses their job (economic factor) may have a lowered self-esteem (emotional factor). Because of their reduced income, they may decide to cancel their gym membership (physical and social factors), which will impact upon their overall wellbeing.

Think it through

- 1 'I believe that the purpose of life is to be happy. Therefore, it is important to discover what will bring about the greatest degree of wellbeing.' – *Dalai Lama*
Do you agree or disagree with the Dalai Lama? Justify your answer in one sentence.
- 2 A middle-aged man took six weeks of long-service leave so he could participate in a World Masters Games overseas. A condition of participation was obtaining a medical clearance. A new doctor sent the man for an ECG. A week before he was to travel, the man went to the doctor to collect his results. The tests indicated a heart condition that required further testing before travel or active sports could be undertaken. Compare the man's wellbeing before and after he was given the results.

Individual and group wellbeing

There are often different understandings of wellbeing in the community. Perceptions of wellbeing may be affected by factors such as resilience and prior experience. Some people in the community may think a person with a disability has lowered wellbeing. However, the person in question may have a secure family, good friends and reduced stress compared to others. Similarly, a person who has a chronic illness, such as diabetes, may be seen as having lowered wellbeing, though the diagnosis may have encouraged the person to exercise and improve their diet. On the other side of the coin, there are celebrities who are wealthy and loved by fans, but often their emotional and physical health is at risk.

A person's wellbeing can affect the wellbeing of others in a group. Consider a sporting team that loses its star player before a grand final. This would affect the role of each player, which may impact on confidence and opportunity to succeed. On the other hand, it may challenge a substitute to perform and play to the best of their ability, thereby enhancing the player's reputation and perhaps their future potential in the sport.

Think it through

- 1 Make a list of the different groups to which you belong.
- 2 Use text or a visual means (sketch, photo or drawings) to describe your understanding of wellbeing.
- 3 Repeat this activity to describe your understanding of ill being (you can choose the same method or a different method from Question 2).
- 4 Discuss the effect that your personal wellbeing can have on the wellbeing of the groups to which you belong.
- 5 Share your ideas with your class. Use a 'ball of string' strategy to involve all members of the class in the discussion.

Check for understanding

How does the illness of a work colleague affect the wellbeing of other employees? In your answer, consider the needs that may and may not be met.



Needs and wants

Defining needs and wants

Needs can be defined as things that are vital to sustain our life – that is, those things we require to survive and to be physically and mentally healthy, such as food, safety, love and acceptance.

Wants are preferences or desires – things we would like to have but do not really need to survive or maintain good health, such as a car, a television and money.

needs

The necessities of life, which are required for survival and physical and mental health

wants

Preferences or desires not necessary for survival or for the maintenance of good health



Glow Images/Keith Brofsky

Satisfaction of wants is not required for survival or good health.

Check for understanding

- Classify the following as needs or wants or both.

a iPhone	e Love
b Doing your best	f Underwear
c Clean water	g Nike runners
d Security	h Tattoo
- Certain resources can be classified as both a need and a want. For the following resources, justify why they can be both a need and a want.

a Clothing	d Contact lenses
b Car	e Medical/hospital services
c Internet	f Tent
- Discuss with your class: What do these answers tell you about defining needs and wants?

Specific needs

There are six specific needs that are discussed throughout this course. The SHE SEAS mnemonic can help you remember them.

- S** Safety and security
- H** Health
- E** Education
- S** Sense of identity
- E** Employment
- A** Adequate
- S** Standard of living

Individuals, families and communities will prioritise these needs differently according to their current circumstances, but the ultimate aim is to achieve wellbeing.



Often the meeting of needs occurs simultaneously. For example, living in a house contributes to an adequate standard of living by providing *shelter* from the elements and extremes in temperature. The house becomes a home through the *security* it provides for family members and the space and privacy it provides for family interactions, which in turn adds to an individual's *sense of identity* in their family.

Safety and security

safety and security
Refers to our essential desire to feel protected and safe from threat

Safety and security refer to our desire to feel protected and safe from threat. This can include anything from being protected from exposure to the weather, to being protected from potential theft, burglary or physical harm. Individuals need to have a peaceful haven in their home as well as in their community, as it affects both physical and emotional aspects of wellbeing. Safety and security can also be seen within the design of the home. For example, the safety of a grandparent can be improved by house modifications such as non-slip floors and handrails in the bathroom. Community groups contribute to safety and security needs through various services; for example, the Red Cross Telecross service has volunteers that call a housebound person each day to ensure they are safe and well.

Health

holistic
The concept that everything is interconnected

Health is a **holistic** concept and is related to a person's perception of wellbeing. There are five dimensions of health: physical, social, emotional, mental and spiritual. Wellbeing can be achieved through a balance of these dimensions. Satisfying personal health needs is critical for individuals as well as for family members as they pass through each stage of the life span.

Think it through

- 1 Outline how an individual can meet their personal health needs.
- 2 Identify structures in society that can assist individuals to meet this need.

Education

education
Acquiring knowledge and skills

Education refers to the action or process of learning; of acquiring knowledge and skills. This can be accessed through formal pathways such as schools, TAFEs, community colleges, universities and on-the-job training courses. Informal education occurs more casually, through activities such as researching at the library, watching instructional videos and listening to experts. Informal education also comes from life experiences such as trips, tours and family outings.

An individual with a higher level of formal education is more likely to have access to higher levels of economic resources, housing, health care and other things that contribute to wellbeing.

Education is also important in terms of ensuring families and individuals know what resources are available to them, and how to access them, to satisfy a broader range of needs.

sense of identity
An individual's idea of who they are

Check for understanding



Alamy/dpa picture alliance

Choose a well-known sports star, music performer or media personality. Explain how employment or life experiences influenced their sense of identity.

Sense of identity

A **sense of identity** is an individual's idea of who they are, and can influence confidence and self-esteem. It is shaped by the roles an individual plays in all areas of their life, including their family, work, and social life. A young person may see themselves as a good student, with a part-time job and the ability to go on to tertiary study. These factors contribute to a positive sense of identity and to self-assurance. A young parent may define themselves by this role and gain pleasure from it. A person's sense of identity usually changes throughout the life span as roles and responsibilities change, and can be affected by significant life events.



Employment

Employment is an activity to which one devotes time and requires exerting energy towards a goal for payment, profit or commission. It can help us meet many other specific needs. Obtaining and maintaining employment enhances our wellbeing through the recognition of our talents and the reward of a wage.

For young adults, work can enhance structures and routines established at school, or it can provide a different set of experiences that open up new opportunities, future pathways and an understanding of the working world. Income from employment can satisfy other needs and wants, as individuals can buy things such as basic clothing, trendy accessories and tickets to music concerts.

Adults require employment to meet the basic need for an adequate standard of living and, often, to provide for a family. Older adults can feel a sense of belonging and significance when they are involved and respected in the workplace.

Adequate standard of living (food, clothing, shelter)

Adequate standard of living refers to primary needs: food, clothing and shelter that are required by all people. In our society, these needs are usually satisfied within a family setting. However, there are some people or groups within society that require community support. Organisations such as the Salvation Army, St Vincent de Paul and government agencies such as Centrelink can assist people to meet these needs.

Food needs to be nutritious so the individual can have optimal health. Knowledge, availability and accessibility are issues that may affect food choices. At different stages of the life span and with different health conditions, food requirements may change. For example, an adolescent requires more energy than an older, less active person. At any time throughout the life span, an individual may develop coeliac disease and require gluten-free foods.

Clothing is needed to protect us from the weather. Some people also meet the secondary need of status, by wearing particular clothing brands.

Shelter, in the form of housing, offers security and safety, and can contribute to and reflect our identity by allowing individuals a place for self-expression. Housing needs to be both affordable and accessible to individuals and families. Disabled and aged people need housing that is functional for their limitations; for example, a house may need ramps, handrails, widened doorways and showers modified for easy access.

Housing affordability can be a major issue for sole parents, low-income families and young adults wanting to move out of the family home. The lack of suitable housing is a major issue for homeless people.

employment

An activity to which one devotes time; exerting energy towards a goal for payment, profit or commission

adequate standard of living

Primary needs – food, clothing and shelter – that are required by all people

Think it through

Choose *two* of the following four individuals.

- The runner-up on the TV show *The Biggest Loser*
- An apprentice carpenter
- A university student
- A single traveller in remote New South Wales

- 1 Create two mind maps, one for each individual, describing their specific needs. You may use a mind mapping software tool, such as MindMeister or Popplet, to do this activity.
- 2 Determine the significance of the specific needs and number them in order of importance.
- 3 Record your answers in a table. Review your table to compare and contrast the specific needs of the two individuals. (For example, what are the similarities and differences? What is your conclusion?)

CASE STUDY

MASLOW'S HIERARCHY

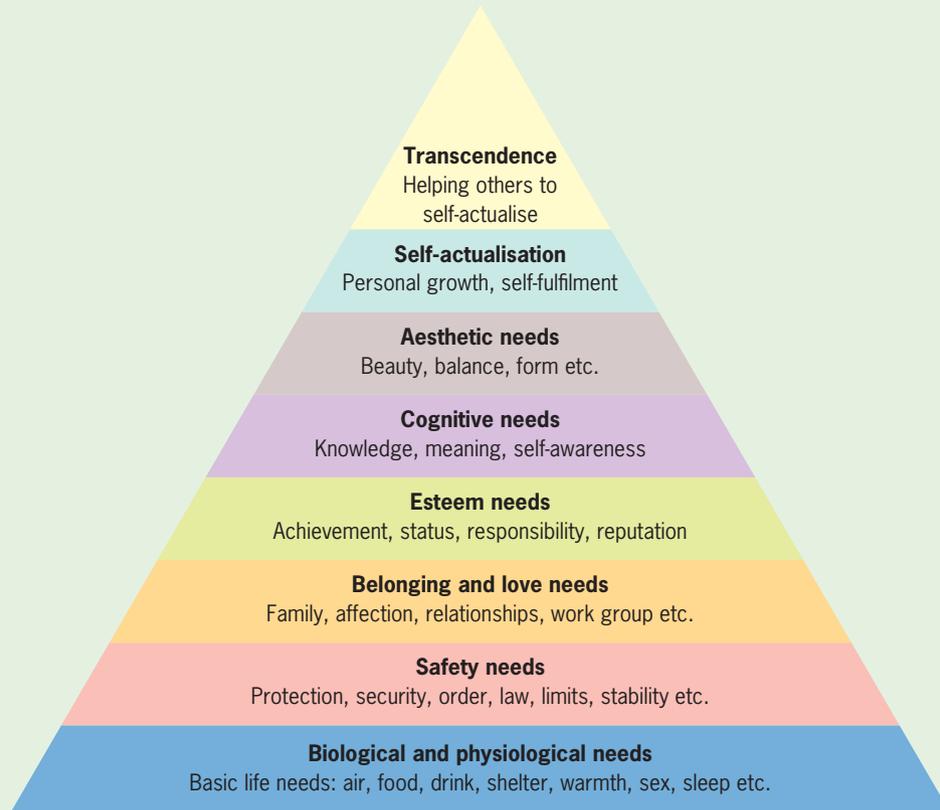
In 1943, American psychologist Abraham Maslow proposed a model to explain needs, behaviour and motivation. It proposes that if a person's lower-order needs are not met, it is unlikely that he or she will be concerned about meeting higher-order needs. A classic example is a person who has become lost in the bush; they are more concerned with finding food and shelter than admiring the view or writing a poem to explain their feelings. As the person meets the lower-order needs, they can begin to work on higher-order needs.

Maslow's hierarchy of needs is not static and so individuals will move up and down the hierarchy depending on their needs at different times of their lives. Moreover, not all people have the opportunity to realise their full potential and therefore do not reach the top of the hierarchy; however, the closer a person is to self-actualisation, the more likely that person will experience wellbeing.

During the 1960s–70s, the hierarchy was revised to include cognitive, aesthetic and transcendence needs. Today Maslow's hierarchy continues to be referred to in explaining behaviour and motivation in psychology, parenting, advertising and the workplace.



Maslow's hierarchy



A revised and expanded version of Maslow's hierarchy, including cognitive and aesthetic needs, and transcendence



Physiological needs are on the first level of the hierarchy. Our physiological needs include food, water and sleep/rest. When these needs are not satisfied, an individual may feel sickness, irritation, pain and discomfort. For instance, a homeless person who is lacking food, shelter, love and self-respect will most likely strive to satisfy his or her need for food first, followed by shelter, over the other needs. By satisfying the physiological needs first, an individual may then be willing to think about meeting other needs on the next level.

Safety needs relate to physical and emotional safety. They are most often met through either the security of a home and family or freedom from fear, anxiety or chaos, and are provided by law and order in the community. Children often rely on parents or carers to meet their safety needs.

Social needs relate to the giving and receiving of affection and feeling acceptance from others. Once an individual feels safe, they will be willing to participate in social groups and interact with others. By belonging to groups such as family, friendship groups, sporting teams, work groups or religious groups, individuals are able to meet social needs.

Esteem needs focus on two areas: the first is self-esteem, which results from self-respect, confidence and achievement; the second relates to gaining esteem and respect from others. This may be seen in an individual's desire for status, prestige, recognition and appreciation. The satisfaction of esteem leads to feelings of self-confidence, self-worth and the feeling of being useful and belonging in the world.

Self-actualisation is the final and highest level of needs as identified by Maslow. It refers to an individual's desire for self-fulfilment – that is, to reach full potential and be the best he or she possibly can. People at this stage have an ability to communicate effectively, solve problems, have self-discipline and independence, accept themselves and others, be creative, and have the ability to genuinely demonstrate compassion and affection. According to Maslow, an individual cannot achieve self-actualisation without first satisfying physiological, safety, social and esteem needs.

Cognitive needs relate to the human desire to learn, increase our knowledge and give meaning to the world we live in. They involve using our intelligence to explore and discover. These needs are often satisfied through schooling, education and personal lifelong learning.

Aesthetic needs focus on an appreciation and search for beauty. Once the lower order needs have been satisfied adequately, a person may nurture this need through cherished experiences in nature or beautiful surroundings, spend time decorating their home to be visually pleasing, prepare and present food to look good or enjoy shopping and wearing fashionable clothing.

Transcendence needs are related to a person's ability to help others to achieve self-actualisation. A parent may experience transcendence when they guide and feel pleasure in watching their adult offspring achieve self-actualisation. This may be especially significant as a new generation evolves in their family and they take on the role of grandparenting.

Questions

- 1 Describe how the family unit helps children and adolescents meet needs at each level of Maslow's hierarchy.
- 2 Compare the two versions of Maslow's hierarchy. Evaluate the modifications made to Maslow's hierarchy.
- 3 Watch the video explaining Maslow's hierarchy. You can link to it directly via <http://cafs.nelsonnet.com.au>. Then, use Post it notes and a large space on the wall to create a class PMI chart. Focus on 'critiquing the relevance and validity of Maslow's hierarchy in the context of contemporary views on needs'.



Maslow's hierarchy



Satisfaction of needs and wants

It is of great importance that our basic needs are satisfied because if we do not get enough food, water and shelter, we cannot survive. For the majority of individuals in Australia, basic needs are met; however, our sense of wellbeing is influenced by the degree to which the full range of needs is met.

Our needs are met in various ways and do not always have to be satisfied at the same time. We meet some of our needs, such as rest and sleep, ourselves. Other needs, such as love, shelter and comfort, are often satisfied by members of our families. Needs, such as friendship and sporting facilities, are met by the community in which we live and interact.

Needs and wants will vary in importance depending on:

- individual differences – for example, an athlete's physical needs will be quite different from those of a truck driver
- life span stages – for example, an adolescent's economic needs and wants will be unlike those of a preschool child.



Allison Beattie

Children often play happily if their safety needs are met



Allison Beattie

Check for understanding

- 1 Often more than one need is being met at a time. Suggest the needs that are being met in the photos of a family celebration and a toddler playing.

goals

The objectives that an individual aims for in life; the targets that direct an individual's activities and energies and often reflect the values and needs of individuals and families

Goal setting

Goals are the objectives that we aim for in life. They are the targets that direct an individual's activities and energies and often reflect the values and needs of individuals and families. Both individuals and groups set goals to satisfy needs and wants. Goals need to be prioritised according to either the order in which individuals or groups wish to achieve their goals or the importance they place on each goal. Resources, values and motivations will influence what, when and how goals can be achieved.



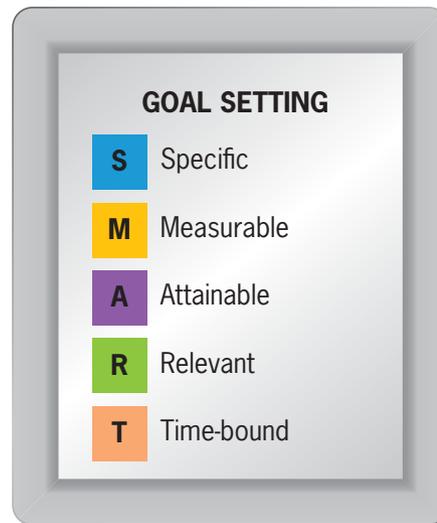
Goal setting may be easier if all the individuals in a group share the same values, needs and wants. Sometimes, family members may have competing goals. A student in Year 12 who is working towards his HSC may be distracted by the house renovations or his younger sister's weekend garage band.

Groups may also set goals. For example, a netball team may seek to improve on its runner-up status from last year's competition. The team is more likely to be successful when the goal is shared by all.

The SMART goal-setting technique

- S** Specific
- M** Measurable
- A** Attainable
- R** Relevant
- T** Time-bound

You can write your own SMART goals by completing the following sentence on a separate sheet of paper: I will [your goal] by [how you will achieve the goal]. I will know I am making progress because [how you will measure the goal] for [time frame]. For example: I will run 7 kilometres within 7 weeks by increasing my running sessions to four times a week. I will know I am making progress because I will begin by running 1 kilometre, then increase the amount by one kilometre each week for 7 weeks.



The SMART goal-setting technique

Short-term goals

Short-term goals can be achieved quite quickly – maybe over a span of a week or a few weeks – and are often relatively easy to achieve. They may include finishing a particular assignment for a course at school, having friends over for dinner or arranging a child's birthday party.

Medium-term goals

Medium-term goals are usually achieved over many months. They are more complex than short-term goals, but short-term goals may need to be achieved first. Examples include preparing for and obtaining a driver's licence and the Independent Research Project that may take you one term in Year 12 to complete.

Long-term goals

Long-term goals usually reflect those values held as most important by an individual or family. They may take many years to achieve and might include paying off a home, planning to have children, planning for retirement or completing a degree at a tertiary institution or TAFE.

Short- and medium-term goals often need to be met before long-term goals. For example, a short-term goal of completing a résumé may be part of a medium-term goal to obtain a part-time job, which may be part of a long-term goal to save to travel overseas for an extended period of time.

Think it through

- 1 Identify your short-term, medium-term and long-term goals, using the SMART goal-setting technique.
- 2 Using Pinterest, create a 'goal board' by collecting images that display a pathway to your goals.
- 3 Share your pinned images with your class, explaining the images you have used to create the goal board.
- 4 For homework, in your notebook, outline a specific need that is significant to you and explain how goal setting can contribute to the satisfaction of that need.



Enhancing wellbeing

When individuals and families make progress on achieving goals, there is an intrinsic reward and sense of satisfaction. These positive emotions have the potential to motivate further goal-directed behaviours and actions, which can continue to increase wellbeing levels. The identification and accomplishment of short-term goals thus become the motivational stepping stones for achieving medium- and long-term goals that will satisfy needs and wants.

Think it through

This activity provides the opportunity for you to reflect privately on your values, and will give you insight into how thinking about the 'big picture' of your future and goal setting can enhance your wellbeing. It may be completed through a variety of different text, graphic or visual methods.

My goals, my life

Create a collage to show what you think your life will be like 15 years from now. What year will it be? How old will you be? What experiences will you have had (e.g. travel, tertiary education or further training, jobs, marriage, parenthood)? Will you be working? If so, what type of employment will it be? What house or country will you live in? Describe it. What kind of relationship will you have with your parents/family? What will you be looking forward to?

Resources

Individuals and families make decisions about how, when and what resources they will consume or conserve. They also provide or use resources within communities and society. To a large extent, decisions made at different levels of society influence the quantity and quality of resources available to us now and in the future. Effective use and management of resources involves:

- identifying and using resources that could be available
- making decisions about how to use resources effectively
- using resources in the most efficient way possible to satisfy current and future needs and wants.

resources

Things people use to achieve goals



Allison Beattie

Resources are sustainable and interchangeable according to circumstances and environments.

Defining resources

Resources may be defined as the things people use to achieve goals. The vast majority of individuals and families have limited resources, so there is a need to carefully manage those that are available. The effective management of resources may assist in obtaining the desired quality of life, thereby enhancing wellbeing.

Specific resources

Resources can be classified as human or non-human. They are interrelated. For example, the human resource of knowledge is needed to use the non-human resource of money. The human resource of time is needed to use non-human community resources such as gyms or parks. Further examples of human and non-human resources are listed in the following table.



Human resources – the skills, abilities or talents of people	Non-human resources – tangible or touchable objects
<ul style="list-style-type: none"> • energy • knowledge • intelligence • sight • language • skills and abilities • motivation • initiative • cooperation • creativity • compassion 	<ul style="list-style-type: none"> • food • clothing • money • electricity • shelter • parks • cars • computers • musical instruments

Check for understanding

1 Use lightning writing (putting your pen to paper non-stop for a time frame to be advised by your teacher) to create a list of different resources.

a Draw a table like this into your notebook and classify your list of resources into the correct category.

Human	Non-human

b Circle four of the resources in your table and explain how each of them assists in satisfying specific needs.

2 List the human and non-human resources that may be needed to achieve the goal of:

a learning to play a guitar.

b completing a graphic design course at TAFE.

Interchangeability of resources

Resources have a variety of uses and individuals must decide how to best use them. For example, a teacher earns a salary and may choose to use potential savings to employ a house cleaner. In this way, one person's money buys someone else's time and skills. The cleaner could use the money to meet basic needs or to save for a family vacation.

Sometimes, skills are exchanged. For example, a neighbour may assist you with painting the outside of your house and you may help them with gardening. As a result, both jobs are completed faster. A better relationship will probably develop between you and your neighbour, money is likely saved and overall wellbeing will be enhanced.

Interchangeability is also in operation when an adolescent completes chores at home in exchange for their parents taking them for a driving lesson. Another example is a taxi driver who uses money to pay for petrol; once he has a full tank, he can return to pick up new passengers who will increase the money he earns.

Resource sustainability (to conserve a resource)

Individuals are resource consumers or users. Some non-human resources can be partially or wholly consumed through use and are therefore considered non-renewable. Non-renewable resources need to be managed carefully to ensure that they are used to their best potential and not wasted.

Effective resource management relies on people and governments to make carefully considered decisions on how, why and at what rate resources (especially non-human resources) can be used so that they can be sustained for prolonged use. This can ultimately affect the availability and quality of resources for future use. Recycling paper or ink jet cartridges and sending electronic instead of printed financial statements are examples of environmentally sustainable practices.



Shutterstock.com/Yobidaba

Think it through

Imagine that you are going on a weekend trip with friends. The trip involves hiking to a camping area and carrying all your provisions with you.

- 1 List all the human and non-human resources you may need to use for this trip.
- 2 Outline an environmentally friendly practice that could be adopted.
- 3 What are examples of strategies that would conserve human and non-human resources on this trip?

INFLUENCES ON RESOURCE MANAGEMENT

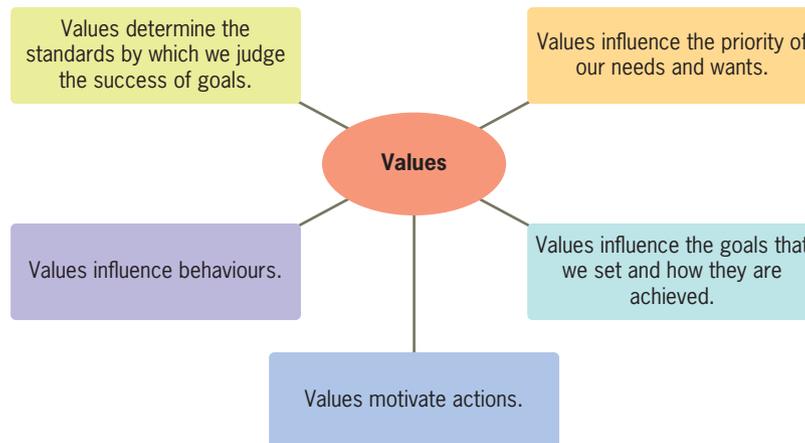
Factors affecting resource management

Personal values and past experiences

values

Qualities that an individual or family believes to be desirable and important in life

Our **values** are the core drivers of our actions. They are the qualities that an individual or family believes to be desirable and important in life. They are intangible and yet influence how we feel and act in our environment. Our value system is a set of consistent beliefs that lays the foundation for what we feel we ought to do and how we should behave in certain situations (see below).



Personal values are developed early in life as a result of interaction with parents, grandparents and other significant people and/or groups, such as teachers and friends. Values are often stable and may remain constant throughout life; for example, honesty and self-respect. Yet other personal values evolve with experience and can change over time; for example, independence that becomes cherished as a result of extensive overseas travel or creativity derived from skills developed through further education at university or TAFE.

Values of a personal nature may also be derived from culture, religion or the experiences of your generation. Consider this quote to identify the personal values that may be held by members of Generation Y.

The future will be grand because our kids will be its keepers ... (Generation Y) is more interesting, more confident, less uptight, better educated, more creative and in some essential fashion, unafraid. They are simply better than I was at their age and their peers are generous in ways unknown to me when I was young.

(Anna Quindlen in McQueen, 2010)



Family values may be seen in expected behaviours and actions.



Think it through

A space may need to be cleared in the classroom for this activity to take place.

Have your teacher or a class member create two signs: one labelled 'Strongly agree' and another labelled 'Strongly disagree'. Each sign should be placed on walls on opposite sides of the classroom. This is to represent a continuum of opinion.

Choose the relative importance of your feelings towards each of the six value statements below, and stand at a point between the two walls to signify your response. As part of a class discussion, you may like to explain and justify why you have taken this position. The value statements are:

- Women should be allowed to breastfeed their babies in restaurants.
- It is too late to take action against global climate change.
- The '11 p.m. one-passenger curfew' for P-plate drivers is an excellent law for young adults.
- All people should be vegetarian.
- The drinking age should be increased to 21 years.
- Performance-enhancing drugs should be allowed in sport.

Following the activity, debrief as a class, discussing the types of values that are significant and the sources of these values.

Think it through

1 a Refer to the examples of values listed below.

b Select 10 personal values that you consider important, list them in your notebook and then number them in a priority order that indicates their importance to you.

c Select four values that your family would consider important and list them in your notebook.

d Compare both lists. Are there similarities in the examples that you have selected? Explain why this may or may not be the case.

Personal values	<ul style="list-style-type: none"> • Beauty • Beauty in nature • Caring for others • Comfort • Community involvement • Courage • Creativity • Doing what's right • Education • Efficiency • Employment 	<ul style="list-style-type: none"> • Excitement • Fairness • Fame • Family • Financial security • Flexibility • Freedom • Friends • Happiness • Having fun • Health 	<ul style="list-style-type: none"> • Honesty • Independence • Intelligence • Love • Money • New experiences • Physical attractiveness • Popularity • Peace • Recognition 	<ul style="list-style-type: none"> • Recreation • Religious faith • Respect • Safety • Security • Sense of humour • Socioeconomic status • Success • Trust • Youth
Family values	<ul style="list-style-type: none"> • A fulfilling life • Appreciation of the worth of each family member • A sense of family accomplishments • A stimulating, active life • Balance between work and leisure 	<ul style="list-style-type: none"> • Companionship • Cooperation • Equality between females/males • Family harmony (handle conflict constructively) • Family pride • Financial security • Forgiveness 	<ul style="list-style-type: none"> • Freedom to express oneself in the family (honest interaction) • Intellectual stimulation • Love • Meaningful life • Mental and emotional health 	<ul style="list-style-type: none"> • Politeness • Satisfaction with what one has • Responsibility • Respect for self and others • Spiritual life • Support

2 a As a class, identify a value-rich movie (e.g. *The Rocket*, *Not Without my Daughter*, *The King's Speech*, *Mandela: Long Walk to Freedom*, *Eat Pray Love*, *The Best Exotic Marigold Hotel*).

b After watching the movie, as a class, discuss your feelings towards the values illustrated and the influence of past experiences on one or more of the characters.

Your teacher may provide you with Worksheet 1.1: Personal values, from the nelsonnet teacher website.



availability

Refers to the opportunity for families or individuals to obtain or use support networks

accessibility

Refers to the opportunity for families or individuals to reach support networks

Factors influencing availability of and access to resources

The **availability** and **accessibility** of resources differs between individuals and families. The GAS CD mnemonic can help you remember factors that can influence availability and accessibility. You could also remember the following sentence, in which the first letter of each word represents one of the factors: All Good Children Deserve Sweets.

- G** Gender
- A** Age
- S** Socioeconomic status
- C** Culture
- D** Disability

Gender

All laws support equal opportunity and therefore provide access, resources and support for males and females. Examples include workplace, family and consumer legislation. However, gender may affect the knowledge and perceived suitability of resources available and accessible to males and females. Traditional values and stereotyping related to masculinity (for example, the male being the breadwinner and protector) can limit the willingness of males to access resources such as men's health services and unemployment benefits. However, thanks to greater promotion and awareness, this is changing. Examples include beyondblue – which supports those with mental health issues and has used well-known identities to publicise the issue and the support available – and the Men's Shed, which is a community resource that assists men to bond, access support and offer skills to one another. Females are more willing to use medical and counselling services, and there are women's refuges available to support women, and their children, who are victims of domestic violence.

Age

Age influences what resources are available to and accessible for specific age groups. It can determine when an individual may apply for a driver's licence, enter licensed premises, when and how long they can work, when they can enter into a contract or apply for seniors' concessions. Wages increase with age until adulthood, while mobility can decrease with the onset of later life span stages – both also influence the availability and accessibility of resources.

Socioeconomic status

Socioeconomic status refers to the employment status, income level and disposable income of individuals and families. It can affect the range of resources available and ease of access to them. For instance, a health benefit concession card may provide a free medical service for an individual but a lack of transport could hinder access to the service.

Culture

Cultural factors may increase an individual's or family's knowledge of available resources because there are many formal resources that exist and are widely publicised to assist specific cultural communities. Examples include health services, migrant learning centres and English for Speakers of Other Languages (ESOL) support at schools. Targeted resources specifically exist for Aboriginal and Torres Strait Islanders, such as housing, legal aid, medical services and educational assistance.

However, cultural factors may also decrease a person's awareness of available resources. Because of language and/or communication barriers, the person may not know about some resources. Cultural values may also limit the choices made by cultural groups to access resources. For example, some individuals may not utilise:

- services, such as pap smears or contraception, because of cultural beliefs and fears
- resources, such as nursing homes for aged family members, because a family may believe it has the duty to look after the elderly and accept full responsibility for their care.



Disability

Disability may affect physical, social, intellectual, economic and emotional opportunities in terms of accessing and making resources available. Many individuals and groups have increased access to government assistance, support networks and legal assistance through disability discrimination laws. This ensures that appropriate medical, welfare and educational services and/or equipment are available to support wellbeing.

Factors that influence resource management for a person who is homeless

The combination of factors can include the following.

- **Gender** – While there is emergency, short-term and long-term accommodation for both men and women, there is more support for women in the form of women’s refuges. This imbalance is due to an increased need to protect women from domestic violence.
- **Age** – A significant number of youth find themselves homeless. This may occur as a result of substance abuse and/or a breakdown in family relationships. Specific services have been created for young people and the aged to meet the diverse needs of both of these life stages.
- **Socioeconomic status** – Most homeless people do not have an income from employment. They can also have difficulty providing a standard form of identification (driver’s license, passport, birth certificate), which can make seeking government support or employment an ongoing problem. This perpetuates their low socioeconomic status and limits their access to formal support.
- **Culture/ethnicity** – Culturally and linguistically diverse (CALD) homeless people may experience language barriers and be fearful of government agencies and welfare groups. This can prevent them from accessing relevant resources and information.
- **Disability** – Mental health issues can be a significant source of disability for the homeless. As a cause or result of homelessness, mental disability can compound the difficulties involved in accessing resources by creating barriers in communication. Physical or intellectual disabilities can impact on a homeless person’s ability to move around and to read and interpret information, which may affect their ability to travel to certain places in order to obtain the services they need.

Your teacher may provide you with Fact sheet 1.1 – Factors influencing the availability of and access to resources for a person with a disability, from the nelsonnet teacher website.

Check for understanding

- 1 Create a mind map that illustrates the factors that can influence resource management for one of the following individuals.
 - A 16-year-old male
 - A retired aged person
- 2 Share your ideas with your class.

Access to support

Individuals, families and groups rely on themselves, each other, their local community and the society in which they live to satisfy their needs and wants and to promote wellbeing. It is impossible for individuals and families to provide all the basic needs, and for families to undertake their functions without interaction with other social systems in society. Most individuals and families rely on both **informal** and **formal support networks**.

Informal support – relatives, friends, neighbours

Family members provide and receive support and assistance from relatives who reside either within the same household or in another household. For example, adults may take their elderly parents to a medical appointment or teach them to carry out banking via the internet, or grandparents may care for their grandchildren while the parents have a social evening at the movies.

Friends and neighbours may also provide support and assistance. For instance, children living in the same street may play together in one of their homes while a parent purchases the weekly shopping, or friends could be available for a social chat or to mind a pet while a family is on holidays.

informal support networks

The social supports provided by family members, relatives, neighbours and friends

formal support networks

The systems that exist outside the family group; these networks may be provided by government – federal, state and local – or community organisations, including voluntary agencies



Formal support – government agencies, community organisations

Common examples of formal support include those provided by government agencies or community organisations, such as childcare facilities, recreational and sporting facilities, employment agencies, community centres, social security allowances and disability services. The need for these formal supports may vary throughout an individual's life span. Some families will have greater need for specific formal support at only a certain point in the family life cycle, such as the expanding stage.

Access to and availability of support networks is important for all individuals and families, as the resources provided assist families to satisfy needs and wants. The degree of access and availability can therefore influence the wellbeing of individuals, families and the whole community.

Availability and accessibility are interrelated.

- Individuals and families may have support networks available and are willing to access (reach) them to satisfy needs and wants.

- Individuals and families may be willing to access (reach) support networks, but they may not be readily available in their local area, or online or by phone.
- Individuals and families may have support networks available, but they may not have access to them (e.g. they cannot reach them because they do not have transport or time).

Availability refers to the opportunity to *obtain or use* support networks.



Accessibility refers to the opportunity to *reach* support networks.

Availability and accessibility

Think it through

- 1 a Watch the short film *The Oasis* online. You can also link to it directly via <http://cafs.nelsonnet.com.au>.
b Choose two characters from *The Oasis* and compare the factors that influence their resource management.
c Explain how informal and formal supports have assisted them on a positive journey for homelessness. You may refer to the points listed below in your answer.

Informal support

- Interpersonal support – these resources may only be available to individuals who are living with people in similar circumstances or dealing with similar hardships.

Formal support

- Support services and charities
- Health services

- 2 Create a mind map to identify the informal and formal supports that contribute to the satisfaction of needs in your family. Post your mind map on the wall in your classroom. Read and capture ideas, then complete the following task for homework: Describe how access to support can contribute to the satisfaction of needs.
- 3 Explain why informal and formal support networks may not be available to an individual or family. Support your answer with relevant examples.



The Oasis movie

Personal management skills

Personal management skills are concerned with an individual's ability to exercise control over one's attitudes, behaviours and motivation. People with well-developed personal management skills contribute positively to the groups and environments that they engage with, such as family, school, home, work and leisure groups. They demonstrate positive attitudes and behaviours, are responsible and reliable, exhibit resilience, are open and responsive to change, and show an interest in lifelong learning.



Corbis/Redchopsticks

Employees with good personal management skills contribute positively in their workplace

Why do we need to develop our skills in personal management? So that we can:

- meet our needs and wants
- achieve our goals
- communicate effectively
- solve problems and make decisions
- improve our ability to cope with change.

Think it through

- 1 Consider the personal skills for an employee listed in the table below. Which person would you prefer to work with?
- 2 Choose two examples and explain why these personal skills are important in the workplace.

Person X, who:	Person Y, who:
<ul style="list-style-type: none"> • deals honestly with you; says directly what they think or feel and listens to what you have to say 	<ul style="list-style-type: none"> • says one thing to your face and another behind your back
<ul style="list-style-type: none"> • behaves in a consistent manner; can be relied upon to be courteous and professional 	<ul style="list-style-type: none"> • is moody and withdrawn one day and cheerful and friendly the next
<ul style="list-style-type: none"> • is able to balance their personal and work life 	<ul style="list-style-type: none"> • is a workaholic who is unable to care or talk about anything except work
<ul style="list-style-type: none"> • is open to your feedback, makes sure they understand and works with you to try to resolve the problem 	<ul style="list-style-type: none"> • gets defensive if you try to give them feedback, dismisses what you have to say and refuses to acknowledge that there is a problem
<ul style="list-style-type: none"> • is flexible and willing to adapt or make changes for the good of the team or organisation 	<ul style="list-style-type: none"> • refuses to consider change; sticks rigidly to the established routines, rules and expectations
<ul style="list-style-type: none"> • is accountable for their actions; admits to having made a mistake 	<ul style="list-style-type: none"> • blames others for or covers up their mistakes
<ul style="list-style-type: none"> • recognises your contributions and strengths, both privately and in the group 	<ul style="list-style-type: none"> • mentions only your weaknesses and problems, both privately and in the group
<ul style="list-style-type: none"> • encourages you and listens to, supports and builds on your ideas 	<ul style="list-style-type: none"> • finds fault with all your suggestions, explaining why they won't work

Adapted from: 'Personal skills', Careers Portal Ireland website; courtesy of CareersPortal.Ie



planning

The process of making plans to achieve or do something

organisation

The action or quality of being systematic and efficient; it infers being orderly and logical

Planning and organisation

Planning and organisation are essential skills for an individual who wants to achieve their goals. These skills keep an individual focused on completing tasks, help set priorities and enable self-confidence to grow as the individual feels that they are on their own personal road to a chosen destination or goal. Good planning and organisation can reduce stress because an individual feels in control of their life as they manage their time effectively and engage a range of effective strategies. The definition of **planning** is the process of making plans to achieve or do something, while **organisation** is the action or quality of being systematic and efficient. It implies being orderly and logical. Together these actions can enhance the process of setting goals, developing strategies, and implementing tasks and schedules to accomplish goals.

Strategies for effective planning and organisation

A plan makes it easier for an individual to make things happen. All good plans tend to include:

- a clearly defined aim
- linked steps or stages noting resources, actions and priorities
- relevant and achievable time frames.

Set priorities for tasks

Spend time focusing on what you are going to accomplish for the day and review it at the end of the day. For example, identify and prioritise school, family or work tasks that need to be done in a day (or a longer time frame) and determine which tasks are most urgent. Labelling tasks as 'must do', 'should do' or 'nice to do' can assist in giving an indication of the priority and importance of tasks.

Also, look for tasks that may need to be completed before you can start on another project. Remember you may need to adjust these priorities if other new tasks assume greater priority. At the end of a day or the next day, carry over any tasks that were not completed to ensure that they are not forgotten.

Take time out to:

- create short-term, medium-term and long-term goals (see the goal setting section on page 11)
- plan strategies to help you achieve these goals; check if they are they SMART goals (see page 11); identify signposts or milestones for achieving these goals; celebrate when you achieve goals
- evaluate your progress; modify plans if there are setbacks.

Be innovative, resourceful and creative

Take the initiative in situations to find opportunities to make decisions and influence events to achieve success.

Use organisational tools

Planners and schedules are a great way to become organised. Planners are used for listing the action steps to achieve your goals, while schedules give you a visual so you can see how the actions appear over a period of time. A diary and a calendar are tools that support planning and scheduling.

Digital tools can give you access to information that aids you in planning and carrying out tasks. Schedules, reminders, alerts, coloured markers/flags and to-do lists are commonly found on smart phone or tablet applications and email and software programs.

Reduce your information

Sometimes it is wise to reduce your information notification or collection points. Do you need multiple social networking sites or email addresses that push notifications to you daily? Take control of notifications by turning them off and accessing them only at specific times during the day.

Be neat and organised

Keep things in order so that you do not need to look everywhere to find a particular item. Simple storage systems can minimise stress when you need to find something quickly; for example, you could use folders or shelves in a bookcase to organise and store school items.

Communicate

Communicate necessary information to your family, friends or workmates to keep them 'in the loop'. This may be required to plan, organise and coordinate activities or simply to inform them of your whereabouts.

CASE STUDY

Covey's tips for prioritising tasks

In his 1994 book *The 7 Habits of Highly Effective People*, Dr Stephen Covey suggested ways of categorising activities as urgent or important as a way to prioritise some over others. His urgent/important matrix is shown below.

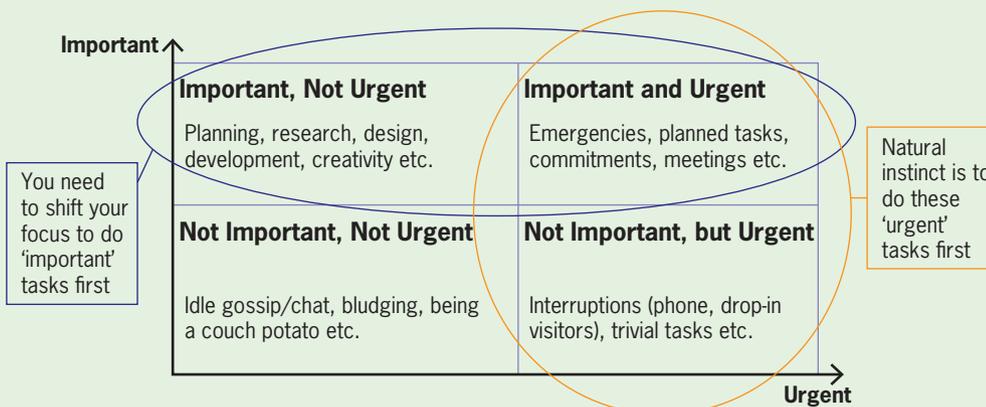
Human nature means that we instinctively act on tasks that are 'urgent', whether these tasks are important or not. This is appropriate for the tasks that are also important, but focusing on non-important tasks is not necessarily the best use of your time and effort.

<p>Important, Not Urgent</p> <p>PLAN to DO these tasks NEXT!</p> <p>These tasks are critical to goal-setting and ultimate success</p>	<p>Important and Urgent</p> <p>DO these tasks NOW!</p> <p>You MUST meet your important commitments and deal with critical issues as they arise.</p>
<p>Not Important, Not Urgent</p> <p>AVOID these activities and distractions altogether. They won't help you achieve success.</p>	<p>Not Important, but Urgent</p> <p>MANAGE these activities by cutting them short, rejecting requests and avoiding them while doing important tasks.</p>



Covey's urgent/important matrix

Another way to demonstrate the urgent/important matrix is shown below. This matrix can be used to explain why taking action on goals sometimes gets us into trouble. Goals are typically derived from dreams and desires, which by their very nature are not 'urgent'. Goals are, however, very important and their enabling actions need to be prioritised over tasks that are not actually very important.



Another of Covey's ideas relates to conceptualising goal-setting as an action that is important.



Questions

1 Consider the following list of tasks. Identify which part of the matrix each task belongs in. Write your answers in a matrix like that shown below.

- Buy milk (none in fridge for breakfast)
- Add music to your phone using iTunes gift card
- Finish Maths homework questions, which are due tomorrow
- Check Facebook
- Cannot do last Maths question – phone a friend
- Message your uncle to organise driving lessons before your test next week
- Respond to your workmate, who requested to swap shifts with you for Friday night
- Pay for school excursion

Important, Not Urgent PLAN, DO NEXT!	Important and Urgent DO NOW!
Not Important, Not Urgent AVOID	Not Important, but Urgent MANAGE

- 2 How may your answers be different to your *actual* practice?
 3 Considering both diagrams of the matrix, evaluate Covey's tips as a personal management strategy.

Check for understanding

- 1 Do an image search with the words 'planner' and 'schedule'. Skim the images to identify characteristics of these tools that would enable you to be a better planner and organiser. Copy or download tools that you may be able to put into action.
- 2 The range of smart phone and tablet applications is growing constantly. Working in small groups, identify a productivity app that you find useful. Demonstrate to your group how you use this app to enhance your life.
- 3 Discuss these apps as a class and develop a Top 10 list. Name the features, uses and cost of each app.
- 4 How does planning and organisation influence resource management?

Communication

communication

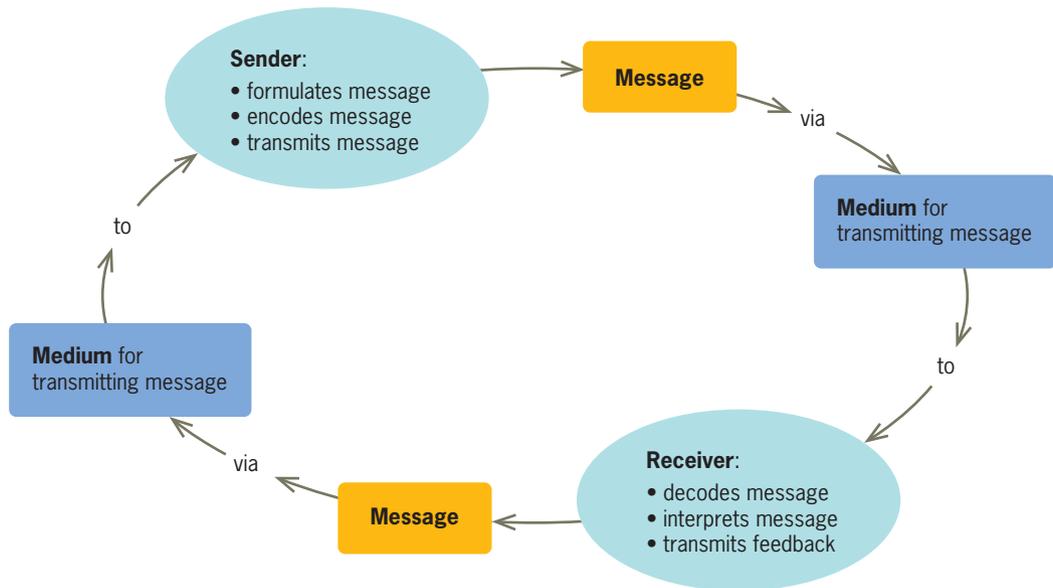
The method by which people share their ideas, information, opinions and feelings

Communication is the method by which people share their ideas, information, opinions and feelings. It is used to initiate and maintain relationships between individuals and groups.

Effective communication is an essential personal management skill. It plays a role in decision-making and problem-solving and is integral to positive interpersonal relationships. Moreover, our ability to communicate effectively has a significant effect on our self-esteem, self-confidence and ultimately our wellbeing.

Communication has four main components:

- 1 the sender – the source of the message and who encodes the message
- 2 the receiver – the destination for the message and who decodes the message
- 3 the message – has the symbols that have meaning for the sender and receiver
- 4 the medium – the means by which the message is transmitted (for example, by telephone, mobile phone, email or instant messaging) and in what environment (for example, social or public).

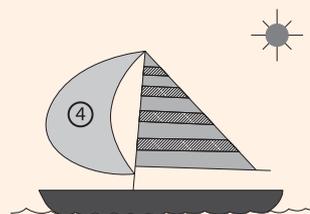


The sender initiates the message and encodes the message. This means it is put into a form that the receiver will be able to decode or understand. As a result, the receiver sends feedback to the sender, indicating the message has been received and understood.

Think it through

Select a partner for this activity and sit back-to-back on either chairs or the floor. Student A will need paper and pencil to make a drawing.

- 1 **a** The teacher gives student B a simple diagram without student A seeing it.
 - b** Student B verbally explains to student A how to draw the diagram.
 - c** Student A draws the diagram based on the instructions from student B.
- 2 Roles are reversed, with the teacher giving a different diagram to student A.
- 3 Discuss your feelings regarding the activity, and identify what assisted or hindered the sender and receiver to understand the message.
- 4 As a class, reflect on the role of verbal and non-verbal communication in effective communication.



A sample diagram

Verbal and non-verbal communication

Verbal communication occurs through the use of sounds and words – language that is oral or written. Language needs to be understood by both the sender and the receiver for the message to be communicated effectively. Examples of verbal communication include talking, singing, SMS, email, letters, faxes, signs and sign language.

Non-verbal communication includes physical actions and body language. People use non-verbal communication to enhance meaning, such as through gestures, facial expressions, eye contact, posture, body movement and proximity to others. An individual's appearance and clothing can send out non-verbal messages, while silence can also be an effective form of non-verbal communication. Non-verbal communication is a powerful means of communication and usually accompanies congruent verbal communication. For example, most people who say 'I love you' will not be yelling this at their partner with a scowl on their face and with their arms held tightly crossed!

verbal communication

Communication through the use of sounds and words; that is, oral or written language

non-verbal communication

Communication through physical actions and body language

Check for understanding

Read through the following examples and identify the sender, message, receiver and how feedback was sent. How did the sender encode the message? In what environment did the cycle occur?

- A softball player is running to third base. The umpire puts two arms out.
- A teacher asks a student to show his homework to her at her desk.



Think it through

Copy and complete the table by identifying examples of non-verbal communication and the messages inferred by these signals. The first one has been done for you.

Type of non-verbal communication	Example	Message
Gestures	Thumbs up	OK, good, right to go
Facial expressions		
Eye contact		
Posture		
Body movement		
Proximity to others		

Assertive, aggressive, passive communication

A variety of communication styles – assertive, aggressive and passive – are used by people to convey a message (see the table below). A skilled communicator will know which style is best suited to the receiver, taking into account the medium and the environment.

Aggressive, assertive and passive communication

Style	Characteristics	Outcomes
Aggressive communication occurs when a person's feelings are expressed in an intimidating manner, sometimes denying the listener an opportunity to participate in the discussion.	Individuals: <ul style="list-style-type: none"> stand up for their own rights make decisions that may not consider the rights of others dominate and do not listen to others can be hostile and defensive. 	Individuals: <ul style="list-style-type: none"> may lose the respect of others can achieve goals, as needs may be met demonstrate power can cause conflict because others feel threatened.
Assertive communication occurs when individuals express their feelings in an acceptable, non-aggressive, positive manner, and state their rights, opinions, knowledge, requests or desires without hurting or depreciating others.	Individuals: <ul style="list-style-type: none"> stand up for their own rights and recognise the rights of others are ready to listen to one another, as there is mutual respect recognise the feelings of others and the context in which conversations occur. 	Individuals: <ul style="list-style-type: none"> achieve mutual respect may help achieve goals as needs may be met minimise hurting others are honest with themselves and others.
Passive communication occurs when individuals fail to express their feelings, needs and ideas.	Individuals: <ul style="list-style-type: none"> ignore their own rights and allow others to infringe on their rights do not state their own needs, ideas or feelings are emotionally dishonest with themselves to be seen as polite. 	Individuals: <ul style="list-style-type: none"> fear losing the approval of others fear the reaction of others avoid conflict may manipulate others may have pent up feelings that will erupt later in an aggressive outburst.



Think it through

1 The scaffold below is a useful model for structuring assertive communications in a diverse range of situations. Try your hand at writing a response for a conflict situation in your family.

An assertiveness model

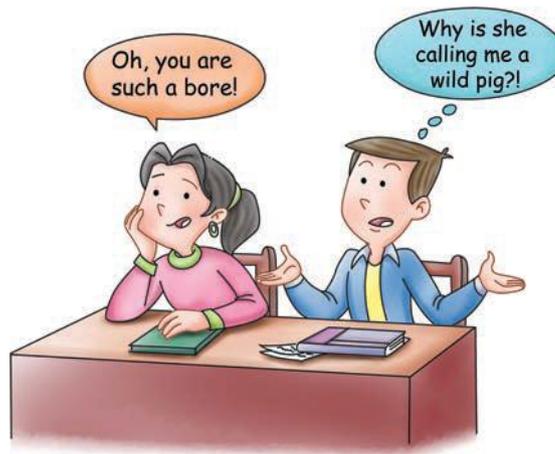
- 1 When you ... (do something)
 - 2 This happens ...
 - 3 And I feel ...
 - 4 Would you ... (do something)
 - 5 Because/that way/this would mean ...
 - 6 I/you/they would feel ...
 - 7 What do you think?
- 2 Form small groups and use role-plays to show aggressive, assertive and passive communication for each of these scenarios.
- Returning shoes to a store after finding a fault with the heel
 - Seeing someone jump the queue in front of you when buying popcorn before a movie
 - Asking a teacher about an error with an examination mark – you have found an extra 10 marks

Debrief as a class, considering the outcomes of both verbal and non-verbal communication. What was the most effective form of communication? Did the participants' body language reflect the verbal communication? How did the outcome demonstrate personal management skills?

Characteristics of effective communication

Effective communication can enhance relationships, as the people involved are able to share their experiences and feel understood. This builds connection. Conflicts are therefore less likely to arise from misunderstandings. When people share feelings, values and attitudes in an atmosphere of trust, their connection becomes stronger.

The table below outlines the differences between effective and ineffective communication.



Messages are not always decoded as intended.

Comparing effective and ineffective communication

Effective communication	Ineffective communication
<p>Effective communication involves:</p> <ul style="list-style-type: none"> • sending clear and positive messages • having the ability to express thoughts and feelings • showing a genuine interest in others • being assertive • showing the other person you are listening using verbal and non-verbal cues • choosing words that are understood by other individuals • making sure that non-verbal communication complements the verbal message being sent • listening for the feelings behind the sender's words – verbally and non-verbally • asking and answering questions as part of the feedback process • realising that gender may have an impact on how we communicate. 	<p>Ineffective communication may involve a sender:</p> <ul style="list-style-type: none"> • expressing the message in a hurry • using an inappropriate medium to transmit the information • being unclear about the message he or she wishes to communicate • not listening to feedback • withholding information that could help clarify the situation • deliberately or subconsciously not using shared meaning. <p>It may involve a receiver:</p> <ul style="list-style-type: none"> • constantly interrupting the sender • being evasive by not telling the sender that they do not understand • not contributing feedback when there are opportunities to do so.



Think it through

- 1 Watch an episode of the TV show *Mr Bean*.
- 2 Make notes on the verbal and non-verbal cues Mr Bean uses in the episode.
- 3 Do you believe Rowan Atkinson's character, Mr Bean, is assertive, aggressive or passive? Justify your answer.
- 4 Create a list of characteristics of effective communication Mr Bean displays.
- 5 In groups, assess the extent to which communication can influence resource management.

Gender and communication

Think it through

Challenging gender expectations about communication patterns

Studies of the way children use language show marked differences in the way girls and boys speak to each other, which can be seen even in the preschool years. The reason for these differences has to do with the way the sexes behave in groups. The way little boys talk to one another when at play is markedly different from the way little girls interact with one another, and this reflects attitudes that will continue throughout adult life.

Girl talk	Boy talk
<p>Girls want to be part of the group, so their talk is aimed at promoting unity and reaching compromises. Girls:</p> <ul style="list-style-type: none"> • use language as a way of forming close, intimate friendships • make suggestions when playing in groups: 'Let's play house.' • give reasons for their suggestions: 'Let's play in the garden because there's more room.' 	<p>Boys usually want to stand out from the crowd, so the things they say are intended to enhance their status in the eyes of playmates. Boys:</p> <ul style="list-style-type: none"> • tell jokes and stories far more than girls as this allows them to be the centre of attention: they will often interrupt a story being told by another boy • give orders and try to grab favourable positions for themselves: 'OK, we're going to play doctors. I'll be the doctor, you be the patient.' • back up their suggestions by insisting, by appealing to the rules or even by threats: 'You have to be the patient because it's your turn. I won't play with you if you don't.'

- 1 Read the opinions outlined above.
- 2 Discuss these ideas as a class. Do you consider these findings to be stereotypical or true (or both)? How does it compare with your experiences in real life?
- 3 Evaluate the contribution of these behaviours to effective communication as an aspect of personal management.

Decision-making

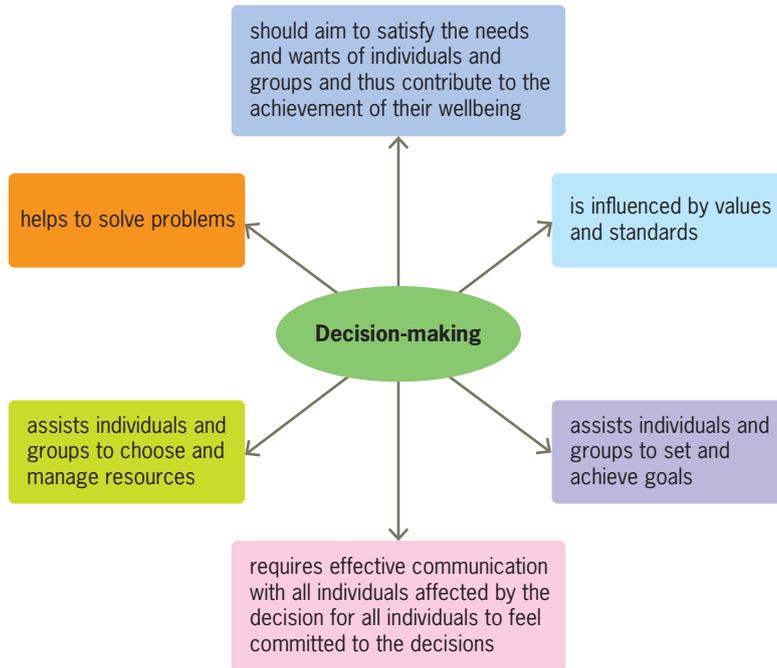
We make decisions as a part of everyday life. We choose what to wear, what to eat for breakfast or which music to listen to. These decisions are routine and do not require much deliberation. However, our lives also require decisions to be made on more complex issues with uncertain outcomes. These decisions necessitate the consideration of alternatives and may have longer-term impacts. **Decision-making** is therefore the process of making choices or reaching conclusions based on considering the alternatives available.

Individuals learn to make decisions through experience in decision-making. When children learn to make decisions that gradually increase in complexity within the family group, they can then transfer these skills to other groups that they belong to, such as their peer group, dance group or sporting team. This also enhances their decision-making as a personal management skill.

Participation in group decision-making improves an individual's communication and interaction skills, and their self-esteem. It also promotes interpersonal relationships and group cohesion.

decision-making

The process of making choices or reaching conclusions based on considering the alternatives available



How decision-making might affect you

Decision-making styles

A variety of decision-making styles can be employed. They can depend on the nature of the decision, the time available, a person’s skills in this area and their knowledge of the issue.

Impulsive style

An impulsive decision is a hasty decision usually made spontaneously, without considering the alternatives or outcomes.

Intuitive style

An intuitive decision is based on instinct: the ‘inner feeling or knowledge’ that it is the right decision to make at the time. While there may not be extensive time given to considering the alternatives, an individual’s values and standards often play a significant role in the decision.

Hesitant style

A hesitant decision is made with caution. An individual may have trouble making the decision due to a lack of confidence or knowledge of what the alternatives or outcomes related to the decision will be.

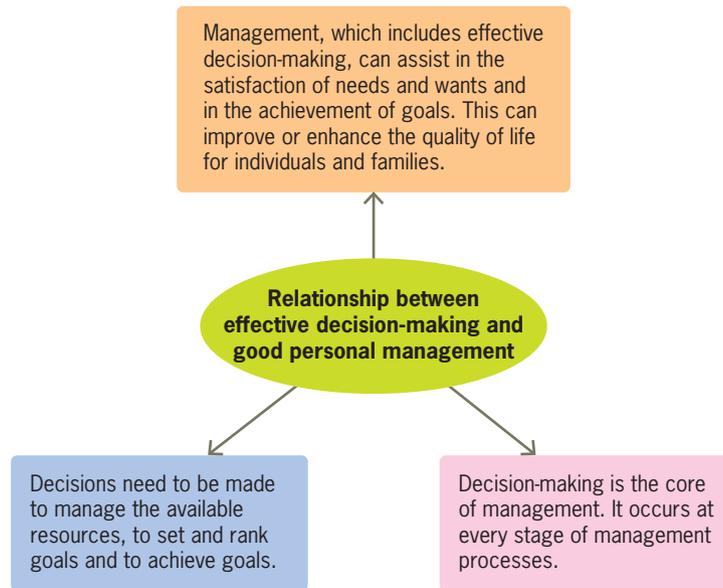
Confident style

A confident decision is made with certainty and trust. Alternatives have been identified and outcomes wisely evaluated to ensure that the best decision has been made.

Rational style

A rational decision is logical and sensible. A commonsense approach to the decision-making process is undertaken – information is gathered, alternatives carefully considered, and outcomes and consequences evaluated prior to an individual making their final choice.

It takes a mature person to take responsibility for the decisions that are made.



The relationship between effective decision-making and good personal management

Check for understanding

- 1 Imagine that your family is choosing a holiday destination. Outline a scenario for making this decision by using each decision-making style.
- 2 Explain how effective decision-making has contributed to good personal management for this scenario.

Factors influencing decision-making

Access to resources

The resources available to an individual will influence the manner in which they approach decision-making. For example, if you are deciding what to do over the Christmas holidays, you need to consider your time, energy and the money available to you. Your friends may have gone away, so this may also affect your decisions. A lack of knowledge or an inability to access resources may limit the number of alternatives we can consider.

Complexity of the problem

More complex decision-making involves a greater number of resources and individuals. There are usually more alternatives to consider, often with significant emotional or economic consequences. As a result, greater consideration needs to be given to evaluating the alternatives to ensure that a rational decision is made. Examples include purchasing a car or choosing to begin an intimate relationship. Simpler decisions that do not affect other individuals or involve many resources, such as purchasing a birthday present or deciding whether to ride your bike to school, are easier and quicker to solve.

Past experiences and personal values

Often in decision-making we take into account the result of a prior decision. For instance, a teenager who is badly sunburned may choose to use sunscreen and cover up the next time they visit the beach. Both positive and negative experiences can be used to assist with decision-making. Additionally, a person's values – what they consider desirable and acceptable – are also considered. A person may value academic achievement more than playing live music, so the stronger value would come into play when deciding whether to concentrate on university studies or the continuing success of a social band.



Attitudes to change

Undertaking change may be difficult and it may involve some positive and negative consequences. When someone chooses to leave home, home comforts and parental support are lost. However, there might be the reward of increased independence and freedom. By carefully considering the advantages and disadvantages of each possible alternative, a more balanced perspective on managing change can be achieved.

Sociocultural factors

A person's sociocultural background can impact on autonomy in decision-making. Cultural aspects such as gender, family position, education level and socioeconomic status can influence an individual's willingness, ability or confidence to express their needs, wants or opinions in relation to decision-making. In some Middle Eastern countries, males have traditionally had more power and autonomy than females and, as a result, some women may be socialised into accepting a passive position in decision-making. In Aboriginal and Torres Strait Islander communities, tribal elders hold positions of power regarding decision-making.

Think it through

Assess the degree to which your sociocultural background influences your autonomy in making decisions about:

- school courses.
- career choices.

Problem-solving

Problem-solving may be defined as a method for analysing a situation, generating possible solutions and evaluating the options. Individuals, families, groups and communities use problem-solving skills. An individual can use problem-solving to plan a fitness program or to organise a study timetable. School friends could use the process to plan their destination and activities for schoolies week. A family could use problem-solving skills to plan a renovation. A workplace could plan a new branch of the business, thereby needing to increase the supply of managers and new employees. Communities may be involved in problem-solving when allocating funds to community groups.

problem-solving
A method for analysing a situation, generating possible solutions and evaluating the options

Problem-solving requires choices to be made; therefore, decision-making is a vital part of the problem-solving process.

Problem-solving is a planned activity. The more skilled an individual becomes in the application of these skills, the greater the control they will have over aspects of their life. This can ultimately lead to improvements in their quality of life and thus their wellbeing.

Steps in the problem-solving process

Step 1: Identify the problem

Identifying the problem involves consciously defining the problem and recognising the need to take control of an issue. Question words, such as who, what and why may help define the problem.

Step 2: Explore alternative solutions and their consequences

Generate alternatives through brainstorming or research. Outline each alternative's advantages and disadvantages. Try to identify and evaluate the possible outcomes of each. Be aware that this evaluation process will be influenced by your values and standards. Carefully considering potential consequences can contribute to wise decision-making at this step. See page 30 for an example of mind mapping as an effective tool for brainstorming and generating solutions to problems.

Step 3: Select an option

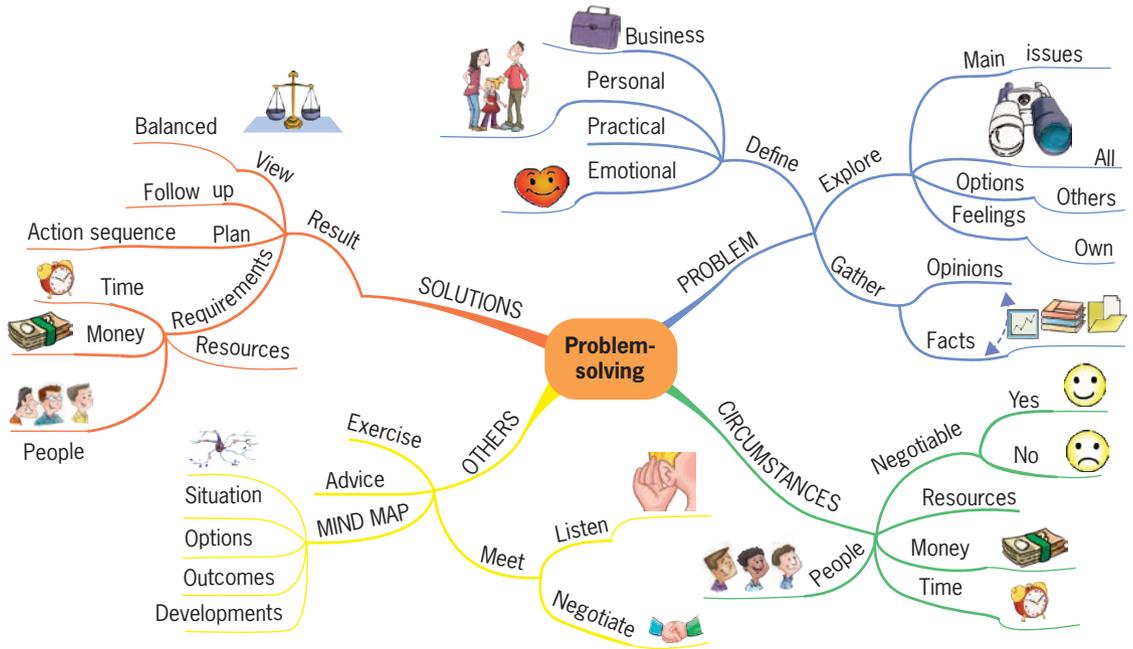
This step involves you choosing the most appropriate option – the one that best satisfies the initial need or that solves the problem.

Step 4: Implement the solution

Once an option has been selected, you need to implement your solution in the most effective and efficient way.

Step 5: Evaluate the situation

After the solution has been implemented, you need to evaluate the results to see how well your solution solved the original problem. This will mean looking at both positive and negative outcomes. This step is useful for the future – it may be possible to avoid confronting the problem again, and you can use the experience when faced with new problems.



Mind mapping is an effective tool for brainstorming and generating solutions to problems.

Check for understanding

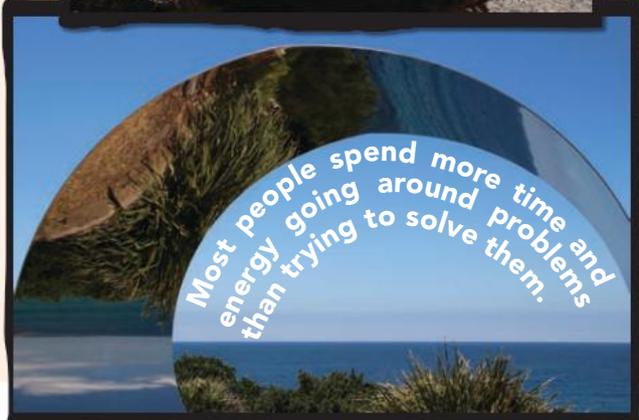
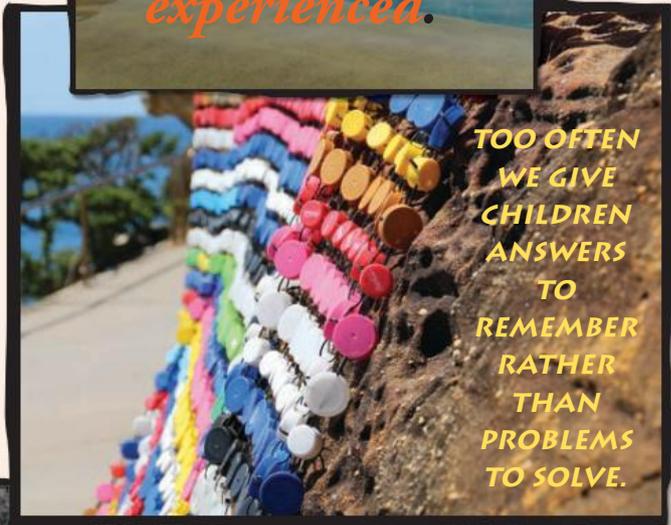
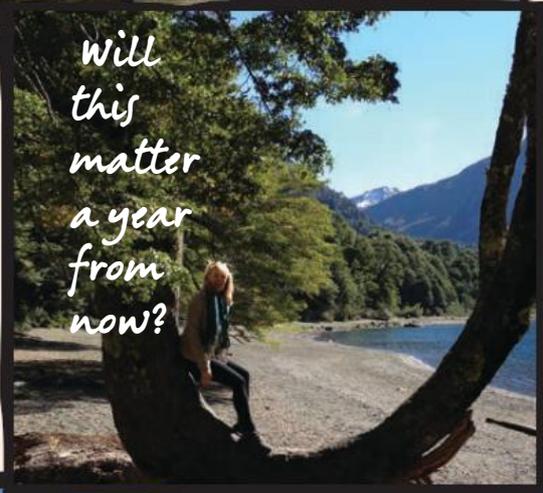
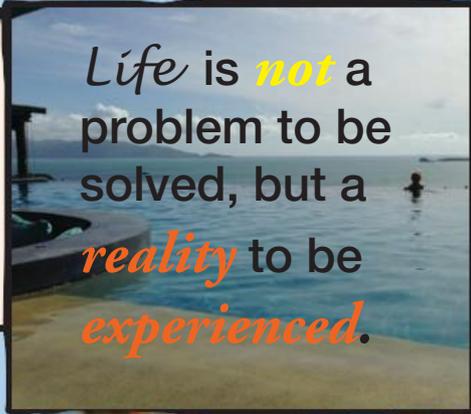
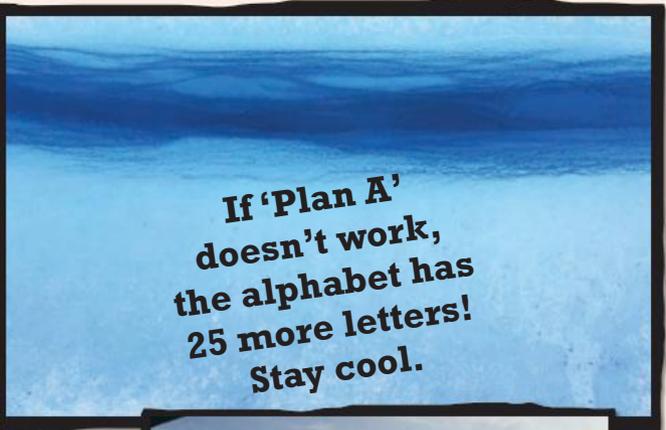
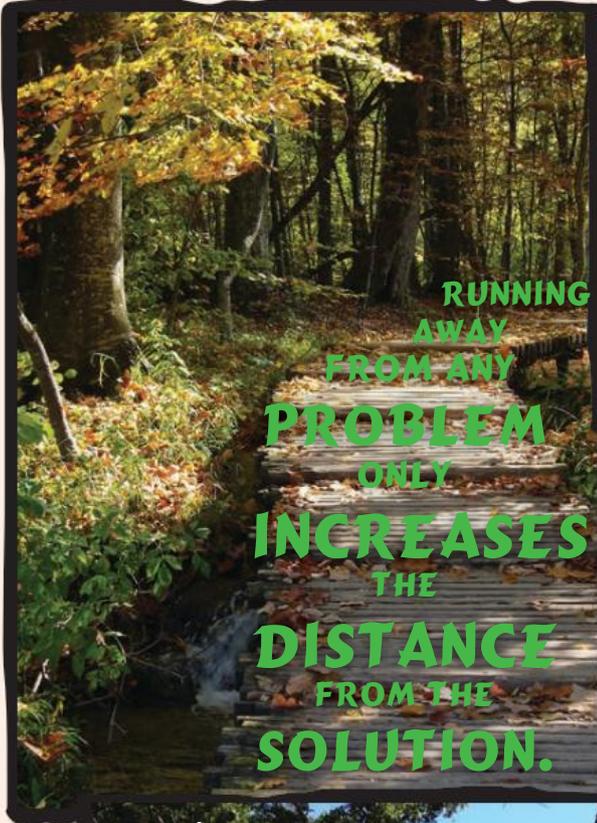
- Apply your problem-solving skills to these scenarios.
 - Purchasing a second-hand car
 - Redecorating your bedroom
 - Preparing for yearly exams
 - Caring for an ill family member
 - Training staff to use a new scanner at work
 - Choosing a pet for your five-year-old cousin
 - Selecting roles for the HSC group drama performance
 - Planning a surprise party for your best friend
- Choose one of the scenarios in question 1. Interview a member of the opposite gender, asking them how they would approach the situation. Take brief notes on their answer. As a class, discuss and compare your findings. What do they reveal about stereotyping and gender expectations?

Think it through

- Compare the personal management skills of two characters in the TV series *The Big Bang Theory* or *Modern Family*.
- Assess the extent to which these personal management skills can influence the characters' resource management.

Think it through

Choose one photo from the seven below and explain how it represents your approach to problem-solving.



Allison Beattie



EFFECTIVE RESOURCE MANAGEMENT

Strategies for effective resource management

Using interchangeable resources

Resources can have alternative uses, so individuals must make decisions about the best use of resources. An individual's values in relation to resources will influence how they use and allocate resources. For example, a certain amount of money may go towards an item of clothing, a ticket to a music festival, a savings account or a debt. Given the same amount of the same resource, different people will often use it differently.

Adopting sustainable behaviours

Individuals are consumers or users of resources. Some non-human resources can be partially or wholly consumed through use and are therefore considered non-renewable. Careful management of non-renewable resources is needed to ensure that they are used to their best potential and not wasted.

Effective resource management relies on people, businesses and governments to make carefully considered decisions about how, why and at what rate resources (especially non-human) can be used so that they can be sustained for prolonged use. This can ultimately affect the availability and quality of resources for future use. For example, recycling paper or ink jet cartridges or emailing financial statements instead of posting print copies to customers are environmentally sustainable practices.

Accessing support

Being able to access support from family, friends or more formal government agencies or community organisations can be a valuable resource and impact positively upon wellbeing, in ways both small and large. A friend or agency staff member offering time to listen to problems, issues or concerns can provide a precious coping mechanism for a person in need. At other times formal funding can enable health services, medical prescriptions or transport to be more readily available to support the specific needs of an individual.



Fairfax Syndication/Steven Stewart

Oz Harvest has established a hallmark process for sustainable behaviour by using excess food that would otherwise be discarded to make meals for vulnerable people in Sydney, Adelaide, Melbourne, Newcastle, Brisbane and on the Gold Coast.



Developing personal management skills

In order for an individual to manage their resources effectively, one must develop personal management skills in planning and organising, decision-making, communication and problem-solving. This may occur through everyday life experiences and/or involvement in personal development programs. Individuals developing their personal management skills should also engage in personal evaluation, reflecting on and discussing how they plan and organise, communicate, make decisions and solve problems.

For example, making choices about the sorts of food (a resource) a family is going to spend their money (a resource) on for the week involves planning, organising and decision-making. The family has to make decisions about what meals they are going to make for the week. This involves planning and organising by writing a list, researching recipes, checking what foods are low in supply in the household and communicating with the family about what their preference are. The family will need to make decisions about the meals to be prepared on each day of the week, noting whether the family members will be home together for each meal or whether the meals need to be stored for later consumption.

At the end of the week, the family can evaluate how effectively they managed their food choices by communicating about what they liked/disliked, which meals they would like to have again and which ingredients were not used.

Engaging in education or training

The following quotes and research overwhelmingly demonstrate the importance of education and training as key strategies for effective resource management and significant contributors to individual, family and community wellbeing.

- 'Investing in education is the single most effective means of reducing poverty. Girls and boys who learn to read, write and count will be able to provide a better future for their families and countries. With the opportunity to engage in education and training, so many other areas are positively affected. In short, education and training has the power to make the world a better place.' (Global Partnership, 2014)
- A well-known quote from Sir Francis Bacon that 'knowledge is power' supports the notion that the more knowledge you have, the more you can do. The potential of having more power and control over our daily lives can be a fundamental driver for individuals to engage in education and training.
- Recent research (Australian Bureau of Statistics, 2012) suggests that young people who are not fully engaged in or committed to education or employment (or a combination of both) are at greater risk of unemployment, cycles of low pay, and employment insecurity in the longer term. Participation in education and training, and engagement in employment, are considered important aspects in developing individual capability and building a socially inclusive society.

Think it through

- 1 Visit the 'The value of education' page on the Global Partnership website to read about the importance of education to communities across the world. You can link to this directly via <http://cafs.nelsonnet.com.au>. Choose one fact that resonates with you and explain your choice.
- 2 Hold a class debate on the topic 'Education is a privilege, not a right'.



Global Partnership:
Education

Interviews as a primary research method

Interviews involve a researcher using verbal and non-verbal communication to obtain information from an interviewee. It is a primary method of data collection, which means the information is collected firsthand by the researcher. Generally, the information gathered is qualitative, which means that opinions, feelings, experiences and attitudes are gathered, rather than quantitative information, which involves numerical data. Interviews can be carried out in person, over the phone or through video conferences.

interview

A conversation or discussion between two or more people to collect information or opinions; it is often concerned with their understanding, knowledge or perception of the facts or circumstances related to the topic of research



Constructing, conducting and recording responses

A researcher needs to have undertaken some prior reading on the topic so that they have sufficient background information to be able to develop ideas for the focus of the interview. This then leads to the decision regarding the type of interview – structured or unstructured – and the development of appropriate questions.

Interviews should contain a mixture of questions.

- Introductory questions aim to put the interviewee at ease and are general in nature.
- Focus questions allow the interviewee to provide specific information and can account for further probing on a particular issue.
- Open questions allow reasons, thoughts and opinions to be provided by the interviewee.
- Closed questions often result in brief answers.

Examples of these types of questions, used in an interview with an adult to explore the role of sport in lifelong learning, are listed in the table below.

Examples of interview questions

Type of question	Example
Introductory – closed	Did you play sport as a teenager?
Introductory – closed	What sports did you play as a teenager?
Introductory – open	What do you remember about playing sport at school?
Focus – open	How important were sports at your high school?
Focus – closed	Does involvement in sport assist a young person later in life?
Focus – open	How do you think this (involvement in sport) assists a young person later in life?
Focus – open	Can you give an example of how your experiences in sport assisted you as an adult?

There are a number of points you should consider before, during and after the interview.

- Prearrange your interview and be punctual.
- Check the environment is suitable, including seating and lighting and having somewhere quiet with few disruptions.
- If you are recording the interview, have equipment checked and ready to use.
- It is helpful to develop a preformatted 'Interview profile' sheet (see page 35 for an example), which can be used for documenting the interview answers. Other details to include would be the interview date, interviewee's identification and other information you may require for referencing or future follow-up. Make sufficient notes during the interview and be prepared to follow this up with a longer report immediately afterwards. This helps to create a relaxed environment, which means the person will feel more comfortable and provide more valuable answers.
- Explain the purpose of your research and that privacy will be respected.
- Remember to practise effective verbal and non-verbal communication (review pages 23 and 24).
- Maintain eye contact, speak slowly and allow enough time for the interviewee to consider their answer before prompting or asking the next question.
- Close the interview by providing the option, 'Is there anything else you would like to add?'
- Thank the interviewee for the time given to you. A follow-up note is also recommended.



Name of interviewee:		Date of interview:	
Interview questions	Answers		Interview no.:
Did you play sport as a teenager?	Yes / No		
What sports did you play as a teenager?	Basketball	Football	Netball
	Swimming	Rugby League	Tennis
	Rugby Union	Hockey	
What do you remember about playing sport at school?			
How important were sports at your high school?	Not very Important / Important / Very important		
Does involvement in sport assist a young person later in life?	Yes / No		
How do you think this (involvement in sport) assists a young person later in life?			
Can you give an example of how your experiences in sport assisted you as an adult?			

The interview number will allow you to keep interviewee details confidential during your analysis summary.

Add preselected data that you can easily select during the interview to save time.

Sample interview profile sheet – pre-recorded responses can save time during the interview

Structured and unstructured interviews

Structured interviews are planned with a set of predetermined questions developed by the researcher. This means that there will be some similarities in the structure of the respondents' answers and that they can be compared and analysed more readily. On the other hand, **unstructured interviews** are more discussion-like, with the researcher planning areas for discussion without developing the actual questions. This allows for a diversity of answers and greater flexibility in the responses. However, it also means that respondents' answers need to be analysed on an individual basis and more thoroughly.

While the planning and preparation for a structured interview will appear more lengthy, it is only a skilled and experienced interviewer that can ensure the smooth 'flow' of questions during an unstructured interview, where questions will need to be framed and followed up to ensure sufficient detail is elicited in responses throughout the interview.

Comparing structured and unstructured interviews

Type of research	Advantages	Disadvantages
Structured interview	<ul style="list-style-type: none"> • Questions are predetermined and planned to focus on a research area. • Responses from multiple interviews are consistent due to the format and are therefore easier to collate. • The length of time required for interview can be specified and limited. 	<ul style="list-style-type: none"> • The formal structure may affect the responses from the interviewee. • There is less flexibility.
Unstructured interview	<ul style="list-style-type: none"> • There is a more relaxed atmosphere, possibly due to the discussion format. • There is greater flexibility, as questions can cover issues/points that are identified as important during the interview. 	<ul style="list-style-type: none"> • The interviewer needs to be in control and knowledgeable to ensure success of research. • Questions may become irrelevant and unrelated to research. • The length of time required for the interview can be unknown. • A wide variety of responses may be difficult to collate.

structured interview
A planned interview with a set of predetermined questions developed by the researcher.

unstructured interview
A more discussion-like interview with the researcher planning areas for discussion without developing the actual questions



Think it through

- 1 Select a television or media interview to observe and answer the following questions. Suitable examples include *60 Minutes* and *Insight*.
 - a Is the interview structured or unstructured? What examples can you provide to support your answer?
 - b Outline the preparation that would have been carried out prior to the interview.
 - c Describe the communication techniques used by the interviewer to enhance the experience for the interviewee.
- 2 For this research activity, you are required to complete parts A and B below and hand them in to your teacher as a written project.

Part A: Answer the following questions.

 - a Define the term interview.
 - b What techniques create an effective interview?
 - c Explain the difference between a structured and unstructured interview.
 - d List the advantages and disadvantages of the interview as a research method.

Part B: Develop your interview skills.

 - a Choose a topic that you would like to research. Your topic must relate to accessing formal/informal support and how this can contribute to effective resource management.
 - b Research the topic by reading or analysing some data and then create a mind map on the topic.
 - c Decide what type of interview you are going to conduct – describe who, how, when, where.
 - d Construct the interview questions and prepare an ‘Interview profile’ sheet.
 - e Conduct the interview, recording the responses (it may be digital or written).
 - f Analyse and present your results as a computer-generated summary of the interview.
 - g Evaluate your interview skills and research outcomes.

Advantages and disadvantages of interviews

The advantages and disadvantages of structured and unstructured interviews are listed on page 35. The advantages and disadvantages of interviews in general are below.

Advantages	Disadvantages
Respondents can have questions reworded for clarification or be prompted for more detail, providing some flexibility.	It is time-consuming to plan, conduct and collate data.
An interviewer can judge if questions become too sensitive and adjust them accordingly.	Some subjects may find an interview threatening and feel less able to answer honestly because of face-to-face contact.
Respondents may enjoy the personal attention that an interview provides and are more willing to be involved.	There is less anonymity for respondents due to the personal nature of the interview.
Verbal communication and prompting can account for variations in a respondent’s literacy level.	Communication difficulties might arise if there is a language barrier.
A large amount of information may be generated due to the qualitative nature of method.	Too much information may be difficult to analyse and compare.
Both qualitative and quantitative data can be generated depending on the questions asked.	Bias may occur due to personal appearance or body language (from interviewer and/or interviewee).
Information can be used to develop a more focused questionnaire.	Equipment for recording may be required.



Analysing research results

For interviews, data analysis begins soon after the interview when you read over your notes and add a summary of ideas or themes you may have noticed. Carefully read all your data at least twice during a time when you will not be distracted. Read and write notes to yourself, highlight or list ideas, sketch diagrams and look for statements or quotes that represent a thread of repeating ideas or themes.

You may also find it useful write your points on sticky notes.

- Each point should be on its own note.
- Try to avoid long sentences so you will be able to quickly scan your note and know what it refers to.
- Use short quotes or simple summaries if they sum up the finding well.
- If you interview more than one person, add a number or pattern to the corner of the sticky note so you can keep track of who each point came from (or assign a differently coloured sticky note to each interviewee).

This system will allow you to think about and move around ideas until you can see patterns emerging.

Once you have grouped ideas or themes together, you can ask yourself questions, such as:

- What was the overall feeling/response about X?
- Were there any differences/similarities between the age groups/gender groups that I interviewed?
- What were the most frequent results?
- Who thinks (or does) what most often?
- What did I find compared with what I expected?

You then need to interpret your findings. For example:

- 'The results indicate that ... '
- 'The evidence for this can be seen in the comment ... '

REFERENCES

Australian Bureau of Statistics. (2012). *Gender indicators, Australia, Jan 2012* (Cat. No. 4125.0). Canberra: ABS.

Global Partnerships. (2014). *Education*. <http://www.globalpartnership.org/education>.

McQueen, M. (2010). *The new rules of engagement*. New York: Morgan James Publishing.



MODULE FOCUS

- Groups in the community (p. 39)
- Roles individuals adopt within groups (p. 45)
- Power within groups (p. 55)
- Conflict within groups (p. 61)

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.



GROUPS IN THE COMMUNITY

Each of us is different. We are shaped by many factors including hereditary factors and our genetic make-up, the environment we live in and are exposed to, and the experiences that we have witnessed and lived through. The interrelationship of standards, values, belief systems and norms that exist within our family and community groups also plays a significant role in determining who we are, how we respond to different situations, and how we interact with others.

Engaging with groups that exist and operate within the communities we live in allows us to achieve goals, realise personal wellbeing and enhance our sense of belonging.

Types of groups

Groups form for many different reasons. Some may be short term, and others long-term gatherings. Some groups may be more structured than others but, fundamentally, groups are the structure for social life. Group structures may be highly rewarding for engaged members and society as a whole but, so too, group structures may be destructive or divisive for both individuals and the community.

Simplistically, a group may be defined as two or more individuals who are connected, involved, share a common ideal and have meaningful contact. As with all gatherings of individuals – be it in the animal kingdom or the human world – there will inevitably be differences in some aspects of behaviour; but the commonalities are paramount during the formation phase.

Different types of groups

Group type	Definition
Family and friendship groups	<p>Kinship ties or social bonds based on ancestry, marriage or adoption are the most common of primary, or major, group types. People in family groups generally spend a great deal of time together, engage in a wide range of activities together and know each other well. Obviously there can be exceptions, where there are hostile relations (e.g. dysfunctional and fragmented families).</p> <p>Friendship groups also spend a lot of time together but are more likely than family groups to disband after a short time (e.g. school friendships may end when individuals leave to look for employment in different locations). Thus, friendship groups are looked upon as a secondary group type.</p>
Sporting and leisure groups	<p>Sporting and leisure groups may be long term or transitory. Their primary purpose is to provide a fun and interactive way for members to get fit and healthy or to engage in activities that address personal wellbeing. Members often rely upon each other for motivation to continue the activity, through regular, scheduled meetings. These groups may be age specific (e.g. Little Athletics, University of the Third Age), location specific (e.g. surf lifesaving clubs), competitive (e.g. triathlon clubs) or creative (e.g. scrapbooking, art and photography clubs).</p>
Study and work groups	<p>When individuals feel connected, engaged and included in academic or active work, their degree of personal satisfaction and wellbeing is heightened. Examples of study and work groups include:</p> <ul style="list-style-type: none"> • pairs or groups of students, who study, problem-solve and assist each other with their learning • service work groups, who engage in labour for the good of others (e.g. international aid and charity organisations) • businesses and their franchises, which share a common work ethic and business focus • industry networking groups, which allow individuals to share and discuss resources pertinent to their industry • squads, who work together as a team to accomplish goals (e.g. Streamwatch program volunteers).

(continued)



Different types of groups (continued)

Group type	Definition
Religious groups	<p>Religious groups are formed around the common beliefs, traditions and values held by a specific doctrine or faith. Different religious groups hold differing religious philosophies, but they all share the primary mission to promote spiritual growth and nurture the individual and their community.</p> <p>Australia's religious landscape is diversifying in line with multicultural immigration. The 2011 Census (ABS, 2012) recorded that 61.14 per cent of the Australian population adhered to Christianity; 22.3 per cent declared 'no religion'; and 8.55 per cent did not wish to answer the question. The remaining population is diverse, and includes Buddhist, Islamic, Hindu, Jewish and Sikh groups.</p>
Cultural groups	<p>Cultural (and ethnic) groups are based on the geographic area in which a group originated or developed. They share social and cultural characteristics. Classification is based on self-perceived group identification; that is, the extent to which an individual associates with a specific cultural group's ideals and philosophies.</p> <p>According to the 2011 Census (ABS, 2012), Australians come from over 200 countries, each with its own cultural characteristics. The Census found that 2.5 per cent of the population identified as Indigenous. Of the 24.6 per cent of the population born overseas, 8.5 per cent were born in non-English speaking countries.</p> <p>Demographics indicate that, within Australia itself, cultural groups tend to populate geographic regions. This allows the groups to enjoy familiar support structures.</p>
Other specific groups within the community	<p>In order for aspects of our wellbeing to be equitably addressed and satisfied, the need to create specific groups has become imperative. Such is the growth of minority groups. The world is filled with examples of those who suffer because they are part of a minority. Health, financial status, age, education, gender and class may each be the basis for the formation of a group.</p> <p>There are support groups for men, sole parents, bushfire victims, and people with health issues such as cancer, depression, diabetes and dementia. Volunteer groups, such as St Vincent de Paul and the Australian Red Cross, also exist.</p> <p>There are also groups associated with civil unrest. Mobs are groups who gather temporarily for a specific reason. Gangs are generally considered to be groups who gather in a specific area.</p>

Think it through

Explore the following websites. You can link to them directly via <http://cafs.nelsonnet.com.au>.

- Australian Institute of Family Studies: This site provides current information and studies relating to individual and group development.
- Australian Bureau of Statistics (ABS): This site provides data from the latest census.
 - Identify groups that exist within your community. Categorise each group according to the type of group it is (see table) and suggest reasons for their formation.
 - Compare and contrast a specific group in your own demographic area with that of a group in a different region. Discuss and account for any differences identified.
- National Council on Family Relations: This is a useful site for determining the roles of government organisations and for the maintenance of individual and family wellbeing.
 - As a class, brainstorm different groups within your community. Nominate someone to record responses on the board or an electronic mind-mapping tool.
 - Individually, develop a table to identify support structures that serve to promote the wellbeing of group members (support structures may be government, non-government, community, volunteer and so on). Your table should have four columns, labelled 'Support structure', 'Type of support', 'Description' and 'Type of wellbeing addressed'.
 - In small groups, select three or four of the groups identified in your tables. Explore and explain why these groups were formed and how they serve to enhance individual or community wellbeing. As a class, present and discuss your findings.



Australian Institute of Family Studies

Australian Bureau of Statistics

National Council on Family Relations



CASE STUDY

Rusty and Sarah are a young couple who share common goals to keep fit and to save money for their future home. They also have their own individual goals.

Rusty attends a gym with people who share in his goal to keep fit. He also plays touch football with a team made up of former school friends. He enjoys the camaraderie it provides, along with the opportunity to maintain links with his old mates. Rusty values the friendship of his mates; like him, they work late hours and some also work casually at the local sports club bar. Rusty knows that saving for a home is a priority for him and Sarah, as they both want to start a family in the near future.

Sarah is a young career woman who juggles the demands of her work at a municipal council with online study and visiting family and friends. Sarah also attends the gym. She has developed friendships with like-minded girls, who she often meets for pre-breakfast pump and boxing classes. Sarah enjoys being outdoors and treasures the infrequent moments she can relax at the beach with Rusty. Her vacations are often spent meeting up with other students who are in her online university courses. Sarah's love of people and social events has been noticed by her work colleagues; she has been recently 'elected' as the workplace chief social officer! Sarah loves meeting new people and having informal chats, so this role is perfect for her. It does, however, impact on her already time-poor relationship with Rusty.

Questions

- 1 Identify the different groups formed.
- 2 Discuss each group with your class and determine which are:
 - a family and friendship groups.
 - b sporting and leisure groups.
 - c study and work groups.
- 3 Debate the reasons why Sarah and Rusty have become engaged with each specific group. How might this impact on their personal and shared wellbeing?
- 4 Identify the specific roles that Sarah and Rusty may have adopted within each group identified.
- 5 In small groups, discuss Sarah and Rusty's situation. Identify groups that may exist within the community that would further assist the young couple in realising their goals.

Group effectiveness

To fully understand the study of group effectiveness, communities and families, it is important to appreciate the factors that contribute to an individual's positive wellbeing. The wellbeing of individuals, and so the contributions that they are able to make to a wider group, depends on:

- the satisfaction of their needs
- comfort in their environment – physical and socioemotional
- autonomy, or their ability to have some control over their destiny
- their ability to communicate effectively and elicit a response.

Reasons for group formation

We belong to many different groups. Membership is generally based on shared values, goals and belief systems. The main outcome of membership is enhanced individual wellbeing. Self-confidence and self-esteem are recognised benefits that an individual enjoys when they are part of a larger group. Ultimately it is the satisfaction of needs (see page 10 of Chapter 1) that underpins the formation of many groups.

There are many reasons why we belong to (and form) so many different groups. We will explore these next.

Think it through

- 1 List all the different groups that you belong to and the major reasons for your membership.
- 2 Select two groups that are significantly different. For each, identify the type of group it is, and the basis for its formation.
- 3 Identify the needs that are being satisfied by these two groups.
- 4 Discuss your group listing with classmates.



Getty Images/Thien Do

Group formation may be based on a shared interest, such as bushwalking.

Locality/geography

Groups form as a result of its members living in a specific region, area or geographical place. A bushwalking group may form in the Blue Mountains. A friendship group may form among retirees living in a caravan village. People living in rural communities often enjoy the company of others who live in their locality; these groups are generally tight-knit, surviving many generations and shared hardships.

Gender

If we are conscious of the society in which we live, we quickly recognise that most public amenities are segregated, we need to identify gender on most forms, and marketing and media is more and more aimed at specific genders. Gender identification usually begins as soon as we are born, swaddled in a pink or blue wrap, and later gifted a doll or a truck. Such is the beginning of our journey into yet another societal grouping. Events and venues may be more attractive to one gender than the other, or may be restricted on the basis of gender; for example, gyms. Despite governing bodies deliberating on demands for equality among the sexes, it is nevertheless the most common factor in the formation of specific groups. Sadly, the needs of gay, lesbian, bisexual, transgender and intersex (GLBTI) individuals and groups are often overlooked – although recent debate and policy amendments look good for the future of gender equality and the varying needs of individuals.

Shared interest/common goal

Individuals tend to seek out others with similar values, interests and goals. Thus it is no surprise that this is another reason for group formation. An interest in bike riding, travelling or cooking could be the basis for forming a group. Individuals forming groups around the common goal to help others or heighten their own wellbeing is becoming more prevalent; research indicates that more Australian individuals and families are engaging in 'volunteer vacations', sharing their interest in helping people in developing nations. Other examples of groups forming on the basis of a common interest to achieve a specific goal are women who attend a weight-loss group and bikers who ride together to raise funds to fight childhood cancer.



Beth Girvan

Biking groups often deliver toys to disadvantaged children at Christmas.



Security

The need for security is an identified need on the second level of Maslow's hierarchy of needs (see page 8 in Chapter 1). It is one of the longer-term safety needs. Individuals more often choose to form groups by living in close proximity to others to realise their need to feel safe and secure. Community health, emergency and welfare services further work to enhance this need. Ageing individuals may choose to live in retirement villages or enclosed compounds to feel a greater sense of security. An individual living alone will feel increased security if other individuals or groups live nearby. Minority groups may access support services in order to heighten their sense of security. Similarly, cultural groups may live in close geographic proximity to heighten their sense of security (as observed with Sudanese migrants settling in the Blacktown geographic region).

Sexuality

Gay, lesbian, bisexual, transgender and intersex (GLBTI) individuals may form social groups in response to their shared values, beliefs and experiences. Current legislation is providing greater acknowledgment of the legal formation of such groups and of the discrimination against groups on the basis of sexuality. May 2013 saw the Sex Discrimination Bill pass through the House of Representatives, bringing welcome amendments to eliminate discrimination. The 2009 Gay and Lesbian Mardi Gras saw members of the Australian Human Rights Commission march for the first time in acknowledgement and support of the needs of these individuals. Other examples of groups formed on the basis of sexuality are gentlemen's clubs.

Specific need

Our communities are made up of many groups and sub-groups. Thus, specific needs are quite diverse. Individuals from all walks of life have specific needs based on their economic, physical, cultural, socioemotional and intellectual situations. For example, many local communities and welfare groups provide the opportunity for reformed alcoholics, gamblers and drug addicts to meet to work through their problems. While such groups are there to serve the immediate needs of the individual, they further help to serve the needs of the wider community.

Social interaction

There are many examples of groups that form to satisfy the need for social interaction. Some males have a regular 'meet' at the football or share the responsibility of taking their children to soccer training; stay-at-home parents regularly meet at cafés or one another's homes to chat about their lives and to give their children opportunities to play together; working adults meet with colleagues for coffee and a quick 'catch up' during their lunch breaks; and teenagers meet at cafés, skate parks and local malls. Such groups generally share common values, goals, beliefs and standards. They may be long term or transitory.

Religion

The religious landscape of Australia is diversifying in line with multicultural immigration. With Australia populated by people from over 200 different countries (ABS, 2012), it follows that values, beliefs and religious affiliations are likewise diverse. Individuals and families seek spiritual fulfilment through worship within their specific deity. It is through this common worship that groups are formed.



Glow Images/Image Source

Social interaction is the basis of informal group gatherings.



Beth Girvan

Volunteer project work may help group members achieve self-transcendence.

culture

The shared products of a human group; these products include physical objects and beliefs, values and shared behaviours

Culture

The opportunity to reflect on and celebrate one's **culture**, or the traditions practised in an individual's country of origin, is a major reason for the formation of many groups. Cultural practices, when acknowledged and shared within a group, serve to enhance individual and group wellbeing. Food festivals and cultural dance groups are a good example. Such groups also provide social interaction, based on a shared belief system. The colourful celebrations of Chinese New Year – the dragons, lanterns and feasts – are indicative of cultural traditions, and the fact that our communities are a conglomeration of many different cultures.

Other reasons

Group membership is generally associated with heightened esteem and serves to enhance the self-confidence of an individual. However, an individual may join a group in an effort to gain greater recognition, power or status.

Group involvement may allow an individual to achieve self-actualisation and, ultimately, self-transcendence; that is, the desire to connect to something beyond the ego or to help others find self-fulfilment and realise their potential. An individual who loves sport or who excels in a specific field of study may achieve self-transcendence when they realise their goal of coaching a younger sporting team or of tutoring a younger student. An individual who actively engages in group volunteer service work in impoverished regions, teaching English and establishing schools, may also be achieving self-transcendence.

Think it through

- 1 If you can, watch an excerpt on DVD/BluRay from the episode 'Year 11 Formal' from the TV series *Ja'mie: Private School Girl*.
 - a Identify groups discussed by Ja'mie and presented by others.
 - b Discuss the basis for the formation of the groups depicted.
- 2 Critically examine groups that exist within your own school community.
 - a Identify the types of groups.
 - b Explain why each group may have formed.
 - c Identify and justify your own group memberships within the school community.



ROLES INDIVIDUALS ADOPT WITHIN GROUPS

Group membership has many advantages for both the group itself and the individual members. As a group, members are able to collectively share and benefit from the characteristics and strengths that each individual offers.

In a well-balanced group, **roles** are generally given to members who are recognised for their skill or ability to fulfil a designated duty. Other roles, while not designated, also play a significant role in the effectiveness of the group as a whole.

Roles may change either within the group, depending on the task allocated, or even throughout the duration of one task. An individual may indeed play many different roles!

Specific roles of individuals

In groups, people expect certain sorts of behaviour from **leaders**. Different people play different roles; sometimes these roles are assigned and sometimes roles emerge as needs arise. Whatever the role, each is intrinsically linked to degrees of status and power within the group.

The specific roles adopted by individuals in groups

Group members may take on roles to ensure tasks are achieved, to maintain or build relationships or to influence the group's progress. The table below outlines these roles.

Roles of different group members

Task oriented – to ensure tasks are achieved	Socioemotional – to maintain/build relationships	Destructive – to influence the group's progress
<p>Members are largely concerned with completing the task within a specified time. They are goal oriented. Examples include:</p> <ul style="list-style-type: none"> • expert • brainstormer • judge • chairperson • secretary • implementer • representative • recorder • procedural technician • initiator • information-seeker. 	<p>Members are concerned with the wellbeing of the group and its members. They work at knowing each member so that they can best cater to their needs. Their primary focus is on group cohesion. Examples include:</p> <ul style="list-style-type: none"> • peace-maker • encourager • advocate • mediator • negotiator • tension-reliever • social organiser • harmoniser. 	<p>Members work at diverting attention from the task so that goals are either not achieved or are achieved at substandard level. They may push the group to make hasty decisions and ill-informed judgements. This may impact on group harmony. Examples include:</p> <ul style="list-style-type: none"> • victim • distracter • husher • delayer • interrupter • monopoliser • side-tracker • hair-splitter • browbeater • clown.

For a group to be effective, it is expected that each member will contribute to the established goals of the group. By making contributions and gaining acceptance for their input, an individual is likely to experience enhanced social and emotional wellbeing. This in turn helps to increase the individual's self-esteem and feelings of self-worth. However, if an individual's suggestions or contributions are ignored or rejected, this will negatively impact on wellbeing and personal esteem. The resulting action may be withdrawal from the group by the individual or acts of retaliation against the group.

role

The part played by somebody in a given social context, with any characteristic or expected pattern of behaviour that it entails

leader

An individual who guides or directs others by showing them the way, or by telling them how to behave



Shutterstock.com/Monkey Business Images

Group members play different roles in a team.

Think it through

- 1 Identify a group of which you are a member. Describe the specific roles of members within the group. Discuss how the roles demonstrated by members impact on the overall effectiveness of the group.
- 2 Recall your observations of another class within your school community. Record characteristics demonstrated by members of the class group. Verbally report your findings to the CAFS class.
- 3 Following an incident in the classroom, the class clown is interviewed. Consider how the following roles may impact on the incident's outcome.
 - Class clown (who influences the class/group progress)
 - School principal (who ensures tasks are achieved)
 - Head teacher – student welfare (who maintains/builds relationships)
- 4 In small groups, role-play various situations in which people may need to maintain or change their role. For example:
 - a parent/carer who is disciplining a child, but suddenly realises the child is hurt.
 - a teacher who is given an unruly class as an 'extra'.
 - an adolescent who does not wish to attend a party, but also does not wish to upset a friend.
- 5 Critically appraise your own contributions to a group to which you belong.
 - a Identify the group, including the type of group it is.
 - b Explain why the group formed.
 - c Describe your role and how it might change in differing circumstances.
 - d Suggest reasons for this role change in terms of group wellbeing.

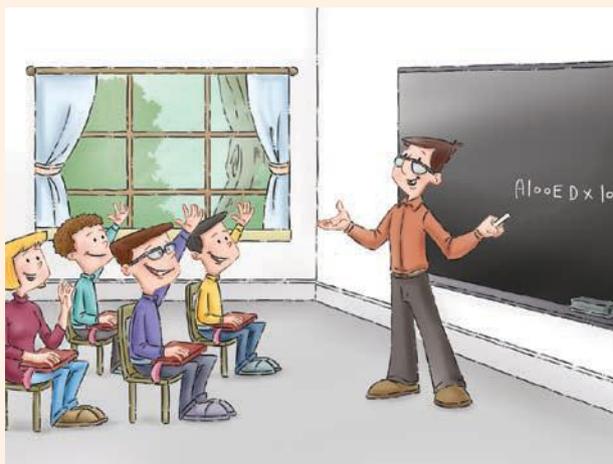
Check for understanding

- 1 Choose one community group; for example, a residents' action group wanting more play facilities for children, or a charity group fundraising to send resources overseas following a disaster.
- 2 Identify the group as permanent or temporary, formal or informal.
- 3 Explain why task-oriented roles may dominate in the group.
- 4 Explain when people would take on socioemotional roles in the group.
- 5 Give an example of a destructive role that a group member might play and suggest when this might occur. What could be the outcome?



Think it through

Discuss strategies that a classroom teacher or group leader may use to successfully acknowledge the contributions of all group members. In your notebook, list the strategies used, making comments on their relative effectiveness.



Positive contribution to activities enhances wellbeing.

Norms, conformity and cohesiveness

Individuals within groups are likely to identify with common values, belief systems and standards. Closely linked to these are the **norms** or the code of ethics by which the group operates. Norms may be established formally as rules, or they may be an implied or expected standard of behaviour observed by the group.

When individuals join a group, they may need to change or modify their behaviour to 'fit in' with the expected norms of the group. Failure to conform may result in rejection by or isolation from other group members, while conforming acknowledges an acceptance of group values. This in turn promotes group unity and cohesion.

A group that observes a common set of values and established norms that are accepted by all group members is likely to be highly effective and cohesive. Group members are also likely to work towards common goals, and demonstrate an appreciation of the contributions made by each member to the total group effort.

Norms, conformity and cohesiveness are often linked to the values of the community in which a group is located. This allows groups to coexist. When norms do not exist and values are not shared, cohesiveness and common goals are not realised. This can cause community disharmony in the form of disputes, acts of violence and vandalism.

norm

A standard or pattern of behaviour that is considered normal in a particular society

Think it through

- 1 Describe the impact that a highly competitive individual may have on group cohesiveness in the following situations.
 - a Students prior to examination time in a classroom environment
 - b Car sales staff who are paid commission on sales made
 - c Family members organising a special family get-together
- 2 Reflect upon your membership in a specific group.
 - a With your peers, discuss how the progress of your group's goals have been impacted (either positively or negatively) by individuals within the group.
 - b Identify and discuss how the cohesiveness of the group was impacted.
- 3 View the trailer of the movie *Mean Girls*.
 - a In small groups, brainstorm the issues that are raised in the movie.
 - b Form three groups. One group will focus on the term 'norms', one will focus on the term 'conformity', and one will focus on the term 'cohesiveness'. In your groups, explore the meaning of your term. Identify and explain the connection between the term and what is presented in the *Mean Girls* trailer.
- 4 Over a period of several days, watch the news or read current newspapers. Identify different ways that individuals have influenced the progress and ultimately the outcome of a group within the community.



Factors that contribute to the roles people adopt within groups

self-esteem

An individual's self-perception, self-value or self-worth

An individual may be impacted by several factors as they fulfil their role within a group. An individual with high self-esteem or a high degree of self-worth or assertiveness may be less influenced; nevertheless, we are all shaped by external factors, whether they are positive or negative.



Beth Girvan

Individuals with high self-esteem are often outgoing.

Personal factors

Self-esteem

Self-esteem refers to an individual's self-perception, self-value or self-worth. Individuals who believe that they have very little to offer are lacking in self-worth and suffer from a low self-image are said to have low self-esteem. Their contribution to a group is likely to be minimal, and they are more likely to be withdrawn, hesitant and self-conscious. Conversely, individuals with high self-esteem will generally be more outgoing and self-assured, and will project confidence when in the presence of others. Generally, they will feel greater ease when taking on challenges.

Self-confidence

The relationship between self-confidence and self-esteem is very close. If individuals are confident with their own abilities, they are more likely to take on challenges. An effective leader is generally self-confident. Success experienced when realising a goal helps an individual to increase self-confidence and thus self-esteem. Failure, however, would contribute to lowered self-confidence and lead to diminished self-esteem. Such behaviour inevitably affects an individual's contribution to a group.

Education

The level of academic education, qualifications and work history may each (and collectively) play a significant part in shaping the role that an individual plays within a group. Quite often, group members will look to the 'more educated' member for direction. It is sometimes assumed that a higher level of education equates to better decision-making – but this is not always the case! While a group member may not have academic qualifications, their life experiences may be just as valuable. Examples

of this are frequently seen when groups of students engage in camps. The outdoor skills possessed by some may not be learned in the classroom but are indeed valuable in terms of the group's survival.

Previous experience

Lessons learned from life events, past encounters, workplace roles, and interactions with others are all examples of previous experience, and may shape the way individuals act and interact within a group. The impact of previous experience may be negative or positive. For example, an ineffective boss may cause an individual to have difficulty respecting authority. Equally, the positive experience of working within an efficient and dynamic team may lead an individual to implement the strategies they learned in a new context.

To a degree, we are all impacted by previous experience. But it is how we look at future opportunities and the potential for change that impacts most on our role within a group.

Sense of belonging

When an individual identifies with a group, they feel like they are 'fitting in' with others; they feel that they 'belong' and their input is valued. This gives rise to higher levels of personal fulfilment, giving their lives greater meaning. Individuals who experience a sense of belonging within a group are more likely to see projects through to their completion and to have a strong sense of ownership over group decisions and pride in group outcomes. An example of this is the individual who belongs to a sporting team, actively engages in fundraising to assist with the refurbishment of the club house, and makes working bees a high priority.

The reverse applies when an individual feels excluded from a group; they tend to feel that life has less meaning and may suffer from anxiety, depression and anger.



Getty Images/sturti



Adolescents may change their behaviour in order to 'fit in' with a specific group.

Culture

Culturally determined behaviour within groups may be misunderstood if it is not discussed within the group itself. Cultural awareness programs are immensely valuable, as they enable group members to gain an understanding of the norms, values and social cues exercised by group members. This helps group members to understand the influence of cultural differences on interactions. Such an understanding will serve to strengthen the roles played by culturally diverse group members. This is particularly important in a multicultural country such as Australia.

Heredity

Factors such as the physical appearance of an individual (for example, hair colour) are passed down from one generation to the next via genes. Intelligence and an individual's personal disposition are also shaped by hereditary factors. Whether an individual suffers from an illness, such as cystic fibrosis, haemophilia or muscular dystrophy, is determined by genetics; such illnesses have a negative impact on an individual's development. The role of genes in shaping an individual's development is an area requiring much medical research.

Heredity factors may influence the role of an individual within a group, or indeed their ability to actively contribute. For example, an individual's temperament is hereditary; temperament is unquestionably something that will impact group progress and even the very formation of a group.



Beth Girvan

Similarities are passed from one generation to the next, as can be seen in this photo of parents with their children.

Check for understanding

- 1 Obtain a copy of your local newspaper.
- 2 Identify groups that are present within your own community.
- 3 Separate the groups identified into specific group types (refer to the table on pages 39 and 40).
- 4 Explain why each group formed.
- 5 Discuss the role played by individuals within the group.
- 6 Critically analyse how the formation of each group may impact the wellbeing of individuals and the community in general.

Social factors

Relationship with group members

Group members are connected by the relationships that they have with one another. This is commonly referred to as 'group cohesion'. If members of a group have strong ties, where everyone is connected through informal socialising, then one would expect heightened solidarity, trust and support. The opposite applies for a group of individuals with fractured relationships. Should a subgroup or clique form, relationships may become strained. Although this can cause disharmony within the group, the polarisation of group members may also incite other group members to take on different roles in an effort to bring the group back into focus.

Attitudes of group members; e.g. peer acceptance

Our acceptance within a group is generally determined by the degree to which people of a similar age (our peers) accept us. Maslow's hierarchy of needs shows that we need love and belonging to feel a sense of acceptance. If we are not accepted, rejection will impact on our self-esteem and self-confidence. Rejection, or non-acceptance, is often due to differences in values and standards. Acknowledging this enables individuals to re-evaluate their position and to adapt or develop strategies to help them better cope with a given situation. Individuals (particularly children and adolescents) willingly amend their actions and preferences to match the norms of the groups they belong to.

Gender expectations

Consciously or subconsciously, we employ strategies that reinforce our perceptions of masculinity or femininity. This begins early in life. Consider the parents of a long-awaited child; the nursery is decorated in pink, with ribbons, bows and butterflies. Obviously the child is a female; she will like dolls, dress-ups and make-up, will have soft skin and always be clean. Such perceptions will play a major role in shaping the child's development.

A male child would likely receive gifts wrapped in blue. A truck would be the designated toy, the sandpit would be the ultimate play area and getting dirty would be expected.

As adults in a group situation, we often expect that a male will take on the lead role, while a female will record minutes and supply morning tea. Changing stereotypes may cause conflict and group disharmony, but it is critical that we acknowledge the change in traditional roles. Males and females are more frequently taking on shared parenting roles, and this in turn gives rise to the formation of a different collection of groups.



Beth Girvan

Young boys often play at building construction sites – such is the role of gender expectation.



Think it through

- 1 Watch an excerpt of the television series *House Husbands* on DVD or online.
 - a Identify the different groups established by the men within each family.
 - b Discuss the roles played by individuals within specific groups.
 - c Discuss how gender has impacted on group formation. Do you perceive differences between males and females when they carry out similar roles?
- 2 Obtain permission to visit a preschool. If you are unable to do this, observe excerpts of the film *Daddy Day Care*.
 - a Observe and record the preferred toys of girls and boys.
 - b Observe the toys presented to children who are visibly upset or suffering from separation anxiety. Is there a gender-based bias?
 - c When dropping their children at the preschool, do parents 'escort' them to particular play areas; for example, are boys taken to the sandpit, and girls to the kitchen play area?

Check for understanding

- 1 Discuss the impact that gender perceptions may have on the development of the individual.

Media

Media, in all its forms, motivates and influences our thoughts and actions. It may be used constructively to educate the people, or destructively to mislead the innocent. Through media – and, in particular, social media – information is filtered quickly and is available to a great number of people. The media shapes our day-to-day life by keeping us informed. Thus, in a group situation, all members may hold an opinion that is coloured by media reports. Alternate points of view may cause conflict and fractured relationships within the group.

Check for understanding

- 1 Explain how social factors contribute to an individual's sense of belonging within a group.
- 2 Critically appraise television advertisements that promote items for young children. Is there a gender bias? Explain, using examples.

Observation as a primary research method

Observations require the researcher to watch and record the behaviours of their subjects. Obviously, ethics and privacy must be adhered to; therefore, permission must be gained prior to any direct observation taking place.

Observation may either be 'participant' – where the observer participates in the activity and becomes a part of the action research – or it may be 'non-participant' – where the observer plays no role in the activity and simply observes and records activity.

Studies that involve an analysis of the interactions of individuals and groups are more likely to utilise qualitative research



The observer should be organised and focus on specific actions. Sometimes observations are carried out in a clinical setting and actions recorded, such as in this photo where a child's problem-solving behaviour is observed by a psychologist in the room and also recorded on video.



methods as opposed to quantitative methods. Qualitative methods of research are more subjective and include such methods as case studies, interviews, questionnaires and observations. (Note, though, that quantitative data may also be obtained from these methods.)

Conducting and recording observations

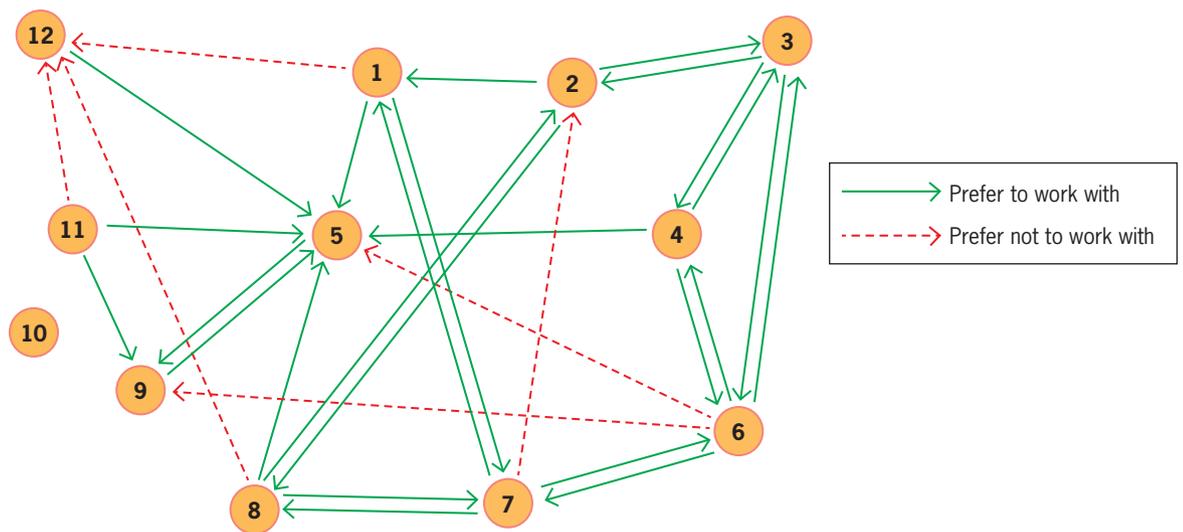
Observation methods require researchers to check for non-verbal indicators of feelings, determine interaction patterns, and check the time given to specific tasks. While observing a group, an observer is able to collect data to determine group dynamics.

Observation as a research method is open to bias. It is therefore wise for the researcher to be diligent in recording activity in a thorough and systematic manner. Prepared recording sheets should always be used. Smart phones and tablets are invaluable tools for this purpose.

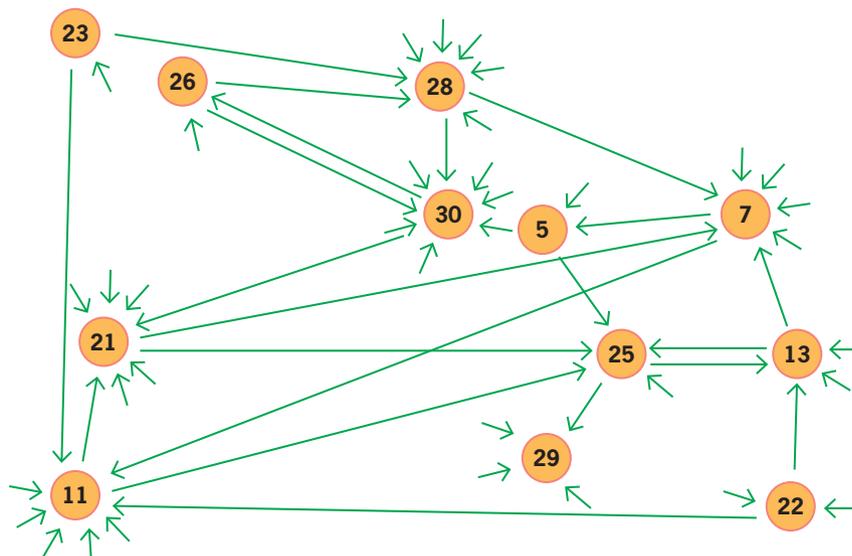
A **sociogram** is a useful tool for recording interrelationships between individuals. Such interrelationships can be found within a peer group, workplace or family. A sociogram may also display conflict, power, friendship or social isolation. It maps such connections using labelled circles to represent individuals and arrowed lines to indicate the flow of communication or contact (see the following diagrams).

sociogram

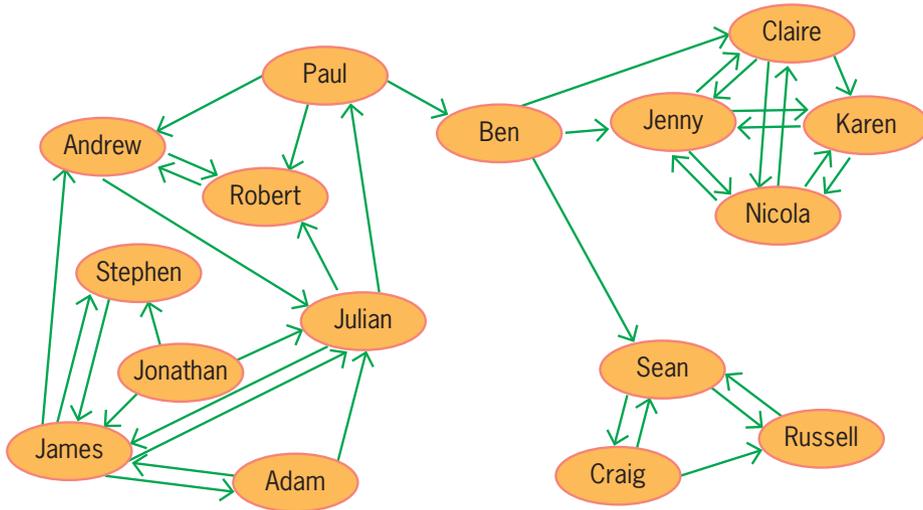
A map that is used to track/record interactions between individuals within a group; directional arrows show the flow of interaction



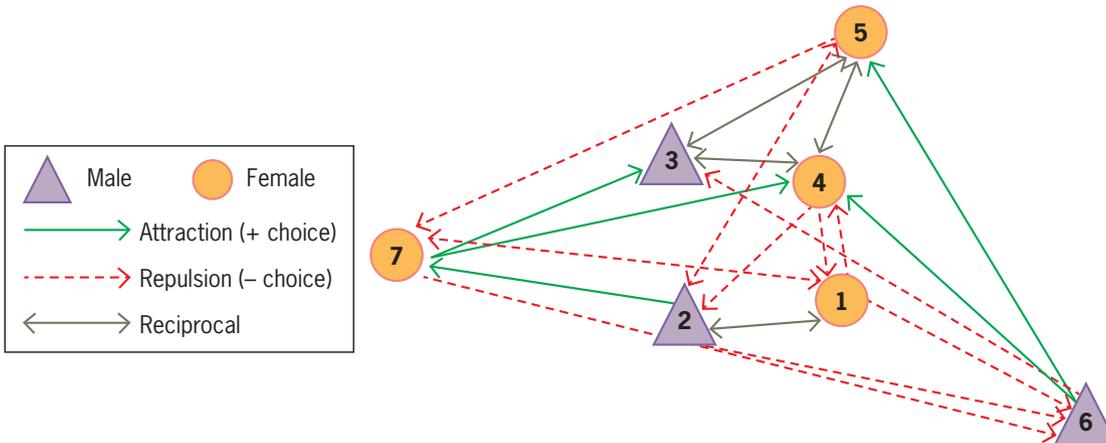
The sociometric model



Sociogram of an online group



Sociogram showing partner selections for a group activity



Sociometric observation diagram

Think it through

Conduct a mini research project using observation as your primary research method. Your task is to observe a group you are not a member of. Your observation must last at least 15 minutes. You must adhere to strict research ethics and privacy considerations.

- 1 Create a sociogram showing the interactions of the group members.
- 2 Analyse how the group members responded to one another by answering the following questions.
 - a Was there a named leader?
 - b Was the group harmonious or was there evidence of conflict? Explain.
 - c Were there instances of at least three types of interaction (exchange, competition, conflict, cooperation and compromise)? List them.
 - d What changes might make this group more successful?

In reporting your observation (either as a written or verbal account), an absence of bias is an obvious requirement. Remember that you have observed only and that you are generally aware of the prevailing environmental conditions at the time, along with audible cues gained during the observation. It is the connections either made or not made between individuals within the group that should be your focus.



You may observe any type of group as long as you adhere to ethical and privacy standards.



Alamy/Kristy-Anne Glubish

Check for understanding

- 1 Study the sociogram of an online group (page 52, bottom) and the sociogram showing partner selections (page 53, top).
 - a Suggest what each diagram indicates.
 - b Explain why this system of recording is more effective than recording data using an alternative method.
- 2 Analyse the sociometric observation diagram (page 53, bottom) and then answer the following questions. Justify each response.
 - a Is there an obvious leader of this group?
 - b Is there any indication of conflict within the group?
 - c Are any group members isolated?
 - d Is there any indication that some members are more popular than others?

Advantages and disadvantages of observation

Advantages

- Provides opportunity for viewing or participating in unscheduled events
- Allows for richly detailed description
- Provides direct access to the social phenomena under consideration
- Provides a permanent record

Disadvantages

- Bias in the recording of events viewed
- Gender may restrict access to certain information
- Lack of trust in the observer by those being observed
- Can be very time consuming
- The presence of the observer may influence the behaviour of those being observed

Presenting research findings

Observers should make use of a 'field book' to record all sessions. The use of photographic observation with supporting comments also adds validity to findings. Notes should include the date, time of observation, and environment. Data may be presented according to key characteristics in tables, graphs and summary items. Flow charts, spreadsheets, sociometric models, tables and articles may all serve to present findings.



POWER WITHIN GROUPS

Power and control are terms that are often interchanged when considering the role of a leader. In the early stages of group development, the leader will often exercise power. They will also recognise that individual members exercise power and control over one another.

Power is best described as an individual's or group's ability to do something or bring about change. It generally infers strength, control, domination or influence.

Power may be attributed, where group members recognise or perceive the strength or abilities of an individual as an effective leader. This may be based on their professional status, education or organisational experience. Power may also be actual power, where an individual brings about actual change by making use of their own resources or abilities.

power

An individual's or group's ability to do something or bring about change

Power bases

A **power base** describes the origin (or base) of power. It impacts on group dynamics, in that the leader is able to exert influence in accordance with their own capabilities and strengths (see below).

power base

The position, area, groups or individuals that provide the foundation of somebody's power or support

Power bases: their relationship to roles

Power base	Description
Legitimate	A legitimate power base comes with a designated position, usually agreed or voted on by the community members or governing body. School prefects, the local mayor and the Governor-General are held in high esteem because of their position.
Reward	In a reward power base, the leader is able to give merit/an award. This could be used by a teacher who gives gold stars for good work, or a boss who has jurisdiction over pay increases for extra work.
Coercive	A coercive power base is derived from the ability of a leader to give or take away privileges or rights, and so influence group behaviour. This power may be used in either a positive or negative way. An example is parents who threaten to ground their children if they misbehave.
Referent	A referent power base comes from followers of an individual's looks or attributes (e.g. in social media, where individuals 'follow' or 'like' others). Such power often encourages followers to strive to look like or copy the leader (e.g. in pop culture, where a rock star's fans copy the star's dress and image).
Expert	An expert power base comes from the knowledge or expertise of an individual in a given field. Group members may look up to the leader for guidance because they hold the leader's knowledge in high regard; for example, a university professor may exert expert power over a class of first-year students.

Think it through

- 1 Consider each of the power bases outlined in the table.
- 2 In groups, debate the question: 'Is any one type of power base more effective in promoting group wellbeing than another?' Use specific examples to support your argument.
- 3 Discuss how group wellbeing may be influenced through the positive and negative use of each power base type.
- 4 Present major points to your class.
- 5 Debate the impact of power bases used by individuals in the following scenarios.
 - Teenage bullying
 - Sibling rivalry
 - Competitive sporting matches



Apart from the power that a leader is able to exert over a group, members may also exercise power over one another. This may be done by:

- member-to-member communication rather than member-to-leader communication
- ensuring that all members have input into the group agenda
- encouraging mutual sharing and discussion among group members.

Individual group members can also be empowered by the leader or other members: encouraging them to take on leadership roles in subgroups that work on specific tasks; recognising their special skills and talents; and praising and rewarding them for their active involvement in the work of the group.

Check for understanding

- 1 Explain how power can influence group dynamics.
- 2 Debate the topic 'Coercive power is the most effective power base used by parents.'
- 3 Differentiate between reward, coercive and expert power. Provide examples to support your answer.

Leadership

Within a group, the member who fulfils the role of leader will invariably have both a direct and indirect effect on the group as a whole. Regardless of whether it is an assumed or negotiated position, an effective leader will demonstrate common desirable characteristics and carry out similar tasks.

Characteristics of leadership

Characteristics of a leader	Common leadership tasks
<ul style="list-style-type: none"> • Intelligence • Dependability • Competence • Enthusiasm • Creativity • Achievement orientation • High self-esteem • Ability to work with others • Flexibility • Willingness to take risks • Ability to learn from mistakes • Strong communication skills • Knowledge of goal setting/planning • Sense of humour • Honesty – to keep promises and acknowledge mistakes • Vision of the big picture 	<ul style="list-style-type: none"> • Lead by example • Be a good role model • Appreciate and acknowledge the hard work of others • Monitor group processes • Change leadership style according to situation • Encourage teamwork and participation • Promote open discussion • Deal with conflict in a sensitive manner • Facilitate communication and decision-making • Share power, resources and information

Self-leadership

Self-leadership applies to individuals who have a developed sense of who they are, possess a surety of their knowledge and capabilities, and have a clear vision of their goals – either their own, or those of the group they are leading. Such leaders are able to effectively use communication, emotions and behaviour throughout the leadership process to ensure that the final outcome is positive for all.

The direction that a self-leader will take is inevitably determined by their own personal values, standards and beliefs. Their path will generally involve identifying what must be achieved and planning the actions required to achieve the final result.

A heightened sense of wellbeing is typical of a self-leader. Their enthusiasm and vision is often infectious and serves to carry others along in the process of achieving goals.



Think it through

- 1 In groups, select an historical or contemporary leader.
 - a Research characteristics of the individual that make them an effective leader.
 - b Discuss strategies used by the leader to impart their position.
 - c Describe the characteristics that you most admire. Justify your answers.
- 2 Consider the following statement: 'The Young Australian of the Year Award is a great opportunity to recognise and celebrate the outstanding achievements of young Australians who have made a substantial contribution to their communities.'
 - a Refer to the Australian of the Year website. You can link to it directly via <http://cafs.nelsonnet.com.au>.
 - b Research past recipients.
 - c Debate the qualities that recipients possessed that made them worthy of the award.
- 3 Ryan loves his cricket. He practices his bowling technique each afternoon in the school gym, sometimes encouraging others to come along to refine their skills. Ryan has his sights set on representing Australia.

Create a mind map identifying the interrelationship of values, actions and goals as Ryan works towards achieving his final outcome.
- 4 Reflect upon and discuss your own journey of self-leadership as you pave your way towards completing your HSC and possibly higher study.



Australian of the Year

Leadership styles

Leaders may be either task oriented, where they focus on the processes required to complete a task, or people oriented, where their focus is on the relationships and interrelationships of individuals involved with the task completion. Again, a leader may demonstrate both styles for the duration of a project. Different leadership styles have characteristics that make them quite distinct from each other.

Style	Characteristics	Outcomes and impact on group wellbeing
Autocratic (hierarchical)	<ul style="list-style-type: none"> • Directive • Determines how things will be done • Does not involve members in decision-making • Maintains leadership at all times • Task focused • Demanding/impatient 	<ul style="list-style-type: none"> • Reduces individual creativity • Erodes performance • Little regard for members' skills/ values/ideas • Punishes workers frequently • Low job satisfaction • Conflict in workplace • Members cease to contribute • Decreased self-esteem and confidence • Fear of failure • Decreased morale
Democratic (collaborative/shared)	<ul style="list-style-type: none"> • Willing to share leadership role • Involves group members • Considers people and tasks as equally important • Consults group members • Changes role according to progress of project • Listens carefully to each member 	<ul style="list-style-type: none"> • Builds trust and mutual respect • Encourages group decisions (but may be time-consuming) • Empowers group members • Considers feelings of individuals • Considers opinions of all members • Cooperative workplace • Teamwork • Increased communication • Less conflict • Members feel valued

(continued)



Style	Characteristics	Outcomes and impact on group wellbeing
Laissez faire (autonomous)	<ul style="list-style-type: none"> • Non-directive • Allows members to decide on processes • Not task oriented • Minimal or no input in to group process • Avoids making decisions • Fails to recognise worth of members 	<ul style="list-style-type: none"> • Workers not motivated • Lack of group cohesion • Chaotic workplace • Consequences often not desirable • Groups more likely to break up • Low productivity • Worth of members not recognised
Transformational	<ul style="list-style-type: none"> • Inspirational • Communicates vision • Convincing/compelling • Encourages re-thinking • Coaches members to take on greater responsibility • Stimulating • Praises members for effort 	<ul style="list-style-type: none"> • Encourages higher levels of group and individual achievement • Enhances levels of voluntary support • Increased productivity • Effective and satisfying to work for • Heightens members' self-esteem and self-worth

Think it through

- 1 Debate the advantages and disadvantages of task-oriented and people-oriented leadership styles in terms of social and emotional wellbeing for group members.
- 2 Identify and justify situations in which each style would be best used.



A teacher may use a different leadership style when conducting discussion sessions than when they are giving a lecture.

123rf/Cathy Yeulet

Think it through

In groups, role-play the following scenarios using a leadership style that you feel would be the most effective for the situation. Justify your choice of leadership style after your role-play is presented.

- Your teacher expresses concern that you are late to class on a regular basis. You will be placed on detention.
- Your group is lost while bushwalking and it is getting dark.
- You are planning a holiday with your friends.
- You have just been elected as the new sports house captain.

Check for understanding

- 1 Identify and justify the most effective style of leadership for each of the following situations.
 - a A community group deciding how to spend fundraising monies
 - b A group deciding on the format of the school assembly
 - c A small workplace of four people, such as a dental surgery
 - d A group experiencing conflict and struggling to achieve goals
- 2 Discuss situations in which the autocratic style of leadership, rather than the collaborative style, may lead to stronger group cohesion. Provide examples to support your responses.
- 3 Assess the effectiveness of two different styles of leadership in the following situations.
 - a Planning the Year 12 formal
 - b Planning rosters in the workplace, such as a retail or fast-food outlet
 - c Working in a small office
 - d Volunteering on a working party or committeeIn your answer, consider:
 - the significance of gender.
 - group wellbeing.
 - the achievement of group goals.
- 4 Watch an episode of the television show *Celebrity Apprentice*.
 - a Note aspects and behaviours of power bases in the episode.
 - b Identify the different leadership styles displayed by the celebrities.
 - c Discuss your observations with the class.
 - d Compare and contrast the leadership styles identified.
 - e Appraise the effectiveness of the leadership styles portrayed.

Leadership adaptability and flexibility

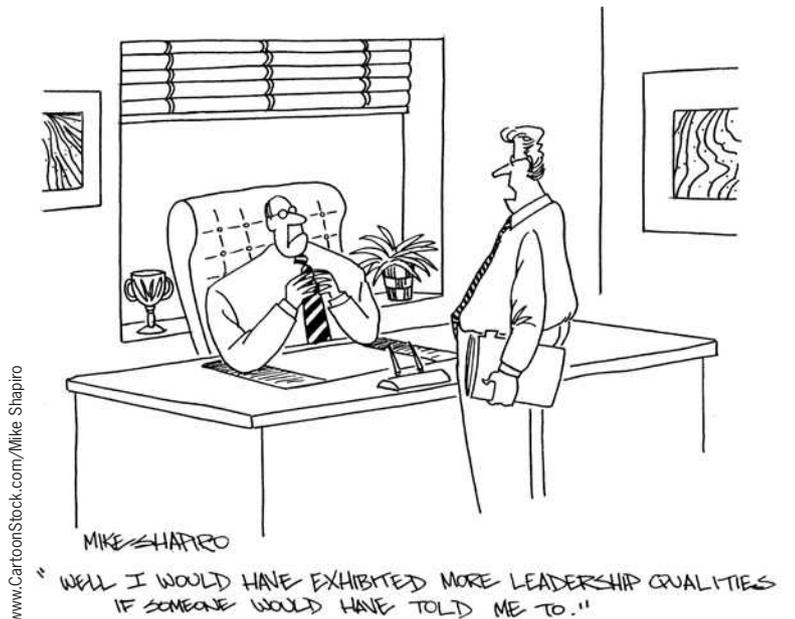
The level of expertise and experience that a leader has will most often be the determining factor with respect to effectiveness and flexibility.

The ability of a leader to communicate effectively is most important. They must be able to not only pitch their verbal communication in a way that will be understood, but also utilise non-verbal communication cues to engage group members.

A leader should be knowledgeable of their brief, approachable and be flexible; that is, have the ability to change direction in accordance with current situations. An effective leader should be able to 'read' the group and be aware of the needs and emotions of group members that impact on input and decisions.

Good leaders bring people together. They communicate direction and are motivating and inspiring. They mirror the vision or goals of the organisation they represent, and use management skills to achieve group goals.

In defining the terms manager and leader, we realise that management is operational, task oriented and mindful of deadlines; and leaders are inspirational, motivational, visionary, and focused on big-picture and long-term goals. Leaders lead people and managers manage tasks.



A successful leader exhibits both effective management and inspired leadership.



Think it through

- 1 In groups, identify community structures that exhibit effective leadership and management.
- 2 Discuss how employees would be impacted by inefficiencies in either leadership or management.
- 3 Describe the impact that different leadership styles may have on management.
- 4 Assess the role of self-leadership in contributing to positive interpersonal relationships and task achievement.
- 5 Identify a leader who you have dealt with. Explain strategies they used that made them an effective leader.
- 6 Conduct an interview with a leader. Establish their preferred style of leadership and the factors that impact on their choice.
- 7 Identify a leader from history or from our present day. You may like choose the same leader you looked at for the group activity on page 57.
 - a Research and record their biographic details.
 - b Produce a set of interview questions that you would like to ask the leader (these may refer to leadership style, factors influencing their leadership style or leadership adaptability and flexibility).
 - c Based on your research, take on the persona of the leader and answer the interview questions.
 - d Share your interview answers with the class (this may be in small groups or electronically).
- 8 With your peers, discuss factors relating to the adaptability of leadership style.

Factors influencing leadership

Many factors will determine and impact on the style of leadership used in a given situation.

Factor	Explanation
Type of task	Task-oriented leaders may adopt an autocratic style for giving instructions in an emergency. Tasks range from high level/urgent to typical (e.g. leadership during a crisis as opposed to leadership during a social meeting).
Knowledge and skills within the group	This is an internal factor. Large teams may have members with varying levels of skills. This may require the leader to adopt a more directive style, providing clear communication and guidelines to ensure that everyone knows what needs to be done in order to achieve goals. If the team has individuals who are highly skilled and capable, then the style may change to become more democratic or consultative.
Attitudes of individuals within the group	A leader's personal values are derived from attitudes about themselves – this is described as their self-concept. Individuals in a group similarly possess a self-concept. This correlates with self-esteem. Attitude has a huge impact on the culture, environment and mood of a group. The attitude of group leaders and other members spreads and affects others in the group dramatically.
Relationship between group members	The relationship between the leader and the group itself is significant. A leader who believes strongly in teamwork may adopt a democratic style, with each group member contributing to decisions. This may pave the way for group harmony, but does require constant feedback to ensure that all stakeholders' needs are affirmed. For groups with a transformational leader, where members are encouraged to self-manage, the relationship will be quite different; each member will be working towards their own transformation both for themselves and for the group as a whole. If not managed, this may create a competitive environment between group members. On the other hand, it may allow members to share leadership responsibilities, thus succeeding with a democratic or laissez-faire leadership style.



CASE STUDY

Mr Smith is a warm, friendly, but ageing Biology teacher. He is well liked by his students. It is the last lesson of the day; students are enthralled by his explanation of the feeding habits of grey nurse sharks. Suddenly the emergency alarm sounds loudly; it is a long ring, punctuated by short bursts. It stops only for an announcement telling staff to secure their classroom. Student safety is paramount, it advises. Everyone must get under their desks and remain quiet. There is an intruder lurking the school grounds.

Questions

- 1 Discuss how Mr Smith's leadership style will change.
- 2 Identify factors that lead to the change in leadership style.
- 3 Discuss the possible outcome if Mr Smith is unable to exhibit flexibility in leadership style.

CONFLICT WITHIN GROUPS

Conflict primarily occurs when there are differing values, beliefs or standards held by individuals within a group. Conflict may serve to strengthen group goals, or may be the root cause of group fragmentation.

Through a case study, conflict within and between community groups may be identified and better understood so that mediation can be implemented.

Case study as a secondary research method

When conducting research, you will use a combination of primary and secondary research methods.

A **case study** is an example of a primary research method; that is, the data collected are in a raw format and have not been gathered or written by another party.

A case study allows you to focus on a specific aspect of your topic. Thus the data collected are generally rich in detail and contain information that provides a deep insight into the situation surrounding the object of your study.

Think it through

Review the Australian Institute of Family Studies website (link to it directly via <http://cafs.nelsonnet.com.au>) and find *Growing up in Australia: The longitudinal study of Australian children*. This study began in 2004, and is still going.

- 1 Identify the stages of the research method.
- 2 Discuss the findings of the study so far, debating issues of child development and wellbeing.
- 3 As a class, discuss how studies of this nature may impact on the development of future children's services.

conflict

A disagreement between individuals or groups based on a clash of ideas, principles, beliefs or people; incompatible desires, impulses or states of being result in a psychological state of turmoil

case study

A primary research method in which the data collected are in a raw format and have not been gathered or written by another party



Australian Institute of Family Studies

Collecting and recording data

Because conducting a case study can be very time consuming, it is essential that you carefully plan the focus of each aspect of your study. This allows you to collect data that is relevant and useful to your research.

The purpose of a case study is to observe or gather data about a specific individual or group; the data therefore cannot be applied to a wider population. Neither can the data be interpreted with relation to your personal stance, or bias, on the situation. Being objective means the integrity of the case study data is maintained.

Aspects of privacy and ethics must be strictly adhered to as some individuals – the object of your research – may feel that their privacy is being invaded.

Generally, a case study would not be used as a standalone research tool. Sociograms, interviews and an analysis of secondary data, such as reviews and published articles, would all assist in validating data extracted from the case study.



Advantages and disadvantages of case studies

Overall, case studies are an important and useful method of data collection.

Advantages

- A lot of detail is collected.
- A sample population can be surveyed when large populations are not available.
- General predictions are possible.
- A hypothesis can be developed and then tested.
- Behaviour is described as it occurs.
- The researcher controls the situation.

Disadvantages

- Data collected may not necessarily be valid for the wider population.
- Danger of data bias when only one person is collecting.
- Hard to draw definite cause/effect from one case study.
- May be time consuming and difficult to analyse.
- Vital information may be missed.
- Behaviour exhibited may be different to that displayed in the natural environment.

Causes of conflict

Conflict is a normal part of life. It will occur within an individual and between individuals in groups. Groups within a larger community may also experience conflict.

Conflict may be constructive and result in enhanced self-esteem, or it may have a negative impact on individuals and groups and so be viewed as destructive. Conflict that either causes a group to disintegrate or prevents/diverts the group from continuing in its role or direction is considered to be disruptive.

Individuals usually form groups because they share common values, standards and beliefs with other members of the group. Conflict may occur when there is a difference of opinion based on these values, standards and beliefs. Such conflict will directly impact on personal and group wellbeing. Other causes of conflict are listed the table below.

An individual or group that avoids conflict will experience wellbeing in the short term. They may be able to achieve goals or succeed in satisfying needs and wants to their liking; however, if they are likely to meet or be confronted by the stressors again, they will inevitably suffer in the long term. The situation is more likely to intensify and become more difficult to resolve; time may be spent on hypothesising over likely scenarios; personal resources, such as leisure time and health, may be affected as stress levels increase; and others may be negatively affected as they deal with the moods and anxiety of the individual who fails to recognise the importance of resolving the conflict.

Cause of conflict	Example
Incompatible goals	An individual may experience indecision relating to prioritising short- or long-term goals; for example, saving for a new car vs going on a family holiday.
Individual differences/ personality	An exuberant and loud individual may cause a shy, withdrawn person to feel threatened.
Limited resources	A young single-income family may experience conflict when deciding on resource allocation.
Ineffective communication	A person who sits and watches television instead of communicating with their partner may feel isolated.
Varying values	Teenagers who value the company of friends will experience conflict when they are grounded or have their phone taken away.
Multiple role expectations	A working parent may experience conflict in juggling many roles and responsibilities at work and home.

incompatible

A situation in which individuals have basic differences, different goals and aspirations, and are unable to exist, cooperate, blend or get along with one another



Shutterstock.com/Tracy Whiteside



Conflict may cause social isolation.

CASE STUDY

Sam is in Year 11 at the local high school. He is studying for his HSC not because he wants to, but because his parents want him to go to university.

Sam has friends who have left school and they encourage him to meet them at the skate park during the school day. Sam skips class, hoping that his classmates will cover for his absence.

Sam is listed as a truant, and his parents are notified. Sam's parents are angry, upset and determined to 'have it out' with their son. Sam, sensing that he will receive a poor reception when he goes home after school, decides to stay with friends that night. He sends a text message to his mother and then prepares himself for a night out at a club with his mates.

Questions

- 1 Identify the causes of Sam's conflict.
- 2 Discuss the likely impact of Sam's actions on the wellbeing of:
 - a his teachers.
 - b his parents.
 - c his friends.
 - d himself.
- 3 What strategies could Sam implement to manage the conflict between his wishes and his parents' wishes?
- 4 Do you believe that the conflict is a positive or negative experience for Sam? Justify your reasoning.
- 5 How is avoiding the initial source of conflict likely to impact on Sam?
- 6 Discuss the positive and negative impact that Sam's decisions may have on different groups, such as the school community, his friendship group and his family.

Think it through

Visit the Matthew Stanley Foundation website. You can link to it directly via <http://cafs.nelsonnet.com.au>, then consider the following questions.

- 1 Identify the causes of conflict in relation to youth violence.
- 2 Analyse the impact that the conflict has upon groups within the community (friends, family, community workers and so on).
- 3 Discuss the likely impact of the conflict upon individual and group wellbeing.



Matthew Stanley
Foundation



Conflict resolution

Conflict resolution is not about making conflict go away; rather, it involves implementing strategies that allow individuals and groups to deal with the conflict in a manner that mutually benefits each party.

Think it through

- 1 Visit the 'Disputes in the workplace' page on the NSW Government Industrial Relations website. You can link to it directly via <http://cafs.nelsonnet.com.au>.
 - a Identify strategies that should be implemented during the early stages of the dispute resolution process.
 - b List and discuss the dos and don'ts of an effective dispute resolution process.
 - c Read and discuss the case studies provided. How effective do you believe the strategies would be in each circumstance?
- 2 Think of instances in your life when a conflict has been handled badly. What was the outcome for all parties? Discuss with your peers or with family members.



NSW Government
Industrial Relations

The conflict resolution process

Negotiation

negotiation

The process of discussion between two or more individuals who seek to find a solution to a common problem

Negotiation is the process of discussion between two or more individuals who seek to find a solution to a common problem. It can be relatively cooperative, as when both sides seek a solution that is mutually beneficial, or it can be confrontational, when each side seeks to stand their ground against each other. Negotiation occurs between individuals and groups in their personal and working lives. For example, a child may negotiate computer time to spend on their social media accounts. This issue may be somewhat controversial, depending on the differing values and beliefs of the child and their parents.



Thinkstock/Digital Vision

mediation

A method of conflict resolution that is carried out by an unbiased individual who works with the disputing parties to help them improve their communication and their analysis of the conflict situation

Aggressive behaviour rarely solves conflict.

Agreement

Agreement is the positive outcome of **mediation**. A mediator is an unbiased individual who works with disputing parties to help them improve their communication and their analysis of the conflict situation. The mediation process generally helps the disputing parties design a solution or positive agreement themselves. The process is voluntary and the mediator does not participate in the outcome of the mediation



process (agreement). The disputing parties themselves have control over the agreements to be reached. This process enables individuals to choose an option for resolving the conflict that meets the interests or needs of all parties involved. If a positive agreement is reached, all parties will respond affirmatively to the questions 'Is it fair? Is the outcome balanced? Does everyone understand? Do we have the time, energy, skills and resources to follow through and implement this agreement?'

For example, if computer access is negotiated, then the agreement might allow a child to use the computer for specific time frames, as long as other users' needs are considered.

Resolution

Resolution usually refers to the process of resolving a dispute or a conflict by providing for the needs of the disputing parties, and adequately addressing their interests so that they are satisfied with the outcome. The final results of discussion, writing and negotiation are resolutions – written suggestions for addressing a specific problem or issue.

Using the previous computer access example, if the child adheres to the terms of the negotiation, the needs of each party will be met and their values will be upheld.

resolution

The process of resolving a dispute or a conflict by providing for the needs of the disputing parties, and adequately addressing their interests so that they are satisfied with the outcome

Check for understanding

- 1 As a class, recap your knowledge and understanding of the conflict resolution process.
- 2 Form small groups, with each group representing a stage of the process. Develop a visual representation or mind map of your allocated stage.
- 3 Bring each group's models together, refine them and display them together in the classroom.
- 4 You may wish to identify conflict in your own life and group problem-solve using the model.

Role of support people; e.g. mediators, advocates

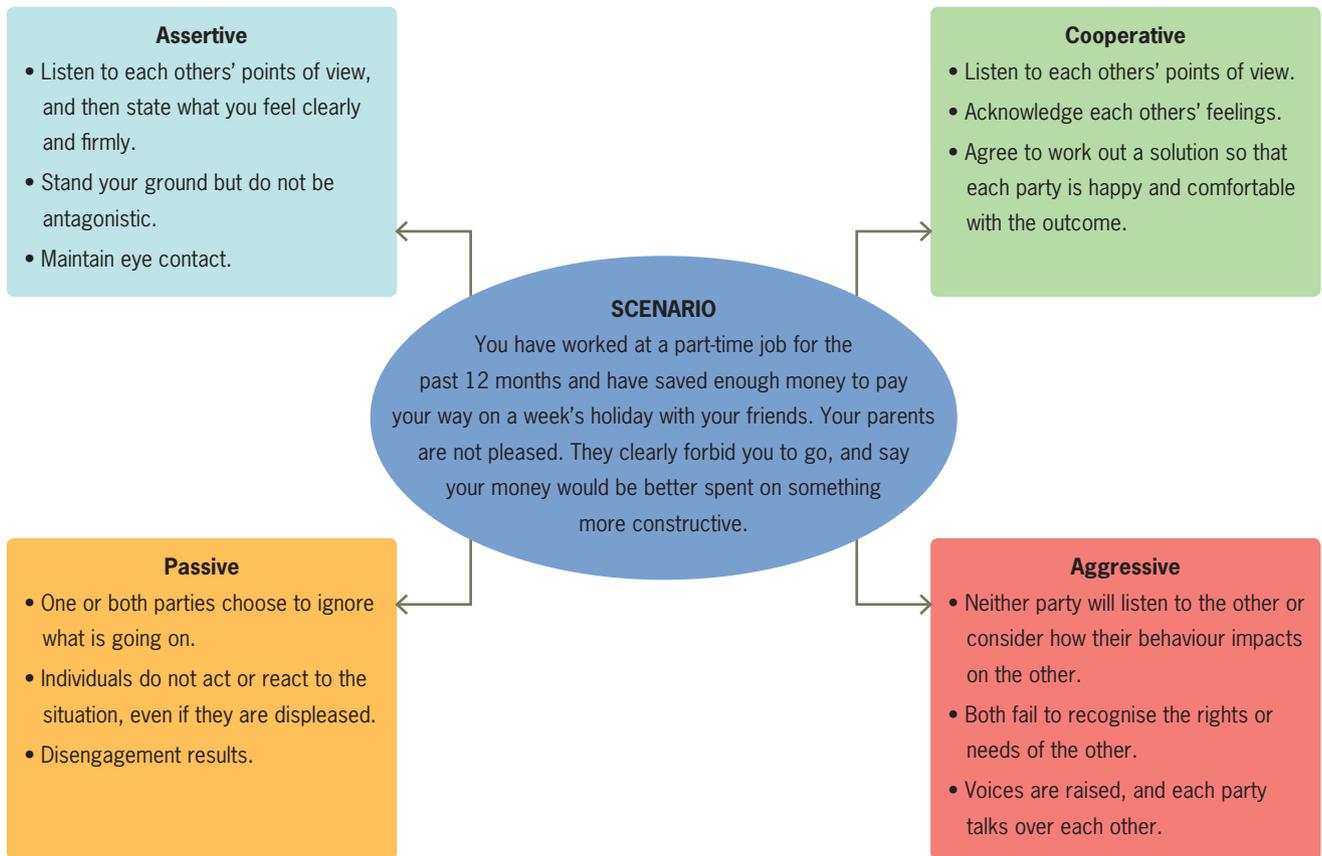
Advocates, mediators and support personnel each play a somewhat similar role with respect to conflict resolution. Their primary aim is to represent and work with an individual or group who may need support and encouragement to ensure that their rights are upheld. Such support people assist in understanding the issue at hand by listening; asking questions to gain clarity; providing strategies to resolve problems; discussing consequences that may arise from courses of action; supporting or acting as advocate if the person is unable to speak for themselves; and providing information and referrals to other agencies until the matter is resolved.

Outcomes of conflict resolution

There are three possible outcomes of the conflict resolution process: win-win, win-lose and lose-lose.

Win-win	Win-lose	Lose-lose
<ul style="list-style-type: none"> • Goals of both parties are maximised. • A collaborative problem-solving strategy is employed. • Both parties confront the problem rather than each other. • The needs of each party are considered, to allow for a mutually agreed decision. • The long-term relationships of parties are paramount. • Communication is open and direct, resulting in trust and acceptance rather than suspicion. • This strategy requires a high degree of patience and skill in problem-solving. 	<ul style="list-style-type: none"> • This is the most common outcome and reflects the competitive nature of people and society as a whole; i.e. the greed, dominance and aggression. • The decision is often made through socially acceptable mechanisms such as judges, votes and authoritarian leaders. • This sometimes involves threats and bribes, involving the belief that the end justifies the means. • It creates an 'us and them' mentality. • The victor may gloat; the loser may shrink or retire to lick their wounds. • The loser may seek reprisal. • The outcome may cause intergroup conflict. 	<ul style="list-style-type: none"> • The disagreement is seen as inevitable, so conflict is smoothed over in the least painful way – with neither party as a victor. • Each party gets some of what it wants and resigns itself to partial satisfaction. • It is often used to divide limited resources. • The parties involved may not have the skills needed to pursue the conflict resolution process further to allow for a mutual decision. • It is sometimes used to prevent a win-lose situation from occurring.

How we approach a situation will shape the outcome. Individuals may approach a potentially volatile situation in a number of ways; they may choose to be assertive, cooperative, passive or aggressive, as shown below.



Approaches to conflict resolution

Think it through

- 1 Consider the scenario above, along with each approach that could be adopted to deal with the problem outlined.
 - a In groups, discuss how each approach could impact on different aspects of individual and group wellbeing.
 - b Propose reasons why conflict resolution has different outcomes for various groups. Determine how this might impact on wellbeing.
 - c Role-play each approach to the situation.
 - d Discuss the difference between aggressive and assertive dialogue.
 - e Debate the role that body language plays in conflict resolution strategies.
 - f Is there any situation in which one management technique for conflict resolution might be more effective than another? Discuss this within a group, outlining a situation to justify your decision.
- 2 Watch a local news segment.
 - a Outline news stories presented that raise conflict.
 - b Identify the causes of conflict within the news stories.
 - c Discuss how conflict could be resolved in these situations.
 - d Investigate a current conflict between two groups in the community and evaluate the extent to which support people can assist in conflict resolution.



CASE STUDY

CONFLICT IN THE COMMUNITY: AN INDIVIDUAL ACTIVITY

Read the article below or collect an article from your local newspaper that highlights the role of an advocate or support person in dealing with a specific issue.

ADVOCATES CALL FOR INQUIRY INTO 'PROFITEERING' ON DISABILITY EQUIPMENT

Disabled Australians are forced to pay thousands of dollars more than their overseas counterparts for equipment such as wheelchairs and walking aids because overseas websites, which sell the same products much cheaper, are being prevented from shipping them to Australia.

Disability advocacy groups and frustrated Australian families want an inquiry into why disability equipment vendors are charging up to five times more for some equipment, and whether they are breaching competition laws by trying to stop websites from shipping here.

They say millions of dollars in government funding are being wasted on overpriced equipment while disabled Australians wait a year or more for equipment because of funding shortages.

'If we were paying less for our equipment then we could afford more of it and the government subsidies such as that provided to SWEP [State-wide Equipment Program] in Victoria would be able to reach more people,' says Women with Disabilities Victoria executive director Keran Howe. 'I would like to see an inquiry into the large price discrepancies.'

Calls for an inquiry were echoed by Youth Disability Advocacy Service manager George Taleporos, who

advocates for young people with disabilities and is awaiting funding approval for a new wheelchair.

'I think there is a lot of profiteering that goes on and you can't help but feel the distributors here are taking advantage of people who have no choice but to buy this equipment.'

The Age believes some local distributors are pressuring overseas suppliers to stop selling to Australians.

Tony Mason, from Dejay Medical and Scientific, sells several overseas brands and admits trying to prevent international competition.

'I would like to see it [overseas shipping to Australia] stopped and sometimes we've been able to do that,' he said.

Chris Sparks, from Assistive Technology Suppliers Australasia, which represents local manufacturers and sellers, says Australian distributors are reaching agreements with international suppliers to stop shipping here to protect the brands' reputation. 'I think it's to protect the brand because these international companies are not set up to provide that one-on-one customer service that the local distributors can.'

He said the main reason Australians were paying more for equipment was because distributors here had lower volumes and had to factor service fees into their margins.

Families argue that while fitting and servicing is required for some more complex equipment, it does not explain the huge mark-ups on equipment such as hoists, support seats, shower chairs, basic wheelchairs and wheelchair accessories, such as cushions and travel cases.

Families have told *The Age* of a Hippocampe beach wheelchair that cost \$3000 on a French website compared with \$6000 here; a Height Right chair for \$160 in the US compared with \$1200; and a walking aid that cost \$1700 in the US compared with \$3000.

'We're talking about differences of up to \$3000 ... It's appalling,' says Donna Economidis, who uses forwarding companies that purchase products on behalf of consumers from overseas websites that don't ship to Australia so she can save money on her son's equipment.

'Even with the cost of shipping you're still saving thousands of dollars,' says Ms Economidis, whose 10-year-old son has cerebral palsy.

Individuals who cannot wait months for funding and purchase equipment themselves are not eligible for government subsidies.

Source: Wells, R. (2012). *Sydney Morning Herald*, Fairfax Media, 11 June.

Questions

- 1 Outline the major concern and the cause/s of conflict.
- 2 Identify the two points of view and explain why they exist.
- 3 Describe the role of advocacy in this instance.
- 4 Discuss how the problem is affecting the wellbeing of the individuals and groups concerned.
- 5 Determine some strategies that would assist the parties involved to resolve the conflict.



Check for understanding

- 1 Define 'conflict'. Why does it occur and why should it be managed?
- 2 Discuss the major causes of conflict in groups.
- 3 Describe the constructive and disruptive/destructive forces of conflict.
- 4 Explain how incompatible goals, ineffective communication and multiple-role expectations can cause conflict in a family.
- 5 Discuss how conflict can have positive and negative effects in a workplace.

CASE STUDY

Billy and Caroline are 12-year-old twins. They have three older brothers (the eldest is 17 years old), and two younger sisters aged three and 18 months. The children have always lived in the country with their mother and father. While their father works as a farmhand, their mother tends to the needs of the family at home and helps out at the local Country Women's Association.

The children are kept busy tending to the animals. They ride horses regularly and compete in local competitions.

Money has always been tight, with barely enough to cover basic needs, let alone any luxuries or treats. Birthdays come and go, as does Christmas.

The drought, bushfires and economic turmoil means that the family can no longer find employment in the rural environment they once called home, and are forced to move to the city with their belongings piled in the back of a truck.

Questions

- 1 Identify and list factors that may contribute to the development of individuals within the family group.
- 2 Describe how the situation described may negatively impact on the self-esteem of family members.
- 3 Discuss how the inability to fully satisfy basic needs may impact on aspects of the family's wellbeing.
- 4 Identify groups that the family members belong to. Describe how each enhances individual and group wellbeing.
- 5 Identify sources of conflict experienced by the family. Describe strategies that the family may implement to help them better cope with the stress they experience.
- 6 Describe how the sources of conflict may contribute to both individual and group conflict.
- 7 Discuss how the decision-making process implemented by an autocratic parent leader would differ from the style exhibited by a collaborative/democratic parent leader. Describe how this may impact on family wellbeing.

REFERENCES

Australian Bureau of Statistics. (2012). *Reflecting a Nation: Stories from the 2011 Census, 2012–2013* (Cat. No. 2071.0). Canberra: ACT.



MODULE FOCUS

- Families (p. 70)
- Communities (p. 81)
- Managing change in families and communities (p. 94)
- Socialisation of individuals within families and communities (p. 99)

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.



FAMILIES

Family

When we are born, our family members are the first people we meet. There is an instant connection. This may be one of the many things that families share in common, but there is no denying that we are all different. Although the definition of a family can appear quite simple, it is important to understand that each family is unique. Each family has a different make up, different values and standards and has been exposed to different experiences. Families today come in varied forms; definitions are constantly changing and will continue to change in the future.

Think it through

- 1 Construct a definition of a family (this may be based on your own family or a combination of your family and other families around you).
- 2 Compare your definition with a friend's. Then, share your definition with the class.
- 3 If your classmates' definitions vary, why do you think that may be?

Defining family

Australian 2006 Census definition

In its 2006 Census Dictionary, the Australian Bureau of Statistics (ABS, 2006) defined a family as:
Two or more persons, 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.

Think it through

- 1 Read the Australian 2006 Census definition of a family. Do you agree or disagree with the definition? Explain why.
- 2 Now you have read the Census definition, revise your definition of a family.

Family structures

Adoptive families

adoption

The legal process where all legal rights and responsibilities are transferred from birth parents to adoptive parents

Adoption is an option whereby permanent care is provided for children who are unable to live with their birth families. It is a legal process where all legal rights and responsibilities are transferred from birth parents to adoptive parents (Family and Community Services, 2013).

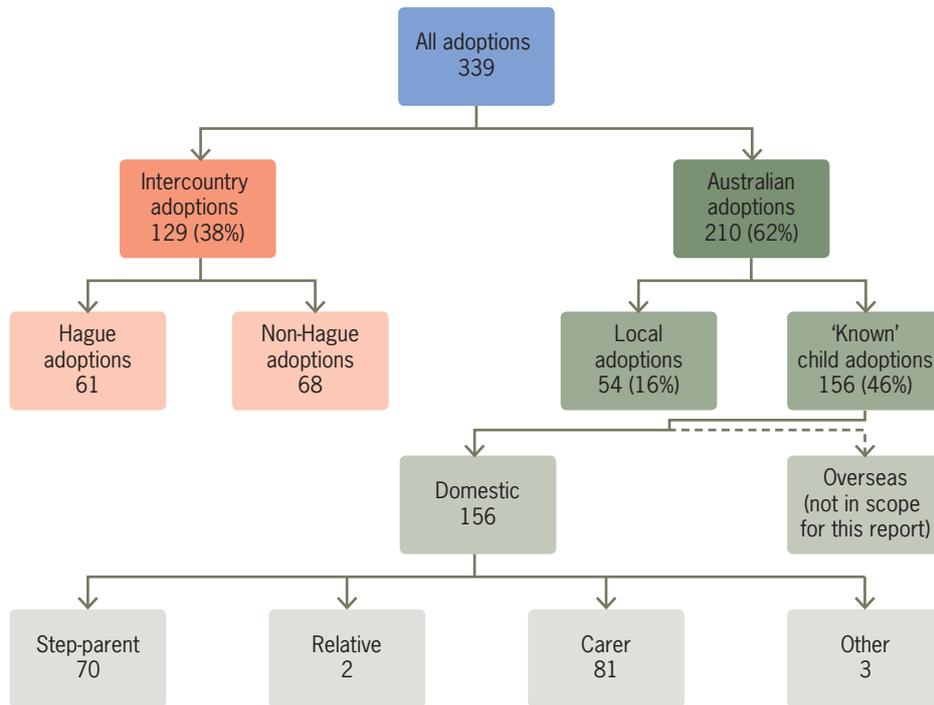
Societal attitudes to sole parenting are changing. In the past, if a single female became pregnant, she would give up the child for adoption; today, she may parent the child alone or have an abortion.

This trend has made the number of Australian children available for adoption extremely low, despite the continuing demand for children. This means that childless Australian couples have needed to find children to adopt from other countries, such as Hong Kong, Korea, China, Colombia and Africa. This is known as inter-country adoption. Despite these opportunities for inter-country adoption, The Australian institute of Health and Welfare (AIHW, 2013) has reported a 77 per cent decline in adoptions in Australia in the last 25 years.



In the movie *Despicable Me*, Felonius Gru adopts three daughters: Agnes, Margo and Edith.

Kobal Collection/Illumination Entertainment



Adoptions in Australia, 2012–13 (AIHW, 2013)

Check for understanding

Use the diagram above to answer the following questions.

- 1 How many adoptions were there in Australia between 2012 and 2013?
- 2 Identify the most common type of Australian adoption.
- 3 Identify the least common type of Australian adoption.

Think it through

- 1 Changing attitudes to sole parenting and increased access to abortion are two possible reasons for declining adoption rates in Australia. Explain other reasons for the 77 per cent decline.
- 2 Clarify the difference between local adoption and 'known' child adoption.
- 3 Research the difference between Hague adoption and non-Hague adoption.
- 4 The Australian Institute of Health and Welfare (2013) also reported that 87 per cent of Australian adoptions were 'open' (that is, all parties agreed to some contact). Fifty-two per cent of 'known' adoptions were by non-relative carers (such as foster carers), and 45 per cent were by step-parents.
 - a Who are the adults in these adoptive situations?
 - b Have these adoptive parents had previous contact with the adoptive children?
 - c Explain the likely extent of this contact.
- 5 Discuss the implications of previous contact or relationships on:
 - a the adoptive child.
 - b the adoptive parent.
 - c the biological parents.



Alamy/Mark Eite

The Jolie-Pitt family is a blended family, as it includes biological children and children who were adopted by Angelina Jolie. The older children are also an example of inter-country adoption.

Blended families

A blended family is a couple family that contains both a natural parent and step-parent – that is, a blended family has at least one child who is the biological child of both parents and at least one child who is the stepchild of either parent.

In some cases, blended families are a reflection of the ‘happy’ portrayal shown on the television; in others, however, a blended family may have experienced a separation or divorce, and children have had to deal with the grief and loss associated with a family break-up. For such blended families, there will be a greater need for clear communication, as children may live in households with a shared parenting arrangement, which often involves moving between houses, neighbourhoods and rules. Conflict may occur when values, roles, expectations and discipline varies between biological parents and step-parents. Difficulties may also arise as a result of step-parents having no legal rights over a stepchild, meaning the decision-making process may become more difficult, as more parents may be involved.

Sometimes children may even have two step-parents, meaning they have four adult members in their lives (two biological and the new partners of their biological parents). While this can equate to four caring adults, each one will have their own expectations. These expectations may occasionally conflict, leaving the child torn between two adults, not wishing to disappoint any of the parents.

Check for understanding

- 1 In blended families, how many adults could potentially be in a child’s family life?
- 2 Clarify the difference between a stepfamily and a blended family.

Think it through

- 1 Outline similarities and differences between adoptive and blended families.
- 2 Examine areas of conflict that may occur in adoptive and blended family structures.

Childless families

A couple with no children (of any age) present is known as a childless family. Childless couples can be childless for a number of reasons. It may be a temporary stage prior to beginning a family, the children may have left the family home or there may have been the death of a child. In other cases, some couples have made a conscious choice regarding children: they understand the economic and emotional demands of parenting and consequently have little desire to be parents themselves.

Modern technology has assisted some childless couples to have children through in-vitro fertilisation and other fertility aids. For other couples, however, technology has failed them in their attempts to become parents; they may not have the economic, emotional or social means to adopt or foster a child, and thus remain childless.

Communal families

A communal family is a group of families, or individuals either related or unrelated, living and sharing resources together. Resources that are shared include food, child-rearing, social life, living space, decision-making and usually political or religious ideology.

Communal families are the most difficult family structure for which to gain statistics and information. This can be attributed to their lifestyle and sometimes their geographic location or their cultural background. For example, migrants new to Australia may live communally while other family members in their country of origin are saving money to come to Australia.



De facto families

A de-facto family is where a couple of the opposite or same sex live together in the same household but are not married to each other; they are partners, common-law husband and wife, lovers, boyfriends or girlfriends.

This family structure is becoming more prevalent as the trend to live together prior to marriage increases, and seems a popular option for those under 35 years old who are choosing to marry later in life. Young people are studying, travelling and starting their careers prior to getting married, house and rental prices are extremely high and returning home to live with parents may not be an option. Moving in with a partner becomes advantageous financially, emotionally and physically.

Marriage may not be suitable for some couples. Reasons for this include fear of divorce, fear of making a mistake, unpleasant previous experiences and the acknowledgement that a strong commitment does not need a ceremony. Some couples may therefore remain in de facto partnerships.

Extended families

An extended family is described as at least one core family plus at least one relative living in the same house. The relative may include, for example, a grandparent, aunt, uncle or cousin who is not part of another core family within the same house.

In some migrant groups – such as Chinese, Vietnamese and Lebanese – children are taught that they are responsible for the care of elderly relatives, not just their parents. Male offspring may be financially responsible for parents, while female offspring are expected to remain in the home to care for parents and other elderly relatives. Other family members will care for the children and maintain the home. In these family situations, decisions about career needs and study opportunities are made by the family group and reflect the entire family's needs.

Members of other cultures, usually Western cultures, are the least likely to live in this type of family arrangement. In these cultures, extended family members are significantly involved in each other's lives but in a different capacity. For instance, grandparents may live in a separate dwelling but care for grandchildren while the parents work, or adult children may visit elderly parents to offer daily care, such as dressing, providing help with mobility and preparing food.

With the growth of multiculturalism and the ageing population in Australia, the extended family structure will become more common.

Foster families

The NSW Department of Family and Community Services describes foster care as 'when children and young people, through no fault of their own, cannot live with their own parents or families. Foster carers can provide short- or long-term care' ('Fostering and adoption', n.d., para 2). Therefore, it can be said that a foster family results when non-biological children, needing care, are placed with another individual or family (regardless of structure) for an unspecified length of time. It is the responsibility of this family to provide a safe, nurturing and stable environment for the foster child. However, foster parents have no legal rights in regards to making decisions for the children; for example, in the areas of health and education.

The number of children in out-of-home care, including foster care, has steadily increased over the past decade. The reasons why children may need to be placed in foster care include death in the family, family breakdown, neglect, abandonment, drug and alcohol abuse, illness or depression, or the inability of their families to provide a safe environment with adequate care and protection.

Children in foster care can be placed in any type of family structure, including nuclear, blended, childless and same-sex.

Nuclear families

A nuclear family can be viewed as a heterosexual couple and their offspring. While nuclear families are traditionally the norm and are still the most common family structure, it is the family structure type that statistically has the lowest growth rate. Declining marriage rates and fertility, rising divorce rates and other social trends mean that a reduced number of people will live in the family norm in the future.



Same-sex couple families

A same-sex couple can be defined as two people of the same-sex in a sexual relationship, living either with or without children. For those same-sex couples with children, lesbian couples are more likely to have children than are gay male couples. Many children of same-sex couples are conceived in previous heterosexual relationships. Male couples may also consider using a **surrogate**.

As societal attitudes change, this family structure (with or without children) will continue to increase. In 2013, the Australian Capital Territory changed its laws to allow same-sex couples to marry. This decision was later reversed under the High Court of Australia. The marriages that took place in the week-long period between the change in territory legislation and the federal legislation had no legal effect. Essentially, in the eyes of the law, these couples were married one week and unmarried the next.

Think it through

- 1 Watch an episode of *Modern Family* or *House Husbands*. Explain how television programs such as these changed the perception of same-sex couples and, furthermore, same-sex couples with children.
- 2 Google newspaper articles on the change of same-sex marriage laws in the ACT.
 - a Why was the decision reversed in the High Court?
 - b Discuss the effects on the wellbeing of same-sex couples who are unable to marry. Think specifically about couples who were married for the short time that same-sex marriage was legal in the ACT.

As social attitudes change, same-sex couples with children will become more common.

surrogate

A woman who becomes pregnant on behalf of a couple who cannot have a child

Sole parent families

A sole-parent family consists of a lone parent with at least one dependent or non-dependent child (regardless of age) living in the household.

Reasons why a family becomes a sole-parent family include divorce, separation, death of a partner or the use of artificial reproductive technologies. When only one adult member is living in the household, they takes on all the roles traditionally expected of two parents: financial responsibility, domestic labour, child-rearing and, ultimately, all other family functions. With fewer human resources, it is more difficult for this type of family to satisfy all family functions than it is for a family structure with more adult members.

Attitudes towards sole parenting are more accepting and supportive today. In situations of divorce or separation, a sole parent may be able to access financial support from the non-custodial parent; this is known as the Child Support Payment. This payment can assist sole parents to provide for their children's needs, such as food, clothing and shelter.

Kinship families

Australian Aboriginal kinship care is 'provided by a person who is a relative, considered to be family or a close friend or is a member of the child or young person's community' (Department of Communities, Child Safety and Disability Services, 2013).

The term kinship is often used to describe the system of living among Indigenous Australians. Their kinship systems are complex. Their composition will usually be large and ever changing, meaning adults and children will often move between households. According to the Department of Communities, Child Safety and Disability Services, 'For Aboriginal and Torres Strait Islander children, a kinship carer may be another Indigenous person who is a member of their community, a compatible community or from the same language group' (2013, introductory section). The terms most of us would use to describe family relationships, such as son, daughter and cousin, do not apply to an Indigenous kinship household. The complexities of kinship households are reflected in the table and diagram on the next page.

Kinship has wide implications in Aboriginal life and social structure. All facets of life are influenced by it, including relations to ancestral beings, sites and land. That is to say, it is not restricted to one's 'family' as might be expected by comparison with mainstream Australian norms.

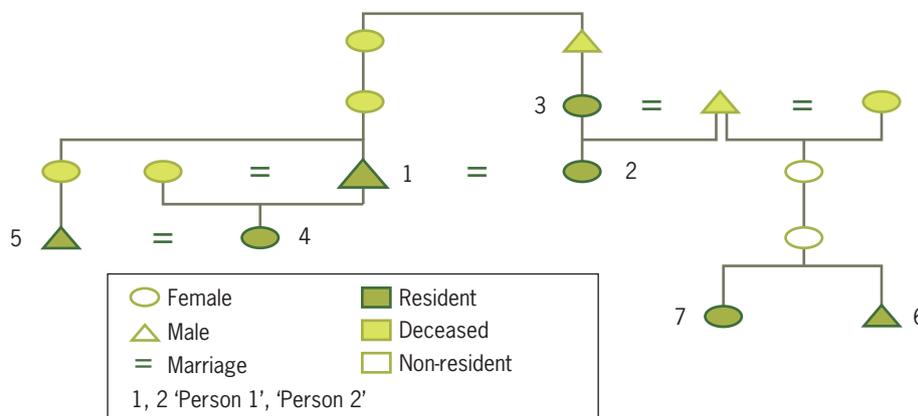
(Northern Land Council, n.d., intro)



Details of dwelling 'J' as recorded on the household form, 2001 Census

Person no.	Age	Relationship to person 1	Indigenous term
1	56		
2	34	wife	galay
3	70	mother-in-law	mukul rumaru
4	34	daughter	gaathu
5	38	nephew	waku
6	5	grandson	gaminnyarr
7	10	granddaughter	gaminnyarr

Morphy, F. (2006) 'Lost in translation? Remote indigenous households and definitions of the family'. *Family Matters*, 73, pp. 23–31



Dwelling 'J': actual relationship of usual residents (Morphy, 2006)

Check for understanding

- 1 Define 'family'.
- 2 Why can defining the term 'family' be difficult?
- 3 For each of the family structures discussed above, list an example from a television show or movie, or a celebrity example.
- 4 Explain the similarities and differences between the following types of families.
 - a Extended and sole parent
 - b Adoptive and foster
 - c Same-sex couple and nuclear
 - d Blended and de facto

Think it through

Watch the SBS *Insight* episode 'Family' (dated 16 March 2010). This episode contains a number of real-life stories of people from different family types, including single parents using donor insemination, same-sex couples, adopted children and communal living.

- 1 How do you think each of the individuals in the episode would define 'family'?

Roles individuals adopt within families

Satisfying specific needs

To satisfy the specific needs of family members, it is important to understand the resources they have available to them. For those family structures with more people, human resources are more readily available (except in the case of families with many young dependants). For family structures that have employable members, non-human resources, such as money, may be more readily available; such families will be more likely to satisfy their specific needs.



In cases where needs cannot be satisfied, there are community supports such as the Department of Human Services. These resources help to provide an adequate standard of living, security and safety through financial support and housing.

Think it through

Think about your knowledge of the different family structures and the resources each type of family structure may have access to. The first column of the table below outlines needs and common factors relating to them within family structures. For the first two examples, the second column examines how the different family structures can influence the meeting of those needs.

Copy the second column of the table into your notebook and complete it for the remaining needs. You must identify how each need will be affected and achieved in each of the different family structures.

Needs, and factors common to all family structures	Family structures, and how they can influence the meeting of needs
<p>Security and safety People have a need to feel protected and safe from threat. This need covers important physical, emotional and financial aspects.</p> <p>Housing provides an element of security and safety. When a family has access to shelter, in an area considered to be safe, they are meeting their security and safety needs.</p> <p>For adults of all family structures, stable and secure employment is important. It provides financial support, which in turn creates an element of security because family members know they will have money to buy food, to pay the mortgage and to pay for schooling and recreational needs. This will ensure emotional security.</p> <p>Rules, limits and supervision will significantly reduce younger family members' security and safety risks (e.g. road safety, cyber safety and risk-taking behaviour), and will aid in the development of their decision-making skills regardless of family structure.</p>	<p>Adoptive Adoptive families must go through rigorous checks to ensure a safe and secure environment is provided.</p> <p>Blended An increased number of adults in a child's life will allow for greater supervision and perhaps earning capacity. This may increase the financial stability for this family structure.</p> <p>Childless Security may come from being financially stable, with good employment or superannuation.</p> <p>Communal Large groups living together may provide security. However, it is important that roles are delegated to ensure that someone is responsible for security and safety.</p> <p>De facto Laws that mirror marriage laws provide financial security for de facto parents.</p> <p>Extended Extended families have more adults within the household, which may increase security and safety for younger children; e.g. there may be an adult at home when children return from school.</p> <p>Foster Rigorous and regular checks of foster parents and the environment by case workers can increase security and safety. On the other hand, the nature of previous family situations may cause foster children to continually question their safety.</p> <p>Nuclear Two adults within the home can make for a safe and nurturing household. However, this will depend on the nature of the relationship between the two adults.</p> <p>Same-sex Outside the home, same-sex couples with or without children may be discriminated against, which could compromise their security and safety.</p> <p>Sole parent Single parents often face financial difficulty. However, many provide a safe and loving household where children are nurtured. Relationships between custodial and non-custodial parents may impact on the security and safety of children.</p> <p>Kinship Security is more likely to be met within this family structure, as closer bonds can occur. However, living in remote areas, away from infrastructure including hospitals and law enforcement, may compromise security and safety.</p>



Needs, and factors common to all family structures	Family structures, and how they can influence the meeting of needs
<p>Health</p> <p>Health is understood holistically; it includes both the physical and mental condition of a person. A family's values regarding health will influence their choices in regard to diet and exercise, regardless of family structure.</p> <p>For those who are health conscious, diets will consist of foods that have complex carbohydrates, are high in fibre and low in fat, sugar and salt. Exercise, where possible, will be prioritised. Parents may make time for physical activity and children and teens may participate in organised sport. Families will have regular health and dental checks and will likely recognise any health problems early.</p> <p>Health choices will rely on financial resources – private health care may be difficult to afford for low-income earners. Though this does not depend directly on family structure, some structures have greater earning power.</p>	<p>Adoptive</p> <p>The health of parents is scrutinised in the adoption process. Diet and exercise will depend on the values of the adoptive parents and the child's culture of origin.</p>
	<p>Blended</p> <p>Health will relate to the values and attitudes of the adults. The presence of more than two parent figures may make decisions regarding health and physical wellbeing difficult. More discussion is usually required.</p>
	<p>Childless</p> <p>Health will depend on the age of childless family members. For older couples, lifestyle diseases and other age-related problems may affect health. For younger couples, health needs may relate to diet or exercise. Risk-taking behaviour and alcohol consumption may be issues.</p>
	<p>Communal</p> <p>Health may be impacted by geographical distance from medical resources.</p>
	<p>De facto</p> <p>Health will relate to the values and attitudes of the adults.</p>
	<p>Extended</p> <p>Caring for older members of the extended family may be a priority. All family members may be involved in things such as doctors' visits, feeding, bathing and socialising.</p>
	<p>Foster</p> <p>Decisions about a foster child's health are made by case workers and the government. Diet and exercise decisions are made by foster parents. As foster situations may be short-term, opportunities for involvement in organised sport may be limited.</p>
	<p>Nuclear</p> <p>Health will relate to the values and attitudes of the adults.</p>
	<p>Same-sex</p> <p>The health of same-sex couples will depend on their lifestyle and attitudes to health. For children of same-sex couples where one member of the couple is the child's biological parent, the non-biological parent will have few decision-making rights regarding the health of the child (e.g. when the child is in hospital).</p> <p>Same-sex couples can adopt in all states except Victoria. Adoption ensures that the adoptive parents have equal rights when making decisions for their children regarding health.</p>
	<p>Sole parent</p> <p>If financial stability is an issue, private health care may be difficult to access.</p> <p>It can take a long time to go through the public health system for needs such as braces or counselling. Bulk billing helps support those with limited access to financial support. Many single parents work hard to provide for the health of their dependants, often at the expense of their own health.</p>
	<p>Kinship</p> <p>Living in remote areas away from hospitals and medical support may compromise the health of those in kinship systems. Food choices may be limited.</p>



Needs, and factors common to all family structures

Employment
 Employment refers to being engaged in paid work.
 The earning power that comes from employment may be crucial to fulfilling any number of the other specific needs.
 A person’s earning power and employment opportunities are related to their skills and abilities, rather than their family structure. However, family structure may influence work hours and patterns (e.g. full-time, part-time or casual).
 Within families, it is most often the adults who are employed but, for some families, adult members may not be able to work; in these situations, adolescents may gain employment to help support the family.
 It is important to remember that earning power and opportunities for employment come from an individual’s skills and abilities; family structure will not influence this.

Education
 Education refers to learning knowledge and skills. It can be met through formal education (e.g. school) or informal education (e.g. life experiences). Regardless of family structure and financial resources, all children aged 5–17 must be in some form of government-approved schooling.
 The value placed on education will impact on where a child goes to school and the rules and limits set regarding school and homework. A child’s life experiences may relate to their family structure; this, as well as the influences of culture, holidays, interests and meeting different people, will expose family members to an informal type of learning.

Family structures, and how they can influence the meeting of needs

Adoptive

Blended

Childless

Communal

De facto

Extended

Foster

Nuclear

Same-sex

Sole parent

Kinship

Adoptive

Blended

Childless

Communal

De facto

Extended

Foster

Nuclear

Same-sex

Sole parent

Kinship



Needs, and factors common to all family structures	Family structures, and how they can influence the meeting of needs
<p>Sense of identity This is your idea of who you are. It can be influenced by family structure, but is more related to the relationships around you and how you are able to form them.</p> <p>Adult family members model behaviours that dependants adopt. As children age, their personalities and identities evolve due to other influences, such as peer groups, schools, the media and other significant people in their lives (e.g. sporting coaches or religious leaders).</p> <p>Culture will also influence who you are. Customs, languages and traditions will influence friendships, hobbies and extra-curricular activities.</p> <p>While peer groups, schools, the media, significant others and culture do not influence family structures, certain family structures may place different values and ideals on these factors, which will influence sense of identity.</p>	<p>Adoptive</p> <p>Blended</p> <p>Childless</p> <p>Communal</p> <p>De facto</p> <p>Extended</p> <p>Foster</p> <p>Nuclear</p> <p>Same-sex</p> <p>Sole parent</p> <p>Kinship</p>
<p>Adequate standard of living Having an adequate standard of living (including having food, clothing and shelter) is important to everyone. No family structure is immune to financial crisis or trauma. Earning power and stability in earning power is usually the responsibility of an adult family member, and will generally dictate a family's standard of living.</p> <p>Where there is a family member who is unable to work, the family can access government payments to ensure it has an adequate standard of living. Many charity groups also assist in meeting this need, but this requires family members to reach out and seek help.</p>	<p>Adoptive</p> <p>Blended</p> <p>Childless</p> <p>Communal</p> <p>De facto</p> <p>Extended</p> <p>Foster</p> <p>Nuclear</p> <p>Same-sex</p> <p>Sole parent</p> <p>Kinship</p>



Building relationships

A family is the first place a child should feel a sense of belonging. Parents should model the qualities of good relationships for their children. These qualities will then carry on into future relationships, and help to establish safe and secure family structures.

Relationships between family members are characterised by:

- showing respect for others
- having trust and confidence in each other
- sharing a purpose, intention or aspiration
- being open and honest in communication.

Individuals come from all types of family backgrounds and situations. They bring their own views and values into a relationship. Some family structures are established as a result of some form of crisis or breakdown and this can make it difficult for an individual to establish and build relationships. However, no family structure is immune to dysfunction.

All family structures can foster positive and healthy relationships, but parents must model such relationships for their offspring. For families with more than one active adult, open communication regarding discipline, boundaries, goals, values, needs and wants should help to establish clear modes of decision-making that will best suit the needs of the family and support their ability to use their resources effectively.

Promoting wellbeing

It can be said that if the specific needs of a family are satisfied to a degree, and positive relationships are built and maintained, wellbeing among family members will be achieved.

But for families that have come through loss, grief or have been in crisis, achieving wellbeing will be harder. Periods of ill being will continue until needs – such as security, safety and health – are met.

Community support services (formal resources) are available for families experiencing periods of ill being. These resources come in a range of forms, from those that are free to access (for example, online forums and telephone hotlines) to those that are expensive (for example, private specialists). A family's resources and the values they place on resources will dictate their access to community supports.

Think it through

Watch the movie *Yours, Mine and Ours*.

- 1 Identify the family structures seen throughout the movie.
- 2 For each family structure, identify who was responsible for fulfilling each of the specific needs; that is, security and safety, health, education, sense of identity, employment, and adequate standard of living.
- 3 How were new relationships built as family structures changed? Are these realistic?
- 4 As a class, divide up the remaining family structures (i.e., those that were not seen in the movie). For each family structure, use your knowledge or conduct research to answer the following questions.
 - a Identify the people involved, and their relationships; are they biological, non-biological, through marriage or based on trust?
 - b Explain how those family structures may help an individual build and maintain relationships.
 - c Examine issues that may influence family members' abilities to build and maintain relationships.
- 5 Use your answers to previous questions to complete an extended response to the following task: 'Analyse how the different family structures influence the roles people adopt'.



COMMUNITIES

Definitions of a community

Since the earliest of times, humans have banded together in groups for companionship, help and protection. The first communities consisted of small groups of people who inhabited a specific territory. Membership to such communities tended to be stable, as people lived in the same group throughout their lives. Historically, the establishment of communities was therefore primarily based on geography. For this reason, the definition of community as ‘a group of people who live in the same area’ was appropriate.

Societal change means that the original need for a community can now be satisfied by individuals or groups who are not necessarily geographically located close to one another. Thus people and their social grouping are of prime importance to our understanding of communities. Definitions now usually emphasise aspects such as social relationships, a sense of belonging, common norms and social interaction. For example, a **community** is a group of people with a common background or with shared interests within society who may live in a similar area.

community

A group of people within society, who have a common background or shared interests and who may live in a similar area

Reasons for community formation

A community is not just a place: it is the common ground on which people join to meet their needs and satisfy their wants through activities with other people. In a community, each person feels they belong and have an important part to play. Communities have therefore emerged when people have identified a common interest or reason for being together. These reasons are often related to geography or interest, or are purposely developed to meet specific needs.

The geographic profile of an area can provide the physical, social and climatic environment that is suitable for the development of a community. It may:

- have attractive surroundings, such as parks and open space, the beach, bush or rivers and creeks
- be an area in which it is easy to walk or get around
- provide access to local services and facilities; for example, shops and services, transport and employment opportunities, and school and community centres
- provide a sense of place and belonging – most people prefer to live in a community that feels special and has strong networks.

People may form communities on the basis of many things, including culture, religion, politics, business, sport, leisure, recreation, music, craft or friendship. These communities are predominately linked by social and emotional bonds; individuals share a sense of belonging and feel an obligation towards members of the group.

In some instances, communities emerge as a result of the purposeful intervention of industry, business or political decision-making. For example, Canberra was purpose-built for political reasons.



Allison Beattie



Dreamstime/Filedimage

Communities can emerge as a result of geographic, interest-based or purpose-built reasons.



Think it through

- 1 What reasons can you give for your family choosing to live in your community?
- 2 Brainstorm ideas to suggest why the following communities emerged: Newcastle, The Rocks, Byron Bay, Mudgee, Canberra, Lightning Ridge, Katoomba.
- 3 a Name four different types of community groups that have emerged based on the interests of individuals.
b Using Maslow's hierarchy of needs (see page 8), analyse the needs met by living in the community.

demographic

Examples of quantitative data that relate to a study of groups in a community

Your teacher may provide you with Worksheet 3.1: Australian Bureau of Statistics, from the nelsonnet teacher website.

questionnaire

A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes; it is completed by the respondent

survey

A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes; it is filled in by the researcher after asking the respondent questions

The Australian Bureau of Statistics is a high quality, objective and responsive national statistical service. A part of its mission is to assist and encourage informed decision-making, research and discussion within governments and the community. The ABS Census is the largest form of **demographic** information gathering conducted in Australia – it tells us about our way of life and helps us plan for the future. It is conducted every five years and aims to accurately measure the number of people and dwellings on Census night, as well as a range of their key characteristics.

Questionnaires as a primary research method

Primary research methods rely on original research in which the questions the researchers ask are tailored to elicit data that will help them with the specific purpose of their research study. Data is collected firsthand from individuals or groups through questionnaires, surveys, interviews and observation.

Questionnaires and **surveys** consist of a set of formally prepared questions that seek information about a person's knowledge, beliefs, feelings, opinions, likes or dislikes. Questionnaires are completed by the respondents themselves, while surveys are filled in by the researcher after they ask the respondent questions. Both of these research methods often create quantitative data that can be represented in a numerical form and presented using bar, line or pie graphs, or tables with statistics or percentages.

Constructing a questionnaire requires some thought and planning if it is to be simple and straightforward for the respondent to understand and answer. This in turn will make it easier for the researcher to collect and interpret the results. Aspects for designing a questionnaire that you will need to understand are given on the following pages. You can also refer to Queensland Health's 'Surveys/questionnaires' page for ideas (link to it directly via <http://cafs.nelsonnet.com.au>).

The information required for your research

Imagine that your research topic is 'Identify the demographics of your local community'. First, you would carry out some initial reading to identify the facts.

- What are demographics?
- What are different types of families?
- What are examples of data available in my ABS Community Profile?
- How could this data help me develop research questions?
- What data am I interested in collecting?

When you had answered these questions and gained some understanding of the topic, you could further develop your questionnaire.

Think it through

- 1 Construct a questionnaire that can be used to identify the demographics in your local community.
- 2 Distribute your questionnaire to approximately 10 respondents, and collect their responses.
- 3 Use tallying to record your research data.
- 4 Evaluate your use of this primary research method.



Queensland Health



Developing reliable questions

It is important to include questions that:

- are easy to understand
- use clear, simple language
- ask only one question at a time
- are listed in a logical order.

It is also important to begin with easy questions to put people at ease.

Closed questions

Closed questions elicit a limited range of responses. They are often easier to collate and interpret. A check box, frequency or Likert scale (such as never/sometimes/always), attitudinal scale (strongly agree through to strongly disagree) or other variables can be included in these questions. The three sets of questions below are examples of closed questions.

What is your marital status?

Married

De facto relationship

Separated

Divorced

Widowed

Never married

Closed question with checkbox

How often have you accessed information support networks in the last 6 months?

	1–5 times	6–10 times
Close family	<input type="checkbox"/>	<input type="checkbox"/>
Relatives	<input type="checkbox"/>	<input type="checkbox"/>
Friends	<input type="checkbox"/>	<input type="checkbox"/>
Neighbours	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Closed question with frequency scale

How many hours per week do you spend on unpaid domestic work?

	Less than 5 hours	5–14 hours	5–29 hours	30 hours or more	None
15–19 years	<input type="checkbox"/>				
20–24 years	<input type="checkbox"/>				
25–34 years	<input type="checkbox"/>				
35–44 years	<input type="checkbox"/>				
45–54 years	<input type="checkbox"/>				
55–64 years	<input type="checkbox"/>				

Closed question with possible variables in response

Open-ended questions

Open-ended questions provide the opportunity for an open response that is not guided by the researcher. A line or space is provided on the questionnaire for the respondent's answer; for example, 'Why are informal support networks important to your family? _____'

Conducting the questionnaire

After you have decided on your questions, ask a friend to read and answer them as a test run. This will help to ensure that the questions are suitable and have a clear layout with plenty of space for answers. Then, make any required changes to the questions so that the questionnaire is ready to hand out.

Make sure your questionnaire has plenty of space for answers, and a clear layout.



Conducting the questionnaire refers to its distribution and collection. For the purpose of practising this research method, select up to 10 respondents as the sample group. The researcher would have already decided to either conduct a survey (where the questions are filled in by the researcher after asking the respondent questions) or a questionnaire (where the questions are completed by the respondent).

Another option for developing a questionnaire is to choose a form of online survey software, such as SurveyMonkey or Google Forms, to create a web-based version. Free accounts have options to develop up to 10 customised questions in readily available templates, so the points listed for developing reliable questions remain important. The questionnaire is distributed in real time via SMS or email. The software includes reliable recording and presentation reports ready for you to use.

Collecting and recording data

How do I present quantitative data?

Your research data for this questionnaire activity will most likely be collected as quantitative data because it is in a numerical form. It can be counted and then presented in:

- graphs – bar, line or pie
- tables with statistics or percentages.

First, the data needs to be collated or tallied. Second, it can be converted into percentages so that valid comparisons can be made. You can draw a simple table with a row for each question or use a spreadsheet program, such as Microsoft Excel.

Research project: Local park project	
Date: 30/07/14	
Person completing the sheet: J Jay	
People jogging Tally: 8	People walking alone Tally: 12
People walking with dog Tally: 9	Other (e.g. bike riding or rollerblading) Tally: 2

Example tally sheet of quantitative data

Activity	Tally	% of total number of people
Jogging	8	26
Walking (alone)	12	39
Walking (with dog)	9	29
Other	2	6
Total	31	

Example spreadsheet of quantitative data

Tables include both written and numerical information. They should be neat and accurate if they are to be interpreted easily. Concise titles and headings should be used, as shown below.

AUSTRALIAN BUREAU OF STATISTICS 2011 Census of Population and Housing						
2261, NSW (POA2261) 51.5 km ²						
B35 TYPE OF INTERNET CONNECTION BY DWELLING STRUCTURE						
Count of occupied private dwellings						
Dwelling structure						
	Separate house	Semi-detached, row or terrace house, townhouse etc.	Flat, unit or apartment	Other dwelling	Not stated	Total
No internet connection	3018	809	1003	76	3	4909
Type of internet connection						
Broadband	10 169	1153	1050	46	4	12 422
Dial up	396	63	71	5	0	535
Other	529	83	125	9	3	749
Total	11 094	1299	1246	60	7	13 706
Internet connection not stated	502	101	140	10	4	757
Total	14 614	2209	2389	146	14	19 372

Title and column headings are concise

Align columns containing numbers

Sufficient space within each column or row for the data

An example of a good table

Graphs provide a visual form of presentation. They need to be clear and easy to read, with appropriate labels and titles. The horizontal (x) axis is usually based on fixed values that increase from left to right; the vertical (y) axis includes the variable data.

What type of graph should I select?

By selecting the 'Charts' group of buttons on the Microsoft Excel toolbar, you will be able to experiment and see what each type of graph looks like (see below). However, remember to consider the main message that is to be interpreted from your data to select the most appropriate form of graph.

Bar or column graphs compare items or show changes in a variable over time. Line graphs show trends or changes in data over a period of time. Pie graphs show the relationship or proportion of parts to the whole issue; they are most appropriate when there are not too many divisions or sectors.



The charts menu on the Excel toolbar



Advantages and disadvantages of questionnaires

The advantages and disadvantages of conducting questionnaires are listed in the table below.

Advantages	Disadvantages
Questions can be designed to collect both quantitative and qualitative data.	Questions may be misinterpreted and cannot be explained to the respondent.
It is quick to distribute to respondents.	It requires respondents to have satisfactory literacy skills.
Data can be collected from a large group of people in a reasonable timeframe.	The amount of information collected can be limited.
Questions are completed by respondent and avoid interviewer bias.	It is time consuming to design questions and present them neatly.
Respondents have time to consider their responses at a convenient time and in private.	If there are too many questions or too many details required, respondents may not participate or complete the questionnaire.
A written record of data is easy to access.	Missing responses to questions that the respondents do not understand can create bias.
Closed questions are easy to tally and present statistically.	The researcher has to wait for responses to be returned.
Quantitative data is easy to interpret.	There is the possibility of low-response rate due to failure to complete and return the questionnaire.
Each respondent is given an equal opportunity to respond to each question, providing greater reliability.	Qualitative data may be difficult to compare.

Check for understanding

- 1 Differentiate between a survey and questionnaire.
- 2 Outline the advantages of checkboxes or attitudinal scales on questionnaires.
- 3 Explain how the disadvantages associated with questionnaires can be minimised by a researcher.

Levels of community organisation

To ensure the effective operation of communities, different levels of organisation have been established to administer, supervise and coordinate systems and services within the community. These increase in size from the micro to the macro level with descriptors such as local, state, national and global. Red Cross, Rotary, Greenpeace and the Australian system of government are all examples of organisations that operate with each of these levels of organisation.

Local, state and national community organisation

The table on page 87 illustrates the levels of community organisation for the Australian system of government. To identify the areas of responsibility for local, state and national levels of government, complete Question 1 of the 'Think it through' activity on page 87.

The levels of community organisation for the Australian system of government

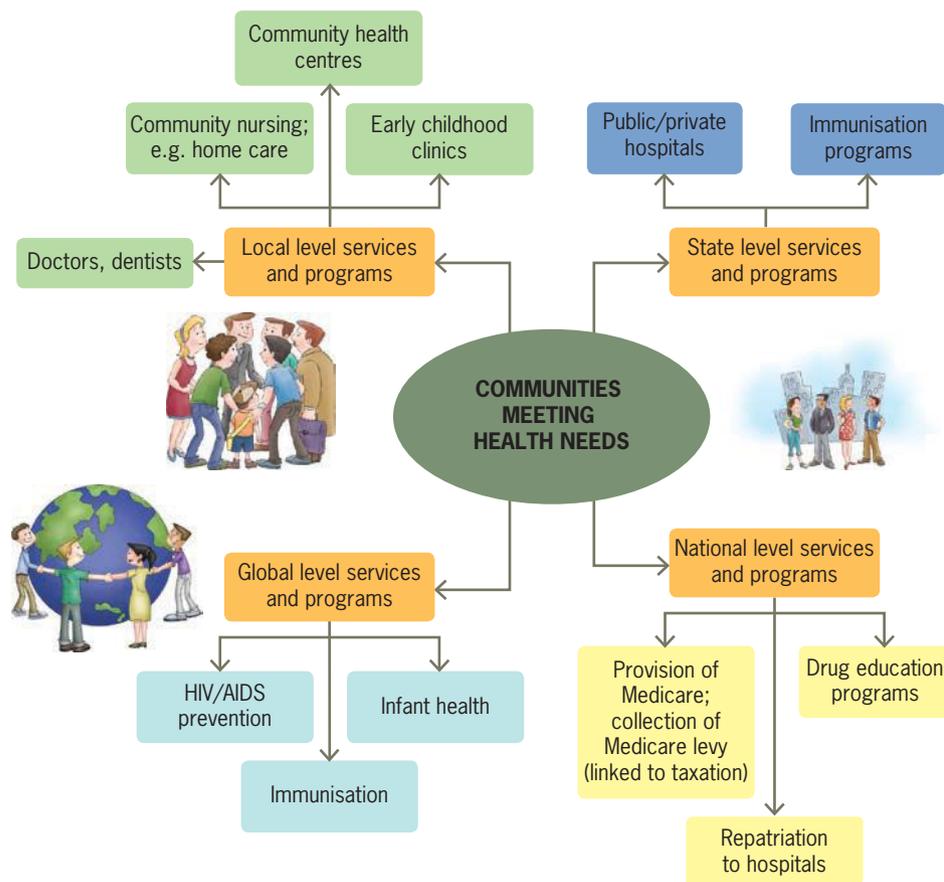
Levels of community organisation	Local	State	National
Description of government organisation	Local governments are based in a particular part of a city, town or rural area. They have the power to manage and make laws applying to that area.	State governments are responsible for the state only and have the power to manage and make laws that apply only to that state.	The national government community involves all Australians; laws and decision-making have an impact on the whole of Australia.
Example	Your council or shire	New South Wales	Australia
Areas of responsibility			

Think it through

- Copy the headings of the table above into your notebook. Classify the following areas according to the level of government that has this responsibility:
building inspections, bushfire brigades, childcare, defence, foreign affairs, immigration, notes and coins, postal services, police, public hospitals, public libraries, road laws, sportsgrounds, telecommunications, transport, waste collection.
- Choose one of these areas of responsibility. Justify why it is suitable for the particular level of community organisation.

Global community organisation

Global communities are much more difficult to define simply because the boundaries are not clear and their areas of responsibility may vary depending on the issue. The United Nations may be considered a global community because of its role in worldwide goal setting and decision-making.



Local, state, national and global communities can meet health needs through a range of services and programs.



Think it through

Analyse how communities can meet the needs of people from the local through to the global level. To do this, refer to the diagram on page 87, which shows specific examples of health services and support programs at each level.

- 1 Select one example from each level (local, state and national) and explain how each meets the needs of people.
- 2 Choose one global health program to investigate. Reflect on how this program impacts on world health.
- 3 Working in small groups, develop a mind map to illustrate how education needs are met from the local through to the global level. Share your ideas with your class.

Roles groups adopt within communities

Think it through

To gain some understanding of how community groups support individuals and families to satisfy their specific needs, look at the work of YWCA NSW. Explore the YWCA NSW website. You can link to this directly via <http://cafs.nelsonnet.com.au>.



Satisfying specific needs

Perhaps the most highly prioritised role for community groups is the provision of resources required to achieve an adequate standard of living for both individuals and families. Food may be made available in numerous forms, such as fresh food or pre-prepared meals during crisis or emergency relief periods, daily drop-in centre meals or food parcels. Shelter services may focus on emergency or temporary accommodation for sufferers of homelessness or domestic violence. Clothing is commonly collected from donations and re-distributed through 'opportunity' shops, often with up-cycling or recycling tips.

St Vincent de Paul even has Vinnies Treasure Chest Gallery, where people can share photos of their incredible bargains. The gallery can be seen on the Vinnies website and on Pinterest, or link directly to it via <http://cafs.nelsonnet.com.au>. All purchases from their stores enable St Vincent de Paul to help Australians doing it tough.

Health, education and employment needs can also be satisfied by community groups that specialise in a specific area. For example:

- beyondblue and the Royal Flying Doctor Service specialise in health
- Life Education and the Stephanie Alexander Kitchen Garden Foundation specialise in education
- Disability Employment Australia and YWCA NSW specialise in employment.

Mission Australia: Together we stand

Charity or religious groups may offer a collective of programs to individuals and families. This means that various arms of the one organisation offer a set of combined and integrated services. Mission Australia has a suite of services that include:

- Family and Carer Mental Health Program – a comprehensive range of free support services for families and carers of people with a mental illness
- Reconnect NSW – a federally funded, community-based program supporting young people between 12 and 18 who are homeless, or are at risk of becoming homeless
- Early Learning – a not-for-profit, early learning childcare provider
- Employment Solutions – one of Australia's leading providers of government-funded employment programs
- Soft Landing – a social enterprise that recovers steel, timber, foam and other materials from waste mattresses, diverting them from landfill in the process.

Check for understanding

To explore the breadth of support offered by Mission Australia, refer to the organisation's website. You can link to this directly via <http://cafs.nelsonnet.com.au>.



Mission Australia



The value of integrated programs such as this is that an individual or family is immediately introduced to multiple services to meet multiple needs. They also avoid filling in multiple application forms and giving multiple explanations.

We all desire a place to feel safe, secure, nurtured, welcome and supported, and the opportunity to develop a positive sense of self and identity. While families are usually able to satisfy this need, sometimes this does not happen, or certain circumstances arise that make individuals more susceptible and vulnerable to harm. Under these circumstances, community groups can play a significant role in fostering and satisfying needs. Twenty10 is a not-for-profit organisation that illustrates this role. It works with diverse genders, sexes and sexualities, plus their family and friends. They provide advocacy, counselling, targeted group programs, rural support, educational resources and online access to support young people to be resilient and achieve their potential.

Building relationships

Relationships between individuals or within groups can take countless forms. Whether the relationships are within families, between friends, at school, work or for leisure, or are short term or enduring, their effectiveness can ultimately define the quality of an individual's life. Positive and effective relationships within community groups are often characterised by:

- showing respect for each other
- having trust and confidence in each other
- sharing a purpose, intention or aspiration
- being open and honest in communication.

Members of community groups may need to develop and/or rely upon various strategies to assist in building relationships with the individuals they deal with, be it those who are experiencing hardship or those they are engaged with positively through volunteer work. For example, members of community groups may:

- build informal relationships with people they know little about; this may require greeting people, asking them about their interests and engaging in small talk
- actively listen to what others say, and remember conversations so that topics can be carried over to future meetings
- exhibit empathy and sensitivity, listening with respect and not making judgements about a person's character, background or present circumstances
- use words and non-verbal acts of encouragement, which will play an important role in building and maintaining relationship bonds at all times – in both the valleys of despair as well as the peaks of accomplishment
- share a laugh or a funny moment
- offer genuine support and encouragement in times of conflict and trouble; this can be the means to humanising and personalising relationships.

Promoting wellbeing

A sense of wellbeing can be very personal, but community groups have a role in promoting a positive concept of wellbeing through their engagement with individuals and families. In times of hardship, promoting wellbeing will emerge as part of providing a supportive environment; that is, developing caring relationships, promoting a sense of connection and belonging, and satisfying specific needs.

Sometimes the role of a community group is focused on educational, social or recreational purposes (e.g. a PCYC basketball program), and therefore the promotion of wellbeing may not be clearly visible. In this case it is more likely to be holistic and integrated within routine activities, coaching, games and subsequent interpersonal relationships.



**WHEREVER YOU
& YOUR GENDER SIT
THERE IS A PLACE WHERE
YOU CAN BE YOU**

Gender, sex and sexuality are not black and white.
If you are under 26 and identify as transgender, intersex or gender-queer
or are exploring what gender means for you, Twenty10 can help you
access the support and information you may need.

Support line: (02) 8594 9555
Regional freecall: 1800 65 2010

www.twenty10.org.au

twenty10
A PLACE TO BE YOU

Twenty10 incorporating GLCS NSW, twenty10.org.au



ABC Open

Think it through

Visit the ABC Open website and consider the case study on Kelli, a State Emergency Service (SES) volunteer. You can link to this directly via <http://cafs.nelsonnet.com.au>. Describe two aspects of wellbeing Kelli experiences as a volunteer.

Check for understanding

In small groups, choose one community organisation to research. Refer to their website and watch their stories on online videos.

- 1 Investigate how this organisation has assisted individuals to:
 - a satisfy specific needs.
 - b build relationships.
 - c promote wellbeing.
- 2 Share your learning with your class.
- 3 Copy the table headings below into your notebook and list how the different types of community groups satisfy specific needs, build relationships and promote wellbeing.

Type of community group	Satisfying specific needs	Building relationships	Promoting wellbeing
Charity group (e.g. The Smith Family)			
Religious group (e.g. The Salvation Army)			
Health services group (e.g. beyondblue)			
Emergency services group (e.g. Careflight)			

Check for understanding

- 1 Download the Australian Red Cross app 'And then I was a refugee'.
- 2 Chose one or more 'journey' scenarios to read.
- 3 After considering each scenario, describe how the Australian Red Cross and its partner charities assist individuals to overcome adversity.

Decision-making in communities

At all community levels, resources are finite. When considering how to satisfy an individual's needs and wants and make decisions, it is important to consider all of the alternatives. Those in leadership positions have significant power to make decisions that affect the interests of members of the community. It is therefore important that sound, fair and consistent decision-making is evident in all areas.

The decisions made by community leaders and officers may include things such as:

- converting a shopping centre and the surrounding streets into a pedestrian mall
- placing roundabouts or traffic lights at certain intersections.

Influences on decision-making

Legislation

Governments are responsible for the development and implementation of laws. Proposed laws are introduced into parliament as bills, which are then debated and voted on. When passed by the members of both houses of parliament, they become laws – this is the legislative process. It is these laws that provide the guidelines for local, state and national community decision-making; for example, land-use zones, protection of the natural environment, noise pollution, child protection and industrial relations.



Environmental factors

Communities have resources available to help carry out tasks and reach goals. Decisions about these resources need to be made after considering their impact on the environment. It is now more common for communities to experience value conflicts in their decision-making if decisions will contribute to negative effects on the environment.

The New South Wales community is currently faced with many significant issues due to the demands placed on our environment. Education, compliance and regulation all play a part in improving our environment. The Office of Environment and Heritage (OEH) works together with the community to help protect the environment. The OEH has a regulatory role in relation to biodiversity, Aboriginal cultural heritage, waters and rivers, wildlife management and native vegetation, and continues to undertake active programs to contain and reduce soil degradation and invasive pests and weeds. The Environment Protection Authority (EPA) focuses on: minimising pollution; minimising risks to human health associated with the use of hazardous materials, pesticides and waste; improving water quality; reducing the impacts of waste, air emissions and noise pollution; and regulating Australia's forestry activities.

Lobbying and community petitions

Lobbying occurs when groups of people try to influence the decisions of local, state or federal policymakers. This can be achieved by various means, such as sending letters, emails, or text messages, creating banners and organising protest rallies. Community petitions are a form of lobbying in which individuals sign their names in support of an issue. You can visit the Avaaz Community Petitions website for more information about lobbying. Link to it directly via <http://cafs.nelsonnet.com.au>.



Avaaz

Protesting

By definition, a protest is a declaration of disapproval. A protest often declares opposition to a behaviour or act that a person is otherwise limited in their ability to prevent or avoid. In Australia, there are many public places where people can exercise their right to communicate their opinions and ideas through peaceful protests and demonstrations. Our democracy recognises this right and ensures that it is balanced against the rights and interests of others and of the community as a whole. Of paramount importance are the protection of public safety, the maintenance of peace and the facilitation of fair and equal access to public areas. If a group wishes to organise a protest they should advise the police of the time, location and attendance numbers at least seven days prior to the protest. Police will then be able to use this information to organise resources to control traffic and so on.

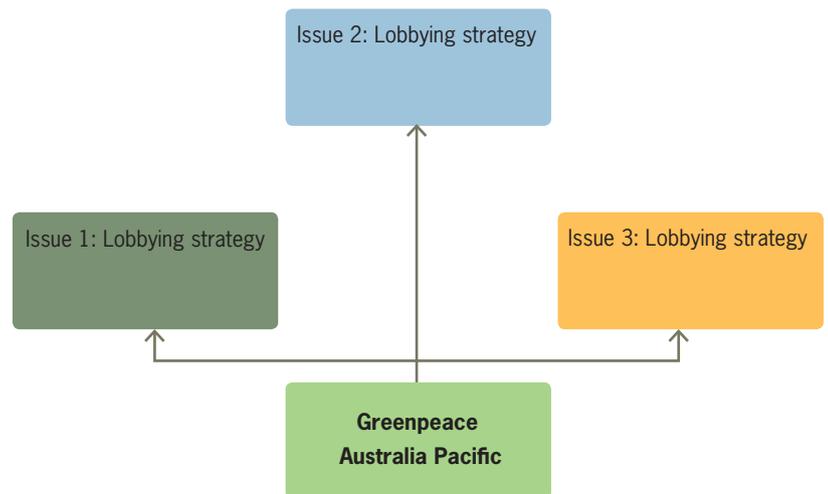


Greenpeace Australia

Think it through

Investigate the Greenpeace Australia website. Link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Identify current environmental issues and lobbying strategies. Summarise your findings using a mind map similar to the one at the right.
- 2 Download the iGreenpeace app on iTunes. How does this resource aim to influence youth decision-making?



A sample mind map



CASE STUDY

Vibewire

Young people across the world are making important contributions as world citizens, workers, entrepreneurs, consumers and agents of change. Vibewire, a youth-led not-for-profit company founded in 2000 in Sydney, is dedicated to encouraging an entrepreneurial spirit by unlocking the talents, imagination and creativity of youth as drivers of change, addressing important economic, environmental and social issues within our communities. Vibewire exists to make sure that young people are included (and are able to participate) in important conversations.

Vibewire runs events such as 'meetups' for young entrepreneurs, workshops, training and mentorship, and a program called fastBREAK, where once a month several speakers are given 5 minutes each to communicate their ideas and insights on a particular theme.

The company also offers an Innovation Lab; a paid, shared workspace where young entrepreneurs can not only physically work on their projects, but also exchange ideas and provide support for each other.

Vibewire uses Twitter to promote articles written by young people on conversations that matter, inviting dialogue across networks. This enables young people to get involved and have their voices heard. Vibewire also uses Twitter as a communication channel to support young people.

Questions

Explore the Vibewire website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Outline three current issues identified on Vibewire (under the 'Change Media' tab).
- 2 Describe strategies suggested to influence these issues. Summarise your findings using a mind map.
- 3 Compare the strategies identified by Vibewire to those identified by Greenpeace, a not-for-profit company established to campaign against environmental destruction and encourage informed debate.
- 4 In your opinion, how effective are these organisations in activating change action by youth?



Vibewire

Decision-making processes

The type of decision-making process selected will be influenced by the nature of the issue, the complexity of the decision and the target group involved; resources, such as the amount of time and money available to support the decision-making, must also be considered. The following decision-making processes are examples that are commonly found in community groups.

Arbitration

Arbitration is a process that seeks to resolve a dispute. First, evidence is presented and a discussion is had between the different parties. Then, a ruling is made by the chairperson (arbitrator). This decision is legally binding.

Consensus

Consensus aims to include everyone in the decision-making process. Opinions are discussed and any objections are resolved so that widespread agreement is achieved without taking a vote.

Election

The election process gives individuals an opportunity to express their views and be involved in the decision-making process by choosing (voting) for one option over another. The choice may be public (seen) or private (unseen).

Voting

A vote is a formal expression of an individual's choice in a decision-making process. It may be for or against a proposed motion, a certain candidate, a selection of candidates, or a political party.

Referendum

A referendum aims to include all adults in an electorate in the decision-making for an important policy proposal or change in the constitution. It requires the support of a two-thirds majority to be successful. The declaration of change can only come about if there is a double majority vote – this means that more than half of the population have to agree to the change, and half of all the states need to agree to the change (so, in Australia, 50 per cent of the population in four or more states need to agree to the change).



Think it through

Large or small class groups can model decision-making processes using the following scenarios.

Arbitration

- 1 Form two groups and choose a team of three arbitrators to consider the decision that 'Youth Allowance payments should increase'.
- 2 In your group, develop and present a sustained case.
- 3 Present your case to the arbitrators, who will make a decision based on what they have heard. The decision will stand and cannot be appealed.

Consensus

- 1 Nominate a chairperson to monitor the decision on choosing a senior student winter uniform.
- 2 Have the chairperson announce that the decision will be made through consensus and encourage everyone to participate in the decision-making discussion. You are striving for a win-win solution.
- 3 At selected intervals, have the chairperson test for consensus by asking if the participants have 'chosen the winter uniform and can fully support the decision'.
- 4 Continue this process until consensus is achieved.

Election/voting

- 1 Choose a presiding officer to supervise the election process.
- 2 Prepare ballot papers for a class 'pet of the year' election. The winning pet is to be chosen based on a preferential vote. For an explanation on how to count votes for this type of election, refer to the Electoral Council of Australia website. You can link to it directly via <http://cafs.nelsonnet.com.au>.
- 3 Vote in the election. Everyone in the class should vote.
- 4 Have the presiding officer supervise the counting of votes and announce the winner of the election.

Referendum

- 1 Choose a presiding officer to supervise the referendum process.
- 2 Prepare publicity and voting papers for the referendum 'Should Australia be a republic?'
- 3 Vote in the referendum. Everyone in the class should vote.
- 4 Have the presiding officer supervise the counting of votes and announce the outcome of the referendum.

Applying decision-making processes

Copy the table headings below into your notebook. Complete the table by choosing the appropriate decision-making process for each of the situations listed in the table. Justify your answers.

Situation	Suitable decision-making process	Justification
Local council meeting to decide on increasing the size of a national park site		
Gym management board to decide whether to increase monthly charges for youth gym membership		
Tribunal to decide on wage increases		
Resident management group to consider allowing pets to reside in villa housing		
Group lobbying for passenger limits and curfews for P-plate drivers		
Student Representative Council electing a president		
Parents and Citizens Association considering changing school uniforms		



Electoral Council
of Australia



MANAGING CHANGE IN FAMILIES AND COMMUNITIES

Nature of change

Your teacher may provide you with Worksheet 3.2: Case study: Examine a community decision, from the nelsonnet teacher website.

As the primary social unit in society, families experience change as a natural aspect of their growth and maturity; however, the nature of the change will influence the type and intensity of modifications required for the continued functioning of the family. As family functions are often carried out by family members as a part of their role allocation, it is often necessary for these role allocations (or functions) to change as well. For instance, a couple who is awaiting the birth of their first child and presently have two sources of income may need to consider modifying their family spending to ensure financial stability when the primary caregiver ceases work to care for the child.

Change can be classified according to the length of time, the cause of the change and whether the change was expected or not (see the table). However, it is important to note that sometimes the distinction between the nature of a change can be blurred. For example, changes to artificial reproductive technologies (ART), an external change, have enhanced fertility for some couples, leading to an internal change in the size of the family. Another example is drought, which is an unplanned external change that can extend its impact upon a community for many years, thus appearing to be permanent.

Examples of the nature of change in families and communities

Types of change	In families	In communities
<p>Internal change</p> <p>Change that happens within the group. This may be in size, structure or role allocation. Often it depends on the decision-making of family members.</p>	<ul style="list-style-type: none"> • Marriage • Divorce • Birth of a child • Adoption • Change of address 	Refer to internal change in families
<p>External change</p> <p>A change in the wider community that has influenced the functioning of a family.</p>	<ul style="list-style-type: none"> • Economic change: reduced economic activity can lead to unemployment • Legal change: maternity leave entitlements, Family Law Act parenting orders • Social change: delayed marriage ages, greater acceptance of gay and lesbian relationships/ marriage • Technological change: smart phone technology has both enhanced and reduced communication within families and communities • Demographic change: improved public health has increased male and female life expectancy • Environmental change: natural disasters, such as flood and global warming 	Refer to external change in families
<p>Planned change</p> <p>A change that occurs with prior knowledge. Aspects of the decision-making process have occurred prior to the implementation of the change.</p>	<ul style="list-style-type: none"> • Retirement • Marriage • Adult children or aged parents moving in • Child leaving home to attend university • Re-partnering 	A demographic study that shows population growth or reduction can influence the diversity of services available in communities (e.g. medical facilities, leisure centres).

(continued)



Examples of the nature of change in families and communities (*continued*)

<p>Unplanned change</p> <p>A change that is unexpected, so a response to the change cannot be prepared in advance.</p>	<ul style="list-style-type: none"> • Death of a spouse or family member • Illness or injury • Homelessness • Unplanned pregnancy • Unemployment 	<p>Natural environmental disaster</p> <ul style="list-style-type: none"> • Flood, cyclone • Fire • Drought <p>Unnatural environmental disasters, such as gas explosions, bombings, air, water and food contamination</p>
<p>Temporary change</p> <p>A change that lasts for an unspecified period of time. Members can see a possible return to routine. Such change can last for a couple of days to a number of years.</p>	<ul style="list-style-type: none"> • Treatable illness, such as chickenpox or a broken leg • A young adult moving back home to save money 	<ul style="list-style-type: none"> • Seasonal unemployment • Road detours due to construction
<p>Permanent change</p> <p>A change that lasts forever.</p>	<ul style="list-style-type: none"> • Divorce or death of a family member • Parenthood • A serious injury, such as paraplegia 	<p>Growth of new industry (e.g. agricultural, mining, manufacturing)</p> <ul style="list-style-type: none"> • Infrastructure change, such as a new motorway bypass • New service, such as a swimming pool • Drought

Impact of change on families and communities

Family and community wellbeing

Change can impact positively and negatively on families and communities, and it is not always possible to predict. However, it is a part of life and should be managed as effectively as possible. When dealing with change, planning should be a priority. Government and community sectors often refer to demographic data in their planning. Such data can indicate:

- changes in the population as a result of birth, marriage and death
- numbers in the population according to age, gender, marital status, family structure, ethnicity or home location
- levels of education
- patterns of work, types of occupation and levels of income
- statistics on immigration and its effect on economic conditions.

These demographic trends are particularly significant for the wellbeing of communities experiencing change if they are to:

- monitor changes in community needs and the extent to which existing services meet these needs
- advocate for additional services that will provide for growing needs
- implement strategic planning to meet long-term goals that will benefit the whole community.

In families, it is likely that personal values, individual goals and standards will need to be reviewed; resources will need to be identified; and clear communication will need to be assured for the family to return to a state of equilibrium and achieve wellbeing. Rational decision-making and effective resource management can therefore assist in a purposeful approach to problem-solving and managing change.

The actual impact upon individuals and the community will depend on the nature of the change.



Examples of impact of change on families and communities

	Positive outcomes	Negative outcomes
Families	Intense joy and happiness	Severe grief, loss of life or injury
	Progressive and rewarding effects and consequences	Difficulty in understanding legal implications and consequences
	Development of resilience, personal strength and empowerment	Feelings of depression and anxiety and poor mental health
	Improved satisfaction of specific needs contributing to positive wellbeing	Inadequate satisfaction of specific needs that contributes to ill-being or low levels of wellbeing
	Identification of support – informal and formal – to assist with present change (and potential to grow these skills for the future)	Frustration with availability or access to support – informal and formal
	Effective financial planning and management	Extreme financial costs and burden
Communities	Increase in employment opportunities	Decrease in employment opportunities
	New people are attracted to the community, which brings new and different human resources	People leave the community
	Increase in community economic activity	Decrease in community economic activity
	Increased community spirit due to rebuilding	Less community interaction and unity due to an increased number of people
	Development of new infrastructures	Closure of businesses due to large cost or replacement
	Development of new technology as a solution or to protect from a problem	Adverse environmental impact of technology solution
	New shops, providing greater product variety	Closure of shops due to lack of demand can reduce product variety
	New services, allowing families to spend money locally	Lack of services, causing families to travel further and spend money in other communities
	New businesses provide high rates of employment	Stress and reduced feelings of security
	Increase in age- and gender-appropriate support networks to meet the needs of individuals and families in the community	Decrease in the number of young people and families in the community, which will affect continued growth
Increase in social networks	Decrease in social networks	

Roles individuals adopt

The circumstances that cause change to family member roles may also determine whether the roles individuals adopt are temporary or permanent. In either case, a family adapting to change may have to evaluate and reallocate responsibilities associated with particular family roles. Often responsibilities will be taken on according to individual suitability rather than traditional stereotyping. For example, if a husband's role is that of the main income earner, a retrenchment may lead to an increase in his responsibilities satisfying specific needs, doing the weekly shopping and preparing meals. When a new family forms due to remarriage, a step-parent may wish to enhance their relationship with their stepchildren through interaction and communication. Thus, regardless of traditional roles, the step-parent may become more responsible for their stepchildren, taking them to recreational activities, sport or work, and attending parent–teacher interviews.

Roles individuals adopt during times of change within communities will focus on the best outcomes to ensure satisfaction of specific needs, building relationships and promoting wellbeing. Refer to pages 88–9 for examples.



Environmental

All communities experience some amount of environmental change. Some changes occur over a short period, and are expected and cyclical; for example, seasonal variations in temperature or rainfall. Responses may also be planned by local governments or community groups, to reduce the impact of environmental damage upon families and communities. Examples are the New South Wales Rural Fire Service's back burning hazard reduction and the promotion of bushfire survival planning.

Unexpected environmental events, such as cyclones, floods and fires, can cause trauma, emotional shock, distress and suffering for members of a community and their families. Death or serious injury may result, along with damage to the natural environment, housing, business and community facilities. Such events can be turning points for entire communities, due to their impact on individual, family and community wellbeing.

Legislation

Laws and regulations form a framework for protecting public health, safety and morals, and for advancing the general welfare of the population through the protection of people's fundamental rights and basic liberties. Consider the current laws relating to marriage, surrogacy or child protection. Changes to any of these laws could contribute to the nature of change in families or the community and thus impact upon them.

Think it through

Consider the proposed changes to the *Marriage Act 1961* (Cth) and brainstorm ideas to identify the impact of these changes upon families and communities.

Technology

During circumstances when families and communities are experiencing change, technology is able to perform various functions. It is possible to enhance wellbeing by:

- connecting individuals and communities
- providing services
- enabling procedures, systems or techniques to take place
- providing access to learning and education.

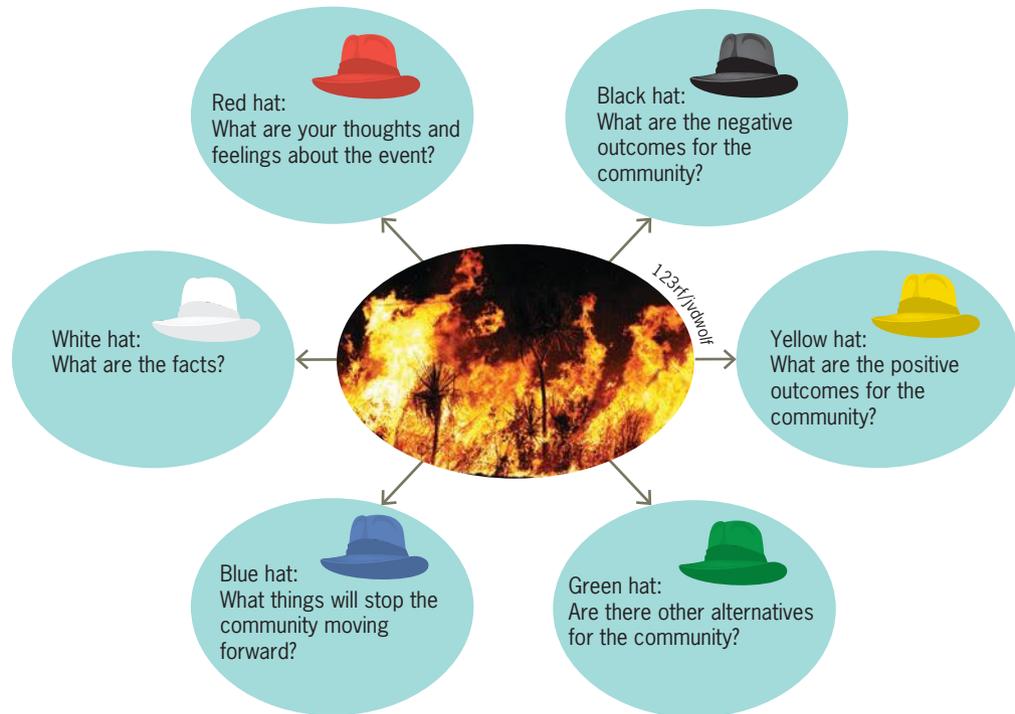
Check for understanding

- 1 Working in small groups, choose one of the following scenarios.
 - A bushfire destroys the family home.
 - A sport injury leads to knee reconstruction surgery for a parent.
 - Parents celebrate the birth of twins after fertility treatment.
 - A family mourns the death of a parent from a workplace accident.
 - Married children return to the family home to save money.
 - One partner in a couple decides to semi-retire.
- 2 Identify and classify the change that the family is facing.
- 3 Develop a mind map to indicate the challenges that family members will face.
- 4 Identify resources that the family could use.
- 5 Explain changes to roles that would need to be made to ensure the satisfaction of specific needs and the maintenance of healthy relationships.
- 6 How could technology support the family?
- 7 Share your responses with class members.

Think it through

De Bono's Six Thinking Hats is an excellent framework for structuring discussions about issues, managing change and problem-solving.

Choose a natural disaster, such as flood, fire or cyclone, or any actual trauma event, and use the six thinking hats to analyse the impact of the crisis on the community.



Types of support

Individuals, families and communities may access specific informal or formal support (described previously on pages 17–18) to enable them to manage the different types of change (internal or external, planned or unplanned, temporary or permanent).

Informal support

Informal support can come from people such as relatives, friends and neighbours. Relatives provide and receive support and assistance from family members who reside either within the same household or in another household. Friends and neighbours may also provide support and assistance; for example, they may share childcaring duties or be available for a social chat.

Formal support

Formal support comes mostly from government agencies or community organisations; for example, childcare facilities, recreational and sporting facilities, employment agencies, community centres, social security allowances and disability services. The need for these formal supports may vary throughout an individual's life span and a family's life cycle.



Think it through

Copy the table headings below into your notebook. Complete the table by listing examples of informal and formal support that are available to families and communities experiencing the type of change listed.

Type of change	Assistance provided by informal support	Assistance provided by formal support
Marriage		
Birth of a child		
Flood		
Retirement		
Aged parent moves to nursing home		
Child leaves home to attend university		
Workplace injury		
Homelessness		
Unplanned pregnancy		
Growth of a new agricultural industry		
Treatable illness, such as chickenpox		
Divorce of a family member		
Seasonal unemployment		
Food contamination		

SOCIALISATION OF INDIVIDUALS WITHIN FAMILIES AND COMMUNITIES

Socialisation is the process by which individuals learn and recognise patterns of behaviour expected of them by society. During this process, they acquire knowledge (information, facts, experiences), skills (motor, intellectual, communication), beliefs, values, goals, attitudes, norms (roles and acceptable behaviour) and other elements of culture that are necessary for effective functioning within groups and society. Family, friends, school, the media and other subgroups are usually responsible for this socialisation.

Generally, socialisation of individuals occurs through:

- observing the behaviour of others and modelling their behaviour on what others see as acceptable
- identifying with someone who is respected, admired or loved and having the desire to act and be like them
- direct instruction by being shown how to do something, such as holding cutlery
- being sanctioned for their behaviour – positive or negative reinforcement can encourage or deter behaviour being repeated
- interacting with others and gaining the approval of significant others.

As we move through the stages of the life span, we are constantly learning patterns of new behaviours that help us to adapt to our surroundings. Although it is important to maintain our core values (the things that are important to us), it is also important to understand the social norms of new environments. When we do, we can adapt our behaviour accordingly and ensure that we effectively function within new environments and establish productive relationships.

Stages of the life span

Throughout the life span, from birth to death, our needs will change. From the time of conception through to adulthood, we move from a state of complete dependency on others (usually our family) to a state of independence, where we are responsible for fulfilling our own needs and desires.

A simple way of understanding the concept of **life span development** is that people pass through a series of stages, each of which brings them closer to adulthood and independence. Each broad period of growth

socialisation

The lifelong process by which individuals learn and recognise patterns of behaviour expected of them by society

Socialisation occurs throughout the lifespan.

life span development

A series of stages in an individual's life, each of which brings them closer to adulthood and independence



Kate Rayner



Kate Rayner



Kate Rayner

Infancy begins from the day of birth to age four: these photographs show a child at birth, then the same child aged two and four.

and development is characterised by its own set of tasks, issues, accomplishments and needs. Different theorists, authors and experts in this area may show variations in the characteristics and ages of each stage.

The stages of the life span can be identified as:

- infancy
- childhood
- adolescence
- adulthood
- the aged.

This progression involves fulfilling specific needs. It is important to recognise that some needs may be more significant to our development at certain life span stages; therefore, their satisfaction must be prioritised. These needs may be satisfied by the individual, their family, social groups or the community.

Infancy

Infancy begins from the day of birth and lasts until age four. It is a time period characterised by the infant's intense growth, and a dependency on family to fulfil their needs. Family is the first place of socialisation. Here, an infant is taught manners and what behaviour is appropriate in society; for example, that it is polite to put your hand over your mouth when coughing, or that hitting is not appropriate. The specific needs of this stage of the life span are covered next.

Security and safety

- Nurturing and the feeling of safety, from parents and other significant family members
- Inquisitiveness and learning safety from danger
- A safe environment; this is extremely important
- Safety on playground equipment and on trampolines, guided by general rules

Health

- Adequate rest
- Immunisation against diseases such as hepatitis B, diphtheria, tetanus, whooping cough, measles, mumps, rubella, polio and chickenpox
- Activities, such as swimming lessons and gymnastics, which can help develop gross motor skills and muscle development

Education

- Development of both gross and fine motor skills
 - Stimulation through experiences, communication and play
- This will not come in the form of formal education, like schooling, but may come from parents (working and non-working), child care (family child care, long day care or nannies) or from significant others in the child's life (siblings or grandparents).

Sense of identity

- Manners, which are taught
- Gender construction and socialisation
- Bonding, attachment and interaction, such as with parents, grandparents, siblings and playmates
- Discipline that is age appropriate
- Child care (if necessary)
- Love and security
- Self-control
- Beliefs of family culture, such as christenings and possible circumcision
- Religious values of family, such as attendance at church school



Employment

- Employment opportunities for infants are limited. Some parents may use modelling and acting as a way of accessing financial support.
- Employment for parents with infants must be flexible. For those in employment, a family-friendly culture within the workplace is extremely important (for more on workplace culture, see pages 324–7).
- Financial resources gained from employment may be used to pay for child care.

Adequate standard of living

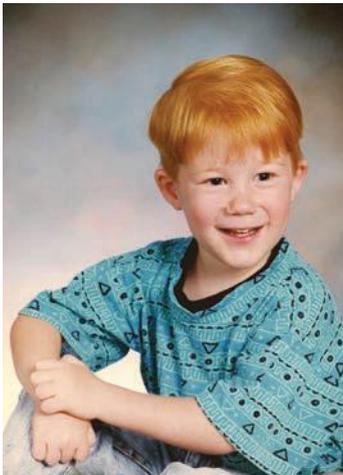
- Nutritious diet, including breast milk if possible
- Clothing, which should be size specific and suitable for all weather
- Appropriate shoes that should also assist in the development of walking
- Housing that is safe, with safe bedding including a bassinet or cot and air circulation to reduce the chances of Sudden Infant Death Syndrome (SIDS)

Childhood

Childhood lasts from ages five to 12. This stage is characterised by beginning school, learning and trying different activities and establishing friendship groups. At this stage, school is an influence on socialisation. Schools establish rules and boundaries of behaviour for safety and to adapt behaviour to society's customs. When a family's values clash with a school's values, children may receive mixed messages. The specific needs of this stage of the life span are covered next.

Security and safety

- Housing, to provide security from the elements
- A perception of danger, which may be lacking while a child's brain and decision-making skills are still developing; this puts children at risk of being injured and having their safety compromised
- An understanding of safe relationships, including friendships, to lower the risk of bullying
- An understanding of cyber safety and how to use technology safely, particularly as access to technology increases



Childhood lasts from ages five to 12: the first photograph shows the child at five years; the second shows the same child at eight years; the third, at 12 years.

Health

- Adequate rest
- Nutritious diet, including a variety of foods
- Physical activity, to enhance balance and coordination
- Protection from **communicable diseases**, such as chickenpox, measles and influenza, through immunisation

communicable diseases

Diseases passed to a person from another person (such as head lice and measles), insects/ animals (for example, mosquitoes and bats) and the environment (for example, via water and waste)



Education

- Opportunities and encouragement to learn about their environment – what, how, why?
- New friendships, developed at school
- Interaction in a variety of settings, such as through school, sport and hobbies
- After-school activities, such as music lessons and sporting activities
- After-school care, so children are looked after while their parents are at work
- An understanding of how to appropriately use technology

Sense of identity

- Self-concept, self-esteem and growing independence
- Coping strategies for problem-solving and fears
- Acceptance and belonging to a group outside the family
- Guidance and praise
- Appropriate gender construction and roles
- Knowledge of cultural practices (for example, via a language school or an Aboriginal dance school)
- Religious education, through school, church, synagogue, temple or mosque
- Education about right and wrong

Employment

- Flexible employment for parents (as parents may return to work when their youngest child goes to school)
- Access to carers leave for parents, as young children are at risk of communicable diseases and will need to be looked after
- Access to holiday care, perhaps through a non-working relative or significant other; the 11 weeks of school holidays can be difficult for employed parents, as most employees only have 4 weeks paid leave

Adequate standard of living

- Healthy and nutritious meals, to provide the building blocks for rapid periods of growth
- Safe housing, with access to a comfortable sleeping space
- Clothing that fits well and is and suitable for all climates, including access to clean uniforms for school; at this age, a child's sense of identity may dictate the clothes a child wears; they may also feel external pressure to look a certain way.

harm minimisation
Identifying harms to individuals and society and implementing strategies to minimise these harms



Kate Rayner

Adolescence generally begins around the age of 12–13 and ends at 18 years; physical changes are accompanied by often demanding social and emotional adjustments.

Adolescence

Adolescence begins at the onset of puberty, generally around the age of 12 or 13, and ends at 18 years. It is the transitional period between childhood and adulthood. Adolescence is characterised by physical changes as a result of hormones being released by the pituitary gland. Physical changes are accompanied by social and emotional adjustments that can be demanding. Schools, peer groups and the media (including social media) are sources of information for this group. These sources will either consciously or unconsciously reinforce certain behaviours for adolescents, who can be very vulnerable to outside influences. Family also plays an important role in the socialisation of adolescents, and activities like family holidays or even nightly family dinners can provide stability and instil family values.

Security and safety

- **Harm minimisation**
- An understanding of risk-taking behaviour, in relation to drugs and alcohol
- Knowledge of safe sexual activity
- An understanding of bullying and cyber bullying



Health

- Regular exercise
- Balanced diet, including increased iron intake for females
- At least eight hours of sleep per night
- Hygiene, associated with body odour, menstruation (girls) and skin maintenance
- Immunisation (hepatitis B, HPV, chickenpox)

Education

- The move from primary school to secondary school; boarding school may be an option for those who live in remote areas
- Driver education
- Interesting and challenging educational opportunities
- Completion of schooling, including the Record of School Achievement and Higher School Certificate
- Learning of study skills and how to manage learning
- Learning about laws; that is, rights and responsibilities

Sense of identity

- Interaction and development of true friendships
- A feeling of fitting in and being liked
- Opposite and/or same-sex attraction
- Opportunities to develop independence
- Security
- Hormonal fluctuations, sometimes leading to stress and confusion
- Resilience, including coping with change, conflict and break-up
- Coming-of-age cultural rituals, such as school formals and schoolies week
- Religious rituals and celebrations, such as bar mitzvah (for boys in Judaism) and confirmation (in Catholicism)
- School graduations

Employment

- Employment, which provides financial independence
- Work experience and work placements, for career experience
- Flexible employment, to ensure a balance between work and study
- Knowledge of work health and safety
- An understanding of their rights and an ability to be assertive, as they may be vulnerable to dishonest employers

Adequate standard of living

- An ability to decide what to eat, and to pay for food; as an adolescent moves from dependence to independence, decisions about consumption of food are no longer solely made by parents
- Knowledge about **lifestyle diseases** and access to foods that are nutritious, low in fat and sugar, and high in fibre, particularly since obesity is starting at a younger age
- Clothing that projects an appropriate image and conforms to the adolescent's sense of identity; however, op shops provide clean, affordable clothing options and are available for those with financial difficulties
- Personal space, such as a private bedroom, or at least their own space within a shared bedroom; this is essential for study and self-expression

lifestyle diseases

A group of diseases attributed to an individual's way of life, including diet, exercise, weight-to-height ratio (obesity), cigarette use and alcohol intake; for example, cardiovascular disease, diabetes, lung cancer and bowel cancer

Adulthood

Adulthood begins at 18 years, according to the law, and lasts until age 65. It is a time of complex decision-making; individuals must make such decisions as whether to study further, get a job or travel. When they leave the home, relationships intensify, often leading to marriage; in this time, children are born and careers are established. Later parts of adulthood are characterised by spending time with family, developing family traditions, gaining financial stability, paying off the family home and eventually entering



retirement. Fitting into new settings, such as new university or working environments, is important for this stage of socialisation. Many key values are established at this stage but, if adults wish to form productive working groups, they may need to adapt their behaviour to suit their environment – especially where safety is concerned. The specific needs of this stage of the life span are covered next.

Security and safety

- Safe housing in a safe location, close to infrastructure
- The presence of family and friends close by, for support
- Secure employment, which allows access to entitlements and superannuation in preparation for the future

Health

- Sexual peak
- Body shape changes, such as a reduction in muscle and an increase in body fat
- Balanced diet that is appropriate for needs
- Adequate exercise and leisure activities
- Adaption to physical changes that may occur, such as hair, skin and body shape changes
- Health care; for example, in relation to the effects of lifestyle diseases
- Adjustment to menopause (for women)

Education

- Further education for employment or interest
- Career opportunities and challenges
- Education in technology, to keep up with new advances
- An understanding of new learning techniques, to help support their children through their education
- English courses, for those of non-English speaking backgrounds
- The ability to select personal interests and pursuits

Sense of identity

- New relationships, often formed through meeting people at university and TAFE
- The ability to make choices regarding alcohol, drug use and contraception
- An increased cultural understanding, gained through travel
- Emotional freedom



Kate Rayner

- Independence from family
- The ability to assist in social causes
- The ability to make personal choices regarding religion
- Learning to love and live with a new partner; creating a family
- New connections, through meeting people via their children
- Resilience and the ability to cope with change and decision-making
- Family traditions, which can be passed on to children
- A sense of family and cultural experiences, developed and shared with offspring
- Interaction with friends, old and new
- Spiritual guidance
- A sense of identity, re-established away from family
- A relationship with a partner, re-established away from family
- Being able to adjust to children leaving home
- Support to cope with change, such as divorce or separation from a partner
- Stress-management during times of change, such as when parents pass away

Adulthood is a time of complex decision-making, such as whether to study further, get a job or travel



Employment

This stage may begin with finishing study and establishing a career. Career changes and changes of employers also occur at this stage. Other events and needs are as follows.

- Promotions, which may mean more responsibility
- The opportunity to re-establish careers after time off; individuals may leave employment for a period of time, perhaps due to illness or injury, or maternity/paternity leave
- A balance between work and family and leisure time
- The ability to manage **multiple-role expectations**

multiple-role expectations

Expectations placed on a person as a result of the roles they assume, such as being a parent, an employee, a wife or husband, son or daughter, or president of the Parents and Citizens Association

Adequate standard of living

- The ability to provide an adequate standard of living for themselves and their dependants; if the standard of living is inadequate, formal resources may be accessed for support
- Access to nutritious food, which is high in fibre (to prevent cancers), rich in calcium (to prevent osteoporosis) and high in iron
- Housing that is close to resources and infrastructure, whether an individual is buying for the first time, upsizing or downsizing
- Clothing that protects against the elements and is suitable for the different roles an individual assumes

The aged

This stage of the life span begins at 65 years and continues until death. It is characterised by a reduction in physical ability, deteriorating health, and the loss of a spouse and friends. It is also a time of little responsibility; therefore, if health is good, individuals can look forward to travel, a stress-free retirement – and perhaps spending their children’s inheritance! Despite deteriorating health and mobility, many aged people remain active members of the community. Socialisation for this group may involve adapting to a new housing situation, but this age group are more valuable in helping to establish the socialisation of their dependants, such as grandchildren. The specific needs of this stage of the life span are covered next.

Security and safety

- Increased safety and security measures, if living alone (for example, non-slip bathroom mats, hand rails); the aged have an increased risk of falls, as their five senses deteriorate
- Close proximity to services, as transport may become an issue
- Government payments, if a lifetime of superannuation has not been accumulated
- Education and support, to make them less vulnerable to scams

Health

- Care for reduced mobility, hearing and eyesight
- Health care that is age appropriate
- Fall prevention; falls are a major issue for this group, and poorer bone density means falls can easily lead to broken bones and facial injuries
- The means to deal with the consequences of lifestyle choices; health problems such as cancers and heart disease tend to present themselves at this stage
- An understanding of medication and the need to take it
- New housing situations, such as retirement villages, low- or high-care nursing homes, which can help support health needs as well as security and safety needs

Education

- An understanding of new cultures and how to access them; this may be a time of travel
- Education in new technology
- An understanding of their own, or their partner’s, medication and medical care



The aged stage of the life span is a time of little responsibility; therefore, if health is good, individuals can look forward to travel and a stress-free retirement.



Sense of identity

- Contact with others, through activities such as bingo, bowls and golf
- Support if a friend and/or partner passes away
- Involvement with family and grandchildren; the aged may even care for grandchildren
- Access to telephone communication with family and friends
- Family assistance, if suffering from an illness or terminal disease; in such cases, an individual may become dependent on their family
- Full care, if required; in such cases, an individual may lose their sense of identity
- The ability to pass on cultural traditions to grandchildren

Employment

- Phased retirement or complete retirement; phased retirement requires flexible working patterns
- The opportunity to offer skills training, education and mentorship to young workers

Adequate standard of living

- Financial stability, required to achieve an adequate standard of living; this can be difficult, as this group is typically phasing out of employment
- Suitable housing, including home care, assisted living or nursing home care
- Nutritious meals that reflect health needs; for example, increased calcium for bone strength
- Clothing that is suitable for the elements; typically, the aged feel the cold more, due to poor circulation

Check for understanding

- 1 Name one stage of an individual's life span.
- 2 Describe four needs for this individual.
- 3 Explain how the satisfaction of these needs can lead to wellbeing.

Think it through

This activity is based on 'think, pair, share' (see the table below). Each stage of the life span is allocated to different pairs in the class.

Think	Work individually to consider your responses to Questions 1 and 2.
Pair	Discuss and negotiate your ideas with a partner to achieve a single response to Questions 1 and 2.
Share	Share your paired response with the whole class.

- 1 Identify the specific needs of an individual for one life span stage. Write them on a piece of paper.
- 2 Cut the paper into sections (one for each need) and then arrange the needs into priority order for your chosen life span stage. Attach the list to a large piece of paper using Blu Tack.
- 3 Share your priority list with a partner and agree on a list of priorities together, reordering the needs as required.
- 4 Share your final list with the class. As each pair shares their response, complete Step 5.
- 5 Copy the following table headings into your notebook and write the answers from each group into the appropriate section of the table. A sample entry has been completed for the first stage.



Life span stage	Category of need	Specific needs (in order of greatest significance)
Infancy	Adequate standard of living	<ul style="list-style-type: none"> • Nutritious diet, including breast milk if possible • Clothing that is size specific and suitable for all weather • Appropriate shoes that assist in the development of walking • Safe housing, with safe bedding including a cot and air circulation to reduce the chances of Sudden Infant Death Syndrome (SIDS).
	Health	<ul style="list-style-type: none"> • Adequate rest • Immunisation against diseases such as hepatitis B, diphtheria, tetanus, whooping cough, measles, mumps, rubella, polio and chickenpox • Activities, such as swimming lessons or gymnastics, to help develop gross motor skills and muscle development
Childhood		
Adolescence		
Adulthood		
The aged		

6 Using the information from the table above, write an extended response to this task: 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

Literature reviews are logical and methodical ways of organising the already existing body of knowledge about a topic. They are commonly found at the beginning of essays, research reports or theses and are able to 'set the scene' to show what the researcher has been able to find out before beginning their own research. A literature review is known as a secondary research method, as the data has been gathered and recorded by someone else.

The steps involved include:

- searching and collecting information in your given area
- making a summary of the information
- critically analysing the information and identifying any areas of controversy
- presenting the information in a logical and organised style.

Accessing sources of data

Carefully reading information acquired from the internet, videos, databases, reference and textbooks, magazines, pamphlets, statistical reports, previous research projects and influential literature is known as secondary research. This is because the information has previously been researched or found by another person.

When undertaking a literature review for your Preliminary course, you will likely use a search engine such as Google, as well as one or two other sources. When accessing data sources, it is important that you evaluate the quality and reliability of all information. Avoid user-created websites, such as Wikipedia, unofficial YouTube videos, blogs and forums as these sites can be edited by anyone, at anytime – this can make them unreliable.

As you research, you will need to take notes. The scaffold below has been designed to guide you in your note taking regarding socialisation throughout the life span.

literature review
A secondary research method involving a search and evaluation of existing knowledge on a particular topic



Secondary data	Issue 1: Socialisation during infancy	Issue 2: Socialisation during childhood	Issue 3: Socialisation during adolescence	Reflection
Source 1				
Source 2				
Source 3				

Create a column for each stage of the life span.

Draw a similar table in your notebook, and follow the steps below to create your literature review.

- As you read through a data source, collect and record information – words, phrases and main ideas – in the appropriate column.
- After each reading, reflect upon what you have learned and record this in the 'Reflection' column.
- Review your table of notes, identify suitable headings for a summary, then condense your notes into 1–2 sentences or points per heading.
- Critically analyse your information, noting whether there was anything controversial in your research. Write about this and include an example.
- Record the name, source and publication details for your bibliography.

Think it through

Access appropriate sources of data to conduct a literature review on socialisation throughout the life span. Present your literature review as brief, logical and well-organised text.

Advantages and disadvantages of literature reviews

Advantages	Disadvantages
Literature reviews are versatile. They can be conducted for almost any topic and can provide information either at the overview level or in-depth. The points can be organised into issues or themes that relate to a research proposal.	An effective literature review requires high-level literacy skills to identify resources, analyse sources to identify relevant information, and to write a meaningful summary.
They demonstrate that the researcher has carried out background reading as a means of becoming familiar with their research topic.	It can be demanding reading other people's research and making sense of it.
They provide a historical context and identify the authors that have been engaged in similar work. They show what has been found previously and set a framework for information that can be identified in the new research.	Literature reviews are limited to collecting information about what has happened in the past, and usually within organisations outside of the researcher's own 'space'.
They save time, as others have carried out the primary (previous) research. No scheduling or coordination is involved. The cooperation of others is not required.	Sometimes, students may not have access to certain information. They may spend unnecessary time and resources searching for sources to include in a literature review.
They provide clarity and direction for the researcher to carry out their own research.	The data are not about current actual behaviours.
They are relatively inexpensive and efficient. A large amount of data can be collected quickly at minimal cost. The only resources needed are a good library or online database and a competent reviewer.	
Previous sources of data can be both quantitative and qualitative so a balanced perspective may be identified.	



Influences on socialisation

It is important to ask the following questions in order to understand the influences on socialisation.

- What and who shapes us into the individuals we are today?
- How do we understand what the social norms are in different situations?
- How do we learn to fit into society and adapt to the social norms?

For an individual, socialisation is about becoming a productive member of society, and making the relationships we have and the roles we adopt in life meaningful. The family is the greatest influence in an individual's life, but there are other people and sources of information that aid in the socialisation process.

Relatives

Relatives are blood relations. Relatives in the extended family include grandparents, cousins, aunts and uncles.

Relatives in the extended family:

- usually share the same values as the immediate family
- share the same culture
- share in a similar upbringing
- may live in the same household
- are usually the first people parents will rely upon when looking for child care.

Peers

Peers are people who are generally the same age, share the same interests and live in close proximity to an individual.

Peers aid in the socialisation process by helping an individual to:

- feel acceptance and belonging, which may contribute to a positive self-concept
- learn independence and decision-making away from the family unit
- learn communication skills
- learn to problem-solve and resolve conflict through dealing with situations such as peer pressure
- learn gender roles
- learn empathy and sympathy through observing others' situations.

Paid carers

Paid carers are those people who are paid (through employment) to care for young people. They may come in the form of nannies or babysitters, or employees at family day care, long day care or preschool centres. They could also be considered teachers at primary and high school.

Paid carers influence socialisation through:

- setting clear and appropriate rules and establishing boundaries for behaviour
- fostering learning
- encouraging communication
- providing opportunities for positive risk taking
- providing opportunities for leaderships and independence
- applying appropriate discipline
- tolerating differences
- teaching about gender roles.

Health professionals

Health professionals are people within the community who have studied to care for the community members' health. There are many types of health professionals. Some examples include doctors, nurses, dentists, physiotherapists, psychologists and counsellors. Health professionals have access to specific data, and are knowledgeable and inherently trusted.

Health professionals aid in the socialisation process through:

- checking on the development of infants and children to ensure they are meeting their developmental milestones; if these milestones are not achieved the socialisation process may be delayed, or need extra support



- offering confidentiality and accurate information regarding sexuality, sexual relationships and other, often taboo, subjects; this makes health professionals a common choice for young people going through the socialisation process
- counselling – specifically, providing clear and practical advice that helps young people to think about their behaviour in real situations; counsellors are often employed at schools to help young people navigate issues that arise in their lives
- the use of online networks and telephone hotlines, which help them access young people and provide them with accurate information.



Online networks

Online networks use the internet to allow people to meet up in cyberspace. They include social networks, such as Facebook, Snapchat, Twitter, Instagram, Kik Messenger, Ask.fm, Tumblr and Skype, and study forums, such as Bored of Studies. These networks foster interconnections between people based on interests. The interconnections may be with 'invited' friends or with strangers. It is important for teens to understand the privacy settings in online networks to ensure security and safety.

Online networks influence the socialisation process through:

- online profiles that enable people with similar interests and backgrounds to connect, regardless of physical proximity
- a sense of belonging achieved through online groups; meeting like people can enhance self-esteem and confidence
- fostering an understanding of other people, by exposing people to others of different cultures or socioeconomic statuses
- providing instant gratification, which can be both positive and negative; the ability to receive instant responses and 'likes' can enhance self-esteem and self-concept, but can also cause negative feelings if the desired response is not received

The internet is an important method of communication for friends and social groups.

In January 2014, there were 167.2 million blogs on Tumblr, and 74 billion posts (Tumblr front page, 2014). In 2013, one in five young people were spending at least 20 hours a week on social networking sites (Mission Australia, 2013).

Online networking can also hinder the development of some individuals. Anonymity can really help people (especially those in minority groups) to open up to others, but can also allow for mindless judgement and bullying to occur. A lack of supervision can lead to the misuse of this type of technology.

Check for understanding

- Access the Cybersmart website. You can link to it directly vis <http://cfs.nelsonnet.com.au>.
- 1 Examine the safety advice on the website.
 - 2 Identify three of the most useful messages.
 - 3 Are there any messages that you consider unrealistic? Why?
 - 4 Explain how these safety messages contribute to the socialisation of children and young people.



Media

The media allows for communication to a large number of people in a relatively short time. Examples of the media are television, newspapers and radio. From a young age, children are exposed to the media, whether they are directly engaged with it or it is present in the background. There are now 24-hour channels on TV devoted to children's shows, some with and some without advertising.

Technology enables communication to cross the globe in seconds. Society is aware of global triumphs and injustices, which enables people to model or repel behaviours that they do or don't relate to; for example, students who see news coverage on a natural disaster may model the charitable work they see depicted in the news stories and set up a blood drive at their school.

The media influences socialisation by:

- creating and reinforcing, or breaking down stereotypes
- creating an awareness of global issues and campaigns; for example, recycling or skin cancer awareness



- providing role models that behave in a certain way or align with a certain image
- creating an understanding of others by showing different cultures and people of differing socioeconomic statuses
- creating or dispelling fallacies or incorrect information
- establishing or breaking down gender roles.

Print and digital information

Print and digital information comes in many forms, including newspapers, magazines and pamphlets. It is important for young people to scrutinise both print and digital information and sources. Given that the internet is the number one source of information for young people (Mission Australia, 2013), this becomes increasingly relevant for digital sources.

Print and digital information contributes to an individual's socialisation through:

- current and accurate data; for example, information given to new parents helps them to make informed decisions – this may be especially true for new parents who are learning which behaviours are normal and which need to be checked
- moulding and shaping young people's behaviour; children as young as five are taught to read print information, and to use the internet.

Check for understanding

- 1 Who spends the most time with infants and children?
- 2 Who may be most likely to influence an infant's or child's socialisation?
- 3 What/who are other influences on an individual's behaviour (socialisation)?

Think it through

- 1 Imagine you are a piece of plasticine, and the socialisation process has pulled and moulded you into the person you are today.
 - a Identify aspects of socialisation that have had the greatest influence on you.
 - b Now complete the activity again, but think back to your childhood, or ask your parents/significant people in your life about your time as an infant/child.
- 2 Discuss the influence family structure may have on the socialisation process.
- 3 Explain how family and other groups in the community contribute to socialisation.
- 4 Does socialisation assist people to adopt positive roles within families and communities? Explain your response.

The socialisation of children and its influence on the construction of gender

Socialisation plays a role in understanding what it means to be a male or a female. Biologically, we are differentiated by our sexual organs; socially, we are differentiated by the roles and behaviours we are expected to assume because of our sex. Therefore, socialisation contributes to the perception that individuals will behave in a certain way because they are male or female.

For individuals, gender roles dictate:

- the colours they wear
- the toys they are given
- the activities they do
- the sports they play
- how they are treated by others
- the careers they choose
- the roles they undertake in a family.

Gender role stereotypes have been established over time and reinforced by family values, culture, the media, schools, peer groups, the workplace and popular culture.

Think it through



Shutterstock.com/in Green

- 1 Working in small groups, study the baby photo at left. Discuss and record your answers to the following questions.
 - a Give three words to describe the baby.
 - b Write what you would say to the baby.
 - c Describe how you would dress the baby.
 - d List the toys that you would purchase for the baby.
 - e Outline the colours you would use to decorate the baby's nursery.
 - f What career do you think the baby will have when it grows up?As a class, share your answers and discuss what you discovered.
- 2 Many of the modern nursery rhymes we know today actually originated in the 18th and 19th centuries. They are symbols of the time – they poked fun at the aristocracy or royalty and created a stereotypical view of men and women.
 - a Study the five nursery rhymes below and identify all the stereotypically masculine and stereotypically feminine aspects.
 - b How have nursery rhymes contributed to gender stereotypes over time?

Curly Locks, Curly Locks,
Will you be mine?
You shall not wash dishes,
Nor feed the swine,
But sit on a cushion
And sew a fine seam,
And sup upon strawberries,
Sugar, and cream.

There was a maid on Scrabble Hill,
And, if not dead, she lives there still.
She grew so tall, she reached the sky,
And on the moon hung clothes to dry.

I am a pretty little Dutch girl,
As pretty as I can be.
And all the boys in the neighbourhood
Are crazy over me!

Janey Mac, me shirt is black
What'll I do for Sunday?
Go to bed and cover me head
And not get up till Monday.

Little Polly Flinders
Sat among the cinders,
Warming her pretty little toes.
Her mother came and caught her,
And whipped her little daughter
For spoiling her nice new clothes.

- 3 Watch episodes of current television shows, such as *Home and Away* or *Neighbours*. Compare and contrast the issues and messages related to gender bias portrayed in the episodes. For example:
 - male asks female on a date
 - female is seen vacuuming and/or doing the washing
 - occupational stereotypes; for example, a male is a police officer and a female is a waitress.



- 4 Research Lego and one other established children's toy or product line (for example, Thomas the Tank Engine, My Little Pony, The Wiggles or The Smurfs). Look at images and advertisements online.
 - a How long has the product/product line been in production for?
 - b Compare the products over time. What changes (no matter how small) have been made to the product?
 - c Has the product/product line developed from a gender-specific product to a gender-neutral product or vice versa?
 - d Have new characters been introduced to appeal to either gender, or have old characters been modified – either in looks or personality traits?
 - e How does the product/product line influence the construction of gender for the new generation?

REFERENCES

Australian Bureau of Statistics. (2006). *Census Dictionary, 2006* (Cat. No. 2901.0). Canberra: ABS.

Australian Bureau of Statistics. (2014). *Australian Social Trends, 1998* (Cat. No. 4102.0). Canberra: ABS.

Australian Institute of Health and Welfare. (2013). *Adoptions Australia 2012–13* (Child Welfare Series No. 57). Canberra: AIHW. <http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129545513>.

Department of Communities, Child Safety and Disability Services, Queensland. (2013). *What is kinship care?* Brisbane. <http://www.communities.qld.gov.au/childsafety/foster-care/about-foster-and-kinship-care/what-is-kinship-care>.

Family and Community Services. (2013). *Mandatory written information on adoption: Information for parents*. Ashfield, NSW: NSW Government. http://www.community.nsw.gov.au/docswr/_assets/main/documents/adoption/info_birthparents.pdf.

Mission Australia. (2013) *Youth survey 2013*. sydney. https://www.missionaustralia.com.au/2020-strategy-page/doc_download/198-mission-australia-youth-survey-2013.

Morphy, F. (2006). Lost in translation? *Family Matters*, 73, 23–31. Melbourne: Australian Institute of Family Studies.

Northern Land Council. (n.d.). Kinship. Darwin. <http://www.nlc.org.au/articles/info/understanding-kinship>.

NSW Family and Community Services (n.d.). Fostering and adoption. Sydney: NSW Government. http://www.community.nsw.gov.au/docs_menu/parents_carers_and_families/fostering_and_adoption.html.

Tumblr. (2014). Front page. New York: Tumblr. www.tumblr.com.

REVISION QUESTIONS: PRELIMINARY COURSE

Chapter 1

- 1 Describe two characteristics of effective communication and explain how they contribute to personal management.
- 2 Suggest how human resources can assist in meeting the specific needs of an adolescent.
- 3 Explain the relationship between individual and group wellbeing.
- 4 'Goal-setting enhances our ability to satisfy needs.' Discuss this statement.
- 5 Define 'values' and 'past experiences'. Explain their relationship to personal management.
- 6 Wellbeing is influenced by a variety of factors. Explain how social and spiritual factors can affect an individual's wellbeing.
- 7 Explain the advantages and disadvantages of the structured and unstructured interview process for collecting qualitative data.
- 8 Analyse the impact of gender on the decision-making style selected by family members.
- 9 Discuss the strategies that contribute to effective resource management.

Chapter 2

- 1 Define 'primary research' and 'observation'.
- 2 Suggest two examples that illustrate how gender can influence the roles that individuals adopt in groups.
- 3 'An individual will belong to different groups throughout his/her lifespan and this will enhance their wellbeing.' Evaluate this statement using at least three relevant examples of groups. In your answer,

you may also refer to factors that impact on wellbeing.

- 4 Describe the influence of interpersonal relationships in determining the effectiveness of a Year 11 school group.
- 5 Analyse how different power bases can impact on the cohesiveness of a community group.
- 6 Describe two roles an individual can adopt to:
 - a maintain relationships.
 - b ensure that tasks are achieved.
- 7 Groups form for a variety of reasons. Explain three reasons why people may belong to a sporting or leisure club.
- 8 Compare aspects of leadership that will be significant in a small workplace.
- 9 Assess processes to resolve and manage conflict that may arise while aiming to achieve individual and group wellbeing.

Chapter 3

- 1 Define 'legislation', 'lobbying' and 'protesting'.
- 2 Describe one formal support and one informal support that may be available to assist a frail, aged person to continue to live in their family home.
- 3 Compare how two different family structures can cope with unplanned change in society.
- 4 Most communities experience change in some way. Describe the impact of a major trauma or crisis on the wellbeing of individuals in that community.
- 5 Explain the importance of a literature review to the research process.

- 6 Outline the role of the family and media in socialisation.
- 7 Discuss how external change can impact on traditional roles within a family.
- 8 Explain the difference between decision-making undertaken by arbitration and consensus.
- 9 Assess the roles groups adopt in communities. Use examples to support your answer.



MODULE FOCUS

- Research methodology (p. 116)
 - Research fundamentals (p. 116)
 - Research methods (p. 124)
 - Research process (p. 127)

OUTCOMES

A student:

- **H4.1** justifies and applies appropriate research methodologies
- **H4.2** communicates ideas, debates issues and justifies opinions.



RESEARCH METHODOLOGY

The Independent Research Project (IRP) is internally assessed, which means that the task contributes a specific percentage to your HSC assessment mark. Your teacher will outline these details for you.

During the Preliminary course you would have undertaken class activities that related to various types of research methods, such as:

- designing and conducting an interview and analysing the data
- conducting and recording an observation, then presenting the findings
- collecting and recording data from existing case studies
- constructing a questionnaire and developing a tallying system to record data
- conducting a literature review from secondary data.

These research processes will now be combined and related to one specific topic that interests you and is linked to the Community and Family Studies course as you complete your Independent Research Project (IRP).

Before launching into your project it is important for you to reflect upon important aspects of research that will be central to the development of your IRP; this means they are *fundamental* to this research process. While you are addressing each of these syllabus areas you may also be working on applying that component to your IRP.

Research fundamentals

The purpose of research

The purpose of research is to advance knowledge, increase understanding, educate others and inform practice. Research primarily attempts to describe or explain things – what, when, where, how or why. It also provides the opportunity to find out new information and to increase our knowledge and understanding about a topic, phenomena or experience. For example, a research project may involve collecting data and reporting on the crime rates of different cities. Through identifying the variables or reasons why some cities have higher crime rates than others, there is the opportunity to advance knowledge and increase understanding about the incidence of crime. More importantly, there is the opportunity to use the results in education programs and to inform practice by developing preventative policing strategies that may, in the long term, reduce crime.

The focus of research – question or hypothesis

Every research study begins with a problem that the researcher would like to solve. Therefore, the first step is to identify a specific area of interest, ponder some relevant questions or describe a possible problem in relation to this area of interest. In general, it is important that the topic is narrow enough to study within the relevant context, but also broad enough to have practical or theoretical merit. As an HSC student, it is essential that your research topic is narrow enough to study within the context of your available resources and HSC course, but broad enough to have merit in the Community and Family Studies course you are undertaking.

To determine the focus of research is to define it and the format in which it will be written. A research focus can take the form of a research question or statement, or a hypothesis – so what is the difference between them?

Research questions

A research question asks whether a relationship exists between variables in a particular population. Similar to this are research problem statements, which present the idea, issue or situation that the researcher intends to examine in their study. Thus, research questions may be conceptualised as a statement or a question.

Hypothesis

In contrast to a research question, a **hypothesis** stipulates or predicts that a relationship among or between at least two variables in a given population exists. The advantage of a hypothesis over a research question is that the hypothesis puts the question into a form that can be tested. However, this can also mean that research findings will contradict the original statement and the researcher may be tempted to revise the original hypothesis.

hypothesis

A problem, question or statement that one proposes to test throughout research; it is usually a positive statement of what the researcher expects to find out; this could ultimately be proven or not proven, depending on the research results

See Table 4.1 for an example of a research topic that is expressed in each of these formats.

Table 4.1 Comparison of formats used to focus research topics

Research question	Problem statement	Hypothesis
Will using entertainment technologies every day have an impact on the social wellbeing of school-age children?	Using entertainment technologies every day has an impact on the social wellbeing of school-age children.	Using entertainment technologies every day can have a negative impact on the social wellbeing of school-age children.

When deciding upon the focus of your research it is important that a minimum of two components be included in every research question, problem statement or hypothesis; for example, the population of interest and the variable to be measured. A well-written research question, problem statement or hypothesis uses the PICOT scaffold.

- P** Population of interest – narrow the population by age or another characteristic
- I** Issue of interest for the IRP
- C** Comparison between variables to be researched
- O** Outcome of the comparison
- T** Time

Examples of this design tool are illustrated in Table 4.2.

Table 4.2 Research topics supported by using the PICOT scaffold

Focus of research	Research question	Problem statement	Hypothesis
Research topic	How do nursing homes contribute to meeting the needs of aged people in care and their families?	Participation in a support group improves morale in family caregivers of children aged 3–5 with Asperger’s syndrome.	Using entertainment technologies every day can have a negative impact on the social wellbeing of school-age children.
P Population	The aged	Children aged 3–5 years	School-age children
I Interest	Nursing home care	Asperger’s syndrome	Entertainment technologies
C Comparison	Those in care, their families, types of needs	Participation in support group, family caregivers, morale	Impact – negative or positive, wellbeing, types of entertainment technologies
O Outcome	Meeting the needs	Improves morale	Impact on social wellbeing
T Time	In nursing home	During use of support group	Everyday

Think it through

- 1 Refer to Table 4.1 and identify the difference between each format. Do you prefer one method over another? Justify your choice.
- 2 Evaluate the PICOT scaffold as it has been applied to each of the research topics in Table 4.2. How effective is it in terms of defining each research topic? Discuss your answer in a small group.
- 3 Examine the following research topic to identify components of PICOT: ‘Careers and women: the realities of success for women after 10 years of full-time employment in the workforce.’ Discuss your answers as a class.

Sampling

While deciding on research methodologies that are appropriate for your project, you will need to consider a suitable sample method, group and size.

The basic concept behind **sampling** is that while it would be ideal to be able to choose a large group of people for research, this is often impossible due to constraints, such as limited time, money or even access to people. By choosing a smaller **sample** of people, we can hope that the findings can be extended to the entire group. Therefore, the most important characteristic of the chosen sample is that it covers a cross-section of the population, and is representative of the group being considered.

sampling

The process of choosing the people, place and time to collect primary data

sample

A subset of the population selected for measurement, observing or questioning so as to provide statistical information about the population



Sampling methods

There are five common examples of sampling methods for you to consider.

- 1 A random sample involves selecting people so that everyone has an equal chance of being selected; for example, the weekly Oz Lotto draw is a random sample because every number has an equal chance of being selected.
- 2 A systematic random sample is obtained by choosing one number at random and then every n th unit after this random start (see Figure 4.1). For instance, by randomly selecting 2, and 3 as the n number, you could choose house number 2 and then select every 3rd house after that in your street to deliver your questionnaire to.
- 3 A stratified random sample involves a process in which the population is divided into strata (layers) groups and then random selection occurs within each strata (see Figure 4.2). This means that the researcher can ensure that there is a more balanced representation in each of the strata groups, and that the groups can be compared with each other in similar proportions to the general population.
- 4 A cluster sample involves dividing the population into clusters and random selection is made within the clusters (see Figure 4.3). For example, if the clusters are to be school roll-call groups, four roll-call groups are selected at random and then the researcher chooses five students from each of these groups. A researcher using this method doesn't need to choose a specific part of the population to take their sample from.
- 5 Convenience sampling occurs when a researcher selects people because they are easily located, such as friends in a Year 12 peer group, or family members. These results tend to have the lowest credibility, as they can be biased and are not representative of the population.

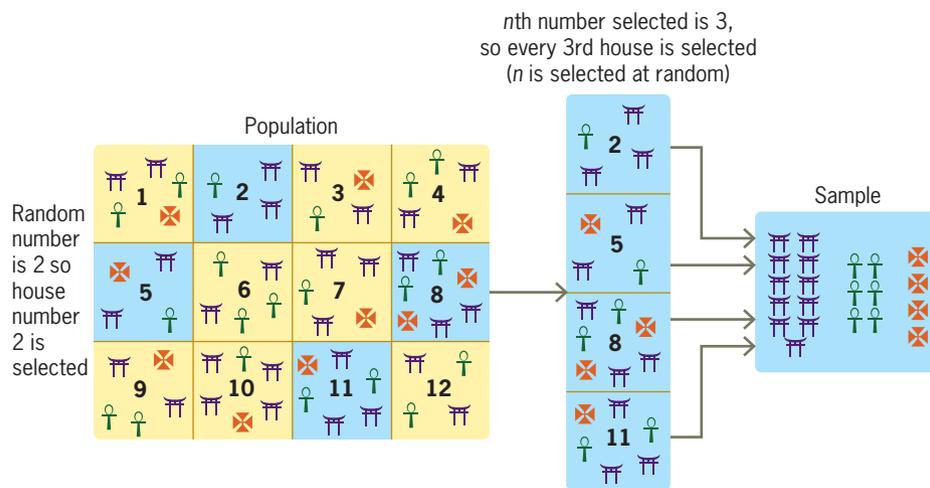


Figure 4.1 Systematic random sampling

Random number selected is 2

Population

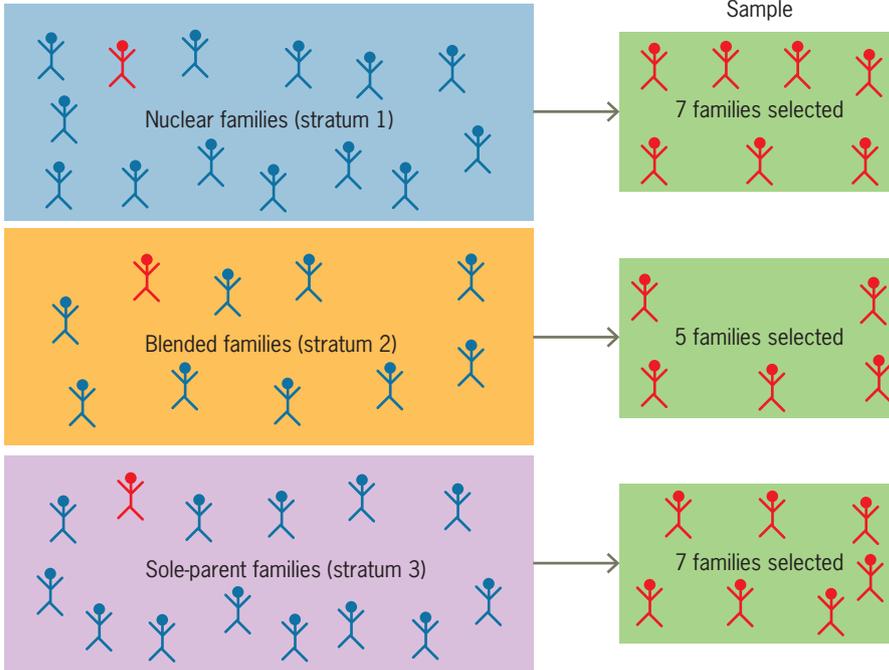


Figure 4.2 Stratified random sampling

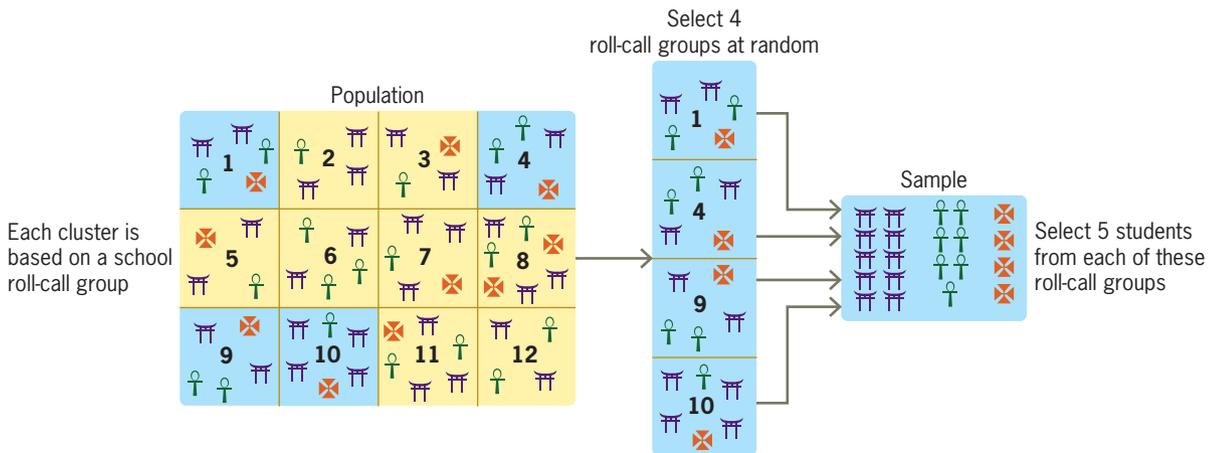


Figure 4.3 Cluster sampling

Sample group

You can identify or decide where the sample group is to be chosen from, or where there is a list to draw the sample from; for example, people from your neighbourhood or a specific community organisation, such as a child care centre.



sample size
The number of participants included in the research study

Sample size

The **sample size** refers to the number of participants that are actually selected for the research study. The nature of your research proposal will indicate what is appropriate; however, a suitable sample size for an IRP questionnaire would be about 20–30 people. This may be complemented by two interviews, a case study or two to three observations.

When choosing a sampling method, group and size, it is necessary that they suit the purpose of the research project, the resources available, the questions being asked and any limitations that you may have. Whichever method is selected, it should be documented in your research so that any indication of bias can be acknowledged.

Check for understanding

- 1 Jon has to find out how much time high school students at his school spend on homework and studying each week. He is able to access the database with a list of all enrolled students for his sample group.
 - a In this situation, the sample group has been provided. How would you advise him to distribute questionnaires to either a random or systematic random sample?
 - b Assume that he could also access information about each student's year of enrolment and electives. How might you obtain a stratified random sample? How might you obtain a cluster sample?

primary data
Data that are collected firsthand by the researcher; the information is obtained directly by observing behaviour or asking people questions through interviews or questionnaires

secondary data
Data that have been gathered and recorded by someone else; for instance, information acquired from the internet, videos, databases, reference and textbooks, pamphlets and statistical reports of other people's research

Types of data

Primary and secondary data

Both primary and secondary data have purpose and value in the research process. **Primary data** are original, and the questions that the researchers ask are tailored to elicit the data that will help them with the specific purpose of their research study. Primary data are collected firsthand from individuals or groups who have been questioned, surveyed, interviewed or observed. It tends to be expensive to conduct and takes a long time to process.

Secondary data are based on the findings of other people's research and found in reports, records or statistical information that were gathered and recorded by someone else. Secondary data tend to be readily available, are usually less expensive to obtain and can be analysed in less time. However, because such data were collected for a different purpose, they must be scrutinised well to find the relevant information.

Qualitative and quantitative data

The table below explains and compares qualitative and quantitative data in terms of their advantages and the common research methods used to collect them.

Type of data	Advantages	Common research methods
Qualitative data Subjective data that come from research that collects facts and information regarding people's beliefs, feelings, attitudes and opinions to gain insight into the area.	Subjective data can provide words and images to help us understand more about the 'why' and 'how' of a situation, and give examples to fill in the details.	<ul style="list-style-type: none"> • Observations • Interviews • Focus groups • Case studies
Quantitative data Objective data that come from research that collects facts in the form of numerical data, which can then be analysed using counting, measuring and graphing.	Objective data can provide a good outline of 'what' is happening in a situation. It is more objective and reliable, and subject to less bias than qualitative research.	<ul style="list-style-type: none"> • Questionnaires • Surveys • Experiments

Sources of data

Individuals and groups

Individuals and groups can provide data that is current and in real time. Individuals may include your teacher, family members, friends, neighbours, experts or specialists in particular areas (for example, managers, doctors, dieticians, counsellors). Groups can include professional organisations (for example, local chamber of business), not-for-profit groups (for example, The Salvation Army, Mission Australia), government agencies (for example, local councils, Centrelink, police), specialist groups (for example, sporting associations) and medical and health authorities (for example, the Australian Physiotherapy Association, Area Health Services).

Print and digital

Both print and digital sources can add depth and detail to the research process that would not be possible if their data had to be personally sourced by the researcher. It is possible to access global data that are far-reaching in scope and content.

Print sources include books, journals, magazines, newspapers and pamphlets. **Digital sources** include the internet, computer programs, television and radio, statistics, podcasts, webcasts and other multimedia resources.

Search engines are software programs that help users find information stored on a personal computer or, more commonly, a network such as the internet. A search engine retrieves a list of documents, sites, files, images, news or other data that include the keywords being searched for. The most popular search engines include:

- Google
- AOL
- Dogpile
- Blekko
- Bing
- MyWebSearch
- DuckDuckGo
- Yippy
- Yahoo!
- WebCrawler
- Info.com
- Webopedia
- Ask
- InfoSpace
- Lycos
- Mahalo

Other websites that can be useful are related to media companies and government agencies, such as the Australian Broadcasting Corporation (ABC), the Special Broadcasting Service (SBS) and the Australian Bureau of Statistics (ABS). When using these sources, it is important that you are aware of and remember to evaluate their quality and reliability. Specific criteria and evaluation questions that can be measured are listed in the table below. Avoid user-created websites, such as Wikipedia, unofficial YouTube videos, blogs and forums, as these sites can be edited by anyone, at anytime, which can make them unreliable.

Criteria for evaluating the credibility of print and digital sources

Criteria	Possible evaluation questions to consider
Authority	<ul style="list-style-type: none">• What are the author's credentials?• Is the information published by a reputable authority? Are the sources properly cited?• Does the URL look reputable?
Accuracy	<ul style="list-style-type: none">• Is the text well written, without spelling and punctuation errors?• Is the information accurate? Accuracy can be reinforced if a source seems similar to other sources.
Currency	<ul style="list-style-type: none">• When was the source published? Is it up to date? There should always be dates listed. Check the date of publication, the date of the last update, and the date the research or statistics were gathered.
Purpose	<ul style="list-style-type: none">• What is the purpose of the information? Is it objective or factual? Does it state an opinion or try to influence? Who is the intended audience (scholars, researchers, the general public)?
Relevance	<ul style="list-style-type: none">• Is the source related to your topic? Does it provide you with further information?

print sources
Books, journals, magazines, newspapers and pamphlets

digital sources
The internet, computer programs, television and radio, statistics, podcasts, webcasts and other multimedia resources

Check for understanding

- 1 As a class, brainstorm the advantages and limitations of each of the sources of data – individuals, groups, print and digital. What conclusions can you draw that will be relevant to your IRP research?
- 2 Your teacher will guide you to two websites. Use the criteria in the table to evaluate the suitability of these websites as data sources.
- 3 What are the key findings from the websites?



Think it through

Your teacher will show you a variety of previous students' IRPs.

1 Explore a minimum of three projects to identify the following components of the research. (You may find it easiest to document your answers in a table format similar to the example below.)

- a What was the focus of the research?
- b What was the sample group and size?
- c What type of data was collected?
- d What sources of data were used?
- e Describe the types of data that were collected from:
 - individuals.
 - groups.

2 After completing this activity, reflect upon what you have learned about the IRP.

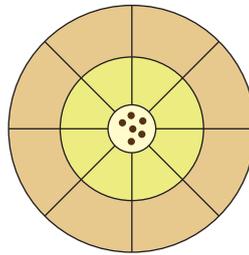
IRP	Focus of the research	Sample group and size	Type of data	Sources of data	Types of data from individuals	Types of data from groups
1						
2						
3						

My learning about the IRP ...

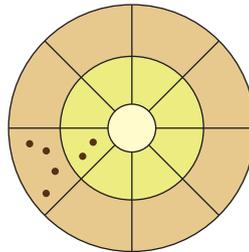
reliability

Refers to the consistency of measurement

Reliable and valid data *hits the mark*. It is consistent and measures what it intends to.



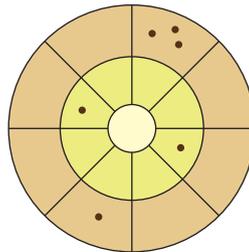
Reliable but invalid data *tends to cluster*. It is consistent but does not measure what it intends to.



validity

Refers to measurement that accurately reflects what it was intended to measure

Unreliable and invalid data *misses the mark*. It is inconsistent and does not measure what it intends to.



The relationship between reliability and validity

Reliability and validity

Reliability

If a research method has **reliability**, it could be used again under the same conditions with the same subjects and you would expect to obtain similar results – just like a test could be considered reliable if a person's takes the same test twice and achieves the same score; that is, its 'repeatability' is high. It is important to remember that reliability is not measured: it is estimated.

The reliability of the results for your IRP can be assured by having organised systems and processes in place for preparing, conducting and recording primary data.

Validity

A research study that demonstrates **validity** should be based on a suitable research methodology and undertaken so that the results can be interpreted with a reasonable degree of certainty and provide some useful generalisations. For example, a research study that requires 15-year-olds to complete a questionnaire based on what they have eaten for the past three days may be valid, as most 15-year-olds would be able to accurately recall



what they had eaten and complete written answers. In contrast, carrying out this research with four-year-olds would not be valid, as most four year olds would neither be able to accurately recall what they had eaten nor complete a written response.

The validity of the results for your IRP can be assured by having:

- completed sufficient reading of secondary data so that you are reasonably knowledgeable on your topic and will therefore not rely on biased judgements
- a good understanding of research methods
- more than one research method in your data collection.

Check for understanding

Explain how sampling contributes to reliable and valid research.

Ethical behaviour

There are certain **ethical** considerations to bear in mind when conducting research. When people are involved in research, it is important to consider their feelings and all aspects of privacy.

Respect

As voluntary participants in research, individuals have rights that must be respected. During your research, you should:

- plan questions that are worded carefully so that they are not too personal and do not cause distress or offend
- be aware of the physical, emotional and social wellbeing of participants so that no risks are involved
- make sure that you have voluntary participation and informed consent – an individual must be made aware of the nature of the study and what is involved, and have given their verbal or written consent. If you are using children as subjects, it is necessary to obtain permission from the parent or guardian of each child
- offer the opportunity for the participant to see the final report and its findings.

Integrity

Professional integrity is important in research. A researcher must be honest and truthful because they are accountable for undertaking and presenting research without changing, modifying or suppressing any material. Data should be presented without bias or distortion and, if bias or subjectivity does occur, this should be mentioned with the interpretation or analysis of data. Making certain that the entire research process is thorough, reliable and valid will also contribute to its integrity. If, for example, a student runs short of time to hand out and collect questionnaires and instead uses fake participant names and answers, they are not only being dishonest, they are falsifying their data and undermining its integrity.

Privacy

The right to privacy is a paramount consideration in relation to research ethics. Privacy can be protected and **confidentiality** and **anonymity** assured by:

- asking for permission prior to carrying out any primary research or recording any data using equipment such as a digital video camera or smart phone
- selecting numbers or letters to label research responses so that participants cannot be identified on the basis of their responses
- ensuring that data and opinions are not revealed to others
- processing raw data so that collective information is included in reports
- carefully storing data during the research process and then shredding data prior to disposal.

Bias

Bias can occur when the researcher or data are influenced in favour of one point of view or angle. The table on the next page shows examples of bias in research.

ethics

A system of moral principles or standards governing the appropriate conduct for an individual or group with respect to a specific situation; that is, the principles used to judge right or wrong, good or bad

confidentiality

Refers to a privileged communication that cannot be revealed to another person

anonymity

Refers to being free from identification

bias

Unfair preference or distortion



Examples of bias in research

Research actions that can create bias	Example
Asking leading questions	'Why do you prefer family day care over other types of child care?'
Choosing a sampling method that does not reflect the age, gender or culture of the population	Distributing questionnaires to three males and 15 females
Recording data that supports your hypothesis rather than being objective	Omitting to document behaviours or actions during an observation; subjectively choosing some data results to interpret and analyse

Check for understanding

- Assess the importance of ethical behaviour when conducting research. In your answer, refer to:
 - sensitive research topics.
 - confidentiality.
 - research bias.
 - crediting sources of data.
- For the research proposal 'Entertainment technologies have a negative impact on the social wellbeing of school-age children', suggest strategies to ensure:
 - the privacy of the individuals.
 - the respect for the subjects of the research.
 - the minimisation of bias.

Research methods

Various research methods were undertaken during the Preliminary course and have been described in Question 1 of the Check for understanding activity below. These are:

- questionnaires
- interviews
- case studies
- observations
- literature reviews.

Check for understanding

- Copy the table headings below into your notebook. Read the description of each research method, and then complete the table by summarising related ethical behaviour. One answer has been completed for you.

Research method	Description	Related ethical behaviour
Questionnaires – open-ended questions	A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes	
Questionnaires – closed questions		
Structured interviews	A conversation between two or more people in which the interview has been planned with a set of predetermined questions developed by the researcher	
Unstructured interviews	A discussion between two or more people in which the interview is more informal, with the researcher planning areas for discussion without developing the actual questions	Must ask permission to record interview
Case studies	A deep analysis of a situation	



Observations	A process of watching and recording the behaviours of participants; the researcher may be a participant or non-participant in the research activity
Literature reviews	A logical and methodical way of organising the already existing body of knowledge about a topic

2 Compare qualitative and quantitative research based on:

- the purpose of the research
- sample size
- data collection
- data analysis
- research findings.

3 Work in small groups to evaluate the type/s of research method/s that best suits each of the following research topics. Use PMI charts similar to the one below as a scaffold for this activity.

- Investigating the communication and interpersonal relationship between adolescent twins
- Examining the employment of mothers after childbirth
- Studying local school children who catch a bus to school

4 Share your answers with your class.

‘Investigating the communication and interpersonal relationship between adolescent twins.’

Research methods	Plus	Minus	Interesting	Evaluation comments
Questionnaires – open-ended questions				
Questionnaires – closed questions				
Structured interviews				
Unstructured interviews				
Case studies				
Observations				
Literature reviews				

Independent Research Project

Your teacher will plan and explain how this module will be undertaken in your school. Perhaps there will be groups of lessons, with the teacher guiding you through explicit information and activities; or there may be less structured lessons to provide you with time to carry out your research independently. The IRP may be either fully completed in one term or integrated over more than one term with other HSC topics.

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 and the product.

The project plan:

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

The project 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 student's 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

Aim for an excellent IRP!

This project was lots of hard work because I had to actually do it, but at the end it was really rewarding seeing my work 'published'.

Tess

Don't waste time in class because you will then have to do more at home.

Dan

Use your diary often to tell about the good and bad things that happen, as it helps to share this with your friends, teachers and parents so that they know what is going on and can offer you help.

Georgia

Allow plenty of time to write, and to hand out and get back surveys.

Jessica

Write in the third person. Try not to use 'I'.

Charlie

Choose a topic that you really want to know about.

Ben

Make sure you do primary research and find some secondary data on the topic.

Bella

Use correct CAFS terminology: it's good practice for the HSC exams.

Liam

Use headings, subheadings and page numbers to keep things in order.

Rose

Create a product that looks good; put in tables and graphs at suitable places. Because they are visual and help to tell the story of your research process, they add interest for other people to see and hear about.

Will

Students' advice for the IRP

Best practices

As you can see from the student comments above, you will spend many hours on your project in and beyond the classroom. Therefore, it is important that you choose a topic that is interesting and stimulating and that will motivate you to learn more about your area of interest and complete the project well.

In the very early stages of your research process, you need to develop a plan that incorporates some form of time management. Key milestones or goals can be keyed into your smart phone with alerts set as reminders prior to due dates. Without time management, it is easy to become disorganised, 'get lost' in the process, run out of time and get into a terrible panic as 'submission day' approaches.

One way to develop a time-management plan is to break up the IRP process into a series of steps, each of which will assist you to complete each section of the IRP. Throughout this chapter, these



steps are explained, and many ideas, scaffolds and student work samples are provided to assist you to develop an understanding of the requirements of the IRP. Feel a sense of success as you complete each step. Record them in your diary. Reward yourself! Share your news by telling your parents, friends and teachers.

Research process

As mentioned, one way to develop a time-management plan for your IRP is to break the IRP research process into a series of steps.

Remember that while these steps are written in a linear format, you will often find that you are completing two or three steps at the same time, almost in a parallel fashion.

	Steps	What to do
Planning for research	1	Managing resources – being organised
	2	Formulating a research proposal
	3	Considering ethical behaviour in research
	4	Proposing suitable research methods and sampling method and size
	5	Developing the IRP project plan – submitting it for marking as required
Conducting research	6	Accessing sources of data
	7	Collecting and recording data
	8	Documenting actions and issues – writing in your project diary and submitting it for marking as required
Interpreting research	9	Presenting research findings – as graphs, tables or written reports
	10	Analysing research results
	11	Drawing conclusions from research
Presenting research	12	Completing the organisation and presentation of your research product
	13	Assembling your bibliography
	14	Finalising your appendix

Check for understanding

- 1 In your own words, outline what is required for the IRP.
- 2 Describe how you are going to record your progress.

Think it through

- 1 Estimate how much time it will take to carry out each of the steps listed in the table above. Remember that you may need to allow time for people to complete and return letters and surveys, and to locate secondary sources of data.
- 2 Create a timeline based on your estimates and document it on a calendar. You can refer to the sample timeline scaffold below.
- 3 Using a phone or tablet calendar app, set alerts for your significant milestones or goals.

Week number	Key actions to do	Time
1		



Planning for research

Steps 1–5, below, are the preliminary steps towards both developing an understanding of aspects of the research process, and refining your research proposal, which will be presented for marking as the IRP project plan.

Step 1: Managing resources – being organised

To assist your organisation, you will need to establish a system that suits you. Time management is essential. Complete the Think it through activity on page 127 to establish a proposed timeline.

You also need to keep your data organised. Examples of items that may be useful for filing and recording include a display folder, a small exercise book (for your IRP diary), a USB drive and document storage folders. Another option is to record information on smart phone or tablet apps. As you acquire information, add it into the appropriate file or folder immediately to ensure sources of information aren't lost. Whichever system you choose, remember to back up your information in case of a computer or app crash.

Step 2: Formulating a research proposal

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.

Choosing your research topic is not an easy task, so it may take quite some time before an appropriate topic is determined. Brainstorming and having discussions with other people are possibly the best ways to begin. Think about and discuss:

- areas of possible interest and/or vocational interest – this project could lead to a career path!
- resources that are accessible locally and available to you, bearing in mind that a variety of resources, especially primary sources, will enhance your project.

Think it through

- 1 Go to the NSW Board of Studies, Teaching and Educational Standards (BOSTES) website. You can link to it directly via <http://cafs.nelsonnet.com.au>. Here, you can access the Community and Family Studies Syllabus to review the Preliminary and HSC content for ideas. As a class, brainstorm topics related to the specific course content areas.
- 2 Now personalise this process by brainstorming possible ideas that interest you. See Figure 4.4 on page 129 for some brainstorming ideas related to the 'Families and Communities' or 'Parenting and Caring' modules.
- 3 Develop a mind map that will enable you to identify further topics related to your area of interest. See Figure 4.5 on page 130 for an example.
- 4 Consider the suitability of some of these possible topics by answering these questions:
 - a Why does this research topic really interest me?
 - b Where can I get information?
 - c Where can I get help?
 - d What information do I already have?
 - e What ideas do I like the best?
 - f How do some of these topics relate to each other?

A positive response to these questions indicates a real interest and a feasible research topic. Remember that you should select a topic that you are genuinely interested in. A genuine interest will keep you going throughout the project.



NSW BOSTES

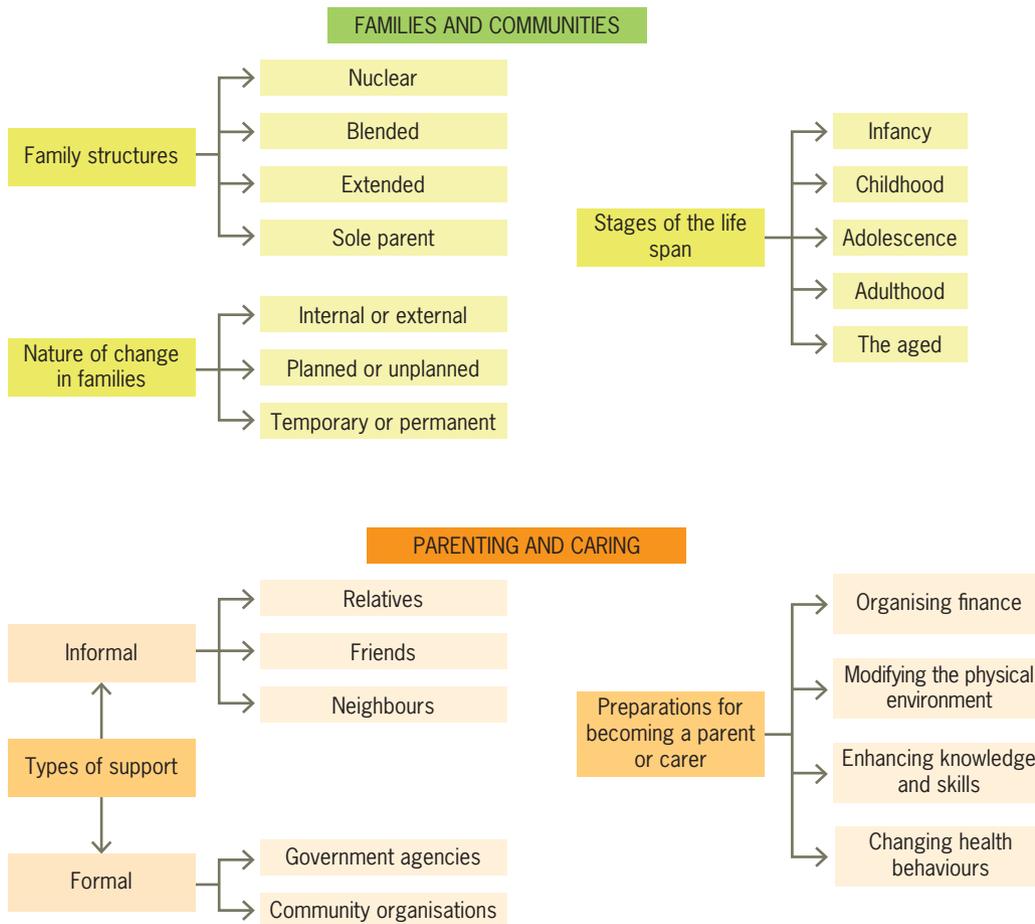


Figure 4.4 Possible brainstorming ideas for the 'Families and Communities' and 'Parenting and Caring' modules of Community and Family Studies

Once you have narrowed your ideas down, start writing the ideas as research goals by using key terms to begin the statement. For example, 'For my Independent Research Project I intend to ...

- investigate (plan, inquire into and draw conclusions about) ...
- evaluate (make a judgement based on criteria, determine the value of) ...
- demonstrate (show by example) ...
- compare and contrast (show how things are similar or different) ...
- examine (inquire into) ... '.

Once you are happy with the concept and scope of your research goal, keep refining it until you have developed a suitable research question, problem statement or hypothesis. Remember to refer to the PICOT scaffold when writing your research question, problem statement or hypothesis (see page 117). This will mean that the research topic is specific and concise and that a clear direction and purpose will be achieved for your project. Do not be concerned if further modifications are made as you develop your research proposal during planning steps 3–5. This is common in the research process as you identify suitable sources of data and research methods.

A research topic begins with a goal, such as 'to investigate'. To form a hypothesis from your research goal, you can replace the goal 'to investigate' with 'that'. Then, when you are happy with how it sounds as you read it aloud, it is possible to remove 'that' as the leading word to produce a suitable statement. If you prefer to have a research question, choose 'how', 'does' or 'will' as the opening word.

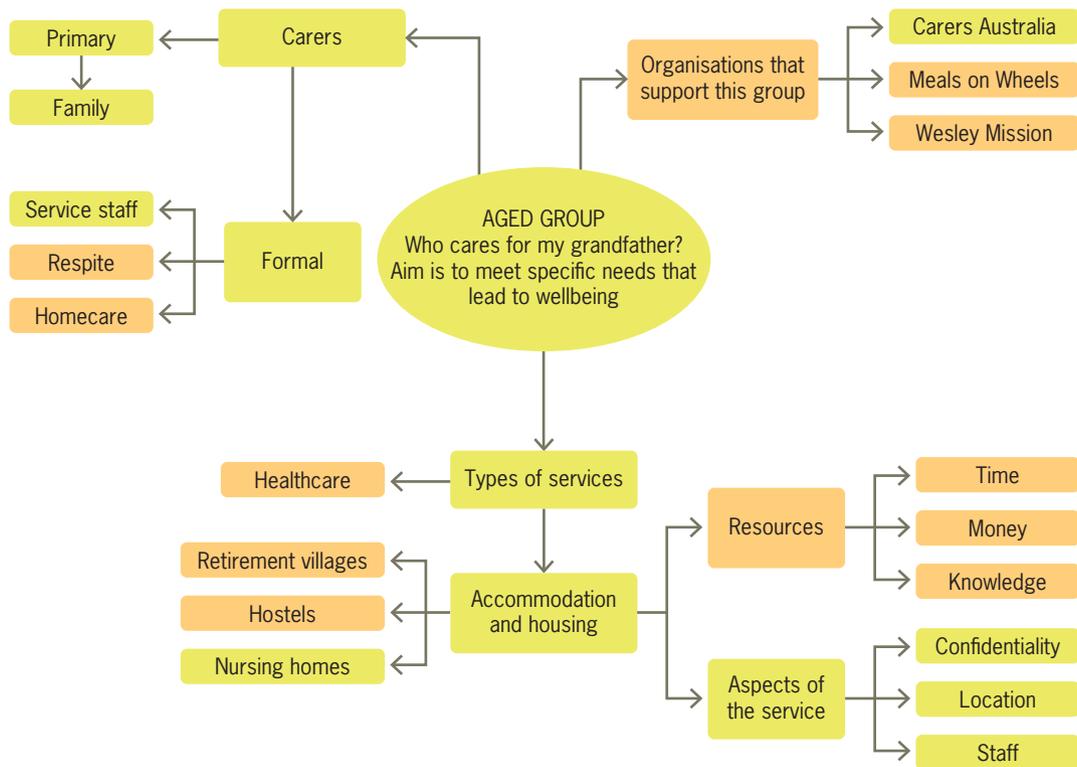


Figure 4.5 Mind map of ideas related to the aged group – the topics of most interest are coloured green



HSC: All My Own Work

Step 3: Considering ethical behaviour in research

Mandatory participation in the HSC: All My Own Work program is designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. Three of the modules covered – ‘Acknowledging Sources’, ‘Plagiarism’ and ‘Copyright’ – will assist you to understand the regulations that directly relate to the completion of your IRP. You can directly link to the HSC: All My Own Work website via <http://cafs.nelsonnet.com.au>.

Dealing with the ethical issues of respect, integrity, privacy and bias have been outlined on page 123.

Think it through

Based on the information that you identified in the activities on pages 124–5, answer these questions in relation to your research proposal.

- 1 How will you deal with the ethical issues of respect, integrity, privacy and bias?
- 2 Name three research methods that would be most suitable for your research. Give reasons why they are suitable.
- 3 What human and non-human resources are available to assist you in using these research methods?

Step 4: Proposing suitable research methods and sampling method and size

Once you have established your research goals, you will need to examine the research methods, sampling method and sample size that best suits your research. Research methods that collect quantitative data include questionnaires, surveys and interviews, while qualitative data are more commonly obtained from observations, interviews, questionnaires and case studies. When selecting types of research, it is often valuable to combine both qualitative and quantitative methods. The objective data from quantitative research, on the one hand, can provide a good outline of ‘what’ is happening in a situation and the more subjective data from qualitative research, on the other hand, can provide words and images to help us

understand more about the 'why' and 'how', as well as giving examples to fill in the details. Before you decide on appropriate methods, it would be wise to review your knowledge of:

- 1 research methods (see page 124)
 - 2 sampling methods and size (see pages 117–19).
- Refer to the Preliminary course sections for detailed information on:

- Structured and unstructured interviews: pages 34–6
- Observation: pages 51–4
- Case studies: page 61
- Questionnaires: pages 82–6
- Literature reviews: pages 107–8

Step 5: Developing the IRP project plan, submitting for marking as required

Having completed research proposal steps 1–4, you should be able to revise your mind map initiated in Step 2 so that it includes the research question, problem or hypothesis, ideas for the direction of your research, possible research methods, suggested primary and secondary sources of data and sampling method and size. This information will provide the basis of your IRP project plan. See Figure 4.6 for a sample scaffold for this mind map.

The IRP project plan outlines and allows you to consolidate the future directions for your project. It is a formal means of writing about the progress of your project so far; it also allows you to provide this information to your teacher and to receive feedback on its suitability and appropriateness for the ongoing progress of your research process. The student sample in Figure 4.7 on page 132 has been annotated to indicate content and layout for the project plan.

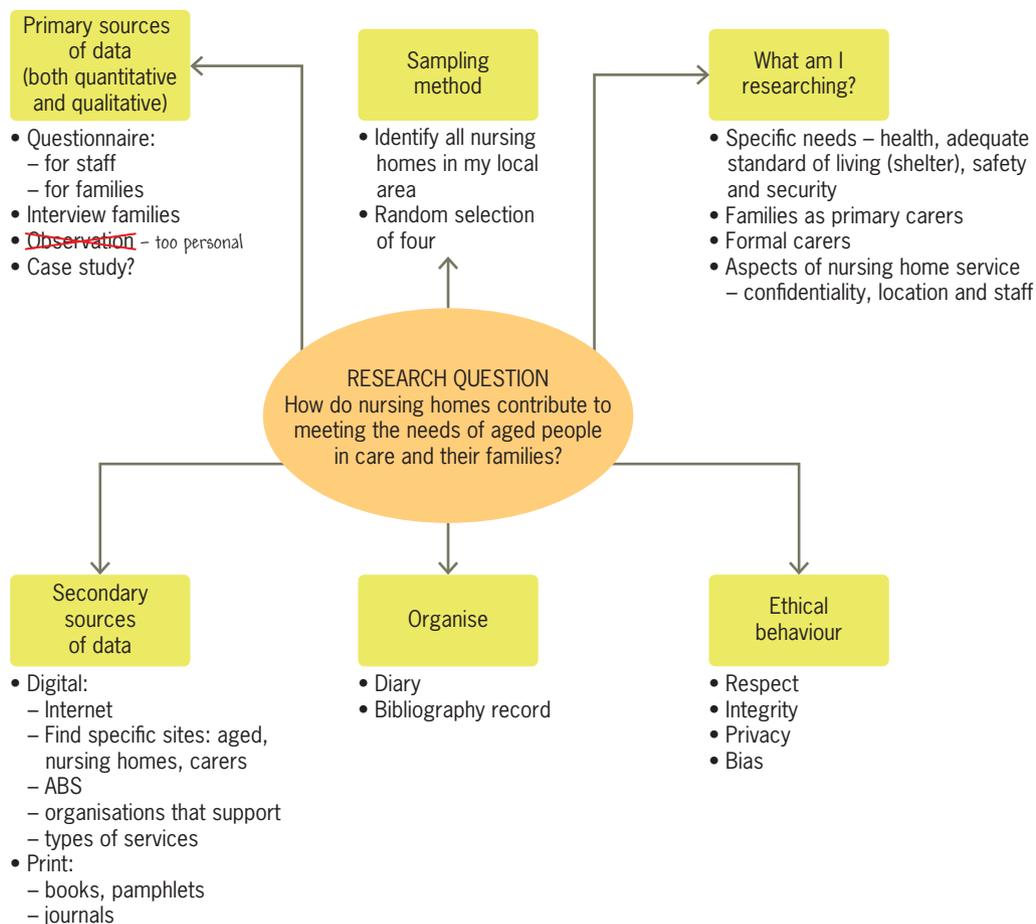


Figure 4.6 Sample IRP project plan mind map

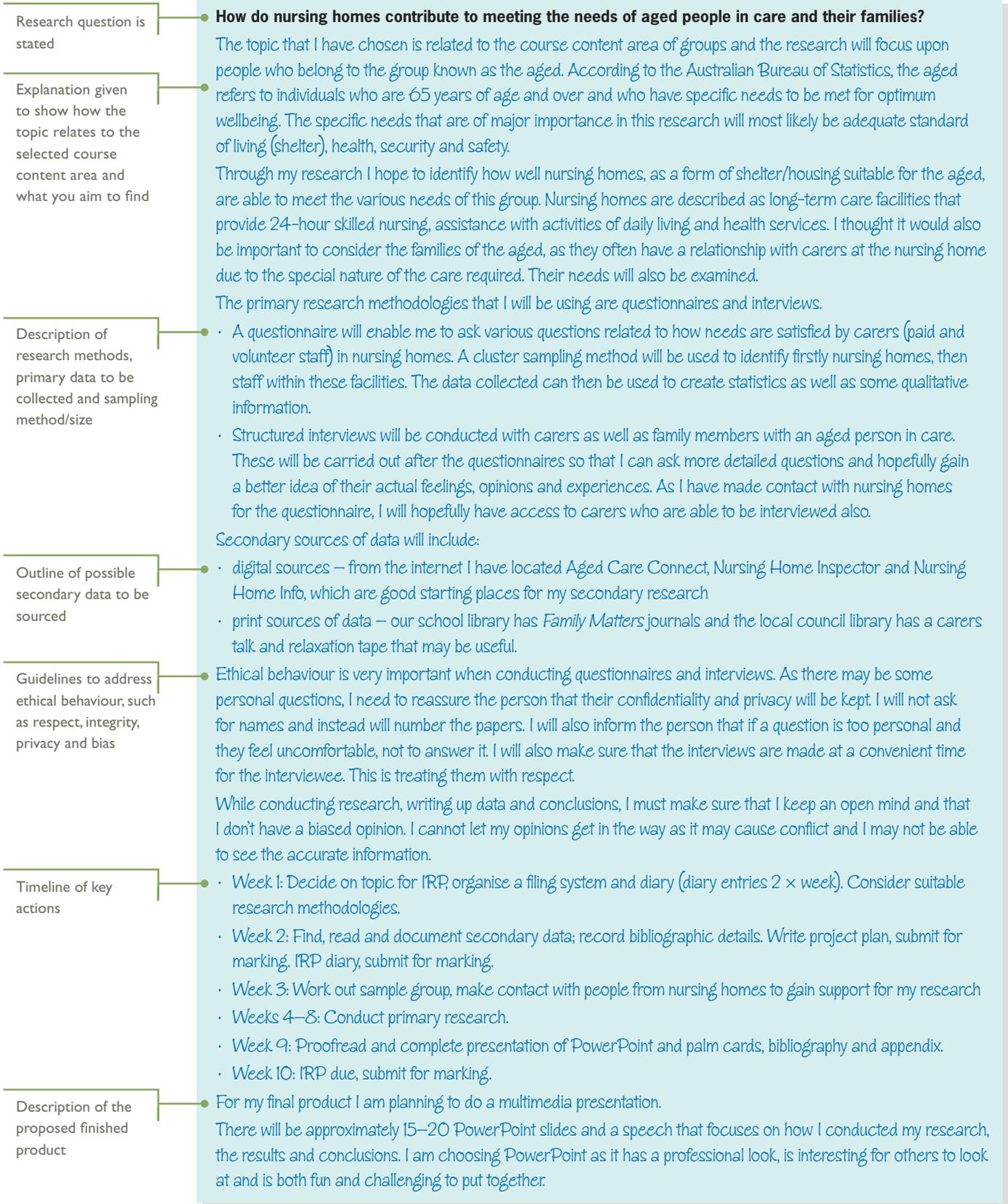


Figure 4.7 Sample IRP project plan

Conducting research

Steps 6–8 are the action steps in which you actually put the research into practice. You will access, collect and record data and evidence and, in your diary, document your activities and propose solutions to issues if they arise.

Step 6: Accessing sources of data

Your first step should be to search *secondary data* for what has already been written about your chosen topic. Look at both *digital* and *print sources* of data (refer to page 121 for more information). Libraries are a good place to start; you could access your school library, a local public library or a TAFE or university library. Often librarians can give suggestions about where to look for sources of information, as well as provide assistance in developing your researching skills.

This preliminary reading should help you formulate the questions you want to ask in your own research. It is also the beginning of your *literature review*.

Literature reviews

A strong literature review:

- has points that are organised into issues or themes that relate to a student's research proposal
- demonstrates that the student has carried out background reading as a means of familiarising themselves with their research topic
- provides a context for a student to show what previous research has found and sets a framework for the new information that can be identified in this research.

Bupa Care Services, 'Choosing a Care Home' pp. 10–11, <http://bupaagedcare.com.au/staticfiles/BupaCare/images/choosing%20a%20care%20home/choosing-a-care-home.pdf>

SIGNPOST

4

INTERACTIONS BETWEEN RESIDENTS, FAMILIES AND STAFF

At a great care home...

- Staff are easily identifiable by role and name
- Staff care for the same group of residents every day
- Routines are flexible and organised around residents' care needs
- Residents are treated with respect and dignity
- Staff are attentive and keen to offer support if a person is upset
- Staff are actively seeking information about the person requiring care
- Staff look as though they have enough time to spend with residents
- Staff are available to talk with families

LOOK – WHAT YOU SEE	HOME 1	HOME 2	HOME 3
○ If a person is unhappy or distressed staff are attentive and offer comfort and support	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
○ Staff are encouraging and relaxed whilst supporting and assisting the person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Staff look as if they've got time to spend with residents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LISTEN – WHAT YOU HEAR	HOME 1	HOME 2	HOME 3
○ Staff speak to residents respectfully in a personal way by name or title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Staff communications with each other do not intrude on resident time or space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Interactions by staff reflect a genuine relationship and respect for the person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FEEL – WHAT YOU EXPERIENCE	HOME 1	HOME 2	HOME 3
○ People are treated with dignity and respect, and acknowledged as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Care is focused on comfort and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Staff know each person well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
○ Individual needs and preferences are met by the care home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NOTES			



Ideas for possible interview questions for carers

Information related to staff meeting specific needs

Annotating secondary sources of data

The table below may assist you to make notes as a part of your literature review. Consider the points or topics that you want to find information about and create a separate column for each point. As you read through a source of data, record information – words, phrases, main ideas – under the appropriate column. If you are stuck for ideas or a starting point, use the PICOT notes that you documented when writing your research question, problem statement or hypothesis.

Secondary data	Issue 1	Issue 2	Issue 3	Reflection
Source 1				
Source 2				
Source 3				



After each reading, reflect upon the following questions.

- What have you learned?
- How does it fit into your research topic?

Take a few minutes to write responses to these questions.

The draft for your literature review may be organised in a number of ways.

- Chronological – by publication date
- Thematic – by specific ideas or themes that developed as you were reading
- Systematic – by a system or format that works for you, such as the place you located the research.

After reviewing your notes, identify suitable headings and subheadings. Under each subheading, try to summarise your notes into 1–2 sentences or points, each with a supporting explanation and example. Repeat this process.

Later on in the research process you may also use some of this secondary data for a comparison, discussion and analysis of your results.

As you find appropriate secondary data, you should record all of the publication details so that you can easily find your sources again, and use them to compile your bibliography. Remember that if you use other people’s ideas or quote from other people’s findings, you will need to acknowledge this. The referencing scaffold in the table below may be used for collating bibliographic and referencing information.

A referencing scaffold

Author surname, initial	Title of book, magazine, journal or website	Title of article from magazine	Publication date, website date (last revised)	Volume no. of journal, magazine, encyclopedia	Publisher or organisation and place	URL and date accessed or page no. of article
Beattie, K.	Communication and team-building		2014		Nelson, Melbourne	
Stevens, B. & Phillips, M.	Family Matters	‘Family responsibilities through the child-rearing years’	2015	18	Australian Institute of Family Studies, Melbourne	pp. 58–61

pilot

The test run that is undertaken to check the suitability of question types, wording and layout of a questionnaire; it can be a useful practice phase, and can provide good feedback to the researcher before they undertake the actual research

Step 7: Collecting and recording data

No matter what forms of secondary data you use, *the most important source of data for your project should be your own primary data*. Your primary data may include interview, survey or questionnaire responses, and observation details, from individuals, organisations or groups.

Your research methods will form the foundation of your primary data. They need to be prepared, distributed and collected in a logical, thoughtful and systematic manner to be most effective. Depending on the research methods selected, you will need to:

- create a draft set of questions
- **pilot** the method and evaluate its effectiveness



- refine the draft questions
- print interview questions or questionnaires so that they are ready to use
- organise equipment, such as a smart phone or tablet with a recording app or a digital video camera
- arrange for individuals or groups to be interviewed or surveyed
- conduct the data collection; for example, carry out interviews or observations or distribute and collect questionnaires.

Questionnaires and surveys

When conducting research, it is important to inform the respondent about the nature and purpose of the survey, and to note that the data collected will be confidential. This information may be stated verbally to the respondent at the beginning of an interview, written at the beginning of a questionnaire, or included in a covering letter (see Figure 4.8).

To ensure the success of your research, spending time writing good questions is essential. The following checklist and annotated questionnaire (see Figure 4.9 on pages 136–7) illustrate typical questions and layout ideas for you to consider.

It is important to have questions that:

- are easy to understand
- use clear, simple language
- avoid introducing bias by using emotive or descriptive words
- ask only one question at a time
- are listed in a logical and meaningful order
- begin with easy questions to put people at ease
- have a clear layout with plenty of space for respondents' answers
- are limited to a manageable number
- use a variety of question types: pre-coded questions are quick and easy to answer and tally during analysis; attitudinal scales and questions are useful for finding out about a person's opinion; open-ended questions allow for more detailed reasons, thoughts and opinions to be expressed.

Wednesday April 23

Dear Victoria

My name is Jacqueline Baker and I am a Year 12 student at River High School, on the north coast of NSW. I am currently studying 2 Unit Community and Family Studies, which is a Higher School Certificate course that requires the completion of an Independent Research Project. I have decided to do my research project on 'Careers and women: the realities of success for women after 10 years of full-time employment in the work force', in which I am examining the management of resources by women in paid employment.

I would greatly appreciate your assistance by completing my questionnaire. Please use the pre-paid envelope provided to return it to me. All responses will be kept anonymous and confidential.

Thank you for taking the time to complete and return my questionnaire.

Yours sincerely

Jacqueline Baker

Figure 4.8 A sample covering letter to accompany a questionnaire



Introduction

This questionnaire is designed to examine the management of resources by women in paid employment. Your willingness to complete the questions is appreciated. All responses will be anonymous and remain confidential.

Please indicate answers by either ticking the boxes, circling the numbers or writing your answer on the lines provided.

Open-ended questions

1 Current position?
Customer Service Manager for Australia

2 Formal qualifications?
SIA – Financial Markets

3 Informal qualifications (e.g. experience in the workplace)?
Customer service for the past 7 years, prior manager of small centre, prior sales and support

Closed question – pre-coded with options provided

4 Number of work hours per week?
 10–20 21–30 31–40 41–50
 51–60 61+

Closed question – continuum scale to indicate frequency

5 Over the past three years, which human resources do you consider to have contributed to your success? Please circle the appropriate ranking.

	Never	Occasionally	Always
Ability to set and achieve goals	1	②	3
Competitive nature	1	②	3
Conflict resolution skills	1	2	3
Creativity	1	2	③
Enthusiasm	1	2	③
Effective communication skills	1	2	③
High expectations for self	1	2	③
High self-esteem	1	②	3
Loyalty	1	2	③
Networking skills	1	②	3

Optional additional choice provided

Other (please specify)

6 Indicate the limitations, if any, that have been placed on you throughout your career.

- Discrimination (male vs female)
 - Discrimination (appearance, age, race)
 - Difficulty in balancing family and work
 - Money limitations
 - Relationships with colleagues
 - Pay inequality (male vs female)
 - Sexual harassment
 - Lack of qualifications
 - Difficulty in managing stress
- Other (please specify)

Closed questions – pre-coded with options provided

7 A good leader has many unique qualities. Rank the following personal traits that make a good leader. Please circle the appropriate ranking.

	Never	Occasionally	Always
Ability to set and achieve goals	1	2	③
Confidence	1	2	③
Conflict resolution skills	1	2	③
Determination	1	2	③
Effective communication skills	1	2	③
Enthusiasm	1	2	③
Intelligence	1	2	③
Personal interaction skills	1	2	③
Team-building skills	1	2	③
Vision for the future	1	2	③

Other (please specify)

8 Please list what you consider to be your personal strengths.

Ability to handle multiple projects and be organised

Do you make attempts to enhance your personal strengths?

- Yes No

Can you explain how?

Not as often as I should – I always feel I am too busy

Open-ended questions to allow for explanation of option

(continued)



<p>9 Please list what you consider to be your personal weaknesses.</p> <p><u>Confrontation</u></p> <hr/> <p>Do you make attempts to manage these weaknesses?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Can you explain how?</p> <p><u>By working through issues and facing them</u></p> <hr/> <p>10 Do you consider yourself successful in the workplace?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, is being a success in the workplace all you thought it would be?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Why?</p> <p><u>Can be rewarding when good feedback received</u></p> <hr/> <p>11 List your short-term goals (6 months–1 year).</p> <p><u>Ensure operational functions within organisation are working satisfactorily based on customer feedback</u></p> <hr/> <p>12 List your long-term goals (1–5 years).</p> <p><u>Travel overseas</u></p> <hr/>	<p>13 Is reaching these goals a high priority for you?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>14 What is your age?</p> <p>Under 18</p> <p><input type="checkbox"/> 18–24 <input type="checkbox"/> 25–29 <input type="checkbox"/> 30–34 <input type="checkbox"/> 35–39</p> <p><input checked="" type="checkbox"/> 40–44 <input type="checkbox"/> 45–49 <input type="checkbox"/> 50+</p> <p>15 Marital status?</p> <p><input type="checkbox"/> Married <input type="checkbox"/> De facto <input checked="" type="checkbox"/> Single</p> <p><input type="checkbox"/> Divorced/separated</p> <p>16 Do you have any children?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, <input type="checkbox"/> Baby <input type="checkbox"/> 0–2 years <input type="checkbox"/> Toddler</p> <p><input type="checkbox"/> 3–5 years <input type="checkbox"/> School age <input type="checkbox"/> 6–17 years</p> <p><input type="checkbox"/> Young adult <input type="checkbox"/> 18+</p> <p>Thank you for completing this survey. Your time and responses are greatly appreciated.</p>	<p>Closed questions – pre-coded to obtain facts</p> <p>Personal questions are less likely to offend if placed at the end</p> <p>Closing note</p>
--	--	--

Figure 4.9 A sample questionnaire with answers

Interviews

Interviews involve personal contact with the respondent. This may be face to face, via email or over the phone. For both structured and unstructured interviews, be well prepared by having considered your questions and how you are going to record the respondent's answers. It may be a good idea to record the interview on a smart phone or tablet with a recording app, or on another type of digital recorder; however, you will need to gain the permission of the respondent beforehand to do this during the interview. Alternatively, make sufficient notes during the interview on a pre-formatted document (see Figure 4.10 on page 138), and be prepared to follow this up with a longer report immediately afterwards. This helps to create a relaxed environment, which means that the person will feel more comfortable and provide more valuable answers.

Begin the interview by identifying yourself and explaining the purpose of your research and how the data is to be used. During the interview, show that you are interested by maintaining eye contact, speaking slowly and ensuring that you provide sufficient time for the respondent to consider their answer before prompting or asking the next question.



Interview questions are open-ended questions. Prompts and probing questions have been included during the planning stage to assist the interviewer.

Planning

1 At what age did you decide to start a family?

2 Did you and your partner consciously plan to have children? How did you do this planning? Can you give some examples?

Expectations

3 During pregnancy, each parent-to-be experiences different feelings, such as happiness, contentment, anxiety and nervousness. Can you describe your experiences? What did you do to cope with these feelings?

4 Did you expect that your child would be easy to care for? Why or why not?

Reality

5 After the birth of your child, did you feel that you were well prepared? Can you explain?

6 As new parents, many parents admitted that they sought advice on different aspects of parenthood. How did you do this? How did it help you/your partner?

7 As a parent, consider the three phases – planning, expectations and reality. Which do you feel was the:
a easiest? Why?

b hardest? Why?

Figure 4.10 Sample structured interview questions for IRP related to preparing for parenthood



Recording an interview

Allison Beattie



Observations

To ensure that you are prepared for an **observation**, you will need to consider:

- when and where the observation is to take place
- how it is to be planned
- whether you will be a part of the group or just the observer.

Also, think about what type of evidence you expect to see and design a format for recording this evidence. There are different types of data-recording sheets you could use, such as a graphic record called a sociogram (see Figure 4.11) or a tally sheet (see Figure 4.12). Alternatively, the observation may be recorded using a digital video recorder or smart phone; however, prior permission will need to be sought from the participants and a data-recording sheet developed afterwards based on the identified behaviours.

observation

A research method that requires the researcher to watch and record the behaviours of their subjects; the researcher may be a participant or non-participant in the research activity

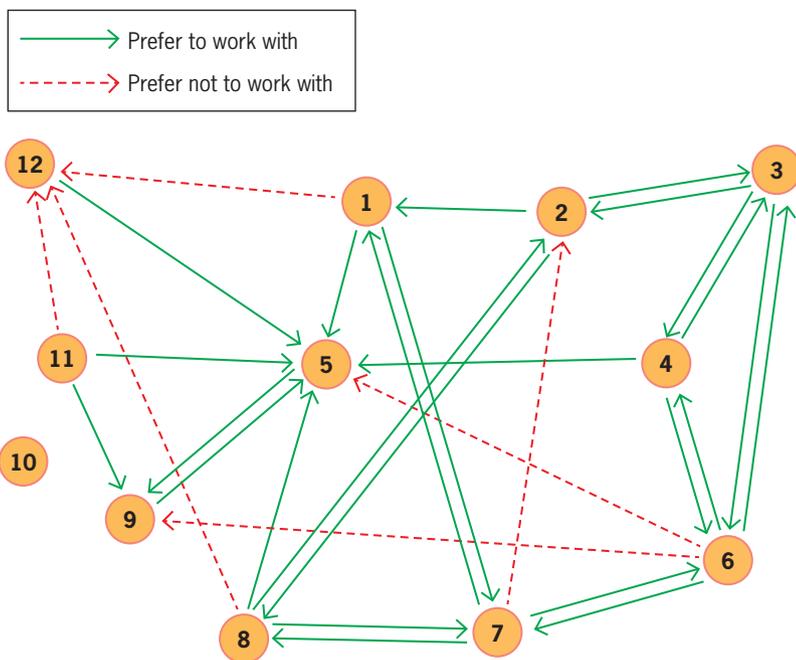


Figure 4.11 A sample sociogram

Parental involvement from the sideline of a soccer game

Date: _____

Place _____

How many encouraging/positive comments?
Tally |||| |||| |||| |||| |||| |||| ||||

How many discouraging/negative comments?
Tally |||| |||| |||| ||

Other actions observed:

Figure 4.12 A sample tally sheet

Case studies

A case study provides a narrative of a particular individual, family, group or situation (see Figure 4.13 on page 140). Developing a case study requires the use of multiple sources of information, such as interviews and observations, which may be collected on more than one occasion to ensure that a detailed profile on one issue can be provided. Case studies are therefore useful in achieving a deep analysis of a situation and for answering the 'how' and 'why' questions in the research rather than 'who', 'what' and 'when'.

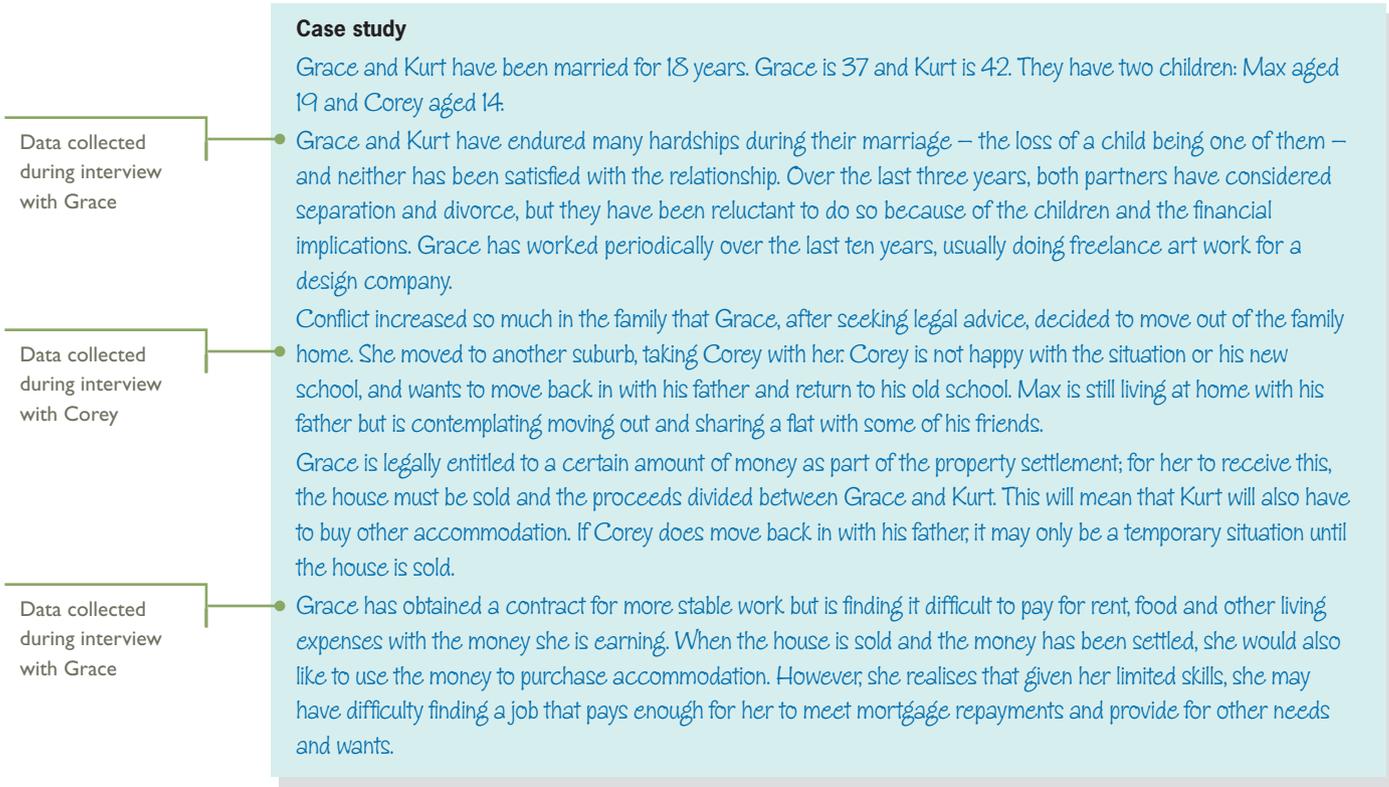


Figure 4.13 Narrative, or case study, may be chosen to summarise the data collected from interviews and observations

Step 8: Documenting actions and issues – writing in your project diary

Your project diary is a record of the steps you take during the development of your IRP. Your diary should clearly indicate the kind of work done at school, in the library or outside school hours. You will probably be asked to show your diary to your teacher at regular intervals; during this time, make sure you ask questions and get further help with your project. The diary should have one or two entries for each week, outlining what you have done or intend to do towards completing your work for that week. Assessment of the diary takes place on the date set by your teacher, but you must have already completed diary entries *before* this date.

What should go in the diary?

Information you may like to include in your diary includes:

- an outline of project progress
- a description of sources of data
- a description of methods used to collect secondary and primary data
- a discussion of positive and negative experiences
- personal opinions and comments
- problems you have had with parts of your project, and how you solved them
- decisions you make.

You may choose to write in an exercise book, a commercial diary or to use a smart phone or tablet app. It does not matter what type of diary you choose to use, as long as you can hand it in to your teacher easily, for feedback and marking purposes. Figure 4.14 on the next page illustrates a diary format you could use.



Date	Action	Result	Further action/reflection
Fri 18	Lately I have been researching my secondary data and completing the questionnaire. I showed Mr T and he gave me good advice. I no longer need to search the internet, hooray!	Mr T's advice was very helpful. I needed to think more clearly and simplify my questions. I think I've found all of my secondary data.	Now I'm planning to finally complete my questionnaire, and hand it out. First I'm going to pilot it on my parents – and accept their constructive criticisms. Then in the same week I will hand out my good copy of the questionnaire, get them back, and start tallying and analysing the answers.
Sat 19	Today I have piloted my questionnaire on my parents. I found the mistakes I have made and how to adjust them to suit my respondents.	Piloting my questionnaire was a good decision. My parents gave me good advice on where I need more lines, and better wording of questions.	I've now adjusted my questionnaire – fixed up all the mistakes and as far as I can see, it's practically flawless. Hey! I am going to take it home and print it – and get my dad to photocopy as many copies as I need. I will give them out to my sample group. I will send some with stamped envelopes so I can get them back quickly.

Figure 4.14 Sample IRP diary entry

Interpreting research

Once you have conducted your research, you need to present the findings, analyse and interpret the results and draw conclusions. The form that this takes will depend on the type of research methods chosen. Steps 9–11 outline processes to support you through this stage.

Step 9: Presenting research findings

There are two basic ways that data can be presented: quantitatively or qualitatively.

Quantitative data is in a numerical form, so it can be counted and then presented through the use of bar, line or pie graphs; or tables with statistics or percentages. Remember that quantitative data needs to be collated or tallied, then converted into percentages so that valid comparisons can be made in graphs or tables (see Chapter 3, page 84). The most common forms of graphs are illustrated in Figures 4.15–17 on the next page.

Qualitative data, such as interview data, is descriptive and often cannot be reduced to numerical form. It is often presented as a written report that describes the main ideas and trends that emerged from the research, and it includes quotes and anecdotes (see Figure 4.18 on the next page).

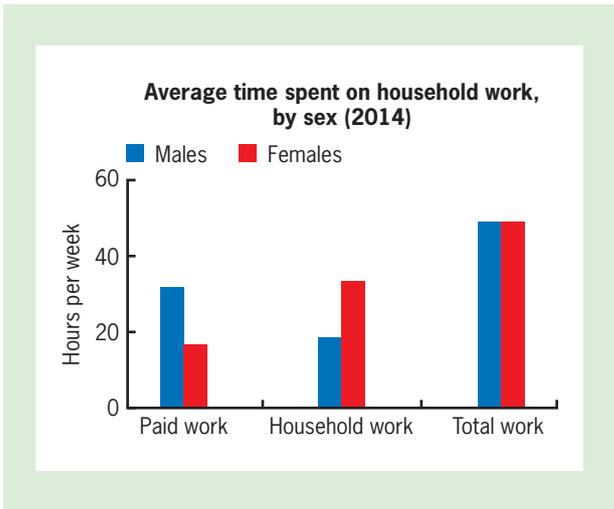


Figure 4.15 A bar or column (vertical) graph compares items or shows changes in a variable.

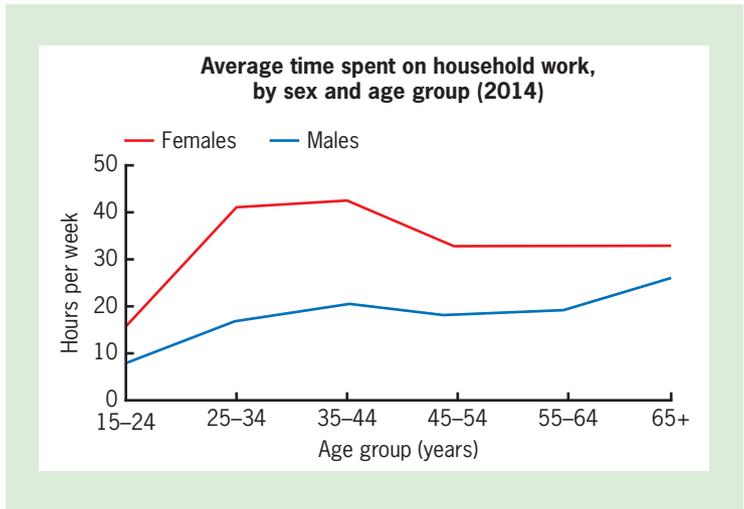


Figure 4.16 A line graph shows trends or changes in data over a period of time.

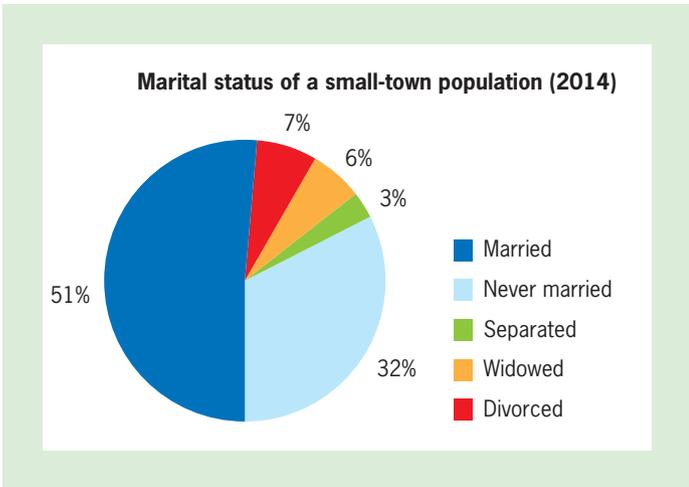


Figure 4.17 A pie graph shows the relationship, or the proportion of parts to the whole.

In order to explore the roles in the decision-making process, fathers were also asked whether they believed that the starting of families was a mutual decision undertaken by themselves with their partners. Although partners were more likely to instigate or broach the subject (only three fathers stated that they instigated the discussion of starting a family with their partner), the majority of fathers ($n = 25$) indicated that the decision to start a family was a mutual one.

'It definitely was a mutual thing that we both thought about, and just went into it with open eyes, I guess. It wasn't accidental.'
(Adam, Primary caregiver, 25, 1 child)

'Having kids was a joint decision and I thought that it was really important that I too have a part in it.'
(Dave, Clerical officer, 45, 2 children)

Joint decision-making of this kind sometimes reflected wishes to pursue equal or active levels of involvement as fathers.

Source: Talbot, S. (2005). From here to paternity: Family biographies in the making. *Family Matters*, 72, 60-61. Melbourne: Australian Institute of Family Studies.

Figure 4.18 An example of qualitative data in a written report

Step 10: Analysing research results

Now is the time to consolidate all of your information, including your literature review and your primary data, which should be collated in graphs, tables or written reports. All of this data should be included in an analysis of your results. You should be completely familiar with your data – read it and reread it! Such familiarity will help you visualise what you have found during the research process and bring out the main features of the data in your written project. If you know your data inside out, the analysis will flow more easily.

Thus, before you can interpret your research findings, you need to analyse them. This means that you describe what you can see in the evidence provided in your graphs or tables. This is done by identifying the trends that you can see in your presented data. You could ask yourself questions, such as:

- what was the most common response?
- what feeling was expressed by most of the people I spoke to?
- were there any differences/similarities between the age groups/gender groups/cultural groups in my sample?
- what were the most frequent results?

- who thinks (or does) what most often?
- what were the extremes of my results?
- what did I find compared with what I expected?

You then need to interpret your findings by making comparisons, and describing patterns and relationships that relate to your research question, problem statement or hypothesis (see Figure 4.19). For example:

- 'The results indicate that ...'
- 'The evidence for this can be seen in Figure A ...'
- 'A trend that exists in the data is ...'
- 'Subjects in the age group of 20–25 were more likely to favour ...'

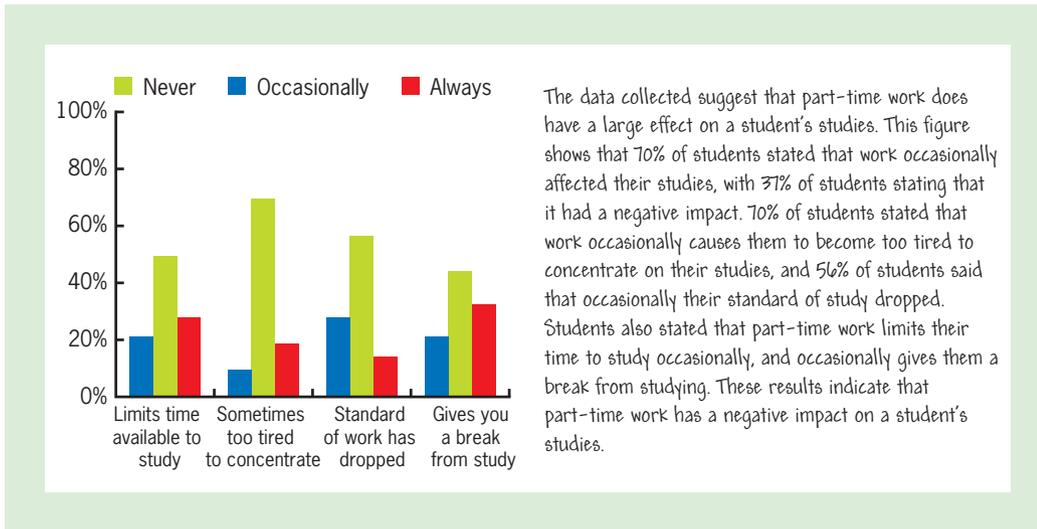


Figure 4.19 A complex column graph with text data analysis

Remember also that analysis and interpretation do not only come at the end of your research – they occur as you are designing and working on your research. Every time you ask a question or observe some situation, you should ask yourself 'What does this mean?' You should continually reflect on your data. Making a note of these in your diary is an effective means of recording your thoughts and information.

Date	Action	Result	Further action and/or reflection
Mon 11	I have tried to collect back all of my questionnaires but some people have not responded.	This means that my statistics won't be 'even' as I have too many females compared with males in my sample group now.	Maybe I could hand out some more to just boys, but I don't think I have enough time left, especially if the second group of males don't return them either. Will need to note this in my report as I'm sure it will influence the results.

The main objective of this research was to identify the teenage perceptions and acceptance of different relationships. The primary and secondary data display many different attitudes and values of today's teens, and, unfortunately, a lot of misconceptions and intolerance of homosexuality in our society. Considering the research focus was the 'typical' teenager's views on relationships, it was very difficult to end up with a random sample group from different peer groups and ages to get a broad range of answers. It should also be noted that more females actually answered and returned the survey. This has created some bias in the results.

Figure 4.20 Student diary entry, with text data analysis below, noting ongoing reflection



The next step is to identify possible reasons for the patterns and relationships you have found. This is the time that your literature review can be invaluable to support, or even challenge, what you have found through your primary data. Consider the following:

- Are your results similar or consistent with other studies or knowledge about this topic?
- Can you provide evidence from your secondary data that supports what you found?

Citing other sources gives you a chance to justify, explain or contrast with your analysis. For example: 'From my reading/secondary data, I feel that the trends shown could be the result of ... This evidence is supported by ... on page ...'. Figure 4.21 demonstrates how a student integrated secondary and primary data.

Adolescents sometimes feel they have many friends because they are popular, though this is not always the case according to Sourry and Tolley (2014).

'Popularity refers to being generally well known, frequently invited to activities and admired by many acquaintances, but it does not necessarily mean a close, intimate relationship with those people.'

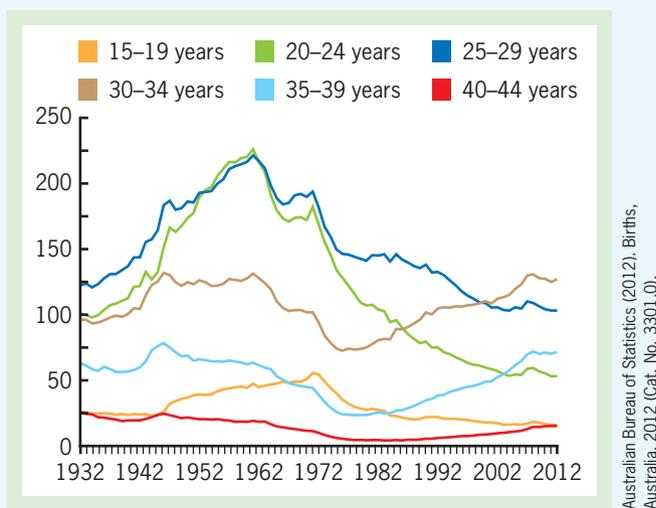
During my observations of the friendship group, a 'popular' adolescent was seen to 'chat' with her peers but it wasn't very long before she was 'chatting' briefly with another, then another. This could have been because she was more interested in appearing to be popular, by having contact with many 'friends', rather than having close and sincere friendships.

Figure 4.21 Student sample analysis of statements

Check for understanding

To practise analysing data, review the data provided below. Then answer the following questions.

- 1 Describe what you can see in the graph.
- 2 Identify the trends. What are the extremes or unusual patterns?
- 3 How could you account for these trends?
- 4 What would you expect the trend to be for the current year? Explain why.



Age-specific fertility rates 1932–2012

Australian Bureau of Statistics (2012). Births, Australia, 2012 (Cat. No. 3301.0).

Step 11: Drawing conclusions from research

Once you have analysed your data, you must draw conclusions in relation to your initial research question, problem statement or hypothesis. (Do not be concerned if the hypothesis upon which you have conducted your research has been proven incorrect. This is not unusual and does not mean you have to start again! However, this does need explaining in the conclusion.) Before you write this section, read through the whole project and make notes on any key points that your data shows and place them in a logical order.



In your conclusion, you need to write a summary that states clearly and briefly:

- what your data shows
- how this relates to the research in general
- the validity of your findings
- possible implications and recommendations from your findings; for example, 'If these patterns or trends were to continue, possible consequences in the short term might be ... and in the long term might be ... as there is ... a high rate of ... it should be recommended that ...'

Sample concluding statements are provided in Figure 4.22.

Knowledge gained through primary and secondary research has allowed broad conclusions to be made as to the reality of success for women within the workplace. For a successful career to be a worthwhile life experience, the positive aspects need to clearly outweigh the negatives. Effective management of human and non-human resources is a necessary process to achieve this balance. Successful women in the workplace have the ability to utilise and interchange both human and non-human resources for the purpose of achieving.

Need satisfaction is essential to an individual's wellbeing. Career women should be able to satisfy their physical, social, emotional and intellectual needs. However, this is clearly not the case as they may not be completely satisfied emotionally when an imbalance between work and other areas of their life often exists.

Successful women within the workplace may not achieve 100% need satisfaction and therefore positive wellbeing. The reality of success for women in the workplace suggests a difficulty in balancing family and work. Women are attempting to take on more duties and responsibilities than they have the time or energy to perform effectively, unless of course they are a super mum. Balance combined with success can be achieved at a greater level if the woman is single and childless, as is the trend for many women in high-power jobs today. Stress and inequity on the basis of gender are limitations that are also imposed on successful career women.

Success for women within the workplace may result in poor health. On average, while they have acceptable diets, they exercise less and participate less than adequately in leisure.

The reality of success for women within the workplace is not as glamorous and desirable as first imagined. Achieving success is hard work; it represents a very high level of commitment and self-motivation. A career for many women holds their pride, their sense of belonging and their status. Despite all the negative aspects of pursuing a career and achieving a work-family balance, these women have careers because they choose to. When articulating the reality of a successful career, personal feelings of satisfaction and achievement can be difficult to measure and are often the single contributing factor as to why these women choose to lead such demanding lives.

Figure 4.22 Sample concluding statements

Presenting research

When you have finished your conclusion, the remaining steps 12–14 are related to the organisation and presentation of your IRP. Your teacher will have provided guidelines on how and when this should happen.

Step 12: Completing the organisation and presentation of your research product

Your IRP may be presented in a variety of different forms; it will most likely include written text or verbal information, as well as tables, graphs and relevant photographs or diagrams. It should have a professional presentation style, which can be achieved by using a range of technologies. Figure 4.23 illustrates a multimedia presentation with palm cards as an example.

Popularity of gym classes

There are many different types of gym classes that interest teenaged people. These include Boxercise, Taiho, Body Combat and Spin.

The graph shows the preferred gym classes by sex, based on my survey of students in Years 9 and 10. You can see that males clearly prefer Boxercise classes, while there was no clear 'winner' for female preferences.



Components of fitness

- ☑ Strength
- ☑ Power
- ☑ Agility
- ☑ Balance
- ☑ Flexibility
- ☑ Muscular endurance
- ☑ Cardiovascular endurance
- ☑ Coordination

Palm Card 2

- 45% of males preferred Boxercise [comment on stereotype]
- Males were least interested in pilates and yoga [comment further on stereotype]
- Most popular classes for females were spin and yoga
- No clear favourite for females
- Females were least interested in AbCrunch

Palm Card 3

- **Strength** – extent to which muscles can exert force by contracting against resistance (e.g. holding or restraining object or person)
- **Power** – ability to exert maximum muscular contraction instantly in explosive burst of movements. The two components of power are strength and speed
- **Agility** – ability to perform a series of explosive power movements in rapid succession in opposing directions (e.g. ZigZag running or cutting movements)
- **Balance** – ability to control the body's position, either stationary (e.g. a handstand) or while moving (e.g. a gymnastics stunt)

Figure 4.23 Presentation of a multimedia product, including PowerPoint slides and palm cards

Your IRP should contain a *title* and *table of contents*, both of which will assist in providing a systematic and organised approach to the presentation of your product, while an acknowledgement statement provides an opportunity to recognise the support and help that may have been provided to you during the research process.

The *introduction* can be developed from the project plan that was submitted for marking early in the research process (see Figure 4.7 on page 132). Remember to make adjustments or changes if they occurred during the active research process. Your introduction should answer the following questions.

- What was the research project about?
- How did the research relate to the selected area of the Community and Family Studies course?
- What types of research methodologies and sampling methods were chosen and why?

Your introduction should also define *terms* and *concepts*.

The *main section*, or body, of the product will consist of the steps in the research process that you have undertaken. It should include:

- a concise description of the *secondary data* collected, followed by a summary of the findings (literature review)
- an explanation of the *primary data* collected, as well as the presentation and explanation of the results, illustrated in tables, graphs or written reports
- an *analysis of the data* as it relates to the research question, problem or hypothesis and that integrates references to both primary and secondary data
- a *conclusion*, which is a summary of the key findings, as well as suitable recommendations, if appropriate. Lastly, you will need to include the *bibliography* and *appendix*.

Rarely does anyone complete a precise, accurate and quality IRP without developing a first or second draft. Therefore:

- draw together the information and data collated in steps 9–11
- rework your information to present it clearly and to ensure your discussion flows logically
- develop the final copy, eliminating any repetition and rewording sentences if the meaning is unclear
- read what you have written, preferably aloud – if anything is unclear to you, it will be unclear to the reader.



Once the above is complete, do an overall check to ensure that:

- no spelling errors remain in the written text
- oral presentations are easy to understand
- electronic data are defined and easy to read
- all items are clearly labelled.

Step 13: Assembling your bibliography

It is essential that you keep accurate details of all the resources you use as you go. If you don't have a system for doing this from the start, you may find that you can't recall the details of a book or magazine article you used and your **bibliography** will be incomplete. By using the referencing scaffold provided on page 134 you may save precious time at the end of the project because you won't need to search for those details, or go back to look for books or internet articles that you used.

The layout and punctuation required for a bibliography can be prepared according to a variety of styles, such as Harvard, Oxford, APA and MLA. APA style is used in this book.

The entries in a bibliography are ordered alphabetically according to the last name of the primary author (that is, the author listed first).

The data collected by primary research methods should be included in the main section of the project; however, if a research method included a survey or questionnaire form that was taken directly from another source, that should be included in the bibliography.

bibliography

A list that includes all the sources you have looked at and used in carrying out your project; common details required include: author's surname and initials; title of the book or article and journal; publisher, place and date of publication



Charles Sturt University

Think it through

- 1 Look on the Charles Sturt University website for specific details on referencing using the American Psychological Association (APA) style of referencing. You can link to this directly via <http://cafs.nelsonnet.com.au>.
- 2 Common examples of references and bibliographic details have been included in the following table. Copy the table headings into your notebook and add your own IRP examples.

Type reference	Bibliographic details	Example
Books	author (surname, initials). year of publication (in parentheses). title of book (in italics) edition (in parentheses). place of publication (place and state, if not a capital city): publisher.	Sourry, Dr A., & Tolley, J. (2015). <i>Friends: understanding relationships</i> (1st ed.). Marrickville, New South Wales: Choice Books.
Magazine/journal article	author (surname, initials). year of publication (in parentheses). title of article. title of magazine (in italics), volume number (in italics, if applicable), issue number (in parentheses, if applicable), page number/s.	Baxter, B., & Gray, M. (2013). Work and family responsibilities through life. <i>Family Matters</i> , 79(2), 58–61.
Newspaper article	author (surname, initials). year, date of publication (in parentheses). title of article. newspaper name (in italics), page number/s.	Briscoe, J. (2014, 17 April). The baby gamble. <i>The Sydney Morning Herald</i> , 18–23.
Internet document	author/editor (surname, initials). last update (in parentheses, if identified – otherwise, n.d.). title of article. Retrieved from <URL>.	Carrington, N. (2012, 7 December). Best place for career women. Retrieved from http://quest-news.whereilive.com.au/news/story/best-place-for-career-women .
Internet document – with no author	title of document last update (in parentheses, if identified – otherwise, n.d.). Retrieved from <URL>.	Effects of global warming on coastal communities. (n.d.). Retrieved from http://www.communitycaring.org/site/c.foJNIZ0yEnH/b.2660179/k.BBA7/Stop_Effects_of_Global_Warming_on_our_beaches_IFAW_au.htm

(continued)



Motion picture	producer, writer & director (surname, initials). year of release (in parentheses). title of movie [Motion picture]. country of origin: name of studio.	Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). <i>You can count on me</i> [Motion picture]. United States: Paramount Pictures.
Television broadcast	executive producer (surname, initials). year, date of broadcast (in parentheses). title of broadcast [Television broadcast]. location: broadcaster.	Morton, J. (2014, 12 March). <i>Modern family</i> [Television broadcast]. New York: Fox Broadcasting Company.
Audio podcast	author/editor (surname, initials, if identified). year, date of recording (in parentheses, if identified – otherwise, n.d.). title of podcast. Title of podcast series [Audio podcast]. Retrieved from <URL>.	National Public Radio. (2014, January 17). Disruptive leadership. <i>TED radio hour</i> [Audio podcast]. Retrieved from iTunes library.
Fact sheet	author. year (in parentheses). title of fact sheet [Fact sheet]. Retrieved from <URL>.	NSW Centre for the Advancement of Adolescent Health (2011). <i>Youth health better practice framework</i> [Fact sheet]. Retrieved from http://www.caah.chw.edu.au/resources/access_fact_sheets.pdf .
Resource; e.g. information card, brochure	author. year (in parentheses). title of brochure/resource [type of resource]. Retrieved from <URL>.	Beyond Blue. (2009). <i>Anxiety disorders</i> [Information card]. Retrieved from http://familieslikemine.beyondblue.org.au/#folio=1 .
Australian Bureau of Statistics from AustStats database	Author. year (in parentheses). title of document (including postal area if relevant) Retrieved <retrieval date, year> from AusStats Database.	Australian Bureau of Statistics. (2012). <i>Census of same sex couple families. Reflecting a nation: Stories from the 2011 Census, 2012–2013</i> . Retrieved December 19, 2014, from AusStats Database.
Email	Not included as they cannot be traced by the reader. In research project text: (name of sender (initials, surname), personal communication, date, year)	In research project text: (M. A. Phillips, personal communication, 15 January, 2014)

Step 14: Finalising your appendix

An appendix contains material that is relevant to your research process but is not appropriate for inclusion in the IRP product. This could include copies of interview questions, a blank questionnaire and completed questionnaires, copies of raw data that were collected before they were put into tables or graphs, newspaper articles and photographs. Each item should be numbered and titled. It may be easy to place each item in a plastic sheet protector and then organise them in a folder. The appendix should be completed and available with the final product.

Now that your project is complete, reward yourself.

Congratulations! Celebrate!

REFERENCES

Australian Bureau of Statistics. (2012). *Births, Australia, 2012* (Cat. No. 3301.0). Canberra: ABS.



MODULE FOCUS

- People with disabilities (p. 150)
 - Exploring people with disabilities within the community (p. 150)
 - Issues of concern for people with disabilities (p. 152)
- Homeless people (p. 158)
 - Exploring homeless people within the community (p. 158)
 - Issues of concern for homeless people (p. 161)

OUTCOMES

A student:

- **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.



EXPLORING THE SPECIFIC GROUPS WITHIN THE COMMUNITY

equity

Fairness and having an equal opportunity to access resources and services

When there is **equity**, access to resources is fair, just and equal. However, members of some community groups in our society are distinctive and unique as they:

- experience inequity and are marginalised in our society
- are vulnerable and are at risk of social disadvantage
- experience inequalities in accessing and utilising resources.

Why are they marginalised? Some groups:

- have small numbers and are not heard
- could have a low socioeconomic status
- may have had a poor or disrupted education, leading to insufficient knowledge of resources and the skills needed to access them
- lack support services directed at meeting their specific needs
- are overlooked by government or profit-driven groups
- experience inequalities in accessing resources and services due to location, cost, disability or culture.

As a result and as a means to address these inequities, many community structures and services aim to support these individuals and the groups to which they belong. In addition, management strategies implemented by government and non-government organisations assist in the satisfaction of needs and ultimately contribute to their wellbeing.

Groups are not mutually exclusive; for example, an aged person may have a disability or a person may be a member of the gay and lesbian group and be classified as a youth.

The members of each group are not homogeneous. For example, not all aged people rely on government support through the aged pension. Some independent retirees are quite wealthy and are in good health.

Over the next two chapters, we will explore specific groups within the community: people with disabilities; homeless people; gay, lesbian, bisexual, transgender and intersex (GLBTI) communities; and youth.

PEOPLE WITH DISABILITIES

EXPLORING PEOPLE WITH DISABILITIES WITHIN THE COMMUNITY

The United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006, Article 1) states that, 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.

Disability can affect activity and restrict participation in everyday life. It affects many aspects of a person's lifestyle and can also have a significant impact on the lives of family members.

An acronym to remember types of disabilities is PIPS:

- P** Physical (for example, spina bifida, stroke)
- I** Intellectual (for example, Down syndrome, foetal alcohol syndrome)
- P** Psychological (for example, depression, bipolar)
- S** Sensory (for example, hearing or visually impaired)



Prevalence

The proportion of people with disabilities is growing due to the ageing population. According to the Australian Bureau of Statistics (ABS), in 2009 there were four million people with a disability. Overall, the prevalence of disability fell from 20 per cent in 2003 to 18.5 per cent in 2009 (ABS, 2009).

As expected, disability increases with age, with 6.6 per cent of 15–24 year olds having a disability compared with 18 per cent of 45–54 year olds and 40 per cent of 65–69 year olds.

Individual diversity within the group

People with disabilities can come from any race, gender, educational or socioeconomic group. They may suffer from one or multiple disabilities. Some may be born with a disability while others may acquire one, perhaps as a result of a motor vehicle accident. Disabilities can be temporary or permanent, and can range from mild to severe.

Many people with disabilities are able to complete a university education and have productive working lives. Some have relationships, marry and have children. Some are actively involved in disability rights, and others in sport. People with disabilities could be authors, comics and artists (see, for example, the Mouth and Foot Painting Artists website, which you can link to directly via <http://cafs.nelsonnet.com.au>). Others may participate in a sheltered workshop and require more assistance with the activities of daily living.

The concept of diversity means understanding that each person is unique and recognising individual differences. To acknowledge humanitarian rights, we must move beyond simple tolerance to embrace and celebrate diversity and address and explore diverse needs. All people, regardless of disability, deserve this equality.

Getty Images/Brendon Thorne



Kurt Fearnley is an Australian wheelchair racer who has won gold medals at the Paralympic Games.

Check for understanding

Research activities of daily living by visiting the 'Activities of daily living: What are ADLs and IADLs?' page at the Caring.com website. Link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Copy the table headings below into your notebook.
- 2 To complete the table, identify how the type of disability will impact each of the activities of daily living.
- 3 Suggest resources and strategies that assist in addressing needs within each area.

Activity of daily living	Physical disability	Intellectual disability	Psychological disability	Sensory disability
Feeding				
Toileting				
Selecting proper attire				
Grooming				
Maintaining continence				
Putting on clothes				
Bathing				
Walking and transferring				



Mouth and Foot Painting Artists, Australia

Caring.com



Terminology used to describe the group

Over the years, attitudes towards people with disabilities have improved. Able-bodied people have an increased awareness of the needs of people with disabilities, and their community participation in social events and activities.

A range of terminology can be used to describe the community. Such terminology can be positive or offensive. People with Disability Australia (2014) states that language shapes the way we view the world and that our words influences community attitudes positively and negatively.

The term 'person with a disability' reflects an understanding of the importance of the person first, while the term 'disabled person' implies that the disability identifies the person. Similarly, 'a person living with bipolar' is preferable to 'a sufferer of bipolar', and 'a person using a wheelchair' is preferable to saying a person is 'confined to a wheelchair'.

Using words such as 'brave', 'special' or 'courageous' to describe a person with a disability can be seen as patronising. Referring to those without disability as normal and healthy can be offensive. Additionally, we need to use the word 'accessible' rather than 'disabled' when referring to parking spots, accommodation or bathrooms. Insensitive language is not only inaccurate, it stereotypes the individual unfairly. Derogatory and insensitive terms impact on a person's sense of security and wellbeing. Individuals may feel unsafe or unwelcome, and unjustified social taunting further impacts on their ability or desire to participate socially and economically in their community.

Think it through

- 1 Visit the Mobility International, USA website (you can link to this directly via <http://cafs.nelsonnet.com.au>) and research 'respectful disability language'. Take particular note of outdated language.
- 2 Go to the Artists section of the Arts Access Australia website (you can link to this directly via <http://cafs.nelsonnet.com.au>) and choose an artist who interests you. Research the artist and answer the following questions.
 - a What type of disability does the artist have?
 - b How might the disability impact on the artist's activities of daily living?
 - c How has the artist heightened their own wellbeing and social acceptance through their art?
- 3 Develop a brochure suitable for training new staff at a disability support service. The brochure should give guidelines on the topic 'People with disabilities: Effective communication'.



Mobility International, USA
Arts Access Australia

ISSUES OF CONCERN FOR PEOPLE WITH DISABILITIES

Satisfaction of needs

Adequate standard of living (food, clothing, shelter)

The socioeconomic status of a person with a disability may be affected due to lower workforce participation rates. This may affect food choices. Some types of disabilities affect choices in food selection and preparation; for example, some people may require specially processed food if they cannot digest or swallow safely. Others may find their choices limited if they cannot shop or prepare foods independently.

Clothing may need to be modified to give a person with a disability more independence. Zips and buttons can be replaced with magnets or velcro.

Check for understanding

Visit the 'Group accommodation' page at the NSW Ageing, Disability and Home Care website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 What is group accommodation?
- 2 Describe the support services offered to individuals in group accommodation.
- 3 Read George's story on the fact sheet. Discuss how group accommodation has addressed George's needs and heightened aspects of his wellbeing.



NSW Government Family
& Community Services



People with disabilities may live independently or with family members. In these cases, housing needs to be affordable and close to services. Sometimes modifications must be made to the home; for example, installing a ramp or putting rails in the bathroom. Group housing may be available through Family and Community Services, depending on the type of disability an individual has.

Health

People with disabilities have varying levels of health problems. Paralympians are, in many cases, fitter, stronger and more active than members of the general population. Some people with disabilities experience further deterioration in their condition as part of the ageing process; for example, a person newly diagnosed with motor neurone disease (a disease where the nerve cells or neurones controlling the muscles that allow us to move, speak, breathe and swallow, degenerate and die) may still be able to work and walk but, as the disease progresses, both of these abilities may diminish. People who use wheelchairs may experience pressure sores, weight gain and cardiac problems due to their limited activity. Other people with disabilities may suffer from mental health issues, such as depression; it is important that this is recognised and treated appropriately.

Regardless of their level of health, every person with a disability needs a regular general practitioner (GP) and, like everyone, regular dental and optical check-ups. People with disabilities may also require a variety of specialist physicians. Many people have a Health Care Card to assist them to meet these needs.

Health care needs to be affordable and accessible. Problems may arise when the person with a disability cannot communicate; for example, in cases of stroke, autism or acquired brain injury. The person with a disability may require a supportive advocate to communicate their needs to a health professional.

If health needs are not met, quality of life and life span are adversely affected.

Education

Education is vital for a number of reasons and, if it is not prioritised, economic status and an individual's overall development may not be optimal.

Early intervention is a strategy that seeks to optimise development. Many people with disabilities require early intervention through programs designed to enhance physical, intellectual and living skills. Schools may offer courses on things such as life skills and transitioning to work. Education about the nature of the disability is also required, for the person with the disability and carers alike. Carers need to be aware of both the prognosis for the person with a disability and the strategies needed to help them be as independent as possible.

Education also plays an important social role, in that it assists people to meet others and develop relationships.

Employment

Employment can help individuals to meet their needs of an adequate standard of living and a sense of identity. Many people with a disability will find it difficult to secure permanent work due to the nature of their disability, their level of education and the attitudes of employers.



Alamy/Steve Hamblin



Corbis/Barry Austin



Alamy/Roman Milert

People with disabilities often need specialised equipment such as hearing aids, prosthetics and wheelchairs.



Specialised training and ongoing support may be needed. There are specific employment structures run by support groups, such as the House with No Steps, whose motto is 'Making the most of our abilities.' There are jobs available in various areas, including landscape maintenance, litter collection, specialised packaging, manufacturing, hospitality, recycling, laundry operations, cleaning, administration and farming.

Some people with a disability work for organisations that support people with disabilities; for example, the Australian Disability Discrimination Commissioner is Graeme Innes, a vision-impaired lawyer. Another example is hearing-impaired teachers who teach hearing-impaired children. Further, the government provides subsidies to businesses that employ people with disabilities.

Security and safety

Security and safety applies to the physical, emotional and financial areas of an individual's life. People with disabilities may be vulnerable because of their disability. They may be abused by insensitive and ignorant members of the community, or exploited financially or harmed physically by relatives or nursing home staff. They may be lonely and have fewer opportunities to interact socially with friends and neighbours.

Sense of identity

Sense of identity refers to a person's view of who they are. Closely linked to self-esteem, a person's sense of identity comes from involvement in work, family life and activities. A person who has become disabled as an adult may experience great difficulties in establishing a renewed sense of identity.

Think it through

In 1992, Michael Milton was awarded the Order of Australia Medal. This is just one of his remarkable achievements. Explore his website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 In small groups, identify and classify Michael's type of disability.
- 2 Describe how Michael has utilised support structures to assist him to realise his own dreams and aspirations as well as achieving a heightened sense of identity and self-transcendence.
- 3 Discuss how Michael's achievements may serve to provide motivation to further the dreams of other people with disability.



Michael Milton

Often people with disabilities gain a strong sense of identity through their involvement in charity or fundraising activities that benefit the disabled community. Some are also proud of their involvement in activities such as the Special Olympics or Paralympics.

Priority needs

A need is considered a priority if it is the primary basis for an individual being able to satisfy other needs, or to achieve a basic sense of wellbeing. Given the variations in ability, degree and type of disability, it can be difficult to identify priority needs in the disabled community – but, generally, health and education are considered high-priority needs.

Ill health (either physiological or psychological) inevitably impacts on one's sense of self, levels of personal motivation and the ability to complete routine activities. If there is a continued or long-term absence of good health, the likelihood of holding down employment is diminished, which will impact on economic wellbeing. Relationships, both social and intimate, will also be impacted by an individual's level of health.

Diminished opportunities to acquire knowledge may restrict people with disabilities in seeking out support agencies that serve to enhance or advocate for their needs. A low level of education, even for able individuals, reduces employment opportunities. Combined with a disability, a lack of education can make it even more difficult to access employment.



Access to services

Types of services

People with disabilities require access to a variety of services that maintain and increase their independence (see the table on the next page). Such services include educational intervention, employment support, home care, accessible transport, suitable accommodation and the internet.

Types of services for people with disabilities

Type of service	Description
Financial support services	<p>Disability support pensions are provided to those who are prevented from working because of a disability. A Sickness Allowance is available for short-term disability. A Mobility allowance assists with transport costs for those who cannot use public transport without substantial assistance. Child Disability Assistance Payments and Youth Disability Supplements are available for young people with disabilities.</p> <p>Access to financial support services is closely aligned with education, as individuals must be made aware of such schemes before they can access them.</p>
Transport	<p>Equitable access to facilities and the ability to travel around a community underpins all aspects of life for people with a disability.</p> <p>On public transport, accessibility standards have been enforced. There are designated seats for persons with a disability, and ramps and boarding devices.</p> <p>For private vehicles, there are designated disabled parking spaces that allow for wheelchair access.</p> <p>Mobility allowances, specialised disability taxis and community transport are also available. While people with disabilities possibly travel less frequently than others in the community, it is essential to their wellbeing that they can travel in a safe manner.</p>
Accommodation	<p>The type of disability will determine the accommodation required. A person may require modifications to their home, including specialist furniture, ramps, security and adapted appliances. They may require accommodation that comes with full-time or part-time care.</p> <p>The community accommodation available will be impacted upon by geographic location and local services.</p>
Health care	<p>The type of health service required is entirely dependent upon the type of and severity of the disability experienced. The service facility should be accessible both physically and financially (given that many people with disability are unable to engage in full-time work), and should also be attended by compassionate employees who are able to assist with the needs of this specific group. The opening hours may be structured to cater for 24/7 needs. Some health care facilities also offer transport to enable people with disabilities to access these vital services.</p>
Counselling	<p>A person with a disability will find their sense of belonging and wellbeing is impacted by liaison with mental health personnel. Counselling may be delivered by carers, staff with nursing backgrounds or by professional mental health personnel; each works to address aspects of a specific need, with the ultimate goal being to heighten personal wellbeing.</p>
Education	<p>Educational services for people with disabilities deserve the same focus as services for any other consumer. People with disabilities have diverse abilities and learning needs; they may require specialised help, learning tools, books and technology. Education will look different for each type of disability.</p>
Employment	<p>Disability Employment Services promote and assist the employment of people with a disability. This may be through assistance to both the person with the disability and to the employer. Ongoing support is critical, as is close liaison to ascertain that needs are addressed.</p>
Legal aid	<p>Free legal services are offered to people with disabilities through the Disability Discrimination Legal Service. Apart from directly offering services, this organisation investigates and challenges current social, economic and legislative issues affecting people with disabilities. The Australian Centre for Disability Law also works to promote and protect the rights of people with disability through legal advocacy.</p>



Think it through

- 1 Go to the Australian Government Department of Human Services website and explore the People with Disability section. You can link to it directly via <http://cafs.nelsonnet.com.au>.
 - a What is the payment rate for the Disability Support Pension for:
 - young adults (under 18 years) living at home.
 - single adults living out of home.
 - b What other allowances are available for people with disabilities?
 - c Read the information about DisabilityCare Australia. What is different about this scheme? What support is available?
- 2 Research the Community Transport service. Who is eligible to use this service?
- 3 Research Giant Steps. In what disability group do they specialise? How do they provide support?
- 4 Research House With No Steps, Access Industries or the Mai-Wel Group to find out about employment for people with disabilities.
- 5 Identify two Australian legal services available for people with disabilities.

Take it further

- 1 Liaise with a local community care facility to find out how you might be able to provide simple respite help (e.g. reading a book to a young child).
- 2 Interview your special support teacher at school. Prepare some questions regarding specific needs; for example, ask about how wellbeing is addressed in the classroom or about the specialised teaching and learning tools that are used.

Factors affecting access to services for people with disabilities

Not everyone has equal access to services. Not surprisingly, more services are available in urban areas. However, technology has improved access, and integrative machines allow people with disabilities to use computers to seek information.

We will now look at the factors affecting access to services.

Characteristics of individuals with disabilities

Age

At both ends of the lifespan, a person with a disability may be dependent upon a carer or support group for assistance in accessing services such as health care or financial support. In some instances, individuals may be difficult to assist, due to immobility and factors related to age and size. For example, a carer may need to consider the increased fragility of an elderly person with a disability.

Gender

Gender is not often recognised as an important factor for these individuals, but consider that disabilities are more likely in males than in females to result from motor vehicle or occupational injury. As a result, more compensation and greater rehabilitation opportunities may be available for men. According to a group called Women with Disabilities Australia, women with disabilities experience fewer educational opportunities than men, earn less money, are more likely to be institutionalised and are more vulnerable to violence. With an ageing population and the longevity of women, a large proportion of this group are elderly women.

Level of education

People with disabilities need education to effectively manage their disabilities. Some people with an intellectual disability learn to use the internet and a mobile phone. This increases their access to information and enhances their communication, especially if they are housebound. Young people receive additional assistance at school and in TAFE with specialised teachers and classrooms.

Culture

Language barriers may impact access to community health services for a person with a disability. There are some community facilities that cater to people from an ethnic background. For example, the Ethnic Communities' Council of Victoria, through a variety of aged care and other projects, works to improve accessibility of services for those from a culturally and linguistically diverse background living with disability.



First language spoken

A person's first language is closely related to culture, and may affect familiarity and knowledge of relevant services. The confidence needed to seek support is reduced when there are language barriers. To address this area of need, many agencies and support services offer the services of interpreters, along with written fact sheets in a variety of languages.

Type of disability

The type and degree of disability has the most significant effect on access to services. The disability may be short- or long-term, life threatening or just uncomfortable. Disability is diverse, and so is the range of support services available.

Socioeconomic status

Many people with disabilities are dependent on welfare support. This limits their access to services, such as private hospitals, and allied health professionals, such as speech or occupational therapists.

Those with a higher socioeconomic status can afford to buy their own specialised equipment, such as motorised wheelchairs, but for those with a lower socioeconomic status, there can be long waiting lists. Similarly, it may be difficult for those with a lower socioeconomic status to afford to participate in specialised activities, such as the Paralympic Games. For some, who cannot afford a self-propelled wheelchair, even leaving the home may be nothing but a dream.

Resources

Resources may be human or non-human. Generally, such resources are interrelated and together assist individuals to achieve goals. In the absence of a significant resource, the likelihood of achieving goals is severely restricted.

For people with disabilities, a variety of services and support structures are available. However, the personal resources available to these individuals – such as time, money, energy and knowledge – will affect their access to these services.

Personal resources of people with disabilities

Resource	Description
Time	Individuals and their carers must have the time to be transported to the service. Usually, transporting someone with a disability is relatively time consuming.
Money	People with disabilities may need expensive equipment, so money can be a significant factor. For example, a beach wheelchair allows a person to access the surf and sand. However, it is much more expensive than a regular wheelchair, which cannot be used at a beach. While allowances are given to people with disabilities and their carers, the income may not be comparable to that of full-time employment.
Energy	The energy of a person with a disability may vary depending on their age and condition. This may affect a person's decision to be involved with employment programs or educational courses.
Knowledge	Some disabilities mean individuals are unable to communicate. Sadly, some people mistake this lack of communication for a lack of knowledge. This is not always the case. In fact, advancements in technology mean that people with disabilities have even more opportunities to acquire knowledge. Unfortunately, the specialised computers and learning tools required come at a cost. Difficulty accessing technology may also make it difficult for people to find out about the services available in their area.

Aspects of the service

Opening hours

One might think that a person who is not working has all the time in the world to access services. But, depending upon the type of disability a person has, traditional opening hours may not always fit in with their schedule. Reliance upon assistance with morning toileting, dressing, feeding and taking medication may limit 'free' time. This can be further compounded by an inability to access suitable transport at appropriate times, or an inability to move around crowded streets. While many health facilities offer a 24-hour help line, in times of need, people with disabilities may not be able to access or operate the phone.



Amy/Bubbles Photolibrary

The ability to secure suitable work is an issue for many people with a disability.

Confidentiality

The *Disability Discrimination Act 1992* (Cth) clearly states that, like all people, people with disabilities have the right to be treated equitably. They have the right to access services without having to disclose unnecessary personal information; if information is provided, they have the right to confidentiality. If this basic civil right is not adhered to, it may have a further negative impact on the person if they seek work, or attempt to access education, training, friendship and support networks.

Location

People with disabilities who live in urban communities have greater access to resources, such as health services, education, support groups and government departments. Those living in rural or remote locations may have to travel to gain assistance.

Nevertheless, difficulties can be encountered anywhere. Consider the DisabilityCare Australia site in Newcastle. The government agency was located in close proximity to a major shopping centre, which meant there was great competition for parking spaces. Despite the provision of a number of accessible parking spots, interestingly – and perhaps controversially – one lift was removed from the parking station closest to DisabilityCare Australia.

Staffing

Staff members need to be well trained in offering support, as many people with a disability require assistance with paperwork and meeting government requirements. Further, there must be enough staff so that clients do not need to wait hours for assistance.

Think it through

- 1 Visit the disAbility Aware 'Case Studies: Personal Stories from People with a Disability' page on the Human Services Training Advisory Council website. You can link to this directly via <http://cafs.nelsonnet.com.au>.
 - a Select one of the case studies presented.
 - b Identify the type of disability presented in the case study.
 - c List the services (human and non-human) that the person with a disability accessed to assist them in their life journey.
 - d Discuss how access to the resources and services positively impacted on the person's life journey.
- 2 Compare the availability of resources and services available in your own community to the resources available in a different geographic area (e.g. a rural area versus an urban area).



disAbility Aware

HOMELESS PEOPLE

EXPLORING HOMELESS PEOPLE WITHIN THE COMMUNITY

While we all have our own perceptions of what homelessness is, complexities surrounding the topic mean that there is no internationally agreed definition. There is, however, a general consensus that the term 'homeless' refers to something more than just 'house-less-ness'. For some Aboriginal and Torres Strait Islander people, 'spiritual homelessness' may be a reality. Such homelessness is described as the separation from traditional land, family and kinship groups. Anxiety experienced as a result of this separation is common among Aboriginal sportspeople who are living in states and territories other than their traditional land, and among Aboriginal people who have left their traditional land to study or seek employment. The ABS (2008) acknowledges this situation, but also states that 'these differing concepts of homelessness are not, however, captured in current data sources'.



A definition developed for the purposes of the *Supported Accommodation Assistance Act 1994* (Cth) to determine who might be eligible for their services is as follows.

A person is homeless if, and only if he/she has inadequate access to safe and secure housing. A person is taken to have inadequate access to safe and secure housing if the only housing to which a person has access:

- a damages or is likely to damage a person's health; or
- b threatens a person's safety; or
- c marginalises the person by failing to provide:
 - adequate personal amenities; or
 - economic and social support that a home normally affords; or
 - places the person in circumstances which threaten or adversely affect the adequacy, safety, security and affordability of that housing.

(The Department of Health, 2005, 1.2 Definition of homelessness)

For the purpose of the 2011 Census (ABS, 2011), the ABS formed six operational groups of homelessness.

- Persons living in improvised dwellings, tents, or sleeping out
- Persons in supported accommodation for the homeless
- Persons staying temporarily with other households
- Persons living in boarding houses
- Persons in other temporary lodging
- Persons living in 'severely' crowded dwellings

People may become homeless due to changes in their income, mental or physical health, or in their inability to maintain social networks. Homelessness may occur for a single, short period in a individual's life, or it may be a situation that reoccurs over the course of an individual's life.

The prevalence of homelessness varies over time, but the fact remains that people within this marginalised group each lack a safe and nurturing home environment and a private place where they feel comfortable, settled and like they belong.

Prevalence

The number of Australians experiencing long-term homelessness is unknown. Accurate statistics are difficult to record because of the transient nature of homeless people.

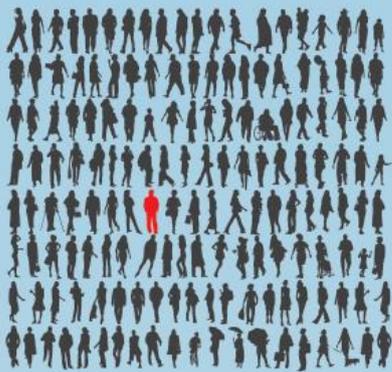
Data collected on the 2011 Census night (ABS, 2011) indicated that approximately 105 000 people were homeless across Australia (an increase of 8 per cent from the previous Census in 2006).

- Over 60 per cent of homeless people were aged under 35 years.
- Between 60 per cent and 70 per cent of homeless people had been homeless for six months or longer.
- Increases were blamed on the number of people living in 'severely overcrowded' housing.
- More than half of those seeking accommodation from homelessness services are turned away.
- A higher number of males are homeless (56 per cent).
- Females who were homeless reported a higher incidence of domestic or family violence.

Individual diversity within the group

Homeless people come from all walks of life. They vary in many ways, including age, cultural background, socioeconomic level and health status. People may experience homelessness as an individual or a family. The only thing shared by all homeless people is their vulnerability.

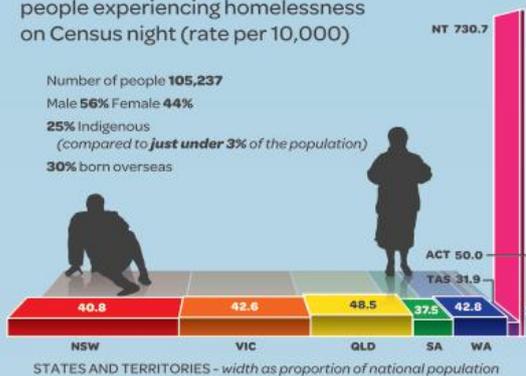
Homeless people also face a multitude of difficulties that make them different from other groups of people in the community. Due to their circumstances, they are often excluded from participating in activities with other members of the community. A lack of employment or education can impact considerably on an individual's health and wellbeing, which in turn affects other facets of their lives. People who are homeless tend to have poorer health, and higher rates of substance abuse and mental illness than the general population. They are also more likely to experience violence and to be imprisoned. The children of families who are homeless are particularly vulnerable. They are more likely than other children to experience developmental issues and disrupted schooling. This can lead to repeating family patterns of disadvantage and exclusion.



On any given night in Australia **1 in 200** people are homeless

Where are they?

State and Territory distribution of people experiencing homelessness on Census night (rate per 10,000)



Number of people **105,237**
 Male **56%** Female **44%**
25% Indigenous (compared to **just under 3%** of the population)
30% born overseas

How old are they?



75+	2% (2,028)
65-74	4% (4,174)
55-64	8% (8,649)
45-54	12% (12,507)
35-44	14% (14,484)
25-34	18% (19,312)
19-24	15% (15,325)
12-18	10% (10,913)
Under 12	17% (17,845)

Where do they stay?



References

Australian Bureau of Statistics:
Census of Population and Housing: Estimating Homelessness, 2012
 Australian Institute of Health and Welfare:
Specialist Homelessness Services 2012-13, 2013



Produced by **Homelessness Australia**

Homelessness Australia

@homelessnessaus

www.homelessnessaustralia.org.au

Who are they?

Of people who stay in boarding houses: **74.8%** male, **25.2%** female



Of people who sleep rough: **67.6%** male, **32.4%** female



Of people staying in supported accommodation for the homeless: **49%** male, **51%** female



Why are they homeless?

From polling of people seeking support from specialist homeless services:



23%	Domestic and family violence
16%	Financial difficulties
15%	Housing crisis
11%	Inadequate or inappropriate dwellings
6%	Relationship or family breakdown
5%	Housing affordability stress
20%	Other reasons





Terminology

Most Australians have a stereotypical view of homelessness. Many would describe a homeless person as a single male who sleeps on the street, suffers from mental illness, is dependent on drugs or alcohol, and is unwashed, owning only the clothes that he has on his back. Society in general tends not to stereotype or use disparaging remarks to identify homeless women, children and families.

Homelessness Australia (n.d.) states that three out of every four people believe that homelessness is 'primarily caused by poor decisions of homeless people themselves'. However, our perceptions of homeless may differ according to the reason behind the homelessness; for example, those left homeless after recent bushfires are thought of as 'unfortunate', while those who have been evicted from a rented flat and are relying on Centrelink payments may be viewed as a 'burden on society'.

It would appear that many people's perceptions of the homeless, and homelessness and its causes, is inaccurate. Indeed, it seems that there is no 'typical' homeless person.

Check for understanding

Look at the homelessness brochure on the Australian Red Cross website, and the Wesley Mission report 'More than a bed: Sydney's homeless families speak out'. You can link to these directly via <http://cafs.nelsonnet.com.au>.

Read two case studies, selecting different examples of individuals and families from across the community.

For each case study:

- 1 identify the major cause for the homeless situation.
- 2 identify support structures that they were able to access to assist them in their plight.
- 3 discuss their changing state of personal wellbeing, suggesting reasons for the change.
- 4 discuss how negative perceptions in society may have impacted on their wellbeing.



Australian Red Cross

Wesley Mission

ISSUES OF CONCERN FOR HOMELESS PEOPLE

Satisfaction of needs

The circumstances that lead to homelessness are unique for each individual, family and group. Perhaps the first step towards understanding the needs of the homeless is to identify, prioritise and define those needs using Maslow's hierarchy of needs (see page 8).

Maslow proposed that the set of needs in one level must be satisfied before an individual can progress to a higher level. An individual must therefore have their physiological needs – food, water and sleep/rest – met before they are able to realise higher-level needs.

This can be difficult for homeless people, as they are often unable to source nourishing foods, prepare balanced meals, or enjoy a restful night's sleep. This may be largely due to a lack of financial resources, but also to a lack of knowledge of how to acquire these basic resources. Not having clothing appropriate to the weather conditions may also cause problems, further exacerbating their personal wellbeing.

A homeless person who is vulnerable as a result of their physiological condition is inevitably at risk of not feeling safe within their environment. Thus, the likelihood of fulfilling needs at the next level is diminished.

The value of and access to support services to ensure that the needs of the homeless are addressed becomes imperative; sadly not all homeless individuals are able to access such services, and instead rely upon each other for survival.



Alamy/Janine Wiedel



Each of us have specific needs; certainly for the homeless, these needs are closely related to the root cause of them becoming homeless (for example, alcohol or drug abuse, loss of employment, mental instability). Nevertheless, it is the base physiological needs which must be addressed first.

Adequate standard of living (food, clothing, shelter)

The homeless require access to services that provide accommodation and social support. They may also need the support of services that help to address and alleviate the cause of their homelessness; for example, drug rehabilitation. Many homeless people isolate themselves, and are isolated by society; it is because of this isolation that they are not aware of the many services available to assist them. Sometimes, homeless people do not feel deserving of help; this is often due to low self-worth, which is sometimes reinforced by the reactions of those around them.

Some homeless will use emergency or short-term housing at a refuge; however, great demand on these services reduces the availability for those who most need it. Support services attempt to connect the homeless with more permanent housing options; for example, Centrelink provides Rent Assistance funding and the federal and state governments fund accommodation programs. Organisations such as the Australian Red Cross, St Vincent de Paul and the Salvation Army also provide emergency accommodation.

Some organisations provide food, quite often served from street vans. Homeless people who forage for food from waste bins and rely on handouts are often not getting a sustaining diet, which can lead to other health problems.

Clean clothing that is in good condition is also important. Such clothing enables a homeless person to socialise in the realm of the non-homeless; dirty, torn clothes are possibly one of the biggest giveaways that a person is homeless.

Case studies consistently relate that homeless women with children neglect their own physiological needs so that their children's needs are partially met.

Health

Homeless people generally have health issues that are more severe than those of others in the community. Health issues may cause homelessness, but will worsen if left untreated. Homeless people may have trouble accessing health services for a number of reasons, including financial hardship. Further, a homeless person may not have a Medicare card or health records, which will make things hard when they attend a public hospital or emergency medical centre, and complicate diagnosis and treatment. The provision and maintenance of regular medications, if prescribed, becomes a further problem. Infections and mental illnesses are problems experienced by many of the homeless.

Education

Stereotypically, we link homelessness with a lack of education. This may not always be the case and is, again, dependent upon the cause of homelessness. Generally speaking, however, it is acknowledged that without education, it can be difficult to move beyond the poverty experienced by the homeless. Many homeless people do not have the financial means to access educational services.

If a homeless person is to succeed at independent living, they may require education in basic living skills, such as maintaining hygiene and learning how to look after their environment. They may also need assistance with mental health issues, or strategies to deal with alcohol and drug issues.

Many volunteer support services provide opportunities for homeless people to acquire skills, which may enable them to seek employment and help. Not only does this serve to provide basic skills, it helps to build self-esteem and socioemotional wellbeing. Hanover, a Melbourne-based organisation that seeks to empower the homeless, is working at bringing about change through the provision of educational services.

CASE STUDY

Search for Jess' story on the Hanover website. You can link to this directly via <http://cafs.nelsonnet.com.au>. Read her story and look at her flow chart of living arrangements.

Questions

- 1 As a class, discuss how Jess' frequent moving impacted her ability to achieve a sense of wellbeing and quality education opportunities.
- 2 List Jess' greatest fears. Identify support structures, which, if available, may have assisted her.
- 3 Identify and discuss the positive outcomes of providing education to homeless people.



Hanover

Employment

Most homeless people are unemployed. Employment is the key to re-entering society. Unfortunately, there are many factors that negatively affect the likelihood that a homeless person will gain and maintain employment. Such factors include low self-esteem; a lack of social skills; major health issues; the difficulties involved in presenting appropriately for a workplace; and deficits in education or basic work skills. Homeless people may also face discrimination in the workplace, in response to an unkempt appearance and poor personal hygiene.

It is their inability to secure employment – and thus, income – that makes it difficult for homeless people to access the basic necessities of life. For some homeless people, the social interaction and employment opportunity of selling *The Big Issue* magazine is significant. Individuals are able to work their own hours, are paid in cash and immediately see reward for their labour.

Security and safety

Homeless people are among the most vulnerable group of people in our society. The socioemotional and physical security of homeless people is severely limited.

The streets and shelters offer little protection from both the environment and other people. The homeless are isolated from family support structures, or may even fear their families if they are escaping domestic violence. They do not usually have a place to store their valuables and personal items. As a result of their environment, homeless people can become ill, or become targets of abuse and criminal activity.

In 2005, Jean Madden, a Brisbane school teacher, designed Street Swags for people experiencing homelessness. The swags are made out of super lightweight waterproofed canvas with a high-density foam mattress, and they roll into a carry bag for extra possessions. Street Swags provide basic shelter to people who are homeless and protect them from rain and harsh weather. The colours are muted, so users of the swags are not highly visible.



Street Swags/Giulio Saggin

A Street Swag can provide warmth and protection from the weather.

Sense of identity

Given that a person's sense of identity comes from involvement in work, family life and other social activities, it is easy to see why a homeless person would have difficulty meeting this need. The homeless person may also lack a strong sense of identity due to an absence of safety, security, a stable address and income. Negative interactions with the community can also reinforce feelings of low self-worth, which also prevents the individual from having a positive sense of identity.

Some community programs or groups, such as the Choir of Hard Knocks and work programs, can help homeless people achieve a sense of identity.



Priority needs

Research tells us that there are many causes of homelessness; for each individual, the set of circumstances may be considerably different. Thus, prioritising needs is a somewhat difficult task. In view of Maslow's hierarchy of needs, it is reasonable to place the basic physiological needs of food, clothing and shelter in the primary position. The need to have health issues addressed is also of considerable importance. For the homeless, health and the physiological needs are interdependent. If these needs are not addressed, an individual's wellbeing is restricted.

If a homeless person is able to attain physical wellbeing (that is, they are well nourished, appropriately clothed, are able to sleep in relative comfort and have had their health issues addressed), they will have an increased sense of socioemotional wellbeing. This begins the move towards regaining status within the community.

Think it through

Review Wesley Mission's 'The Faces of Homelessness' web page. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Identify the primary needs for each of the homeless groups.
- 2 Explain how these needs differ as homeless people move through the life cycle.
- 3 How may these needs be addressed?
- 4 Using the information provided on this web page, critically analyse how the wellbeing of homeless individuals is impacted in the absence of their two most significant needs (i.e. physiological and health needs).
- 5 Consider other areas of need and causes of homelessness. How might the priority of needs change? Discuss the implications if these needs are not met. Provide examples and justify your responses.



Wesley Mission: Faces of Homelessness

Access to services

Types of services

Most of the agencies that provide support and services for the homeless are funded either directly or indirectly by the Commonwealth or State governments via the Supported Accommodation Assistance Program (SAAP). Many of the agencies and services that use this funding are managed and staffed as part of the welfare section of religious organisations; for example, The Salvation Army, St Vincent de Paul, Wesley Mission, Mission Australia and The Uniting Church. These agencies and services employ a number of health and welfare professionals but they also rely heavily on volunteer workers.

The resources provided include various forms of crisis, temporary and long-term accommodation, and services such as health care, advice, advocacy, counselling referrals, meals and baths.

Check for understanding

Watch the *Missionbeat Cares* video on the Mission Australia website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Identify specific aspects of the service offered by Missionbeat.
- 2 Discuss how services such as Missionbeat help address the needs of the homeless.



Mission Australia

Financial support

Individuals seeking SAAP services because of financial difficulty were most often recorded in agencies targeting single men (29 per cent) (Australian Institute of Health and Welfare, 1997).

For many individuals and families who are facing homelessness, not having a fixed address makes it difficult to obtain government benefits. Quite apart from being unable to complete forms with any degree of accuracy, some homeless people seek anonymity and do not want their whereabouts known. To this end, financial support is sometimes provided via material goods from op shops, food, vouchers and



the part payment of bills. Targeted community offers and referrals that offer discounted or free services may also assist. The Department of Human Services provides a one-off Crisis Payment, Centrepay, Rent Assistance and the Rent Deduction Scheme. However, such services require a fixed address and a bank account, which many homeless people do not have.

Transport

Homeless people are marginalised in our communities. Quite often it is their outward appearance that causes others to shy away. This makes it unlikely that homeless people will use public transport, as does their inability to pay the fare. More often than not, walking is a homeless person's main form of transport. Homeless people generally locate themselves in a specific area of a suburb or city, and have little reason to move. There have been moves (specifically in Victoria) to implement a Homeless Youth Transport policy. This proposal is an acknowledgement that homeless youth need access to transport to seek out employment and break out of the poverty cycle.

Accommodation and housing

- The Department of Housing (DoH) provides short-term accommodation for homeless people, through the purchase of low-cost, private-sector hotel or motel accommodation. The DoH also helps people to establish private tenancies and pays rental arrears to prevent evictions by private landlords. The DoH also provides longer-term accommodation.
- The Crisis Accommodation Program provides crisis accommodation. It is administered by the Office of Community Housing.
- The Aboriginal Housing Office and other community housing establishments provide long-term accommodation.
- Community agencies and referral services, such as the City of Sydney's Homelessness Services, provide a range of support services as well as accommodation. Support services include advice and information, assessment, referral and case management and outreach and mobile services. While these services are not directly related to housing, they are intended to provide a 'one-stop' service for the homeless. If services are conglomerated, there is a much higher likelihood that homeless people will access information and assistance.
- Assistance with Care and Housing for the Aged is a program designed specifically for aged homeless people, or aged people at risk of becoming homeless. This initiative is funded by the federal government.

Think it through

- 1 Choose a homeless subgroup (e.g. homeless youth). In small groups, develop a digital presentation to inform your group of the programs and services available to them in your local community. Use Microsoft PowerPoint, or a video app on your tablet or smart phone. Your presentation should not go for more than 2 minutes.
- 2 Search for three other programs that operate in New South Wales to assist the homeless.
 - List the programs available.
 - Identify the programs' target groups (gender/age range etc).
 - List the specific services that the programs offer.
 - Discuss how the services offered address areas of need.
 - Critically analyse your list. Are there areas of inequity with respect to the distribution of services? Discuss how this may be overcome.

Health care

Health services for homeless people are provided through hospital and community health services, and through specialist services such as the sexual health and Indigenous health teams. In addition, NSW Health and a number of community agencies employ health workers who provide basic health care and assessment to homeless people in accommodation centres and on the streets.

Mental health services for homeless people are provided by hospitals and mental health clinics funded by NSW Health.



Counselling

Homeless people can access a range of drug and alcohol services including counselling, support and detoxification services. Protocols have been developed by the key government agencies to improve the access to these types of services.

Homeless individuals and families require courage and confidence to seek assistance from formal resource groups or agencies. Sometimes, the benefits of asking for help may be outweighed by fears of welfare authorities doing things such as forcing them to return home, taking their children away or placing them into care or shelters.

Additionally, if a homeless person needs to return to a formal welfare agency that they have previously visited, they may be deterred by a sense of failure and shame at needing recurring help.

Education

Homelessness makes it difficult to maintain school or further study, and leaves people vulnerable to long-term unemployment.

At school, young people learn social cues, develop friendships and acquire skills that allow them to become immersed in recreational activities. It is therefore easy to understand that a failure to acquire basic education at a young age is detrimental to further development. The ability to read, write, interpret forms and use technology is imperative in today's society. Those without these abilities are severely limited in their opportunities to positively advance their situation and achieve wellbeing.

Father Chris Riley's Youth off the Streets is an example of a non-denominational community organisation that works with young people as they strive to turn their lives around. Education and skill acquisition is a major focus of this organisation, which runs, among other things, community support, youth drug and alcohol services, mental health services, food vans and residential services in the Hunter Valley and Southern Highlands in NSW.

For older people experiencing homelessness, access to education is often the key to breaking the poverty cycle. In acknowledgement of this, many service and support organisations offer specific training schools for homeless people within refuges and community centres.



Fairfax Syndication/Andrew Taylor

Acquiring social and work-related skills is critical in the rehabilitation of homeless adolescents, such as those taught at Father Chris Riley's Better Homes Farm in the NSW Southern Highlands.



Employment

Training, skills and education each play an integral role in preparing homeless people for employment. To this end, many support agencies provide basic training programs where homeless people can acquire skills that will help them obtain employment. Mission Australia is one such organisation. According to their mission statement, they 'strengthen families and children, empower youth, strive to solve homelessness and provide employment solutions' (Mission Australia, 2011).

CASE STUDY

HOMELESSNESS AND JOB-HUNTING

Read the article 'Homeless and job-hunting: youth do it tough' (by Sue Lannin, 10 July 2009) on the ABC News website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

Questions

- 1 Discuss the difficulties faced by each of the individuals interviewed in the article.
- 2 'Economic instability affects us all, but hits the homeless looking for work even harder.' Discuss this statement.
- 3 Identify services that may assist each of the individuals interviewed.



ABC News

Legal aid

Homeless people tend to have a range of issues that require expert judgement and guidance. If left unaddressed, these problems will inevitably escalate and prolong the anxiety associated with being homeless. Thus, in order to assist the homeless in their endeavour to realise a basic level of wellbeing, the provision of legal aid is imperative.

Homeless legal aid services offering free, independent advice, can be found in many of the larger towns and cities across New South Wales and are often situated in community centres that are frequented by homeless people. In acknowledgement of the nomadic lifestyle of many homeless, such services operate on a 'drop-in' basis and do not require appointments. Homeless Outreach Legal Services is one example of such a service. Another is the Homeless Person's Legal Service, which provides a free legal service to people who are homeless or at risk of becoming homeless. Through this organisation, Solicitor Advocates are available to homeless people who are in need of legal representation.

The goal of each body is to shift the focus from managing homelessness to ending homelessness.

Informal resources/services

Informal resources may include the empathy, tolerance, friendship and encouragement that comes from individuals who are living in similar circumstances, or dealing with similar hardships. In the absence of family and social networks, informal resources are very important to the wellbeing of the homeless.

Think it through

- 1 Review 'Counting the Homeless 2006: New South Wales' on the Australian Institute of Health and Welfare website. You can link to this directly via <http://cafs.nelsonnet.com.au>.
 - a Analyse the data presented. List major findings, paying particular attention to your own geographical location.
 - b Choose a specific group within the data presented. Discuss the type of services that may be a high priority for this group.
 - c Using the business directory or service guide for your local area, determine whether there are enough services available to satisfy the needs of your chosen group. Provide specific examples.
 - d Are the services/resources identified readily accessible to homeless individuals?
 - e Discuss factors which may limit a homeless person from accessing these services. Justify your responses.
- 2 Visit the Everyday Hero website. You can link to this directly via <http://cafs.nelsonnet.com.au>. Navigate to the Charities section, and click 'homeless'.
 - a List six different charity organisations that assist homeless people.
 - b Identify the type of service each charity provides.
 - c Describe how the services address basic and higher-order needs.



Australian Institute of Health and Welfare



Everyday Hero



Factors affecting access to services for homeless people

Homeless people are a diverse group and each individual is unique. Although homeless people may share some characteristics, it is the combination of characteristics that will determine each individual's level of need. Despite popular perception, there is no 'typical' homeless person. It is because of the diversity that exists within the group itself that one also finds diversity in the factors that restrict access to services for homeless people.

Characteristics of homeless people

Age

Homelessness affects individuals of all ages. Seventeen per cent of homeless people are aged 12 years or under, while two per cent are aged 75 and over (Homelessness Australia, 2012).

Age may restrict some individuals from accessing services. Homeless children may not know that a specific service exists. Homeless adolescents may believe that they are too young to seek housing assistance. Older homeless people may suffer from an age-related health condition that prevents them from accessing services; other aged individuals, who have been homeless for a long time, may not ask for help for fear of looking like society's failure.

Specific services have been created to meet the diverse needs of each life stage.

Gender

Homelessness can create a division in services according to gender. While there is emergency, short-term and long-term accommodation for both men and women, there is more support for women in the form of women's refuges. This imbalance is due to an increased need to protect women from domestic violence.

The increased incidence of homeless women is sometimes related to their interrupted working life, caring responsibilities, lower levels of income, and discrimination regarding access to finance.

Level of education

Many homeless people have poor literacy and numeracy skills. As a group, the homeless need programs to improve these skills.

They also require education about accommodation programs, welfare groups and social programs that are available to them. Homeless people may not access these services because they do not know they are available, or because they lack a sense of self-worth and entitlement.

Type of disability

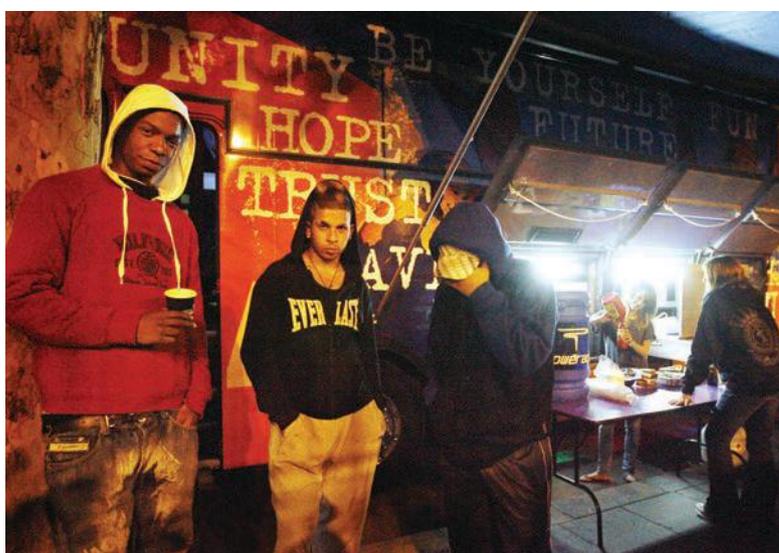
Mental health issues are a significant source of disability for the homeless. Whether it is a cause or effect of an individual's homelessness, mental disability can compound the difficulties faced in accessing services

by creating barriers in communication. Stigma is also considered a major issue for those suffering from a mental illness, with some homeless indicating that they have been discriminated against when seeking private rental accommodation.

Physical disabilities may affect a person's ability to travel to certain places in order to obtain the services they need.

Culture

Cultural barriers may make a person fearful of government agencies and welfare groups. Systemic barriers (that is, barriers put in place by societal structures or policies) may prevent culturally diverse homeless people from accessing services. Some homeless people may find the accommodation or services offered to be culturally inappropriate, specifically in regard to gender and segregation. Prayer space (or a lack thereof) and food preparation needs may present additional problems for homeless people with different cultural backgrounds.



NewsPix/Gary Richardson

An empathy for and understanding of issues faced by homeless youth helps to foster positive support structures. These youths are using the services of Melbourne's 614 Youth Bus, a fully refurbished motorcoach equipped with a kitchenette, computers, gaming consoles, a DJ booth, chill out areas and private counselling area.



Fairfax Syndication/Angela Wylie



An understanding of cultural practice encourages increased access to services.

First language spoken

A person from an ethnic background may have language barriers that affect their ability to access relevant resources and information. Closely related to culture, language may affect familiarity and knowledge of relevant services. The confidence needed to seek support is reduced when there are language barriers. The absence of interpreters, a lack of cultural understanding, and even racism and discrimination may also affect access to services.

Socioeconomic status

Social and economic status is closely correlated to the health and wellbeing of individuals. Lowered self-esteem, due to feelings of reduced self-worth and a low social status, may lead homeless people to shy away from social contact or to avoid being noticed at all.

Most homeless people do not have an income. This restricts their ability to engage in what is essentially a consumer-driven society.

Difficulties in providing a standard form of identification (for example, a driver's license, passport or birth certificate) can make seeking government support or employment an ongoing problem. As a result, a homeless person's prospects of finding independent housing or accessing medical services are reduced.

Think it through

Greg Beazley works at addressing the needs of the homeless through seeking the support of others. Look at his blog and read the article 'All homeless people are drunks and junkies: Sydney Homeless Connect 2013'. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Identify support services that Greg has been able to offer the homeless in his local area.
- 2 Discuss the positive impact that Greg's work has upon the wellbeing of the homeless he supports.
- 3 Explain how Greg's involvement in his services has helped him realise self-transcendence.



Greg Beazley



Resources

Resources may be human or non-human. In the absence of a significant resource, the likelihood of achieving goals at another level is severely restricted. For the homeless, a self-perception of worthlessness, a lack of motivation and an absence of disposable income are significant barriers to accessing services.

The table below further explains how a lack of non-human resources can impact on homeless people.

Resource	Description
Time	The homeless person may be perceived to have a lot of time at their disposal. However, owing to irregular sleep patterns during the night (when most businesses and support agencies are closed) the daylight hours may be unproductive. Time management may also be poor due to a lack of personal motivation. Service opening hours and the need to be at a place at a certain time may seem irrelevant to a homeless person, who does not need to deal with schedules and deadlines.
Money	Many factors stop homeless people from having money: a lack of employment; the absence of a bank account; the fear of being robbed. Given their limited financial means, people who are homeless have restricted access to venues where a fee is charged. An inability to pay for services may cause of anxiety and reduce the self-esteem of an individual; this may push the homeless person towards further self-imposed isolation. This further restricts their access to resources.
Energy	With a limited diet, and possibly only one meal a day, it is highly likely that homeless people lack energy. Their priority is to maintain body temperature and stamina, so they will likely not engage in activity beyond what is absolutely necessary. Their reduced energy levels and physical stamina may also mean that they are less likely to walk distances to access services. They are also more prone to illness. Thus the cycle of poverty continues.
Knowledge	Many of Australia's homeless have a low level of education. For many, schooling has been sporadic (due to changes in schools, as well as a heightened frequency of domestic disharmony). The opportunity to acquire knowledge is therefore limited. Thus, homeless individuals may find it difficult to understand information and decipher forms. The value placed on education and knowledge has meant that many organisations offer training programs to the homeless. Such programs help the homeless to access services that may have previously been inaccessible.

Aspects of the service

Opening hours

Homeless individuals may use daylight hours to forage for food, beg or sleep (sleeping at night time may make the homeless person too vulnerable). They may also feel threatened or anxious when surrounded by crowds and noise, particularly if they suffer from mental instability. Thus, homeless people may find it difficult to access services during regular opening hours.

Confidentiality

Homeless people often have a lowered sense of self. They may feel that they are a burden on society or may be embarrassed by their situation. Hence, homeless people may be reluctant to share their story or personal details.

Some homeless people may also feel that their security is threatened if their details are recorded; for example, if a homeless person has left a violent domestic situation, they may fear that their details will be passed on to their family.

It is because of such fear, often compounded by irrational thought patterns and exacerbated by mental illness, that many organisations carefully select their staff. Empathy, patience and professionalism are essential if the homeless are to feel safe to share their details and access resources in the future. They must be assured that their details will remain confidential.



Location

The location of some services may make it impractical or impossible for homeless people (particularly homeless women with young children) to access, given their limited transport options. In some instances, given that homeless people carry their 'home' with them, cramped offices may further restrict access.

Staffing

Even if a homeless person can physically access a service, they may encounter different barriers once inside. Staff may be unsympathetic or poorly trained, particularly if there are cultural barriers to overcome. A bad experience at one agency may colour a homeless person's perception of all providers and may deter them from accessing services in the future.

REFERENCES

Australian Bureau of Statistics. (2008). *The Health and Welfare of Australia's Aboriginal and Torres Strait Islander Peoples, 2008* (Cat. No. 4704.0). Canberra: ABS.

Australian Bureau of Statistics. (2009). *Disability, Australia, 2009* (Cat. No. 4446.0). Canberra: ABS.

Australian Bureau of Statistics. (2011). *Census of Population and Housing: Estimating Homelessness, 2011* (Cat. No. 2049.0). Canberra: ABS.

Australian Institute of Health and Welfare. (1997). *Australia's Welfare 1997, Services for Homeless People*, 219–239. Canberra: Australian Government.

The Department of Health. (2005). *Homelessness and Mental Health Linkages: Review of National and International Literature*. Canberra: Australian Government. <http://www.health.gov.au/internet/publications/publishing.nsf/Content/mental-homeless-toc~mental-homeless-1~mental-homeless-1-2>.

Homelessness Australia. (2012). *Homelessness Statistics*. Lyneham, ACT. <http://www.homelessnessaustralia.org.au/index.php/about-homelessness/homeless-statistics>.

Homelessness Australia. (n.d.). *If only ... resourcing responses to homelessness*. Lyneham, ACT. http://homelessness.energetica.com.au/dmdocuments/if_only_resourcing_responses_to_homelessness.pdf.

Mission Australia. (2011). *Annual Report 2011*. Sydney. https://www.missionaustralia.com.au/2020-strategy-page/doc_download/105-annual-report-2011.

People with Disability Australia. (2014). *Terminology used by PWDA*. Redfern, NSW. <http://www.pwd.org.au/student-section/terminology-used-by-pwda.html>.

United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York. <http://www.un.org/disabilities/convention/conventionfull.shtml>.



MODULE FOCUS

- Gay, lesbian, bisexual, transgender and intersex communities (p. 173)
 - Exploring GLBTI people within the community (p. 173)
 - Issues of concern for GLBTI people (p. 178)
 - Creating positive social environments (p. 185)
- Youth (p. 195)
 - Exploring youth within the community (p. 195)
 - Issues of concern for youth (p. 197)
 - Creating a positive social environment (p. 204)

OUTCOMES

A student:

- **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.



GAY, LESBIAN, BISEXUAL, TRANSGENDER AND INTERSEX COMMUNITIES

EXPLORING GLBTI PEOPLE WITHIN THE COMMUNITY

The gay, lesbian, bisexual, transgender and intersex (GLBTI) communities are made up of people of different ages and races, religions and socioeconomic backgrounds. The term GLBTI is intended to emphasise a diversity of gender-identity-based cultures. Members of this community celebrate and have great pride in their diversity and individuality. It is a community that includes individuals as well as supportive organisations and subcultures that encourage and promote **human rights**.

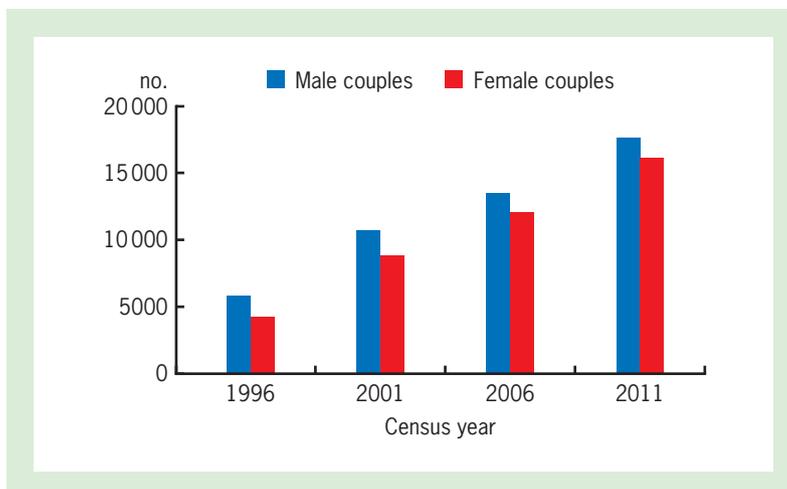
human rights
The fundamental freedoms and protection given to all people, simply because we are human beings

Prevalence

There is a significant lack of national research that collects indicators about GLBTI individuals and families. However, the 2011 Australian Census did provide some information, which is discussed below.

- Same-sex couples account for a very small proportion of all couple families. In 2011, 0.7 per cent of couples were same-sex; in 2006, they accounted for 0.6 per cent of couples. This percentage has more than doubled since 1996 (0.3 per cent) (Australian Bureau of Statistics [ABS], 2012).
- There were more than 33000 same-sex de facto couples recorded in Australia. However, as this figure included only people who admitted to living with their same-sex partner, it could significantly underestimate the actual number of GLBTI Australians in de facto relationships.
- An overwhelming majority (96 per cent) of same-sex couples were described as de facto. This was 32 per cent higher than in 2006. The increase may be a result of people being more willing to identify themselves as a same-sex couple in the Census. To some extent, it could also reflect an increased awareness that the Census records and reports the number of de facto same-sex couples in Australia – giving more reason for such couples to supply this information (ABS, 2012).
- As in previous censuses, more male than female same-sex couples were reported; there were 17 584 male couples compared with 16 131 female couples – that is 109 male couples for every 100 female couples. This difference has become less pronounced since 1996, when there were 137 male couples for every 100 female couples (ABS, 2012). See the graph below.
- Most same-sex couple partners that identified in the Census were non-Indigenous (ABS, 2012).

Other research suggests that 'up to nine per cent of secondary school students are not attracted exclusively to people of the opposite sex' (Smith, Dyson, Agius, & Pitts, 2003, as cited in beyondblue, 2013, p. 9)



Number of male and female same-sex couples 1996–2011 (ABS, 2013)



Age groups

While 0.7 per cent of all partners were part of a same-sex couple, this varies by age. The ABS 2013 reported that same-sex partners 'accounted for 1.6 per cent of all partners aged 15–24 years but decreased with age to account for 0.1 per cent of all partners aged 65 years and over'. This pattern has been consistent over Census years. The higher incidence of younger same-sex couples could reflect changes in society that make it easier for people to identify as homosexual and set up households together (ABS, 2013).

In Australia's capital cities, 0.9 per cent of all couples were same-sex, with the proportion highest in Sydney and Canberra (both 1.1 per cent) and lowest in Perth and Adelaide (both 0.6 per cent) (ABS, 2013).

Families and children

The Census indicated that 'just over one in 10 same-sex couples had children (of any age, including adults) living with them in their family (12 per cent). It was much more common for female than male same-sex couples to have children living in the family (22 per cent compared with 3 per cent)' (ABS, 2013). The ABS also reported that same-sex couples, on average, had fewer children living with them than did opposite-sex couples and that, of all dependent children in families, only 0.1 per cent were from same-sex couple families.



beyondblue

Think it through

- 1 a Consider the data presented above, as well as other sources that are available to you.
 - b Suggest where there are gaps in this data and how this may impact upon the GLBTI group's wellbeing.
- 2 a Watch beyondblue's *Is It okay to be left handed?* video. You can link to this directly via <http://cafs.nelsonnet.com.au>.
 - b Identify the scenarios enacted in the video that highlight the prevalence of discrimination towards GLBTI individuals.
 - c Suggest what impact this discrimination may have upon an individual and their friends.

Check for understanding

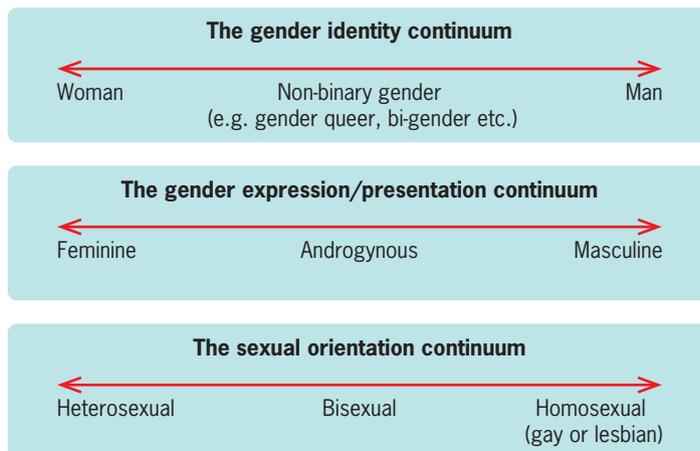
Describe your understanding of the prevalence of GLBTI communities in Australia.

Individual diversity within the group

GLBTI individuals form a diverse group that is made up of individuals with different **gender** identities and sexualities. These concepts are often confused, though it is important to understand that gender is not the same as sexuality.

Beyondblue (2013, p. 6) explains that 'Gender consists of our internal sense of gender (our gender identity) and how we express our gender or present ourselves to the world (our gender expression/presentation). Gender identity and gender expression/presentation are best understood on continuums'.

gender
Refers to a person's deep and personal sense of being masculine or feminine, both or neither; a person's gender expression refers to the outward signs they present to the world around them, including their name, use of pronouns, their style of dress and outward appearance, their mannerisms and their hobbies and interests; gender is considered a social category that is not necessarily related to a person's biological sex



Adapted from beyondblue, 2013



Sexuality includes both sexual attraction and sexual orientation and can also be represented on a continuum. It refers to 'each person's capacity for profound emotional, affectionate and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender' (International Commission of Jurists, 2007, p. 6).

Gender diverse (transgender or intersex) individuals make up vibrant and active communities within Australia. Gender diverse people include those who identify as transsexual, transgender and cross-dressing; those whose gender identity differs from their sex at birth; and those who feel their sex is not right for them but have not transitioned. Not all of these individuals will publically identify as transgender or intersex; many identify as male or female most or all of the time, without reference to their gender history.

Terminology

Changes in terminology

The terminology associated with the GLBTI community is varied for a number of reasons. Historically, society has been conservative and less tolerant of difference, so terminology had a strong element of oppression connected to it. Attitudes and beliefs about same-sex attracted people have since changed significantly, which has resulted in a greater understanding, support and acceptance of GLBTI individuals. This openness has translated to the terminology associated with the GLBTI community.

Further, as GLBTI individuals are open with family and friends and empowered in the community, this marginalised group will come to be just another 'colour in the quilt' that is our world. The term gay pride encompasses positivity and has been used to express the GLBTI community's identity and strength.

Terms related to the GLBTI community

Terminology, in its precision, can also provide clarity about the diversity of gender identity, gender expression and sexuality within this community. The actual words people use to label the members of this group and how they define them may differ based on age, language, community or geographical location.

Aside from understanding the terminology, it is very important to respect GLBTI individuals' wishes to be referred to (or not) by certain terms. One should never assume another person's identity based on that person's appearance. It is always best to ask people how they identify, including what pronouns (he/she) and terms they prefer.

Examples of terminology follow; this list is by no means comprehensive, but may clarify some of the diverse descriptions related to this group.

Same-sex attracted

The term 'same-sex attracted' refers to people who have romantic and sexual attractions to people of the same gender, but do not question their identity as a man or woman (beyondblue, 2009). According to beyondblue (2009, p. 1):

Same-sex attraction is a normal aspect of human sexuality and has been documented in many different cultures and historical eras. Over the last 30 years, there has been growing awareness that same-sex attraction is a normal form of human experience. Same-sex attracted couples are now supported by law, and gays and lesbians can be ordained into the Uniting Church.

Homosexual

Historically, the term 'homosexual' (with its focus on 'sexuality') has been oppressive and associated with same-sex attraction being a clinical, psychological condition. Because of this, most GLBTI individuals describe themselves using terms such as gay or lesbian. This takes the emphasis off of their sexual desires towards someone of the same gender and brings the focus back to the individual.

Gay

The term 'gay' mostly refers to men whose are primarily attracted to other men, emotionally and sexually, but can be used to describe both men and women who are have a same-sex attraction (beyondblue, 2013). This term is generally used to describe someone who is same-sex attracted.



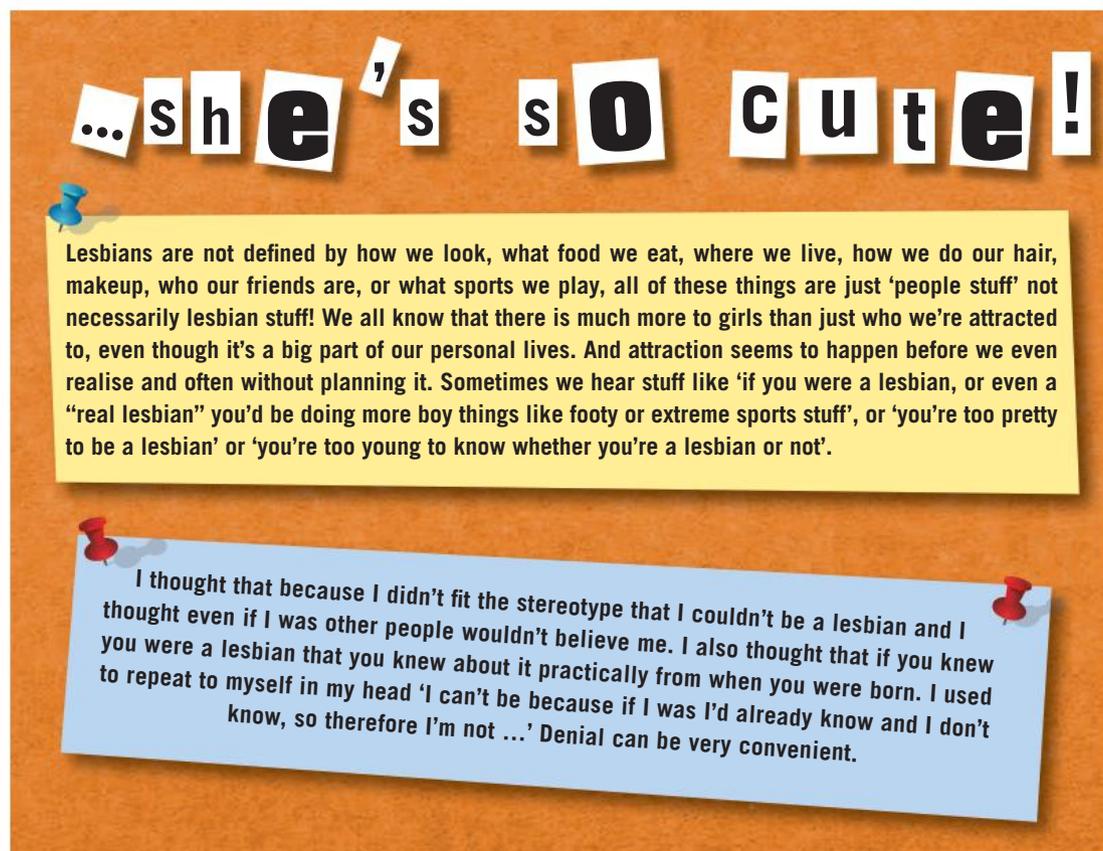
The problem with the word 'gay' is that people often use it in inappropriate ways; for example, 'gay' is often used to say that something is stupid or lame. It can be very offensive to use the word gay in this sense, because it infers that GLBTI individuals are also stupid or lame.

'Fag' is another term used to describe gay individuals. It is best to avoid using this term, as it is generally very offensive.

Lesbian

The term 'lesbian' refers to women who are primarily attracted to other women, emotionally and sexually (beyondblue, 2013).

There are other terms used to describe lesbians that should be avoided because they can be offensive. 'Dyke' is one such term; it is often said with a negative undertone and, as such, can be inappropriate and cruel. Similarly, while 'lesbo' is to some extent just a shortened version of the word 'lesbian', it tends to be used in a derogatory way.



Thoughts from females questioning and exploring their sexuality

Bisexual

The term 'bisexual' refers to individuals who are attracted, emotionally and/or sexually, to individuals of more than one gender (beyondblue, 2013).

Queer

'Queer' was once used as a derogatory term to describe individuals who seemed different from the heterosexual norm. Currently, it is being reclaimed by some GLBTI individuals and used as a statement of empowerment. Some people identify as queer to avoid the rigid categorisation of the terms 'straight' and 'gay'. Some in the GLBTI community (especially those under the age of 25) use the term queer to describe their sexual or gender identity as challenging and questioning heterosexual and gender norms.

Gender diverse

The term 'gender diverse' refers to individuals whose gender expression is not stereotypical (beyondblue, 2013). Gender diverse is also referred to as gender variant, gender atypical, gender fluid, gender questioning and gender queer.

1 Attraction seems to happen before we even realise and often without planning it. For lots of bisexual young people they notice their attraction to someone of the same sex because it feels a lot like their attraction to people of the opposite sex.

2 Both sexes turned me on physically and emotionally.

3 I started to find girls at school attractive in the same way I would feel for a guy.

4 When we first realise we could be bisexual we might worry how friends and family could react. Our attractions to people of both sexes is 'normal' and it is healthy for us to explore these thoughts and feelings. Understanding ourselves means valuing ourselves and valuing the uniqueness and similarity within each of us.

5 [I was worried] that people would think I was trying to be trendy, or that I would really like someone and they wouldn't want to get involved because I would leave them for someone of the opposite sex.

Open Doors Youth Service

Thoughts from bisexuals realising both-sex attraction

Think it through

- 1 a** In small groups, discuss and compare the messages illustrated in the two sets of quotes above.
b Explain how the messages challenge or support the stereotyping of individuals in this group.
c Examine what determines whether an individual is part of the GLBTI community.
- 2 a** Identify four characters from the TV series *Modern Family*.
b Look at the continuums on page 174. How would you describe each of these four characters on each continuum?
- 3** As a class, share your ideas for how individuals may vary on each continuum.

Transgender

The term 'transgender' (or sometimes 'trans') refers to individuals who have a deep feeling that the gender they were born with does not 'fit' them and whose gender is different from that traditionally assigned to their sex at birth (beyondblue, 2013). Transgender people may be gay, lesbian, bisexual or straight.



Intersex

The term 'intersex' refers to individuals who are born with genetic, hormonal and/or physical features that may be thought to be typical of both male and female at the one time. They may be thought of as being male with female features, female with male features, or have no clearly defined sexual features at all. Intersex does not indicate sexuality or gender – it is about sex diversity. Intersex differences challenge conventional ideas of what it is to be male or female (beyondblue, 2009). Beyondblue (2009, p.1) explains that:

Intersex was often considered an 'illness' of childhood that is 'cured' by medical treatment or surgery and then concealed, when in fact it is a normal variation of human anatomy. Intersex people report feeling invisible, as even the word 'intersex' is generally not understood or readily acknowledged in society, by the media, the law or governments.



NICHE

NICHE Your Story

Think it through

The National Institute for Challenging Homophobia Education (NICHE) aims to challenge homophobia in regional, rural and remote regions of Australia. You can link to information about NICHE via <http://cafs.nelsonnet.com.au>.

The NICHE Your Story campaign gathers stories from members of the GLBTI community. View some of these videos at <http://cafs.nelsonnet.com.au> and assess how this resource contributes to defining these members of the GLBTI community.

Your teacher may supply you with Worksheet 6.1: Understanding the GLBTI community, from the nelsonnet teacher website.

Coming out

'Coming out' is a declaration and affirmation both to oneself and to others about an individual's self-identity as gay, lesbian, bisexual, transgender or intersex. It is not a single event but instead a life-long process.

'Outing' someone occurs when someone reveals another person's sexuality or gender identity to an individual or group, often without the person's consent or approval. This is considered different to an individual coming out.

In the closet

To be 'in the closet' means to be hiding one's GLBTI identity in order to avoid negative social stigma and consequences, such as losing a job, housing, friends or family. Many GLBTI individuals are 'out' in some situations and 'closeted' in others, based on their perceived level of safety and security.

Check for understanding

Discuss the impact of using positive and negative terminology in the social circles of individuals within the GLBTI group. Use specific examples to support your discussion.

ISSUES OF CONCERN FOR GLBTI PEOPLE

Satisfaction of needs

Adequate standard of living (food, clothing, shelter)

Media representation of GLBTI communities may suggest that this group is able to easily meet the basic needs of food, clothing and shelter to enable an adequate standard of living. Consider the weekly adventures of Mitchell, Cameron and their child Lily on the TV series *Modern Family*; it equates same-sex parenting with a wealthy, urban, Caucasian lifestyle. Lesbian families may be no different; the children have been conceived via some form of reproductive technology that has huge up-front costs.



A more accurate picture reveals far more diversity. Members of GLBTI communities are more likely to experience discrimination in employment, resulting in more narrow employment opportunities and, consequently, lower wages. Young GLBTI individuals are more likely to experience homelessness as a result of coming out and being rejected by their family. They are more likely to engage in drug and alcohol use, risky sexual behaviours and to develop mental health problems. These issues can impact significantly upon their ability to access an adequate standard of living.

That said, the family home can sometimes be of greater importance to GLBTI families because it provides a safe haven and an environment where they can openly express who they are without fear of harassment and prejudice.

Health

GLBTI Australians have the same ambitions for good health, happiness, fair treatment and financial security as other Australians. GLBTI individuals and communities already make strong contributions towards achieving better health and building resilience within their community. However, there is often a lack of GLBTI-sensitive medical care, which means that many individuals are not accessing appropriate care and health services for treatment or prevention. In addition, many GLBTI people are not always fully comfortable discussing sexual and health issues in mainstream support groups. The following examples illustrate aspects of health that have a direct relationship to GLBTI communities.

Cancer

It is believed that GLBTI people may be at a higher risk for cancers linked to high levels of alcohol consumption and cigarette smoking. Experiences of discrimination, stigma and violence increase the likelihood that these individuals will use and misuse alcohol, tobacco and other drugs.

There are higher rates of anal cancer in gay and bisexual men and in trans women compared to heterosexual men, due to human papillomavirus (HPV; a virus linked to cancer in the cervix, vagina, vulva, penis and throat). Other evidence suggests that alcohol and tobacco use may be a strong risk factor for HPV, or can act with HPV to cause oral, head and neck cancers.

Sexual health

Increased risk-taking behaviour from members of this group may lead to sexually transmitted infections (STIs), blood-borne viruses or HIV/AIDS. According to a report released in October 2013, the rate of newly diagnosed HIV infections has risen by 10 per cent in 12 months, with unprotected sex among men the most common mode of transmission. This is the largest increase in 20 years (Jackson-Webb, 2013).

Obesity

Obesity in lesbians is higher than the national average. Cardiovascular disease and respiratory disease (usually associated with obesity) are higher in lesbian and bisexual women than heterosexual women (Bader, 2014).

Suicide prevention

GLBTI people have the highest rates of suicide of any population in Australia, with studies over the last five years finding that 20 per cent of trans Australians (Couch et al., 2007, cited in Suicide Prevention Australia [SPA], 2009) and just under 16 per cent of lesbian, gay and bisexual Australians (Pitts et al., cited in SPA, 2009) reported current suicide ideation (thoughts).

The rate of suicide attempts is 14 times higher in same-gender attracted Australians than in their heterosexual peers. Rates are six times higher for same-gender attracted young people (see SPA, 2009). There is a lack of data on intersex people, but overseas research and anecdotal evidence in Australia indicate that intersex adults have rates of suicide ideation and self-harming behaviour well above those of the general population.

Mental health

GLBTI people are typically well adjusted and mentally healthy. Nonetheless, there are disparities in mental health and thus mental health and suicide prevention are key health issues for people in the GLBTI community. Marginalisation, discrimination and stigma have a negative impact on the mental health of GLBTI people. High rates of violence against transgender, intersex and people of diverse sexuality and gender is also a major factor affecting their mental health. Many intersex people also experience some form of medical intervention, which is an additional factor affecting their psychology.



The rates of depression and psychological distress in GLBTI communities are much higher than in the general population (National LGBTI Health Alliance, n.d.).

Tobacco, alcohol and other drugs

GLBTI individuals are at an increased risk of misusing substances. According to recent research, this is linked to violence and discrimination against GLBTI people. Another factor is the stress associated with facing discrimination and stigma; some GLBTI people cope with these challenges by turning to tobacco, alcohol and other drugs (National LGBTI Health Alliance, 2013).

Education

Access to appropriate education, information or materials related to important issues for GLBTI, such as health, support groups and safe sexual practices, is often reliant upon resources made available online. This can be complemented by close friendships between GLBTI individuals who can share their experiences and talk openly about their sexuality and challenges.

Schools aim to provide safe and caring learning environments for all students. The implementation of diversity, anti-discrimination and anti-bullying policies are intended to support, and achieve a greater acceptance of, all individuals. However, young GLBTI individuals may experience difficulties with schooling, especially during adolescence when gender identity and expression are becoming more apparent. At a time when this awareness is foremost in their minds, along with the need to make decisions about coming out to family and friends, they may also be experiencing fear or experiences of discrimination, rejection, social isolation and lack of support. These negative experiences may impact on their ability to learn, as it is unlikely that they will learn in an environment that they perceive as insecure and unsafe. This may lead to a higher rate of school drop-outs, diminished academic achievement and, as a result, decreased future employment opportunities.

There is also a need to educate the general population about issues of **homophobia** and **transphobia**, gender diversity and sexuality, overt and subtle discrimination, and to decrease fear and ignorance related to GLBTI communities.

Employment

Gender diversity does not affect performance at work and it is important that GLBTI individuals are not treated differently in the workplace. The need for employment is similar for all individuals and should be based on ability and performance.

Anti-discrimination laws address and prevent workplace discrimination on the basis of sexual orientation, gender identity and intersex status under federal law. People cannot be treated less favourably or have conditions imposed upon them as a result of their sexuality. Unfortunately, GLBTI individuals may still experience discrimination and harassment in the workplace.

Safety and security

People in the GLBTI group value a safe and secure living and working environment that is free of discrimination, harassment and any related emotional or physical violence. Members of GLBTI communities, however, are more likely to experience physical violence, discrimination and bullying as a result of their gender diversity, gender expression and sexuality. Gay men are particularly vulnerable, as some young heterosexual males think it is acceptable to bash gay men for no reason other than their sexual orientation. GLBTI individuals can also be victims of hate crimes and emotional violence, which includes verbal abuse (such as name-calling) and hate mail. Some gay individuals deliberately isolate themselves in the school or workplace to help protect their safety.

Sense of identity

Your sense of identity is your idea of who you are. It is a self-representation of your interests, relationships, social activity and more. As GLBTI individuals may need time to come to terms with their sense of identity, it is important that they are not pressured into revealing their gender identity or sexual orientation.

Consider a scenario where an individual has been employed in a job for a long time, and this forms part of their identity – they describe themselves in terms of their job (for example, ‘I am a teacher’ or ‘I am a gardener’). If this individual loses their job, they may feel like they have lost part of their identity because

homophobia

An individual's or society's misunderstanding, fear and ignorance of, or prejudice against, gay, lesbian and/or bisexual people

transphobia

An individual's or society's misunderstanding, fear and ignorance of, or prejudice against, transgender people



they can no longer describe themselves in the same way. Some individuals in this situation can become depressed. The same dark feelings of sadness can occur for GLBTI individuals who suppress their gender identity and lose sight of their sense of identity. They may be confused and may continue to deny their own sexual orientation; as a result, they may experience depression or anxiety.

Biased information in the media and traditional values in an individual’s culture may also contribute to this self-rejection. If a GLBTI individual’s family, friends or religious group are not accepting of difference and diversity, they may feel socially isolated (lonely and alienated) and may question who they are.

There are positive sides to sense of identity for the GLBTI community. Many find that love, understanding and acceptance from family, friends, workmates and those in the GLBTI community is the most affirmative means of ensuring a positive sense of identity. GLBTI communities are themselves a response to the challenges faced by some of its members and provide a sense of safety, solidarity and belonging. Making a connection to GLBTI communities as well as feeling pride in one’s own identity are recognised as affirmative actions that can protect the mental health of GLBTI individuals.

Positive portrayals of GLBTI people in mainstream media and entertainment can also be enriching.

Think it through

- 1 Use the Year 7 Self website as a case study. You can link to this directly via <http://cafs.nelsonnet.com.au>. After listening to the young people’s stories, imagine you have a GLBTI relative or friend and you have been asked to identify one of their specific needs. What advice could you give to your Year 7 self about this need? Document or record your answer to share with your class.
- 2 Working in a small group, write the name of each specific need on separate sticky notes.
- 3 Using your table space or A3 paper, prioritise these needs in order of importance. Move the sticky notes around until your group agrees on the order.
 - a Copy the table headings below into your notebook. Complete the table by justifying the two most significant needs for GLBTI communities and discussing the implications if these needs are not met.

Specific need	Justification	Implications

- b Share your ideas with your class.



Year 7 Self

Access to services

Types of services

There are a number of services accessed by GLBTI communities. They include financial support, transport, accommodation and housing, health care, counselling, education, employment and legal aid.

The internet is an excellent support resource for this group. The anonymity afforded by the internet means GLBTI individuals who have not come out can access services without fear of rejection. There are many online forums that people of all ages can communicate in and engage with. Finding others with the same issues leads to a sense of belonging and an understanding that they are not alone.

Privacy and confidentiality are major issues for many GLBTI individuals when seeking support in regard to their gender identity and sexuality. This can make accessing the available services difficult. This is especially so in rural areas. Many GLBTI people feel pressure to hide their sexual orientation in public, at work or at home, for fear of discrimination or violence. Inclusive environments, such as workplaces or schools that specify sexuality and gender diversity in anti-discrimination policies, are places where young GLBTI individuals may fare better.

The lack of transgender-inclusive information and culturally sensitive medical care means that many trans people are not accessing cancer prevention services. This remains a problem for members of the wider GLBTI community.



beyondblue: Families like mine

Minus 18

Youth Central

Gender Centre

Think it through

In groups, research a range of services available to support GLBTI communities. The services you research should include financial support, transport, accommodation and housing, health care, counselling, education, employment and legal aid. Use the 'Families like mine' resource on the beyondblue website as a starting point. Other useful websites include the following. You can link to these directly via <http://cfs.nelsonnet.com.au>.

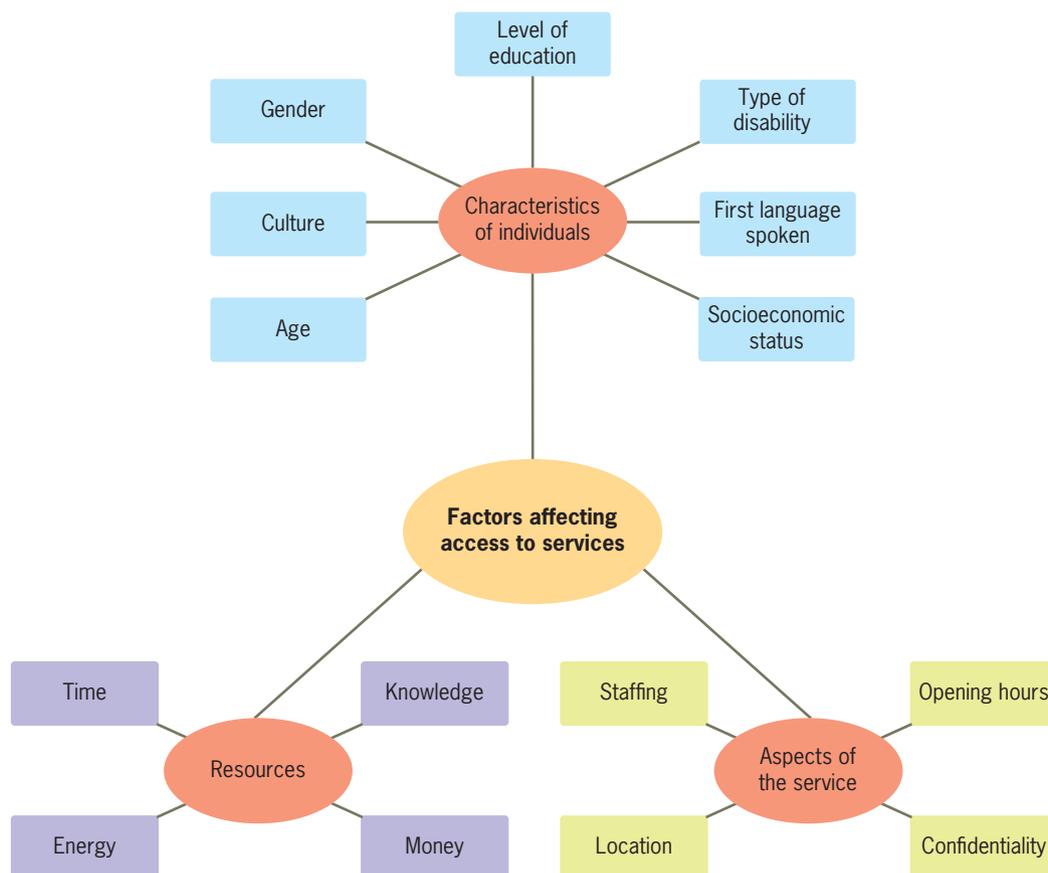
- Minus18
- Youth Central
- WayOut
- The Gender Centre

Create a table using the headings below and write examples and descriptions of each service you researched. An example for counselling is shown.

Type of service	Example(s)	Description
Counselling	The Gay and Lesbian Counselling Service of NSW (GLCS)	A volunteer-based community service providing free, anonymous and confidential telephone counselling, information and referral services and support groups for GLBTI people, their friends and families and the wider community throughout New South Wales (NSW)

Factors affecting access to services

All individuals will require access to resources at some time in their lives to meet their specific needs and to achieve positive wellbeing. However, various factors can affect access to services for individuals in groups that experience inequity. These are illustrated in the mind map below.





Characteristics of GLBTI individuals

Age

Age may impact on access to resources in that a young GLBTI individual may not know about the various types of support, such as healthcare, education or counselling, available to them.

Some young individuals may struggle with understanding their gender identity and sexuality, while others may find it liberating and exciting. Either way, conversations require individuals to reveal very personal feelings and desires to others so they may experience confusion, as well as loneliness and frustration. This confusion can lead to an intense fear of rejection, anxiety or depression. Real or perceived rejection from friends or family may lead the young GLBTI individual to keep their feelings a secret, further decreasing their ability to access resources.

Until recently there has been little consideration given to older GLBTI individuals who may require access to services, such as aged care. It is estimated that the number of older GLBTI Australians over the age of 65 is expected to rise to approximately 500 000 people by the year 2051. The passing of the Sex Discrimination Amendment Act 2013 (Cth) removes exemptions that previously allowed some providers to turn away, remove or refuse to serve GLBTI clients solely because of their sexual orientation, gender identity or intersex status (National LGBTI Health Alliance, 2013). This is good news for the wellbeing of older GLBTI communities.

Gender

Regardless of gender, all individuals can decide to access services – however, for some GLBTI individuals, this may mean disclosing information to staff that they may not have previously shared with anyone. Males may be less willing to do this than females, and it can be quite a traumatic and stressful experience.

Service providers have a duty of care to ensure a safe, inclusive environment, but many in the GLBTI community are skeptical of the standard of care and knowledge of personnel when it comes to their specific issues of concern. To encourage GLBTI clients to feel comfortable in disclosing and addressing issues, it is important that service providers are conscious of using gender-neutral language that does not presume heterosexuality.

Gender-neutral versus gendered language

Client	Gender-neutral language	Gendered language
A female client who could be heterosexual, lesbian or bisexual	<ul style="list-style-type: none"> • Are you in a relationship? • Do you have a partner? • Are you sexually active? 	<ul style="list-style-type: none"> • Do you have a boyfriend? • Do you have a husband or boyfriend? • Are you having sex with a man?

Level of education

Education and knowledge of gender diversity and sexuality, support services and safe-sex practices can enhance a person's willingness to access resources to support their wellbeing. There is also a need to educate the general community to ensure they are accepting and supportive of GLBTI individuals accessing community resources. Parents and Friends of Lesbians And Gays (PFLAG) Australia aims to keep families together and to give help, support and information to families, friends and all GLBTI people. The beyondblue organisation has developed a resource called 'Families like mine' to assist GLBTI individuals, especially youth, and their families.



Courtesy of PFLAG NSW

Parents and Friends of Lesbians and Gays (PFLAG) educates and offers support programs to GLBTI family and friends.



Culture

Those in GLBTI communities may experience difficulty accessing services because of the complexities of their individual culturally and linguistically diverse (CALD) communities. The need for confidentiality is likely to be significant. CALD men, in particular, may face extra levels of discrimination as a result of cultural behaviours, norms and expectations. Acknowledging gender diversity can bring 'shame' on the family. This can lead many individuals to hide their sexuality from their family and community. Others are ostracised after coming out. If a person experiences depression or anxiety as a result of these difficulties, this can further reduce the likelihood that they will access services.

First language spoken

In instances where the first language spoken is not English, an interpreter may be needed when a GLBTI individual accesses a service. Ad hoc interpreters (such as bilingual staff and client family or friends) are not sufficient for a number of reasons: they are not adequately trained, they may not be familiar with legal and ethical issues such as confidentiality, they may not understand medical or technical terms, they may not understand their neutral role in the interaction and they may even try to spare the client from bad news.

Providing interpreting or translation services requires planning, so individuals who require such services should confirm their availability prior to making an appointment.

Disability

When it comes to GLBTI individuals who have disabilities, community services are often limited in their ability to identify and acknowledge the variety of needs experienced by individuals in addition to their disabilities. Most disability services deal with the disability alone and are reluctant to advise upon access to services that support GLBTI individuals. The biggest barrier is the belief that 'because they are disabled, they don't have sex'. This has contributed to a situation where individuals with any type of disability have little opportunity for sexual expression of any kind and certainly less opportunity to express diversity in gender and sexuality. They are marginalised, excluded and they feel invisible.

Explicitly including people with disabilities in the GLBTI community is an important first step to enhancing their access to services. The AIDS Council of NSW (ACON) provides training for those working in the disability sector across NSW. The program looks at the health impacts experienced by someone living within a double minority and suggests practical ways to provide a more inclusive service.

Socioeconomic status

GLBTI individuals living under better social and economic circumstances are likely to have a greater number of services available to them. They are better able to afford the costs associated with private health care, and will have access to suitable transport and safe and secure housing. Those with a lower socioeconomic status will have less choice. They may rely on public health care and transport; need financial assistance from government services, such as Centrelink; have to access temporary accommodation and counselling through charity groups; and have less opportunity to access education or information from the internet to help them meet their specific needs. Regardless of socioeconomic status, GLBTI individuals who reach out for the services they need are more likely to achieve wellbeing.

Resources

The human and non-human resources available to GLBTI individuals can influence their ability to access services. For instance, an individual will need to have:

- time available to attend regular support meetings or functions
- money to pay for public transport or petrol to attend an appointment with a healthcare worker
- energy to attend an appointment with a healthcare worker (perhaps while experiencing depression)
- knowledge of online searching to find information about safe-sex practices in order to prevent STIs or HIV/AIDS.



Aspects of the service

Opening hours

Services that support GLBTI communities manage their operations in a wide variety of ways. Some will be open 24/7, while more mainstream services will open during normal business hours. Yet other services are permanently available online and will have forums, chat rooms, phone or email contact mechanisms for consumers.

Confidentiality

Confidentiality is perhaps one of the most significant considerations for GLBTI individuals. The fear of having confidentiality breached, or of being outed (resulting in information about their gender identity, sexuality or HIV/AIDS status being disclosed to others without their consent), is one of the main reasons GLBTI individuals are reluctant to access services. For some, having their information disclosed could mean rejection by family and friends, loss of partners, loss of employment, harassment and actual threats of violence, discrimination and stigma from the local community.

Location

If a service is easily accessible in person, online or by phone, this will create one less barrier for the GLBTI individual thinking of accessing the service.

Staffing

All staff that service and engage with the GLBTI community need be understanding and sensitive to the needs of this group. This includes caseworkers, health professionals and volunteers as well as reception and administration staff. In small or rural communities where staff may know family and friends, confidentiality is paramount if GLBTI individuals are to access the service.

Check for understanding

Choose one group from the GLBTI community (for example, bisexual or trans) and create a case study that explores the factors that can affect their access to services. You will need to answer the following questions.

- What types of services do they require access to?
- How do the characteristics of these individuals affect their access to services?
- What resources are necessary to support their access to services?
- How readily available are the services within the community?

CREATING POSITIVE SOCIAL ENVIRONMENTS

Addressing GLBTI people's issues of concern

Government policy and legislation

Government policy and legislation is able to regulate, create equity and protect the human rights of individuals, families and communities in society. Individuals from GLBTI communities should enjoy fundamental human rights and be able to fully participate in all aspects of society. Non-discrimination and equality should permeate all aspects of life, both public and private, and be visible in all aspects of the law. Government policy and legislation that affects the GLBTI community is summarised in the following table.



Examples of government policy and legislation relating to GLBTI people

Government policy and/or legislation	Description
Workplace employee benefits as government policy	Leave (including parental leave, personal leave, carers' leave and bereavement leave) is a core entitlement of all employees, including those in de facto relationships.
<i>Assisted Reproductive Technology Act 2007</i> (NSW)	In-vitro fertilisation technologies, artificial insemination, and other reproductive technologies are legal in New South Wales. The record-keeping aspect of this law is under review.
<i>Same-Sex Relationships (Equal Treatment in Commonwealth Laws – General Law Reform) Act 2008</i> (Cth) and the <i>Same-Sex Relationships (Equal Treatment in Commonwealth Laws – Superannuation) Act 2008</i> (Cth)	This legislation ensures equal treatment for same-sex couples and any children they may be raising with respect to taxation, superannuation, health insurance, social security, aged care and child support, immigration, citizenship and veterans' affairs.
<i>Surrogacy Act 2010</i> (NSW)	This Act provides a framework for the Supreme Court to grant orders that would transfer full legal parentage of children from their birth parent/s, to the intended parent/s under a surrogacy arrangement.
<i>Relationships Register Act 2010</i> (NSW)	A registered relationship is sanctioned in the eyes of the law. Once a relationship is registered, it is considered conclusive proof that the relationship exists.
<i>Adoption Amendment (Same-Sex Couples) Bill 2010</i> (NSW)	Singles and couples of any sexuality or gender are permitted to adopt in New South Wales. GLBTI people are assessed under the same terms as other singles and couples. When an adoption order is made, the child becomes a child of the adoptive parents, and is no longer a child of his or her birth parents. Adoptive parents automatically have parental responsibility for a child. Where an adoption order is made under the Adoption Act in favour of a same-sex couple, the child will have two mothers or two fathers.
<i>Sex Discrimination Amendment Act (Sexual Orientation, Gender Identity and Intersex Status) 2013</i> (Cth)	Discrimination against lesbian, gay, bisexual, transgender and, for the first time in the world, intersex people is illegal.
Marriage law amendment proposed to sanction same-sex couples to legally marry	This amendment proposed changes to the <i>Marriage Act 1961</i> (Cth) that embrace the basic definition of a marriage as a lifelong commitment between a loving couple.

In law, 'de facto' refers to a relationship between two people who live together in a marriage-like relationship. The definition applies to all couples. It makes no difference what sex or gender the people are. This includes gay, lesbian, bisexual, transgender and intersex people.

Think it through

- 1 Work in small groups to develop your understanding of the role government policy and legislation can have in creating positive social environments.
- 2 Each group is to explore then explain how the selected policy/legislation aims to ensure equity for individuals in GLBTI communities.
- 3 Share your ideas with your class to create a class summary.

Your teacher may provide you with Worksheet 6.2: Examples of government policy and legislation relating to GLBTI people, from the nelsonnet teacher website.



CASE STUDY

COULD THIS BE THE YEAR OF THE MODERN FAMILY?

The passing of the Adoption Amendment (Same-Sex Couples) Bill ushered in an end to direct legislative discrimination against same-sex couples in NSW. It provided definitional changes of terms such as 'couple', 'de facto partner' and 'step-parent' – making them gender neutral. Legal technicalities of the amendments aside, the legislation's effect is to ensure that parenting ability, not gender, is the determinative factor in deciding the best place to raise children. As a consequence of this reform, NSW has significantly advanced social justice for gay men, lesbians and their families.

No one has the right to adopt. Children do, however, have the right to have legally recognised parents, regardless of their parent's sexuality or gender identity. For years, same-sex couples had been caring for children in crisis as foster carers. Many children were also being raised by the same-sex partner of their biological parent. Yet, these families were being denied legal recognition for failing to conform to the ideal norm of the nuclear family – a family with a mum and a dad. Now that the Adoption Amendment (Same-Sex Couples) Bill will pass into law, same-sex couples will also be eligible to adopt children in NSW.

Discrimination, however, does not end with legislative inequality – it must also involve changing our cultural attitudes. In this sense, it is important to recognise that the law plays an instrumental role not only in delineating rights and entitlements, but also signifying to society what is legitimate or worthwhile. As a result of the recent changes to adoption, we will hopefully see a shift in social, as well as legal, stigmas attached to same-sex families.

Source: Raj, S. (2010). Could this be the year of the modern family?
The Sydney Morning Herald, 14 September.



Fairfax Syndication/Jo Gay

The gay adoption legislation in New South Wales is an historic advance.

GAY DADS ELIGIBLE FOR PAID PARENTAL LEAVE

Gay parents now have the same rights as heterosexual couples and will be fully eligible for paid parental leave when they have a baby.

For the first time, the Government's paid parental leave for fathers will be extended to dads whose partner is another dad. Two women who become mums are also eligible for the paid leave.

The baby they care for could come from adoption, surrogacy or other arrangements with a birth mother.

It is the exact scheme which will be used by fathers in conventional households from January 1.

The new Dad and Partner Leave will give fathers a paid fortnight to help with the new arrival. In a same sex household one of the men will have to nominate as the primary carer if they want the 18 week parental leave, and the other as the 'dad'.

'The new Dad and Partner Pay will help dads take more time off in those critical early months to bond with their baby and help mums right from the start,' said Minister for Families Jenny Macklin today.

Source: Farr, M. (2012). Gay dads eligible for paid parental leave.
News.com.au, 1 October.

Questions

Examine the two media articles above, from the *Sydney Morning Herald* and *news.com.au*.

- 1 Identify the government policy/legislation in each media case study.
- 2 Evaluate the role of legislation in achieving equality for GLBTI individuals, families and communities.
- 3 How does this contribute to an individual's wellbeing?



Thinkstock/BananaStock

Gay dads are now eligible for paid parental leave.



Organisations within the community that support GLBTI people

Most individuals and families rely on formal support networks, such as community organisations, at some time through the life span. This is no different for GLBTI communities but, because of the nature of this group, support may be required at specific times; for example, when making the decision to come out; when discussing their GLBTI identity with family and friends; if overt or covert discrimination occurs; or if sexual health needs to be addressed. In other instances, the support maybe ongoing as a regular part of life, simply because of the friendship, acceptance and understanding offered; for example, at social events organised by PFLAG.

As covered in the Preliminary course, the degree of access to and availability of support networks is important for the satisfaction of needs and wants, and the creation of positive social environments. Even though a multitude of services are offered online, GLBTI individuals living in more remote and rural areas can experience difficulties in accessing an appropriate range of support organisations.

Your teacher may provide you with Worksheet 6.3: Organisations supporting GLBTI communities, from the nelsonnet teacher website.



Australian Human Rights Commission

ACON

Youth beyondblue

Gay and Lesbian Rights Lobby

Lawstuff

Minus18

Parents and Friends of Lesbians and Gays

Coming Out Australia

Check for understanding

The table below includes examples of community organisations that support GLBTI communities. Working with a partner, refer to the websites for information and resources to help you complete these tasks. You can link to the websites directly via <http://cafs.nelsonnet.com.au>.

- 1 Fully describe the support provided and the type of needs focused on by each of the organisations. Some descriptions have been filled in for you. For the others, copy the table into your notebook and complete the information.
- 2 Examine the strategies that the organisations provide to address equity issues, including specific examples in your answer.
- 3 Critically analyse the extent to which organisations within the community assist in satisfying the needs of GLBTI communities.

Formal support	Examples	Description of organisation
Government agencies	Australian Human Rights Commission	Government body overseeing the application of federal legislation in the area of human rights, anti-discrimination, social justice and privacy
Community organisations	AIDS Council of NSW (ACON)	
	Beyondblue Youthbeyondblue	Organisations that provide information about depression to consumers, carers and health professionals. Help lines, fact sheets, stories and online forums support all individuals, while specific information targets GLBTI individuals
	Gay and Lesbian Rights Lobby	
	Lawstuff	
	Minus18	Youth-led organisation for GLBTI youth that provides mental health support, social events, dance events, online networking, online resources, youth mentoring resources and Minus18 TV
	Parents and Friends of Lesbians and Gays (PFLAG)	
	Coming Out Australia	

(continued)



Formal support	Examples	Description of organisation
	National LGBTI Health Alliance	Coalition that works to improve the health and wellbeing of GLBTI people. Develops evidence-based policy papers and statements through national working groups and networks. These are used to lobby federal politicians and other decision-makers, and to advocate for changes in public health policy and greater resources for GLBTI health. They also share resources and implement programs and activities in their communities that will improve the health and wellbeing of GLBTI people.
	Twenty10	Organisation that works with and supports young people of diverse genders, sexes and sexualities, their families and friends. It supports young people to build resilience and achieve their potential, and offers case management, counselling, a drop-in centre, assistance with finding accommodation, and support groups with activities or guest speakers. It also provides rural support by identifying local organisations. It is a free, safe and confidential service; staff deal with all enquiries in an understanding, supportive and confidential manner.



National LGBTI Health Alliance

Twenty10

Equity issues

Equity issues are issues that cause inequality. They should be addressed to create a more equal social environment for the GLBTI community. Equity issues may relate to:

- meeting needs – safety and security, sense of identity, health, adequate standard of living, education, employment
- access to services – financial support, transport, accommodation and housing, health care, counselling, education, employment, legal aid
- health care – physical and emotional plus other areas of health (see page 6)
- the right to have equal employment opportunities
- privacy and confidentiality
- freedom from discrimination, stigma, harassment and physical violence
- the legal right to marry – recognition of same-sex relationships by law and society.

Some equity issues faced by the GLBTI community are discussed next, and strategies to address equity issues are summarised in the mind map on page 191.

Discrimination

According to Rami Mandow, founder and chairman of Sydney-based anti-bullying organisation Community Brave, 'Attitudes towards GLBTI people have shifted considerably in recent years but many young people still have to deal with harassment and abuse just for being who they are and are treated differently just because of who they love' (Coming Out Australia, 2013).

Even with growing acceptance and increased visibility in the media and public life, many GLBTI individuals still experience discrimination in the workplace, schools and social situations. Discrimination may be obvious (such as when a gay or trans individual is refused entry into a nightclub or a lesbian couple is declined a rental application) or it may be subtle – but no less hurtful (such as when a coworker commonly refers to a transgender female-to-male as 'she' or 'her', or when 'gay' is used to describe something that is disliked).



Photo courtesy of Daniel Witthaus

Daniel Witthaus is an advocate for GLBTI rights in Australia.

Many GLBTI individuals are resilient and do not suffer from mental health problems, but repeated experiences with discrimination can lead to a higher risk of emotional stress, anxiety and depression. Anti-discrimination laws aim to eliminate the mistreatment of people, but it should not be necessary to resort to this measure.

It is unfortunate that societal fear and prejudices can still cause discomfort and victimisation for GLBTI individuals and their families, and can impact upon the satisfaction of their specific needs.

Violence and harassment

A few people in the wider community take their feelings to the extreme by using physical violence and intimidation to hurt or insult GLBTI individuals. This is often because of their own personal fears (homophobia) or lack of understanding of the gender diversity, expression and sexual orientation of this group of people.

Violence, harassment and bullying are human rights issues that can severely affect the lives of GLBTI individuals and their families. It can occur in a number of different environments, including workplaces, social settings, care facilities and schools. Victims can experience significant social isolation and feel that their personal safety is under threat, resulting in emotional and physical harm, loss of self-esteem and feelings of shame and anxiety. Tragically, violence, harassment and bullying can lead to suicide in extreme cases.



Who is Daniel Witthaus?

Beyond 'That's So Gay'

Think it through

Watch the video *Who is Daniel Witthaus?* and review the Beyond 'That's So Gay' website. You can link to these directly via <http://cafs.nelsonnet.com.au>.

- 1 Outline the initial difficulties Daniel experienced as gay-rights advocate.
- 2 What was the purpose of Daniel's journey?
- 3 Evaluate the role of the 'That's So Gay' program.
- 4 Propose strategies to address the issue of homophobia.

Health issues

Health issues for GLBTI communities often relate to unsafe sexual behaviour, particularly the transmission of STIs and the HIV virus. The higher incidence of HIV-positive individuals in the gay community has caused prejudice towards this group in the wider community. Successful intervention or prevention programs have a holistic approach that involves counselling, education, testing, diet management, family support services, medical treatment and legal services. Detailed information about health and GLBTI can be found on page 179.

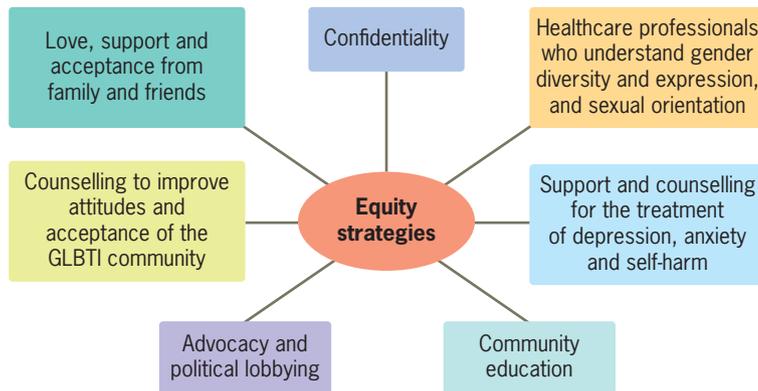


The Conversation

Think it through

With a parent, grandparent, carer or another adult, read the article 'Australia's HIV infection rates at 20-year high' on *The Conversation* website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Highlight or summarise the health-related statistics in the article.
- 2 As homework, ask your adult 'advisor' to comment on:
 - a their understanding of HIV's history.
 - b the grim reaper campaign.
 - c the current news in relation to HIV.
 - d the advice they would they give to their 17-year-old self.
- 3 In your next CAFS class, compare and discuss your homework findings.
- 4 Consider the range of health issues described on pages 179–80, proposing strategies to address them.



Strategies that can address issues of concern for GLBTI individuals

SAME-SEX MARRIAGE

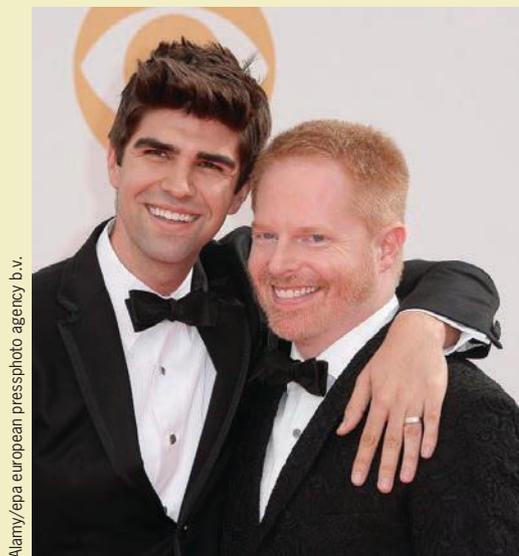
Modern Family star Jesse Tyler Ferguson has pledged \$10 000 of his own funds to marriage equality efforts in Australia.

The 38-year-old actor, who is a public marriage equality advocate, founded the Tie the Knot foundation with his partner Justin Mikita in 2012 to raise funds and awareness for gay marriage.

‘There is no doubt in my mind that this is a great opportunity to bring attention to the journey toward marriage equality that Australia is currently embarking on,’ Tyler Ferguson wrote in a blog posted on Tie the Knot’s website.

He said he was saddened to hear that Australia’s High Court had overturned laws permitting same sex couples to marry and any marriages that occurred during its legalisation (between October and December) had been annulled.

Source: Ma, R. (2014). *Modern Family’s* Jesse Tyler Ferguson turns marriage equality attentions to Australia. *The Age*, 10 January.



Alamy/epa european pressphoto agency b.v.

Modern Family’s Jesse Tyler Ferguson, pictured here with his husband Jason Mikita, has commented on marriage equality in Australia.

Think it through

- 1 Investigate the current same-sex marriage equity issue faced by the GLBTI community. The above article and the video clip *Kids react to gay marriage* can be a starting point. You can link to this directly via <http://cafs.nelsonnet.com.au>.
- 2 Outline both the positive and negative aspects of the issue that are presented by various same-sex marriage lobbyists.
- 3 Propose strategies to address the issue of same-sex marriage.



Kids react to gay marriage



Positive influences on community attitudes

Contributions GLBTI people make within the community

Another key aspect of creating positive social environments is delivered by the group themselves. There are numerous examples of positive contributions and outcomes the GLBTI community makes to society, including:

- the promotion of human rights and greater acceptance of individual differences, not only in relation to gender diversity; for example, the Wear It Purple Day was established in 2010 by two young Australians in response to a number of suicides brought about by bullying based on sexuality and gender identity – these young people decided that one life lost was one too many and that something had to be done.
- a willingness to challenge conservative opinions and attitudes towards sexuality
- advocating for safe-sex practices
- a contribution to the arts community – using the arts as a device for social change has been identified as a powerful mechanism for expressing feeling about one's self, building resilience and understanding difference; examples can be commonly found in music, graphics, dance and drama
- the proactive organisation and support of community-based support services aimed at GLBTI individuals; a greater understanding of issues that GLBTI communities face can be generated from the members themselves, hence the proliferation and success of GLBTI services and groups
- the financial contribution to the economy – more commonly known as the 'pink dollar', the sometimes-higher discretionary income of GLBTI individuals provides a significant injection of funds to local, state and federal economies; for example, the Sydney Gay and Lesbian Mardi Gras (SGLMG) and various gay pride events across Australia generate a huge tourist income
- the formation of contemporary pro-gay churches.

Think it through

Refer to the first Think it through activity on page 190 and fully explore the website Beyond 'That's So Gay'. The tabs across the top link to interesting facts, videos, resources and information that Daniel has developed and promoted.

- 1 Work individually or in small groups to document the work that has been led by Daniel Witthaus. Computer software or tablet apps may be used to complete this task.
- 2 Create a mind map that illustrates an 'arm' of Daniel's work. As a class, join the mind maps together to review the big picture. Discuss the positive influences of this work upon community attitudes.
- 3 Reflect upon the ideas generated during this activity and complete a written response to assess the impact this program has had on the wellbeing of this group.



Beyond 'That's So Gay'

advocacy

Speaking up for human rights and drawing attention to specific needs and concerns; it most often means working with people and organisations to make a difference

Advocacy

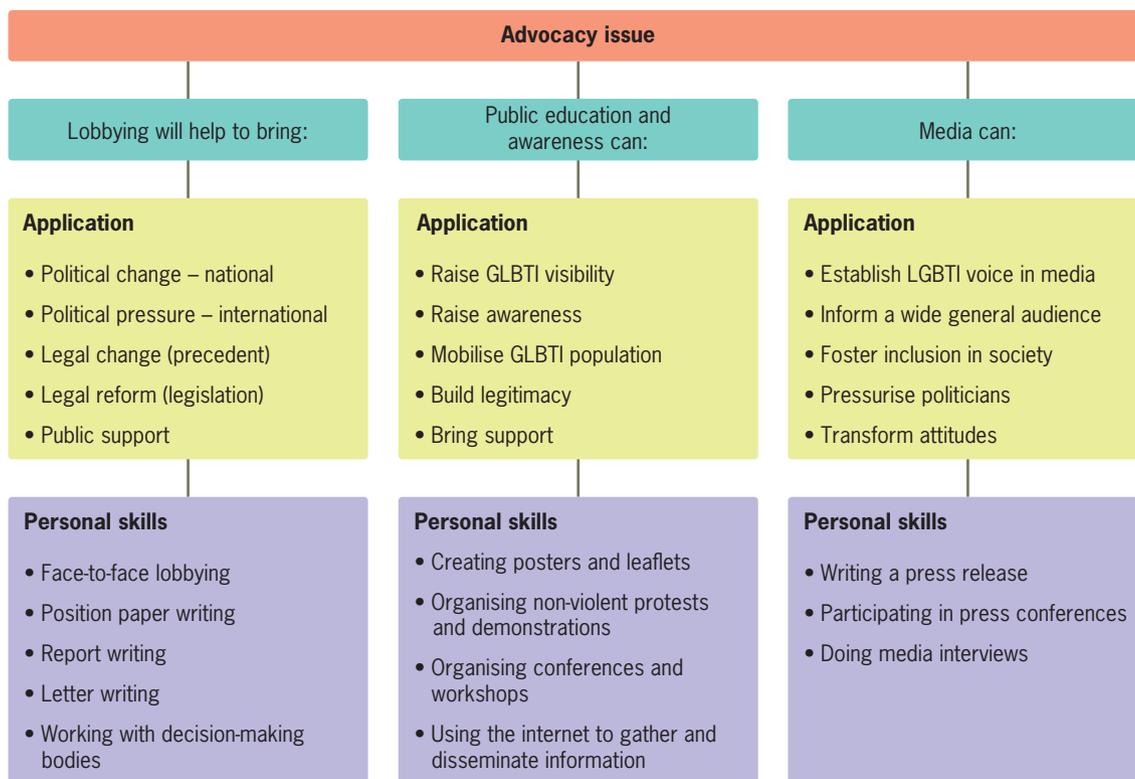
Advocacy refers to speaking up for human rights and drawing attention to specific needs and concerns. It most often means working with people and organisations to make a difference. The GLBTI community has developed strong advocates and procedures that, over considerable time, have established many of the rights of GLBTI individuals in society.

Effective advocacy involves integrating actions, such as lobbying, public education and awareness, while engaging the media. During the drive for same-sex marriage, for instance, lobbying for politicians to promote equality in marriage was complemented by press releases, media interviews and symposiums involving stakeholders. The effective advocacy diagram on page 193 illustrates the outcomes possible and the personal skills required by advocates to achieve effective change.

Raising awareness within the community

Globally and nationally, there are many bodies, volunteer groups and individuals who work to improve community awareness, provide education and promote the rights of GLBTI communities. They do this to:

- raise GLBTI visibility and raise awareness of issues and injustices
- mobilise the GLBTI population to increase the GLBTI community's voice
- bring legitimacy to the fight for human rights
- build support from the general population.



Effective advocacy involves a multifaceted, integrated, approach.

Educating the community

Providing education across the whole community is beneficial to human rights in general but is also targeted at enhancing the wellbeing of GLBTI communities, their families, friends and work colleagues.

By aspiring to reduce anti-gay prejudices, the long-term aim of zero tolerance of GLBTI harassment, discrimination and physical violence can ultimately lead to the achievement of this group’s individual and community wellbeing.

iStockphoto/Kaszojad



The Sydney Mardi Gras parade



The Sydney Gay and Lesbian Mardi Gras (SGLMG) is a not-for-profit member-based organisation that puts on the SGLMG Parade and festival as a means of raising awareness and visibility of GLBTI communities.

Meanwhile, the Australian Federal Police is a government agency that provides education through one of its support programs. Trained gay and lesbian liaison officers advise and support employees and managers within the AFP organisation, as well as members of the GLBTI community it polices.

CASE STUDY

THE SYDNEY GAY AND LESBIAN MARDI GRAS PARADE

The Sydney Gay and Lesbian Mardi Gras Parade is one of the world's largest and best-loved GLBTI celebrations. It offers a chance for all of the colours of the kaleidoscope to come together, to commemorate, celebrate, and communicate the universal message of diversity, equality, and infinite love.

Hundreds of thousands of spectators line the route, as 10 000 people parade with pride along Oxford and Flinders Streets in an explosion of creative and political expression. It is a captivating extravaganza of lavish floats, satirical statements, spectacular costumes and show-stopping moments.

SGLMG exists primarily to develop the Sydney Gay and Lesbian Mardi Gras Parade for the benefit of Sydney's GLBTI community, for the enjoyment of a wider audience and as a global beacon of diversity, acceptance and GLBTI rights. They aim to raise the visibility of the GLBTI community.

They do this through:

- providing the opportunity for GLBTI individuals and groups to use the Sydney Gay and Lesbian Mardi Gras as a statement of pride and to promote a broader message of diversity and acceptance
- anchoring the Parade in a broader program of cultural and social activities for the enjoyment of local audiences and to attract visitors to Sydney
- providing resources and opportunities to their community for creative and political expression
- embracing individuals and groups from the broader community who share their vision
- constantly improving creativity and production values on their events, including bringing the world's best artists, thinkers and entertainers to Sydney.

The purpose and action they have developed for the Sydney Gay and Lesbian Mardi Gras, their key festival and Parade held in Sydney each year is: 'We inspire the world to love each other by celebrating the power and beauty of diversity'.

Question

Refer to the case study, the Sydney Gay and Lesbian Mardi Gras website, the NSW Police Force Policy on Sexuality and Gender Diversity, and the Australian Federal Police Gay and Lesbian Liaison Officer program web page. You can link to these directly via <http://cafs.nelsonnet.com.au>. Compare and contrast these programs in terms of:

- funding source.
- advocacy strategies.
- influence upon community attitudes.



Sydney Gay and Lesbian
Mardi Gras

NSW Police Force

Australian Federal Police



Fairfax Syndication/Anna Kucera

Crowds at the Sydney Gay and Lesbian Mardi Gras parade



Promoting the rights of the group

Rights protect individuals from injustice, help them reach their potential and contribute to their wellbeing. They also create legal and moral obligations and responsibilities; as a result, many rights have gradually become part of our laws. Thus the law has the potential to guarantee human rights and should allow everyone to respect others and to be respected.

There are no separate rights specific to GLBTI individuals, but there is a human right for all members of this group to experience their rights without discrimination. The United Nations (UN) Human Rights Committee has ensured that GLBTI people are included in their principles of equality.

Think it through

Watch the video *Pillay on homophobia: Punish violence and hatred, not love!* on the National LGBTI Health Alliance website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Use 'think, pair and share' to convey your feelings about the messages given by UN High Commissioner Navi Pillay.
- 2 What are the key messages being delivered?
- 3 Assess how Australia's GLBTI communities fare in terms of human rights. Give examples to support your answer.



Allison Beattie

The United Nations believes that education is key in securing equal rights for GLBTI couples



National LGBTI Health Alliance

YOUTH

EXPLORING YOUTH WITHIN THE COMMUNITY

The United Nations Educational Scientific and Cultural Organization (UNESCO) refers to youth as people aged 15–24 (UNESCO, 2014), while the Australian Medical Association (AMA) defines youth as those aged 10–24 (AMA, 2013). It appears that the specific age for youth is quite fluid, but encompasses the years of adolescent growth.

Youth is a time when many people are studying or training and planning for the future. Although young people are often perceived as fun-loving and egocentric people with time to spare, they may also be bored, stressed about school and relationships, or confused about their sexuality.

Prevalence

Today, youth account for almost 20 per cent of Australia's total population, with males comprising 51.3 per cent and females 48.7 per cent of the total group. This equates to over 4.2 million persons. With trends in fertility and lowered birth rates, it is anticipated that youth will account for less than 18 per cent of the population in 2020 (Mccrindle Research, 2013). (Note that, in Australia, government and non-government organisations (NGOs) sometimes expand the definition to include 12–25 year-olds).



Think it through

How do different generations see youth? Develop a questionnaire asking both males and females in different age groups their perceptions of youth. In analysing your results, examine the impact of age and gender on your respondents' answers.

You may choose to gather your responses using formal or informal interview formats, or an online survey platform, such as SurveyMonkey.

The manner in which you collect your data will determine how you present it. You may present a formal report using graphs to support your findings, or you may wish to present a documentary.

Individual diversity within the group

Many individuals within this group are attending school or university, undertaking other training, or beginning a career through an entry-level job.

Youth have high workforce participation rates, with part-time being the predominant work pattern. Ninety-two per cent of female youth, and 64 per cent of male youth are enrolled in tertiary education; 11 per cent of females and 12 per cent of males are unemployed; and 67 per cent of females and 70 per cent of males are actively engaged in the labour force (Population Reference Bureau [PRB], 2013).

Some youth have had their own children and are involved in family life. In 2015, 2.7% of all births in Australia were to teenage mothers. (AIHW Teenage Mothers in Australia 2015). In 2011, 87.7 per cent of partnered women aged 15–19, and 91 per cent of partnered men aged 15–19 were in a cohabitating relationship. This appears to be an increasing trend (Australian Institute of Family Studies, 2011).

Indigenous youth account for 3.6 per cent of all 15–19 year olds and 2.8 per cent of all young people aged 20–24 years (Muir, K., Mullan, K., Powell, A., Flaxman, S., Thompson, D. & Griffiths, M., 2009). As a group, Indigenous youth have further needs and issues that impact their wellbeing.

One in five Australian young people were born overseas – mostly in Asia (6.6 per cent) and Europe (2.6 per cent) – and one in five speak a language other than English at home – mostly an Asian language (10 per cent) or a European language (4 per cent). One in 100 young people are homeless (Office for Youth, 2009).

Think it through

Access the 'State of Australia's young people' report on the Australian Government's Office for Youth website to gain a further insight into the diversity that exists in Australia's youth. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Discuss your findings with your class. How representative of the statistics is your own class group?
- 2 As a class, debate how effectively your community meets the diverse needs of youth through the facilities and services it provides.



Office for Youth

Terminology

In research, 'adolescence' is the most common term used to describe this group. Other terms used include teen, teenager and young person. Youth use extensive vocabulary to define other youth. Examples are grommets, geeks, nerds, indies, emos and lads (for young men). There are often regional variations, and terms used in one area may not be applicable to, or even known by, those outside the area.

Think it through

- 1 Identify the terminology used by yourself and others to describe youth.
- 2 Construct a table and categorise each term as positive or negative.
- 3 How does the terminology used affect the opinions of youth held by those in older age groups?
- 4 Conduct a survey to determine how terminology impacts on the wellbeing of youth in your school. Discuss your findings with your classmates.
- 5 Visit the Youth Voices website and read Zoe's blog about labelling and stereotyping others. You can link to this directly via <http://cafs.nelsonnet.com.au>. To what extent do you agree/disagree? Write a response to her blog.



Youth Voices



ISSUES OF CONCERN FOR YOUTH

Satisfaction of needs

Adequate standard of living (food, clothing, shelter)

Adolescents are active and require nutritious foods. Often, time-poor adolescents will make poor food choices as a result of convenience and marketing strategies. Dietary guidelines have been written for children and adolescents because education assists youth to make better choices. Unfortunately, some adolescents develop eating disorders, which can affect their ability to meet this need.

Because adolescence is a time for developing a sense of identity and a positive self-concept, clothing choices may be more about secondary needs. In other words, clothing choices are affected by the need to fit in with a group and conform by wearing certain styles and labels.

For most school-age young people, housing needs are met by their parents (although the number of homeless young people is increasing). Some students live in boarding schools or residential colleges during the school or university term and return to the family home in the holidays. Older youth sometimes share a dwelling with their boyfriend or girlfriend, or may choose to cohabit as a group – often as a means to reduce the cost of living.

As young people get older, they usually leave home and begin to meet their own housing needs. However, they may find it difficult to enter the rental market because of the negative attitudes of real estate agents and landlords towards this age group. There is also an increasing tendency for young people to continue living in the family home, even when they are financially independent.

Health

This age group generally has good health in comparison to other groups. However, any failure to address aspects of one's health will most certainly impact wellbeing.

Young people are renowned risk-takers. Some may become injured in sport or motor-vehicle accidents and others may risk their health through the use of drugs and alcohol or unsafe sex practices. Serious health problems for this age group can include eating disorders and mental health issues (which can be exacerbated by drug and alcohol use).

Young people need to learn about their medical rights and how to access supportive GPs, family planning clinics and other parts of the health system. They can apply for a Medicare card at 15 years of age.

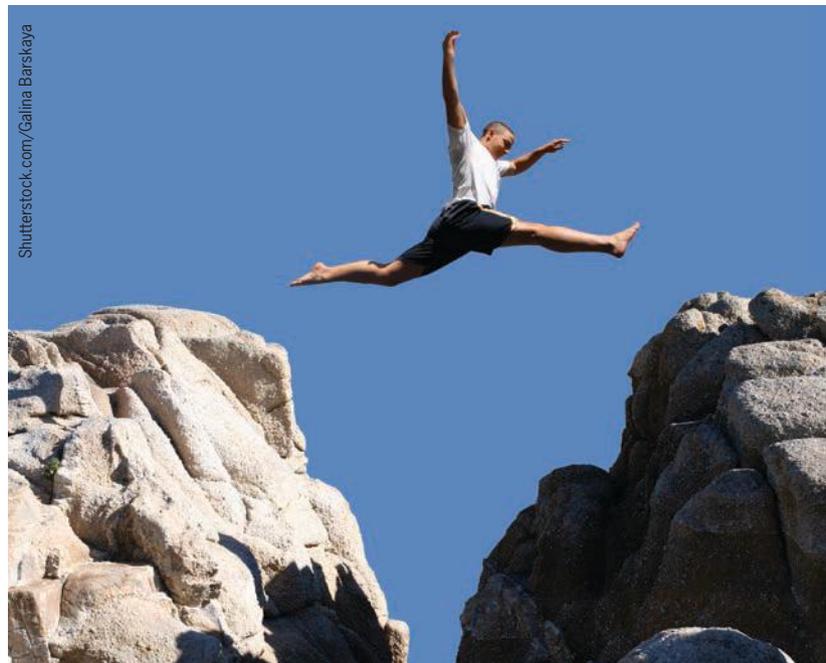
The Federal Government introduced a means-tested Child Dental Benefits Scheme in 2014. Details can be found on the Department of Human Services website. Other programs include the free school vaccination programs.

Many young adults travel overseas and may require advice on immunisation and travelling hazards, such as how to recognise and avoid unsanitary food and water.

With many Australian youths travelling overseas on gap years (prior to undertaking further education), it is imperative that youth are aware of safety with respect to drugs and alcohol use.

Education

This age group is usually involved in education at school, TAFE, university or at a private college. Young people who leave formal education to seek employment may be faced with more education in the form of on-the-job training and learning skills and techniques important to job success.



Young people are renowned risk-takers.



Department of Human Services



Alamy/PhotosIndia.com

Some students take a 'gap year' after school and travel before starting further education.

Education is critically important in preparing young people for employment. Additionally, experiences in education greatly contribute to a person's self-esteem and sense of identity. Although some young people may have problems at school and develop a negative view of their abilities, many of them return to study after a few years in the workforce. With added maturity and meaningful life experiences, these 'second wind' students often have successful experiences.

Education needs to be meaningful and relevant. Courses such as Community and Family Studies deal with real people and current issues in the community. Subjects such as Information Processing and Technology develop skills that a student can use outside the classroom.

An increasing number of students are completing VET subjects such as Hospitality, Retail and Building and Construction. These subjects enhance employment prospects and decrease the time needed to complete post-school studies. Two students from an independent school in Sydney built a very successful internet-based business, delivering flowers. In an interview, the young entrepreneurs revealed the secret of their success: the blueprint for their business plan had come from the Business Studies HSC curriculum.

Some students undertake a variety of extra-curricular activities such as music and sport, while others experience health problems. As a result, Pathways has been designed to allow students to complete the HSC over several years and still allow for recovery, high-level representative commitments or other interests.



Masterfile

Work is a valuable source of financial support and can also contribute to the self-esteem and sense of identity of a young person.

Employment

Many young people are not yet working because they are still involved in education and training. Those who leave school before the HSC often find it difficult to obtain well-paid full-time employment, and are likely to be involved in entry-level jobs in fields such as retail and hospitality. Such jobs are often seasonal, part-time or casual and do not significantly increase economic wellbeing.

Some young people are involved in volunteer work, such as fundraising, sports coaching and church-run child care. Such volunteer experiences can help prepare youth for future employment.

Security and safety

Security and safety needs may be physical, emotional or financial. Young people who attend parties and venues at which alcohol and drugs are consumed may be more likely to experience violence, such as 'glassing', or being attacked without provocation. Drug use

and alcohol can contribute to high-risk behaviours such as drink-driving, sexual assaults and aggression.

On an emotional level, families and friends can provide valuable support for young people. However, unrealistic media models may leave young people disappointed if reality fails to match their expectations regarding relationships and friendships.

Financial security is a concern for today's youth. Youth unemployment rates are higher than for other age groups, and the jobs that are available are often part-time or casual rather than full-time. Some students experience problems budgeting, especially, with the costs associated with a mobile phone or car.



Sense of identity

A young person's sense of identity is affected by a variety of factors, such as their involvement in school activities, their academic and sporting ability and whether they have a job. Those with particular expertise in an area such as dance, sport, technology, music or drama may find it easier to develop a positive sense of identity. Having a supportive family may also help to meet this need.

When a young person leaves school, they may need to reshape their identity because many of the structures that previously restricted them, such as school rules and the need for their parents' permission, are no longer in operation. It can be confusing for a young person who feels that they are on the verge of making an entry in adulthood, but is often treated like a child. The formation of a relationship with another young person can also result in a changing sense of identity.

Priority needs

Two significant needs for youth are education and sense of identity. Education is valuable in terms of increasing employment opportunities and enhancing standard of living. Education is also important for social and cultural reasons in that the rules and content taught are designed to help people live in our society. Education increases access to both services and resources. It enhances confidence in seeking support and contributes to a positive sense of identity.

If the need for education is not met, employment opportunities are decreased. As a result, the ability to meet other needs is also reduced. In a competitive labour market, educational attainment can appeal to a prospective employer.

Sense of identity is very important as a young person transitions between childhood and adolescence. Youth need to feel they have purpose and direction. They need to feel valued by peers and family. If this need is not met, depression and other mental health issues could emerge, further complicating the life of the young person. The ability to initiate and maintain relationships, and the skills to communicate effectively, will help give a young person a positive self-concept.

Check for understanding

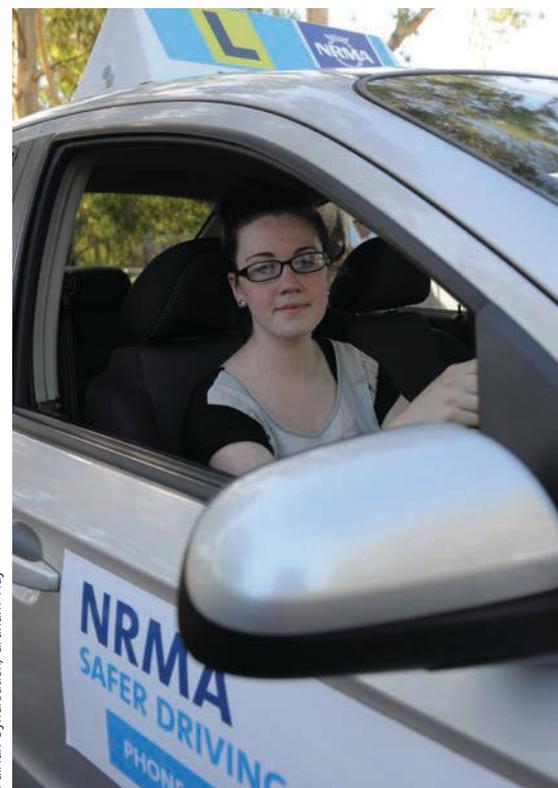
In small groups, research the services and resources available in your local community. You may wish to divide your community into separate research areas, such as government, charity, not-for-profit and so on.

- 1 Identify services and resources that are available specifically to youth.
- 2 Record when and how these services and resources are available/accessible and the cost of access.
- 3 Describe how the services support youth education, and how they may assist youth to achieve a positive sense of identity.
- 4 Critically analyse the services for their value and success in enhancing the wellbeing of youth. You may wish to interview users of the services to ascertain this.
- 5 Present your findings to the class.

Youth access to services

Types of services

There are a variety of services targeted directly at youth, including those provided by youth groups, school counsellors, sporting groups, careers advisors, tutors and driving schools.



Fairfax Syndication/Graham Treby

Learning to drive provides heightened self-esteem and greater freedom – along with added responsibilities.



Types of services available to youth



Yaxi

Type of service	Description
Financial support	<p>The New South Wales Department of Fair Trading can advise young people about financial and employment issues. It recognises the internet as a valuable information portal for young people. Its website, called Money Stuff, offers tips and safety checks related to budgeting, saving, credit cards, debt, investing and financial decisions – these are all things a youth may need to consider when moving out of home, getting a new job, studying or buying a car.</p> <p>Centrelink services youth by assisting with paperwork and inquiries about a variety of allowances. AusStudy and AbStudy provide financial help for youth who are studying, while Youth Allowance provides financial help for young people who are studying full-time or part-time, undertaking an Australian Apprenticeship, training, looking for work or are sick. Some institutions provide scholarships (e.g. the Australian Youth Orchestra) to provide opportunities to talented youth.</p>
Transport	<p>Public transport services offer youth concessions for travel. In areas where public transport is limited or not available, local councils or private business provide alternatives or specific youth transport services. Examples include ‘Yaxi’, which operates in the Ballina Shire, and Hawkesbury Youth Transport Options. Such services provide safe transport for geographically isolated youth to support their social, vocational and emotional health needs.</p>
Accommodation and housing	<p>Many youth reside with one or both of their parents, but for a growing number safe and secure accommodation is a very significant area of need. Crisis accommodation, emergency accommodation and refuges work towards satisfying this need. Such accommodation is found in larger towns and cities, often leaving a gap in rural areas. For many youth, ‘couch surfing’ is a sad reality as they seek secure accommodation.</p>
Health care	<p>The (Federal) Department of Health offers vaccinations to all youth, including Gardasil to prevent HPV, and rubella immunisation. The Health Care Card allows low-income youth (e.g. Australian apprentices and Youth Allowance recipients) to access cheaper prescription medicines and concessions on healthcare costs. Quite often, youth centres can put youths in contact with sexual health clinics, rape crisis centres and general health practices that bulk bill. Mental health services are also provided through community health centres and specific youth health services.</p>
Counselling	<p>ReachOut offers valuable support to young people with depression and other mental health issues. Youth off the Streets is a welfare organisation that assists homeless youth. NSW Rural Youth, as its name suggests, supports young people in rural areas.</p> <p>State government departments, such as Family and Community Services (formerly known as the Department of Community Services or DOCS), assist young people, particularly those who are adopted, fostered or have a dysfunctional family background.</p> <p>Other organisations, such as beyondblue, Child and Adolescent Mental Health Services, Headspace, Kids Helpline and Lifeline each provide services to address mental health issues. Non-government organisations, such as the Salvation Army, Mission Australia, Wesley Mission and Anglicare also play a significant role in addressing aspects of emotional and psychological wellbeing.</p>
Education	<p>In Australia, education is compulsory until the end of Year 10 (15–16 years of age). Australian youth can attend public educational institutions or, depending on their circumstances, they may receive their education at a private institution.</p> <p>With advances in technology, students in remote regions are able to acquire education, while mobile youth centres in remote central-Australian regions bring support and education to Aboriginal children. Educational ‘pathways’ allow youth to acquire training in their prospective field of employment while still attending school. Disabled youth are able to receive specialised support and education at schools for the disabled.</p> <p>Careers markets and careers advisors within schools provide valuable assistance for youth as they fulfil education requirements.</p>

(continued)



Types of services for youth (continued)

Type of service	Description
Employment	<p>For many youth, employment begins with a part-time job during high school; but this is dependent on geographical location.</p> <p>The Australian Government offers the Indigenous Youth Mobility Programme, which provides Indigenous youth with the opportunity to complete the qualifications they need to obtain sustainable employment.</p> <p>Australian Apprenticeships offer opportunities for youth to train, study and earn an income – work may be part time, full time or school based.</p> <p>Job Services Australia is the Australian Government’s national employment services system; it focuses on providing skills, training and support to youth aged 21 years and younger.</p>
Legal aid	<p>Each state and territory has legal aid services available to youth. Legal Aid ACT, Lawstuff, legal aid websites and info lines, and youth legal services all provide free support and services to youth in need of advice. Advice may be in the form of counselling, representation or fact sheets. Many youth centres provide information regarding access to legal aid. The internet provides online assistance that, for many isolated youth, may be extremely beneficial to their wellbeing.</p>
Other services	<p>Services used by youth are also used by other members of the community. These include recreational facilities such as gyms and tennis courts, public transport and entertainment venues.</p> <p>There are specific services set up for schoolies week each year. These include access to social workers and to hotel chaplains called the Red Frogs. This service runs on the Gold Coast and in Byron Bay, and now even offers support in Bali and Fiji.</p> <p>There are also opportunities for youth to perform community service. For example, St John Ambulance teaches young people first aid and provides opportunities for them to practise their skills.</p>

Check for understanding

- Go to the Lawstuff website for NSW. You can link to this directly via <http://cafs.nelsonnet.com.au>. Using the menu bar, ‘surf’ the information available, and then peruse the topics by category or alphabetical order.
 - Assess the website’s usefulness for youth.
 - Identify the specific services offered.
 - Discuss the aspects of wellbeing (see Chapter 1, page 2) that may be addressed for youth in need of such services.
- Visit the Red Frogs website. You can link to this directly via <http://cafs.nelsonnet.com.au>. Research the program and their involvement with schoolies.
 - How did this group acquire its name?
 - Describe some of the services Red Frogs provides to young people.
 - Create a table, listing each type of wellbeing (see pages 2–4). Discuss and record how Red Frogs helps to address each aspect of wellbeing through their service work.



Lawstuff NSW

Red Frogs Australia

Factors affecting access to services

There are several barriers that can prohibit youth from accessing the services available to them. These include the location of services and access to appropriate education. Youth need both the knowledge that a service exists and the confidence to access an unfamiliar place or person.

Many young people depend on public transport, and lack of alternatives may make access very difficult. However, the internet allows youth to obtain information about many services and events. The internet is particularly useful for youth in remote regions, as well as youth who are housebound due to illness or disability.

Characteristics of youth that affect access to services

Age

For many youth, age may prevent them from having knowledge of the services available to them. While discrimination laws clearly state that individuals shall not be discriminated against on the basis of age (along with other factors), many youth may find that their age prevents them from securing a role of greater responsibility, obtaining adequate accommodation or even having their opinion respected. Their age may mean that they do not possess the skills required for a job but, at the same time, they are not given the opportunities to acquire the skills because of their age.



Corbis/Daniel Grill

Some youths spend a lot of time watching TV or playing video games.

Gender

Males are less likely to seek help when confronted with physical or mental health issues. While this situation is changing slightly, it is still one of the greatest reasons for youth not accessing services. The inclusion of male staff in service agencies works to create an environment where males feel more comfortable seeking assistance. Nevertheless, often stereotypical beliefs about males being 'stronger' people heighten males' sense of inadequacy and uselessness when asking for help. Young women may also feel intimidated if they are confronted by behaviour that they perceive to be aggressive or humiliating. This may reduce the likelihood that they will seek help from the services offered.

Level of education

In many cases, level of education is directly correlated with a youth's ability to obtain employment. If a job provides only a low level of pay, this again limits the youth's opportunity to better their situation through further education. A low level of education may also present in lowered self-esteem and lack of self worth. If a youth believes they are not worthy, or 'too dumb', this may further discourage them from accessing services. And so the cycle continues, unless the youth is able to access educational opportunities through community services, such as training programs run through Youth off the Streets.

Culture and first language spoken

Cultural background may also be an issue in relation to accessing services, especially if language is a barrier to effective communication. Language proficiency may prevent youth from obtaining employment, either because of discrimination or low self-esteem. Cultural belief systems that say women do not need to be educated, and a related lack of motivation to be educated, may each be factors that stop female youth from accessing services. An absence of culturally appropriate assistance may also be a factor in youth not accessing services.

Type of disability

Disability, be it physical, intellectual, psychological or sensory, may cause youth to feel uncomfortable accessing services. Again, while human rights clearly advocate anti-discrimination, sadly discrimination does still happen. Taunting language and negative body language, coupled with a lack of appropriate disabled access and facilities, may make access even more difficult. Thus, a youth with a disability may choose to not use the services available.

Socioeconomic status

Some services may be unaffordable for some youth; for example, driving lessons, golf or skiing. While there are a significant number of 'free' services available to youth, many struggle economically and are unable to leave their employment to access these services. A lower socioeconomic status may also lower a youth's self-esteem to the point that they are too embarrassed to seek help, and they sink further into depression. For other youth, travelling to service facilities is limited by their inability to pay for transport. For rural youth who are more often than not at the mercy of Australia's erratic weather patterns and ever-present floods, fire and famine, the impact of socioeconomic status is a very significant limiting factor.



Resources

Here we discuss the non-human resources that affect youths' access to services.

Resource	Description
Time	Everyone has the same amount of time available, but it is how we use it that makes it a valuable or an under-utilised resource. Many youth waste time participating in social media and watching television or DVDs. Some youth may sleep excessively on weekends, losing time that could be spent working, playing sport or completing chores. Conversely, it may be that the youth is totally engrossed in their study or sporting pursuits and do not take the time off to explore the many services available to them.
Money	Money, and access to it, affects youths' access to services. If activities are expensive, it will limit the participation of many young people. For youth who have the luxuries of living at home and a well-paying job, access to services is less restricted. But for the youth who live a day-to-day existence, a lack of money may well limit their dietary, housing, education and health options, as well as their opportunity and ability to get to service facilities. Sadly, for some youth the immediate need to put food in their mouth outweighs having to pay for transport to visit a service provider.
Energy	Young people have a lot of energy (and, at times, excessive energy!) but many are passive in their use of leisure time. The need to find companions to accompany them to various places may limit the opportunities available to them. Some youth may find themselves isolated from others because of their belief and value systems; this may impact their sense of identity and so their desire to access services. Low levels of motivation are closely correlated with energy levels.
Knowledge	Youth who are unaware of the location (or existence) of local facilities (e.g. the PCYC) are unable to use their services. Knowledge is closely linked to education, so some youth may not fully understand their eligibility for assistance and so fail to even apply for it. It is in these instances that youth centres play a major role in advising (and educating) youth of the services available.



Beth Givnan

Skills acquired during youth can be carried throughout one's life journey.

Aspects of the service

Opening hours

Youth are generally involved in full-time study and some pattern of work. As a result, their access to services open during business hours (Monday to Friday 9 a.m. to 5 p.m.) may be limited. Some examples of services that strive to overcome this factor are the many 24-hour fitness centres available.

Confidentiality

Confidentiality and security of information is also an important factor. Youth may share their problems with youth workers or school psychologists. Websites, such as Youthbeyondblue, provide information on a variety of support services and aspects of confidentiality. Kids Helpline offers confidentiality to its clients, with the exception of some 'duty of care' situations. It is critical that youth feel safe and secure when they access services; service personnel are often selected for their compassion and ability to deal with situations with sensitivity and compassion.

Location

For the often time-poor youth, the distance of a service facility may prevent their access. It may be the physical distance, it may be the cost of getting to the facility – either way, location is the factor. Therefore, the steady increase of online service facilities, which are readily accessible by a greater majority of youth, is understandable. Kids Helpline and Legal Aid both exist to serve youth who, because of geographic location, are unable to access services in a town or suburb.



Staffing

The staff at venues where young people socialise need to be supportive of the youth. They should be attentive without being patronising. Youth enjoy being recognised and valued by significant others. Given that males are less likely to access service facilities, many shopfronts are seeking the employ of younger males in the hope of providing a safe environment conducive to males who need assistance. Equally, the employment of staff from culturally diverse backgrounds provides another dimension of accessibility, as staff are able to address the needs of youth from different cultural backgrounds.

Check for understanding



Kids Helpline:
Confidentiality

1 Research confidentiality on the Kids Helpline website. You can link to this directly via <http://cafs.nelsonnet.com.au>. Using a publishing tool, video app or other appropriate software, develop a television commercial that promotes the services of Kids Helpline, and clearly gives the message that the service is safe, secure and confidential.

- Your commercial should not exceed two minutes in length.
- It may include sound or it can be a 'silent movie'.
- The message regarding the services provided should be succinct and clear.
- You should avoid using large amounts of text, but rather rely upon other means to send out your message.



Alamy/Jason Smalley

Youth centres provide the opportunity for youth to relax in a positive social environment.

CREATING A POSITIVE SOCIAL ENVIRONMENT

The social environment includes an individual's home, workplace and the places they interact in the community. A positive social environment enables group members to more successfully meet their needs. A youth's ability to create a positive social environment is impacted by their physical needs and status; their understanding of their legal rights and responsibilities; and environmental and technological resources, which impact social wellbeing. Educational and vocational opportunities will also directly and indirectly impact the social wellbeing of youth.

Addressing youths' concerns

Each stage of the life span has its own set of prominent issues. It is, however, significant that the concerns held by youth are often overlooked by older members of the community who often feel that youths' concerns are 'blown out of proportion'. Equally important is the fact that youth today are taking on a much greater role in advocating for their own rights. The youth are

becoming a very strong voice in pressuring government and non-government organisations to address areas of inequity and significance to themselves; in doing so, they are working towards improving their wellbeing in the present and in the future.



Government policy and legislation

Government policies and legislation include laws passed in parliament and policies that regulate, protect and promote equity in the wider society. Following are some of the policies and regulations that have the greatest impact on young people.

- The Education Amendment Bill 2009 (NSW) makes school attendance a legal and compulsory requirement until 17 years of age, unless the young person is involved in training or an apprenticeship or has more than 25 hours of work per week. According to the New South Wales Board of Studies, this policy has benefits, such as improving the chance for employment and better wages over the life span. Educated young people are more likely to participate in further training, which leads to economic advantages. In the past, students from lower socioeconomic backgrounds were less likely to access and complete senior secondary education.
- According to the *Marriage Act 1961* (Cth), in New South Wales the minimum age for marriage without parental permission is 18 years. In some circumstances, a judge and the youth's parents may support young people getting married at 16. In some cultures, marrying young is the norm and usually leads to having children at a young age. Both educational and employment opportunities are adversely affected as a result.
- Concession cards allow cheaper travel on public transport and provide discount rates for movies and other attractions. This policy improves the inequity arising from socioeconomic disadvantage and improves community participation. The introduction of the Family Funday Sunday transport pass in New South Wales allows young people and their parents to travel from the Upper Hunter region to the South Coast for \$2.50 per person. The New South Wales Government has also provided a Half Fare Entitlement Card, which is issued to jobseekers who are registered with Centrelink and looking for work. It allows job-seeking youth to travel on all public transport services within New South Wales for the purpose of seeking employment.
- Payments available through Centrelink include Abstudy (for Indigenous students) and Youth Allowance. These payments help alleviate socioeconomic and educational inequity by providing a student with economic support while they are completing studies.
- The Federal Government provided funding to increase students' access to computers in schools through the Digital Education Revolution. The program operated between 2009 and 2013, with the goal of ensuring technological and educational equity. The policy was designed to provide laptops to all Australian students in Years 9–12. The government also paid for high-speed internet, other resources and relevant infrastructure. The 1:1 student to computer ratio was a significant improvement for many schools, particularly those in lower socioeconomic areas. In total, more than 967 000 computers were distributed. However, issues arose when it became obvious that more funding was required for teacher training, resource development and ongoing maintenance issues. Additionally, some felt that teaching and learning was left behind in the quest to build technological proficiency.
- Distance education offers an alternative for students who cannot continue their education in their local school. Students may have medical or life issues, which make schooling impossible. Some students may come from schools where particular subjects are not available due to staffing or low enrolment numbers. Distance education is used by geographically remote students, and creates a more equitable situation in which the students can access subjects regardless of their location. Students can be enrolled full-time or in a single course only.

Think it through

In the current climate of 'king hits' and street violence among youth, the government has formulated policy and regulations to address this area of need. Research the current policy. As a class, discuss the policy's effectiveness.

- 1 Do you think that there is another way of addressing this area of concern?
- 2 Do you believe that other organisations play a role in addressing this growing area of concern?
- 3 Propose strategies that would address the issue and serve to preserve the good name of the majority of partying youth.



NewsPix/Ross Hodgson

Enforcing the law protects people in the community.

Think it through

- 1 Survey students in your year group to determine their knowledge of and access to specific government-provided services, regulations, policies and allowances.
- 2 With the help of your teacher, organise an internet research study with a school in a geographic region different from your own. Conduct a survey similar to the one you completed for Question 1 (SurveyMonkey maybe a useful design tool).
- 3 Compare and contrast your findings. Can you account for differences in uptake and usage of services in the different geographic regions?

Check for understanding

- 1 Youth are prohibited from accessing a variety of goods. Identify four of these products and discuss how the ban keeps the community and the young person safe.
- 2 Research the Working With Children Check (WWCC). Identify the government agency involved. Who needs to have this accreditation? What is its purpose?
- 3 Identify and record (in two separate columns) regulations and policies that protect or assist youth, and those that protect other members of the community from the actions of young people.
- 4 Choose two of the policies or regulations and research them in more detail, paying particular attention to:
 - aspects of accessibility for youth in all geographic regions.
 - accessibility outside of normal business hours.
 - whether or not you believe the policy/regulation is gender specific.
 - the relative effectiveness of the policy/regulation; critically analyse how the policy/regulation may be updated or made more relevant to current issues of concern.
- 5 Discuss how government regulations about learner drivers protect the wellbeing of both youth and the community.



Organisations within the community that support youth

A variety of supports and services are available to assist youths. While the majority of these services exist in larger towns and communities, there are an increasing number of online services offered to youth who are located in rural areas. It is within these more remote areas that youth rely more heavily upon family support structures and the close-knit communities in which they live. Sadly, research indicates an increased incidence of youth suicide in rural areas, particularly among young men. In remote rural Australia, suicide rates for males are nearly twice those of males living in capital cities (The Royal Children's Hospital, 2012). This may further indicate the need to address inequities in the support services that are offered.

Online services include Kids Helpline, which was mentioned earlier in this chapter (see page 203). This organisation is highly credible, well known and publicised. It has an easy-to-remember phone number and is accessible 24 hours a day. Clients can contact the service through email, telephone and via web counselling. According to its website, Kids Helpline answered over 280 000 contacts in 2012. The website is very adolescent friendly and easy to navigate. It covers topics such as bullying, suicide prevention, parental separation and sexuality, and includes resources for parents and teachers.

Centrelink can assist youth to achieve many needs through a variety of payments. Payments that youth can apply for include Youth Allowance and Abstudy (for Indigenous youth). There is assistance for isolated children, which supports youth who cannot be enrolled at their local state school due to geographical isolation, disability or special needs. Youth who become parents are eligible for the Baby Bonus and Family Tax Benefits.

Youth Allowance is a parental-means and personal-income tested payment that allows youth to study full-time, complete an apprenticeship or move away from home if there are difficult circumstances.

Centrelink is an accessible organisation with regional offices. Clients can contact the agency by email, in person or by telephone. However, there are usually long waiting times, as staffing levels may not be sufficient. Youths with literacy issues may also have difficulty understanding and completing the complex paperwork required.

Welfare groups have criticised recent changes to Centrelink, whereby a percentage of payment is assigned to the Basics card, which can only be used at designated shops. It is designed to reduce the purchase of goods and services that some may see as unhelpful for low-income individuals and families.

Quite apart from services offered by government departments and national agencies, support services are provided by many organisations based within local communities. An example of such a support agency is WAYS, who operate a youth-specific support service in Sydney's eastern suburbs.

Check for understanding

Access the WAYS website (or access the website of a support organisation in your own community). You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Search the site, making a list of each service offered by the organisation.
- 2 Are the services offered in any way gender specific? Explain, using examples.
- 3 Consider the different aspects of wellbeing. How well does the service address each aspect? Explain, using examples.
- 4 Refer back to Maslow's hierarchy of needs (page 8). How does the organisation address these needs?
- 5 Identify factors that you believe may limit youths' access to this service. Provide reasons.
- 6 Critically analyse the effectiveness of the organisation. Your response may be further strengthened by contact with the organisation. Questions you might ask include:
 - What types of services are offered?
 - What is the gender breakdown of who uses specific programs?
 - Is there access to trained counsellors?
 - How is your service funded?
 - How do youth get to know about your program?
- 7 Discuss your findings with the class.



WAYS Youth
Services



Equity issues

Equity refers to fairness and justice. The Universal Declaration on Human Rights, adopted in 1948, clearly advocates that the rights of youth are no different to the rights given to all other individuals in our community. Human rights are universal and are to be enjoyed by all people, regardless of who they are or where they live.

It can be argued that youth are at a disadvantage and face inequities with respect to the following areas:

- socioeconomic (financial) inequity – many youth are dependent or in entry-level positions
- social inequity – social stigma and negative stereotypes
- political inequity – many youth are not old enough to vote
- geographical (remote location) inequity – rural youth
- educational inequity – socioeconomically disadvantaged and rural youth
- discrimination – racial, age, sexual and gender issues
- unequal access to resources and services such as employment, accommodation, transport and health.



Australian Human Rights Commission

Think it through

Access the Australian Human Rights Commission article 'Homelessness is a human rights issue' (2008). You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Explore how the human rights of some youth are violated.
- 2 How may a human rights approach help address the violations identified?

A management strategy is a plan or action to achieve a goal. It could refer to what is already in place, or it could be developed. This could be done using an existing law (or proposing a change in that law), or it could involve a new policy or additional government funding to meet the need.

To improve socioeconomic inequities faced by youth, the government could increase the Youth Allowance payments and allow more students to access this benefit by increasing the parental income threshold. A management strategy to decrease health inequities could be to increase the number of school psychologists available to young people so that mental health issues may be detected and addressed before they become a major problem.

Sadly, movement towards equity comes with conflict. Conflict occurs when individuals or groups have differing values, beliefs or standards. Thus, those addressing issues of inequity may be faced with difficulty when devising strategies to bring about positive change.

Check for understanding

Investigate a current inequity issue faced by youth by 'linking up' with a school in a different geographical region (ask for your teacher's help).

- 1 Compare and contrast the services available in each community.
- 2 Suggest strategies that may address inequities. Discuss these with your own class and with your new online classmates. Do they think your ideas would work?
- 3 Record the strategies you think would work to address inequities.
- 4 Take your findings a step further ... speak with your local member of parliament and advocate for change!

Positive influences on community attitudes

Contributions by youth within the community

- Young people can be loving family members who provide help around the home and act as babysitters for younger siblings or the neighbour's children. Members of stable families are more likely to be able to contribute to the community, perhaps through volunteer work.
- Some young people are carers for their chronically ill or disabled parents. As a result, they assist in keeping the family together and the community intact.
- Schools are full of successful young people wanting to learn and succeed.
- Young people make up a large contingent of part-time and casual workers. Some of these workers attain leadership positions and, in turn, are given responsibility for training new employees.



- Young people act as role models and volunteers; for example, as scouts, guides and youth group leaders.
- Youth may assist in fundraising; for example, by participating in the Salvation Army Doorknock appeal, selling Legacy badges or giving blood on a regular basis. The Red Cross recognises the New South Wales school that donates the most blood through the Vampire Shield award.
- Young people are technologically advanced. They both embrace and lead new advances in internet and mobile phone use, and are often willing to share their knowledge.
- Youth can be involved in community organisations, such as the Rural Fire Service, State Emergency Services, St John Ambulance and Surf Life Saving.

Think it through

- 1 Oaktree is Australia's largest youth-run organisation and has over 150 000 members. It is entirely coordinated by youth, with the goal to end extreme poverty. Visit the Oaktree website and view the 'Oaktree: who we are' video on their YouTube Channel.
 - a Identify and discuss the primary goal for this group of youth.
 - b Identify and discuss strategies implemented by the group in order to achieve their goals.
 - c Discuss how the achievement and recognition they have received has impacted on the wellbeing of youth involved within the organisation.
 - d Explain how the work done by Oaktree impacts on the wellbeing of those they assist – both other youth and the community.
 - e With your peers, debate the topic 'Does work such as Oaktree's improve community attitudes towards youth?'
- 2 Add to the above list of positive contributions youth make to the community, drawing on your own experiences.
- 3 Go to the Behind the News website and view the two stories on youth and the SES. You can link to this directly via <http://cafs.nelsonnet.com.au>. How would promotion of youth involvement in the SES improve community attitudes towards youth?
- 4 Does your school have a blood donor program? How does donating blood contribute to donors' wellbeing? Survey those who participate to find out.
- 5 Investigate how students at your school could get involved in a blood donor program.
- 6 Assess (either through group discussion or survey) the impact of community attitudes on the wellbeing of youth.



Oaktree

Oaktree: Who we are

Behind the News

Advocacy

There are many groups and organisations with the mission to advocate for youth and their needs. Such organisations may be government based, private or voluntary.

Raising awareness within the community

Organisations such as headspace organise community awareness programs and activities for young people, their friends, families and the broader community. Schools also work towards promoting initiatives for and by youth. This is often done through local newspapers or television media. The 2014 Young Australian of the Year – Jacqueline Freney, a Paralympic swimmer – further raises awareness of the indomitable spirit of youth, and shows that with hard work and determination, anything is possible. Youth achievements must be recognised so that spirit and wellbeing are positively enhanced.

Think it through

Read the 'Youth community greening' page on the Royal Botanic Gardens and Domain Trust website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Identify major reasons why the Royal Botanic Gardens and Domain Trust have targeted youth with this initiative.
- 2 Identify the benefits for sectors of the community, including the youth themselves, as well as the wider community.
- 3 Discuss the likely impact that such an initiative will have upon the wellbeing of volunteers and those who enjoy the garden surrounds.
- 4 As a student, how do you think an initiative such as the Sustainable School Program could serve the needs of the youth in your school? Discuss with peers and propose a strategy for change.



Royal Botanic Gardens
and Domain Trust



Educating the community

Sadly, it is often the negative aspects of youth behaviour that catches the media’s attention. However, profiling the collective and individual achievements of youth serves to generate heightened understanding within the community. News columns in local media, the promotion of activities and school/youth events each assist to educate the community. Local television news crews visit schools and take the work, lives and aspirations of youth into lounge rooms each day. Online news items that appear on most school web pages also serve to educate the community of youth achievement. Informal networks too play a major role in informing the local and wider community of events in which youth are immersed. Local organisations who work with and provide services for youth are also strong advocates of their clients and play a significant role in educating the community.

Promoting the rights of the group

The Australian Youth Forum is run by the Federal Government. The Office of Youth, within the Department of Education, oversees the Forum. It engages young people aged 15–24 years to share their opinions to help shape government policy and decisions that affect young people now and in the future. Their website introduces issues and encourages people to share their views. Topics may relate to areas such as curriculum issues, disability care and marriage equality. There is also a Steering Committee of 10 young people who meet with the Minister for Youth.

The Office of the Children’s Guardian is a State Government agency that administers the Working With Children Check (WWCC). It assists organisations to develop policies and procedures to keep children and adolescents safe. It also protects children and young people in out-of-home-care environments, such as in fostering or adoption. People require the WWCC for teaching, coaching, youth ministry and/or employing young people. The requirement is being phased in over a five-year period.

Mission Australia offers a number of services within the community and includes programs that specifically help youth. According to the website, it assists vulnerable young people identified by schools, communities and families by offering art and music, alternative education, mental health awareness and drug and alcohol rehabilitation. It offers supported accommodation to homeless young people, providing an opportunity for them to develop independent living skills. Since 2002, Mission Australia has conducted the Annual Youth Survey and communicated the results to the media, community and policy makers. The survey is open to all youth in the 15–19 age bracket. A cross section of respondents reflects the diversity of Australia.



Australian Youth forum

Think it through

You can link directly to the websites in this activity via <http://cafs.nelsonnet.com.au>.

- 1 Go to the Mission Australia website and research the Annual Youth Survey.
 - a What is the purpose of the survey?
 - b How is diversity catered for?
 - c Read the current report. What do young people value?
 - d Identify areas of specific need. Are they physical or higher-order needs? Use Maslow’s hierarchy (see page 8) to help shape your response.
 - e Identify issues of personal concern. Prioritise your areas of concern and suggest strategies that could bring about change. Share your concerns with the class, identifying common concerns. How might your class go about advocating change?
 - f Go to the ‘Figures and tables’ section of the Annual Youth Survey and write a paragraph about information generated by New South Wales and Australian Capital Territory residents.
- 2 Research the United Nations Convention on the Rights of the Child using the Child Rights Australia website.
 - a In what year was this document published and when did Australia become a signatory? Identify clauses that relate specifically to the youth.
 - b Identify local services and support structures that work towards upholding the rights presented in the convention.
- 3 Visit the Police-Citizens Youth Club (PCYC) website. Appraise their mission statement and other areas of the website.
 - a Evaluate the effectiveness of this organisation in meeting the needs of youth.
 - b Where is the nearest PCYC to your school? What activities are offered?
- 4 Rotary conducts Youth of the Year programs. Assess how effective this program is in promoting a more positive community attitude towards young people.



Mission Australia

Child Rights
Australia

Police-Citizens
Youth Club



Check for understanding

For each of the examples above (Australian Youth Forum, The Office of the Children’s Guardian, Mission Australia), identify the rights promoted through each agency’s work.

Think it through

- 1 Make a list of community service groups in your area. Divide the list according to the area of need they serve to satisfy. Identify areas of need that you believe have not been addressed, or have not been addressed adequately.
- 2 Complete primary research on one community service group that addresses the needs of youth in your area.
 - a Identify the service group.
 - b What needs does this group address?
 - c Assess how well this group meets the needs of youth in terms of wellbeing.

REFERENCES

Australian Bureau of Statistics. (2001). *Census of population and housing: Australia’s youth, 2001* (Cat. No. 2059.0). Canberra: ABS.

Australian Bureau of Statistics. (2013). *Reflecting a nation: Stories from the 2011 Census, 2012–2013 – Same-sex couple families* (Cat. No. 2071.0). Canberra: ABS.

Australian Institute of Family Studies. (2011). Family facts and figures: cohabitation. Melbourne. <http://www.aifs.gov.au/institute/info/charts/cohabitation/index.html#allcouples>.

Australian Medical Association. (2013). Health of young people. Barton, ACT. <https://ama.com.au/position-statement/health-young-people-1998-revised-2013>.

Bader, S. (2014). Obesity in lesbians. *LOTL*, web articles 2014. <http://www.lotl.com/gay-lesbian-giveaways-aus-nz/tickets/OBESITY-IN-LESBIANS>.

beyondblue. (2009). Depression and anxiety in gay, lesbian, bisexual, transgender and intersex people. Hawthorn West, Vic. <https://www.bspg.com.au/dam/bsg/product?client=BEYONDBLUE&prodid=BL/0648&type=file>.

beyondblue. (2013). Families like mine. Hawthorn West, Vic. http://www.twenty10.org.au/s/media/families_like_mine_beyond_blue_2013.pdf.

Coming Out Australia. (2013). Community Brave – peer to peer funding campaign. *Coming Out Australia*, 4 December. <http://www.comingout.com.au/community-brave-peer-to-peer-funding-campaign>.

International Commission of Jurists (ICJ). (2007). *Yogyakarta Principles – principles on the application of international human rights law in relation to sexual orientation and gender identity*. Geneva. http://www.yogyakartaprinciples.org/principles_en.pdf.

Jackson-Webb, F. (2013). Australia’s HIV infection rates at 20-year high. *The Conversation*, 21 October. <http://theconversation.com/australias-hiv-infection-rates-at-20-year-high-19358>.

Mccrindle Research. (2013). *Demographic analysis of youth in Australia* [Social analysis]. Bella Vista, NSW. Retrieved from http://mccrindle.com.au/ResearchSummaries/2013/Demographic-Analysis-of-Youth-in-Australia_McCrimdle-Research.pdf.

Muir, K., Mullan, K., Powell, A., Flaxman, S., Thompson, D. & Griffiths, M. (2009). *State of Australia’s young people: A report on the social, economic, health and family lives of young people*. Canberra:



Australian Government Office for Youth. <http://www.youth.gov.au/sites/Youth/News/Documents/YoungPeopleReport.pdf>.

National LGBTI Health Alliance. (n.d.). The mental health of LGBTI Australians. Newtown, NSW. <http://www.lgbthealth.org.au/mental-health>.

National LGBTI Health Alliance. (2013). *LGBTI health 2013: People, profiles and perspectives* [summary version August 2013]. Newtown, NSW. Retrieved from <http://www.lgbthealth.org.au/sites/default/files/LGBTI%20Health%202013%20-%20Summary%20Version.pdf>.

Population Reference Bureau. (2013). *The world's youth: 2013 data sheet*. Washington. <http://www.prb.org/pdf13/youth-data-sheet-2013.pdf>.

The Royal Children's Hospital. (2013). Centre for adolescent health: Youth suicide in Australia. Melbourne. http://www.rch.org.au/cah/research/Youth_Suicide_in_Australia.

Smith, A., Dyson, S., Agius, P., Mitchell, A., Pitts, M. (2003). *Secondary students and sexual health 2002: Results of the 3rd national survey of Australian secondary students*. Melbourne: Australian Research Centre in Sex, Society, La Trobe University.

Suicide Prevention Australia. (2009). *Position statement: Suicide and self-harm among gay, lesbian, bisexual and transgender communities*. Leichhardt, NSW. <http://suicidepreventionaust.org/wp-content/uploads/2012/01/SPA-GayLesbian-PositionStatement.pdf>.

United Nations Educational Scientific and Cultural Organization. (2014). UNESCO: Acting with and for youth. Paris. <http://www.unesco.org/new/en/social-and-human-sciences/themes/youth>.



MODULE FOCUS

- Becoming a parent or carer (p. 214)
- Factors affecting the roles of parents and carers (p. 231)
- Support for parents and carers (p. 249)

OUTCOMES

A student:

- **H1.1** analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- **H2.1** analyses different approaches to parenting and caring relationships
- **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
- **H3.2** evaluates networks available to individuals, groups and families within communities
- **H3.4** critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- **H5.1** proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- **H5.2** develops strategies for managing multiple roles and demands of family, work and other environments
- **H6.1** analyses how the empowerment of women and men influences the way they function within society.



BECOMING A PARENT OR CARER

To most, becoming a parent is the most rewarding, satisfying and challenging job in the world. Children are not born with manuals and, although there are many resources out there to support parents, many parents tend to learn 'on the job'.

Similar to this is the role of a carer. Carers are unique. They play a significant role in the community and are equipped with a vast array of specialised knowledge and skills. While parenting is the process of raising and nurturing children, caring is looking after the needs and wellbeing of another individual.

From these definitions a distinction can be made between the two roles: parenting promotes the development of an individual within a family, while caring involves meeting the needs of a **dependant** that may or may not be related. Consider also that carers can be parents and parents can be carers, but not all carers are parents.

Caring is a multi-faceted role that encompasses many individualised carers from a variety of sectors. Carers who look after those nearest and dearest to us either learn on the job in an informal care setting or formally through universities, TAFEs or colleges. In many Australian communities, we are fortunate enough to have luxury of choice and flexibility in the care that is offered and the services that are provided. Carers provide a service that we may not be able to do ourselves and all trust is put in them to carry out their role according to their training and experience. Working in a care setting brings many rewards, memories and friendships that will last a lifetime.

(Margaret Watkiss, BHealth Science [Nursing/Midwifery]; Advanced Diploma in Management, personal communication, 2014. Watkiss has more than 15 years of experience as a Director of Nursing in residential aged care.)

Parenting is one of the most challenging yet rewarding roles we assume as adults. We have an immense emotional investment as a parent and it carries huge responsibility. This is further complicated because there is no universal, text-book, cookie-cutter approach. Each child is different and the relationship they have with each of their parents is different. We often have to learn on the job and synthesise a variety of theories and approaches to ensure that we find the best approach for each of our children.

Parenting in the digital age is even more complicated. Today's parents are the first generation of parents who are raising complete 'digital natives'. It's confusing and concerning because today's parents don't have a frame of reference on which to base their parenting decisions: they didn't grow up immersed in a world of screens.

(Dr Kirsty Goodwin, PhD, Bachelor of Education [Hons], personal communication, 2014. Dr Goodwin is director of Every Chance to Learn.)

dependant

An individual who is under the care of someone else; includes children and the cared for

Carers can be parents and parents can be carers, but not all carers are parents.

WANTED

Responsible persons (M/F) to undertake new project. Candidates should be totally committed, willing to work up to 24 hours daily, including weekends. Knowledge of health care, nutrition, psychology, child development and the educational system is essential. Necessary qualities include energy, tolerance, patience and a sense of humour. No training or experience needed. No salary, but a very rewarding job for the right person.

Parenting is a full-time job.

Think it through

- 1 Using Wordle or another tool, mind map the various roles of a parent. As a class, reflect on the roles that are presented through the words used.
- 2 As a class, use Padlet or another tool to concept map the various responsibilities and characteristics of parents and/or carers in today's society.
- 3 Create a job advertisement for a parent or carer. Your ad should reflect the skills and experience required for the job.
- 4 Discuss how the role of a parent has changed over time.
- 5 Explore the definition of a carer and predict the types of roles that can encompass this definition.



Types of parents and carers

There are two main types of parents: biological parents and social parents. The parent who has provided the genetic material – either the sperm or ovum – to create a foetus is a biological parent. A parent who has a parenting role but does not share a genetic relationship with their child is a social parent; for example, through adoption, fostering, step-parenting and surrogacy.

Biological and social parents have a significant impact on their children. The importance of providing love, support and encouragement is combined with the practical tasks of providing for physical needs. Indeed, parents have the major responsibility to meet the needs of their children appropriate to the circumstances and the child's stage of development. Parents also play an important role in the effect they have on their child's emotional, economic, cultural, physical, spiritual and social wellbeing.

Biological parents

A **biological parent** has provided the genetic material to create a foetus. Generally, biological parents contribute genetic material as a result of sexual intercourse.

With Assisted Reproductive Technologies (ART), the creation of a foetus may involve other procedures. These methods include in vitro fertilisation (IVF), embryo transfer (ET), gamete intra-fallopian transfer (GIFT) and artificial insemination (AI) (NHMRC Ethical Guidelines on Assisted Reproductive Technology, 1996).

Social parents

Many individuals in our society have parenting responsibilities for a child with whom they do not share a genetic relationship. These parents are termed **social parents** and can be associated with issues that have varied legal and social implications. Many of these social parents were introduced in the 'Family structures' section in Chapter 3 (see pages 70–4). Examples include adoption, fostering, step-parenting and surrogacy.

Out-of-home care is a term used for the system where children and young people (up to the age of 18 years) are unable to live with their birth families due to a number of circumstances. Adoption and fostering may be the options taken here. According to the New South Wales Government's Family and Community Services (n.d.b.), the Out-of-Home Care program provides care to children and young people who are not able to live at home safely. They may have experienced significant harm or be at risk of abuse, or their families might be unable to care for them because of disability, drug and alcohol abuse, domestic violence or mental illness.

Adoption

Adoption is one of the options used to provide permanent care for children who are unable to live with their birth families. It is a legal process where all legal rights and responsibilities are transferred from birth parents to adoptive parents (Family and Community Services, 2013).

In today's society, 'open' adoption is often practised. This is where all parties agree to contact and information exchange (Australian Institute of Health and Welfare [AIHW], 2011). The child and parents benefit because the child has a secure adoptive family and an ongoing relationship with their biological parents.

In 2013, Family and Community Services had three main programs running:

- Local Adoption and Permanent Care
- Out-of-Home Care Adoption
- Intercountry Adoption

biological parent
One who contributes genetic material as a result of sexual intercourse or Assisted Reproductive Technologies



Kelly Bell

A biological family shares the same genetic material.

Check for understanding

- 1 Contrast biological and social parents.
- 2 How does a parent become a biological parent?
- 3 Identify the various types of social parents.

social parent
One who has parental responsibilities for a child they do not share a genetic relationship with

adoption
The legal process where all legal rights and responsibilities are transferred from birth parents to adoptive parents



They also classified four types of adoption: local, special needs, intercountry and intrafamily adoption. The different types of care and adoption are detailed in the following table.

Type of care or adoption	Description
Local adoption	<ul style="list-style-type: none"> Children from infancy to two years of age Birth parents voluntarily make a decision to have their child adopted
Permanent care	<ul style="list-style-type: none"> Children are under the responsibility of Family and Community Services Children are unable to remain in the care of their parents or family members
Out-of-home care adoption	<ul style="list-style-type: none"> It is assessed that children are not able to live with their parents or extended family Children are placed with authorised carers
Intercountry adoption	<ul style="list-style-type: none"> Adoptions between Australia and a country that is a member of the Hague Convention on the Protection of Children and Co-operation in Respect of Intercountry Adoption
Intrafamily adoption	<ul style="list-style-type: none"> Adoption of a child who lives in New South Wales by a step-parent or relative Can be one of two types: step-parent adoption or relative adoption

Between 2012 and 2013, there were only 210 local adoptions and 129 intercountry adoptions in Australia.

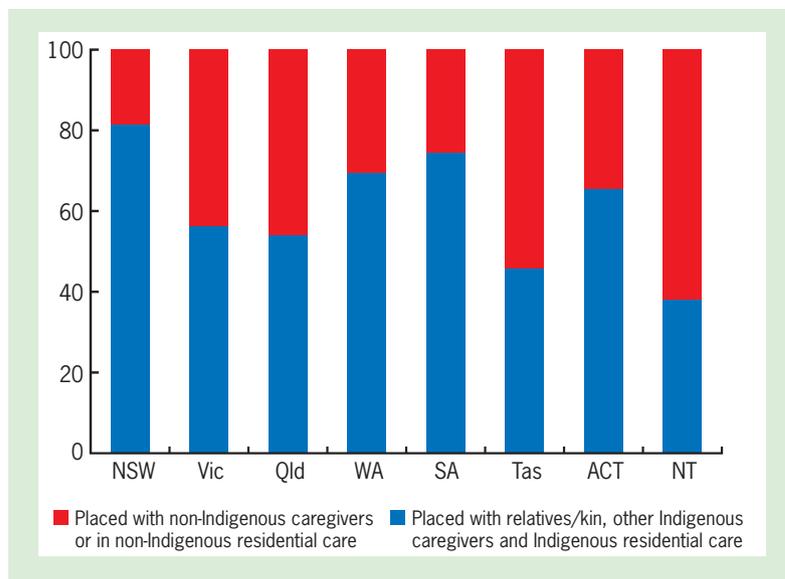
In New South Wales, adoption is a responsibility of Family and Community Services (FACS) and other registered agencies, such as Anglicare, Barnardos and CatholicCare.

According to The Aboriginal and Torres Strait Islander Child Placement Principle, an Aboriginal and Torres Strait Islander child can only be placed with a non-Indigenous carer if an appropriate placement cannot be found in these three groups:

- the child’s extended family (kin)
- the child’s Indigenous community (kith)
- other Indigenous people (Lamont, Nair & Scott, 2013).

The graph below shows the number of Aboriginal and Torres Strait Islander children living in out-of-home-care.

The Aboriginal and Torres Strait Islander Child Placement Principle reflects the right of Indigenous people to raise their children in their communities (AIHW, 2013a).



Aboriginal and Torres Strait Islander children in out-of-home care, states and territories, 30 June 2012 (AIHW, 2013a)



Think it through

- 1 Watch a current news story, or bring a newspaper article to class, on local adoption in Australia.
- 2 Use Jot Thoughts (that is, capture ideas that stem from a stimulus [image, article, statistic, graph], question or discussion) to take notes on the content related to intercountry adoption in the news story.
- 3 Collate the notes and use them to create a collage of ideas.
- 4 Investigate current adoption news and information on the Department of Family and Community Services website, or the websites of other services, to gain an insight into the various intercountry positions and agreements Australia currently has with other countries. In pairs, use sticky notes to complete Jot Thoughts.
- 5 As a class, discuss the impact of this news and information on legal, social and technological change.
- 6 What trends and information are depicted in the graph on the previous page?



NSW Department
of Family and Community
Services

Check for understanding

- 1 Outline the impact of legal change on adoption.
- 2 Discuss the impact on social change on adoption.
- 3 Suggest the impact technological change has on adoption.
- 4 Predict changes to community beliefs and attitudes in relation to adoption in the next five to 10 years.

fostering

An alternative living arrangement for children whose parents are temporarily unable to care for them in the family home

Fostering

Fostering provides an alternative living arrangement for children whose parents are temporarily unable to care for them in their family home. The caregivers are volunteers who are paid a fortnightly allowance (based on the child's age) to help them meet the needs of the child, such as buying furniture or clothing.

Foster care can last from a few days to a few years and includes immediate or crisis care, respite care, short-medium care, long-term care and relative or kinship care.

A child may be put into foster care if:

- they are considered to be at risk of harm
- their basic physical and emotional needs are not being met
- there may be risk of abuse or exposure to domestic violence.

In addition, sometimes a parent is unable to provide care owing to physical or mental health issues or because the parent is in prison.

Foster care is arranged in familiar locations where possible, and the foster children and biological parents may be encouraged to keep in contact regularly. This helps to maintain the child's self-esteem, sense of belonging and continuity.

Foster carers must be authorised by FACS. It is now mainly managed by non-government agencies, as FACS is transferring the Out-of-Home Care program to the non-government sector. Non-government services include Anglicare, Barnardos, CatholicCare and KARI Aboriginal Resources for Indigenous children.



NewsPix/Nick Weish

Sydney husband and wife Glenn and Amanda Mulligan have looked after more than 60 foster children as well as their own since 1996.

Think it through

- 1 View a media story about fostering from ABC's *Australian Story* or *Compass*. Do an internet search or use iView. (You might also like to look at the stories on the Burnside Foster Care website.) You can link to iView and Burnside Foster Care directly via <http://cafs.nelsonnet.com.au>.
- 2 While watching the story, create a table to record key ideas relating to legal, social and technological impacts in relation to fostering.
- 3 As a class, use the tables to compare and contrast ideas.
- 4 Suggest changes in community beliefs and attitudes about fostering that might result from these stories.



ABC iView
Burnside Foster Care



Picture Media/GoffPhotos.com

Jada Pinkett Smith is stepmother to Will Smith's older son by his first marriage, Willard 'Trey' Smith. Will and Jada also have two children together: Jaden and Willow.

Step-parenting

When a man or woman marries or forms a de facto relationship with a partner who has a child or children from a previous relationship, they become a **step-parent**. This can occur due to divorce, separation, death or other circumstances. The number of step and blended families has grown by more than 50 per cent in the last 10 years and they now represent 10.6 per cent of all couple families with children (Family and Relationship Services Australia, 2012). Under the *Family Law Act 1975 (Cth)*, a step-parent:

- is not a biological parent of the child
- is or has been married to, or has been a de facto partner of, a parent of the child (in 2009 the definition of 'de facto' was changed to include same-sex couples)
- treats the child as a member of the family formed with the parent.

Once the new couple marries or begins living together in a de facto relationship, many issues need to be managed. The couple does not have time to adjust to their couple relationship before taking on parenting, as the two occur simultaneously. New family members need to feel accepted. Space, possessions and relationships are shared. For these reasons, success is usually achieved gradually.

step-parent

A man or woman who marries or forms a de facto relationship with a partner who has a child or children from a previous relationship

Think it through

- 1 Visit the Raising Children Network or another appropriate resource and read a case study on step-parent families.
- 2 Answer the following questions, individually or with a partner.
 - a Outline step-parenting.
 - b Account for why around a third of Australians getting married have children from previous marriages.
 - c Examine the impact of step-parenting on the child, parents and other siblings.
 - d Imagine you are a family therapist who is working with a new step-family. Propose management strategies this family can use to better manage their situation.
 - e Create a practical resource for children who have just become part of a step-family.



Raising Children Network



Check for understanding

- 1 Identify the ways in which families can become step-families.
- 2 Describe the impact of step-families on all of the people involved.

Surrogacy

Surrogacy is an arrangement between a couple who cannot have a baby and a woman who gets pregnant on behalf of a couple. It is the intention that the child is handed over to the couple after the birth.

A woman may need a surrogate if she is infertile, has had a hysterectomy or suffers from a serious medical condition, like uncontrolled diabetes, cardiomyopathy or moderate renal failure. Surrogacy often means having IVF treatment, as the surrogate mother may use donor ova or sperm or the parent's own egg or sperm.

A person cannot be paid to be a surrogate, but generally the adopting parents will cover all medical expenses. Most commonly, surrogacy arrangements are altruistic and involve family members.

Altruistic surrogacy is a practice whereby a woman agrees, for no financial gain, to become pregnant and bear a child for another person/s to whom she intends to transfer the child's care at, or shortly after, the child's birth.

To be listed on the birth certificate as the child's legal parents, the infertile couple must apply to adopt the child. After adoption, the adopting parents have the same rights as biological parents. As with all adoption procedures, the Family Court needs evidence to be satisfied the infertile couple will be suitable as parents. The court also needs consent from the surrogate mother to relinquish parental rights. If all adults agree to the adoption, the infertile couple will be given custody, guardianship and parental rights.

There are two types of surrogacy. Traditional surrogacy is when a woman is pregnant with her own biological child but conceives the child with the intention of handing it over to be raised by others. Gestational surrogacy is when a woman is impregnated with a fertilised egg to which she has no genetic connection and carries the child until birth (The Star Online, 2011).

surrogacy

An arrangement between a couple who cannot have a baby and a woman who gets pregnant on the couple's behalf; the child is handed to the couple after delivery



Surrogacy has received negative media coverage in the past and is often related to many moral and ethical dilemmas.

Think it through

- 1 Watch and read about BBC Four UK's *House of Surrogates*, or visit the *Daily Mail* website and read the article 'Wombs for rent in India: Inside the "house of surrogates" where poverty-stricken women carry babies for wealthy foreigners', by Deni Kirkova (1 October 2013). You can link to this directly via <http://cafs.nelsonnet.com.au>.
- 2 Copy and complete the below RAN chart in your notebook after watching or reading the article.

Prior Knowledge	Confirmed	New Learning	Misconceptions	Wonderings

- 3 Note the impact of social changes on community beliefs and attitudes to surrogacy.
- 4 Discuss these issues as a class.
- 5 As a class, debate the topic 'Surrogacy is always immoral'.

Check for understanding

- 1 Discuss the implication that surrogacy has on the couple, child and surrogate involved.
- 2 Predict future medical breakthroughs in surrogacy.



BBC Four
Daily Mail



The impact of legal, social and technological change on social parents

Social parenting situation	Legal (legislation)	Social (community beliefs and attitudes)	Technological (reproductive technology)
<p>Adoption A legal process that permanently transfers all the legal rights and responsibilities of being a parent to the adoptive parents</p>	<ul style="list-style-type: none"> • <i>Adoption Act 2000</i> (NSW) • <i>Family Law Act 1975</i> (Cth) • All legal rights and responsibilities are transferred from the birth parents to the adoptive parents; a child's amended birth certificate reflects this • The change is permanent and biological parent/s are only allowed information and contact with Family Court permission • If a child is more than 12 years of age, they must consent to their adoption • The child's name changes • New South Wales adoptions are made legally binding by the Supreme Court • For step-parent adoptions in New South Wales, parents must be married or de facto OR the step-parent needs to have lived with the child for two or more years • Requires the consent of both biological parents 	<ul style="list-style-type: none"> • Open adoption arrangements, in which both the child and parents benefit • More socially acceptable to adopt, thanks to celebrities such as Angelina Jolie and Brad Pitt, Nicole Kidman, Charlize Theron, Hugh Jackman and Deborra-Lee Furness • Positive portrayal of adoption in the media • Process is long and exhaustive; the governing body requires assurance that all aspects of the child's wellbeing can be met • Acknowledged that adoption is generally not accepted within Aboriginal communities and is differently arranged within Torres Strait Islander communities; placement within the kinship group is considered • Government support for single parents through the Sole Parent payment, as well as sole parenting being more socially accepted, means less adoptions • Social acceptance of older parents means less adoptions • Social acceptance of gay and lesbian parents means adopting has increased • Cultural and religious traditions and heritage are shared and passed down 	<ul style="list-style-type: none"> • Improvements in reproductive technologies may have impacted on the number of children available for adoption • Access to legal termination • Medical and health information on biological parents is made available so that health conditions that could be inherited are visible • Access to records: other identifying information can be gained from the Registry of Births, Deaths and Marriages (e.g. details from birth, marriage or death certificates), which can help people to search for each other (<i>Adoption Act, 2000</i>) • Improvements in contraception, especially among young couples, may have led to less children being available for adoption • Those undertaking fertility treatment are not eligible to apply to adopt a child
<p>Fostering An alternative living arrangement for children whose parents are temporarily unable to care for them in the family home</p>	<ul style="list-style-type: none"> • Apply with a non-government agency; there are more than 40 accredited agencies in New South Wales • Carer Allowances • <i>Child and Young Persons (Care and Protection) Act 1998</i> (NSW): carers have certain rights and responsibilities • The Partnership Agreement between Family and Community Services and foster carers • The <i>Children and Young Persons (Care and Protection) Regulation 2012</i> (NSW) Code of Conduct • The Office of the Children's Guardian's NSW Standards for Statutory Out-of-Home-Care: provides minimum standards for accreditation 	<ul style="list-style-type: none"> • Has become more socially acceptable • Can create cultural connections between children and the foster family • Families feel like they are giving back to the community • Parents want to make a difference in the lives of other children (and their families) • Available support for foster parents may mean more families are willing to explore taking on foster children • Issues may arise with the contact of a young person's birth parents and the potential return to their family • Families are sometimes split up as all children cannot be accommodated and stay together; this may cause issues 	<ul style="list-style-type: none"> • Social media and technology, such as Skype, make it easier for children and their birth parents to stay connected while the children are in foster care • Positive stories on fostering in the media and on the internet may improve the somewhat negative stigma surrounding foster children

(continued)



Social parenting situation	Legal (legislation)	Social (community beliefs and attitudes)	Technological (reproductive technology)
	<ul style="list-style-type: none"> Code of Conduct for Authorised Foster, Relative and Kinship Carers: framework promotes high standards of conduct by authorised carers Must consult with Family and Community Services about issues, such as schooling and faith practices Cannot make medical decisions or undertake legal proceedings on behalf of the child 	<ul style="list-style-type: none"> New schools, family rules and situations may put unwanted stress on the child Problems between the biological family and the foster child may force the foster family to take out a restraining order against the biological parents It is important to retain the cultural identity and knowledge of the child Negative stigma attached to fostering as young people often have a troubled family background Some members of society are negative about foster parents who are paid by the government for the care that is provided; there is a misconception that they foster because of the money paid 	<ul style="list-style-type: none"> Advancements in reproductive technologies has led to a decrease in the number of children that are put up for adoption; as a result, there has been a decrease in the number of children who have been placed in foster families
<p>Step-parenting Under the <i>Family Law Act 1975</i> (Cth), a step-parent:</p> <ul style="list-style-type: none"> is not a biological parent of the child is or has been married to, or has been a de facto partner of, a parent of the child (in 2009, the definition of 'de facto' was changed to include same-sex couples) treats the child as a member of the family formed with the parent. 	<ul style="list-style-type: none"> No legal responsibility for the child Can apply to the Family Court for a Parenting Order through the Federal Magistrates Court Step-parent adoption: legal relationship between the step-parent and child; equal rights to child support and inheritance Guardianship Medical authorities may consult a step-parent if neither biological parent is available Child's name can be changed to that of a step-parent, pending permission from a non-custodial parent 	<ul style="list-style-type: none"> Much more common; this could be directly related to social acceptance, remarrying and the increasing divorce rates Conflict between children and step-parents is apparent, especially in older children Traditions of the family and the new step-parent may be in conflict with each other Rules set down by the step-parent may cause undue stress and tension among the family The high cost of living may put pressure on step-families in terms of housing, transport, food and clothing Community perceptions are often that an intact original nuclear family is superior to any variety of blended family; a stepfamily is seen as a 'deficient' form of a nuclear family 	<ul style="list-style-type: none"> Step-parents would probably experience the same or similar issues as biological parents with regard to the safety, costs and pressures associated with technological changes Issues around conflicting views on discipline, boundaries and rules with respect to technology may be apparent Issues could arise for remarried couples who are trying to conceive a child; they may need to turn to birth technologies, especially if they are an older couple
<p>Surrogacy An arrangement between a couple who cannot have a baby and a woman who gets pregnant on behalf of a couple; it is the intention that the child is handed over to the couple after the birth</p>	<ul style="list-style-type: none"> <i>Surrogacy Act 2010</i> (NSW) makes commercial surrogacy illegal Many couples travel to India and Thailand to undergo commercial surrogacy Fines of up to \$110000 and a maximum of two years imprisonment apply for commercial surrogacy Altruistic surrogacy is legal in New South Wales, the Australian Capital Territory, Queensland, Victoria, Western Australia and Tasmania In Western Australia and South Australia, single people and same-sex couples are banned from using surrogacy 	<ul style="list-style-type: none"> Because of the legally 'grey' area in New South Wales, the rights of each party are not clear Very specific criteria need to be established for both parties based on an honour agreement that is not legally binding Society tends to have a mixed view on surrogacy Still a very controversial area Many religions are still against any form of intervention with natural conception Some people within the community are concerned by the fact that, in some Australian states, IVF is not available to gay couples 	<ul style="list-style-type: none"> Issue of 'social infertility': some women choose to freeze their viable eggs in the hope that they will find a suitable partner; if natural conception is not achieved, the frozen eggs may be used instead

Table information adapted from: *Adoption Act 2000* (Cth), *Children and Young Persons (Care and Protection) Act 1998* (NSW), *Family & Community Services* (2013), *Family & Community Services* (n.d.a.), *Family & Relationship Services Australia* (2012), *Family Law Act 1975* (Cth), *IVF Australia* (2013) *Surrogacy Act 2010* (NSW)

Think it through

- 1 Review the table on pages 221–2 and discuss the impact of the changes presented.
- 2 Add additional impacts of social (community beliefs and attitudes) and technological (reproductive technology) change for each type of social parent.
- 3 Discuss the changes as a class and create a concept map highlighting these changes.

Carers

The definition of a **carer** varies from organisation to organisation. Broadly, caring covers primary carers, formal and informal carers.

According to the *NSW Carer (Recognition) Act 2010* (NSW), a carer is a person who provides ongoing personal care, support and assistance to any other individual who needs it.

carer

A person who, formally or informally, provides ongoing personal care to a dependant

Think it through

Obtain a copy of the film *I am Sam*, starring Sean Penn and Michelle Pfeiffer. Watch the film in sections, answering the following questions.

- 1 Identify how Sam becomes Lucy's father/carer.
- 2 Outline the preparations that Sam must make for his role as Lucy's father.
- 3 Describe the aspects that change in Sam and Lucy's relationship once Lucy starts school.
- 4 Lucy and Sam must make changes when separated. What affect does this have on the parent-child relationship?
- 5 Examine who is included in Sam's social and support network. Why are they important?
- 6 Propose management strategies for Sam and Lucy to better manage their situation.

Primary carers

According to the Australian Bureau of Statistics (2010), a primary carer is a person who provides the most informal assistance, in terms of help or supervision, to a person with one or more disabilities or who is aged 60 years and over. The assistance has to be ongoing for at least six months and be provided for one or more core activities (communication, mobility and self-care). For example, the main care provider could be a father caring for his disabled son or a woman caring for her elderly mother. Primary carers are different to paid care workers or volunteers arranged by formal services.

ABS surveys and other sources inform the following statistics. By better understanding carers' characteristics and demographics, more tailored support can be made available.

- In 2015 there were 2.7 million unpaid carers in Australia. [1]
- Around 856,000 carers (32%) are primary carers, those who provide the most informal assistance to another individual. [1]
- The replacement value of the unpaid care provided in 2015 was \$60.3 billion – over \$1 billion per week [2], providing 1.9 billion hours of care.
- More than two thirds of primary carers are female. [1]
- The average age of a primary carer is 55. [1]
- 272,000 carers are under the age of 25, which equates to around 1 in 10. [1]
- Almost all primary carers (96%) care for a family member. [1]
- More than half (55%) of primary carers provide care for at least 20 hours per week. [1]
- 56% of primary carers aged 15–64 participate in the workforce, compared to 80% of non-carers. [1]

Sources:

- [1] Australian Bureau of Statistics (2015) *Survey of Disability, Ageing and Carers*.
- [2] Deloitte Access Economics (2015) *The Economic Value of Informal Care in Australia 2015*.



Alamy/Rafael Ben-Ari

Young carers play a significant role in Australian caring.

Think it through

- 1 View an interview online or conduct an interview with a primary carer from your local community.
- 2 Note, or ask questions about, the roles, preparations and responsibilities of the carer.
- 3 Examine why the primary carer took on their caring role.
- 4 Record your findings in a table, and discuss and compare them as a class.

Informal carers

The Australian Institute of Health and Welfare (2013b) describes an informal carer as any person, such as a family member, friend or neighbour, who is giving regular, ongoing assistance to another person without payment. More often than not, these carers are women. One example is a grandmother who cares for her three-year-old granddaughter twice a week while her parents are at work. The grandmother receives no payment for this role. Another example is a family friend who comes to assist his frail 85-year-old friend to shower every evening. The family friend receives no payment for his voluntary assistance.

There are a large proportion of informal carers who are also the primary carer for an individual. Of the many reasons primary carers reported for taking on the role of the main informal care provider, the most common was a sense of family responsibility (63 per cent). The next most common reason was a feeling that they could provide better care than anybody else (50 per cent), followed by a feeling of emotional

obligation to undertake the role (41 per cent). When the person being cared for was an older person, it was more likely that no other friends or family were available to take on the caring role (32 per cent compared with 22 per cent for care recipients aged less than 64 years) (ABS, 2012a).

The annual value of informal care was estimated to be 1.32 billion hours per annum. If this were paid care, the collective cost would exceed \$40 billion dollars (Access Economics, 2010).

People who provide informal care earn significantly less than the average person. It is estimated that just over 100 000 young people (under 25 years of age) are carers (ABS, 2012a).

Informal carers are often women, with 70 per cent of primary carers and 56 per cent of all carers in Australia being women (ABS, 2012a). There are a variety of reasons why women are significantly over-represented in caring. Traditionally, the female takes on a nurturing and caring role so this task has been designated as 'women's work'. In many sole-parent families, the percentage of disabled or chronically ill children is higher than in families that are still intact. In many cases, the pressure of looking after the dependant puts added strain on the relationship. An additional factor is the gap between females' and males' income. If a choice between who stays in the workforce is made, it will most likely be the higher income earner.



Women make up 70% of primary carers of people with a disability

Cat. no. 4125.0

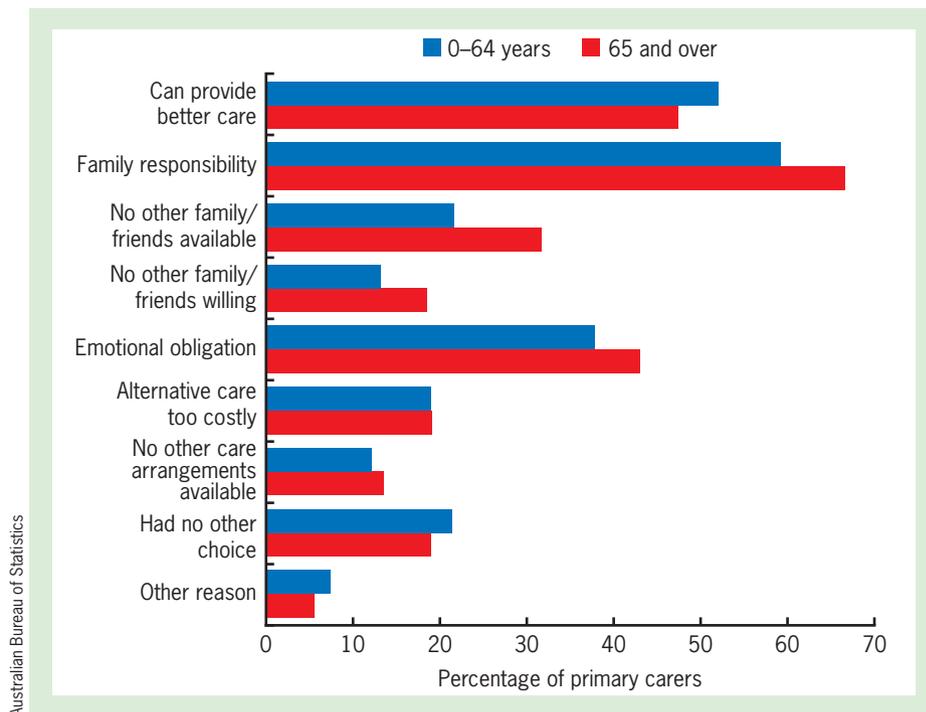
Australian Bureau of Statistics

ABS statistics show that primary carers are most often women.

Check for understanding

- 1 Define 'informal carers'.
- 2 Predict trends in informal care over the next 3–5 years.

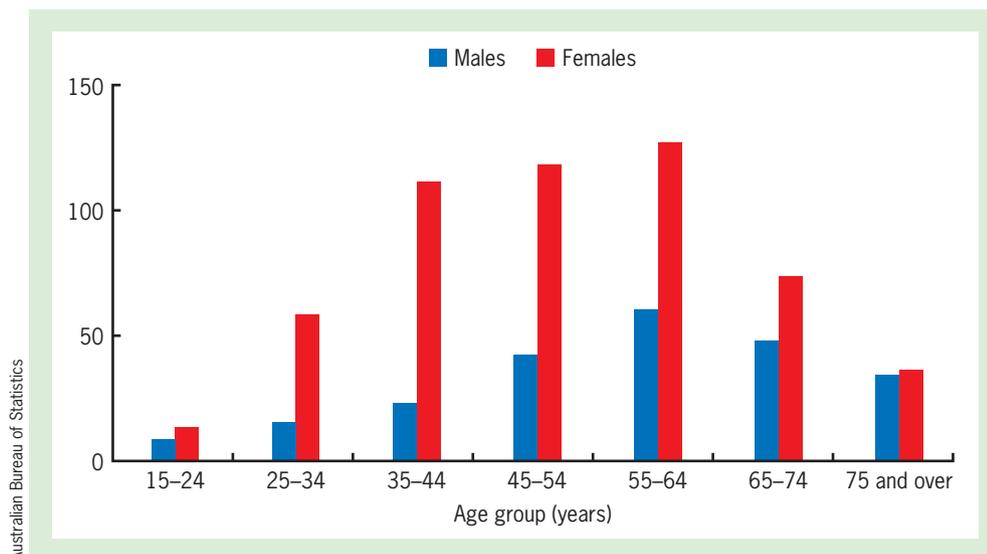
One in five carers are aged between 55 and 64 years. The 35–64 years of age group continues to provide the most primary care for individuals across Australia. This could be due to Australia’s ageing population and the number of grandparent carers. It has been noted that there still is a representation of young primary carers within Australian society (ABS, 2012a).



Reasons for primary carer taking on their carer role (by age) (ABS, 2012a)

Think it through

- 1 Look at the graph above and examine why the statistics from the '0-64 years' and the '65 and over' age categories are different.
- 2 Account for the data represented in the graph.
- 3 Predict what these statistics will look like in 10 years' time.



Primary carers by sex and age (ABS, 2012a)



Think it through

- 1 Look at the graph 'Primary carers by sex and age'. Propose reasons for the high incidence of carers between the ages of 35 and 64.
- 2 Explain why there is a decrease in carers 75 years and over.
- 3 Account for the over-representation of females in the 35–64 years age group.
- 4 Propose strategies that could be adopted by government and non-government agencies to support these carers.

Formal carers

Formal carers include trained professionals who provide care through formal agencies or institutions and are paid for by the receiver (AIHW, 2013c).

Examples include an aged carer, nurse, palliative carer, childcare worker, preschool teacher, family day care worker, before- and after-school carer, primary and high school teacher, au pair, nanny, doctor or any other specialised individual who receives monetary income for their caring role.



NSW Health Online
Recruitment System

Care Careers

Job Seeker

Seek

Think it through

- 1 Search for carer jobs on the NSW Health online recruitment system, Care Careers, Job Seeker or Seek, or look at the careers section of a major newspaper like the *Sydney Morning Herald*. You can link to this directly via <http://cfs.nelsonnet.com.au>.
- 2 Write an application for one of these jobs, including a cover letter and an appropriate resume.
- 3 As a class, decide who would be the most successful job applicant.
- 4 Conduct mock interviews with three or four successful applicants.
- 5 Assign the position to the best applicant based on their application and interview.

Check for understanding

- 1 Outline 'biological parents'.
- 2 List the types of social parents.
- 3 Use the following six steps to describe the different types of parents and carers.
 - Step 1** Define the glossary or key word – 'describe'.
 - Step 2** List the different types of parents and carers.
 - Step 3** Create a table that lists the characteristics and features of the different types of parents and carers.
 - Step 4** Complete the task, 'Describe the different types of parents and carers'.
 - Step 5** As a class, create a marking criteria for the task.
 - Step 6** Peer mark and share the best response with the class.

The roles of parents and carers

Parents and carers take on various roles in the work with their dependants. The roles also change as dependents move through stages of the life span. These roles have expectations and responsibilities attached. This connects with the specific roles adopted by individuals, as covered in Chapter 2 (see page 45).

Satisfying the specific needs of the dependant

Parents and carers play an important role in satisfying the specific needs of the dependants in their care. These specific needs include the six needs outlined in Chapter 1 (see pages 5–7).

An important responsibility is to meet the need for an adequate standard of living. Parents are expected to provide their dependant with food, clothing and shelter. Food should be wholesome, fresh, nutritious and appropriate to the developmental stage and energy output of the dependent. Staying hydrated through drinking water regularly should also be encouraged. Clothing needs to be regularly laundered, and dependants may also show interest in the type of clothing chosen. These choices may also impact on sense of identity. Appropriate shelter, through housing, also contributes to meeting two other needs, safety and security.



Parents and carers can also contribute to meeting safety and security by showing their dependant understanding, love and support. Consistency and routines assist the dependant to develop security.

The contribution of basic health needs by parents and carers is also apparent. As well as providing food and clothing, parents and carers may assist their dependant to be hygienic through regular showering/bathing, toileting, good oral hygiene and general cleanliness. They may also administer basic first aid and provide support for their dependant to meet other health needs through engaging the services of medical personnel. This could be by attending regular medical check-ups and visiting the dentist or other specialists.

Education in the early years is important. Studies show that a very high proportion of intellectual, social and emotional development takes place before the child begins formal education, and especially during infancy. Parents can meet this need by encouraging play, language and literature acquisition, creativity, cultural education and by providing opportunities for the child to develop social relationships. It is important for a carer to foster lifelong learning in their dependant by exposing them to new and different experiences. They can assist by encouraging further education, and knowledge about their disability or condition, technological developments and their world.

Building a positive relationship with the dependant

A positive relationship is one where both people grow as a result of their interaction. In parenting, the responsibility lies with the parent. This can occur from birth through love, bonding, affection, understanding and patience. Parents can contribute to a positive relationship by prioritising time with their child and showing genuine interest in their activities. Parents can also provide opportunities for resilience and independence to develop. Children of any age need to feel valued and affirmed.

It is also important to help children develop self-discipline and maturity through taking on age-appropriate responsibilities. Parents need to model appropriate behaviour with others, as skills in relationships are 'caught, not taught'. Overall, a positive relationship builds social and emotional wellbeing for the parent and the child.

Carers can best help a dependant by providing assistance where it is needed but still allowing opportunities for independence. A person with a disability or an ageing parent should be treated with care and respect. This kind of relationship can be fostered by speaking to a dependant at their eye level and by using the appropriate care.

It can be difficult when the dependant was formerly of an equal or higher status, such as in cases of a spouse or a parent becoming a dependant. As roles change, so do responsibilities and relationships. Ageing parents may have conflict with their adult children when there are financial and residential issues to consider. Young carers (defined by Carers NSW [2014a] as those 25 years or younger) may resent the impact of caring on their social, educational and career aspirations, which may make it difficult to build strong relationships outside the family.

Promoting the wellbeing of the dependant

If we return to the original definition of wellbeing, it is the degree of satisfaction achieved by individuals and groups and it is affected by how well needs are met. Wellbeing will be enhanced through meeting the specific needs of a child or dependant, and through developing a positive relationship with them. The six aspects of wellbeing – namely, emotional, economic, cultural, physical, spiritual and social – can impact on the promotion of dependant's overall wellbeing. (This concept was introduced in Chapter 1.) Parents and carers should provide opportunities to foster, develop and support these aspects with their dependants.



Kelly Bell

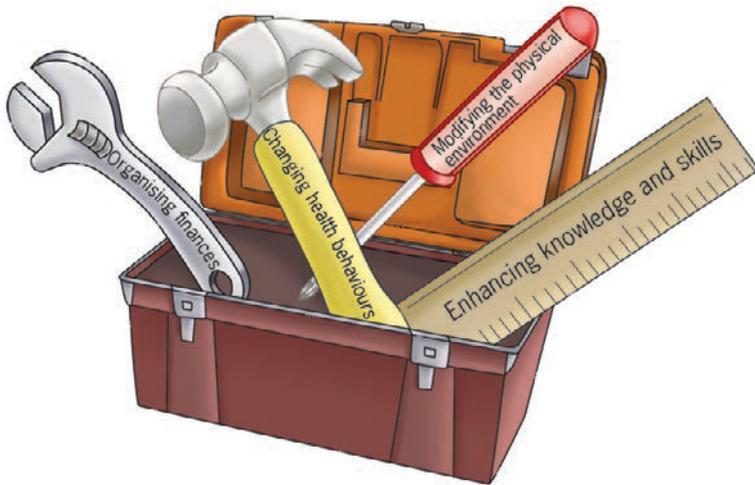
Positive relationships are essential in parenting and caring.

Think it through

- 1 As a class, think of various parenting and caring situations. Write each situation on the top of its own sheet of A4 paper. For each situation, create three sections on the paper, to address the following: satisfying the specific needs of the dependant; building a positive relationship; promoting the wellbeing of the dependant.
- 2 Paste the pages/situations onto butcher's paper.
- 3 Participate in Graffiti Wall (respond individually to each situation by writing your ideas on the butcher's paper).
- 4 Collate and discuss the responses as a class.

Check for understanding

- 1 Outline the roles of parents and carers.
- 2 Evaluate the significance of each role in various parenting and caring situations.



Parents and carers should have the tools of COME at their disposal.

Preparations for becoming a parent or carer

As with any role in the community, it is essential that a parent or carer be well prepared so they can manage their role effectively and satisfy the changing needs of the dependent. It also involves using a variety of personal management skills; that is, planning, organising, communication, decision-making and problem solving (as introduced in Chapter 1, pages 20–29).

The mnemonic COME can be used to remember the four areas involved in preparing to become a parent or carer.

- C** Changing health behaviours
- O** Organising finances
- M** Modifying the physical environment
- E** Enhancing knowledge and skills

Changing health behaviours

Health behaviours include nutrition, physical activity, and social and spiritual connections. Parents need to make positive lifestyle choices before they start trying to conceive a baby and during pregnancy. There are specific health behaviours that can be changed to optimise the development of the baby and reduce risks. Some *nutrition* and *physical activity* guidelines for parents include:

- maintain a healthy, balanced diet of whole foods (unprocessed and unrefined) and develop an awareness of special needs during pregnancy, such as avoiding foods associated with the listeria bacteria
- drink two or more litres of water per day
- cease using alcohol and other drugs, including tobacco and caffeine
- increase folic acid intake before and during pregnancy, usually by taking a supplement in consultation with a general practitioner (GP)
- participate in regular exercise during pregnancy, avoiding impact sports and activities
- attend regular appointments with a GP, obstetrician or midwife to monitor the baby's growth and development, and undertake ultrasounds and other tests as required
- attend antenatal courses to learn about physical and emotional needs during pregnancy and birth
- get 7–8 hours of sleep per night.

Carers also need to make positive changes in their health behaviours for their benefit and the benefit of their dependant. In terms of *nutrition* and *physical activity*, this may include:

- eating a variety of fresh, nutritious foods and making them available to the dependant where appropriate
- engaging in a variety of physical activities to assist in maintaining a healthy lifestyle and carrying out activities such as playing, lifting, showering and bathing.



Social and spiritual connections for parents may be developed by:

- attending prenatal classes to meet others in the same situation – sometimes these friendships continue after delivery and may begin lifelong connections between families
- inquiring into mothers' groups/parenting groups in the local area
- investigating child-friendly social activities in the local area, such as play centres, parks and local cafes
- investigating and practising relaxation techniques such as meditation, yoga, Pilates and PowerBirth or Calmbirth.

Social and spiritual connections for carers may be developed by:

- investigating local support groups, in order to interact with other carers in a similar situation
- meeting with other carers to gain more exposure to the role
- inquiring into caring groups in the local area
- engaging in relaxation techniques such as yoga, meditation and Pilates.

Think it through

- 1 Complete a 321 activity on changing health behaviours. To do this, write down three things you have learned, two interesting points, and one question about the content you have explored in relation to changing health behaviours.
- 2 Discuss and share as a class.
- 3 As homework, research or explore further to answer your question from the 321 activity.

Enhancing knowledge and skills

Knowledge and skills include education, information and training. Parents can enhance their knowledge and their skills through education and training offered by both formal and informal groups and resources. Education and training can begin with prenatal and postnatal classes with midwives in hospitals, online courses, health services, workshops with doulas or in private settings.

Information can be gained by seeking resources from reputable professionals, reading reliable parenting books, such as *What to Expect When You're Expecting*, reading magazines, such as *Practical Parenting* and *Sydney's Child*, or exploring websites, such as the Raising Children Network.

As with any information, it is essential that parents choose valid and reliable sources from which to enhance their knowledge and skills. Parents need to be very wary of the many social media and online forums that sometimes provide inaccurate, negative and/or unprofessional advice about parenting.

Depending on their role, carers may engage in education and training in a variety of settings. Informal carers may partake in online courses or workshops to assist in the care of their dependant. Many carer support services offer online or face-to-face workshops on a variety of different topics and issues. Universities offer degrees in nursing, early childhood, education and medicine. TAFE NSW offers courses in children services, enrolled nursing and aged care. Private colleges also offer courses in nursing, child care and aged care. Government organisations, such as Family and Community Services, and private organisations, such as The Benevolent Society and Connecting Carers, also offer some education and training. Other resources in the community that can help carers gain information include support services, counselling, self-help and condition-specific groups that operate through neighbourhood centres, local councils, community health and aged care agencies.

Modifying the physical environment

Modifying the environment includes modifying housing, amenities and equipment. Parents and carers may need to assess their current housing arrangement to cater for future dependants. Parents could move from a one-bedroom or studio apartment to a unit or house with two bedrooms. Carers may need to consider the living arrangements of their family to help prepare for the dependant.



Courtesy of Practical Parenting magazine

Information can be gained from a variety of sources for both parents and carers.



Kelly Bell

The opportunity to practise parenting skills, such as giving your newborn child their first bath while still in hospital, can increase parents' confidence.

Check for understanding

- 1 Evaluate one educational resource and assess the impact it would have on the wellbeing of the dependant.

Think it through

- 1 Research two educational resources. Create an A5 flyer (on paper or using technology) advertising one of these resources.

Within homes, amenities may need to be altered to cater for the needs of the dependant. For example, change facilities and play areas will be required for babies; rails, ramps and non-slip flooring may need to be installed for aged individuals. In terms of equipment, bassinets, cots, baths, safety gates and highchairs will be required for babies. For other dependants, carers will need to find places to safely store wheelchairs, walking frames or other specialised equipment.



Alamy/Terry Harris

Modifications may need to be made to the home to prepare for the dependant.

Think it through

- 1 Go to the Kidsafe NSW website and examine the Home Safety Checklist located under 'Home & Community Safety'. You can link to this directly via <http://cfs.nelsonnet.com.au>.
- 2 Conduct a safety check on your own home.
- 3 In groups, develop posters about modifications that need to be made to ensure a home is child-safe.



Kidsafe NSW

Organising finances

Organising finances includes budgeting, saving and setting up support payments. Becoming a parent or carer comes with a vast array of financial considerations. Budgeting needs to take place in order for parents and carers to be financially prepared for the arrival of the dependant. This could be done together as a family and/or in consultation with the family's accountant or financial advisor.



Parents need to investigate the potential costs of an obstetrician, hospitalisation, other medical expenses, equipment, clothing, nappies and other costs related to having a child. Carers need to discuss the potential costs of modifying the environment, of education and training, of specialised equipment and other ongoing expenses.

Parents and carers may need to consider building up their savings to help provide them with some relief while they are off work caring for the dependant. These savings may be used for the arrival of the dependant or for the day-to-day costs of living, such as paying the mortgage, paying bills or buying food.

The high costs associated with a dependant mean that parents and carers benefit from support payments. These support payments can come in the form of employer-paid maternity/paternity leave or from the Australian Government's Department of Human Services via Centrelink. Some examples of support payments include Parental Leave Pay, Dad and Partner Pay, Family Tax Benefit, Child Care Rebate, Clean Energy Supplement, Carer Payment and Carer Allowance.

Think it through

- 1 For homework, visit your local department store in small groups (if there is not one close by, visit a large online store).
- 2 Look for items first-time parents may need to purchase to prepare for their baby's arrival (for example, nappies, furniture, clothing). Write down each item and its cost.
- 3 Total your purchases for this first-time couple. How much change would you get out of \$2000?
- 4 As a class, discuss your purchases and prioritise them from least to most important for the baby.
- 5 Discuss the impact that organising finances can have on the wellbeing of a dependant.

Check for understanding

- 1 As a class, list a variety of parenting and caring situations.
- 2 In groups, choose one or two situations and create a concept map for each by addressing COME.
- 3 Share the concept maps with the other groups.
- 4 Individually, 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

The roles of parents and carers are to:

- satisfy the specific needs of the dependant
- build a positive relationship with the dependant
- promote the wellbeing of the dependant.

There are a number of factors that affect the roles of parents and carers. These are explored next.

Characteristics of the dependant

Age

The age and maturity of the dependant will determine their specific needs. A young child requires great assistance and support to satisfy the needs for food, clothing and safety. Babies rely on their parents to satisfy all of their needs. As a child matures into an adolescent, sense of identity and education become increasingly important. A child needs to experience love and affection in order to become a person capable of giving love and affection.



A carer also has a role in satisfying the specific needs of the dependant they are caring for. Because of the variety of carers in the community, these specific needs may be prioritised differently according to the illness, disability, condition and situation of the cared for. For example, health would be a high priority for a dependant who has Alzheimer's disease, arthritis or emphysema.

A positive relationship occurs when the dependant and parent/carer feel a bond of trust and openness and there is effective communication and a supportive relationship. No matter the age of the dependant, the parent/carer should be working to build a positive relationship by supporting the needs of the dependant.

Promoting wellbeing occurs through meeting the needs of the dependant. The ability to do this is closely linked with the ability to manage resources effectively. A dependant's needs change through the life span; for example, parents will go from meeting the physical needs of a child, to enhancing the self-esteem of a teenager concerned with body image, to providing emotional and perhaps economic support to adult children. Here, promoting the wellbeing of the dependant is essential.

Skills and capabilities

The skills and capabilities of the dependant will influence the role of the parent or carer. An adolescent may contribute to meeting their health needs by participating in physical activity, preparing and eating a range of fresh food and abstaining from alcohol and drug use. An adolescent may also be able to research and complete homework independently, thus satisfying their education needs. They may need assistance in meeting safety and security needs, through parents setting limits by using curfews or providing advice about safe driving. This may also help build a positive relationship with the adolescent.

On the other hand, a carer may need to spend more time to build skills and capabilities in a dependant. A person with a disability may need assistance with feeding, bathing and food preparation and may never complete these tasks independently. In such cases, the carer needs to continue to promote the wellbeing of the dependant.

In a childcare situation, the skills and capabilities of the children in care would affect the roles of the childcare worker. For example, they may be required to change the nappies of babies and infants or assist with the toileting of preschoolers. Childcare workers would have to modify the delivery of certain educational programs and activities according to the skills and capabilities of the children in their care.

Special needs

Special needs can relate to people with an illness, disability or allergies and to gifted children. A chronically ill child may not be able to have their parents meet their specific need for health because this could occur in a hospital setting. Gifted children may have their educational needs met by personal endeavours that the parent does not understand or is not educated about.

Promoting wellbeing is especially important for those with special needs. A dependant may require more physical and emotional support in everyday activities. For example, when the dependant is a spouse (who, for example, has dementia), the relationship between husband and wife changes to that of carer and dependant. Here, there may be little recognition of the carer, or no appreciation for the role carried out on a daily basis. Issues and challenges may arise for a parent or carer of a dependant who has multiple special needs.

A positive relationship may be easier to build in cases where more time is needed for activities of daily living (ADL) such as hygiene, medication, feeding or mobility needs. Conversely, difficulties in communication may impact on the ability to build a positive relationship. An example is a child with autism or an aged parent who has had a stroke. The disabilities and frustrations associated with such situations could lead to anger and other adverse behaviours.

Check for understanding

- 1 Describe how the characteristics of the dependant can affect the roles of the parent or carer.
- 2 Provide a scenario that examines this concept.

Influences on parents and carers

Parenting and caring relationships are influenced by a variety of factors. The factors discussed below can be considered in isolation; however, parents and carers are generally influenced by a combination of these factors. Furthermore, the factors are relevant not only to the parent and carer but also to the dependants. These influences can be personal (relating to the immediate world of the person and their family) and social (relating to influences outside the family from the community).

Personal influences

The mnemonic CROP MESS can assist in remembering the personal influences on parents and carers.

C	Culture, customs and traditions
R	Religion/spirituality
O	Own upbringing
P	Previous experience
M	Multiple commitments
E	Education
S	Socioeconomic status
S	Special needs

Culture, customs and tradition

Culture may impact on the roles of parenting and caring. Parents most commonly would want their children to uphold the culture they were born into. This could be related to their cultural background or the way things have always happened in their family – that is, family culture. Cultural influences could mean satisfying the child's physical needs through providing cultural dress and foods from their culture, or celebrating certain events.

Many people are born into a culture in which beliefs and customs are passed down from one generation to another. A person's culture can have a significant influence on parenting and caring relationships, and sharing cultural beliefs can really promote bonding, such as when families celebrate rituals and participate in festivals together. Grandparents have a significant part to play in passing down customs.

In some cultures, older siblings take on significant roles in caring for younger members while the adults work. In some Aboriginal communities, older children may have a dual role of caring for younger children and sick relatives.

Culture may impact on parenting style, choices in child care/elder care arrangements and gender roles. Language barriers and a lack of information available to culturally and linguistically diverse (CALD) aged people and their families may affect the care choices of families.

In a multicultural society, conflict may occur in relationships when the cultural norms of parents are different from those of the society in which they live. For example, in some cultures parents may restrict the freedom and independence of their daughters. Adolescent girls may be prevented from socialising with boys unchaperoned and this may conflict with the experiences of female peers in Australian society.

The culture, customs and traditions of both the carer and dependant need to be respected and valued. The carer and dependant may be exposed to different ways of living as a result of their interaction, which can be valuable for both parties.

Religion/spirituality

Adolescence and early adulthood can be a time when people are searching for identity, with religious exploration being part of this process. Generally, parents try to pass on their faith practices or delegate this to a school with a religious ethos. If a young person chooses to follow an alternative path to the one modelled by his or her parents, it can be a difficult time for both. Trust can be violated and parents may feel that their example has not been valued.

Religion may influence the choice of educational institution, social activities the family is involved in, willingness to help others outside the family and the way financial resources are allocated.





Newspix/James Croucher

Sharing culture, customs and traditions builds positive relationships.

Carers need to respect the religion and values of their dependants. This includes being observant of their faith and not compromising their way of life. It may be helpful and enhance bonding if carers and dependants share a similar background, or if carers have been well educated about the ways their dependants choose to follow their faith. For example, the Montefiore Home in Sydney is an aged care provider with a Jewish environment. Staff learn about Judaism and are given specialised training in Holocaust awareness. In this way, carers are more understanding of the background of their dependants.

The spiritual practices taken on by the parent, carer and/or their dependant may or may not be shared. Here too, it is essential that all parties respect, and are open about, the practices that are expressed.

Education

A parent or carer's level of knowledge and education may influence the way their role is carried out. The form of education may vary from formal schooling, to specific courses offered by community groups or TAFEs, to reading parenting or caring advice books and magazines, to exploring websites. These sources of education can provide either philosophies, 'how to operate' manuals or a collections of tips.

Education aims to enhance the skills and knowledge of parents and carers so that they may understand, and perhaps be better equipped to deal with, the day-to-day activities and interactions that are part of parenting and caring relationships. An educated parent or carer is more likely to be aware of the support services available and have the confidence to use them.

One form of support is parenting groups. These groups can contribute to both formal and informal education and lead parents to find out about other informal and formal resources.

Parents are their children's first teachers and the early learning that takes place in a child's first years can make a difference in the development of literacy and numeracy skills. Parents who have had positive experiences with education will usually transmit this value to their children. The likelihood of involvement in higher education is increased if the parents have followed this path.

If a carer is formally qualified or has significant experience in caring, the dependant will usually receive a higher quality of care. Within all formal caring roles, education and training is compulsory and there is ongoing accreditation. As carers may have to carry out intimate hygiene tasks, like bathing and toileting, it is helpful to have established trust. If a babysitter has little experience in caring for children, dangerous play may be allowed and if an accident occurs, the children are less likely to trust the babysitter as a carer in the future.



There is much information readily available, especially on the internet, but ultimately it is the parent's or carer's responsibility to use valid and reliable information to make informed decisions.

Previous experience and own upbringing

Parenting or caring may be modified because of evolving practices or experiences of being a parent or carer. For example, after a first child is born and is being raised, parents will have had crucial learning experiences that will impact on their parenting of future children. After caring for a parent with dementia, a person may be calmer and more aware in caring for another person with that problem.

The way in which people are raised will undoubtedly influence the way they parent. If a person is positive about family life and shared family experiences, they are likely to try to repeat the experience for their children. Consequently, the children are more likely to feel secure and valued and to develop a strong bond with their parents. Conversely, a negative experience in family life may lead the parent to adopt other goals and values to create a different experience. In this way, the children have a better opportunity than their parents did to participate in a more harmonious family life.

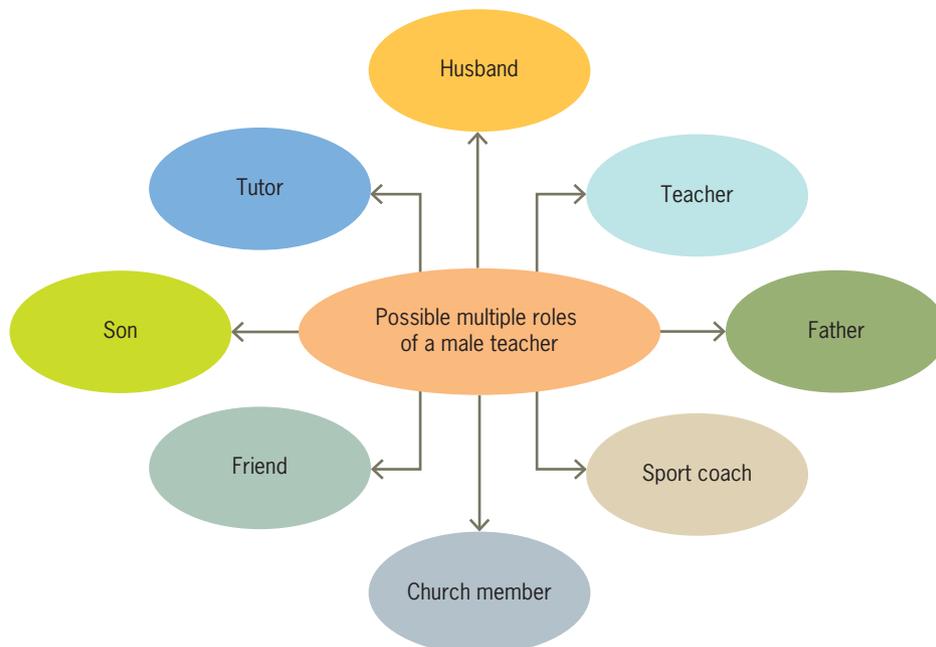
Think it through

- 1 Ask your parents and/or grandparents to give some examples of parenting practices they continue or avoid. Have them explain why this is the case.
- 2 Ask their permission to record their answers in the form of a Y chart. A Y chart includes three perspectives: what something looks like, what it sounds like and what it feels like.
- 3 Share your Y chart with a small group or with the class.

Multiple commitments

Parents and carers carry out many roles in the course of their daily life. Each role a person plays comes with obligations and responsibilities. The amount of time and energy these pursuits take can affect the quality of relationships with dependants. Family, work, sport and study commitments impact on parenting and caring. Many parents and carers are active in the community, also undertaking such things as canteen duty, sports coaching, further study or training, or charity work.

A parent with multiple roles will need to make decisions on child care, school type and after-school extra-curricular activities for their children. For example, a parent may choose to work longer hours at work and, as a result, the child may attend after-school dance or sports training. If informal support is





unavailable, extended hours will be required for younger siblings who are likely to attend long day care rather than preschool, which has shorter hours.

Another example is a parent who manages a junior rugby league team. The parent will need to liaise between the coach and players, attend training and games, and perhaps attend committee meetings each month. Even if the manager's child is in the team, there are still tasks that take away from the parenting role.

A carer with multiple roles may also engage more formal supports for their dependant, such as community transport, home care or respite care. There may also be sheltered workshops and community options available.

Carrying out multiple roles can have benefits. For instance, the parent who plays in a sports team may have more energy and be more refreshed after some time out from the demands of the parenting role. It can also cause conflict; for example, when a working parent needs to stay at home to look after a sick child.

Parents and carers need to develop **management strategies** so that they can meet the responsibilities and expectations of multiple roles. They need to use their personal management skills to effectively manage the needs of both themselves and their dependant.

Below are some management strategies to assist parents and carers to manage their multiple commitments.

Management decisions involve the use of resources to achieve goals. The two most important factors that affect decision-making are the values of the individual and the resources available to them. Values determine the goals that will be set and resources determine how well the goals will be achieved.

Each of the management strategies listed below is a starting point for an action, as they need to be applied to specific situations that need managing.

Management strategies include:

- identifying values
- setting and prioritising goals
- establishing standards
- identifying resources and using them wisely
- considering the interchangeability of resources; for example, money for time
- maintaining a positive attitude
- encouraging cooperation
- aiming to have flexible attitudes when necessary
- sharing decision-making, goal/priority setting and responsibility
- sharing role allocation as appropriate
- having effective time management
- developing sound planning procedures
- establishing routines
- ensuring effective communication – sharing feelings, expressing thoughts clearly, using positive feedback and being open to compromise
- using a problem-solving approach (not ignoring problems)
- asking for help – obtaining the support and care of informal support networks (friends or family) or formal support networks (community services)
- changing perceptions about men/women and parenting/caring and increasing respect for both roles
- preparing for relationships
- being responsible for decisions, even if they don't work out
- recognising 'change', not whether it is good or bad.

Specific strategies include using time management to plan and prioritise activities or accessing a formal support network, such as child care or respite care. Other strategies may include car pooling, tutoring, having family meetings, eating pre-prepared food, using clothing that does not require ironing, asking for or researching advice, investigating government benefits, being aware of childcare options, creating chore rosters, planning and going on vacation, using labour-saving devices, doing activities that meet the parent's or carer's needs and the dependants' (for example, a parent cycling with their children), and sequencing and synchronising activities (for example, the child puts on the washing while the parent cooks dinner; after dinner, the parent or child can hang the washing on the line or use a labour-saving device such as a clothes dryer).

management strategy

A plan or action put in place in order to achieve a goal



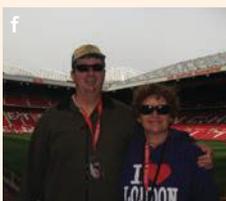
Check for understanding

- 1 Describe resources and services needed by parents who have started their family with the arrival of twins.
- 2 Explain three management strategies necessary for a primary carer to support an adult who has been in a serious car accident and has just completed rehabilitation in hospital.
- 3 Assess the resources that could assist a 79-year-old dependant who has a lack of mobility, yet wants to remain independent by living in the family home.

Think it through

- 1 Each of the following photos shows a person managing one of their multiple roles using management strategies. Match the strategies listed below with the photos.

- Buying frozen goods and using a microwave
- Using a dishwasher
- Using a clothes dryer
- Having dinner with family members
- Online shopping
- Online social networking
- Preparing lessons when free from parent interviews
- Coaching daughter's AFL team
- Spending holidays with family members
- Phoning friends at the end of the day
- Having a cleaning lady



- 2 Assess the effectiveness of two of these strategies.
- 3 Propose three more strategies that would assist parents and carers in managing their multiple roles.

Socioeconomic status

An individual's socioeconomic status is influenced by the income they receive, their occupation, their level of education and the area in which they live. Both combined and on their own, these influences affect the way people carry out their parenting and caring roles.

While certainly not always the case, affluent parents who are indulgent with gifts, toys and exotic holidays may not necessarily have a close relationship with their children. Some parents with high incomes are forced to spend long hours at work and this compromises their involvement in family life. This family may be more likely to use nannies who wake the children, feed them and transport them to and from school. The child may only see the parents briefly at night-time.

Similarly, an affluent family may choose to have their child in an exclusive boarding school. This may decrease the quality of the relationship, as day-to-day communication may not be possible. On the other hand, a positive relationship may develop as the child matures and becomes more self-reliant.



A family who enjoys low-cost recreational activities, such as camping, bushwalking and ten-pin bowling, may have more opportunities for effective communication, which enhances the bond between parent and child over a long period. These parents may have more opportunities to attend a sports carnival than those who are constantly overseas or interstate on work trips.

According to Carers NSW (2014b), 50 per cent of primary carers are on a low income and many find it hard to cover living expenses, save money or build up superannuation. This reduces the capacity of a low-income family to access private nurses. A person from a high-income family may choose to put their dependant in a high-standard nursing home. This could lead to resentment from the dependant, as there is less involvement by family members in their care.

Special needs

This refers to situations in which people require more support than those without special needs. Special needs can include illness, disability, giftedness or a predisposition to allergies. The special needs may belong to the parent, child, carer or dependant.



Corbis/Brian Mitchell

Specialised care may influence parents and carers.

The special needs of both children and adults can influence relationships. While the parenting or caring role may be enhanced due to the close bond that develops when carers and their dependants spend quality time together, the relationship may at times be made more difficult because of the special needs required. For example:

- communication may not be clear or easy to understand and will therefore be less effective
- frequent medical attention or constant supervision may place demands on time and resources
- the need for dependency in a relationship can create strain and stress in that relationship.

Often support networks supplement the role of parents or carers so that optimum relationships are maintained; for example, in the provision of special schools and community support, such as respite care or home care.

Check for understanding

Construct a table like the one below, providing a brief explanation for each of the factors that influence parents or carers. Identify positive and negative impacts. A sample for multiple-role commitments has been provided, showing influences and effects on parenting and caring.

Factor	Effect on parenting	Effect on caring
Multiple-role commitments: work, sport, study and family	Parent may have child involved in extra-curricular activities or use paid carers to supervise their child.	Carer may try to involve family members or use formal supports, such as respite and community transport.

Social influences on parents and carers

Community attitudes

Community attitudes reflect the prevailing norms of people within a certain area. The norms may include prescribed behaviours, standards of dress, methods of education or acceptable activities.

Families who are unaware or choose not to conform may face opposition and questioning by others. An example can be seen in parents who decide to homeschool their children. Although this is a valid choice, many will question the decision, as so many people rely on schools to carry out this task.



Think it through

- 1 As a class, research and discuss the reasons why parents might choose to homeschool their children.
- 2 What is your view on homeschooling?

Community attitudes to vaccination are another interesting example. In some parts of northern New South Wales, vaccination rates are at an all-time low. This has resulted in great media discussion and some hostility between parents who hold different opinions.

Other contentious issues are the appropriate time to cease breastfeeding, breastfeeding in public, the use of dummies, radical medical procedures and the quality of aged care.

Gender expectations

As a result of socialisation, people of different genders behave distinctively and this is reflected in the way they carry out their parenting and caring roles. A child's concept of being 'female' or 'male' develops from observing and modelling their parents' behaviour. A child who sees both parents share household tasks equally is more likely to expect and accept this behaviour, whereas the child who sees clearly defined, sex-linked and stereotyped task allocation is more likely to believe that this is the norm and expect this behaviour. By demonstrating flexibility in the responsibilities linked to gender roles, less conflict and greater cooperation are likely to be seen in parenting and caring.

The expectations parents have of their children will influence their interaction with them. Expectations are often linked to gender. An example is a father who gives his baby boy a little football and continually exposes the child to activities built around football. Toys and activities that link to stereotypical gender roles are often provided.

Similarly, in the caring professions such as nursing, teaching and social welfare, the majority of practitioners are female. This reinforces the traditional stereotype that caring is a female occupation. Although there are increasing numbers of males, particularly in nursing, anecdotal evidence suggests that male patients prefer a female nurse to be their carer, because of the perception that they are more nurturing.

Historically, parenting has been seen as a shared role with job allocation designated by gender. The mother's role was associated with caring, nurturing, cleaning, feeding and related tasks, while the father's role was that of the provider (breadwinner) and disciplinarian.



Perceptions of gender roles can influence how we relate to people.



NewsPix/Mitch Cameron

People do not always conform to stereotypical gender roles. For example, AFL football is becoming more popular with females.

house husband

A man who lives with a partner and carries out household duties traditionally done by a housewife, rather than going out to work

According to the 2011 Census, there are 85 000 house husbands in Australia compared with 541 000 housewives. Nationally, 14 per cent of stay-at-home parents who look after children are men; in high social housing areas, this figure jumps to 30 per cent. Men are more likely than women to be house husbands when there is no substantial difference to household income if one or the other is the breadwinner. The richer the city and the community, the more likely women are to stay at home and to look after the children (Salt, 2013).

Parenting roles today have changed dramatically. While some families and cultures still conform to traditional roles, the high level of technological and social changes that have occurred in society have blurred the distinct lines between mother and father roles.

Fathers are present at the birth of the child, and can access paternity leave and bond quickly with the child. Some stay at home as **house husbands**, becoming the primary caregiver and undertaking many household tasks to ensure the family functions successfully. Mothers now have greater flexibility, as they have control over when to fall pregnant and whether they breastfeed. They have the option of maternity leave and whether to work part-time or full-time, or they can also be the nurturer who participates in household activities. The roles of disciplinarian and financial provider are seen more as shared responsibilities in contemporary families.

Think it through

- 1 Draw up a table with three columns. Using the below list of duties, in the appropriate column, write the actions that are mostly associated with your mother (first column), your father (second column), or both parents/ someone else (third column).
 - Checking homework
 - Disciplining children
 - Reading stories
 - Taking children to the doctor
 - Food shopping
 - Bathing and dressing children
 - Decorating the house
 - Gardening
 - Cleaning the house
 - Washing the cars
 - Planning family holidays
 - Taking a day off work if children are sick
- 2 Now consider your future family.
 - a Describe the role you would like your future partner to play as a parent.
 - b Describe the role you would play in the family.
 - c Outline an example of role conflict that could happen in your relationship.
 - d Discuss and account for the similarities and differences that appear between generations of your family.
- 3 a View a snippet from *Pretty Rad for a Dad*, a documentary by Murray Galbraith currently in the making; or view or *Being Dad*, a documentary that aired in 2008. You can link to these directly via <http://cafs.nelsonnet.com.au>.
 - b Note the community attitudes and gender expectations shown in the documentary.
- 4 Identify the different qualities mothers and fathers bring to parenting.
- 5 As a class, describe the ways in which boys and girls are treated differently by parents. How does this impact on the parenting relationship? Explain how this may then affect how children behave as adults.



Pretty Rad for a Dad
Being Dad

Check for understanding

Critically analyse expectations of males and females in parenting and caring roles in a changing society.



Media stereotypes

The media pervades all aspects of life in our society. Individuals are exposed to behaviours and opinions that are expressed on television, radio and the internet, in newspapers and magazines, and in the images portrayed through advertising in these media and on billboards. For example, some Australian television dramas still depict mothers and fathers in very traditional roles. Billboards to promote jobs in nursing or aged care commonly feature females.

Very often these messages are subtle. The media may influence parents and carers without them even realising that this is occurring. Sometimes the behaviours depicted are compatible with individual values and are therefore positive. On other occasions, they may challenge acceptable individual values and may be seen as having a negative impact.

The media has also enabled carers and dependants to find out about financial support, advocacy and respite, which can lead to the carers performing their roles more effectively, thereby enhancing their relationship with their dependants.

Think it through

- 1 Reflect on the different parenting roles presented in television shows, such as *Modern Family* and *House Husbands*, and in today's society. Describe how social influences affect the roles of parents and carers.
- 2 Assess the impact of being a house husband on the wellbeing of an individual. You may consider issues such as effect on career path, income, sense of value, role models, support from peers and parenting groups.

Check for understanding

- 1 Explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing.
- 2 Propose strategies that can be adopted by parents or carers to challenge traditional roles.

Styles of parenting or caring

The style of parenting or caring adopted will impact on the relationship with the dependant and the roles that are taken on. Most commonly, a combination of styles is adopted in parenting and caring today.

Authoritarian

The authoritarian style characterises a demanding and inflexible parent or carer who usually has a preconceived goal to achieve. This parent/carer often expects obedience, and dependants have little input into decisions that may affect them. The authoritarian may have predetermined ideas about the best way to meet the specific needs of the dependant.

This form of parenting or caring can result in a dependant becoming resentful and distant. The fear that an authoritarian can arouse may lead to a very poor-quality relationship. Additionally, it may not promote the wellbeing of the dependant, who is unable to become independent.

However, in an emergency situation this is the most desirable style of parenting or caring. If a family's house were on fire, it would not be appropriate to discuss the situation and vote on the safest exit!

Democratic

The democratic parenting or caring style invites all members to have a say in decisions. In this way, dependants feel appreciated, especially when their ideas form part of the total solution. They are more likely to build a respectful and positive relationship with their parents or carers, as time spent together is valued and each member is affirmed. The individuals involved may increase their trust in one another as they share opinions and values. The wellbeing of both parent/carer and dependant is enhanced when there is effective communication.

A nursing home resident who has input into decision-making surrounding activities and food choices is more likely to successfully meet their sense of identity needs.



Permissive/indulgent

The permissive/indulgent style of parenting is characterised by excessive leniency. A dependant may ask permission to be involved in an activity and the parent/carer is likely to agree. Although the dependant may get their way, they may lack respect for their parent/carer because of their opposition to setting boundaries or rules for their dependant to follow. Sometimes, they may compare their lenient behaviour unfavourably with that of their friends' parent/carer. With so few limits set, the dependant may ultimately feel that their parents do not really care about them.

This parenting/caring style may lead to poor wellbeing, as the dependant may engage in high-risk activities and, as a result, may not meet needs for safety and security. An indulgent parent may raise their child to become an immature adult who continually wants attention and their needs met immediately.

Negligent

Negligence can occur in a variety of ways. It may be physical, where insufficient food is available, perhaps because of gambling or substance abuse issues. In addition, a dependant may not have suitable clothing, or hygiene needs may not be met. Emotional negligence can include a lack of warmth, affirmation and physical affection. It may include negligence in supervision and tragedies have resulted from parents/carers not keeping their dependants under a watchful eye.

Parents/carers are responsible for meeting a variety of needs for their dependant, and this does not occur with negligent parenting/caring. Basic needs, such as health and safety and security, may not be met, which may lead to dire consequences. The dependant's wellbeing is not promoted and they may be malnourished, unhealthy and have learning disabilities because of a lack of appropriate stimulation. A poor quality relationship may result, as the dependant does not feel loved and protected.

Elder abuse in caring situations is now a recognised issue in our society. It can involve neglect, where the dependant may not be fed or cleaned appropriately and where over-medication is used to control behaviour. The carer may receive a Carer Allowance but not provide the care. In such cases, health, security and safety, and sense of identity needs are not met and the relationship reflects a power imbalance where the wellbeing of the dependant is significantly reduced.

elder abuse

A single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person (World Health Organization, 2014)

Think it through

- 1 As a class, create various scenario cards of parenting and caring situations.
- 2 Spilt up into small groups, where each group is assigned a situation and a style of parenting or caring.
- 3 Role-play the situations.
- 4 As each group role-plays their situation, guess which style of parenting or caring was adopted in each situation. Justify the style used.

Check for understanding

- 1 Assess the impact that each parenting and caring style can have on the roles of parents and carers.
- 2 Account for the different parenting styles that may be displayed in a range of situations.

Rights and responsibilities in parenting and caring

Parenting and caring relationships are dynamic and interactive social relationships. It is through these relationships that each generation is socialised and learns about the requirements of a particular society and its cultural traditions. The relationship between parent/carer and dependant also allows the physical, social, emotional, cultural and spiritual needs of individuals to be met.

Legal rights of parents, carers and dependants

All people in society have **rights**. These are found in the United Nations Declaration of Human Rights (1948).

rights

Entitlements



Parents

Parents have certain rights and they should receive full recognition in their role as parents. There are various Acts from the states in Australia that cover the rights of a parent.

The *Family Law Act 1975 (Cth)* states that parents and legal guardians have the right to:

- discipline the child through reasonable means
- ensure access to education
- consent to the child's adoption
- attend to the child's medical treatment (up to the age of 14)
- take legal proceedings on the child's behalf
- determine a child's upbringing regarding daily care and control.

The DEALM mnemonic helps with remembering parents' rights (note that some rights are also responsibilities).

- D** Discipline
- E** Education
- A** Adoption (can consent to)
- L** Legal proceedings
- M** Medical decisions

Carers

Carers have the right to:

- be recognised and acknowledged in their role. Caring can be a full-time, on-call task that involves both personal and professional sacrifice. It is often undervalued by society. Carers are covered by the *Carer Recognition Act 2010 (Cth)*, which defines a carer and acknowledges their immense contribution
- receive financial assistance, as many of them are unable to work. Through Centrelink, Family and Community Services provides carers with a Carers Payment and Carers Allowance that can assist the person to meet their economic needs
- respite. Dependants can be in respite for up to 63 days a year. Unfortunately, often inadequate respite is available and demand far outweighs supply
- be covered by the *Anti-Discrimination Amendment (Carers Responsibilities) Act 2000 (Cth)* in areas such as employment
- request flexible work arrangements and carers' leave under the *Fair Work Act 2009 (Cth)*
- act as an advocate for the dependant when required
- access support through the National Carer Counselling Program.

Children

The basic rights of children that Australian courts recognise relate to:

- autonomy of children – the right to make their own decisions
- medical treatment – over the age of 14, a young person can make their own medical decisions
- inheritance – children have no absolute right to inherit their parents' property after death, but are entitled to claim under family law provisions.

The United Nations (UN) Convention on the Rights of the Child (1989) sets out legal rights that all children should have within a society. Australia signed the document and **ratified** it in 1990. The four basic principles contained within the Convention are:

- non-discrimination against children
- actions concerning children must be in the best interests of the child
- all children have the right to life, survival and development
- children have the right to have their views expressed and heard.

ratify

Sign or give formal consent to a treaty, contract, or agreement, making it officially valid



A child has a right to (Office of the High Commissioner for Human Rights, 1996–2012):

- enjoy these rights, regardless of race, colour, sex, language, political opinion, national or social origin, property, birth or other status
- develop physically, mentally, morally and spiritually in a manner and in conditions of freedom and dignity
- a name and nationality
- adequate nutrition, housing, recreation and medical care
- special treatment, education and care if handicapped
- love and understanding and whatever possible to grow up in the care and under the responsibility of parents
- receive free education to enable development of individual judgement and a sense of moral and social responsibility. The best interests of the child shall be the guiding principle of those responsible for education and guidance; that responsibility lies in the first place with parents
- be among the first to receive protection and relief
- be protected against all forms of neglect, cruelty and exploitation. Children will not be permitted to engage in any occupation which would prejudice his physical, mental or moral development
- be brought up in a spirit of understanding, tolerance and in full consciousness that talents should be devoted to the service of mankind.

Dependants

Dependants have the right to:

- participate in decisions that affect their life
- adequate care, compassion and understanding
- dignity, which may be supported by a carer in the way they address the dependants or support them in meeting hygiene needs
- be protected from neglect and abuse. There are many instances of unscrupulous individuals exploiting the aged and their need for security by offering fraudulent services
- be part of the community. They may be transported to local clubs, shops or theatre performances and engage in activities that most people can easily access
- receive services, such as medical support, spiritual comfort and access to relevant supports; for example, a social worker
- pursue a grievance and also to use the assistance of an advocate (if needed) to communicate on their behalf.

The *Age Discrimination Act 2004* (Cth) protects individuals across Australia from discrimination on the basis of age in many areas of public life, including employment, education, accommodation and the provision of goods and services.

The *Charter of Rights and Responsibilities for Home Care (2009)*, the *Home and Community Care Act 1985*, the *Aged Care Act 1997* (Cth) and the *Charter of Residents Rights and Responsibilities* also protect individuals in aged care.

The *Disability Discrimination Act 1992* (Cth) protects individuals across Australia from unfair treatment. This Act makes disability discrimination unlawful and promotes equal rights, equal opportunity and equal access for people with disabilities.

The United Nations Convention on the Rights of Persons with Disabilities, which Australia ratified in 2008, also protects the rights of persons with disabilities.

Think it through

- 1 Develop a charter of your rights and responsibilities as a family member and display it in your family home. Invite other family members to do the same.
- 2 Create a table that analyses the impact of legal rights on the wellbeing of parents, carers and dependants in relation to health and medical decisions, education and schooling, and financial support.



Responsibilities of parents and carers

With rights come **responsibilities**. Many responsibilities are undertaken to ensure someone's rights are maintained.

responsibility
A duty or obligation

The responsibilities of parents and carers in regard to their dependants are to:

- develop personal physical, intellectual, social and emotional skills
- provide a secure and safe family environment
- establish and maintain positive communication patterns
- pass on beliefs, knowledge, customs and language
- ensure the physical wellbeing of children and medical care for dependants
- provide access to family and community resources
- spend time with children/dependants
- provide unconditional love and affection
- foster positive self-esteem in children/dependants
- provide a positive adult role model
- listen to and value a child's or dependant's contributions
- set reasonable limits that are consistently enforced
- provide appropriate experiences to foster a child's total development.

In addition, carers need to:

- respect their dependants and be courteous in dealing with them
- provide their dependants with both physical and emotional care and support
- meet the changing needs of individuals in their care
- ensure medical appointments are made and taken, and correct medication is administered
- show concern, but not perhaps their true feelings.

Carers may also need to assist with communication care and assist their dependants to communicate their needs. This may be very difficult if the person is autistic, has had a stroke or is brain damaged.

Duty of care

Parents and carers have a duty of care in relation to their dependants. This legal term means that society deems that parents and carers are the individuals who must meet the needs of their dependants. The welfare of the dependant is most important and it is the joint responsibility of parents and carers to care for their wellbeing.

As such, parents and carers have a legal position as both guardian (responsible for the long-term welfare of their dependant) and custodian (having this responsibility and that of the dependant's daily care). In the case of a family breakdown, the parents or child may make an application to the Family Court for this standard legal position to be varied.

Australia has legislation that relates to child welfare and protection. For example, laws that involve the neglect and abuse of children by parents and other adults include:

- *Children (Care and Protection) Act 1987* (NSW)
- *Children and Young Persons (Care and Protection) Act 1998* (NSW)
- *Children and Young Persons (Care and Protection) Regulation 2000* (NSW)

The *Education Act 1990* (NSW) states that parents of compulsory school-age children have a duty to cause the child:

- a to be enrolled at, and to attend, a government school or a registered non-government school, or
- b to be registered for homeschooling and to receive instruction in accordance with the conditions to which the registration is subject.

The rights and registration for parents who would like to homeschool their children say that both parents and carers have responsibility for their dependants' wellbeing, and assume duty of care over them.

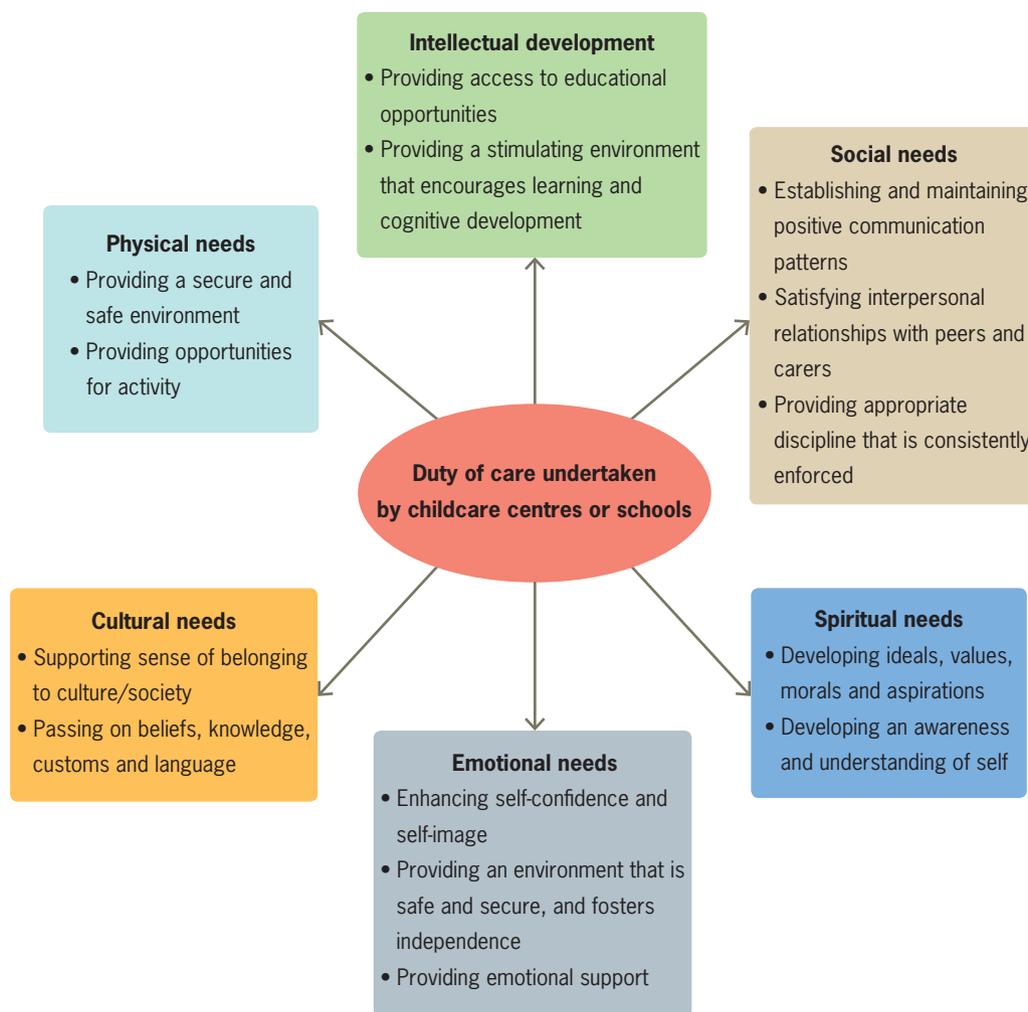
This duty of care can be transferred, such as when parents place children in childcare centres or when schools assume this responsibility until the children are reinstated into the primary care of their parents. Such groups are considered to act in *loco parentis* – 'in the place of the parent'.



'Duty of care' is a difficult term to define and the only legal definition can be found in occupational health and safety legislation. Under the law, duty of care (or lack thereof) relates to negligence. There are four key factors that are essential in deciding whether or not someone is negligent. They are:

- 1 duty of care
- 2 standard of care
- 3 breach of duty of care
- 4 harm or loss.

Examples of duty of care are shown below.



Setting limits

It is every dependant's right to have firm guidelines and limits. Guidance based on positive reinforcement works much more successfully than harsh punishment. Setting limits allows dependants opportunities to:

- know what is expected of them
- know how far they can go
- learn about fairness
- respect others
- foster their self-esteem.

Limits set by the parent/carer may be in conflict with the views or opinions of their dependants. This may require some sort of conflict resolution, as seen in Chapter 2 (see pages 64–6).



Check for understanding

- 1 Describe an example of a parent setting limits for an adolescent in a specific cultural group. Identify what the implications of this situation may be for:
a the adolescent.
b the parent.
- 2 Describe an example of a parent setting limits for an adolescent of a specific gender. Identify what the implications of this situation may be for:
a the adolescent. **b** the parent.
- 3 Propose management strategies for both parents and children in discipline.



Setting limits and disciplining children, especially adolescents, can be challenging.

Discipline

Parents and carers should establish clear rules and practise discipline that is understood by their dependants. It is through families that children both acquire healthy (or unhealthy) self-concepts and learn, by modelling their family members' behaviour, how to manage stressful situations. Children are not happy, relaxed or secure without rules or limits.

How do parents and carers go about making rules? They need to:

- 1 decide on a few important rules
- 2 discuss the reasons for these rules with their dependant
- 3 involve their dependant in discussing the limitations, as well as fair and reasonable consequences for breaking the rules
- 4 praise their dependant when rules are followed
- 5 consistently, assertively and calmly follow through with the consequences when rules are broken
- 6 change the rules and expectations as the dependant grows older and matures.

Aspects of discipline are as follows.

- D** Decide that sanity comes before perfection
- I** Impart clear and consistent rules
- S** Set a good example: discipline is much easier if it's 'do as I do', not just 'do as I say'
- C** Concentrate on positives if you want a positive child
- I** Ignore or isolate unpleasant behaviour
- P** Praise good behaviour and practise behaviour that is preferred
- L** Learn to laugh with the child so that problems stay in perspective
- I** Insist on some child-free time in the week – martyrs don't make good mothers or fathers
- N** Nurture the child's ego by making sure that any punishment is done quietly, firmly, discreetly and respectfully; otherwise they may think revenge, not remorse
- E** Endeavour to work as a team: no child, no matter how difficult or clever, can match the mental muscle of a confident team

Adapted from Irvine (1994), *Coping with the Family*



Shutterstock.com/dicesign021

Establishing clear rules and following them through is essential in disciplining.



Raising Children
Network

Think it through

- 1 View the materials on rules and boundaries on relevant parenting websites, such as the Raising Children Network. You can link to this directly via <http://cafs.nelsonnet.com.au>.
- 2 Respond to the materials by completing a Three Level Guides activity.
Level 1 (on the lines) Questions have answers that can be found directly in the text – you must quote where, as evidence. As a class, have a brief follow-up discussion.
Level 2 (between the lines) Questions have answers not directly stated in the text, but that can be inferred from passages in the text. You must quote the passages in the text and explain how they support your inferred answer. As a class, have a follow-up discussion; this discussion will take a little longer than the Level 1 discussion.
Level 3 (beyond the lines) Questions are stimulated by, but not answered from, the text. They involve issues in the text that you can connect to your experiences and answer from those experiences. The class follow-up discussion about these questions will be much longer and, unlike the first two levels, will involve no closure.
- 3 Discuss how the responsibilities of parents and carers contribute to building positive relationships with dependants.

Think it through

- 1 As a class, choose an episode of *Supernanny* and examine it in terms of the parental responsibilities of setting limits and disciplining. Take notes on these two concepts by using MindMeister or another mind mapping tool.
- 2 In small groups, pretend you are making an Australian version of *Supernanny* by creating an avatar using Voki (or video recording). In your episode, include discussions about how parental responsibilities contribute to building a positive relationship with the dependant.

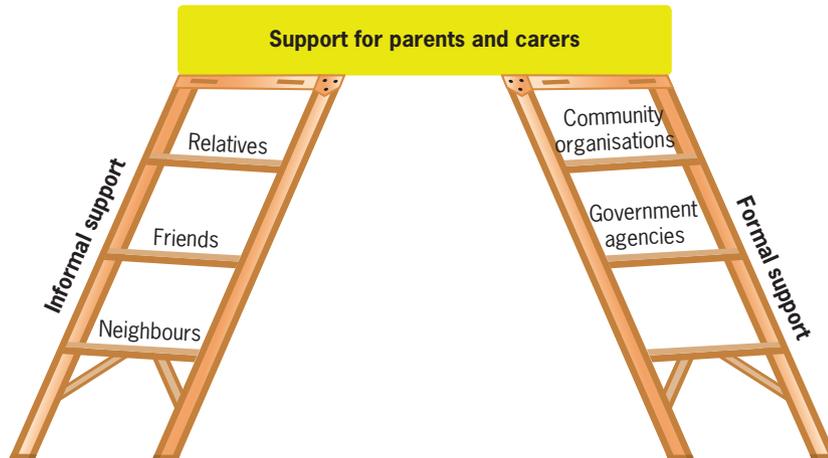
SUPPORT FOR PARENTS AND CARERS

Types of support

Support for parents and carers can be formal or informal. Both types of support are detailed next.

Informal support

Informal support for parents and carers is not backed by an organisation or service. Without informal support, parents and carers may not be able to carry out their role successfully and fulfil their responsibilities. Informal support can come from relatives, friends and neighbours.



Relatives

Relatives provide much-needed support to parents and carers, who need other people 'in their corner' to support their many tasks and challenges. It is essential for both partners who adopt parenting/caring roles to provide support for each other in everything that they do. Such support is especially important when it comes to discipline and setting limits, as a consistent approach is required.

With extensive changes in society, such as the growth in female workforce participation during the child-bearing years, the parenting role is increasingly shared between partners. Fathers are spending more time with their children, enjoying their role from the time of birth. They are establishing important bonds through changing nappies, bathing, dressing, feeding, playing and reading with their children as they grow and develop. They are also involved in other activities during adolescence and adulthood, such as playing sport, providing transport or assisting with homework.

A non-custodial parent also provides an important role. Following separation or divorce, the non-custodial parent is the one who may have the child visit on weekends and for part of holiday periods. Even though less social contact is possible than when both parents live together, this parent may be a valuable advocate and a source of additional emotional and financial support. When the custodial parent is able to have a regular break from parenting, the chance to refresh and regain energy is possible.

Having the constant support of immediate family members means a parent or carer can fulfil their role with greater ease. For example, a parent or carer may ask their sibling to spend the day with the dependant so that the parent/carer can have some respite.

Many adolescents frequently take on the responsibility for younger siblings. This may involve babysitting, transport, cooking and other activities that assist the family unit to fulfil its tasks. This may give more time for parents to manage additional roles, such as coaching the local netball team. Another benefit is that the adolescent can build valuable skills for the future, which may assist with their own family life.



Nowadays, grandparents are fulfilling a different role in child rearing. Children continue to develop a special affection for and interest in their grandparents. When this is reciprocated, emotional wellbeing is enhanced through self-esteem, self-confidence and the ability to give and receive affection. While grandparents continue to pass on family culture, traditions and customs, they now hold a greater role in assisting the family in a financial and social sense. Grandparents may help meet the needs of family members by assisting in child care for their grandchildren. There are many who move from full-time work to spending a part of their retirement time looking after grandchildren while their adult children are at work or involved in training. Grandparents are especially valuable in providing economic, social and emotional support.

One quarter (26 per cent) of all Australian children under the age of 12, and 49 per cent of those who regularly attended some type of child care, received care from a grandparent (ABS, 2012b).

The decision to become a primary carer for grandchildren is usually unplanned. Often, it is the result of a traumatic situation, such as the death of a parent, domestic violence, a parent in jail, substance abuse, or mental health issues.

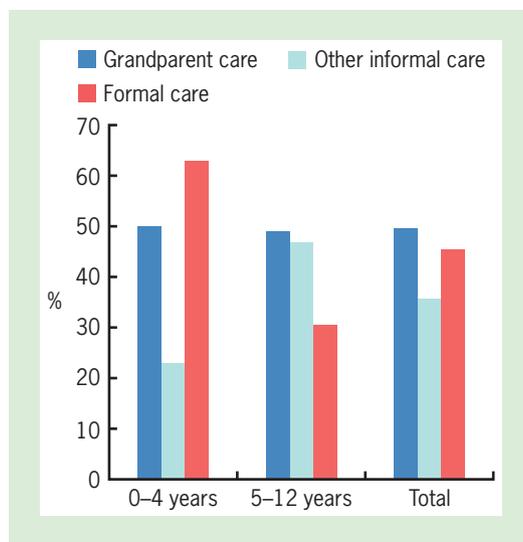
Think it through

- 1 What impact does informal support provided by grandparents have on parents, grandparents and children?
- 2 Predict your approach to caring for your own grandchildren in the future.
- 3 Propose what you might do as a parent when your own parents have opinions about parenting that are different to your own.



Grandparents hold a close bond with their grandchildren and are often called upon to support and care for the dependant.

Kelly Bell



Australian Bureau of Statistics

Children 0–12 years who regularly attended care, by type of care used (ABS, 2012b)

Components do not add to total as children could use more than one type of care. 'Other informal care' included 'non-resident parent', 'brother/sister', 'other relative' and 'other person'. 'Formal care' includes 'before- and after-school care', 'long day care', 'family day care' and 'occasional care'

Friends

Friends may be called up for informal care by parents or carers. For example, if a parent needs to go to a doctor's appointment or have their car serviced, a friend – especially one with children of a similar age – may be asked to look after the dependant. These friends could also be called on to support the parent emotionally in preparation for their role or changing roles over time.



A friend of a carer may be asked to care for a dependant while the carer does everyday tasks such as shopping, or takes time out to participate in a recreational activity or get a massage. Friends may provide that much needed respite for the parent/carer. In turn, both parties may enhance their wellbeing.

Neighbours

Neighbours are another informal support for parents and carers. They are most likely trusted individuals who come with the added convenience of close proximity.

For example, a carer may ask a neighbour for their assistance in transporting specialised equipment into the house for the dependant to use. A parent may ask a neighbour to pick their children up from school if they have children at the same school.

Neighbours who also have dependants may be able to offer valuable advice on parenting/caring and relevant community supports.

Formal support

Formal support for parents and carers includes support from a recognised agency or organisation (see page 98). Individuals can gain access to these types of support through different means, as discussed in Chapter 1 (see page 17). Government agencies include the NSW Department of Family and Community Services and the Australian Government Department of Human Services that delivers Centrelink services. Community organisations include the Salvation Army, Anglicare, Barnardos, The Smith Family, Catholic Care of the Aged and St Vincent de Paul Society. Community organisations may receive financial support from the government, but they are administrated by the organisation itself.

Government agencies

Government agencies are government-funded and administered groups. Examples include:

- Department of Health
- NSW Health
- Australian Government Department of Social Services
- Commonwealth Home and Community Care Program (HACC)
- NSW Department of Education and Communities
- NSW Department of Family and Community Services – provides assistance and advice to people adopting or fostering children; helps families in abusive relationships by offering support groups to victims of domestic violence and providing specialised sessions for children; and assists with children at risk of physical, emotional or sexual abuse or neglect
- Centrelink – a major service-delivery brand of the Australian Government Department of Human Services that provides information and payments for parents and carers. Some examples of financial support include Parental Leave Pay, Parental Payment, Dad and Partner Leave, Family Tax Benefit, Child Support, Child Care Benefit, Child Care Rebate, Jobs, Education and Training, Child Care Fee Assistance, Carer Allowance, Carer Payment, Carer Supplement, Carer Adjustment Payment and Child Disability Assistance Payment.

With permission of the Australian
Government Department of
Human Services



Australian Government
Department of Human Services



Think it through

Go to the NSW Family and Community Services website. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Investigate how parents and carers are supported by this government agency.
- 2 Evaluate the extent to which parents and carers are supported by this agency.



NSW Family and
Community Services



Community organisations

Community organisations can include welfare agencies or other community services. Welfare agencies include the St Vincent de Paul Society, Salvation Army, Mission Australia, Smith Family, Red Cross and the Samaritans. These are often partially funded by the government, but are not classified as government agencies.

A person's finances will determine the level of support these agencies will provide. Their role is to:

- assist parents and carers to meet primary needs, such as clothing, furniture and household goods
- support low-income families who are experiencing high levels of stress due to their economic circumstances
- pay gas, electricity and water bills for those who cannot afford them
- provide counselling, emotional and spiritual support and employment programs.

Other examples of community organisations include:

- Rotary – manages youth leadership programs or raises money for disabled members of the community
- playgroup – is self-managed by parents, and provides social and play opportunities for parents and their children
- Kindergym and GympaROO – although there are trained people (formal support) that run the programs, informal networks often form among the parents; these relationships may well outlast the early years of the child
- various recreational and physical activity organisations, such as Rhythm Factory, Mini Maestros, Little Kickers and Ready Steady Go Kids.

Specific community groups for carers include:

- Community transport
- Meals on Wheels
- palliative care
- House with No Steps
- senior citizens clubs.

Carers' support groups provide specific care to people under the umbrellas of:

- Carers Australia and Carers NSW, who link all carers' support groups in New South Wales. They provide practical, legal and emotional support to carers supporting aged, ill and disabled dependants
- specialised groups, which exist for carers of people with dementia, cancer and strokes, and for those caring for people with disabilities, such as the Down Syndrome Association
- respite care, home care and Meals on Wheels, which assist carers to complete the tasks of caring
- young carer support groups, which operate in local areas across New South Wales
- MyTime for Grandparents, which supports grandparents caring for a dependant full-time
- Truce, a service run by CanTeen Australia, which supports young people with a parent or carer who has cancer.

Think it through

- 1 Investigate the work of Palliative Care New South Wales or another suitable community organisation.
- 2 Assess the value of this service to dependants and their families.
- 3 Spend a weekend in your local community taking photos (with permission) of various examples of informal supports and community organisations that support parents and carers.
- 4 After gaining consent from the subjects in the photographs, share your images on social media pages such as Instagram and Twitter. Use the hash tags #communityandfamilystudies #communitysupport #informalsupports #CAFS #parentingandcaring.
- 5 For homework the next night, view these hash tags. The next day, as a class, discuss how these different types of support can assist parents and carers to prepare for their roles, fulfil their responsibilities and maintain their own wellbeing.

Check for understanding

- 1 Explain how different types of support can assist parents and carers to prepare for their roles, fulfil their responsibilities and maintain their own wellbeing.
- 2 Examine community organisations and account for the support they provide for parents and carers.



Think it through

Investigate in detail one support service for parents and carers, either in your community or within New South Wales. Present the information as a one-page flyer, brochure or web page that is suitable for advertising the service to a parent or carer. Include:

- a description of the service's target group.
- an explanation of how people can access the service.
- the costs of accessing the service.
- an outline of how this support is funded.

Types of services provided through formal support

Health care

The health services available to parents and carers cover all dimensions of health, including physical, emotional, social, mental and spiritual. Some examples of health services include:

- family doctor, obstetrician, midwife, paediatrician, nurse and community nurse
- specialists, such as dentists, physiotherapists, podiatrists, occupational therapists and diversional therapists
- Medicare and private health funds
- rehabilitation centres
- Spina Bifida Association of NSW, the Royal Blind Society and the Autistic Children's Association, which provide specialised services for families with special-needs children
- Early childhood health centres that monitor the wellbeing of children up to the age of five years. They can provide immunisations, assess milestones and screen for hearing and vision problems. Parents are educated in safety issues, nutrition and behavioural areas. The clinics also act as a referral agency. They are especially valuable for the first-time parent because an ongoing relationship can develop between the parent and the family nurse. The centre may offer group support led by a nurse, where advice from other parents is combined with the wisdom and experience of the nurse.

Think it through

- 1 Visit a community early childhood centre, or ask a parent to recall their experiences at an early childhood clinic.
- 2 Outline who uses the service and the activities and/or services provided at the clinic.
- 3 Describe *My Personal Health Record* (the Blue Book) and explain why it is so useful in consultations.
- 4 Conduct a series of questionnaires with nurses or aged care workers on the roles they believe they play in supporting parents and carers.
- 5 Present your findings and discuss as a class.

Education

Education for parents and carers can include formal support at all stages of their role. A variety of services are available to assist with skills and knowledge surrounding parenting and caring. Examples of such services include:

- Australian Breastfeeding Association
- Tresillian and Karitane, both of which assist parents to settle their babies and get them into a routine
- Australian Multiple Birth Association, which provides support for parents of twins, triplets and other multiple births
- Fostering NSW, which provides skills, knowledge and practical support to foster parents who may not have parented previously
- Australian Department of Social Services
- Carers Australia
- Carers NSW, which provides education for carers
- Australian Foster Care Association
- MyTime for Grandparents
- Families NSW.



Tresillian Family
Care Centres

Think it through

Access the Tresillian Family Care Centres website (you can link to this directly via <http://cafs.nelsonnet.com.au>) and then answer the following questions.

- 1 Name the two groups to whom Tresillian provides support.
- 2 Navigate to information on the parent's helpline. Identify four issues that Tresillian can help with on the spot.
- 3 State the operating hours of the day-stay program.
- 4 How long can parents use the residential stay program for? Outline four issues covered in the program.
- 5 How many residential centres are in Sydney? Identify their locations.
- 6 Click on Tresillian Tips and record two of them to share with the class.

There are also a variety of helpful publications and online sources that parents and carers can access to learn more about their role. Some well-known Australian sources include:

- *Sydney's Child* – a monthly magazine and website
- Raising Children Network
- Kidspot
- Essential Baby
- magazines such as *Practical Parenting* and *My Child*
- Family and Community Services – a New South Wales Government service
- Carers NSW
- a variety of educational apps; parents and carers need to be aware of their validity and reliability (some are government run and may be more reliable)
- the aged care home finder
- Young Carers NSW
- Australian Institute of Health and Welfare
- My School – from the Australian Curriculum, Assessment and Reporting Authority; this has created a lot of media attention
- Child Family Community Australia – provides the latest information on the child, family and community welfare sectors; here, people can engage in discussions with other parents and carers
- Broadband for Seniors
- My Aged Care
- Helping Young Parents.



Carers NSW

Think it through

- 1 Choose one of the publications or sources listed above and assess its value for first-time parents or working parents.
- 2 Access the Carers NSW website (you can link to this directly via <http://cafs.nelsonnet.com.au>) and explore the information on young carers.
 - a Assess the impact of caring on the life of a young person.
 - b Outline the value of this site for a young carer.
 - c Identify three valuable pieces of information in this section that could assist a young person.
 - d Summarise the issues faced by one of the people who has shared their story on the website.
 - e Assess how accessing the Young Carer Project could enhance the wellbeing of a young carer.
- 3 Find an article in your community paper that describes a carer role.
 - a What is the dependant's illness/disability?
 - b Identify the ways the carer assists the dependant.
 - c Explain how family life is impacted by the dependant.
 - d What is the age of the carer?
 - e Is the carer able to work away from home?
 - f Are there formal supports mentioned in the article? If so, identify how the support helps the carer and dependant. If no formal support is mentioned, propose community support groups that could assist in this situation.
- 4 After reviewing the article, complete an FQR activity by writing the following:
 - facts or details from the source.
 - questions about the facts.
 - responses, reactions and reflections on the questions and new knowledge.

Financial support

Financial support for parents and carers can be gained from two main sources – the government (through Centrelink) and welfare agencies. Refer to the 'Community organisations' section of this chapter (pages 251–2) for information on the financial support offered by welfare agencies.

Some examples of government financial support include Parental Leave Pay, Child Care Benefit, Child Care Rebate and Carer Allowance; other examples are listed in the 'Government agencies' section of this chapter (see page 251). Centrelink also provides a Basics Card, which allows people to buy essential goods and services at approved businesses. The card cannot be used to pay for alcohol, gambling or cigarettes. The card is designed to assist with managing income so that priority needs are met first.

Think it through

Access Centrelink's website (you can link to this directly via <http://cfs.nelsonnet.com.au>) and answer these questions.

- 1 How much is the Parental Leave payment?
- 2 What other payments may be made to parents?
- 3 Suggest how these payments may be used by new parents during the initial stages of parenthood.
- 4 How much are foster parents paid? Outline the needs that may be satisfied by this funding.
- 5 What is the value of the Carer Payment and Carer Allowance? What criteria are used to assess the dependant? Explain how this may impact on a caring relationship.
- 6 Define 'means testing'. Give an example of a payment that is means tested. Outline the significance of means testing for families.



Centrelink

Child care

The role of childcare and early learning services is to provide certified and safe child care for parents who are working, studying, taking care of other dependants – including other children with disabilities – and taking time out for themselves. Examples of childcare and early learning services include preschools, kindergarten, long day care, occasional care, family day care, in-home care, out-of-school hours (before- and after-school care) and vacation care.

Childcare services are essential for working parents. Child care can be expensive, and a decision to return to the workforce must be made with an understanding of the costs of child care.

While childcare services should not replace the role of a parent, they are fantastic facilities that allow children to learn, grow, socialise, explore and create.

There are strict guidelines and accreditations attached to childcare services. This includes the Australian Government approving services for Child Care Benefit purposes if a service meets certain standards and requirements.

The Australian Government's MyChild website is a very useful tool for parents to gain information and explore appropriate childcare services for their children, although it may provide conflicting views or data about particular services.



Newspix/Cameron Richardson

Childcare services have become a significant support service for Australian families

Think it through

- 1 Discuss reasons why a parent may choose to return to the workforce after taking maternity leave.
- 2 Investigate the types of child care available in your suburb or town.
- 3 Visit a childcare worker (or have your teacher organise one to visit the class). Discuss how they support parents and carers in their role.



Respite care

Respite care is the temporary care of an aged, ill or disabled person, usually in an institution. It is designed to give carers a break from the demands of their daily routine. Respite can occur in a hospital, nursing home, aged care facility, hospice or day centre. It can also occur in the dependant's home. The carer may have a break for a few hours, overnight, for a number of weeks or in an emergency situation.

Respite care is often provided by community care services, such as those provided by the Home and Community Care Program, the National Respite for Carers Program, and by residential care homes. An aged dependant must be assessed by an Aged Care Assessment Team to establish eligibility.

Commonwealth Respite and Carelink Centres provide a link to a vast range of community, aged care and support services available locally and across Australia. These centres provide information about services for older people, people with a disability, and those who provide care.

Many carers benefit from respite care as it gives them a well-deserved break from the demanding role that is caring. This break can benefit both the dependant and the carer and help them to build a positive relationship. It is important to recognise that the demand for respite care is greater than what is available.

Counselling

A counsellor is someone trained to offer a talk-based therapy. They are different from psychiatrists. Psychiatrists are medical doctors who have had extra training specialising in mental health. They can prescribe mood-altering medications to help manage the symptoms of mental illnesses, such as severe depression or anxiety (Better Health Channel, 2013).

It is important for parents and carers to be aware that not all counsellors are professionally qualified. In Australia, some individuals without training or skills can call themselves counsellors or psychotherapists – there is no law to protect against this.

A professionally trained counsellor would generally have spent three or more years studying counselling at university, often at postgraduate level, or in another accredited higher education institution (Better Health Channel, 2013).

Counselling may occur at a community health centre, in a private practice, through Skype or an appropriate chat space, through web counselling or over the telephone.

Examples of support services that offer counselling include:

- Unifam Counselling NSW
- Relationships Australia
- Parentline
- Tresillian
- Karitane
- CatholicCare
- Family Relationships
- National Carer Counselling Program.

If a dependant passes away, grief counselling can help a carer process the loss and adjust to their situation. The National Association for Loss and Grief and other recognised services also offer counselling.

Think it through

- 1 What counselling support is available through Carers NSW?
- 2 Research the benefits of counselling for young carers.
- 3 Investigate two other formal supports a young carer could access.
- 4 How do you access the National Carer Counselling Program?
- 5 Complete a Coloured Highlights activity in small groups: You will be given a photocopy of a section of this text that covers types of formal support. Highlight support services that could impact on the wellbeing of young carers, aged carers, first-time parents and working parents by using a different colour to signify each.
- 6 Form small groups – each group will be assigned a different type of formal support service. Assess the impact that accessing this formal support has on the wellbeing of young carers, aged carers, first-time parents and working parents.
- 7 In your group, summarise the service for your class by creating a brochure, newsletter or blog.



Check for understanding

- 1 Assess the impact formal support has on the wellbeing of young carers, aged carers, first-time parents and working parents.
- 2 Compare and contrast the impact formal support has on the wellbeing of young carers and aged carers.
- 3 Propose new formal supports for first-time parents.
- 4 Recommend formal supports for working parents in the future.

REFERENCES

Access Economics. (2010). *The economic value of informal care in 2010* [Report for Carers Australia, October]. Retrieved from <http://carersaustralia.com.au/storage/Economic-Value-Informal-Care-Oct-2010.pdf>.

Adoption Act 2000 (Cth) (Austl.)

Australian Bureau of Statistics. (2010). *Disability, ageing and carers, Australia: Summary of findings, 2009* (Cat. No. 4430.0). Canberra: ABS.

Australian Bureau of Statistics. (2012a) *Disability, ageing and carers, Australia: Summary of Findings, 2012* (Cat. No. 4430.0). Canberra: ABS.

Australian Bureau of Statistics. (2012b). *Education and training newsletter, October 2012* (Cat. No. 4211.0). Canberra: ABS.

Australian Institute of Health and Welfare. (2011). *Adoptions Australia 2010–11* (Child welfare series No. 52). (Cat. No. CWS 40). Canberra: AIHW. <http://www.aihw.gov.au/publication-detail/?id=10737420776>.

Australian Institute of Health and Welfare. (2013a). *Child protection Australia 2011–12* (Child Welfare Series No. 55). Canberra: Australian Government. <http://www.aihw.gov.au/publication-detail/?id=60129542755>.

Australian Institute of Health and Welfare. (2013b). *Informal care*. Canberra: Australian Government. <http://www.aihw.gov.au/informal-care-ageing>.

Australian Institute of Health and Welfare. (2013c). *Metadata online registry*. Canberra: Australian Government. <http://meteor.aihw.gov.au/content/index.phtml/itemId/269485>.

Better Health Channel. (2013). *Counsellors*. Melbourne: State Government of Victoria. <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Counsellors>.

Carers NSW. (2014a). *Impact of caring*. Sydney. <https://www.carersnsw.org.au/facts/impact-of-caring>.

Carers NSW. (2014b). *Young carers*. Sydney. <https://www.carersnsw.org.au/how-we-help/support/yc>.

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Family and Community Services. (2012). *My Life Story Book*. Ashfield, NSW: NSW Government. http://www.community.nsw.gov.au/docswr/_assets/main/documents/life_storybook.pdf.

Family and Community Services. (2013). *Mandatory written information on adoption: Information for parents*. Ashfield, NSW: NSW Government. http://www.community.nsw.gov.au/docswr/_assets/main/documents/adoption/info_birthparents.pdf.

Family and Community Services. (n.d.). *Is your child in care?* Ashfield, NSW: NSW Government. http://www.community.nsw.gov.au/docs_menu/parents_carers_and_families/fostering_and_adoption/foster_care/is_your_child_in_care.html.



Family and Community Services. (n.d.b.). *Out-of-home care*. Ashfield, NSW: NSW Government. http://www.community.nsw.gov.au/menu/for_agencies_that_work_with_us/our_funding_programs/oohc.html.

Family and Relationship Services Australia. (2012). *Step and blended families* [FRSA information fact sheet]. Deakin, ACT. Retrieved from <http://www.frsa.org.au/storage/information-pdfs/FRSA%20Step%20and%20Blended%20Families.pdf>.

Family Law Act 1975 (Cth) (Austl.)

Hart, L. (1993). *The winning family*. Berkeley, CA: Ten Speed Press.

IVF Australia. (2013). *Options for same sex couples*. <http://ivf.com.au/fertility-treatment/same-sex-couple-options>.

Kids Helpline. (2012). *Young carers*. Brisbane. http://www.kidshelp.com.au/teens/get-info/hot-topics/young-carers.php#cite-note_1.

Lamont, A., Nair, L. & Scott, D. (2013). *Children in care* [Child Family Community Australia Fact Sheet, June]. Melbourne: Australian Institute of Family Studies. Retrieved from <http://www.aifs.gov.au/cfca/pubs/factsheets/a142092/#a5>.

Office of the High Commissioner for Human Rights. (1996–2012). *Convention on the Rights of the Child*. Geneva: United Nations. <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.

Salt, B. (2013). Real house husbands more likely to live on struggle street. *The Australian*, 4 July. <http://www.theaustralian.com.au/business/opinion/real-house-husbands-more-likely-to-live-on-struggle-street/story-e6frg9jx-1226673936386#>.

The Star Online. (2011). Surrogacy concerns. *The Star Online*, 24 February. <http://www.thestar.com.my/story.aspx?file=%2f2011%2f2%2f24%2flifefocus%2f8017101>.

Surrogacy Act 2010 (NSW)

World Health Organization. (2014). *Ageing and life course – elder abuse*. Geneva: WHO. http://www.who.int/ageing/projects/elder_abuse/en.

Young Carers NSW. (2014). *Are you a young carer?* Sydney: Carers NSW. <http://www.youngcarersnsw.asn.au>.



MODULE FOCUS

- Defining technology (p. 260)
- Reasons for the development of technology (p. 265)
- Factors affecting access to and acceptance of technology (p. 268)
- The impact of technology on lifestyle (p. 270)
- Technological development (p. 282)
- A selected piece of technology: wearable cameras (p. 286)

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.



technology

The study, development and application of devices, machines and techniques to manufacturing and productive processes

DEFINING TECHNOLOGY

Technology is as old as humanity; it is not a modern-day invention. Although the speed of technological change has hastened, the focus of this option is not on the mechanics of the advancement itself, but rather on the impact that the technology has on society. Thus, to this end, students are encouraged to regularly read newspapers, use internet search engines, and explore and collect the many sources of media to gain a wide and full appreciation of how technology affects the many aspects that make up an individual's state of wellbeing. A full analysis of a technology's major social impact as discussed in each article or source is encouraged.

The United Nations Education, Social and Cultural Organization (UNESCO) has defined technology as '... the know-how and creative processes that may assist people to utilise tools, resources and systems to solve problems and to enhance control over the natural and made environment in an endeavour to improve the human condition' (1985, p. 3).

Almost 30 years later, and with many significant developments in technology, UNESCO stands firm with its definition! However, the definition of technology is now divided into subgroups, such as digital technology and entertainment technology. The speed at which changes in technology are occurring means that a general definition might not fully acknowledge the changes.

Technology is the application of knowledge, experience and/or tools and resources in response to a human need or want. Such needs and wants are determined by the values, standards and beliefs of the community and its people. The acceptance of the technology is a measure of how well it serves to satisfy the expressed needs, and how it impacts on health, wellbeing and the structures that operate within a community, such as financial markets and lifestyles.

As individuals and members of many subgroups, we are each entitled to enjoy the available technologies. In December 1948, the United Nations (UN) adopted the Universal Declaration of Human Rights, which clearly states our rights; technology is often the vehicle that allows us to realise these rights (see the table below).

In 1966, the UN first indicated the potential impact of technological developments on society. In 1975, it was noted that scientific and technological developments had the potential to deprive individuals of their human rights and fundamental freedoms. In addition, they noted the urgent need to make full use of scientific and technological developments for the welfare of humanity, and to neutralise the present and possible future harmful consequences of specific achievements.

Declared rights and the technology developed in response

Declared right	Technology developed
The right to life, liberty and security of person	Protection from internet scams, cyberbullying
The right to education and to work	Equity in access to online education
The right to participate fully in cultural life	Communication networks to share and promote common cultural experiences
The right to an adequate standard of living	Water purification, sewerage, electricity, communication services that allow for improved standards of living
The right to health protection	Development of medical technology that gives rise to emancipatory wellbeing
The right to equality	Technological services and resources provided to marginalised individuals and groups
The right to freedom of information	Internet access to global news items; posting of responses and viewpoints on personal blogs

emancipatory

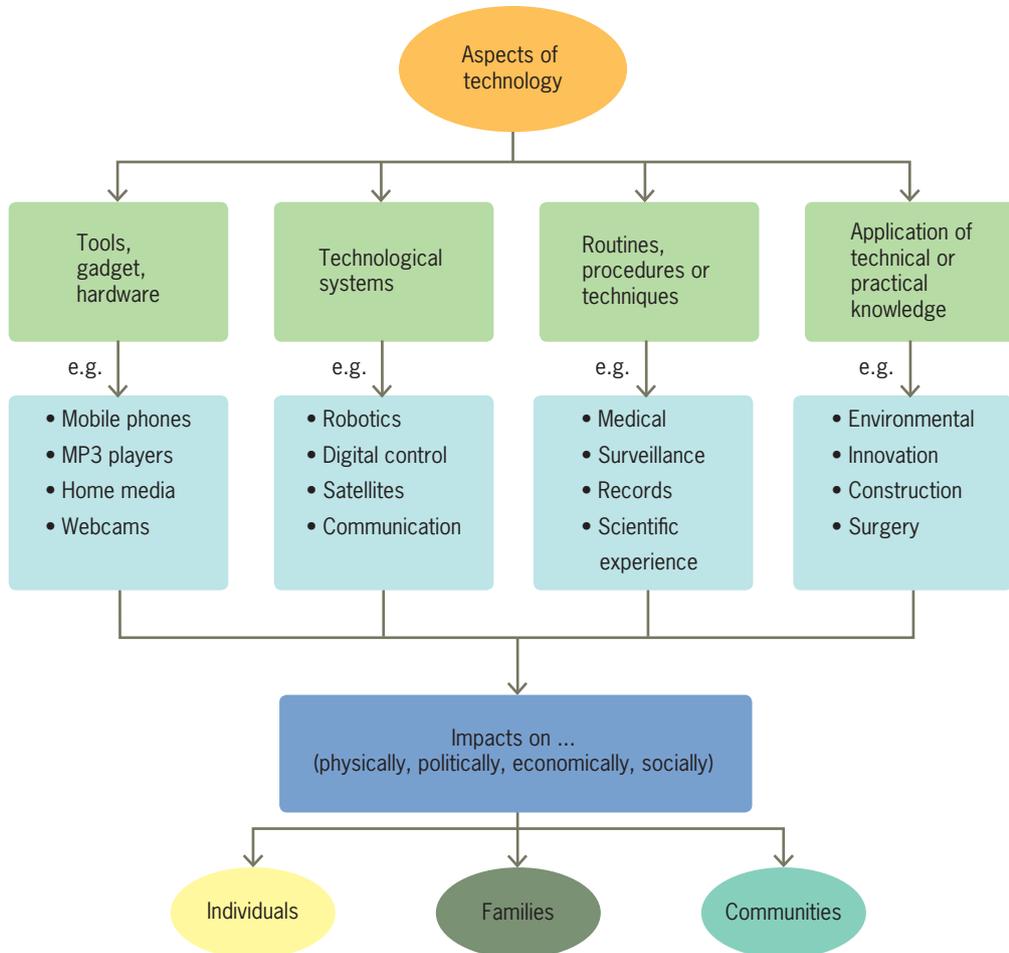
Free of constrictions or constraints; in relation to wellbeing, giving individuals the support and freedom to participate in a variety of situations

Think it through

- 1 In groups, discuss how technological developments are often a response to declared rights.
- 2 How do rights or technological developments also promote positive aspects of wellbeing?

Technology as hardware: e.g. appliances, gadgets, toys

There are many types of technological hardware, as illustrated below. Technology can be primitive or complex. The first table on page 262 presents examples of different types of primitive and complex hardware.



An example of primitive technological hardware is the rod and bamboo irrigation systems used in the rice paddies of Sapa, Vietnam. Despite the simple design, bamboo irrigation systems helped to make life easier for farmers, and helped make the provision of food resources a lot more efficient. While their use is still common today, in Australian rice fields the technology has long since been replaced with automated systems.

Over time, and as individuals made use of earlier technologies to develop newer models, technological hardware became more complex and sophisticated in design. The development of technological hardware has served to release many people from otherwise strenuous or tedious work. Many home appliances are promoted as 'labour-saving devices'. Examples of hardware that might be considered 'complex technology' include appliances that have dual-purpose or multi-function features.



Beth Girvan

Bamboo irrigation systems are an example of primitive technological hardware.



Innovative designs are unveiled each day. A greater number of individuals of all ages are becoming addicted to their new technologies, and depending upon them for their daily actions. The latest appliances, gadgets and toys generally solve problems that existed in former models. They have improved functionality and, more often than not, provided a sleek design in a range of colours to suit your home!

Primitive and complex technological hardware

	Appliances	Gadgets	Toys
Primitive technology	<ul style="list-style-type: none"> • Stone axe • Kettle 	<ul style="list-style-type: none"> • Spear • Kerosene lamp 	<ul style="list-style-type: none"> • Glass marbles • Wooden building blocks
Complex technology	<ul style="list-style-type: none"> • Combined refrigerator/freezer with ice maker and dispenser • Automated robotic vacuum cleaner 	<ul style="list-style-type: none"> • Vehicles with inbuilt GPS capability • Automatic sensor light with remote control 	<ul style="list-style-type: none"> • Lego Robotic Projects with computer controlled components

Technology as software: e.g. applications, databases, websites

With the rapid advancement of digital technology and computer hardware, the necessity to develop appropriate software has become imperative. It is software that controls the tasks performed by the computer. We only need to reflect upon our last experience of a computer crash or system malfunction to appreciate the role that software plays in our technological world. In effect, software controls our lives!

Software allows users to manage music files, digitally manipulate photographs, engage in real-time chats with family and friends across the world, as well as make purchases from real and online stores in distant locations.

A home security system that allows a home owner to visually check on their property (using remote visual display units, along with heat- and movement-activated sensors), illustrates how software can play a significant role in ensuring the emotional security and wellbeing of individuals in a technologically enhanced world.

Primitive and complex technological software

	Applications	Databases	Websites
Primitive technology	<ul style="list-style-type: none"> • Abacus 	<ul style="list-style-type: none"> • Filing cabinet 	<ul style="list-style-type: none"> • Encyclopedia [equivalent pre websites]
Complex technology	<ul style="list-style-type: none"> • Adobe Photoshop • Skype 	<ul style="list-style-type: none"> • Microsoft Access • Computer stocktaking register 	<ul style="list-style-type: none"> • Google

Technology as organisation of knowledge: e.g. communications, media, internet, home entertainment

Modern media, particularly the internet, can receive and disseminate information very quickly. This makes the world a more connected place, and allows individuals to be better informed. It gives us better access to ideas, allowing us to formulate opinions, gain knowledge and be entertained.

Primitive technology, such as hand-written messages arranged in a cardboard file, has been replaced by complex technology, such as digital messages that are received wirelessly and stored electronically in the 'cloud'. Entertainment, once provided by a pack of paper cards, now comes in the form of interactive computer games played on 3D plasma screens against opponents on the other side of the world.

A digital camera (also an example of hardware) no longer just takes photos; with wi-fi access and in-built GPS, the user is able to share information, and organise their photos and videos almost immediately, rather than laboriously sorting rolls of processed film at a later date. Such are the power and benefits of technology in the organisation of knowledge.



Primitive and complex media technologies

	Communications	Media	Internet	Entertainment
Primitive technology	<ul style="list-style-type: none"> Smoke signals Morse code 	<ul style="list-style-type: none"> Nickelodeon (a small theatre) 	<ul style="list-style-type: none"> Telegram [equivalent pre internet] 	<ul style="list-style-type: none"> Transistor radio Playing cards
Complex technology	<ul style="list-style-type: none"> Satellite – high-speed digital communication across the globe 	<ul style="list-style-type: none"> Online news stories; e.g. CNN News Digital camera 	<ul style="list-style-type: none"> Interactive web page YouTube 	<ul style="list-style-type: none"> Digital recording device Interactive game

Think it through

Read the article 'GPS trackers to keep tabs on kids' by Greg Thom from the *Herald Sun* website (29 July 2011). You can link to this directly via <http://cafs.nelsonnet.com.au>. Then, as a class, respond to the following questions.

- 1 Identify the different reasons why GPS trackers have become more popular.
- 2 Do you think that the concerns about GPS trackers invading personal privacy are justified? Explain, supporting your response with critical reasoning.
- 3 In the article, the focus is on GPS tracking as a means of increasing security. Explore the opposing argument that GPS tracking devices are doing more to decrease than enhance individual security.
- 4 Discuss the value of GPS tracking devices in enhancing wellbeing.



Herald Sun

Historical perspectives

The Digital Revolution

The Digital Revolution refers to the advancement of technology from analogue electronic and mechanical devices to the digital technology available today. The era started during the 1980s and is ongoing. The Digital Revolution also marks the beginning of the Information Era.

The development and advancement of digital technologies started with the internet. The progression of the Digital Revolution is summarised below.



Fairfax Syndication/Jason South

In some classrooms, the digital revolution is still to become a reality.

Progression of the Digital Revolution

Dates	Development
1947–79	The transistor was introduced in 1947. Initially used by government, military and other organisations during the 1950s & 1960s, it eventually led to the development of the World Wide Web (www).
1980s	Computers became more popular. The general public was able to purchase computers for home use. Many job descriptions listed basic computer knowledge as job requirement.
1990s	The World Wide Web was released and the internet became mainstream. Companies started advertising online. Cell phones started to become popular (but were large and had a separate power source).
2000s	The Digital Revolution began spreading world wide: mobile phones were common; the number of internet users grew rapidly; television began changing from analog to digital signals.
2010 and beyond	The link between internet and mobile devices becomes more common and becomes a standard method of communication. Mobile phones become 'smart' and are owned by 70 per cent of world's population (The World Bank, 2012), and 51 per cent of Australia's population aged 16 and above (Nielsen, 2012). In 2013, 75 per cent of Australians aged two and above are classified as active online users; 92 per cent of Australians have some form of internet connection; tablet ownership has doubled since 2001; the number of Australians who own a desktop computer has declined 6 per cent since 2010 (Nielsen, 2012). It is predicted that by 2015, tablet usage will surpass personal computer (PC) usage (Rapaport & Ricadela, 2013).

transistor

A basic electrical component that alters the flow of an electrical current and acts as a switch that turns signals on and off; the building blocks of integrated circuits, such as computer processors

You can find current information on the use of information technology in Australia in the Australian Bureau of Statistics publication 'Household Use of Information Technology, Australia, 2012–13'. Findings are summarised in the following table.

Information technology usage in Australia: major findings 2012–2013 (adapted from ABS, 2014)

Significant finding

7.3 million, or more than three quarters of Australian households, have access to the internet via a broadband connection.

76 per cent of internet users made an online purchase in 2012–13.

For 18–24 year olds, social networking is the most common activity performed on the internet. Most 15–17 year olds (93 per cent) use the internet for educational activities.

Home internet access is more common in households with children under 15 years of age (91 per cent). Household subscribers account for 76 per cent of the total 12.2 million Australian internet subscribers.

Internet access is higher in state and territory capitals than it is in other areas.

Australians continued to access increasingly faster download speeds.

The 55–64 year age group showed the largest increase in the proportion of people accessing the internet.

Of those who use the internet for online purchases, 74 per cent do so for travel, accommodation, membership or tickets.

Of those who access the internet at home, 91 per cent do so for emailing, 87 per cent for research, news and browsing, and 72 per cent do so for paying bills and banking.

22 per cent of children aged 9–11 years and 73 per cent of children aged 12–14 years have access to their own mobile phone and internet.

Check for understanding

Analyse the findings above. Access ABS data to strengthen your discussion.

- 1 What might be the impact of increased internet usage upon aspects of wellbeing for different user groups?
- 2 Conduct a survey to establish the extent of information technology use among your own class group or community. Does usage differ across age group or gender? Is information technology used for different purposes? Discuss your findings with classmates.



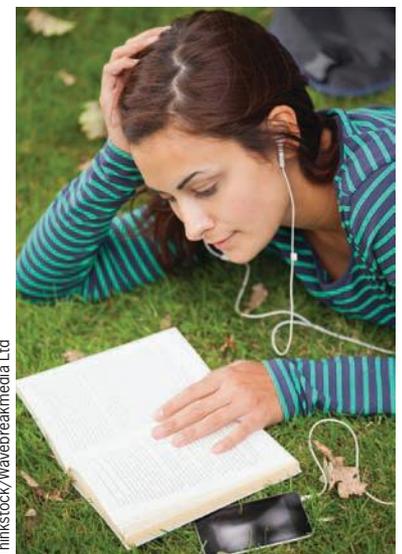
istockphoto/Dornanich

REASONS FOR THE DEVELOPMENT OF TECHNOLOGY

For many of us, accepting new technologies and replacing the old is a challenge. However, choosing to ignore new and updated technologies may adversely affect our wellbeing. For example, we may suffer as we move towards a lower standard of living; we also face the prospect of competing with others who have embraced the new technology and are skilled in it.

If Alexander Graham Bell, inventor of the telephone, were alive today, he may well be excused for not recognising the latest technology with its many buttons and add-ons. The mobile phone is an example that perfectly represents the reasons for technological development.

The telephone began with the rotary dial and developed into the press-button model. Modern phones can store numbers, display callers' numbers, redial numbers, and store messages – and all in a slimline 4G model. Added to this is the capacity to take and send photographs, access the internet, send and retrieve messages, send and receive emails, read the newspaper, get the the latest traffic update and maintain your social network! Of course,



Thinkstock/Wavebreakmedia Ltd

Mobile phones and the latest gadgets have become status symbols for many people.



Beth Givvan

Early telephones were large and attached to walls; this often diminished opportunities for privacy.

the personalised ring tones, jewelled attachments, coloured cases, flip tops, slide tops and ergonomic designs have been another dimension of the telephone's development.

Despite all of these endless functions and styles, we need to recognise how technological advancement impacts on society. The table below reviews the reasons for technological development within the contexts of transport, communication and consumer services.

Check for understanding

- 1 Identify how primitive technologies impacted different aspects of wellbeing for pioneering families.
- 2 Provide reasons for the development of a piece of technology in your home. Identify how its development has enhanced the wellbeing of individuals and the family as a whole.
- 3 Discuss how an absence of the piece of technology may impact on the wellbeing of the individual or family.

Reasons for technological development

Reason for development	Communication (e.g. mobile phone)	Transport (e.g. hybrid car)	Consumer services (e.g. online help)
<p>Improve on existing technology</p>	<ul style="list-style-type: none"> • Push-button numbers mean that disabled people can more easily use phones. • Ergonomic designs make phones more comfortable to use when multitasking and improve occupational health and safety for office workers. • Cordless designs offer increased flexibility in terms of where calls can be taken. 	<ul style="list-style-type: none"> • Rechargeable energy storage systems supplement fossil fuel. • Low-emission engines support a greener lifestyle. • Vehicle modifications improve fuel efficiency by 50 per cent (Marketwired, 2014). 	<p>Prior to integrated help documents, 24/7 chat help desks and dedicated customer support lines, consumers read through confusing hard-copy manuals and waited lengthy periods of time for face-to-face professional support.</p> <p>Today, improvements in technology allow consumers to access help online, making use of voice- or key-activated selection keys to home in on the information they need. Consumers can receive responses (often with visual assistance guides) instantaneously, generally 24 hours a day.</p>
<p>Economic benefit</p>	<ul style="list-style-type: none"> • Multiple functions in one piece of technology (e.g. phone, internet and camera) reduce the cost involved in purchasing separate items; consumers can also more cheaply purchase 'communication packages' through suppliers. • App purchases provide an ongoing source of income for the developer, who can further increase their income by including advertisements in their app. 	<p>While hybrid cars are much more expensive than traditional cars, it appears that the long-term economic benefits are significant. Research consistently shows that hybrid cars achieve 20–35 per cent better fuel consumption (L/Km) than do conventional cars (Novey, 2009). This equates to a substantial economic benefit.</p>	<p>Online support is often much more cost effective than phone or other support services, for a number of reasons.</p> <ul style="list-style-type: none"> • The speed with which customer enquiries are dealt with equates to economic gain – for both the consumer and the company. • A consumer is more likely to purchase goods with good customer support. • Online help is paperless, which saves on printing costs.

(continued)

Reasons for technological development (continued)

Reason for development	Communication (e.g. mobile phone)	Transport (e.g. hybrid car)	Consumer services (e.g. online help)
Consumer demand and human needs	<p>Screen size, key size, weight, functionality, ease of operation, battery life and the variety of mobile phone plans available are each a direct result of consumer demand and human need.</p> <p>Addressing these areas serves the needs of the aged (larger screens); those on a budget (pre-paid SIM cards); travellers or those not always in proximity to recharge facilities (extended battery life); and telecommuters (internet access and functionality).</p>	<p>Soaring oil prices and the rising level of consumer awareness about environmental issues are compelling many car companies to develop hybrid cars.</p> <p>Hybrid sales have tripled since 2004 (Jackson, Robinson & Jullens, 2008), though they still only account for 1 per cent of vehicle sales (Ottley, 2013). An absence of government incentives is blamed. There is indication that pressure from environmental lobby groups may, in the long-term, lower hybrid vehicle prices. Thus the preservation of monies directly correlates to satisfying human need.</p>	<p>Most consumers access the internet at school, work and home, so consumer support is required at all times of the day and night. Online support available 24/7 has met this need. Additionally, a web-based connection is convenient and accessible from virtually anywhere.</p> <p>The benefits of this for the consumer may be measured in terms of wellbeing. The reduction of stress caused while awaiting assistance is an example.</p>
Social betterment	<ul style="list-style-type: none"> The phone can be a status symbol; styles, gadgets and colours are promoted to specific genders and age groups. The phone can give a heightened sense of self-esteem to those in possession of the latest technology. Interpersonal relationships can also be impacted upon negatively by social networking and a general focus on mobile phone apps. Digital 'sabbaticals', or time away from technology to enhance relationships, are important for positive interpersonal relationships. 	<ul style="list-style-type: none"> Society strives to maintain quality of life through preserving its environment. Such measures serve to achieve social betterment. Hybrid cars help to maintain healthier air. They reduce reliance upon fossil fuels (e.g. mining). There are initiatives that reward those who work towards social betterment; e.g. some universities provide reduced parking rates for students and faculty members with hybrid cars; and some hotels reward hybrid drivers with free parking. 	<p>With all of the business and customer benefits presented by online customer support, it is no surprise that this format is becoming popular. This trend is not likely to slow down, as many companies are working hard to improve their technology and software solutions. This continued focus on process improvement is good for both the providers and consumers of goods and services. One benefit for providers is a heightened profile in the social environment.</p>
The global community	<p>The ability to contact family, friends and business clients by voice, text and video makes geographically distant places seem very close and highly accessible.</p> <p>This can also strengthen family values and ties, as well as socioemotional wellbeing.</p>	<ul style="list-style-type: none"> Hybrid vehicles can cut carbon dioxide emissions in half and reduce polluting air emissions by up to 90 per cent (Idaho Department of Environmental Quality, 2014). Plug-in hybrids are using domestically produced electricity instead of foreign-sourced petroleum (Weaver, n.d.). While current sales mean the impact of these factors on global communities is only small, there are indicators that as time progresses, the impact will grow. 	<p>Online support can be accessed virtually anywhere, 24/7. This serves to further link the global community, making manufacturers and service providers in distant counties seem close and accessible.</p> <p>Online help is generally expandable, providing hotlinks that lead consumers to more information on specific topics.</p>
Response to social problems	<ul style="list-style-type: none"> Mobile phone use is sometimes a response to increased alarm with regard to safety, caring for family and wanting to be in contact. Mobile phone use can strengthen emotional wellbeing, with users knowing that support is just a phone call away. 	<p>Hybrid cars operate silently and have already been the cause of accidents involving pedestrians and cyclists. This social problem has necessitated further development. Several automakers have developed electric vehicle warning sounds designed to alert pedestrians to the presence of electric-drive vehicles.</p>	<ul style="list-style-type: none"> Online help and support services help consumers with goods or services. Online counselling services address social problems that exist within communities; for example, Kids Helpline and emergency helplines and Lifeline and beyondblue were each designed in response to social problems.

Check for understanding

- 1 Identify factors that have played a role in the development of technology.
- 2 Discuss the impact that these factors have had on individuals, families and communities.

Think it through

- 1 Do you think that technology has had a more significant impact on certain sectors of the community (for example, domestic work versus office work)? Explain your answer.
- 2 How have technological developments changed our way of life? Survey different generations and different socioeconomic and cultural groups. This may be done via a computer-generated survey tool (e.g. SurveyMonkey) or an informal discussion with peers and families. You could also seek permission from your principal to survey parents at a Parents and Citizens meeting. An alternative is to look at the global classroom; email schools around the globe with your survey questions.
- 3 Identify technological developments within the contexts of transport, communication and consumer services.
 - a How have each of them developed over time?
 - b Give reasons for the developments.

FACTORS AFFECTING ACCESS TO AND ACCEPTANCE OF TECHNOLOGY

When a new technology is introduced there will be measured curiosity, interest and fear. Individuals from different age groups will accept the technology at different levels. Each will form different attitudes to the new technology, and each will make decisions regarding its purpose with different values and beliefs in mind. The actual usage of the technology will reflect each of these factors, and be a consequence of such attitudes and intentions. The degree to which the piece of technology performs in accordance with its purpose will in turn relate to its perceived and actual acceptance. Acceptance may be measured by repeat sales, recommendations to friends and positive feedback provided to manufacturers and sales personnel.

Each of the factors discussed below may help to limit or enhance the opportunities for an individual or group to access technological resources. Each factor may also play a part in whether the piece of technology gains acceptance or is condemned by consumers. To varying degrees, access to and acceptance of technology will impact on wellbeing. Such impacts can be positive or negative and may occur over the short or long term.

Age

Generational differences are more pronounced when discussing computer technology and accessing services on the internet. The aged have not grown up with this technology and may fear its presence. For instance, an automatic teller machine (ATM) may be second nature to many, but to some it may be a source of confusion. This explains why many communities oppose the loss of personal banking.

A reluctance to change and give up devices that have served well over the years is most commonly aligned with age. Some individuals have ready access to new technologies, but are of a closed mindset and find it difficult to accept them. However, this is not always the case. Baby boomers' use of computers for social networking nearly doubled between 2010 and 2011, with many giving up landlines for the convenience of mobile phones (Carracher, 2011).



Beth Girvan

Tablets have become a popular tool for aged individuals as a source of entertainment.



Culture

Language barriers may restrict an individual from fully participating in community events. The alienation experienced by cultural groups can be significantly reduced by giving individuals the opportunity to select their own language or verbal prompts on a visual display. The use of technology to provide displays in varying languages also allows for increased access by giving individuals an understanding of the technology.

Some individuals migrate from cultural groups where only basic items are required; such individuals may look at technology as being surplus to their needs. Thus, the technology on offer may be met with opposition or non-acceptance.

Education

In the past, students in remote regions relied on monthly lessons sent from their teacher by mail. Now, they have the world at their fingertips. Not only are they able to access information immediately, they can communicate directly with their teacher. In such instances, the geographical divide is fast becoming non-existent. With the increased use of interactive teaching tools, guided learning and motivational resources, the concept of the global classroom has gained acceptance.

On the other hand, individuals who have been poorly educated and denied the use of technology throughout their education may fear technology and the impact it may have on their children. Similarly, individuals without satisfactory broadband access may have negative experiences in the global classroom.

Economic status

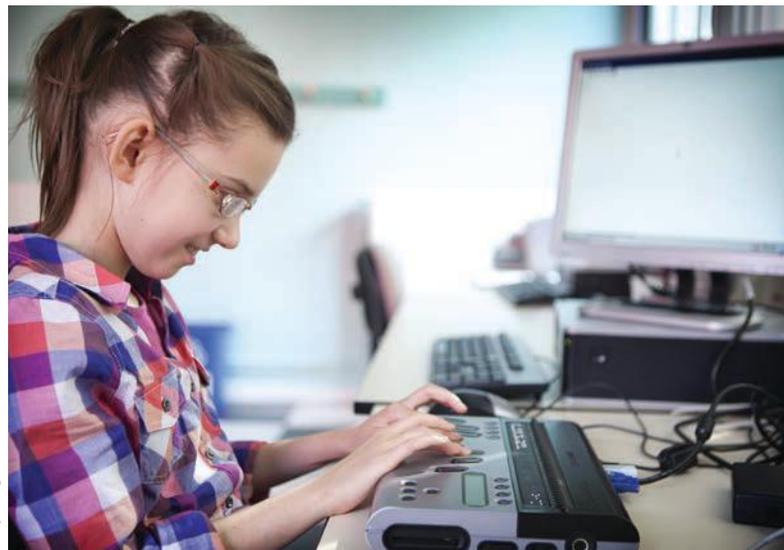
For many individuals in lower socioeconomic groups, acquiring technology may be a low priority. Needs and wants such as clothing and health care would be prioritised over certain technologies, if they can afford to pay for them at all. The provision of publicly accessible internet services is a move to reduce the divide. Sadly, with the increasing amount of media attention given to the need to own the latest gadgets and technologies, conflict may arise within a family when children pressure the family for specific hardware. While the family may be accepting of the technology, their economic status denies them of the opportunity to own the item.

Disability

Disability is an area that has benefited significantly from technological advances. Individuals with disabilities can now more easily access online services and contact or be contacted by other people or organisations, which provide opportunities for them to develop skills and interests. There are also computer-driven systems that monitor feeding (for example, intravenous feeding systems) and the delivery of medications (for example, drug delivery into the bloodstream via IV infusion), and identify injuries (for example, CT scans). For some, other factors (e.g. economic status) may limit their access but generally technology is well accepted in the field of medicine, and directly impacts on individuals' wellbeing.

Geographical location

Regardless of geographical location, access to technology has become imperative – be it for business, education or social need. The extension of communication services to the more remote areas of Australia has clearly diminished the impact of the digital divide as businesses, groups and individuals are more able to access facilities and services.



Getty Images/BSIP

Computer-assisted technology has enabled people with disabilities to achieve heightened levels of personal wellbeing. This portable computer braille system improves independence and autonomy in visually impaired people.



Nevertheless, certain geographical locations may make it difficult for an individual to access technology; this may be due to a lack of access to places that stock, or give access to, the desired technology. Government-funded or volunteer-run internet training for minority groups and internet facilities in public libraries, schools and hotels has helped to reduce the impact of geographical isolation. This is of great significance for individuals and families who have migrated, relocated for work or personal reasons and for those who are acquiring knowledge, skills or qualifications via open-learning institutions.

Gender

Gender stereotyping will sometimes cause us to associate specific technologies with either sex. We sometimes think of males as being more logical and more in tune with machinery and engineering; women may more often be linked with devices for social interaction. Similarly, the act of paying a high price for the latest ceramic hair straightener will be more acceptable for a female than a male. The values and standards possessed by the individual, regardless of their gender, will determine whether the piece of technology is accepted.

Religion

For some sectors, religious beliefs give rise to restricted access to and acceptance of technology. Religion plays a significant role in shaping culture and value systems. It impacts on attitude, behaviour and image. Thus, it may be necessary for suppliers of new technologies to adopt differing product marketing strategies to align with religious beliefs and values. As an extreme example, consider the Amish. The Amish live in plain dress and are reluctant to access or adopt the conveniences of modern technology. Other religious sectors use technology to spread their gospel; for example, microphones and video cameras are used during sermons. Such use demonstrates the acceptance of technology within their belief system.

Think it through

- 1 For each of the following individuals, identify and discuss factors that affect access to and acceptance of technologies.
 - a An aged farmer
 - b A teenage female who is the primary carer for her disabled mother
 - c A homeless 45-year-old male
 - d A young refugee
- 2 Discuss how the factors you have identified impact upon each individual, their family or their community.
- 3 Research support structures or suggest strategies that may assist one of the individuals to become more accepting of specific technologies.
- 4 Conduct a survey, formally (e.g. using SurveyMonkey) or informally (i.e. by asking friends and family), to establish the technologies most commonly used by different age groups and genders within your community. (You may wish to increase your survey group and include different cultural, socioeconomic and geographic groups by accessing CAFS students in different locations online. This could be achieved by networking with students via social media groups or by seeking your teacher's help in contacting schools in other regions via email.)
- 5 Analyse your results.
 - a Are there common technologies used across each age group?
 - b Does gender impact the type of technology used?
 - c Is there a greater number of complex technologies than primitive technologies used? Provide examples.

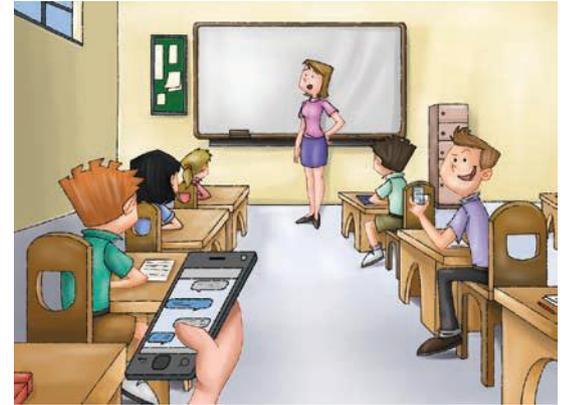
THE IMPACT OF TECHNOLOGY ON LIFESTYLE

The manner in which we live is described as our lifestyle. This is shaped largely by the geographical location of our home, the type of employment we have, the value that we place on relationships with others and the community, and the importance we place on the acquisition of material goods. Values, beliefs, standards and traditions also affect our lifestyle.

Technology will affect each of us in different ways. For some, it will be extreme; for others, less so. As individual members of society, we are required both to conform to the written laws of society as a whole and to live according to the set of values and standards that are established within our individual communities.

With respect to technology, we accept the responsibility that we have to maintain and service systems; however, we are confronted more and more by situations wherein individuals and groups challenge rules that address aspects of technology.

In our own classrooms, for example, we are often exposed to the inappropriate use of mobile phones and computers. Devices such as iPods and MP3 players have their own set of implications.



Inappropriate use of mobile phones has brought about yet another set of rules and policies in schools.

Check for understanding

Consider the positive and negative implications of using each of the technological developments listed in the table below. What are the rights and responsibilities that should be observed by the user? Copy the table headings into your notebook and complete the table.

Technological development	Social implication of usage	Rights/responsibilities
Mobile phones in the classroom		
iPods and MP3 players		
Television during family meal times		
High-speed cars (and inexperienced drivers)		

Technologies and the family

In all of its forms, technology affects individuals and their families, most significantly their:

- employment levels
- income distribution
- education and training.

This in turn will impact on the interpersonal relationships that exist between family members and within family groups.

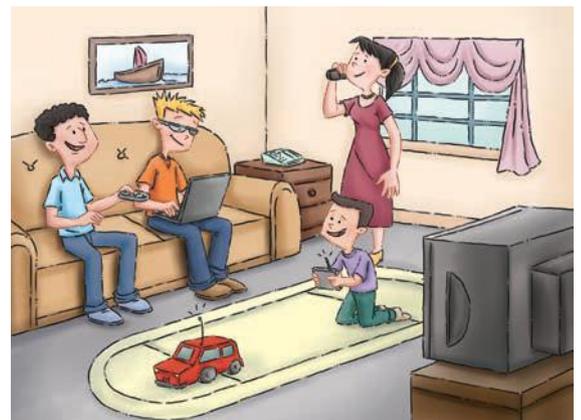


Pro Bono Australia

Think it through

Read the article 'Social media use impacts families and relationships' on the Pro Bono Australia website. You can link to this directly via <http://cafs.nelsonnet.com.au>. Review the article, then respond to the following questions.

- 1 Discuss what is meant by 'social media'.
- 2 As a class, discuss how social media usage has evolved over the past 4–5 years.
- 3 Identify areas that respondents perceived to cause relationship problems.
- 4 Eighty per cent of respondents said Facebook had a major impact on relationships. Do you see this as still being a major concern, or has Facebook been superseded by other forms of social media?
- 5 Identify other causes of concern raised in the article. Do you agree? Support your response with examples.
- 6 How may the use of social media and related technologies impact the wellbeing of individuals?
- 7 Do you see a positive role in the continued use of social media? Explain.



Technology has been blamed for reduced family interaction.



Household technology

The duties and activities undertaken by individuals in unpaid employment have potentially been impacted most by technology. Time spent on housework, food preparation, child care, shopping and household management is significant. The technologies of labour-saving appliances, specialised cleaning products, easy-care clothing, home shopping, communication and social services (medical and otherwise) have each had a significant impact. The lifestyle of individuals today is arguably much easier than that of their predecessors. However, this is balanced with the added responsibilities that are often delegated or taken on as a result of this new found 'free time'.

Technology has provided us with more time to spend doing other chores or activities.

Think it through

Go to the Freshome website and read the article '10 awesome ways to take advantage of smart home technology'. You can link to this directly via <http://cafs.nelsonnet.com.au>.

- 1 Identify examples of smart technology that are given in the article.
- 2 Describe how the introduction of smart technology may impact the lives of:
 - working parents.
 - people with disabilities.
- 3 In small groups, debate one of the following topics.
 - Smart home technology will only serve to widen the gap between the haves and have nots.
 - Smart technology is a pipe dream: the average person will never own it or see it!
- 4 Discuss how personal and public safety and wellbeing may be enhanced (or threatened) through the overuse of smart home technology.



Freshome Design & Architecture

Information and communication technology

The way families communicate and the role of telecommunications in family relationships have significantly influenced individuals and groups. Not only do telecommunications offer the potential for new information, education, entertainment and business and community services to be delivered directly to homes, they also link homes to one another and to public institutions. Thus, a global community is created.

The speed at which we are taking up and using communication technology will inevitably have an effect on the families of the future. No longer are we happy to wait for a week or longer to receive a response to mail sent to the next town (as was the case in our grandparents' day) – thanks to communications technologies, we expect that the response will be immediate.

Wireless networks, broadband communication links, optical fibres and asymmetric digital subscriber lines (ADSL) all assist with improving our modes of communication. Video calling, satellite tracking and a host of paging devices also serve to enhance our wellbeing in terms of safety, but so too may be the cause of increased personal anxiety.

Mobile phone services, the internet and online social networks have altered the face of the social environment and the way we make and maintain contact with friends and family. It allows us to send photos, share news, and report on local and family events with a friend or family member who may be travelling overseas or living interstate. We have therefore become members of 'virtual communities'.

Webcams have become a powerful tool in enabling people to maintain family contact. Video-conferencing and associated communication links are also powerful tools used in legal and business settings.

Obviously the impact of such technologies on the family unit will differ from family to family in accordance with their individual values and standards. Similarly, the impact on the individual may differ significantly from person to person.



Think it through

Discuss the impact that satellite phones and improved telephone communications may have on the wellbeing of:

- remote rural communities.
- bushwalkers and adventurers.
- grey nomads (a group of older adventurers) touring Australia's coastline.

Families and students become more than just users of technology. Interactive sites that allow family members to communicate with other individuals and groups, purchase goods online and seek out information have made technology a valuable family asset. 'Help' files enable less able users to become self-paced learners, and parents are more able to assist their children with homework. However, some may experience further alienation because of their frustration with new technologies.

As with all technologies, we need to consider the inequities that exist with respect to their distribution. Remote communities or other marginalised groups may find that their situation severely limits the range of technological tools available to them. Therefore, government initiatives continue to implement programs to increase access for such communities and groups. The Satellite Phone Subsidy Scheme is an Australian Government initiative aimed at making mobile communications more accessible and affordable for people living or working in the most remote parts of Australia.

Children in the 21st Century are considered by many to be the 'digital generation'. They have never known life without a computer or internet. The ABS publication, 'Children of the Digital Revolution' June 2011, provides a good insight into the very real impact that information and communication technology is having upon our children. The article also recognises that young people's ease of access and use of technology is likely to increase exponentially.

(ABS, 2011a)



Shutterstock.com/Goodluz

Technology has helped to make learning more engaging.

Think it through

- 1 Identify different online social networks that have been developed over the years. You may need to do some research online, on sites such as The brief history of social media. You can link to this directly via <http://cafs.nelsonnet.com.au>.
 - a Arrange each mode of social media in chronological order based on when it was developed.
 - b Explain how advances in technology facilitated each change on your timeline.
- 2 Discuss with your peers the possible direction that social media may take in the next decade, referencing potential technological developments.
- 3 In groups, discuss how various forms of social media impact on an individual's sense of self, their wellbeing and their relationships with others.
- 4 Interview someone from a previous generation about the technologies that were available when they were your age.
 - a Compare and contrast the technologies that were available then with those that are available now. Look at both simple and complex technologies.
 - b Divide the technologies into three groups: family, community and workplace.
 - c Discuss with the individual how their wellbeing and lifestyle was impacted as new technologies were introduced. Share your findings with your class.



The brief history
of social media



Getty Images/Cathy Finch

Theme parks rely upon expertise in use of the latest technologies, such as the precise engineering and software system used on 'The Claw' at Dreamworld on the Gold Coast.

Entertainment technology

Entertainment technology refers to those experiences made possible by the advent of computer-generated digital technologies. Advances in technology are occurring at an ever-quickening pace. This means that entertainment becomes a very fluid term, as do the experiences, venues and games. Entertainment technology may be in the form of:

- networked or free-standing computer games
- multi-player online games
- digital entertainment
- specialised venues and theme parks
- motion-based rides
- console and PC interactive game stations
- immersive display environments
- surround sound; three-dimensional sound
- entertainment robotics
- wearable computing for entertainment purposes.

As computers have become more affordable, internet access has become the norm. This, combined with the prevalence of laptops and tablets, has brought different forms of entertainment into homes. Nearly half of all Australians go online at least once a day, mostly at home (ABS, 2011b); we are typically spending 82 hours a month online (Taylor, 2012) and downloading 52 per cent more data than we did the previous year (Moses, 2012). Entertainment accounts for much of this. ABS data indicates that in 2010–11, 15–17 year olds were the most likely to use the internet for entertainment (ABS, 2012).

Time spent listening to or downloading music (47 per cent) doubled in frequency between 2006 and 2011, with girls showing a greater affinity for this entertainment than boys. The internet is most popularly used for educational activities (85 per cent), followed by online games (69 per cent); this

activity has risen in popularity over the past 4–5 years, and is more popular with boys than girls (78 per cent and 60 per cent respectively). Surprisingly, online gaming was most prevalent among younger children; more than three quarters (77 per cent) of 5–8 year olds play online games, compared with 59 per cent of 12–14 year olds. Younger children preferred sole-player problem solving games. Older children, (particularly boys) preferred interactive role-playing games (ABS, 2011b).

Each technology ultimately impacts on an individual's wellbeing. We often learn of the negative effects when new technologies serve only to dislocate or fracture family relationships.



Alamy/ZUMA Press

Online interactive games are popular with adolescent males.

Think it through



Online Gamers Anonymous

- 1 Explore agencies that offer support to individuals and families who suffer social neglect as a result of technological entertainment.
- 2 What is the role of the support network Online Gamers Anonymous? (Link to this website directly via <http://cafs.nelsonnet.com.au>.) Using this as an example, critically analyse the impact of technology on interpersonal relationships within families.
- 3 Consider a concert you have attended, or watch a segment from a music DVD. To what extent does technology impact on the level of enjoyment experienced?
- 4 How has technology changed the type of entertainment enjoyed by adolescents in your community?
- 5 Discuss the impact that increased use of sole player problem-solving games may have on the socialisation of young children.



Technologies and the community

Education and training

Technology can make education and the acquisition of knowledge more productive. It makes learning more individual, powerful, accessible and immediate, and it engages students in the learning process and helps them to develop skills and remain motivated. It also serves to make the acquisition of knowledge more accessible and equitable to all people, regardless of their situation.

Within an educational institution, technology provides opportunities for students with disabilities to access learning devices – for example, voice recognition computers, audiovisual devices and individual training programs – so that they are able to obtain knowledge at their own pace, without fear of criticism from faster, more able students.

These days, fewer people are employed in newspaper printing rooms because of decreased sales. It is now an accepted fact that we obtain information from a variety of sources other than printed ones. Instead, large community information screens, mass broadcasts and relayed digital messages all serve to assist us with our thirst for knowledge.

Owing to the vast storage space available on computers and internet-based servers, we have access to, and are able to store, huge amounts of information. We are therefore often faced with the need to make decisions regarding quality rather than quantity.

Improved data management and knowledge acquisition are central to future competitiveness across key industries. In the fields of medicine and patient care, the management of individual patients' records, the evolution of their relative illness, diagnostic reports and treatments are critical in maintaining and optimising recovery.

Software technology and information management systems allow for a high and systematic level of record-keeping that would not otherwise be possible. It also allows for medical specialists to collaborate with personnel in other geographic regions. The ability of medical professionals to operate virtually and collaborate across huge distances in Australia and internationally greatly affects our capabilities and advancements in this area.

As with all technological developments, there is considerable cost in keeping abreast of change and updating sites so that information is current.

Think it through

- 1 Research and prepare a flowchart or timeline that traces the development of the technology used for recording information since the advent of the Information Age.
- 2 How have the methods changed?
- 3 Account for rapid changes in the methods used over the past decade.
- 4 Share your timeline with your class and discuss the rate of change over time.

Transport and travel

Every year, nine billion gallons of fuel are wasted in traffic congestion, auto accidents cost hundreds of billions of dollars and by 2020 the number of airline passengers is expected to double, soaring to an annual rate of more than seven billion worldwide. In the next two years, these statistics will change through technology innovations.

(IBM, 2007)

The events of 11 September 2001 significantly impacted on technological developments within the travel and transport industries. While the tragic aftermath was relatively short-lived, it introduced new issues permanently. Such issues are being addressed by technology.

- Airport security measures have been stepped up – body scanning and strict luggage checking are now commonplace.
- Aircrafts and flights are carefully tracked.
- Iris scanning and fingerprint scanning is becoming more common at departure barriers.



On the ground, technology has also played a significant role in shaping travel.

- Technology and traffic monitoring allow for smoother traffic flow and harmful emissions are being reduced.
- Commuters are notified of train and bus delays via their mobile phones.
- Some drivers are able to converse with their cars, leaving both hands on the wheel.
- Emerging technologies, especially in communications, will make travel safer, more streamlined and able to accommodate ever-increasing growth demands.

With reservations now being taken for your very own galactic space travel experience, we are again forced to consider the role that technology has played in making this a reality. With the Australian media reporting that, in the near future, drones will deliver textbooks to students, blood to hospitals, and pizzas and drinks to the needy, the flying cars, slidewalks, and hyperloops may not be too far off!

Health and medicine

Advances in medical technology contribute to enabling people to be active in both the community and the workforce for a greater number of years. There is also the capacity to produce efficiencies in the health sector. Medical technology encompasses physical equipment, instruments, pharmaceuticals, clinical procedures, knowledge and the support systems under which health care is provided.

Cosmetic medical and dental procedures are fast becoming the norm. Individuals are commonly seeking out the services of doctors and specialists to perform breast augmentations, face lifts, cosmetic dermatology, hair replacement and plastic surgery. Ultimately, in most cases, the goal is to allow the individual to experience higher levels of esteem, acceptance and wellbeing.

It is not uncommon for ageing individuals in high-profile positions to employ the services of a plastic surgeon to improve their appearance, with the goal of enhancing employment opportunities. Thus economic wellbeing may also be a consideration.

Medical technology also allows intricate surgical operations to be performed. Examples of this are the use of prosthetic devices, rods and pins, skin-grafting procedures and a host of other life-saving and life-giving procedures.



Beth Girvan

Reproductive technologies (such as in-vitro fertilisation, artificial insemination, cryopreservation and embryo transfer) and genetic engineering (such as DNA research, cloning and stem-cell research) are contentious issues all around the world. New technologies create new choices and, consequently, new debates. They may reshape family and individual lives. Inevitably, there will be an impact on the social and spiritual wellbeing of societal groups.

Falling birth rates, the increasing age for first pregnancy and the ageing population are certainly concerns for society and the developed world. Debates regarding women's return to work after childbirth, the provision of child care, paid paternity and maternity leave, children's rights, ageing mothers, single mothers (through choice) and threats to the family unit are all relevant.

Reproductive technologies have a significant impact on interpersonal relationships. To a large extent, gender identity is based on prospective family roles. Reproductive technologies have allowed infertile couples, homosexual couples and other individuals to realise this role and create a sense of family through biological relationships.

Cultural factors also play a significant part in this creation of identity. An inability to satisfy one's perceived role may become a source of stress within a family. The intervention of reproductive technologies may serve to enhance interpersonal and family relationships. On the other hand, there may be stress and anxiety associated with the economic and physical costs of medical procedures (for example, the time required to undertake medical procedures may result in an inability to attend family activities). The wellbeing of the family and individual is critical when embarking on such a journey.

Genetic engineering – laboratory techniques used to change the DNA of living organisms by cloning, or transformations to directly alter the structure or characteristics of genes – is still very much in its infancy. It is proposed that human

Medical technology allows patients to regain mobility after accidents.

genetic engineering could be used to treat genetic disease, such as muscular dystrophy and cystic fibrosis. Apart from providing salvation from such diseases, genetic engineering has the potential to change the appearance, intelligence and behaviour of an individual. Experiments with mice and other animals have produced promising results; however, these results could undoubtedly have a huge impact on societal values, standards and belief systems. In the main, human genetic engineering is still largely theoretical. It is very much an area of controversy, with many unresolved ethical issues and moral concerns.

Given that a great deal of economic and physical resources are required for individuals who are involved in such technologies, this may create increased anxiety in regard to the allocation of finances, time expended to the neglect of other activities, and the effect that all of this may have on others within a family group.

Your stance or position on the use of such technologies is influenced by the societal norms and values of your own family and community. The impact that such technologies have on your societal group, to a larger degree, is determined by these norms, values and standards.

Think it through

- 1 Debate the issue of human genetic engineering with your classmates. Research and present different aspects of wellbeing that may be affected by the adoption of this practice.
- 2 Controversy surrounds the debate on reproductive technology and genetic engineering. Are these technologies a need or want of society? Justify your response.
- 3 Reproductive technologies have allowed many otherwise childless individuals to become parents. Identify how this may impact on the wellbeing of individuals, families and communities.

Food

The food industry is as old as humanity, with many technological developments having occurred rapidly during and after the industrial revolution. For example, the first heat sterilisation plant, called Appert, marked a period of great expansion and development in the early 1800s. Nowadays, the Australian food manufacturing industry, which had a turnover of \$111.2 billion in the 2011–12 financial year (Australian Food and Grocery Council, 2013), accounts for over one quarter of the total manufacturing industry turnover. Technologies include developments in raw food production, food product development, preservation and packaging.

Research and resulting technologies aim to produce foods that are healthy and more attractive to the consumer. Areas of significance include:

- functional foods or foods that provide health benefits beyond sustenance, thus enhancing wellbeing or reducing risk of disease
- modified atmosphere packaging (MAP) – a packaging technique for maintaining food quality by altering the atmospheric conditions within the package. This is particularly advantageous for packaging fresh food, such as red meat, for which the shelf life is extended from four to more than seven days
- agricultural biotechnology – an initiative that examines the potential of genetically modified crops to assist developing countries
- freeze-dried foods and the impact of the leisure industry, such as camping and hiking – developments in lightweight, biodegradable packaging are also of significance
- changing demographics, leading to a new perspective on food packaging, with manufacturers developing packages that cater to single and two-person households
- rising income, changing lifestyles and technology, as well as the widespread popularity of microwaveable foods, driving the use of portion and plastic packaging
- tamper-evident and resealable packages – also the product of technological development.

Genetically modified foods are also on the agenda for developed countries. With the world's population expected to reach 8.5 billion by 2030 (Merkel, 2012), the need to investigate is imperative.



Newspix/John Feder

Developments in food packaging make the provision of healthy meals for infants much easier for working mothers.



Check for understanding

- 1 Discuss how changes in lifestyle, cultural groups and socioeconomic circumstance impacts on technological developments within the food industry.
- 2 Food safety is of paramount importance – not only to the consumer, but also to the manufacturer. Explain the role that technology plays in ensuring that this is achieved.

CASE STUDY

CHEATING DEATH AND CHOOSING LIFE – GASTRIC-BANDING SURGERY

When Emily O'Loughlin asked for time off to have some gastric-banding surgery, her boss replied:

'Well, you realise that's cheating.'

'Cheating – what? Saving my life is cheating!?'

At the age of 40, weighing 160 kilograms, Em O'Loughlin was running out of time.

Her doctor put it succinctly: 'With all the risks and strains that you're putting on your body, I wouldn't be surprised if something major happens to you in the in next couple of months. I wouldn't be surprised if I don't see you in the next couple of months.'

'That was the stage that I decided that something needed to happen ...' Em recalls. 'I was smoking, I was binge drinking, I had obesity, sleep apnoea, high blood pressure.'

'A week and half later I had surgery and after that I lost 85 kilograms. I lost a man. I wouldn't be the first woman to do that ...'

Emily O'Loughlin, comedian and gastric-banding patient, dares her audience to laugh out loud in the face of adversity and stigma.

Em told her own story with irreverent humour to an audience at the public lecture: 'Bariatric (weight loss) surgery: your questions answered', 15 March 2012.

As opposed to being overweight, obesity is defined as having a body mass index of greater than 30, and there are significant associated risks to health and wellbeing. It is this group and the morbidly obese (BMI greater than 35 and 40) who are considered for gastric-banding surgery. The aim of surgery is to improve health and wellbeing and to prevent some of the obesity related health problems.

After numerous failed diets, people with obesity may very well feel cheated by so-called experts and companies spruiking their recipes for success and by their own bodies.

Far from cheating, gastric-banding surgery has been found to be one of the few proven, effective treatments for obesity.

'Sustained weight loss without surgery, by all the means we know about – dieting, lifestyle changes, hypnotherapy, psychotherapy, whatever you like – all of those things, unfortunately, do not lead to good long term outcomes, whereas the profile for surgery is quite different. It's successful in 70–80 per cent of people. The data is that weight loss is sustained and long term,' explains Dr John Wentworth.

So, are the surgeons the superheroes in this major obesity crisis? Ahmad Aly emphatically states that: 'It is the team members who look after the patient undergoing surgery who are the superheroes.' The multidisciplinary team he is referring to work together with the surgeon, and include dieticians, physicians, clinical nurse specialists and psychologists, providing dietary, emotional and psychological support to the patient.

To hear about the risks and benefits of gastric-banding surgery, the details of the procedure and how the multidisciplinary team supports the patient undergoing surgery, as well as from the patient herself, you can listen to the podcast.

'I did manage to avoid a number of other things like heart disease and stroke and death, which I always advise people to avoid wherever possible. I did come pretty close though,' says Em O'Loughlin.

Source: Loder, F. (2012). Cheating death and choosing life – gastric-banding surgery. Melbourne: Faculty of Medicine, Dentistry and Health Sciences, Melbourne University.

Questions

- 1 Consider the role that technology plays in addressing major health issues for individuals within our community in terms of:
 - physical wellbeing; for example, longevity, birth control, disease control, identification of illness, surgery
 - emotional wellbeing; for example, neurological diagnostic testing, antidepressant drugs
 - social wellbeing; for example, cochlea implants to enable speech, hearing engagement with others.
- 2 Discuss how such technologies may enhance the wellbeing of all family members.



Leisure and entertainment

For many people, leisure time is quality time that we spend with family and friends. The primary aim of leisure is to enhance socioemotional and physical wellbeing. For some, it may involve a picnic in the park or a day at the beach; for others, it may be an indoor activity, such as playing a board game, or engaging in a global war game on the internet with opponents they have never met. Technology has changed the face of leisure activities. What was once a personal connection with others is now sometimes a technological connection, possibly with strangers.

Leisure time is markedly different from work time – or is it? Maybe before the emergence of the internet, mobile phones, email and pagers, people could be ‘off duty’ from work when they walked out the office door. However, now employers expect their workers to put in longer hours and to be available more often via some form of communication device. Furthermore, employers, colleagues and family members all expect instant responses to voicemail and email messages – yet another responsibility that impacts our own personal leisure time and adds to the stress of living in a technological age. For many, leisure time does not involve ‘real’ social interaction; it may instead be spent accessing social media and meeting others in virtual chat rooms.

Think it through

- 1 How may age and socioeconomic status impact on the acceptance of current entertainment and communication technologies?
- 2 Analyse the different technologies used (mechanical, electrical, computer and so on) in terms of frequency of use/popularity.
- 3 Explore how the technologies used by different groups within the community contribute to individual and group wellbeing. Use specific examples to support your discussion.
- 4 **a** Seek permission to observe children at play. Determine the importance that they place on toys that are more technologically advanced.
b Obtain a copy of a store catalogue for children’s toys and/or visit a toy store. Is the children’s preference for certain toys mirrored in the shelf or catalogue space they are given? Why do you think this is?



Beth Girvan

Primitive technologies, such as lace making, still provide for creative leisure.

Technologies and the workplace

Safety technology

Safety in the workplace and community is essential. Safety technologies play a significant role in many critical areas, whether it be reducing the incidence of death or injury, reducing exposure to hazards, or improving infrastructure and workplace culture. Automatic shutdown systems, which activate when sensors detect changes in conditions, and robotic bomb detonation units are further examples of safety technologies that serve to protect workers.

Information and communication technology

It is argued that job losses will continue as our technology-enabled economy expands. Sadly, this does not even begin to take into account the current global economic climate.

Businesses that are investing in technologies to become more reliable, smarter and more efficient in turn need fewer employees as they compete with local and overseas suppliers. This directly influences the economic viability of families, often by requiring both parents to work longer hours and explore flexibility in work patterns. Personal and family relationships may suffer as a result.



On the other hand, technology may serve to enhance the wellbeing of working families; for example, by providing communication links with family members who work a distance from home. Technology could also help reduce the physical workload of the single parent who strives to maintain the status quo within the home.

The advent of technology has required many individuals to undertake specialised training. Thus, work roles often attract different levels of pay. The distribution of income within a community is generally a reflection of community members' access to technology – that is, those with greater access have a better chance of achieving higher levels of income.

The incidence of higher levels of education is commonly associated with technologically advanced communities. As technology advances and technologies are superseded, the need for further training is required.

Both paid and unpaid work, and the patterns that characterise each, are being affected by technology. This will be explored further below.

Structure of the workplace

Health and safety

According to Safe Work Australia (2012), 'Australians deserve healthy, safe and productive working lives'. As such, Safe Work Australia has launched a national strategy that focuses on this. The strategy includes seven action areas.

- Healthy and safe by design
- Supply chains and networks
- Health and safety capabilities
- Leadership and culture
- Research and evaluation
- Government
- Responsive and effective regulatory framework

Equipment

Within New South Wales, all workplace electrical equipment must be tested and tagged. Not only are tools designed with cut-off switches, emergency releases, sensors and physical guards, workers are protected by systems that monitor safety in the work environment. Each system, whether physical or technical, simple or complex, is an example of a technological development within the workplace.

Efficiency

The workplace is in a continual state of change. The drive for efficiency and the maintenance of healthy profit margins is paramount, and technology plays a vital role. Software packages are tailored to address company needs, hardware is supplied to adequately run the system, and communication lines are made available to allow for the full operation of the system locally and internationally.

Within offices, files, orders, stock numbers, and sales and production figures are all carefully entered into company computing systems and analysed. Graphs are produced to give a visual display of a company's financial position, profit margins and losses. Accurate data entry and record maintenance is crucial to long-term projections. On the factory floor, jobs may be threatened by the increased use of robotics, new machinery and computer-controlled process.

Flexibility

Flexibility in the workplace refers to employers' and employees' needs to take a different approach to traditional ways of working. It may relate to job design, working hours or location, and can help companies to attract and keep employees.

Technology plays a significant role in flexibility. Employees may now telecommute, using technological tools that allow them to access system files from their home office. Programs such as FaceTime, Viber and Skype allow individuals to communicate with clients in distant locations.

Education and training

Developments in technology and the use of information communication technology as a training tool allows for collaborative and interactive learning. Systems can be personalised, and learners are able to



engage in learning activities at a time and place that suits their individual needs. Lessons can be delivered via the home computer, a mobile phone or television. The concept of lifelong learning becomes a reality as the technologies enable individuals of all ages to actively pursue education – whether for interest or financial gain.

With the ever-changing face of technology, retraining is a necessity. This is often completed via online training packages; such facilities can be less disruptive to the workplace than face-to-face training. Government initiatives work to make training schemes and professional development a right of employees.

Introduction of technology into the workplace

Practices evolve over time and the resistance to change can be great. To help make bringing new technologies into the workplace non-threatening, employers are encouraged to:

- offer training opportunities to enable staff to upgrade their skills
- maintain existing technologies and replace equipment that is not efficient or threatens employees' safety and wellbeing
- acknowledge the fears of staff and maintain open communication in regard to new technologies.

Similarly, employees are encouraged to:

- engage in training programs
- develop competency in the use of new technologies
- be open-minded with respect to new technologies.

Finance and technology are closely knit. It can be argued that the failure to grasp technology severely limits the ability of a business to succeed.

E-commerce and the internet continue to have a significant effect on trade. The middleman is squeezed out, promoting direct trade with consumers. Shareholders, directors and owners are in positions of power, and social interactions of trade are diminished. The company that does not use computers, email or mobile phones may still operate, but quickly faces elimination as competition in the market increases.

The accessibility of ATMs, online banking facilities and online stores, such as eBay and Gumtree, has resulted in a heightened purchasing power and choice for the consumer. The proliferation of online stores and associated weekly newsletters, as well as links to advertisements and 'special offers', means the consumer is now bombarded with choice. Consumers can also benefit from the elimination of fuel costs, along with a reduced possibility of being faced with the temptation to impulse buy.

The economic environment is becoming increasingly competitive. Huge amounts of money and time are being invested in the development of consumer services and applications; increasingly, service firms are adopting and implementing technological solutions that encourage self-service options for consumers. To a degree, it is this factor that drives technological innovation.

Many consumers are not aware of or knowledgeable about the range of services available to them, so marketing plays a critical role in the development of a consumer service. Today, consumers are able to operate within secure networks and communicate with providers via email and instant messaging. They can shop and pay bills online and monitor the shipping details of purchased articles – all from their home.

Storehouses also benefit in that barcodes and scanners allow for more immediate stock control, which in turn improves consumer service. Consumers can also receive further assistance via online support.

Shutterstock/Andrey_Popov



The business environment relies heavily on technological tools.

e-commerce

Transactions, trading or business enterprises that are able to operate using electronic media and internet technologies



Think it through

- 1 Conduct a series of interviews to gain an understanding of how technology has impacted on local commercial businesses and consumers. Construct questions that will enable you to assess the impact of technology on:
 - workplace safety.
 - work–life balance.
 - career pathways.
- 2 Compare and contrast the technologies that were available to workers the 1990s to those that are available now.
 - a What are the most significant changes?
 - b Describe how the concept of sustainability has shaped change.
- 3 Explore the Dot Com Mob website. You can link to this directly via <http://cafs.nelsonnet.com.au>. This is a unique site that uses a variety of technologies to enhance the learning opportunities for Indigenous youth.
 - a Describe how the integration of technology serves to enhance the wellbeing of Indigenous youth.
 - b Discuss the advantages of using technology to record Indigenous stories.



Dot Com Mob

technophobic

An individual who is fearful of using modern technologies; this may be due to their inability to understand the technology and its possibilities, or a fear of not having immediate mechanical control over the technology

CASE STUDY

Richard is an elderly farmer who resides in a rural environment. He has lived in the area for most of his life and is well known to local shopkeepers and businesses. He is **technophobic**.

At times, Richard employs the services of local individuals to assist him with work that needs to be carried out on the farm. Richard makes payment for all goods and services using cash or business cheque only. Those paid by cheque are caused angst if they cannot get to a bank to cash it, and certainly don't like the possibility of losing the cheque before it is safely cashed.

Richard has no understanding of BPAY, or the online transfer of funds. On receiving a debit card, which is attached to his cheque account, he promptly cuts it up and disposes of it in the rubbish, later burning the PIN. The local area where his farm is located does not have a bank. He has no personal email address and refuses to use his wife's computer; he only has a telephone and access to the weekly postal service.

Questions

- 1 Discuss how the factors of age and location impact on Richard's financial wellbeing and his use of technology.
- 2 Why do you think Richard's phobia is not as common in younger farming generations?
- 3 Discuss the rights and responsibilities that Richard has as an employer with respect to his employees.
- 4 Identify how Richard's belief system impacts the wellbeing of individuals within his employ.

TECHNOLOGICAL DEVELOPMENT

Technology and its impact on individuals and their wellbeing will, to a degree, be influenced by the standards, values and norms of their community.

Issues relating to information and communication technology

Privacy and safety

The numerous criminal dramas shown on television provide an insight into the host of devices designed specifically to catch criminals and help reduce the incidence of social trauma.

Technology allows us to have our home under video surveillance and to emit sirens if an intruder ventures into private territory. It has given us invisible ink to 'sign' our personal possessions, the ability to track stolen vehicles, and the comfort of having extra security codes on our credit cards.

Despite such protective strategies, there are an equal number of counter-devices and technologies used to work against the very things we are trying to preserve; for example, those designed to decode, hack into and manipulate information; inactivate alarms; remotely detonate objects; and track the movements of individuals.



Analogue technologies once provided opportunities for such activity, but new opportunities and challenges have come with wireless technologies; for example, instances of identity theft and the manipulation of files and documents are increasing. As a society, we must be mindful of our responsibilities as users of technology.

Security of information

Information technology is providing greater accessibility, mobility, convenience and, importantly, efficiency and productivity. Threats to information can come from a wide range of sources, including individuals, issue motivated groups, organised criminal syndicates, viruses and other malicious code, hacking, identity and data theft, spam, web defacement and attacks on hardware that render services unusable.

Ultimately, technology will change faster than people's behaviour. Information security is enhanced through ongoing training, assessment, protection, monitoring, incident response and repair.

All types of technological security, be it on a home computer system, a personal Facebook page or an ATM, must begin with the owner of the system.

Accuracy of information

Accuracy, or 'data integrity', is a fundamental component of information security. Accuracy of information is achieved through data backup, data validation, access controls and input validation. Accuracy of information is heightened if reliable data sources are utilised and a high level of data entry training is given. The lack of an ergonomic work environment may also impact on the accuracy of data and, thus, information.

Information overload

Information overload is fast becoming a problem in the workplace, business and home environment. The term 'information overload' was first coined in 1970 by futurist and writer Alvin Toffler, when he predicted that the rapidly increasing amounts of information being produced would eventually cause problems.

This is reflected today in the excessive amount of emails, spam emails, reports, messages, links and so on that come across our screens each day. Widespread access to the internet, and information that is duplicated, erroneous, inconsistent or poorly written adds to the problem.

Copyright

Copyright provides legal protection for people who express ideas and information in certain forms. The most common forms are writing, visual images, music and moving images. You can read about copyright information on the Attorney-General's Department website. Link to this directly via <http://cafs.nelsonnet.com.au>.

Technology makes it easy for people to duplicate or plagiarise data without acknowledging the original copyright owner. Users can easily 'copy and paste' information into their own electronic documents. Plagiarism checkers are online tools that allow users to check for copyrighted text.



Getty Images/Dean Belcher

ATMs and card readers are fitted with 'hoods' to protect pass codes from scammers.



Australian Government,
Attorney-General's
Department

Think it through

- 1 Discuss the impact that online study, through institutions such as Open Universities Australia, has had upon students in terms of equal access to resources.
- 2 Describe how 'open' universities are able to make resources and a variety of learning opportunities available for their students.
- 3 Debate the topic 'Online study is not as rigorous as the "real thing" at "proper" universities'. You must:
 - validate your arguments with specific examples that show an understanding of the development of information and communication technologies.
 - balance your argument to show the limitations of both systems of acquiring knowledge.



Impact of emerging technologies

The suggestion is that the future world is one that we cannot even begin to imagine. It would, however, be fair to say that many technological advances play a significant role in shaping the face of our society. That is, they are serving to:

- create power, strengthen humanity and provide opportunities for individuals to exert power over people
- provide the occasion in which power, if used in a manner contrary to our basic moral sentiments, may be viewed as being abusive
- introduce a situation in which current human rights and legal systems have little control over the technology.

While it is sometimes difficult to predict the impact that technologies will have on our future as individuals and members of society, we should not lose sight of the benefits of technologies. They:

- connect individuals and communities through the provision of communication technologies
- provide services to enhance the wellbeing of individuals
- provide effective protective and defence regimes
- enhance learning opportunities for all individuals.

Check for understanding

- 1 Analyse the impact of emerging technologies on individuals, families and the wider community.
- 2 Develop a table that categorises each aspect as having a positive or negative impact.
- 3 Support each aspect with a specific example.

Ethics

Conflict arises when values and standards that are central to our core beliefs are challenged by issues that have not been discussed or faced previously. Ethical issues are often considered to be very personal, controversial or better left alone.

There are many examples of ethical dilemmas. In-vitro fertilisation may be the only option for conception for some women, but do we have the right to intervene with the natural process? Is it ethical to conduct searches into the genetic material of embryos in an effort to reduce the incidence of hereditary diseases? Is abortion an option? In another area, there is ethical controversy surrounding the Japanese practice of hunting and killing whales for research. Such is the nature of ethical dilemmas.

Equity and access

Equal opportunity for individuals is a right; equity in access to technological services or resources is listed as a high priority in many schools. Government initiatives continue to address aspects of equity – whether it is through the provision of hardware or the development of faster and more secure broadband connections, the focus remains on giving every Australian student an equal chance to acquire knowledge. The Australian Government's Education Revolution policy involves spending one million dollars per high school to give every Australian student in Years 9–12 access to their own school computer.

Access to medical technologies and welfare information are other examples of equity. However, the digital divide between those who 'have' and those who 'have not' further highlights the inequities that the technological age has created.

Health and safety

Research has provided many new treatments and technologies that enhance our health and safety, and ultimately our personal wellbeing. For example, research into cancer treatments is an area of great technological development and advancement that serves to address aspects of the health and safety of individuals. As with all emerging technologies, there are questions of equity and access. New technologies are generally only available in larger cities, to those who can afford them, and to those who have time on their side.



Economic

Substantial amounts of money are often put into the development of technologies. Prototype development, testing and evaluation are each critical stages that must be undertaken before the final release. The economic impact on researchers is considerable, as product development provides economic input for their industry. Technological development may also equate to substantial unemployment as machines and software begin to exceed the capability of workers; this will have far-reaching economic impact.

Environmental

There are many technologies that play a significant role in preserving our environment; for example, renewable energy sources, systems to forecast and track weather patterns, and manufacturing operations that recycle materials. Desalination plants may be the answer to the reduced availability of fresh water, while hydroponics may assist in providing food sources to those who live in marginal land areas.

Sadly, the development of technologies may also have a detrimental impact on the environment. By-products of industry, wastes and the need for fossil fuels to drive machinery are each costs that consumers are forced to take on two-fold: both in the cost of the technology itself and also in the cost of a destroyed or fragile environment.

Education and learning

Technology in its many forms has advantaged those engaged in education and learning. Software, hardware, internet applications, and computer-enhanced teaching tools (for example, SMART boards and projectors) have assisted students by enhancing the learning environment. The emergence of the global classroom has further strengthened learning opportunities. More recently, wireless systems and personal tablets have provided self-directed learning platforms where the teacher becomes the facilitator. The speed of internet access serves to provide instantaneous information and clarification; it also allows individuals to gain a greater understanding of research topics.

Check for understanding

- 1 Discuss strategies that individuals, families and communities may use to lessen the potential impact of different technologies on their lives.
- 2 Identify which aspects of wellbeing you believe to be most positively influenced by the invention of:
 - a home entertainment.
 - b non-elective surgical procedures.
 - c transport systems.

Think it through

- 1 Examine various emerging technologies and predict the potential impact of their development on individuals, families and the wider community. Use specific examples of emerging technologies from the following areas.
 - Education and training
 - Transport and travel
 - Health and medicine
 - Food
 - Leisure and entertainment
 - WorkplaceDiscuss the potential impact of each example upon the wellbeing of individuals.
- 2 Media plays a significant role in introducing technologies to the public. Do you think that this places developing countries and lower socioeconomic groups at a disadvantage? Debate this topic with your classmates.
- 3 Younger generations are consistently demonstrating increased proficiency in computer and software systems. Research the positive impact that this has, along with the arguments that it may pose a threat to aspects of personal data security.
- 4 Brainstorm future directions of 'tracking' technologies. Do you believe that this emerging technology will pose even more security risks to individuals? Discuss.

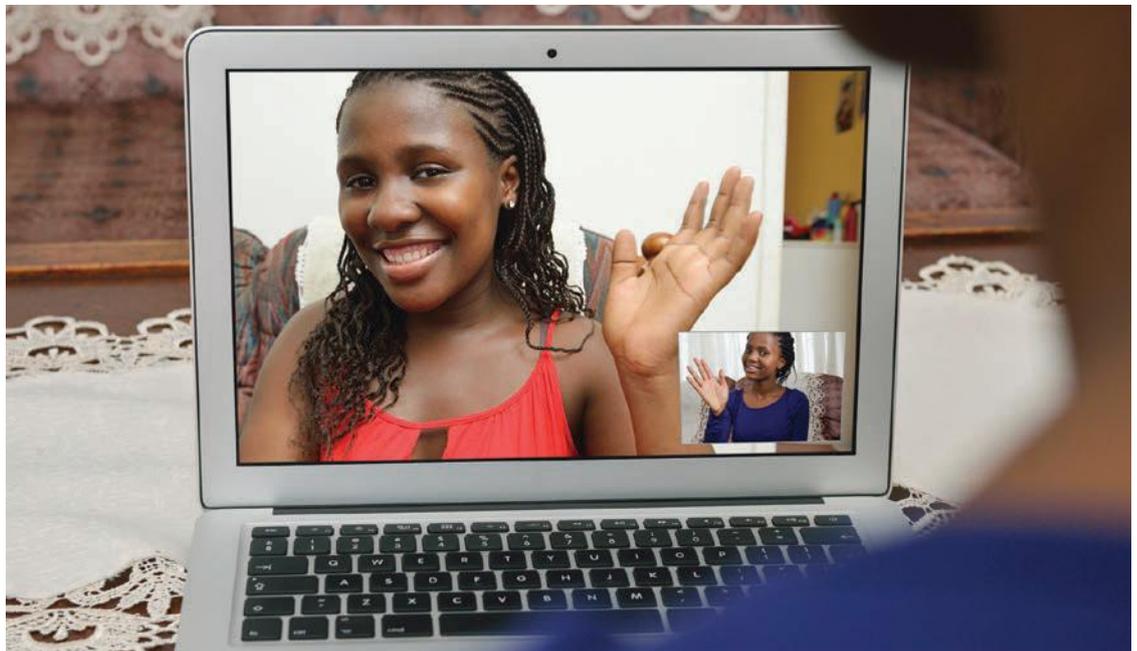


A SELECTED PIECE OF TECHNOLOGY: WEARABLE CAMERAS

Issues related to technological development

Reasons for development

In its many forms, technology may impact directly or indirectly on an individual's wellbeing. People have access to internet communication tools and the ability to upload video footage of their adventures almost instantaneously. Applications such as Skype enable them to enjoy 'face-to-face' conversations with relatives in distant countries at relatively low cost. All of these factors enhance socioemotional wellbeing, reinforce social networks and promote family values.



Getty Images/David Malan

Webcam technology allows us to have personal communication with those in distant places.

As we are further exposed to the impact of globalisation, overseas travel becomes more common – and with travel agencies promoting adventure travel, it is little wonder that wearable HD cameras (for example, GoPro cameras) have secured a place in the consumer market.

Adventure travel operates across the globe, taking tourists on cycling, surfing, canoeing, skiing and biking adventures in remote areas. The focus is on living like the locals – and that is often far removed from the luxuries of a technologically equipped hotel room. Carrying vast amounts of luggage is not part of the deal so bulky cameras and tripods are left behind. This is where the wearable cameras make their mark.

GoPro market research has played a significant role in the development of wearable cameras. GoPro spoke to various sportspeople, so their claim 'created by sports addicts for sports addicts' became a firm reality. Adventurers and sports people required affordable, robust, easy-to-use technology that produced quality footage and sported strong mounting systems. This was the idea in 2002. In 2004, the first GoPro camera was launched. Today it is the highest-selling wearable HD camera in the world.

GoPro cameras have clearly satisfied consumer demand and need; reviews applaud improvements the manufacturing company has made on existing technology.

Factors affecting access and acceptance

We are all different: we are products of varying environments and are shaped by different factors. Thus it is normal that we will accept or reject different technologies to varying degrees. The extent to which a technology acknowledges the needs and wants of individuals will also impact on its level of acceptance.



If a technology negatively impacts on the wellbeing of an individual, it will generally not be accepted. Correspondingly, if a technology enhances the wellbeing of an individual, it will be accepted and, in most cases, improved on.

For example, when the video camera was first introduced, it would only operate with an external power source. While it was extremely cumbersome and heavy, its impact was positive because it enhanced socioemotional wellbeing. It allowed families to record precious family moments and share them at a later date. The video camera has developed over the years and now exists in the form of the wearable HD camera. Thus, the GoPro indicates the acceptance of this technology.

The major factors that may affect access to and acceptance of the GoPro technology are discussed next.

Age

Data collected from reviews suggest that 18–25 year olds are the biggest users of the GoPro (Unruly, 2013). This age group appear to use the technology to film their personal adventure pursuits. Middle-aged individuals are also an identified user group; their use is centred around adventure holidays of a lower risk level than those of their younger counterparts.

Economic status

The GoPro is relatively inexpensive given the degree of sophistication and its quality features. Thus, the technology is economically accessible to most.

Gender

Males appear to be the bigger user group of GoPro technology. This may be correlated to their increased activity in high-adrenalin adventure sports.

Think it through

- 1 Develop a questionnaire (or access a GoPro blog) to establish the relative popularity of the GoPro camera. Are there specific features that are desirable? Do most users use all of the facilities that the technology offers?
- 2 Are there specific trends that relate to ownership?
- 3 Describe the most popular use of the GoPro by those questioned.

Impact on lifestyle and wellbeing

An analysis of the social impacts of wearable cameras is difficult to capture in quantitative form. Thus, it is necessary to rely on collective statements relating to the social wellbeing of individuals and groups, their relative characteristics, and the nature of social structures (for example, leisure, professional or competitive sporting and adventure groups) that result from the use of the technology – in this case, the GoPro.

The impact of the GoPro on lifestyle and wellbeing is summarised in the table.

Impact on lifestyle	The GoPro camera has a strong group of followers who take their lifestyle of adventure very seriously. The GoPro allows members of this community group to upload their adventures to social media networks and share their experiences. In many ways, this provides the incentive for others to ‘take a walk on the wild side’. The uploading and sharing of media captured using a GoPro camera serves to share and reinforce the standards and values by which group members live.
Impact on wellbeing	Reviews by GoPro camera users indicate that the cameras have a very positive impact on wellbeing. Reviewers consistently mention feeling proud of their photographic moments (emotional wellbeing); their ability to use the product with ease (physical wellbeing); the relatively low cost of such a phenomenal product (economic wellbeing); their ability to enjoy leisure activities, record experiences, enjoy the exhilaration of viewing photographic memories and reflect on the wonders of the world (spiritual wellbeing); and their ability to share experiences with friends from their own community and from other countries (social and cultural wellbeing).



Case study

A heightened understanding of the acceptance and impact of technologies on individuals' wellbeing may be the topic of a case study.

Using the information provided about GoPro cameras, one could propose a broad topic question, such as 'Does ownership of a GoPro camera impact on the social wellbeing of adolescent males?' Once the topic area is decided, it should be refined until it becomes a specific focal question that could be answered as a result of research; for example, 'Does the active recording and sharing of adventure trips have an impact on the wellbeing of adolescent males?' With further refinement, the research topic becomes: 'Adolescent males' social wellbeing as gauged through sharing of GoPro footage.'

Flow charts and mind maps are useful tools when planning the direction of your research study. It is during these planning stages that you will be able to formulate hypotheses or predictions. Asking how you will prove or disprove these hypotheses will lead you to the next decision about which research methodologies to use.

Given that qualitative data is more likely to lead to the answers you are looking for, you may choose to conduct individual interviews with GoPro users within a specified age group. Collecting data from product reviews (and the product's Facebook page!) may also provide a useful starting point. This is your primary data. Research findings, or data, should be recorded in a non-biased manner. Ethics and privacy issues should be considered and maintained at all costs.

Secondary data may include reviews of existing research, books, magazines and websites.

The analysis and interpretation of your data should be logical and well supported by evidence. You may be reporting on both positive and negative aspects. Remember that your debate should not be biased; rather, it should be a true and accurate account of your findings.

Your final summary should demonstrate how your results or findings support previous research (if applicable) and clearly articulate your findings, giving well-structured and logical reasons as to why they may be different. Again, ethics and bias should be of critical importance.

Regardless of your research topic, your report should discuss the full impact that the technology has on society. For individuals within society, this may relate to their own set of values that allow them to justify purchasing the piece of technology. It may also be considered in terms of the value it adds to the situation in which it is used; in the business community, this may be the percentage of the 'market pie' that it shares with similar products. In each situation, the technology will have a financial impact that is justified, substantiated or even questioned with respect to the needs, values and beliefs of the user group.

Check for understanding

- 1 In your own words, define 'technology'. Give examples of the different types of technology that have shaped the world you live in.
- 2 Explain the difference between the social and economic impact of technology.
- 3 Consider the different types of technology that you have access to in your home environment. Describe how each has influenced aspects of your wellbeing.
- 4 Explain the relationship between the rights of individuals and attempts made by government and non-government support agencies to provide equitable access to technology.
- 5 List the benefits of technology for different groups within the community.
- 6 Discuss the problems that may be associated with the introduction of technology.

REFERENCES

Australian Bureau of Statistics. (2009). *Children's participation in cultural and leisure activities, Australia, April 2009* (Cat. no. 4901.0). Canberra: ABS.

Australian Bureau of Statistics. (2011a). *Australian social trends 2011: Children of the digital revolution* (Cat. No. 4102.0) Canberra: ABS.



Australian Bureau of Statistics. (2011b). *Australian social trends, June 2011* (Cat. No. 4201.0). Canberra: ABS.

Australian Bureau of Statistics. (2012). *Arts and culture in Australia: A statistical overview, March 2012* (Cat. No. 4172.0). Canberra: ABS.

Australian Bureau of Statistics. (2014). *Household use of information technology, Australia, 2012–13* (Cat. No. 8146.0). Canberra: ABS.

Australian Food and Grocery Council. (2013). *State of the industry, 2013*. Barton, ACT. <http://www.afgc.org.au/state-of-the-industry-2013.html>.

Carracher, J. (2011). How baby boomers are embracing digital media. *Mashable*, April 7. <http://mashable.com/2011/04/06/baby-boomers-digital-media>.

Domingo, J. S. (2011). The PC: Then and now. *PCMag*, 12 August. <http://www.pcmag.com/article2/0,2817,2390892,00.asp>.

IBM. (2007). Planes, trains and automobiles: IBM reveals five transportation innovations. *IBM News Room*, 27 July. <http://www-03.ibm.com/press/us/en/pressrelease/21942.wss>.

Idaho Department of Environmental Quality. (2014). Vehicle Emissions. State of Idaho. <http://www.deq.state.id.us/air-quality/air-pollutants/vehicle-emissions.aspx>.

Jackson, B., Robinson, R. & Jullens, J. (2008). *The hybrid tipping point using consumer choice modeling to bring clarity in uncertain times*. Virginia: Booz & Co. http://www.booz.com/media/file/The_Hybrid_Tipping_Point.pdf.

Marketwired. (2014). Echo automotive awards fuel efficiency improvement of over 50% in ride & drive contest. *Market Watch: The Wall Street Journal*, March 13. http://www.marketwatch.com/story/echo-automotive-awards-fuel-efficiency-improvement-of-over-50-in-ride-drive-contest-2014-03-13?reflink=MW_news_stmp.

Merkel, D. (2012). World population will peak at 8.5 billion in 2030. *Business Insider*, December 1. <http://www.businessinsider.com.au/analyst-world-population-will-peak-at-85-billion-in-2030-2012-11>.

Moses, A. (2012). Internet use rockets as dependence grows. *The Sydney Morning Herald*, 7 December. <http://www.smh.com.au/technology/technology-news/internet-use-rockets-as-dependence-grows-20121206-2aygy.html>.

Neilsen. (2012). *The Australian online consumer landscape: March 2012*. Macquarie Park, NSW: The Neilsen Company. <http://workspace.unpan.org/sites/internet/documents/S6AU12%20The%20Australian%20Online%20Consumer%20Landscape.pdf>

Novey, J. (2009). The Money-saving perks of a hybrid car. *Living Green*, spring. <http://www.greenamerica.org/livinggreen/hybridcars.cfm>.

Ottley, S. (2013). Hybrid car sales make up 1 per cent of vehicle sales. *The Sydney Morning Herald*, November 30. <http://www.smh.com.au/national/hybrid-car-sales-make-up-1-per-cent-of-vehicle-sales-20131129-2ygw9.html>.

Rapaport, L. & Ricadela, A. (2013). Global tablet shipments to overtake PCs by 2015, IDC says. *Bloomberg*, May 29. <http://www.bloomberg.com/news/2013-05-28/pc-market-to-decline-7-8-in-2013-as-mobile-devices-gain.html>.



Safe Work Australia. (2012). Australian work health and safety strategy 2012–2022. Canberra: Commonwealth of Australia. <http://www.safeworkaustralia.gov.au/sites/swa/australian-strategy/pages/australian-strategy>.

Safe Work Australia. (2013). Australian strategy – action areas. Canberra: Commonwealth of Australia. <http://www.safeworkaustralia.gov.au/sites/swa/australian-strategy/action-areas/pages/action-areas>.

Taylor, J. (2012). Aussie data use up 52%: ACMA, ZDNet, 6 December. <http://www.zdnet.com/au/aussie-data-use-up-52-acma-7000008392>.

United Nations Education, Social and Cultural Organization. (1985). *International symposium on the teaching of technology within the context of general education: Final report*. Paris. <http://unesdoc.unesco.org/images/0008/000836/083648eb.pdf>.

Unruly. (2013). *GoPro Hero 3 creates waves with Unruly*. New York: Unruly Media. http://www.unrulymedia.com/sites/default/files/Unruly_GoPro_Case_Study_2013.pdf.

Weaver, L. (n.d.). Improved technologies serve as catalyst for consumers choosing hybrids. *About.com*. <http://alternativefuels.about.com/od/hybridvehicles/a/Growing-Number-Of-Consumers-Find-Hybrids-Appealing.htm>.

The World Bank. (2012). *Mobile phone access reaches three quarters of planet's population* [press release]. Retrieved from <http://www.worldbank.org/en/news/press-release/2012/07/17/mobile-phone-access-reaches-three-quarters-planets-population>.



MODULE FOCUS

- The nature of work (p. 292)
- Changing work patterns (p. 306)
- Structures that support individuals in the workplace (p. 316)
- Maintaining work and life balance (p. 327)
- Youth employment (p. 332)

OUTCOMES

A student:

- **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
- **H3.3** 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 roles and demands of family, work and other environments
- **H6.1** analyses how the empowerment of women and men influences the way they function in society
- **H6.2** formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments.



work

Energy directed towards a goal

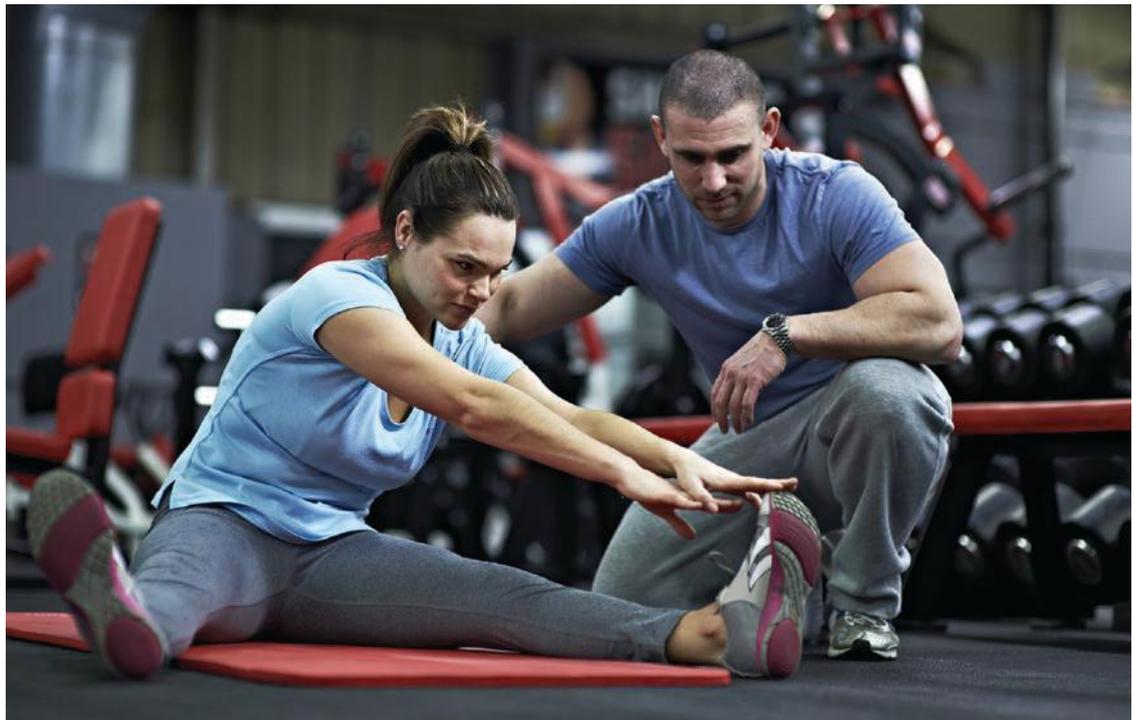
THE NATURE OF WORK

Work defines many of us. We spend a large portion of our lives fulfilling roles and responsibilities set out for us by our work. Work dictates how much time we spend with our family, how much money we have to spend, and even how we are perceived in the community. Work gives us an identity: who we are, how we express ourselves, who we spend time with and the place in which we live.

Work can impact on all areas of wellbeing. Physically, work can fulfil basic needs. Emotionally, it can enable the fulfilment of goals, thereby making people feel good about themselves. Socially, work enables the formation of friendships and allows people to form productive relationships. Economically, it provides money to create a lifestyle. Thus work creates opportunities for people not only to believe in themselves and their abilities (spiritual) but also to express themselves culturally.

Work can be hard to define. Each individual constructs their own definition of 'work'. One person's definition of work may be another's definition of a leisure activity.

The *Concise Oxford Dictionary* defines work in 27 different ways, the first as an 'expenditure of energy, striving, application of effort or exertion for a purpose'. Work could also be defined simply as 'energy directed towards a goal'. Another definition comes closer to the traditional definition of work: 'Employment, especially the opportunity of earning money by labour'. This demonstrates that the definition of work can mean different things to different people.



Getty Images/Mike Harrington

Is it possible that these two people are working? One person is a personal trainer who is receiving money for the expenditure of their energy; the other person is expending energy in the hope that they will increase fitness (a goal).

Reasons people work

If you were to survey a random sample of people on the reasons they work, most people would suggest they work only for money. However, working can provide individuals with much more than just money. The table below shows we work:

- to meet our specific needs,
- to meet our value and status needs
- for economic resources.



The mnemonic SHE SEAS VASE will help you remember the reasons people work.

S	Safety and Security	To meet specific needs
H	Health	
E	Employment	
S	Sense of identity	
E	Education	
A	Adequate	To meet value and status needs
S	standard of living	
V	Value	For economic reasons
A	and	
S	status	
E	Economic	

To meet specific needs

Specific needs are met through paid and unpaid work, as shown in the table.

S	Safety and security	Security and safety refers to our essential desire to feel protected and safe from threat. This need covers important physical, emotional and financial aspects of wellbeing.	
		<p>Paid work</p> <p>Having paid employment gives an employee the safety and security a regular income. This gives peace of mind that an individual can provide for themselves or their family.</p> <p>Some patterns of work (see page 299) don't offer ongoing security; for example, contract work only produces income for the length of the contract, and casual work only when there are shifts available. Irregularity and un-renewed contracts create a lack of job security.</p> <p>Some job types increase the risk of accident or injury; for example, working in war zones, on oil rigs, in mining, or on construction sites. 'Danger money', or a higher rate of payment, is offered for these jobs, as the consequences of mistakes are much higher.</p>	<p>Unpaid work</p> <p>Volunteer work is generally considered safe (e.g. teaching basic adult education or selling raffle tickets for fundraising), but some volunteer jobs do come with risk.</p> <p>Those working in environmental conservation should know that the outdoors can be unpredictable – injuries, falls and insects can all be considered risks to our security and safety needs.</p> <p>Caring for the physically disabled is physically demanding. Many carers experience back injuries. Learning safe lifting techniques is important for this type of work.</p> <p>Working in unpredictable situations (e.g. for nightly food and blanket drops for the homeless or volunteer firefighting) can impact on the security and safety of an individual.</p> <p>Many volunteer in these roles because they love to give back to the community or recognise a clear need for these roles.</p>
H	Health needs	Health is a holistic concept and is related to a person's perception of wellbeing. There are five dimensions of health: physical, social, emotional, mental and spiritual.	
		<p>Paid work</p> <p>There are some paid jobs that relate directly to physical health, such as a personal trainer, lifeguard and those in the armed forces or emergency teams. However, in less physical employment, health needs must also be met. Many employers require compulsory medical checks, ensuring major illness is ruled out. Health can be further monitored if warning signs arise.</p> <p>Mental health can be impacted by work, if the work is highly stressful or does not meet an individual's economic needs. In such cases, there may be an increase in anxiety or depression.</p>	<p>Unpaid work</p> <p>Working in the home can increase fitness levels. Vacuuming, making beds and carrying laundry are activities that can regularly allow an individual to increase their heart rate for 30 minutes or more – this decreases the risk of lifestyle diseases and heart attack.</p> <p>Unpaid work or volunteer work enables individuals to meet their mental health needs, by creating routine. Having to get up each day and report to an employer gives an individual a sense of purpose and enables goals to be achieved, thus increasing self-esteem.</p>

(continued)



E	Employment needs Employment needs are met by exerting energy towards a goal for pay, profit, commission or payment.	
	Paid work The need of employment will be satisfied through this form of work.	Unpaid work The need of employment will not be met through this form of work.
S	Sense of identity needs This is your idea of who you are. It is influenced by the roles you play in work, family, sport or social life.	
	Paid work The type of paid work you do – whether you are working in an area that expresses your culture, your lifestyle or your level of education or in an area that pays a high wage – can enable you to express who you are, and can create a picture of who you are to others. Your sense of identity will also influence your work ethic.	Unpaid work Giving back to society through volunteering may create the opportunity for self discovery. Volunteering programs can often be seen as ‘life changing’.
E	Education needs Education refers to the action or process of learning knowledge and skills.	
	Paid work The workplace is seen as an intellectual environment. Every day, procedures and tasks can keep the mind active and there is the opportunity for continual learning. Many employers require that their employees take on continual professional learning. Employers can offer their employees on-the-job training and off-site education courses, such as nightly TAFE courses. Apprentices, for example, are offered the opportunity to gain on-the-job training, as well as study at TAFE one day or night per week. The self-employed may not have the same opportunities to partake in extra training or career development courses.	Unpaid work Schools and vocational education and training (VET) courses offer students work experience or work placement, giving them the opportunity to experience an occupation or trade. These skills can be used when applying for paid employment, as many employers require skilled employees. Networking and meeting people in the desired field of work can increase the opportunity for paid employment. Donating time and energy to charitable organisations can educate volunteers about the needs of those they are working with. These individuals can help to educate others. Through volunteer work, new skills can be learned, such as customer service, operating a cash register and handling money.
AS	Adequate standard of living needs Sometimes referred to as primary needs, food, clothing and shelter are required by all people.	
	Paid work Working in paid employment provides access to financial resources. This ensures that people can access their ‘primary’ needs, such as food, clothing and shelter. A wage or a salary will dictate how comfortable an individual's lifestyle is. For those earning a large amount, their standard of living will be drastically different to an individual earning the minimum wage. For the underemployed , it is difficult to meet an adequate standard of living. These workers need more hours of work and are willing to work, but might not be able to get the shifts required to meet their needs.	Unpaid work Volunteer work or unpaid work offers no monetary compensation, so will not meet the need for an adequate standard of living. Volunteer or unpaid work would need to be done in combination with paid employment for this need to be met.

underemployed

Workers who need/want more working hours to fulfil their own or their family's basic needs



Think it through

1 In the table below, a tick (✓) illustrates which needs are met by the occupations listed. Copy the table headings into your notebook. Complete the table and add some of your own examples of occupations.

	Safety and security	Health	Employment	Sense of identity	Education	Adequate standard of living	Value	Status	Economic
Teacher	✓		✓	✓	✓	✓	✓		✓
Library volunteer for the housebound				✓			✓		
Fitness instructor									
Brain surgeon									
Security guard									
Legal-aid lawyer									

Understanding the glossary word: compare and contrast

2 Compare (show the similarities and/or differences) and contrast (show how things are different or opposite) how specific needs are met in paid and unpaid work.

- Copy the table headings from pp. 293–4 into your notebook, adding an extra row for each need. A sample section of the table is shown below.
- In this extra row, show how each of the specific needs is met in both paid and unpaid work. This will show similarities. The existing 'Paid work' and 'Unpaid work' columns in the table show the differences.
- Answer the following HSC-style question: 'Compare and contrast the specific needs met through paid and unpaid work.' Remember to use linking words in each paragraph to show the similarities and the differences; for example, 'they both', 'this is similar to', 'whereas', 'in comparison to'.

Health needs

Health includes both the physical and mental condition of a person.

Similarities

Health needs can be met in both paid and unpaid work through the creation of a social atmosphere and the formation of relationships. Friendships and feelings of connection can increase self-worth as well as create opportunities for physical health improvements; for example, through lunchtime fitness groups or after-work sporting teams. Many workers, both paid and unpaid (volunteers), especially those in major cities, can use public transport to access their workplace, thus increasing their heart rate by riding their bike, or walking to and from bus stops or train stations.

Paid work

There are some paid jobs that relate directly to physical health, such as a personal trainer, lifeguard and those in the armed forces or emergency teams.

Unpaid work

Vacuuming, making beds and carrying laundry are activities that can regularly allow an individual to increase their heart rate for 30 minutes or more.

Value

Work is valued for two major reasons.

- On an individual basis (where the individual benefits), work is valued because it provides economic resources to fulfil the need for an adequate standard of living; that is, physical needs, such as food, clothing and shelter. Individuals may also value work for the satisfaction and self-esteem they gain from it and/or the lifestyle they are able to create.
- As people earn money and pay taxes, governments are able to provide infrastructure and services, such as roads and hospitals that contribute to the wellbeing of society (the community benefits).



The value placed on a particular occupation (whether by the individual or society) will dictate how people perceive that type of job, and therefore how valuable that job is.

Status

Status is a societal-based rank of an individual's importance derived from their work, occupation or profession. Status can be perceived by:

- whether an individual is employed or unemployed
- the industry in which an individual works – occupations with integrity, such as firefighter or schoolteacher, will give an individual status compared with those that are seen to lack integrity, such as the paparazzi, tabloid journalists or used-car salesmen
- the level of employment, such as CEO, manager or assistant
- the level of the decisions made on behalf of others – occupations that are required to make decisions that might be life-threatening (doctors), or will affect large numbers of people (prime minister), will have a higher status
- the work pattern
- how many years of study or education that are required to perform this occupation – for example, doctors and surgeons study for seven years, in comparison to a check-out operator in a supermarket who has on-the-job training
- how much an individual earns (the level of remuneration).

Check for understanding

1 Place the occupations below in order of highest to lowest status.

- Prosecuting lawyer
- General practitioner/doctor
- Defence lawyer
- Judge
- Priest/minister/rabbi/imam
- Vet
- Retail manager
- Police sergeant
- Secondary schoolteacher
- Primary schoolteacher
- Builder
- Professional model
- Labourer
- Mother
- Aged-care worker
- School principal
- Television host (host of *MTV* music show)
- Television host (host of *ABC News*)
- Beautician
- Athlete
- Nurse

2 Think about what things create a perception of each occupation. Discuss (provide reasons for and against) reasons for the position of each occupation on your list.

3 a Underline the occupations that, in the past, have been stereotypically attractive to men.

b Do these jobs appear closer to the top of the list?

c Can you draw conclusions about how an individual may perceive work from the placement of the stereotypically 'male' jobs?

Economic

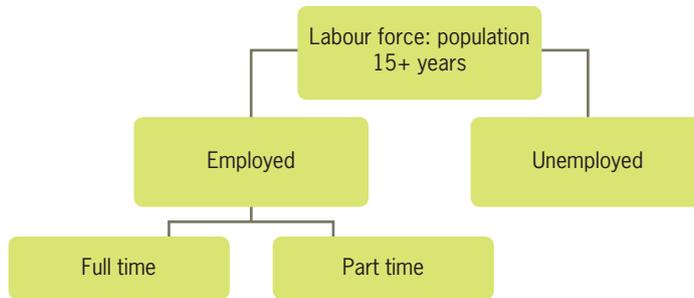
This is one of the major reasons why people work. Economic gain or monetary rewards are given for labour, either through direct or indirect payments. Direct payments for work are usually in the form of a wage, salary or fee for service, which often includes compulsory superannuation. Indirect payments are non-monetary payments in return for a service, such as a company car, bonuses, stock options, shares, corporate boxes or mobile phones.

Both direct and indirect payments enable workers to create a lifestyle and satisfy needs and wants. The amount of financial comfort will depend on the work pattern and occupation, as different work patterns and occupations attract different wages.

University lecturers, crane operators and train drivers earn well above the Australian average wage of \$34.70 an hour (ABS, 2012).

The labour force

Labour force concepts and terms



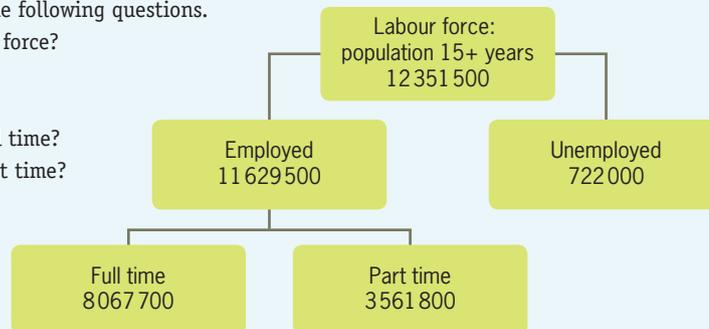
Concepts about the labour force (ABS, 2014)

Concept	Definition
Labour force	All people who are working or are able to work
Employed	All persons aged 15 or over who during the working week: <ul style="list-style-type: none"> worked one hour or more per week for either direct or indirect payment in a job, business or on a farm worked one hour or more per week without pay either in a family business or on a farm were employees who did not work due to being away, on strike or on workers compensation.
Unemployed	All persons aged 15 and over who were not employed but were actively looking for work and were available for work
Employed part time	Those working fewer than 35 hours per working week
Employed full time	Those working 35 hours or more per working week
Participation rate	The labour force expressed as a percentage of the entire population

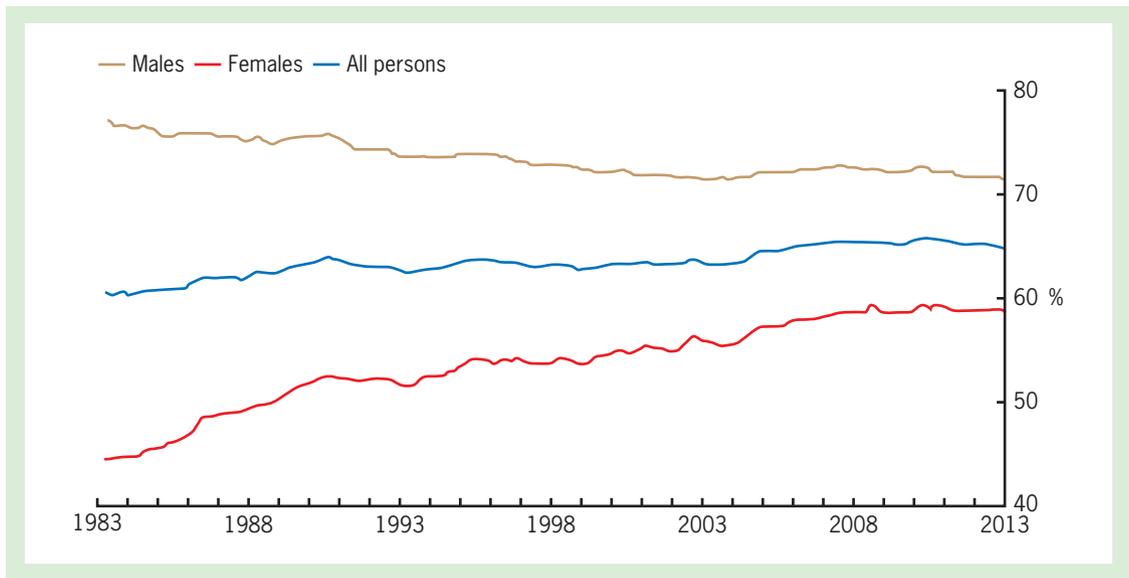
Check for understanding

For this fictional flowchart, answer the following questions.

- How many people are in the labour force?
- How many people are employed?
- How many people are unemployed?
- How many people are employed full time?
- How many people are employed part time?
- Calculate the participation rate for:
 - employed persons.
 - unemployed persons.
 - persons employed full time.
 - persons employed part time.



Simple flowcharts can be extended to distinguish participation rates according to age and gender. The Australian Bureau of Statistics (ABS) releases labour force statistics each month. The graph on the next page represents the labour force by gender from 1982 to 2013. A benefit of looking at participation over a long period of time is that it can identify trends.



Australian Bureau of Statistics. (2013). *Barriers and incentives to labour force participation, Australia* (Cat. No. 6239.0).

Labour force participation, by sex, 1983–2013

From this 1983–2013 graph, we are able to see that:

- labour force participation has increased slightly over time
- male participation in the labour force was greater than female participation
- female participation in the labour force was lower than male participation by approximately 10 per cent
- male participation in the labour force was declining
- female participation increased from 1982.

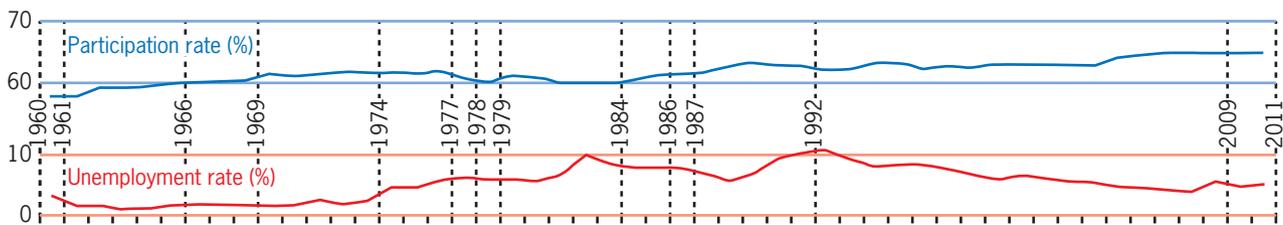
Unfortunately, graphs like this do not tell us why these trends are occurring. However, we can make inferences by recognising changes in government policy (for example, the introduction of leave entitlements and flexible working patterns), technology (for example, the internet allowing for competition between economic markets) and education (for example, females becoming more competitive within the labour force through continued education); and by understanding the Australian economy and its reaction to the

Timeline of major events impacting on Australia's labour force

1960 First Labour Force Survey
 1961 The Pill – oral contraceptives go on sale
 1966 Ban on married women in the public service lifted
 1969 ACTU wins Equal Pay Case for women
 1974 Four weeks annual leave becomes standard
 1977 First work-related child care centre opens since WWII
 1978 Labour Force Survey goes monthly

50 YEARS:
LABOUR FORCE STATISTICS

1979 12 months maternity leave for women
 1984 Sex Discrimination Act
 1986 Universal superannuation for Australian workers
 1987 Female students outnumber male students in university
 1992 Unemployment peaks at 10.9%
 2009 Fair Work Act
 2011 National paid parental leave scheme



Australian Bureau of Statistics. (2011). *Australian Social Trends, Dec 2011* (Cat. No. 4102.0).



global economy (for example, the global financial crisis). Factors such as government policy can influence labour force participation. For further discussion, see the 'Social factors leading to changing work patterns' section later in this chapter (pages 306–16).

Labour force participation across the life span

As people age, their work-related needs are going to evolve. Therefore, their participation within the labour force will change.

Across the life span (including in infancy, childhood, adolescence, adulthood and the aged years), individuals may experience some of the following life events. These events may impact on labour force participation, determining whether a person works full time, part time or is unemployed. Some events may take the person out of the labour force.

- Going to school
- Going on to tertiary study
- Moving out of home to study
- Buying a car
- Completing tertiary study
- Meeting a partner
- Renting a house/apartment
- Travelling around the world
- Having a family
- Finding suitable childcare
- Sending children to school
- Buying a house with a mortgage
- Owning your own home
- Having children move out of home
- Choosing to retire

Different individuals in these situations will have their own reasons for choosing to work full time, part time or not at all. For further analysis of this concept, see the 'Patterns of work' section of this chapter (below).



Work patterns may have to change following a life event such as having a baby.

Think it through

- 1 Access the Australian Bureau of Statistics website (link to this directly via <http://cafs.nelsonnet.com.au>) and collect current information, including graphs, flowcharts and statistics, that relate to:
 - a the age and sex of the labour force.
 - b full-time and part-time employment and unemployment.
- 2 Explore the data, paying particular attention to:
 - a increases or decreases in participation for each age group (take special notice of younger and older employees).
 - b increases or decreases in participation for each gender.
 - c which sex has a higher participation rate in full-time work, part-time work and unemployment.
 - d which age group has a higher participation rate in full-time work, part-time work and unemployment.
- 3 Analyse the data you have found. Why might these trends have occurred?



Australian Bureau
of Statistics

Patterns of work

Throughout the life span individuals will need to make judgements on the work pattern that will best suit their needs. An adolescent will have different work needs to those going through adulthood. As people reach the age of 65 and are considered 'aged', their reasons for working will differ, and they will also place different demands on their workplace. This will impact on the type of work pattern they choose.



Work patterns for individuals include:

- full time
- part time
- job share
- casual
- permanent
- contract/temporary
- self-employed
- shift work
- voluntary
- seasonal
- working remotely.

Full-time work

In most forms of employment, a worker who consistently works more than 35 hours per week is considered a full-time employee. This type of employment entitles employees to a minimum of four weeks of annual leave per year, sick leave, long-service leave and parental leave.

Characteristics of full-time work

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> • Work is generally stable • Increased hours, therefore increased wages • Benefits, such as sick leave, enable parents to care for sick children • Hours can be structured and regular • Increased opportunities for promotion • Opportunity for on-the-job training to further establish skills • If working in a big business, childcare facilities may be available 	<ul style="list-style-type: none"> • Long hours • Work may need to be taken home • Annual holiday leave may not be flexible • Less time is spent with the family • Increased responsibility may bring increased stress 	<ul style="list-style-type: none"> • Young people who have finished university or TAFE: they are ready to focus on career development and will benefit from spending time in the workplace to develop new skills and network with others; alternatively, they may benefit from the larger income to save for an extended overseas holiday • Home owners with a mortgage: a large percentage of their wage or salary will go towards paying off their mortgage and any surplus can be used for lifestyle or entertainment needs • Parents with a family: petrol, health care, schooling, child care and child entertainment/sport/hobbies can all contribute to a high cost of living

Part-time work

Part-time work is permanent employment. Part-time employees work less than 35 hours per week and receive all the entitlements of full-time employees on a proportional or pro-rata basis.

Characteristics of part-time work

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> • Shorter hours, allowing individuals to combine work and family responsibilities or other interests outside of work • Set and structured hours per week, which offer security and regularity in working hours • Wide range of occupations • Benefits are proportional to the number of hours worked, therefore workers are still entitled to sick leave • Continuing employment, week to week • Enables individuals to maintain skills and develop their career on return to full-time employment 	<ul style="list-style-type: none"> • Wages are proportional to the number of hours worked • Career and promotional opportunities may decline • May have to take work home that is not finished in the set number of working hours • Lower status than full-time work 	<ul style="list-style-type: none"> • Phased retirees: allows those nearing retirement to gradually ease out of the workforce • Parents of infants or children: the set and structured hours allow parents to have set working hours and set childcare hours. Childcare hours are generally not flexible. The working hours will also provide intellectual and social stimulation for parents • Young students (school/ university/TAFE): enables young people to socialise in an adult environment while gaining experience and earning money • People returning to work from maternity or paternity leave, or after injury or illness: part-time work facilitates re-entry into the workforce after time off. Time at work provides for financial needs, while part-time hours allow time for rest, recuperation or to look after a young child



Job share

Job sharing involves one full-time position being shared between two people, each with proportionate benefits. Therefore, one employee working two days per week will receive two-fifths of the benefits, while the other employee working three days per week will receive three-fifths of the benefits.

Characteristics of job sharing

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> • Family friendly: provides balance between work and family • Educational and social needs are met through workplace interaction • Opportunity to continue working after pregnancy, illness, disability or prior to retirement • Set hours allow structure for young children to develop a routine • Lower absenteeism as workers receive adequate time off • Fewer working hours can lead to greater opportunities for recreational pursuits 	<ul style="list-style-type: none"> • Income is lower • Working in tandem with someone else may be difficult • Conflict between the two workers over hours and days worked • Potential loss of continuity in position may lead to less promotional opportunities • Disruption to the office or other working staff • If communication between the two workers is not clear, it may result in duplication of work or decisions being reversed 	<ul style="list-style-type: none"> • Parents with a partner working: for those who have infants or children, it is important to balance time at work and time with children. Because of reduced income, there may be a reliance on a partner to supply the surplus of financial resources. The extra money may be used for the mortgage, basic necessities or luxuries • Those returning to work or phased retirees: the reduction in workload makes working only a few days per week manageable. Days off provide time for rest, bonding with children, rehabilitation or recreational activities • University/TAFE students: the flexibility of university or TAFE can fit into a job-sharing arrangement. The student is able to gain valuable work practice and learn from those experienced in the field

Casual work

Casual employees are those who are engaged to work on an hourly or daily basis for which they are paid an extra loading on top of the normal rate to compensate for the lack of usual benefits, such as sick leave or annual leave.

Characteristics of casual work

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> • Receive an extra pay loading higher than full-time or part-time employees • Gain skills, training and exposure to a workplace • Individuals can leave with short notice • Shorter hours of employment, with pay at a higher hourly rate • More casual work available in retail and the service industries during Christmas time; public holidays may attract a higher rate of pay per hour • Can access unpaid parental leave, if they have been employed on a regular basis for a period of at least 12 months 	<ul style="list-style-type: none"> • Can be called in without notice • Lacks job security • No access to sick leave, carers' leave, annual leave or long-service leave • No right-of-return after maternity leave if they have been employed by the same employer for less than 12 months • May be difficult to get home loans or financial support because of the lack of job security • Further education may not be supplied by the workplace and may be at the expense of the worker • More common in lower skilled occupations • Casual workers may need to get another job, which will be taxed at a higher rate 	<ul style="list-style-type: none"> • Young students (school/university/TAFE): enables young people to socialise, learn new skills and earn money to develop independence • Carers: may be able to pick up a casual shift, in times of economic strain or for respite • Parents: the flexibility may allow parents to access work to help manage their multiple-role expectations. The higher rate of pay may assist to pay off part of a mortgage, or be saved and used for a holiday • Phased retirees: allows those nearing retirement to gradually ease out of the workforce



Temporary/contract work

A contract is an agreement to perform a task for a certain rate of pay. A contractor can work either for themselves or others. Companies may choose to strategically hire temporary contractors to boost productivity for certain periods of the year. Temporary workers are those workers are only employed for a certain period of time, usually for the duration of a project or based on the funds available.

Characteristics of contract work

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> • Paid for every hour worked, which means a person can earn more than a permanent worker in the same position • Usually flexible, meaning a contractor can pick and choose which contracts to work • Working with many new people can keep work interesting • It is temporary, so an individual can change work direction at any time, while gaining and broadening experiences • Some industries, such as the building industry, have made it easier to build up superannuation and long-service leave as contractors change employers 	<ul style="list-style-type: none"> • Contractors are generally not eligible for any benefits, such as sick, annual, long-service, paternity or maternity leave • Lack of job security and stability: in less productive times of the year, a contractor may not work for long periods of time • Skills updating must be done in personal time and paid for by the contractor; skills must also be maintained to ensure a steady flow of work • Travel to the work may result in high petrol costs; however, costs can in part be gained back through tax • Fewer opportunities for advancement when only employed for a short period 	<ul style="list-style-type: none"> • Young people who have finished university/TAFE: those who do not have commitments may use the higher rate of pay to create their preferred lifestyle • Parents with a support network or partner at home: the higher rate of pay will benefit families; however, the lack of sick or parental leave may mean a family will have to rely on other family members or relatives to look after sick or injured children

Self-employed

A self-employed worker is an individual who owns and operates their own business. A self-employed individual may be someone like Donald Trump or Mark Zuckerberg, who operate large-scale businesses, a tradesman who works for himself or the owner of a corner store. Those who are self-employed generate an income directly from their service or product, not as a salary from an employer.

Characteristics of self-employment

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> • Control over how much time is spent working • Total control over decisions made and what direction the business should go in • Work hours can be made to accommodate family needs or other commitments • Control over when holidays are taken • Can offer some tax advantages • Still covered under occupational health and safety • May be able to work from home or a private office, which will save on rental money • Any profits made will go back to the individual • Allows individuals to use the skills they excel in to make money 	<ul style="list-style-type: none"> • Depending on the size of the business, any time off results in loss of productivity and loss of earnings • Responsible for all banking and financial matters, identifying GST and completion of the Business Activity Statement (BAS) for the taxation department. Such matters can be complicated • To begin with, any profit made usually goes to establishing the business and gaining a recognised name; hours are long and unpredictable • Uncertain income due to uncontrollable markets; for example, builders cannot work in the rain and will suffer if there is a long wet period • Any extra retraining needs to be taken out of working hours • Longer hours will limit time spent with the family 	<ul style="list-style-type: none"> • Parents with partners: will benefit from any profits the business makes. If the partner of a self-employed worker is in fixed employment, the flexibility of self-employment will enable sick children to be taken care of • Single men and women, or couple families: more time can be put into the productivity of the business; any profit can be used to create a lifestyle • Parents: there are many internet-savvy mums who are creating a living through internet businesses. Once a business is established, this type of work can either remain in the home (if there is enough space for stock) or move off site if there are enough profits to pay for external rent

Shiftwork

A shiftworker must work for a period of time around a 24-hour clock.

Characteristics of shiftwork

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> Rarely travel during peak times Can provide high earnings for employees Can use shops and social facilities when they are less crowded The unusual times of work can allow parents to split the childcare duties; for example, a mother can care for the child during the day and then work a night shift, while the father works a day shift and comes home to look after the child at night Increased technology, such as internet banking, has allowed shiftworkers to access public facilities 	<ul style="list-style-type: none"> Disrupts shiftworkers' body rhythms, resulting in a lack of sleep or disturbed meal times, which can lead to digestive problems and insomnia Public facilities – for example, doctors, the post office and RTA – may not be available outside normal working hours Social and domestic activities may still be possible, but fatigue, lack of motivation and a general sense of tiredness may be experienced Workers may resort to stimulant products (for example, guarana and energy drinks, cigarettes and coffee) to keep awake through long night shifts 	<ul style="list-style-type: none"> Parents with partners/or informal support networks: will need to rely on partners or other supports to care for children through the night or before school. Parents may use the time off to attend a children's award assembly or sporting game Young people: those without other commitments can work irregular shifts and have time for recovery without disturbance

Voluntary work

Voluntary work involves performing a task or choosing to give your time to a not-for-profit organisation or project.

Characteristics of voluntary work

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> Benefits the community and those less fortunate Experiences of a lifetime, such as Olympic or Commonwealth Games Satisfactory on-the-job training, which develops skills for later paid employment Agreed working hours in a safe environment Education about social injustices 	<ul style="list-style-type: none"> No financial reward for effort Not covered by award conditions May not gain recognition for the work provided 	<ul style="list-style-type: none"> Retirees: will have time to give back to the community, while meeting new people to boost social wellbeing School students: may gain valuable skills while giving back to the community Non-working parents: may have the time while children are at school

Seasonal work

Work that is available at certain times of the year, each year, is known as seasonal work. It may be in part due to the weather (such as in fruit picking) or cultural celebrations (such as working as an in-store Santa Claus).

Characteristics of seasonal work

Advantages	Disadvantages	Suitability to individuals across the life span
<ul style="list-style-type: none"> Different parts of Australia provide a variety of seasonal work all year-round; for example, fruit picking and processing cotton and grain Earns extra money for short periods of time 	<ul style="list-style-type: none"> Income can be dependent on a good or a bad season, such as drought in fruit picking Work can be intensive, repetitive and hard In some cases, there is little or no protection from the weather; costs are involved in protective clothing or sunscreen Little opportunity for career development 	<ul style="list-style-type: none"> University/TAFE students: work can be completed during long holidays. A fun group atmosphere, which requires few difficult decisions to be made Single people: looking for adventure and to meet new people Retirees and school students: usually available to work during times of high demand, such as during end-of-financial-year retail sales



Working remotely

Working remotely can be seen in two ways.

- 1 Working away from the home for a period of time (the time period may change, the number of days away may change and the destination may change). This may include short business trips, fly-in fly-out situations (for example, for mining purposes), deployment for the Armed services, or even assignments/contracts (for example, a journalist covering the Olympic Games).
- 2 Working regularly from a place other than the office. It may use technology to connect to colleagues and a working environment. This may include working from home and connecting to the office via tools such as the internet and Skype.

It is important to note that workplace health and safety must be adhered to for all remote working scenarios.

Characteristics of working remotely

Advantages	Disadvantages	Suitability to individuals across the life span
Working away from home for a period of time		
<ul style="list-style-type: none"> • Individuals and families don't need to permanently relocate, meaning they can stay near formed support networks • Travel costs are paid for • Time off is longer than a two-day weekend, meaning social and family time can be maintained • Usually paid well to compensate for living arrangements 	<ul style="list-style-type: none"> • Time spent travelling to and from workplace can be draining • Time away from family can be draining and place stress on relationships • Living arrangements are usually very basic • Long, laborious hours are put in during the working period, which can take a toll on physical health 	<ul style="list-style-type: none"> • This type of work is not for everyone, despite becoming increasingly popular • Young males: for those without family commitments, this is a way to increase financial resources and have long periods of time off. Research shows many travel to cheap holiday destinations such as Bali during time off • Families: in supportive family situations, this type of arrangement will work. The family will benefit from the long period of time off and from the financial benefits. • Retirees: the laborious nature of some of these jobs may not suit older retirees.
Working remotely away from the office		
<ul style="list-style-type: none"> • Must be technologically savvy • Save on daily transport and office rental space • Avoid traffic jams, city tolls and reduce petrol and parking costs • Save on work clothes • Advancements in technology have made telecommuting easier and faster 	<ul style="list-style-type: none"> • Not available in all occupations • Company property may have to be secured and accounted for • May reduce access to staff training, development and promotion • Computer viruses and breakdowns may halt productivity • Regular updates will need to be made to the office via email or teleconference • Social contact with others is minimal 	<ul style="list-style-type: none"> • Parents: more time can be spent with children, as there is less time spent travelling to and from the office. • Young people: telecommuting can work well as a second job. The flexibility of telecommuting means that individuals can working in the structured hours of other work patterns and also earn extra money in spare time • New mothers: working from home allows new mothers to re-enter the workforce, earn money and still breastfeed. The flexibility in the hours also allows for rest



Check for understanding

- 1 For each working pattern, name two advantages and disadvantages.
- 2 For each working pattern, think of two more examples for the 'Suitability to individuals across the life span' column.
- 3 For each stage of the life span (listed below), discuss which patterns of work would be most and least suitable. Explain why. (Tip: use the characteristics of each stage, listed in the tables above, to create an argument.)
 - Infancy (parents of infants)
 - Childhood (parents of children aged 2–11)
 - Adolescence
 - Young adulthood
 - Adulthood
 - The aged

Think it through

Copy the table headings below into your notebook. For each stage of the life span, create a job bank of suitable occupations.

Stage of the life span	Suitable occupations
Infancy (parents with infants)	
Childhood (parents with children aged 2–11)	
Adolescence	
Young adulthood	
Adulthood (either pre- or post-dependants)	
The aged	

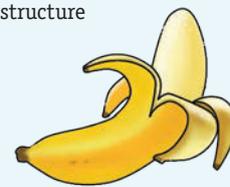
Check for understanding

Extended response

The job bank created in the above Think it through activity creates the examples you can use when answering an extended response question such as 'Evaluate the suitability of each work pattern for different individuals across the life span'.

When writing an extended response for the CAFS exam option question, use PEEL to structure your paragraphs.

- P** Point or topic sentence (where possible, use a syllabus term)
- E** Elaborate
- E** Examples
- L** Link back to the question and to wellbeing



PEEL

To answer the example question above, you would use PEEL in the following way.

	Section of response	What to include in the section
P	Point or topic sentence	Should contain a definition of the work pattern.
E	Elaborate	Should provide the points for/against a work pattern for the stage of the life span.
E	Examples	Use examples of occupations from your job bank to support your elaboration.
L	Link back to the question and wellbeing	<ul style="list-style-type: none"> • The question: you are required to evaluate, therefore your link to the question should be based on a judgement; i.e. how suitable is this particular pattern of work for the stage of the life span? • Wellbeing: if an individual in this stage of the life span was to participate in this working pattern, how would it impact on their wellbeing (physical, emotional, economic, cultural, spiritual, and social)?



CHANGING WORK PATTERNS

Social factors leading to changing work patterns

By 2020, there will be many changes in the labour force and the work patterns available.

- The average worker will be older, reflecting the ageing population.
- A larger percentage of workers will be women.
- A larger percentage of workers will have tertiary qualifications.
- Jobs will not reflect the traditional 9 a.m. to 5 p.m. working hours.
- Technology will influence many workplaces, reducing the number of low-skilled, laborious jobs.

There are a number of social factors that contribute to changing work patterns. The EGG FEET acronym can help you remember them (see the table below).

	Social factors leading to changing work patterns	Changing work patterns
E	Education/retraining	<ul style="list-style-type: none"> • Full time • Part time • Job share • Casual • Permanent • Contract/temporary • Self-employment • Shiftwork • Voluntary • Seasonal • Working remotely
G	Government policy	
G	Gender	
F	Family circumstances	<ul style="list-style-type: none"> • Permanent • Contract/temporary • Self-employment • Shiftwork • Voluntary • Seasonal • Working remotely
E	Economics	
E	Employment/unemployment	
T	Technology <ul style="list-style-type: none"> • Computers • Robotics and automation • Research and development 	

Source for acronym: K. Rodenburg and I. Dorigo

Think it through

- 1 Use the internet to find the lyrics to the chorus of Dolly Parton's 1980 hit song '9 to 5'.
 - a What pattern of work does this song reflect?
 - b Compare and contrast the words to this song to today's workforce.
- 2 Find the lyrics to other songs about work. In a table, compile information about when these songs were written and compare the lyrics with today's workforce.
- 3 Write the chorus to your own song/rap that reflects the modern workforce.

Education/retraining

In the past, education was viewed differently: the workforce was not as competitive. Many students completed the compulsory years of schooling and continued on to apprenticeships, traineeships or gained low-skilled employment.

Since then, we have seen a trend in more young people – especially women – staying on at school to complete their Year 10 Record of School Achievement, their Year 11 Preliminary Certificate and their final Year 12 Higher School Certificate. The number of people with post-school qualifications, including from TAFE, private colleges and universities, has also increased; correspondingly, the number of people without post-school qualifications has declined.

The Australian Government has impacted on the level of education of young people. Laws now state that no student can leave school until the age of 17, unless they are in full-time employment, full-time study or a combination of both for up to 25 hours per week.

The job market is now aimed at those with a higher education, and is consequently pushing those without degrees down the job queue. This makes it harder for the unskilled to gain employment.



Kate Rayner



Today, we are seeing more women completing their tertiary studies.



It is becoming harder for the unskilled to obtain employment.

The growth in the service industry (for example, child care, aged care and hospitality), coupled with Australia's current skills shortage, has meant education within secondary schools is adapting to help reduce the shortfall of employees in these areas and create options for those students who choose not to go to university. Schools across New South Wales are offering practical training in VET courses, such as hospitality, children services, automotive services, business services, construction, entertainment, information technology, metal works and engineering, primary industries, retail and tourism.

Effects of education/retraining on patterns of work

There are a number of ways that education/retraining has affected work patterns.

- The trend of young people continuing to study full-time means they may need to access casual and part-time jobs that are flexible in nature for the duration of their study.
- In the past, when women left school with only the minimal qualification, their post-school opportunities were limited to low-skilled part-time work, casual work and voluntary work. As they became more educated, they rapidly moved into full-time and permanent work.
- The nature of the service industry (for example, aged care, hotels and restaurants) is to provide service 24 hours a day. Shiftworkers are employed to work these irregular hours to provide for this demand.
- The high costs of retraining have caused workplaces to offer flexible working patterns in a bid to retain trained staff. These include job share, temporary/contract, and part-time work.



Shutterstock.com/Tyler Olson

Growth in the hospitality industry has increased the number of shiftwork jobs available.



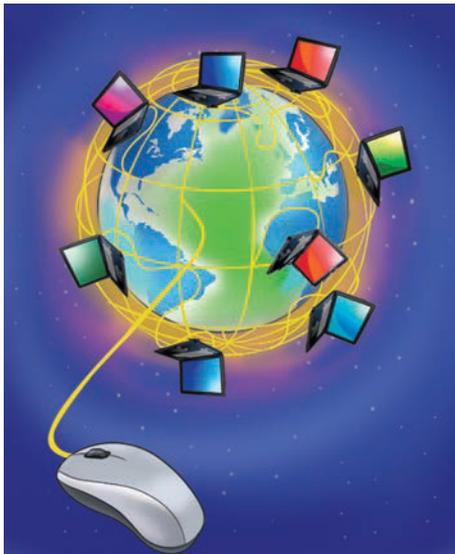
Technology

Computers

Computers have revolutionised the labour market. They have reduced the number of laborious jobs, created new jobs, allowed people to create businesses from home and enabled people to communicate with others who are thousands of kilometres away.

Computers have shrunk geographical and cultural distances: satellite conferences, email, Skype and computers allow companies to trade in a global market 24 hours a day.

Industries relying on machines, such as banking and manufacturing, are run by computers. Computer programs have also created new industries: web designing, internet advertising, animation and online gaming have all come about as a consequence of advances in technology.



Computers have the power to connect with anyone, anywhere, at any time.

Automation/robotics

The technological advancement in robotics and automation has displaced both skilled and unskilled workers. Within the food industry, for example, many foods can be made in totally automated factories, with the assistance of unskilled 'quality control' workers. However, in the same factories, skilled computer technicians, electricians and machine maintenance workers are required 24 hours a day to ensure any computer-operated machinery is kept in good condition.

An area in which robotics has brought about improved job satisfaction is the medical industry. For instance, hand-held robotic devices are used to operate on delicate areas, like the brain, thereby helping to minimise human error that may cause death or permanent injury to patients.

Robotics has also been used for jobs considered too dangerous for employees, such as in mining, rescue operations and bomb detonation. By safeguarding employees, a specialised industry has emerged.



Special operations police squads can send in robots to investigate potentially life-threatening situations.

Getty Images/Portland Press Herald



Research and development

Industries – such as the textiles, science, automotive and medical industries – will always require people to take on projects to improve the lives of others.

- Wrinkle-free fabrics, which have reduced the need to iron, have evolved from research into mixing and producing new blends of fabrics.
- Cheaper fuel costs and research and development in aeronautical engineering has reduced the time and cost involved in travel. Therefore new fly-in fly-out work opportunities in remote areas have created jobs; thus skilled employees are travelling to areas that were previously desolate. This creates an economy and other business opportunities for these areas. It has also created access to previously inaccessible resources such as coal and uranium.
- New diseases and strains of diseases will continue to evolve. The science and medical industries will therefore continue to apply for, and receive, short-term monetary grants to search for cures.

Effects of technology on patterns of work

Technology can affect work patterns in various ways.

- Shiftwork in some industries, such as media, banking and finance, will increase to compete with competition in the global market.
- More people will be contracted to complete smaller jobs, such as web designing or computer animation. Such jobs can also be completed remotely, away from the office.
- Shiftworkers will be required at irregular hours to maintain and service computer-operated machines.
- Contractors or volunteers working on their PhDs through university research centres will work on an area of research for a specified period of time. If the project succeeds, full-time or contract work may be offered.
- Remote working arrangements will increase, partly due to better telecommunications and computers, and improvements in mining and aeronautical engineering. The creation of jobs in remote areas is already evident in places such as Roxby Downs and the Olympic Dam mining development.

Employment/unemployment

Employment has changed from the regular 9 a.m. to 5 p.m. working day to more irregular working hours. For example, some employees work at night or on the weekend. Such irregular hours can encroach on family time, which results in families needing to work harder to maintain a balance. However, some changes to the 9–5 format have benefited families, with parents using their bargaining power to create these changes.

The casualisation of the workforce involves the shift from predominantly full-time and permanent positions to higher levels of casual and contract positions. It is important to focus on the percentage of casual, contract and part-time employees who are underemployed, rather than the unemployed. The underemployed are those workers who need more working hours to fulfil their own and their family's basic needs.

Effects of employment/unemployment on patterns of work

The effects of employment/unemployment on work patterns include:

- changes to the 9–5 format, such as part-time, shiftwork and job sharing; these patterns have enabled people to better manage their time, which has reduced the pressures of parenting and improved their bargaining power with their employers
- the casualisation of the workforce; this has reduced the number of full-time and permanent jobs available; the fact that casual and temporary/contract workers earn less and receive fewer benefits means that they are less able to satisfy their needs and those of their family.

Perceptions of gender

Traditionally, men and women entered the paid workforce at the age of 15. Men usually continued in the workforce until their eventual death, disability or retirement. Their work life may have been interrupted by job changes, military service or unemployment. In contrast, women continued to work until marriage or perhaps until the birth of their first child, at which point they gave up their career to take up caring full-time.



Over the past few decades, factors (including feminism) have removed the societal expectation that the patriarch of the family is the sole provider and that the matriarch completes the domestic labour. Feminism has encouraged women to continue their education; women no longer have to rely on their partner for financial support and so have become financially independent. This has led to a change in the perceptions of a woman's role within a family.

As we have seen, antidiscrimination policies have increased women's participation in a variety of industries, including politics, real estate, construction and engineering. An example of such a policy is the *Workplace Gender Equity Act, 2012* (Cth).

Effects of perceptions of gender on patterns of work

The effects of perceptions of gender on work patterns impacts upon men and women.

- Many women desire the flexibility to fit work around the demands of parenting and caring. After childbirth, women may desire the opportunity to access part-time, casual, job share and other flexible work options. If they have the skills they may even create a business from home.
- The increased acceptance of men as carers of their children has enabled them to work part-time while their partner works full-time.

CASE STUDY

WOMEN PAID LESS THAN MEN FOR SAME JOB

Girls outshine boys at school and are more likely to graduate from university – but are still paid less to do the same work as men, a damning new report reveals.

The Council of Australian Governments Reform Council report, shows that young male dentists earn \$14 000 more than women in their first job, while male architect graduates earn \$9 000 more and male lawyers \$4 300 more.

Women even earn 12 per cent less for non-managerial roles – \$31 an hour compared to \$35 for men.

In total, a woman working 40 hours a week in a non-managerial job will earn \$8 736 less than a man in a similar role.

Women earn 17.5 per cent less than men, on average – adding up to \$266 per week.

And they retire \$87 000 poorer, because women accumulate less superannuation over their working lives.

'Financial disadvantage starts as soon as women enter the workforce,' the official report says.

'Graduate starting salaries are overall significantly lower for women than men.

'Lower pay and workforce participation means women are retiring with an average of 36 per cent less superannuation than men.'

COAG Reform Council chairman John Brumby said ... 'We have to ask ourselves why it is that girls do well in the education system, but once out in the employment market they have to fight to have their value realised.'

'The highly competitive global environment means we simply cannot afford to waste the talents and perspective of half our population.'

News.com.au. (2013). Women paid less than men for same job. *News.com.au*, November 19.

Questions

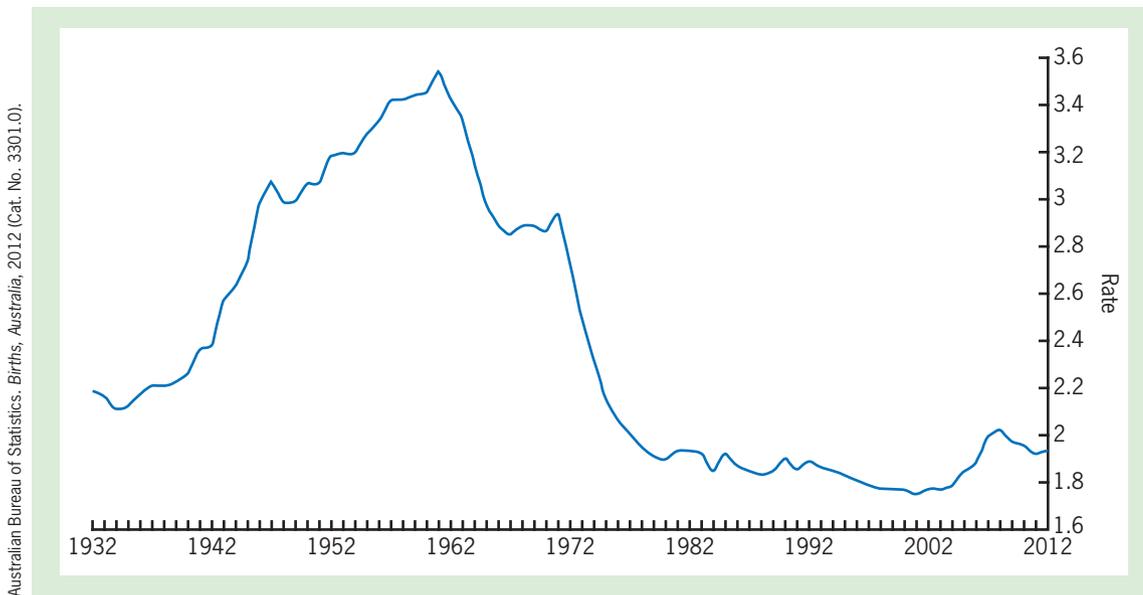
- 1 Outline the social factors that the article can be linked to.
- 2 Identify three occupations where young males earn more than their female counterparts for the same job.
- 3 Why do women retire \$87 000 poorer than males?
- 4 What factors of a woman's life would lead her to earn less superannuation? Explain the implications of this for women in later life or in marriage breakdown.
- 5 'We have to ask ourselves why it is that girls do well in the education system, but once out in the employment market they have to fight to have their value realised.' Imagine you are a politician. Describe the value that women bring to the employment market (labour force) and analyse the steps you would take to improve on this situation.

Family circumstances, including structural change

As a family moves through stages in the life span, their circumstances may change. The changes could be:

- to lose or gain a family member, such as in death, birth, marriage, divorce or separation
- in the family's socioeconomic status by forcing members to gain employment, such as to cope with a redundancy
- in their caring situation, such as in the event of illness or disability, or after the birth of a new child or when their children go to school.

Today, the fertility rate stands at almost two babies per woman (see graph below). A slight increase was triggered after 2002 by the introduction of the baby bonus, but in general family sizes are much smaller than they used to be. As a result, women are having shorter absences from work; while most work patterns have a 'right of return' following maternity leave, women are seeking a more suitable working pattern to balance work and family.



Total fertility rates for the period 1932–2012

The higher rate of divorce and the change in social attitudes towards single parents have left sole parents responsible for the paid and domestic work responsibilities. Some sole parents may have no other choice but to take on more than one job to provide financially for their family. In other family structures, such as nuclear and de-facto families, job losses and retrenchments may provoke family members to change their working patterns or non-working members to find employment.

As parents age, they may choose to reduce their working hours as the financial demands of their children lessen. They may seek phased retirement or, if their mobility is limited, choose to work from home or telecommute. If they have totally retired, they may use their time to give back to the community.

The high costs and difficulties associated with finding child care have meant that many mothers are not entering full-time work – and, in some cases, any pattern of work. Average fees for child care in New South Wales are \$81.50 per day, with some as expensive as \$111 per day in affluent and high-demand areas (Marszalek & Gothe-Snape, 2013).

Effects of family circumstances on patterns of work

Family circumstances can affect work patterns in a number of ways.

- Following the birth of a child, women may take maternity leave from their full-time job. They may return to work part-time, casually or in a job share to allow for the demands of parenting. When their children go to school, women may return to full-time work. Working patterns of fathers are affected less by the age of their children.
- The irregular hours of shiftwork or lack of job security in contract work may no longer be suitable for a parent after the birth of a child.



- Family-friendly work practices (such as part-time hours or job sharing) and flexibility (such as flexible start and finishing times) in some workplaces enable parents to adapt to the changes experienced by families.
- In the event of losing a job or retrenchment, a partner may have to increase their number of hours – that is, move from part-time to full-time work.
- If family breakdown occurs, both parents may need to return to work or move from part-time to full-time work to support their family. If grandparents are still working, they may choose to reduce their working hours – that is, phase in their retirement or shift from full-time to part-time work – to help care for their grandchildren.

Government policy

Women have benefited much more than men from legislative changes in recent decades. This has resulted in double the number of women in the paid workforce. Employers have therefore had to change previously accepted working patterns and hours to suit the needs of women and their families.

Government policy will change with each new government, but past policies have created support for workers, enabling them to establish themselves within the labour market and influence patterns of work. Examples of government policy that affect patterns of work are listed below.

- The *Anti-Discrimination Act 1977* (NSW) allows people to be treated equally regardless of gender, sexuality, disability, age or carer's responsibility.
- The *Industrial Relation Act 1996* (NSW) introduced enterprise agreements.
- The *Workplace Gender Equality Act 2012* (Cth) replaced affirmative action policies. The basic aims of this act are to improve gender equality, including equal pay, and eliminate discrimination on the basis of gender in relation to family and caring responsibilities.
- The introduction of parental leave includes maternity and paternity leave.

The Liberal Government, which came into power in 2013, plans to review child care systems to ensure working parents have a clear understanding of and access to child care. The government will also access the independent Productivity Commission to review the Fair Work awards systems, and seek to overhaul the parental leave scheme, under which 'mothers will be provided with 26 weeks of paid parental leave, at their actual wage or the national minimum wage (whichever is greater, up to a maximum of \$75 000), plus superannuation' (Coalition of Australia, 2013).

While Australia has one of the highest rates of educated women, it has one of the lowest rates of educated women in the workforce (Ernst & Young Australia, 2013); this means we are investing an enormous amount of time and money educating women for little economic return. Therefore, unless more legislation is implemented to support women in the workplace, Australia's economy and the labour force will not benefit.

Effects of government policy on patterns of work

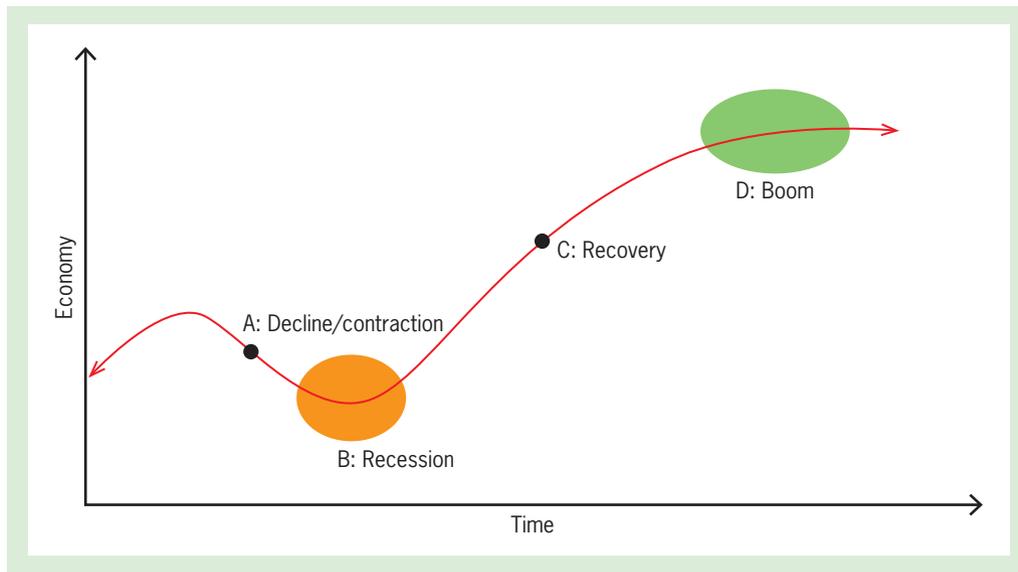
The effects of government policy on work patterns often benefit employees.

- Minority groups who were previously unable to gain employment, such as those with disabilities or with carer's responsibilities, may be able to access flexible work patterns, such as part-time, casual, job share, working from home or working remotely.
- Maternity and paternity leave may involve the new parent moving from full-time work to unpaid parenting. Legislation has been introduced for some industries that enables a parent to continue to work part-time until their child goes to school. For other industries in which this option is not available, parents may choose to work part-time, job share or work from home.
- Enterprise bargaining agreements may allow some workers to negotiate more flexible working patterns away from full-time work.

Economics

The state of the economy and the move towards a global market (globalisation) have had a significant influence on the relationship between employees and their work patterns.

- The time difference between the Northern and Southern Hemispheres has meant that companies need to trade 24 hours a day if they want to remain competitive. Efficient technological advances, such as electronic banking, have also enhanced the communication power between the two hemispheres.
- Traditionally, the bargaining power of employees fluctuates according to economic growth and inflation levels.



The economic cycle

Looking at the economy over a period of time allows us to see trends occurring. The economic cycle (above) shows strengths and weaknesses in the economy that impact on working patterns.

CASE STUDY

THE ECONOMIC CYCLE

A: DECLINE OR CONTRACTION

In simple terms, during periods of prosperity (when consumer demand for products and services rises), businesses expand by borrowing money. This causes interest rates to increase. To counteract that, businesses increase their prices. In response, consumers gradually reduce their spending and businesses are forced to cut their expenses. Wages are one of the largest expenses for businesses, so, to retain their profits, businesses tend to make full-time employees redundant and employ less expensive casual workers in their place. Contract workers are retained. As more people lose their jobs, spending decreases further and the economy sinks into recession.

B: RECESSION

A recession is the lowest point in the economic cycle. Employment and incomes are low, and employees have little or no bargaining power. If the recession is severe, families may be forced to sell their homes and some small (e.g. sole-trader) businesses may fail completely. Production will also be at a definitive low. During this time, factories may reduce the number of available working hours for employees, or even shut down altogether.

Fortunately, the cycle continues: while spending is low, the demand to borrow money is also low. This will reduce interest rates – and therefore mortgage repayments – and prices of goods will drop. While prices are low, some people will benefit from the affordability of previously unaffordable items; others will benefit from the low interest rates and borrow money. As the spending and borrowing slowly increase, the economy recovers.

C: RECOVERY

During economic recovery, people take advantage of low prices and interest rates. This results in money being injected into the economy. More resources become available and there is increased demand for products. Businesses will earn more money and, because there is more demand, employers will increase the working hours of their employees, who will similarly earn more money. Having more money encourages consumers to increase their spending. As this continues to happen across all sectors, the economy will experience an economic boom.



D: BOOM

During a boom period, the surplus of money enables people to pursue their own businesses and promotes consumer spending. Profits and employment rates increase. Successful employee enterprise bargaining agreements may result in better working conditions. For example, employees may bargain for wage increases, more benefits or flexible work patterns.

An economic boom is considered a time of high spending, high production rates (requiring high employment rates) and rising inflation rates. However, rising inflation rates will cause interest rates to increase, causing mortgage rates to rise and spending to slow down. Thus the economy cycle will go into decline and the cycle will begin again.

Effects of the economy on patterns of work

The economy affects work patterns during each phase of its cycle.

- To remain competitive in the global market, businesses have had to respond to globalisation and employ shiftworkers to communicate around the clock with overseas clients and competitors.
- During a contraction or decline in the economic cycle, many full-time employees will lose their jobs. To maintain production, casual and temporary/contract workers are hired. These workers are not entitled to benefits; therefore, businesses cut their spending and maintain a profit.
- A recession signifies high unemployment and little bargaining power. The number of shiftworkers is reduced as factories cannot maintain a working business 24 hours a day. Full-time workers are also replaced by cheaper casual and part-time labour.
- During a recovery period, the number of hours increase, part-time workers may be increased to full-time, and contracts may be signed for longer periods. More money is thus available, so workers may be able to set up home offices to work remotely.
- An economic boom enables employees to bargain for flexible working patterns to help manage multiple roles. As there is a surplus of spending and increased demand, individuals may open up their own businesses, increasing the number of self-employed in the job market. During this prosperous time, people may have more time to give to worthy causes, increasing the number of volunteer workers.

Check for understanding

- 1 Draw the economic cycle in your notebook.
- 2 Identify a contraction, recession, recovery and boom.
- 3 Clarify the difference between a contraction and a recession, and between a recovery and a boom.

Think it through

- 1 Hypothesise about work in the future. Will current trends continue to move away from traditional forms of employment?
- 2 Analyse the impact of these predictions on an individual's ability to manage their multiple-role expectations.
- 3 The following two questions are from past HSC papers. Create your own questions from this section of the syllabus. They can include a range of marks, and should use various key terms from the Board of Studies glossary of key words.
 - Critically discuss the impact of social factors on changing work patterns. (12 marks)
 - Evaluate the impacts that social, legal and technological change have had on current trends in patterns of work. (15 marks)

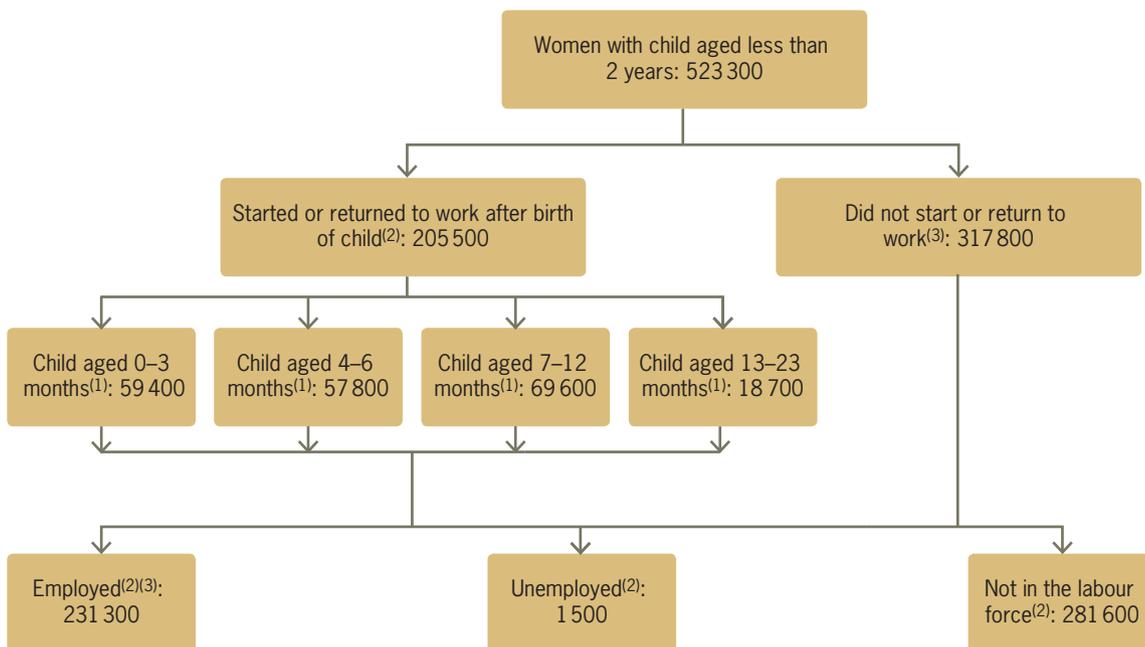


Check for understanding

Copy the table headings into your notebook. Place an arrow in the appropriate work pattern box to suggest whether the social factor has caused the work pattern to either increase or decrease. Leave the box blank if it has not had an impact. The column 'Technology' has been completed for you.

Work pattern	Education/retraining	Gender	Government policy	Family circumstances	Economics	Employment/unemployment	Technology
Full time							↓
Part time							
Job share							
Casual							
Permanent							↓
Contract/temporary							↑
Self employed							
Shiftwork							↑
Voluntary							↑
Seasonal							
Working remotely							↑

- 1 What conclusions about full-time and permanent working patterns can you draw from the table?
- 2 The service industry is one of the fastest growing industries. Outline changes to working patterns caused by this.



- 1 Age of child has been rounded to the nearest month
- 2 Age at November 2011
- 3 Includes women who have not started or returned to work and were on paid leave at the time of the survey

Employment transitions after the birth of a child



Check for understanding

The diagram on the previous page shows the employment transitions for women after the birth of their child.

- 1 Identify five key points from the figure.
- 2 Explain the importance of women returning to the labour market. Write from the perspective of:
 - the individual.
 - the family.
 - the community.
- 3 The diagram does not break down 'employment' into patterns of work. Hypothesise about the patterns of work these workers would have entered into.
- 4 Evaluate current incentives that encourage women to return to the workforce.
- 5 The diagram shows statistics from 2011. If the current government carries through with its paid 26 weeks parental leave scheme, what influence will it have on a figure such as this?

STRUCTURES THAT SUPPORT INDIVIDUALS IN THE WORKPLACE

Rights and responsibilities

Employees

An employee is anyone hired either to fulfil or complete a job that may produce goods or to provide a service. The Commonwealth and State governments have established a set of laws aimed at protecting the rights of employees. In turn, employees have a moral obligation to meet their employers' expectations, providing they are reasonable and in accordance with the law. The table below outlines the rights and responsibilities of employees.

Rights (entitlements)	Responsibilities (moral obligations)
<p>An employee is entitled to:</p> <ul style="list-style-type: none"> • a clear rate of pay and to be paid the correct amount for the work that is done. This must be at least the minimum wage and entitlements as set out by the appropriate award or contract • leave entitlements as stated by the award, agreement or contract, such as sick leave, annual leave, parental leave, public holidays and long-service leave • feel safe in the working environment and have access to safety equipment when needed • receive on-the-job training and in-services to complete their jobs properly and safely • the freedom to belong to or join a union • be protected from unfair dismissal, and the right to appeal to the Industrial Tribunal if they consider they have been 'wrongfully' dismissed • have a contract amended if it is not covered by the award • work in an environment that is free from discrimination and harassment. 	<p>An employee has the responsibility to:</p> <ul style="list-style-type: none"> • comply with lawful and reasonable instructions given by the employer • work together with the employer and other employees to maintain a safe and healthy working environment • work with a level of competency that displays skill and care • have good faith and maintain confidentiality. An employee must not give out confidential information or trade secrets. They also have an ethical responsibility to maintain customer privacy • disclose information that may put themselves, others or the business at risk; for example, health care workers or those in the defence forces must disclose to their employers if they are living with HIV/AIDS • maintain a reasonable work ethic by arriving on time, dressing appropriately in compliance with occupational health and safety, respecting others' and employers' property, alerting the employer if absent and not discriminating against or vilifying others • give sufficient notice when intending to leave.

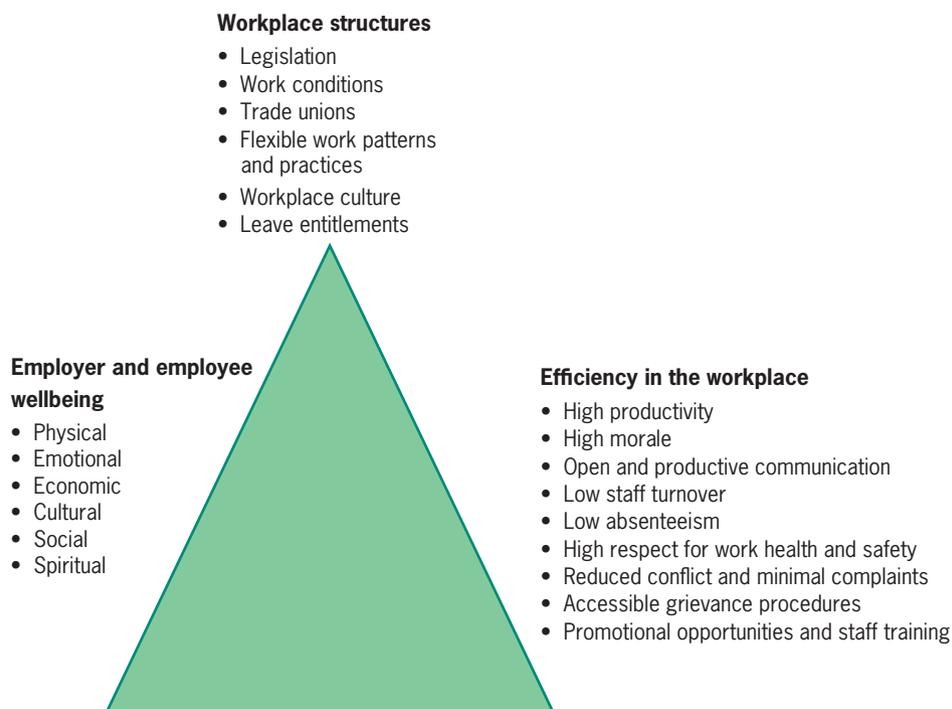
Employers

An employer is a person or business that hires individuals either to fulfil or complete a job that may produce goods or to provide a service. The rights and responsibilities of employers are given in the table below.

Rights (entitlements)	Responsibilities (moral obligations)
<p>Employers have the right to:</p> <ul style="list-style-type: none"> • discuss and negotiate terms and conditions with any employee under an enterprise agreement • end employment by providing redundancy (transfer of duties, voluntarily stopping work) when the amount of work or hours of work have changed. This may be caused by technological change, economic recession, company merger, takeover or restructuring • dismiss employees on the spot when they fail to obey lawful instruction, perform duties over a period of time, perform duties safely and meet the conditions of the employment contract • enjoy safety and safety measures at the same level as those of their employees • expect their employees to follow safety instructions, complete all set tasks and maintain work integrity. 	<p>Employers have the responsibility to:</p> <ul style="list-style-type: none"> • set out clear terms and conditions of employment; for example, minimum wages, provision of meal breaks, working hours, opportunities for overtime and details of expected meetings • pay their employees on a regular basis and provide within one day of payment a pay slip, on which is recorded the number of hours worked, the amount of tax and superannuation • maintain records for 6 years, including employee details, wages paid, hours worked, leave accruals and superannuation contributions • provide a duty of care, which ensures the safety of employees. This means to provide safety equipment, training employees to have the skills to perform duties in a safe manner, and alerting employees to any unexpected risks or harms in the workplace • create an environment free from discrimination/vilification • not terminate employment without reasonable grounds.

Workplace structures

The following structures have been implemented in workplaces to meet the rights of employers and employees: legislation, work conditions, trade unions, flexible work patterns and practices, workplace culture and leave entitlements. How employers and employees respond to their responsibilities will impact on the overall achievement of wellbeing for both parties. There is likely to be greater efficiency in the workplace if employer and employee wellbeing is achieved.



Workplace structures, efficiency and wellbeing are all interdependent.



Think it through

1 High productivity creates an efficient workplace. Discuss.

Legislation

Health and safety

Despite media messages and education programs, a large number of work-related illnesses and injuries still occur. The Australian Government is responsible for reducing the number of injuries, illnesses and fatalities in Australian workplaces and, in 2011, updated previous laws to form the *Work Health and Safety Act 2011* (Cth) (WHS). This legislation seeks to not only act as a safety net to prevent injury and illness, but also to reduce the costs associated with work-related injury, such as legal, rehabilitation and medical costs.

The major aim of the WHS Act is to protect the health and safety of workers. This primary duty of care is imposed on a 'person conducting a business or undertaking' (known as a PCBU) (*Work Health and Safety Act 2011* (Cth) Part 2) – this is basically the same role as an 'employer' under the outdated *Occupational Health and Safety Act 2004* (Cth). It is their duty to ensure (if it is **reasonably practicable**) that risk is minimised for themselves, workers (including contractors and volunteers) and others, including customers or visitors to the workplace.

The PCBU must ensure the provision and maintenance of (WorkCover NSW, 2013):

- a work environment without risks to health and safety
 - a safe plant and structures
 - safe systems of work.
- To achieve this:
- anyone at risk must receive any information, training or supervision that is necessary for their protection
 - there must be adequate access to facilities/equipment to reduce the risk
 - health and conditions must be monitored for the purpose of preventing illness or injury.

The PCBU must modify the environment and remove all hazards at their source rather than relying on employees to modify their behaviour.

The responsibilities of the PCBU to provide a safe working environment

The hazard	Modifying the workplace to make it safer	Safer than relying on employees
Amputation of fingers and deep lacerations while cutting meat with an electric slicer	The machine must have a guide or emergency mechanism that stops it from moving if any body parts are in danger; it will not let you make a mistake	Much safer than just training people to be careful
Risk of sunburn from working outdoors	Suitable work gear (clothing) and overhead shade cloth; for example, shade cloth over public outdoor swimming pools for swimming teachers, and school playgrounds for teachers	Better than simply providing sunscreen and relying on employees to use it

Workers also maintain responsibilities in the workplace – they must take responsibility for their own health and safety and ensure they do not impact on the health and safety of others. They also must conform to any reasonable instructions set out by the WHS policies and procedures.

Check for understanding

1 Copy the table headings below into your notebook. Complete the table by analysing how work health and safety may impact on aspects of wellbeing.

Aspect of wellbeing	Work health and safety
Social	Working as a team to ensure safety
Physical	
Emotional	
Economic	
Cultural	
Spiritual	

(continued)

reasonably practicable

That which is, or was at a particular time, reasonably able to be done to ensure health and safety, taking into account and weighing up all relevant matters including: a) the likelihood of the hazard or the risk concerned occurring, b) the degree of harm that might result from the hazard or the risk, and c) what the person concerned knows, or ought reasonably to know, about the hazard or risk, and ways of eliminating or minimising the risk (Safe Work Australia, 2011)



Check for understanding

2 Copy the table into your notebook. Complete the table by analysing two work health and safety hazards that can be prevented in the workplace.

The hazard	Modifying the workplace to make it safer	Safer than relying on employees
Employee/customer slipping over on a wet floor		
Employee straining their back lifting a patient in a nursing home or hospital		

Think it through

- 1 Why was it important for the Australian Government to streamline the different workplace safety laws to create the *Work Health and Safety Act 2011* (Cth)?
- 2 Explain how work health and safety laws meet the rights of the employee.
- 3 Explain the relationship between work health and safety and the efficiency of a workplace.

Equal Employment Opportunity

Equal Employment Opportunity (EEO) is the establishment of conditions that allow all workers – regardless of their age, gender, disability, ethnicity and sexuality – the opportunity to find, gain and advance (through promotion) in employment.

While EEO does not assume everyone has the same skills, talents or abilities it does demand that everyone is given the same opportunity to use their skills, talents and abilities.

Therefore, EEO aims to eliminate the possibility of discrimination. The discrimination of workers, including women, may take place during staff recruitment, in promotional and retraining opportunities, and when transferring and terminating contracts.

Check for understanding

- 1 Describe Equal Employment Opportunity.
- 2 How does EEO fulfil the right of an employee?
- 3 Outline employers' responsibilities in creating a workplace culture.
- 4 Identify the aspect/s of wellbeing that EEO relates to.
- 5 Explain the link between EEO and the identified aspect/s of wellbeing.

Think it through

Discuss the capacity for Equal Employment Opportunity to create efficiency in the workplace.

Work Conditions (awards and grievance procedures)

Awards

An **award** is a set of minimum employment standards that is specific for each industry or occupation. It dictates the working arrangements of employees and includes things such as rates of pay, types of employment (for example, full time, part time), overtime, penalty rates, allowances, and other work arrangements.

The National Employment Standards (NES), introduced in January 2010, set out 10 minimum conditions of employment for every employee in Australia. The standards cover public holidays, weekly hours, requests for flexible working arrangements, unpaid parental leave entitlements, annual leave, personal carers' leave, community service leave, long-service leave and notice of termination.

award
A set of minimum employment standards that is set out and specific for each industry



It is important to note that modern awards may apply on top of the NES. Employment contracts and enterprise bargaining agreements may give employees extra entitlements, but cannot go below what is specified in the NES.

Awards have evolved over time, and can change according to changes in government.

CASE STUDY

EVOLUTION OF AUSTRALIAN AWARDS

The general entitlements covered by each government's award systems between 1983 and the present day are outlined below.

Hawke-Keating Labor Government award system: 1983-96

- Minimum wage
- Set number or spread of working hours an individual can work (standard hours)
- Sick leave and annual leave (could not be cashed out)
- Parental leave, carers' leave and long-service leave
- Superannuation entitlements
- Public holiday leave
- Overtime pay
- Allowances
- Weekend and shiftwork rates of pay
- Redundancy pay
- Rest breaks
- Incentive-based pay (including indirect payments)

Howard Coalition Government award system: 1996-2007

- Minimum wage based on job classification, starting at \$484 a week (before tax)
- Four weeks' paid annual leave, of which two weeks could be cashed out at the request of an employee
- Paid personal/carers' leave, including sick leave, of 10 days a year, plus a further 2 days of unpaid carers' leave if all paid leave has been used up
- Parental leave of up to 52 weeks, unpaid, after the birth or adoption of a child for the primary caregiver
- A standard working week of 38 hours, averaged over a year, but not tightly enforced

Gillard/Rudd Labor Government award system: 2010-2013

- Minimum wage (as at July 2013) for adults was \$622.10 per week (before tax)
- Facilitation of flexible work arrangements (e.g. permanent or casual) for type of work performed
- Penalty rates for employees working unsocial, irregular or unpredictable hours on weekends and public holidays, and for shift workers
- Overtime rates
- Minimum annualised wage or salary for each industry
- Allowances (e.g. work-related and expense-related allowances)
- Leave entitlements:
 - › 20 days of paid annual leave (25 days for some shift workers)
 - › 10 days of paid personal/carers' leave
 - › 2 days of unpaid carers leave
 - › 2 days of paid compassionate leave
 - › 12 months of unpaid parental leave
- Superannuation
- Dispute resolution processes
- Unfair dismissal laws
- Paid Parental Leave (for children born or adopted from 1 Jan 2011): Primary carer eligible if they have an income of \$150 000 or less and have worked at least one day a week for at least 10 of the 13 months before the birth or adoption of the child. Entitlement is pay for 18 weeks at the National Minimum Wage (\$622.10 a week before tax). Recipient's employer pays. PPL is taxable income and does not include superannuation contributions.
- Dad and Partner Pay (from January 2013): A 2-week payment, paid at the National Minimum Wage, made available to working fathers or partners

Abbott Coalition Government award system: 2013–present

The Coalition released its Fair Work Policy in May 2013, then came into government in September that year. It has pledged to change very little in Australia's Fair Work laws and reward conditions, though it has undertaken a review of them. The extent of any changes won't be known until after July 2014, when the Senate term commences in its new composition (post election) for the first time.

One striking change the Abbott Government proposes is a new Paid Parental Leave scheme, where mothers would be eligible for 26 weeks of paid leave based on their actual wage or the National Minimum Wage (whichever is greater). This would be capped at wages of \$150 000. It would include superannuation and be paid from a tax on companies. The Dad and Partner Pay would be retained, paid for 2 weeks at actual wage or National Minimum Wage (whichever is greater).

Grievance procedures

A **grievance** is a formal communication of dissatisfaction about a work situation or incident. It can be made by an employee or, in some cases, a group of employees. A **grievance procedure** is a formal process that employees may follow to resolve a grievance. It may be either set out in the award and therefore used by entire industries, or developed by individual employers. An example of a grievance procedure is shown below.

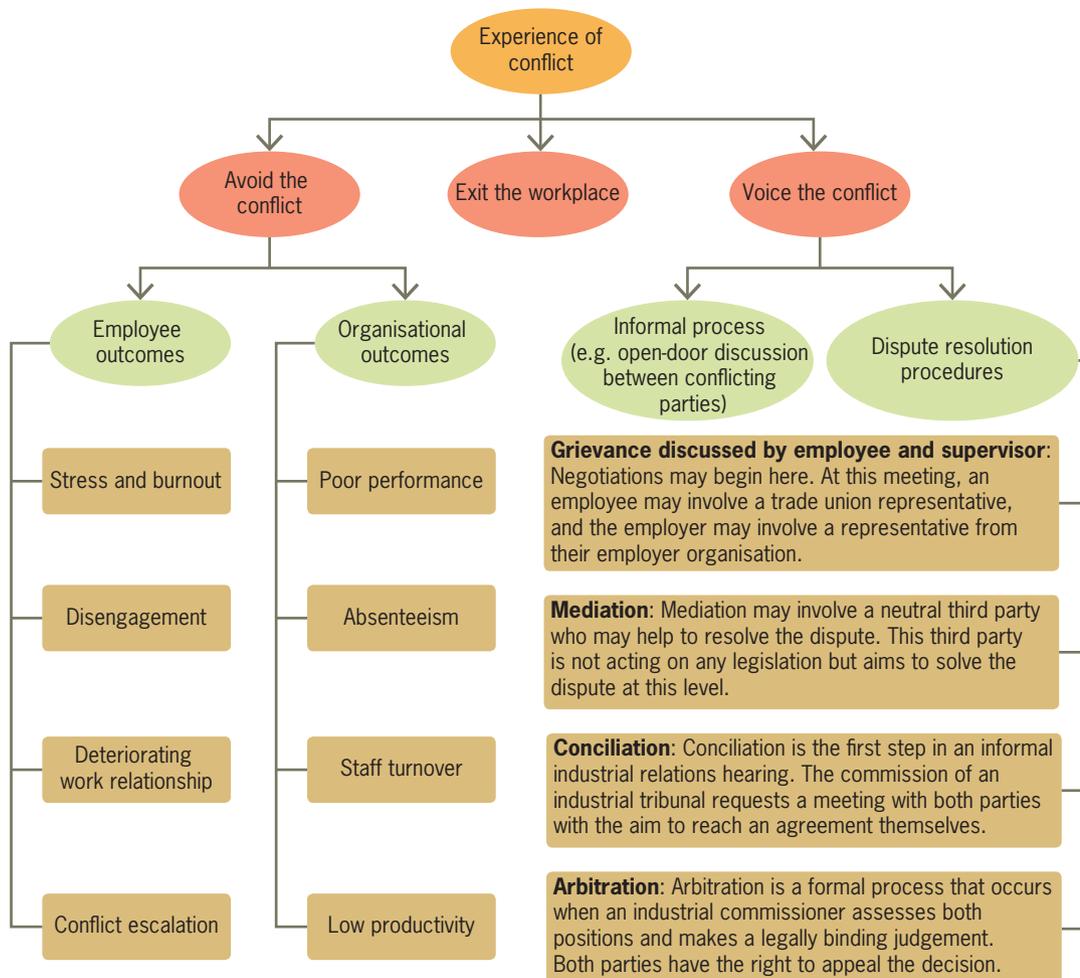
When a dispute cannot be resolved, it may be referred to a third party, such as the Australian Industrial Relations Commission or the Antidiscrimination Board. A commissioner will be employed to hear both sides of the complaint. To resolve the conflict, the commissioner will either require both sides to negotiate on some issues or develop strategies that can be put in place to resolve the complaint.

grievance

A formal communication of dissatisfaction about a work situation or incident

grievance procedure

A formal process that employees may follow to resolve a grievance



Example of a grievance procedure

Check for understanding

- 1 Outline the award system.
- 2 Which of the following creates more entitlements for employees? Explain your response.
 - a The National Employment Standards
 - b The award system
 - c An employer contract/enterprise bargaining agreement
- 3 Outline when employees would use grievance procedures.
- 4 Describe the process employees would follow for a complaint to be resolved.

Think it through

- 1 Explain how the modern award system and grievance procedures meet the rights of and create responsibilities for employers and employees.
- 2 'Awards and grievance procedures create greater efficiency in the workplace.' Evaluate the accuracy of this statement.

Trade unions

The first organised industrial action in Australia occurred in 1791, when convicts in Sydney demanded daily instead of weekly rations. However, it wasn't until the rise of unionism in 1860 that New South Wales' first **trade unions** commenced, forming and recruiting members.

Trade unions are organisations that have been created by workers for the purpose of protecting and advancing their interests and wellbeing. They will fight on behalf of employees to:

- maximise the wages and salaries of their members
- preserve and protect awards
- provide job security – they will challenge redundancies, negotiate consent packages and ensure correct termination payments
- create a safe and healthy workplace
- ensure equality between men and women
- ensure equal employment opportunity is enforced by representing an employee with, for example, sexual harassment or discrimination claims.

Over the years, trade unions have played a large role in the creation of fairer working conditions.

trade union

An organisation that has been created by workers for the purpose of protecting and advancing their interests and wellbeing



Fairfax Syndication/Russell McPhedran

A womens liberation group demonstrating for equal opportunities for women outside the Sydney Town Hall, 11 November 1972



Foyer Library, University of Queensland Library (SU_5_39)

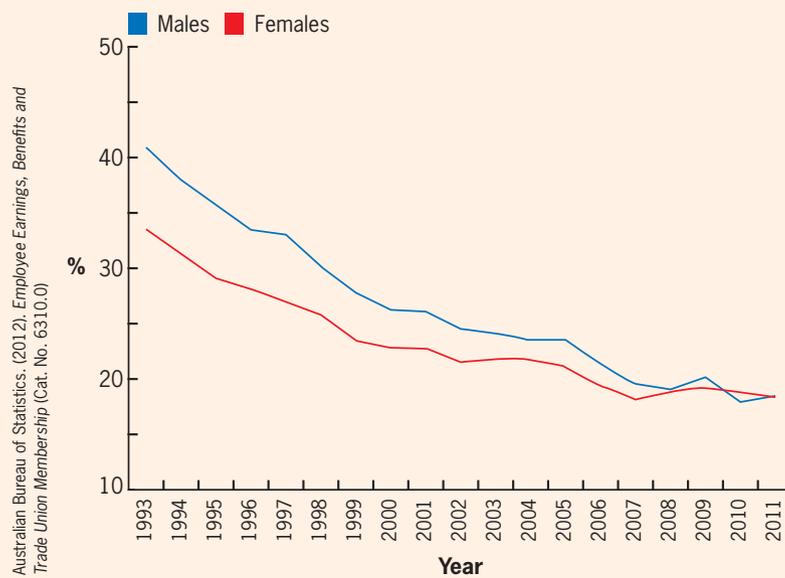
Trade unionists lobbying for citizenship for Indigenous Australians, Brisbane May Day procession, 1966



Think it through

The graph shows trade union membership for males and females from 1993 to 2011.

- 1 Interpret the statistics given in the graph and what this means for Australian employees.
- 2 Explain reasons why trade union membership is in decline.
- 3 What could happen as a result of this decline?
- 4 Research some of the issues that trade unions have fought for and won.
- 5 Discuss how trade unions have contributed to the wellbeing of employers and employees.
- 6 'Trade unions have outlived their usefulness.' Assess this statement in relation to efficiency in the workplace, using relevant examples to support your argument.



Trade union membership, employees in main job, by sex 1993–2011

Flexible work patterns and practices (e.g. job share, flexible work arrangements)

Businesses need to use flexible work patterns and practices to maintain and attract new skilled staff.

Flexible working practices include:

- flexible start and finishing times (including staggered start and finishing times)
- flexible rostering
- leave arrangements that are flexible and negotiable
- rostered days off
- regular but quality part-time work (work pattern)
- working remotely (work pattern)
- job sharing (work pattern)
- career breaks
- the ability to make up work hours in case of emergency.

There are various benefits to be gained from flexible working arrangements.

- Employing someone part time or two people in a job-sharing situation will generally increase productivity. This may be because there is a shorter time period to achieve working goals, which can motivate employees. However, if communication between colleagues is not clear, productivity may diminish through jobs being completed twice or not at all. Incomplete tasks and frustrations would impact negatively upon the wellbeing of employees and the employer.
- Having the option to job share or undertake part-time work gives new parents, those recovering from illness or injury (physical wellbeing) and those caring for someone else the choice to continue to work while also meeting the needs of others (emotional wellbeing). Being able to work allows for economic wellbeing (through wages and the accumulation of superannuation), social contact with other adults and the maintenance of skills. Working part time also allows young people to build the skills required for their career while fulfilling study obligations.
- Working from home can save time and money. Time is saved by not having to travel to work, and money is saved on public transport and/or petrol costs, car maintenance and work clothes. Childcare costs may also be saved as work may be structured around children's sleeping patterns.



Check for understanding

- 1 Outline the difference between flexible work patterns and flexible work practices.
- 2 Explain the links between flexible work patterns and practices and employee wellbeing.

Think it through

- 1 'Flexible work practices benefit employee and employer wellbeing equally.' Discuss.
- 2 Analyse how employee wellbeing equates to efficiency in the workplace. Reference flexible work patterns and practices to support your argument.

workplace culture

The feelings or atmosphere and environment created by a business for employees, employers and the wider public

Workplace culture (e.g. childcare, prayer room, kitchen)

Have you ever walked into a business and felt an emotional response or had a reaction to it based on first impressions? If the answer is 'yes', those feelings or first impressions are more than likely a reflection of the **workplace culture**. The music, the colours or the way the staff interacted with each other may have contributed to your emotional response.

Workplace culture can be dictated by such things as the size of the workplace, the hierarchy of employees, the employees' attire and the level of interaction between staff.

Child care

A workplace that provides access to child care is said to have a family-friendly culture.

- If a childcare centre is located in the workplace building, parents may even be able to spend lunchtimes with their child. This is also extremely convenient for breastfeeding mothers.
- Having referral services or reserved places takes the 'guess work' out of finding a safe and suitable childcare centre. This is now one of the biggest inhibitors for women returning to the workforce.

By creating a family-friendly culture, employers will benefit by having skilled women return to work after having children. This will reduce retraining costs and increase productivity, as their previous training will allow them to fit straight back into the working environment.

Prayer rooms

To create an environment free from discrimination and vilification, employers should ensure that their workplaces are welcoming to people of all faiths. While it is not yet required by law, employers can create a space that fosters greater inclusivity at work. Having a multi-faith prayer room acknowledges that some religions are required to observe ceremonial activities during working hours.

Kitchens

Have you ever heard the saying 'around the water cooler'? It refers to the informal discussions of a workplace, in which people can trade gossip, discuss sporting teams or make after-work or weekend plans. Kitchens create a space where relationships between employees and employers can be fostered and developed. By encouraging these relationships, employers can hope to reduce conflict and increase communication.



Fairfax Syndication

Businesses can create a 'family friendly' culture by allowing their employees flexible working hours or providing on-site childcare centres such as this centre at MLC in North Sydney.



Water-cooler conversations often centre around sporting teams.



Check for understanding

- 1 Define 'workplace culture'.
- 2 Outline the aspects of a workplace that contribute to workplace culture.

Think it through

- 1 Create links between social wellbeing and workplace culture.
- 2 Explain how the creation of a positive workplace culture can lead to greater workplace efficiency.

Leave entitlements (e.g. parental, carers' leave)

When examining leave entitlement, and any other legislation, it is important to acknowledge their ability to change over time. As new governments come into power, they will adapt and amend laws to suit the needs of the economy and the labour force.

The CLAPS mnemonic can help you remember the five types of leave entitlement.

- C** Carers' leave
- L** Long-service leave
- A** Annual leave
- P** Parental leave
- S** Sick leave

The regulations and entitlements surrounding each type of leave are discussed next.

Carers' leave

Carers' leave is paid leave that enables individuals to care for a:

- spouse, de-facto spouse or same-sex partner
- child, including adopted, foster, ex-nuptial or stepchild
- parent, including foster parent or legal guardian
- grandparent, grandchild or sibling.

Employees are able to use their sick leave as carers' leave, as they are likely to have accrued more sick leave over time.

Effect on efficiency

When employees have paid time off to care for their dependants, spouses or parents, they can return to work and remain productive without worrying about their home situation. There will be less animosity and conflict between employers and employees, as there will be open communication and therefore understanding; employees will not have to be sneaky or lie about why they are not attending work. Workers who continually take time off to care for others may cause frustration for their fellow employees. This may impact on their workloads, which will lead to a reduction in productivity and lower staff morale.

Think it through

Discuss how the wellbeing of parents who access carers' leave may or may not be met.

Long-service leave

Long-service leave is 2 months of paid leave after 10 years of service with the same employer and 1 month of paid leave for each additional 5 years of service.



Effect on efficiency

Long-service leave gives time off work for loyal employees. Loyalty in an employee usually equates to contentment. Therefore, long-serving employees have generally remained productive in the same workplace for an extended period of time. Loyal employees may have built relationships with newer employees, sharing skills and information about workplace history. This kind of positive working environment can be a cost-effective way of training and developing staff.

Think it through

Discuss how the wellbeing of parents who access long-service leave may be affected.

Annual leave

Employees under the *Annual Holidays Act 1944* (NSW) are entitled to 4 weeks annual holidays each year. It can be used in one, two, three or four separate blocks if agreed to by both employer and employee, and can only be taken after the 1-year anniversary of employment.

Effect on efficiency

Annual leave gives workers time off to recuperate or rejuvenate away from work. This time off enables workers to return to work happier and healthier, which increases staff morale and productivity. Where employers dictate when annual leave must be taken, efficiency may be reduced as a result of employees being unhappy about having to meet their employer's requirements rather than their own.

Think it through

Discuss how the wellbeing of parents who access annual leave may be affected.

Parental leave

The NES has established a set of minimums for unpaid parental leave and covers all situations relating to birth-related leave (including stillbirth), adoption leave and leave for those in de facto same-sex relationships.

Parental leave can be taken as a new mother, a new father or as a same-sex partner (either through birth or adoption). Continuous unpaid leave can be taken for up to 52 weeks (12 months). Employees can request a further 52 weeks of continuous leave in writing; this may be refused if there are reasonable business grounds to do so. An employee couple (both partners are in paid employment) are not entitled to more than 24 months between them. This means a mother can take 52 weeks of leave and then she or her partner can request a further 52 weeks.

Generally, parents will take their leave separately over the agreed period of time, though both parents in an employee couple may take unpaid leave at the same time for a maximum of eight weeks.

Effect on efficiency

By giving employees time off (whether paid or unpaid) and the right to return to work, employers are enabling skilled parents to return to the workplace. These skilled workers are invaluable to the workplace as they are associated with less training costs, increased staff morale and productivity (as these trained employees understand the expectations set for them). Organisational efficiency is also improved through long-service leave and the associated employee loyalty.

For males, there may be an unspoken pressure or workplace culture that questions masculinity and discourages them from taking time off after the birth of their child. While this will retain productivity for the present, in the future there may be built-up frustration or disgruntlement that leads to an early resignation.

Think it through

- 1 Discuss how the wellbeing of parents who access parental leave may be affected.
- 2 Refer to the Department of Human Services Centrelink website to see what the current parental leave payments are. You can link to this directly via <http://cfs.nelsonnet.com.au>.



Sick leave

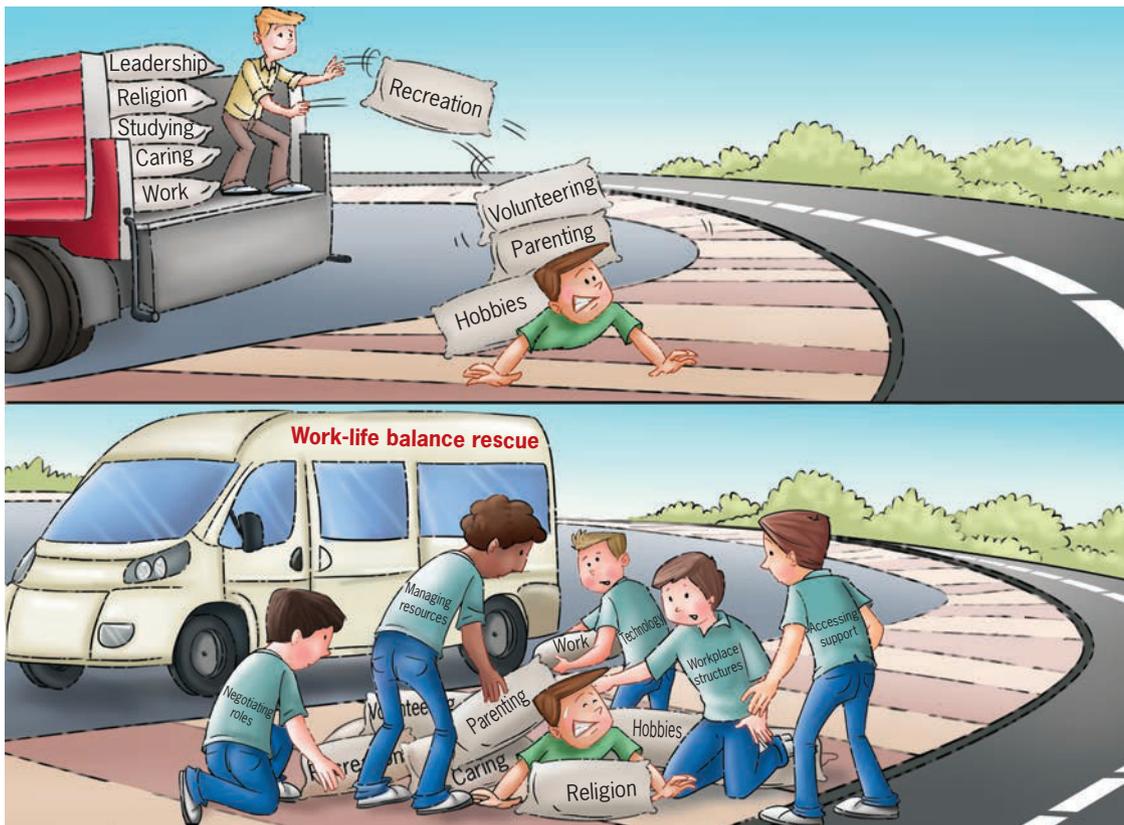
Employees are generally entitled to a minimum of five sick days per annum. This regulation entitles workers to take time off when they are ill or incapacitated. This reduces the spread of infection to other employees and increases recovery time. This paid time off will also allow workers to make and attend doctor's appointments.

Think it through

- 1 Can males and females both access carers' leave, long-service leave, annual leave and parental leave?
- 2 Examine why males may have greater access to long-service leave.
- 3 Perceptions of gender may influence access to carers' and parental leave. How relevant is this for males and females in the labour force?
- 4 Discuss the rights males and females have when accessing leave entitlements.
- 5 Evaluate the following statement. 'There are inequalities for males and females accessing leave entitlements.'

MAINTAINING WORK AND LIFE BALANCE

As workers, individuals have roles they must fulfil in order to meet their employment responsibilities. Outside of work, individuals take on or assume other roles that they may not get paid for, but are equally important. Each of these roles, or personal commitments, has a set of responsibilities that must be fulfilled. In the workplace the employee has structured supports that enable them to fulfil their role. Outside of the workplace, individuals have unstructured supports, which are utilised based on personality, economics, knowledge, skills and resilience.



Devising strategies will enable all workers to meet their individual needs and the needs of their employer.



Individual roles

It is important to recognise that many individuals take on more roles (multiple roles) than just that of an employee. Therefore, to manage their multiple roles, an individual must prioritise their time and use suitable strategies to reduce fatigue and ensure their needs, their family's needs and their employer's needs are met.

Personal commitments and interests

Work

Employees of any working pattern will have responsibilities. An employee must recognise these responsibilities and plan for them. These responsibilities may extend outside working hours and may not incur overtime penalties. For many it is difficult to maintain a work–life balance as there are many responsibilities they must fulfil. Different occupations and working patterns will dictate the level of responsibility; more responsibility usually equates to more time and energy spent in the workplace.

Accessing workplace supports will allow employees to achieve a greater work–life balance. When circumstances change (for example, after the birth of a child or in the case of needing to care for a sick relative), individuals can access their leave entitlements to support them. They may also look to flexible work patterns or practices to help manage their time. In the case of workplace injury, work health and safety laws and workers' compensation are available to support the injured employee with their medical and rehabilitation needs, which will help them return to work as quickly as possible.

Think it through

- 1 Outline the work patterns and occupations that may make it difficult to maintain a work–life balance.
- 2 Choose a work pattern or an occupation and devise strategies an employee could implement to ensure they have work–life balance.

Leadership

Leadership roles generally mean more responsibility, and the expenditure of more time and energy. Individuals may take on leadership roles in many areas, including employment, parenting, volunteering, recreation and religion.

Unfortunately, leadership positions come with drawbacks. With responsibility, there is accountability. In times of failure or success, the leader must show what decisions were made and why they were made. High stress, or even elation, may impact on the leader's emotional wellbeing. When hard decisions must be made, which the group or team do not understand, the leader may experience separation. In these cases, the leader must employ strategies, such as accessing support, to maintain their own and the group's morale.



Kate Rayner

Parenting

Parenting is a role with no time boundaries. Parenting is a 24/7 job with limitless responsibilities.

Children's needs will differ depending on their age. Younger, more dependent children will need support in all aspects of their lives. During this time, parents may maintain work–life balance by accessing technology (such as internet shopping) and informal support (for example, grandparents). As children get older, they will rely on their parents less. This will increase the time parents have for other roles, such as employment, or hobbies and recreation.

Parenting can be costly, and the high costs of child care may influence the number of other roles a parent may take on; for example, a parent may choose to stay at home and look after their children rather than taking on paid employment, as the financial benefits of employment may not outweigh the childcare costs. In such cases, parents may look to increase their sustainable living resources; for example, they may maintain a vegetable garden to save on food costs and create an educational activity for children.

Parenting has no time boundaries, but there are many supports available to working parents.

Caring

Becoming a carer, either through planned or unplanned circumstances, will impact on an individual's ability to manage their work–life balance. The level of dependency of the person in care and how much support a carer will need to provide will dictate how much time a carer has to fulfil their working role. In some cases, an individual may have to use workplace structures like long-service leave, change their working pattern, or even quit their job. In this case, formal supports such as Centrelink may assist them.

Volunteering

There are many areas in which an individual may volunteer their time. Where they volunteer will usually relate to their values. For example, individuals may volunteer in legal aid, toy libraries and hospitals, or they may volunteer as gardeners, Telecross phone operators, language interpreters, drivers for the disabled, PCYC sport coordinators or Little Athletics coaches.

As volunteering is in the not-for-profit-sector, there is no financial benefit, which means financial employment is usually required to fulfil basic needs. This can make it difficult to maintain a work–life balance. To manage their resources, individuals should identify how much time they can donate prior to volunteering. Technology can also assist them to meet their needs around the home.



Little Athletics Australia uses parents as volunteers to run events.

Think it through

- 1 Create a list of technologies that could assist a volunteer to maintain their work–life balance.

Religion

Recognising a higher power in your life is a commitment. The level of commitment will dictate the time spent and the roles an individual will adopt. An individual may have to adopt a set of behaviours or meet expectations set out by the religious practice, such as prayer, baptism, confession, meditation, fasting, pilgrimage or the observance of special days. Belief systems may dictate when these practices must be observed, thus impacting on other roles such as work, parenting or study.

Recreation

A recreational activity is a non-work activity done for relaxation, enjoyment, or entertainment. Recreation or leisure activities may create some responsibilities, though they are usually outweighed by the actual activity. Therefore, this personal commitment can help create a work–life balance.

Study

Continuing education either at TAFE, university or another educational facility is a commitment with external deadlines. Educational courses have a set timeline in which a planned set of outcomes must be achieved. This requires individuals to spend time researching and absorbing information, attending classes (either online or face-to-face), and completing assignments.

Some individuals may take on study directly after the HSC and balance their study with other roles, such as part-time work. Others may study at night to further their career while fulfilling full-time employment responsibilities during the day. Some new mothers may take on study while on parental leave, allowing them to maintain and increase their skills – and perhaps their earning capacity – for when they return to work full time.



Hobbies

A hobby is a leisure pursuit or activity based on a person's interests. Sewing, cars, gardening, scuba diving, trekking, sculpting, photography, interior decorating, cooking, genealogy, blogging, video gaming, bird watching, coin collecting, fishing and camping are just a few examples of hobbies. Each of these are based on a person's interests and, although they take time and energy, engaging in these activities may foster work-life balance.

Individual strategies for managing multiple roles

Negotiating and sharing roles

Roles must be negotiated and shared by those family members with the capabilities to do so. For instance, in families with two working parents, household responsibilities must be shared equally depending on an individual's strengths and abilities. Rosters that list each family member's chores and the times they should be completed help set clear expectations for busy parents and children. Parents may use positive and negative consequences to ensure expectations are met.

Within workplace, volunteer, religious and educational settings, individuals working in teams may also negotiate and share roles. This may be done to recognise each individual's weaknesses and strengths. Working with an individual's strengths means tasks will be completed and goals met in an efficient and productive manner, thus saving on time and energy output.

Managing resources

Resources can be interchanged or substituted. Their intelligent use can assist individuals to effectively manage their multiple commitments. By using sustainable resources, individuals are able to reduce spending and support the environment as well.

Interchangeability of resources

The tasks that parents prioritise will be influenced by financial resources, family values and goals. Strategies that could be used to save time include:

- using labour-saving devices, such as microwaves and rice cookers
- car pooling (this usually takes more time, but can save on petrol and toll costs)
- interchanging finance; for example, paying for electricity but saving time by using a dryer instead of hanging out clothes (however, this is not a sustainable use of resources)
- paying for cleaners, rather than using time and energy
- shopping over the internet
- cooking at home rather than buying takeaway (to save money).

Sustainability

To remain sustainable, a resource needs to be able to replenish itself at an equal or faster rate than that at which it is consumed – therefore it is not likely to run out. In some cases, sustainable living may take more time and energy, but can save on money. In many cases, there is an initial economic outlay, followed by significant savings. Examples of sustainable practices include:

- using solar energy rather than electricity
- reading the newspaper on a tablet rather than in printed form
- using a smart phone to take a photo rather than printing out information
- having a compost bin for kitchen and bathroom scraps (such as hair and tissues) that can later be used in the garden
- refilling and reusing ink cartridges
- having chickens in the yard; chickens are a natural fertiliser, they produce organic eggs daily and consume all the bugs and weeds; they can also be fed on food scraps and provide activities for children.

Many of these sustainable behaviours not only help the environment, but can contribute to a more 'simple' life for individuals. Simplicity can support work-life balance.



Using technology

Over the years, technology in the home has assisted individuals. Labour-saving devices are those appliances and products that reduce the energy output of humans. The time taken to complete traditional domestic duties can be significantly reduced, though this does come at the expense of financial resources.

- The internet assists with grocery shopping, budgeting advice, product advice, quick education and 24-hour news and current affairs.
- Technological advances in some fabrics and textiles has made washing and ironing easier. For instance, wrinkle-free garments and wrinkle guards on clothes driers have eliminated the need for ironing.
- The fast-food industry has become a multi-billion-dollar one. In dual-income families and single-parent homes, parents may have less time to prepare and cook healthy meals that adhere to the dietary guidelines. This may result in a higher frequency of going to fast-food outlets or buying takeaway.
- Supermarkets also have many fresh foods that could be considered labour saving. Chopped up fruits and salads, marinated meats and pre-cooked meals requiring only reheating all save on preparation and cooking time.
- Technology in cooking appliances (for example, blenders and dicers) has reduced preparation time and cleaning time. For example, non-stick teflon has eliminated the harsh scrubbing of pots and pans.



Alamy/BWAC Images

Busy workers can save time but still prepare healthy and fresh meals by using pre-prepared salads and vegetables.

Accessing support

In Australia, many formal support networks, such as child care, are available to employees; however, many of these supports come at a cost and require parents to budget and allocate resources to use them. For those who may not have the extra income, informal support networks are a useful alternative. Relying on friends, relatives and neighbours can give busy parents a more cost-effective substitute to a paid service. Other advantages of using informal support networks over a structured service include:

- access on short notice as no appointment is necessary
- family, friends or relatives can be trusted
- the favour can often be reciprocated
- bonds that can be created
- informal support networks may be physically closer.

Think it through

- 1 An individual may not ask for help because they feel like a burden or do not know who to ask. Describe the steps you would put in place to resolve these issues.
- 2 Create a table of formal and informal support networks that individuals could access in a range of situations. Use the column headings given in the sample table below.

Support network	Formal/informal	Role of the support network	Aspect of wellbeing it supports



Kate Rayner

One of the major benefits of accessing an informal support is the bond that is created.



Utilising workplace structures

When managing roles, individuals need to recognise what support structures exist within the workplace. Having knowledge, overcoming pride and being able to negotiate will impact on an employee's ability to effectively access these structures.

Using the structures when necessary can enable an employee to meet their needs and the needs of those around them. For example, an individual working through a grievance procedure may find support by accessing the appropriate trade union. This may also save the employee in legal costs, as paying union members may have free access to legal advice and representation. This will impact on an employee's economic wellbeing.

Check for understanding

- 1 Outline a work-life balance.
- 2 Explain why it is important to have work-life balance.

Think it through

- 1 Explain why work-life balance can be difficult for some people to achieve.
- 2 Discuss the implications for individuals when they take on more than one of the roles on pages 328–30.
- 3 Examine situations where each of the following strategies can be used.
 - Negotiating and sharing roles
 - Managing resources
 - Technology
 - Accessing formal support
 - Accessing informal support
 - Utilising workplace structures
- 4 Evaluate the accessibility of the above strategies for a range of workers.

YOUTH EMPLOYMENT

Issues that impact on youth employment

The United Nations defines youth as those aged between 15–24 years (United Nations Department of Economic and Social Affairs, 2013). Youth is usually a time of transition between formal education (schooling and tertiary education) and employment. For young people, this is a significant time of change. Youth need to learn the skills to adapt from a financially dependent teen to an independent working adult. Many of these skills cannot be learned in a classroom; they are instead built on life experiences and hands-on experiences within a workplace.

Personal management skills required in the workplace

Whether you are working in a workplace with thousands of people or with 10, or even by yourself, it is important to develop the skills of planning and organisation, clear communication, effective decision-making and problem-solving. These skills are essential to a workplace running effectively and efficiently.

Refer to the table on page 13 in Chapter 1. Each of the human resources in the left column can directly relate to the following personal management skills.

- Planning
- Organisation
- Communication
- Decision-making
- Problem-solving



Check for understanding

Use the following websites (or discover your own) to examine what types of skills are needed within the workplace. You can link to the websites directly via <http://cafs.nelsonnet.com.au>.

- Australian Blueprint for Career Development
- Victorian Government Department of Education and Early Childhood Development (search for the employability framework)
- myfuture
- My Career Action plan (MYCAP)
- Australia's Careers Online
- Jiig-cal Australia: Career Voyage
- Australian JobSearch
- Career FAQs



Australian Blueprint for Career Development

Victorian Government Department of Education and Early Childhood Development

myfuture

My Career Action Plan (MYCAP)

Australia's Careers Online

Jiig-cal Australia

Australian JobSearch

Career FAQs

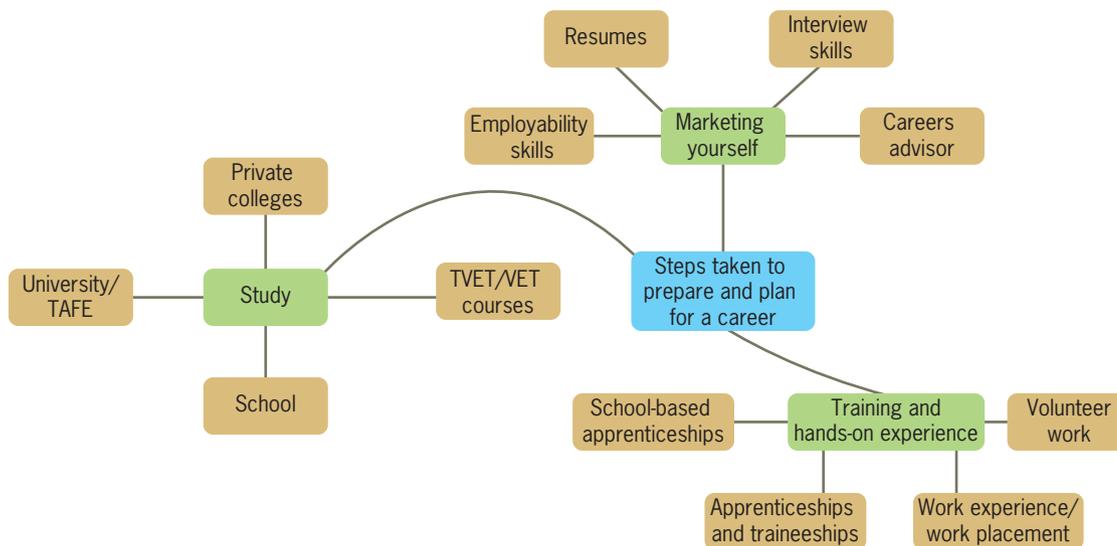
Steps taken to prepare and plan for a career

It is important to look at careers and career development early in life. Understanding the many types of occupations and roles within a workplace will begin the process of developing a career plan. Starting this process later in schooling creates pressure and may lead to poor decisions.

The process of preparing and planning for a career can be broken down into three main areas:

- 1 study
- 2 training and hands-on experience
- 3 marketing yourself.

See the mind map below to further understand the process. Aspects of this process will change depending on the chosen career, but 'marketing yourself' will apply no matter what your choices are. By acknowledging each of these areas and applying them, a young person can optimise their employment prospects. For a detailed understanding of how to plan for a career, see the case study below.



Steps taken to prepare and plan for a career

CASE STUDY

PLANNING FOR A CAREER

Planning for a career involves studying and/or on-the-job training in a particular field. Regardless of the method chosen to plan for a career, it is important to gain skills in 'marketing yourself' to optimise your employment prospects.

STUDYING

School

School is the most important place to begin your career development. There are many subject choices available to help you create an idea of your likes and dislikes; whether you might prefer to work indoors or

(continued)



outdoors, or prefer to work with your hands or on computers. Basic numeracy, literacy and technology skills are taught through all key learning areas at school, and these skills provide the basis of employment.

TVET/VET courses

TVET (TAFE-delivered Vocational Education and Training) courses are those that allow school-aged students to gain workplace skills and build on their chosen career while still at school. TVET courses are held offsite at a local TAFE.

VET courses are vocational education and training courses that are delivered by qualified teaching staff within a school. Many VET and TVET courses are competency-based courses, which means student must show they have the skills that are taught throughout the course. There is also a workplace component to many of these courses, which allows students to access and meet prospective employers.

These courses provide students with the opportunity to complete units that count towards their HSC and, in some cases, their ATAR (Australian Tertiary Admission Rank).

University/TAFE

Many young people choose to go to university or enrol in a TAFE course. Either option will allow the young person to gain an understanding of the theories and content behind their chosen career.

TAFE courses are usually skill-based courses, and often provide a stepping stone to access a university course for further career development.

University degrees are just the beginning of an individual's career path. Some may start a course, and then decide to change degrees, or complete a double degree to further enhance employment opportunities. Some university degrees provide on-the-job training, such as teaching or nutrition and dietetics.

Private colleges

Private colleges are funded by the user, and are institutions where students gain a national accreditation in their chosen field. Private colleges often have direct access to university courses, whereby students from the private college use their accreditation to gain credits for their degree, allowing them to finish the degree earlier.

TRAINING AND HANDS-ON EXPERIENCE

School-based apprenticeships

A school-based apprenticeship is a paid position within a workplace with an employer. It enables those who are still enrolled in school to complete their HSC, combining school subjects with vocational training and paid employment. These apprenticeships can last from 2–4 years and enable a young person to begin their career while having the benefit of remaining at school for socialisation purposes and stability of routine. The apprenticeship will usually continue on a full-time basis after formal schooling has been completed.

Work experience/Work placement

Work experience is unpaid work in a self-chosen work setting. Work placement is a compulsory placement within a business that relates to a TVET or VET course. It is usually completed to gain an understanding of the roles and duties of an occupation. There are usually restrictions regarding the types of workplaces people can attend; however, a career advisor can help with information about this. For example, to be able to access work sites for many trade positions it is compulsory to obtain a 'National White card' – this is issued by a registered training organisation and indicates that a person has undertaken general induction training for construction work.

Work experience/work placement provides young people with the opportunity to network and meet future employers; you should use this time to learn and display employability skills (see below).

At the completion of work experience and work placement, your employer will complete a review of your work. This can be used as an important part of your resume.

Traineeships and apprenticeships

Instead of going onto full-time tertiary study, young people may undertake a traineeship or apprenticeship. These combine paid employment and compulsory vocational training.

Traineeships are offered in many areas, including business administration, real estate, accounting and information technology. Apprenticeships are offered in areas such as building and construction, horticulture, engineering and hairdressing.

(continued)



Young people can access traineeships and apprenticeships through direct contact with employers, state-based Master Builders' Associations or private companies such as 1300apprentice, which will have access to a large number of employers and will help to provide placements. The Australian Government provides monetary incentives to employers who hire apprentices, which compensate the employer for their time and training costs. Incentives help to encourage employers to hire young, unskilled people rather than older trained workers.

Volunteering

Following study, or combined with study, many young people volunteer in their chosen field. This valuable experience shows a potential employer that you possess the skills required to work in the field, or you are willing to learn them. Despite the lack of payment, the skills learnt are an invaluable aid to accessing a job in your chosen career.

MARKETING YOURSELF

Once you have studied and/or undertaken training, you need to present yourself in a marketable way to prospective employers. Marketing yourself is important whether you are applying for a retail entry-level job, a managerial job at a volunteer agency or for your first job in your chosen career.

Résumés

Marketing yourself on paper is the first step in getting your foot in the door, so your résumé must present you in the best possible way, and clearly outline your studies and experience, as well as your finest achievements. Reading others successful résumés and looking at different ways of formatting a résumé can help you to create something that is clear and easily read. There are many online and computer programs that are step-by-step résumé builders.

Your résumé must include your contact details, including your email address. Therefore, ensure your email address is suitable for a prospective employer. It should comprise of your first and last name or initials, if possible, and should not include inappropriate words or anything suggestive. For example, 'Princeofhearts_101@hotmail.com' and 'babe-a-licious@gmail.com' send the wrong message.

Additionally, ensure that you remove any incriminating or compromising photos or posts from the internet on social media sites such as Facebook. Employers may look at prospective employees' Facebook and Twitter accounts.

Core skills for work

The *Core Skills for Work Framework (CSfW)* (previously known as *Employability Skills for the Future*) was produced in 2013 by the Australian Government. It describes a set of non-technical skills, knowledge and understandings that underpin successful participation in work (p. 1). Ten skill areas are clustered into three groups:

- Cluster 1: Navigate the world of work
 - › Manage career and work life
 - › Work with roles, rights and protocols
- Cluster 2: Interact with others
 - › Communicate for work
 - › Connect and work with others
 - › Recognise and utilise diverse perspectives
- Cluster 3: Get the work done
 - › Plan and organise
 - › Make decisions
 - › Identify and solve problems
 - › Create and innovate
 - › Work in a digital world

People who possess these skills display employability and are highly desired by employers. Personal attributes that relate to these skills and increase the chances of employment include loyalty, commitment, honesty, enthusiasm, reliability, common sense, humour, adaptability, confidence, ability to deal with pressure and having a balanced attitude about work and home life. Demonstrating punctuality, initiative, tech-savviness, and your ability to work within a team and self-manage will help you to market yourself for your chosen job.

(continued)



myfuture

Questions

- 1 Access the myfuture website. You can link to this directly as <http://cafs.nelsonnet.com.au>.
- 2 Click the 'Getting started' tab and then 'Prepare to apply for jobs'.
- 3 Click 'Learn more' to see the tips for creating a résumé and attending job interviews.
- 4 With a partner, create a set of interview questions that relate to a job of your choosing.
- 5 Put your partner through a mock interview. Ask them to think about:
 - a how they would dress for the interview.
 - b what time they would get to the interview.
 - c how would they address the employer/panel when they first arrived.
- 6 Look for their strengths and weaknesses according to the interview tips from the myfuture website.
- 7 Provide your partner with an appraisal.

Predominant patterns of work of young people

The pattern of work a young person will adopt will vary according to their individual needs and circumstances. However, some clear trends have been established. The time of year, job type and overall career choice will impact on the working patterns of young people.

Time of year

The participation of young people in the labour force will depend of the time of year. There are certain seasons within the year that create peaks in participation. From April to October there is usually a small change in participation, and from November to March there are major increases in participation. These increases coincide with school and university holidays, the completion of formal education for HSC leavers and the Christmas/holiday period.

Job type

The type of job a young person takes on will usually dictate the working pattern. There is a large percentage of young people working in the service industry (that is, in hospitality and retail. Many of these jobs are demand-based so employers require workers during peak seasons such as the Christmas/holiday period). Today there is also a 24-hour demand in places such as fast-food restaurants and large retail outlets. Workers will generally be hired as casual employees.

Career choice

For young people who have left school and taken up traineeships (for example, in real estate or child care) or apprenticeships (for example, in carpentry or hairdressing), working patterns will differ from those combining work and study. These workers can be hired full time, part time, or as school-based apprentices (SBAT). The number of hours an SBAT works, and when they work, differs between states and territories – some may complete the paid work on weekends, while others will be required to work during the school week.

For individuals working towards careers that require university degrees or other tertiary studies, a balance must be achieved. These young people will require flexibility within their work pattern.

Think it through

On 13 December 2013, the *Sydney Morning Herald* reported that Australians were projected to spend \$18 billion on Christmas, with a further \$4.3 billion to be spent on entertainment and going out during the holiday period (Business day, 2013).

- 1 What does this mean for employment during the Christmas period?
- 2 When minimum wages are based on age, who is most likely to benefit from this spending?
- 3 With the increase in online shopping over the Christmas period, propose what might happen to youth employment during the Christmas period in the future.
- 4 Why is there a large proportion of young people in the hospitality and retail industries?
- 5 Examine why employers may choose to hire casual employees rather than full-time or part-time workers during the Christmas period.
- 6 Explain the impacts (positive and negative) that working casual hours may have on the wellbeing of young workers.



Rights and responsibilities of young people in the workplace

The rights and responsibilities of young people in the workplace are the same as the rights of all employees. These relate to rates of pay, leave entitlements, safety, on-the-job training, protection from unfair dismissal, protection from discrimination and to having a contract amended to fit the award (see page 316).

However, because of a lack of education and a fear of job loss, young people may be vulnerable to unscrupulous employers. It is important for young people to know:

- there is no legal minimum working age
- you may be asked to complete a trial or probation period, but by law you must be paid; trial periods are most commonly for 3 or 6 months
- you may be asked to complete work experience, but you should complete it through a registered educational agency such as a school, TAFE or university to ensure you and the employer are covered by insurance; this means that if there is an incident or injury in the workplace, you will be supported
- prior to accepting a job, you should see, in writing, the duties of the job, the rate of pay, the number of hours you will be working per week, and the work pattern you will be working by (e.g. full-time, part-time, casual)
- you must be paid in money – your employer may not pay you in goods or services
- apprentices need to be registered through an authorised Australian Apprenticeship Centre, and in a registered training organisation
- unless required by law (for example, for tax purposes), your employer cannot make deductions from your pay without your written permission; therefore, if the cash register is short or you accidentally break something you are not expected to cover this.

CASE STUDY

FACTORS CONTRIBUTING TO YOUTH UNEMPLOYMENT

Youth are at a disadvantage when it comes to employment. Their lack of skills, experience and work-related connections make it difficult to access employment. The employment opportunities that are on offer are low skilled and may be low paying. However, they are suitable for many young people who are balancing study and other commitments.

Social factors such as technology may contribute to youth unemployment, as advancements in technology can make redundant roles that were once suitable for young workers.

- The installation of self-service machines within supermarkets and shopping centres have limited the demand for cashiers or 'check-out chicks'. Workers in such roles are generally under 24 years.
- There has been a significant decrease in the demand for retail assistants with the continued rise of internet shopping. Today we can shop online for anything, including groceries, clothes, electronics, books and car parts. Many retail jobs were previously filled by unskilled workers under the age of 24 years.

Advancements in technology can also have positive effects. Young people are now able to access jobs online, and benefit from email or SMS alerts. This means that when new jobs come up, young people can see them and respond quickly.

Questions

Answer the following questions to gain a greater understanding of the issues youth face.

- 1 Create a list of roles a young person may commit to; for example, school, part-time job, sporting commitments, music lessons.
- 2 Discuss the positives and negatives of young people having jobs.
- 3 Evaluate the statement 'Work supports young people to manage multiple roles'.



news.com.au

Think it through

Read the news.com.au article 'Gen Y in grip of unemployment crisis as jobless rate soars, Centrelink data reveals' by Natasha Bitá (7 August 2013). You can link directly to this article via <http://cafs.nelsonnet.com.au>. Answer the questions that follow.

- 1 Create a list or highlight all the factors outlined in the article that have impacted on youth unemployment.
- 2 What is the conundrum young people face when trying to 'break into the workforce'?
- 3 What does a young person need to do to be 'job ready'?
- 4 How has previous government policy impacted on trainees and apprentices?
- 5 Examine why there might be such high rates of youth unemployment in Sydney's central west and Fairfield–Liverpool areas.

REFERENCES

Australian Bureau of Statistics. (2011). *Pregnancy and employment transitions, Australia, Nov 2011* (Cat. No. 4913.0). Canberra: ABS.

Australian Bureau of Statistics. (2012). *Employee earnings and hours, Australia, May 2012* (Cat no. 6306.0). Canberra: ABS.

Australian Bureau of Statistics. (2013). *Labour force, Australia, Oct 2013* (Cat. no. 6202.0). Canberra: ABS.

Australian Bureau of Statistics. (2014). *Labour Force, Australia, Jan 2014* (Cat no. 6202.0). Canberra: ABS.

Business Day (2013). \$18b in Christmas spending. *The Sydney Morning Herald*, 13 December. <http://www.smh.com.au/business/retail/18b-in-christmas-spending-20131213-2zauy.html>.

Coalition of Australia. (2013). *The Coalition's policy to create jobs by boosting productivity*. Canberra. <http://lpaweb-static.s3.amazonaws.com/13-09-04%20The%20Coalition%27s%20Policy%20to%20Create%20Jobs%20by%20Boosting%20Productivity%20-%20policy%20document.pdf>.

Commonwealth Government Departments of Industry, Innovation, Climate Change, Science, Research and Tertiary Education; and Education, Employment and Workplace Relations (2013). *Core Skills for Work Developmental Framework*. Canberra: Commonwealth Government Australia.

Ernst & Young Australia. (2013). *In his own words: The male perspective on gender diversity*. [http://www.ey.com/Publication/vwLUAssets/Women_in_leadership_-_In_his_own_words/\\$FILE/EY-in-his-own-words-the-male-perspective-on-gender-diversity.pdf](http://www.ey.com/Publication/vwLUAssets/Women_in_leadership_-_In_his_own_words/$FILE/EY-in-his-own-words-the-male-perspective-on-gender-diversity.pdf).

Marszaled, J. & Gothe-Snape, J. (2013). Childcare costs keep NSW mums out of the workforce. *The Telegraph*, 21 July. <http://www.dailytelegraph.com.au/news/nsw/childcare-costs-keep-nsw-mums-out-of-the-workforce/story-fni0cx12-1226682492393>.

Safe Work Australia. (2011). Interpretive guideline – model Work Health and Safety Act – the meaning of 'reasonably practicable'. Canberra: Commonwealth of Australia. <http://www.safeworkaustralia.gov.au/sites/swa/about/publications/pages/interpretive-guideline-reasonably-practicable>.

WorkCover NSW. (2013). Duties of a person conducting a business or undertaking. Sydney: New South Wales government. <http://workcover.nsw.gov.au/newlegislation2012/Employersandbusinesses/Pages/dutiesofapersonconductingabusinessorundertaking.aspx>.

Work Health and Safety Act 2011 (Cth) (Austl.).

United Nations Department of Economic and Social Affairs. (2013). Definition of youth. Paris. <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>.



- Study skills (p. 340)
- Summaries (p. 342)
- Revision (p. 343)
- Useful websites and resources (p. 344)
- Exam tactics (p. 345)
- Revision questions: HSC Core modules (p. 359)

This chapter will focus on student preparation for exams. By beginning with realistic plans and ideas for managing study and preparing topic summaries, students in both the Preliminary and HSC courses will be able to structure and organise their class notes so that they are ready for examinations. Revision can be made easier by incorporating an assortment of strategies for students working either in peer groups or independently. Techniques for planning and scaffolding examination answers are explained through the application of explicit student work samples.



STUDY SKILLS

1 Decide on the best study space and conditions for you

Find a study space that works for you. Is it with music in the background or a quieter setting? Is it always alone or with friends? Places that are likely to distract you are not going to be conducive to worthwhile study. Avoid noisy, poorly lit or ventilated areas without space to put the supplies that you may need, such as pens, paper, highlighters, a notebook, computer, smart phone and/or tablet.

2 Plan your study times

It helps to plan when you will study and organise how you will make the most of your time – otherwise it is very easy to **procrastinate**. Use a calendar or wall planner to organise the big-picture items, such as exam dates, assessment tasks and other important things like birthday celebrations, sport or music.

Use a weekly planner to record the specifics of your study schedule, including:

- all subjects – perhaps *prioritise* them according to your least liked to favourite subjects or best and worst topics within these subjects
- assessment tasks that are due or require longer term planning and work
- regular breaks and meal times
- work shifts
- time for leisure and socialising with friends and family.

This planning will help you keep to schedule without causing you to make excuses for the interruptions that you know will occur.

3 Get to know your style and study in the way you learn best

Just as learning styles vary from one individual to another, so do study styles. Some students prefer to study by listening, some by seeing and others by doing. Remember too that your study style may change from one subject to another.

For *listeners*, try reading your notes aloud and discussing them with other people in your class or in a study group. You might like to record key points on a video app and play them back. Try listening to wordless music while studying.

Visual learners can draw diagrams or mind maps, colour code notes, use highlighters, try flashcards as memory aids, and turn notes into pictures, charts or tables to help represent key points.

Tactile/kinesthetic learners like being active and can learn by doing. Role-playing or studying with others can help make studying an 'experience'. Try producing models such as Pinterest boards to revise key points. Use memory games and flash cards for activities.

4 Set goals

It is best to set goals you want to achieve for each study session (for example, to read and summarise definitions for the 'Research methodology' topic), keeping in mind that this is one step towards achieving much bigger goals that you have set for yourself in relation to your HSC. It may sound clichéd, but an individual should always keep their 'eye on the prize'; this will help you to get started and, more importantly, keep going until you have completed tasks. Refer to page 11 for more information on SMART goal-setting strategies.

procrastination

Inaction, wherein an individual is avoiding or delaying a task that needs to be done for as long as possible

Have you heard the statements 'I am going to procrastinate/procrastinate/procrastinate'? Can you guess what activity was being done to avoid homework?



Thinkstock/vithanran

Getting to know the way you study is important to successful study.

Think it through

Try the study habits quiz on the Better Health Channel website. You can link to this directly via <http://cafs.nelsonnet.com.au>.



Better Health Channel

5 Create visual learning aids

Visual learning aids (VLA) allow you to think in terms of key words or symbols. Summaries, key words, definitions and scaffolds can be useful when copied onto large sheets of paper or cardboard and displayed on a wall in your study area

Various apps can complement this strategy. For example, you could use Skitch to snap a photo of your VLAs so that you can refer to them on your smart phone or tablet at school; you could use the mark-up tools and add further notes while studying with friends. Notability has many functions allowing you to write, illustrate and annotate so that study notes can be easily created, printed and added to your study-room wall.

Concept maps or mind maps are powerful visual tools that show connecting ideas, concepts and information. They can be used to brainstorm ideas and record them pictorially, to record notes as you are studying to capture or check on your learning, or to generate ideas when planning an exam answer. While it's easy to generate your own mind maps on paper, it can also be fun to use some of the readily available software, such as bubble.us for computers or the Idea Sketch and SimpleMind+ apps.

6 'Chunk' tasks

If you group tasks into 'chunks' and give yourself stepping stones and stopping places, they will seem more manageable and ease the burden of what seems like a huge study or workload. Chunking narrows the gap between your effort and your reward.

To chunk tasks, write the name of the task at the top of a page, then make a list of five to 10 smaller steps (depending how big the task is) that will contribute to completing this task. Reorder the steps if need be, and then start with the first step. Reward yourself as each step is achieved (a pat on the back or a study break may be enough to feel good about your achievement). Notice how the impossible now seems possible.

7 To-do lists

These are reminder lists that help you set priorities for the day. They should be written each morning so that you can keep each new day in perspective and not be overloaded by what may appear to be too many tasks. As a school student, you may find that most of your day is already structured around the school day, so an effective 'to-do list' should focus on tasks that need to be done before or after school. You should write down everything you need to accomplish, including the specifics about homework and assessment tasks, friends you need to phone, family responsibilities and so on. Prioritise them or note when they need to be done. At the end of the day, cross off completed items and feel a sense of achievement. If a task is not completed add it to tomorrow's list – it should now be a higher priority. This strategy can help manage stress at crucial times, such as the week before exams when you have a lot to do and it's easy to forget important tasks.

8 Take study breaks

It's a good idea to schedule regular breaks when you are studying and to keep hydrated. Try to take a break of at least 10 minutes for every hour of study. Don't force yourself to push on when you are tired, as you can only absorb so much in one sitting. After a break you will feel refreshed and ready to go.



Allison Beattie

Organising your study space is an important 'to-do' task.



Your teacher may supply you with Fact sheet 10.1: Benefits of a study group, from the nelsonnet teacher website.

9 Join a study group

One of the most enjoyable and effective ways of studying is with a group that is studying the same subject. Study groups allow students to work together with other individuals that are learning the same material so that they can help one another learn. Each individual has their own strengths and weaknesses; each member of a study group can usually help other members of the group with topics they understand well, while receiving help on topics they find more difficult from other members of the group. For example, in CAFS, one student may also study Legal Studies and will be able to help other group members learn about *The Family Law Act 1975 (Cth)* as current legislation supporting adults and families. Another student may have a grandparent who is a voluntary carer and will be able to share these experiences when studying the 'Parenting and Caring' and 'Groups' modules. The third group member may excel in multiple-choice questions so will be able to give tips on how to answer these types of questions.

Another form of study group may be established online using Facebook or Edmodo. Individuals may monitor their progress with homework, ask for help with study questions, share ideas for explaining concepts or remind one another when tasks are due in for marking.

10 Relax and try to get adequate sleep

Try to deal with any worries or concerns that you may have through relaxation and adequate sleep. Regular sleep contributes to stress management, and students who have regular sleeping patterns perform better than students who stay up late or who have erratic sleep habits.

SUMMARIES

Creating summaries for each module in Community and Family Studies is a crucial part of the review process and helps you to identify content that you do or do not understand. It improves concentration and memory and, as it is a selective process, it helps you to identify the main ideas and facts. The better you organise your notes into modules and topics of connected ideas, the easier you will be able to learn them. It also gives you an excellent time advantage as the exams get closer; if you have organised your notes into summaries throughout your CAFS studies, you will be able to start studying straight away.

For the Preliminary course, you should have a summary for each of the three core modules.

- Resource management
- Individuals and groups
- Families and communities

For the HSC course, you should have a summary for each of the three core modules.

- Research methodology
- Groups in context
- Parenting and caring

In addition, you should have one summary for the HSC option module.

- Social impact of technology
- Individuals and work
- Family and societal interactions

To write your summaries, use the following techniques.

- Refer to the syllabus pages that your teacher has given you at the beginning of each module, or access them from the Board of Studies Teaching and Educational Standards (BOSTES) website as free downloads.
- Use similar headings as those listed on the syllabus pages to guide you and remember to include all of the dot points listed as 'students learn about' and 'students learn to do'.
- Write things in a logical order and try to avoid too many lengthy sentences. This focuses your attention on essential information.
- Be as neat as possible and use highlighting, colours, headings, boxes and bullet points. All of these things help you to take in and retain information.



- Use mind maps as another memory tool.
- Look carefully at the syllabus outcomes listed at the beginning of each module. Examiners use these to write the exam questions.
- Try the five Rest technique (Read, Recite, wRite, Reflect and Review) for writing and or refining your summaries.
- For some variation, recite your notes using a voice recording app such as Voice Pad or Notability, then play back the recording and check your understanding.
- If, when writing your summaries, you find there are points or areas that you do not understand, consult your teacher so that you can make improvements.

READ, RECITE, WRITE, REFLECT AND REVIEW

- **Read** – Read with the intention of locating and identifying the key parts. Be active during this process – take note of headings, definitions, descriptions, explanations and examples within the section.
- **Recite** – At the end of each section, stop reading and see what you can recall. Without looking at the written words, recite out loud the important ideas and definitions, and talk about the examples. Once you have done this, look back and see how accurate you have been. An important part of the process is thinking about what you have learned so that you are more likely to remember it. Note or highlight any information you may not have remembered fully.
- **wRite** – Reduce the amount of information and write notes so that you can see concepts in a visual way.
- **Reflect** – Reflect on the information. Do you really understand, and can you remember it?
- **Review** – Within 24 hours of the study session, review what you have learned for maximum retention.

Learn, use and create your own acronyms to assist your memory. Often, these are a fun and easy way of remembering facts for Community and Family Studies. Some examples are listed below.

- 1 Specific needs can be memorised with **SHE SEAS** – **S**afety and security, **H**health, **E**ducation, **S**ense of identity, **E**mployment, **A**dequate **S**tandard of living
- 2 Factors that influence wellbeing can be memorised with **SPEECS** – **S**ocial, **P**hysical, **E**motional, **E**conomic, **C**ultural and **S**piritual
- 3 Factors influencing availability of and access to resources can be memorised with **GAS CD** – **G**ender, **A**ge, **S**ocioeconomic, **C**ulture, **D**isability
- 4 Planning exam answers using **TEE** – **T**opic sentence, **E**xplanation and **E**xample; or **PEEL** – **P**oint from syllabus, **E**xplanation, **E**xample and **L**ink to wellbeing
- 5 For 'Individuals and work' option: Social factors leading to changing work patterns – **EGG FEET** – **E**ducation, **G**ender, **G**overnment policy, **F**amily circumstances, **E**mployment, **E**conomics and **T**echnology

REVISION

As noted previously, everyone studies and revises in different ways, so consider the method or range of ways that might suit you. Refine summaries by rewriting and reducing the amount of content, highlight summaries using various colours, draw mind maps or make up palm cards.

- Revision time is the time to discuss strengths and weaknesses with your teacher and to act on their suggestions for improvement.
- Practise writing answers to exam-type questions. Both short answers and extended responses can be attempted, and you can use the Board of Studies, Teaching and Educational Standards (BOSTES) multiple-choice question quizzes that are available online. After you have improved the quality of your answers, limit your time to prepare and write your answers in the same amount of time that you would have under exam conditions.

- Remember to actually *practise handwriting using pen and paper*. It is amazing how many students struggle to physically write answers to examination questions simply because they do not have enough practice. Given the ease of using tools such as smart phones, tablets, keyboards and apps, students often find it difficult to write continuously for up to 3 hours during an exam. Spelling and constructing grammatical sentences are other skills that technology enhances, but you will need to be able to do this independently in an exam.
- Locate the student examination responses in each of the band ranges for Community and Family Studies. Examine the student responses to identify their strengths based on the marking guidelines, and then practise writing an 'improved' version of the answer. Work with your study group or class friends to share your ideas on how to make improvements.
- Look to your own exam papers from the mid-course or trial HSC exam, make corrections to your answers and ask your teacher for further feedback.
- We learn best by teaching others – make this a challenge in your study group or class. Make up an exam question, try to answer it with your friends and then take the written answer to your teacher to mark. Or, each choose a section of a core module and teach modules to each other.

USEFUL WEBSITES AND RESOURCES

Visiting some of these websites should be a regular part of your routine by now. The change of focus by looking at resources online adds variety to your study schedule and can provide invaluable facts, actions and tools to support your revision. You can link to all these websites directly via <http://cafs.nelsonnet.com.au>.

- BOSTES provides downloadable copies of syllabuses, past examination papers and marking guidelines for all subjects, including Community and Family Studies. The Notes from the Marking Centre are written each year after the HSC exams have been marked. They refer to overall student performances in an exam and can have vital hints and tips that you may find helpful. BOSTES also provides multiple-choice question quizzes and online self testing.



NSW Students online



NSW Students Online
NSW HSC Online
eBos Shop Online

- NSW Students Online is a quick-access link to NSW BOSTES support specifically designed for students. This site includes study tips and advice, and exam and assessment information. It is also the entry point for students to receive their HSC results using their personal identification number (PIN).
- NSW HSC Online has a selection of subject-specific and interactive materials. It also links to homework, assessment, study and exam-preparation hints from universities and colleges worldwide. Ideas for developing scaffolds or structures for exam responses can be located in the Community and Family Studies section of the site.
- eBOS Shop Online provides various resources that can be purchased to support your study and exam preparations.



Websites other than those specifically related to the NSW BOS and the HSC may also be useful.

- Search engines, such as Google, can be useful in extending or broadening your knowledge of various subjects. Make sure you know how to search using key words or terms.
- Searching the term 'study skills' can return various websites and resources that may be current and useful. Try ReachOut or Youth Central.
- Various apps for your smart phone or tablet (e.g. the paid app Plus Study Tips) have been designed to support youth undertaking study.
- Websites such as the Australian Broadcasting Corporation (ABC), the Special Broadcasting Service (SBS) and other networks can provide current examples of issues that can be referred to in examination questions.



ReachOut

Youth Central

EXAM TACTICS

Knowing how to approach an exam – in other words, your tactics – is an important part of your preparation and a good way of making the exam seem more 'user friendly'. Sportsmen and women don't go into a major sporting event without some idea of tactics, or how they are going to play the game, so use this same approach for your exams. Be prepared and be a winner too.

Know the key terms

BOSTES publishes a glossary of key words to help provide a common language and consistent meaning for terms that are in all of the HSC courses. They are evident in:

- syllabus outcomes, objectives and performance bands in HSC documents
- class assessment tasks
- examination questions.

It is important that teachers and students are familiar with the meaning of these terms so that they understand what is expected in responses to assessment tasks and examination questions. The key question words and their meanings are shown in the table below.

Key word	Meaning
Account	Give an account of: report on a sequence of events or transactions; account for: express an explanation or justification for
Analyse	Separate into components and identify how these relate to each other; use implications to infer
Apply	Implement or employ in a specific context; put into use
Appreciate	Recognise, judge or appraise the value or worth of
Assess	Apply a value judgement; evaluate in terms of quality, size, results or outcomes
Calculate	Determine or identify from relevant, available data; score or quantify
Clarify	Break down to make plain; simplify
Classify	Categorise, arrange or organise into groups or classes based on similar features
Compare	Emphasise similarities or differences between; compare with: compare essentially similar things; compare to: compare essentially different things
Construct	Create or design; combine existing items into something new; build arguments or plans
Contrast	Emphasise and identify differences between things
Critically analyse	Analyse in great depth with scepticism and objectivity; use knowledge and understanding, logic, reflection and questioning in analysis
Critically evaluate	Evaluate with precision and scepticism; carefully consider; apply elements of logic, reflection and questioning to assess

(continued)



Deduce	Conclude or infer; derive an answer
Define	Identify or denote the meaning, implications or essence of
Demonstrate	Perform, indicate or show something by example
Describe	State attributes and characteristics; answer 'what?'
Discuss	Engage in conversation about; consider issues and problems; describe; argue for and/or against
Distinguish	Make distinct from; note how things differ
Evaluate	Apply criteria, reasons or evidence to judge or identify the value of
Examine	Inspect or investigate in great depth; take stock of
Explain	Give reasons for; demonstrate relationships between; show cause and effect; answer 'why?' and 'how?'
Extract	Select a relevant and appropriate part of the whole
Extrapolate	Predict, infer and conclude from given information
Identify	Name, label or recognise
Interpret	Define; translate or make sense of something
Investigate	Scrutinise, question and explore thoroughly
Justify	Provide proof for an argument or conclusion
Outline	Summarise the main characteristics of; describe in general terms
Predict	Use available information to anticipate a possible outcome
Propose	Recommend an action; present an idea or point of view for consideration
Recall	Draw on remembered facts
Recommend	Approve or advocate for
Recount	Give a detailed account of a sequence of events; retell as a narrative
Summarise	State only the essential details; provide a succinct overview of
Synthesise	Draw together knowledge and information into a harmonious whole

Your teacher may supply you with Fact sheet 10.2:

Key question words, from the nelsonnet teacher website.

Be aware that *not all questions will start with or contain one of the key words from the glossary.* Questions beginning with words such as 'how?', 'why?' or 'to what extent?' may be used. Verbs, such as 'design', 'translate' or 'list' may also be used.

Know the structure of your exam and plan your time

Be prepared for how you are going to complete the examination paper. You have 5 minutes of reading time to organise which section and questions you are going to complete first, second and so on. You will need to be flexible so that if you draw a blank on a particular question, you do not become alarmed but return to this question later on during the exam.

Suggestions for time allocation have been noted in the following table, but it is *wise to allow 10 minutes for reviewing your answers at the end.* If you run out of time, note down as many points as possible that relate to the unfinished question. This will mean that you will be able to get some marks rather than none at all for this question.

	Section I – Core Part A	Section I – Core Part B	Section II – Options	
Module focus	Three core areas of the HSC syllabus, but can also have a resource management focus	Three core areas of the HSC syllabus, but can also have a resource management focus	Choose the ONE option you have studied	
Question style	20 objective response (multiple-choice) questions	Approximately 8 short-answer questions, some with parts. Approximately 10 items in total. At least 2 items will be worth 6–8 marks.	Answer all parts (a, b, c) of the ONE option selected. Short answer question/s (probably parts a and b) Extended-response question (probably part c)	
Marks	20	55	10 (parts a and b)	15 (part c)
Suggested time to complete	35 min	100 min	15 min	30 min
	Compulsory	Compulsory	Compulsory. Answer all question parts from the ONE option topic studied	

Know how to answer different types of questions

Multiple-choice questions

Preparing for multiple-choice questions requires special preparation distinctly different from other questions. Multiple-choice questions ask a student to recognise a correct answer among a set of alternatives that include wrong answers and distracters, rather than asking the student to produce a correct answer entirely on their own. Practice with answering these types of questions can be just as important as those that appear to be harder or are worth more marks.

Just like all exam questions, there are techniques and approaches that work for most students (see Figures 10.1 and 10.2 on page 348).

During the exam

- Answer the questions you are confident about first. Mark the ones you have not answered.
- Next, work on the questions that you can answer with a little thought. Erase the mark when done.
- Last, work on the hard questions that are left. Don't leave any blank.
- To begin with, look carefully at the stem to gain an understanding of what the question is about.
- Underline key terms and clue words.
- Make sure you know what the question is asking you to do. Questions may direct you to 'Choose the false statement', 'Choose the true statement' or 'Choose the best answer'.
- Be aware of negatives. If a negative such as 'none', 'not', 'never' or 'neither' occurs in the question, then you're looking for a 'catch'. Read these carefully and be sure that you understand the question. There will be an answer that matches, even if your thinking is backwards.
- Think of a correct answer and then look for it in the alternatives.
- Don't choose too soon! It is important that you read all of the options and do not stop reading when you come upon one that seems likely.
- As you are choosing between the alternatives, place a line through the letter of the response that you are certain is *not* correct. By eliminating the answers that you know are not correct, you can more easily read through the other alternatives.



- Be sure the choices available pertain to the question. Sometimes correct statements are included that have nothing to do with the question you're working on.
- Be wary of options that include unqualified terms, such as 'never', 'always' or 'most', and of conservative or guarded statements that generalise, such as 'may sometimes be' or 'can occasionally result in'.
- Be aware of the distracter in the alternatives. It is often very close to being correct and therefore can easily distract the reader into considering that it is the correct answer.
- If you are not certain of an answer, guess – but do so methodically. Eliminate some choices you know are incorrect, and then relate each alternative back to the stem of the question to see if it fits. Narrow down the choice to one or two alternatives and then compare them to identify how they differ. Finally, make an *informed guess*.
- Think your answer is wrong? Maybe you should change it? Studies indicate that when students change their answers, they usually change them to the wrong answer. Therefore, if you were fairly certain you were correct the first time, leave the answer as it is.

The following questions have been annotated to illustrate the thinking techniques required to obtain the correct answer.

Which of the following is an example of an unpaid carer in an unplanned circumstance?

- **A** A community health nurse visiting a new mother
- **B** A wife caring for her husband following an accident
- **C** A nurse attending to individuals in the emergency ward of a hospital
- **D** A staff member providing programs for children in a long day care centre

Correct: A wife would be unpaid and 'accident' implies that it was unplanned

Incorrect: Staff member implies that the carer is *paid* and long day care would have planned programs.

Incorrect: A community health nurse is a *paid* carer; it is unknown whether the pregnancy is planned or unplanned.

Incorrect: A nurse is a *paid* carer; however, individuals in the emergency ward would be there as an unplanned event.

Figure 10.1 Sample multiple-choice question 1

Community and Family Studies HSC Exam Paper, 2013. © Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales.

A research study is to be conducted into the time spent by students on social media. Which of the following actions would contribute to the validity of the research?

- **A** The participants have to be identified.
- **B** A case study is conducted in a single school.
- **C** Qualitative data is graphed based on the findings.
- **D** The student participants are to be randomly selected.

For this question it is important students understand a definition of the term 'validity'.

Incorrect: The sample size is too narrow and type of school is unknown.

Correct: All students have the opportunity to be selected; therefore, the data should accurately reflect what it is meant to measure.

Incorrect: Privacy and confidentiality have not been maintained.

Incorrect: Qualitative data is unlikely to be graphed as it deals more often with words and comments, not numbers. This is the distracter, as the statement is nearly correct on its own, so can distract you from focusing upon the question about validity.

Figure 10.2 Sample multiple-choice question 2

Community and Family Studies HSC Exam Paper, 2013. © Board of Studies, Teaching and Educational Standards NSW for and on behalf of the Crown in right of the State of New South Wales.



Short-answer questions

Short-answer questions are usually answered in the space provided on the exam paper. They will be allocated marks according to the type of key word and depth of response required in the answer, often between the mark ranges of 2–4, 4–5 or 7–8. The mark value of the question gives you an indication of the amount of time to spend answering the question, and the size of the space provides guidance for the expected length of the response. There is also advice regarding the length of time to allow for completing each section on the cover of the HSC exam papers.

During the exam, take a look at the whole of Section I Part B with short answers. This gives you a sense of direction and allows your subconscious mind to begin working on parts of the test that may initially be a mystery to you. Answer questions in any order you wish; choose the order that assists you. Do the easy ones first, but don't run out of time to attempt them all. Figures 10.3 and 10.4 (below and on page 350) show sample short-answer questions and strategies.

TRY THIS FIVE-STEP PROCESS FOR SHORT-ANSWER QUESTIONS

- 1 Read written directions carefully so that you answer the question that is *actually written* on the exam paper. Highlight and look at the key word for direction on how to approach your answer. Do you need to assess? Evaluate? Explain? Justify? Propose? Do you need to identify and name a trend? Distinguish between two trends? Describe the features of the trend? Justify why the trend may be happening? Too many students lose marks because they begin writing answers without understanding the question.
- 2 Underline the important concepts or focus of the question.
- 3 Identify syllabus areas you have learned about that are required for the answer. Note ideas in a spare answer booklet if it helps to organise your thoughts, but do not write extensively as this will waste precious time.
- 4 As a simple approach for planning to answer questions, ensure your answers include the TEE elements (this is similar to PEEL on page 305).
 - Topic sentence relevant to the question – the topic sentence sets the frame for your answer.
 - Explanation – a concise definition *may* be incorporated into your explanation, but it is more important that you show the marker that you have understood the question and have a breadth of knowledge on the question topic.
 - Example – add supporting examples that are relevant.
- 5 Review by rereading and edit if necessary. Plan to leave some time to check your work for errors or omissions at the end of this section of the exam paper.

While there is *no key verb*, the question is worth 3 marks and there are eight lines for the answer space. Treat in a similar way to 'identify' questions.

- Topic sentence relevant to the question
- Explanation – Identify one reason a child is in foster care.
- Provide an example.

What might be the reasons that children are placed in foster care? (3)

Children may be placed in foster care to give respite to parents or carers. This might apply to parents or carers with children who are ill or have a disability.

Children may also be placed in foster care if they are at risk of harm or neglect, such as when parents are not able to meet their needs (for example, safety and security or health care).

- Explanation – Identify another reason why a child is in foster care.
- Provide an example.

Figure 10.3 Scaffold 1 for Section I Part B question – short response 'Parenting and caring' worth 3 marks

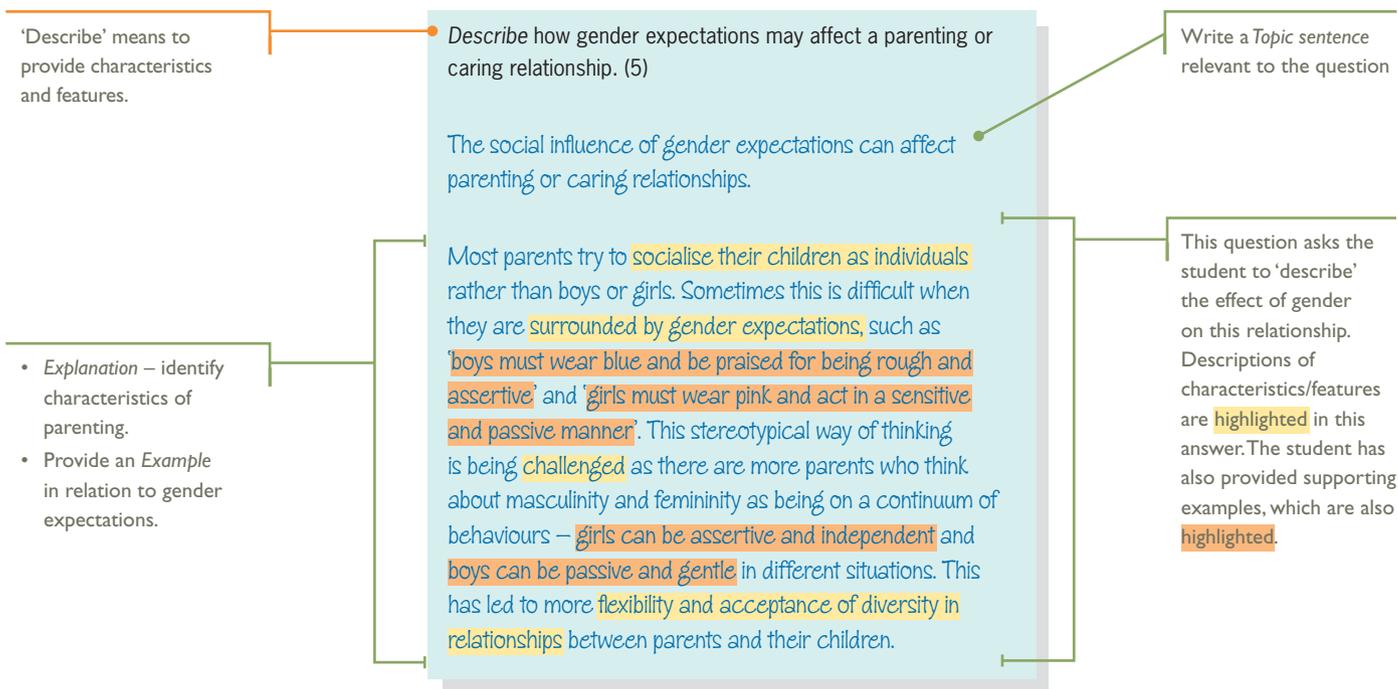


Figure 10.4 Scaffold 2 for Section I Part B question – short response, 'Parenting and caring' worth 5 marks

The HSC exam also has a section of 'longer' short answers, often worth 6–8 marks. These forms of short-answer questions may be more open and give you greater flexibility in the way that you answer (see Figures 10.5, 10.6 and 10.7 on pages 351–2). The mark value and the size of the writing space will again indicate how much time to spend writing the question and how long your response should be. The key term will direct you in how to approach the answer.

TRY THIS FIVE-STEP PROCESS FOR 'LONGER' SHORT-ANSWER QUESTIONS

This process is similar to the one listed above, but is particularly suited to short-answer questions with higher mark values. You should follow the five-step process outlined above, with the following alterations.

Short-answer questions with higher mark values often draw from more than one area of the syllabus so, in Step 3 of the five-step process, identify the dot point/s from the syllabus that are required for the answer.

In Step 4, ensure that your answer includes the TEEL elements:

- Topic sentence that is relevant to the question and includes a point from the syllabus
- Explanation – Frame your answer by including an explanation to show the marker that you have understood the question and have a breadth of knowledge on the question topic.
- Examples – Add supporting examples that are relevant. Definition/s may be integrated into your explanation if they are concise and relevant.
- A Link back to question and/or wellbeing



'Examine' means to inquire or search into.

Examine the preparation that is required for becoming a foster parent. (6)

Preparation is required for becoming a foster parent to ensure the parents are ready to deal with the arrival of children at any time, as the placement can happen at any time of the day or night.

Organising finance to ensure that adequate food and clothing is available or school materials are paid for are primary preparations for foster parents to ensure they can meet the basic needs of children. Centrelink can assist with economic support.

Being educated and understanding the emotional preparation required to become a foster parent is also important; parents must be mentally ready to look after a child for a period of time and then be able to let the child go when that time is up. All of this is important for emotional wellbeing.

Modifying the physical environment of their house may be required to ensure it will be safe for the foster children; for example, young children may require childproof cupboards or stairs, and a child with a disability may need special items put in place to make the house accessible. A home inspection is carried out as part of the preparation for the fostering family.

If parents are well prepared it can assist in making the foster parenting relationship positive and contribute to the wellbeing of all family members.

- Identify and Explain one type of preparation required.
- Provide an example.

- Identify and Explain another type of preparation required.
- Provide an example.

- Write a *Topic* sentence that is relevant to the question and includes a point from the syllabus.
- Provide fact/s relevant to foster parenting.

- Identify and Explain another type of preparation required.
- Provide an example.

- Link back to question and/or wellbeing.

Figure 10.5 Scaffold for Section I Part B question – 'longer' short response, 'Parenting and caring' worth 6 marks

'Justify' means to support an argument or conclusion.

Sole parents have significant needs. Select two of the most significant needs and justify your choice. (6)

Satisfaction of needs is important for sole parents. A sole parent is responsible for one or more children and is the only adult living in the family home. Because of this, they may struggle to have sufficient income to meet the needs of each family member. Two of the most significant needs include employment and health.

Employment is an important and significant need as it may be one of the most stable and best sources of income that will help to provide for basic needs such as food, clothing and shelter. This allows the family to have an adequate standard of living.

Access to health services is also important to this group, as they often do not seek medical advice as they think it will be too expensive. This can have the effect of increasing their vulnerability to further sickness, which can impact on the parent's ability to go to work or to care for their children. It may also impact on the child's willingness to go to school.

Both employment and health are significant needs that contribute to increasing the physical, economic and emotional wellbeing of all family members.

- Identify and Explain one type of specific need for a sole parent.
- Justify your choice.
- Provide an example.

- Write a *Topic* sentence that is relevant to the question and includes a point from the syllabus.
- Provide fact/s relevant to sole parent group.

- Identify and Explain another type of specific need for a sole parent.
- Justify your choice.
- Provide an example.

- Link back to question and/or wellbeing.

Figure 10.6 Scaffold 1 for Section I Part B question – 'longer' short response, 'Groups in context' worth 6 marks



'Outline' means to sketch in general terms; to indicate the main features of.

Outline the advantages and disadvantages of gathering information for research from both print sources and from individuals/groups. (8)

There are several advantages and disadvantages of gathering information for research from both print sources and from individuals/groups. Print sources include books, journals, newspapers and magazines. Individuals may include friends, family, teachers or doctors. Groups may include a sporting team, charity organisation or health professionals.

- Write a *Topic sentence* that is relevant to the question and includes a *point from the syllabus*.
- Provide fact/s relevant to research.

- Identify and Explain advantage/s of gathering information from print sources.
- Provide examples.

An advantage of gathering information from print sources is that there is a wide range of resources available. It is also convenient and saves the researcher time, as they can find what they really need straight away and use it. Print sources may also provide in-depth information on a topic that may not be possible to find when interviewing individuals or groups.

However, the disadvantage can be that it may not be up-to-date, and so may not be accurate information for research purposes. The information may also be subjective and based on personal experiences, thus influencing the outcome of the research project.

- Identify and Explain disadvantage/s of gathering information from print sources.
- Provide examples.

- Identify and Explain advantage/s of gathering information from individuals/groups.
- Provide examples.

Gathering information from individuals or groups can be done through interviews, surveys or questionnaires. The advantages are that information can be collected in full detail, as the interviewee may be an expert in the area and will be able to provide firsthand opinion or experience. They may express themselves more and provide personal opinions on a topic.

Disadvantages of collecting information from this source are that bias may be apparent in individual/group attitudes or opinions. Another disadvantage is that the researcher may find it difficult to gather sufficient information from individuals, as they may want to keep some information confidential and private.

- Identify and Explain disadvantage/s of gathering information from individuals/groups.
- Provide examples.

- Link back to question and/or wellbeing.

When gathering information for research, it is important that advantages and disadvantages are recognised so that the integrity of the research process is maintained.

Figure 10.7 Scaffold 2 for Section I Part B question – 'longer' short response, 'Groups in context' worth 8 marks



Extended-response questions

Section II of the examination paper is based on your study of one of the following option modules:

- social impact of technology
- individuals and work
- family and societal interactions.

Students are required to answer the question from the module that they have studied. The question will contain three parts – a, b and c. Parts a and b will be worth 10 marks and can be treated in a similar way to the short-answer questions outlined above. Part c is worth 15 marks, with an expected response length of around four pages of an examination writing booklet (for someone with average-sized handwriting), or approximately 600 words.

As these questions provide students with the opportunity to demonstrate a detailed understanding of the Community and Family Studies course option and are worth a significant number of marks, an organised approach should be taken to plan the answer.

You can take a similar approach to the short-answer questions initially by using the five-step processes detailed on page 350. However, extended responses then need additional planning and consideration.

- 1 Remember the rubric. At the beginning of Section II questions on all HSC exam papers, there is a rubric that includes important points that relate to the assessment criteria to be used during the marking of student responses. It includes important points that relate specifically to the extended responses assessment criteria.

COMMUNITY AND FAMILY STUDIES RUBRIC

In your answer you will be assessed on how well you:

- demonstrate an understanding of societal influences on wellbeing relevant to the question
- apply the skills of critical thinking and analysis
- communicate ideas and information using relevant examples
- present a logical and cohesive response.

To adhere to the rubric, it is important that you remember to:

- integrate accurate and detailed references to *wellbeing* (SPEECS) in your answer
 - be critical in your answer if required: consider *positive and negative* aspects
 - include relevant examples
 - plan and *organise your answer*, using paragraphs and a *logical structure*.
- 2 Brainstorm and draw a quick mind map of the ideas, points and examples related to the question.
 - 3 Organise these points into a logical format. Consider the structure of your answer by using a scaffold. Scaffolds can provide a blueprint and indicate the key features that should be included in answers. By choosing a scaffold that relates to the type of verb/key word directing the question, an appropriate structure for an answer can be developed.
 - 4 Write your answer by developing the ideas and points, and forming them into sentences and paragraphs. Make sure that you use *correct syllabus terminology* to demonstrate a thorough understanding of the course content. Reread the question at frequent intervals to ensure that you are staying on track. Use subheadings and leave space between paragraphs to assist in organising your answer.
 - 5 Add *relevant example/s* – by ensuring that you include specific and relevant supporting examples in your answer, you are able to show the marker that you have understood the question and have a breadth of knowledge on the question topic.
 - 6 Review your answer by reading over it again.
 - 7 Edit if required.

The sample answers in Figures 10.8, 10.9 and 10.10 on pages 354–8 indicate both the planning and development of extended response answers for each of the option modules of the HSC course. Annotations have been included to assist you to identify key aspects of quality examination answers.

HINT

Sometimes these questions have direct links to wellbeing and the satisfaction of specific needs. If this is the case, include a definition of wellbeing and state how wellbeing is achieved when needs are met. You need to use **SHE SEAS** – **S**afety and security, **H**ealth, **E**ducation, **S**ense of identity, **E**mployment, **A**dequate **S**tandard of living.

Relate your answer to either meeting or not meeting some/all needs ('... therefore wellbeing is/is not/is partially achieved'). Remember that it is acceptable to say that wellbeing may not be achieved as the questions are often asking you to make a judgement, such as 'this does/doesn't happen'.

If the question does not appear to have a direct link to wellbeing, remember to apply the advice given in the rubric on page 353.

'Evaluate' means to make a judgement based on criterion; to determine the value of.

• Identify the first type of technology.
• Elaborate and Explain the technology, providing relevant examples.

'This impacts positively ...'
'Therefore ...'
'This impacts negatively ...'
'This in turn ...'

Judgement paragraph, stating how the technology impacts on community health and wellbeing

Evaluate the impact of technology on community health and wellbeing. (15)

Technologies in education and training, health and medicine, food and leisure and entertainment can have both a positive and negative impact on community health and wellbeing.

Health and medicine technologies such as vaccinations (influenza), screening procedures (pap smears and mammograms) and medications (antiretroviral drugs for treating/preventing HIV infection) are examples of technologies that have influenced community health by decreasing disease and improving individual wellbeing.

These preventative measures have a positive impact as it now means an individual can live a healthier lifestyle with less risk of infection and sickness. Physical, emotional and economic wellbeing are enhanced. This has a flow-on effect to community health, as there is less sickness and less strain upon community resources, which means that the financial cost to the community and healthcare system is also less.

However, the downside of this means that as people live longer, community populations are larger and there will be more pressure on other community resources, such as accommodation and care services for the aged.

Leisure and entertainment technologies include gaming technologies, such as the Wii, TV surround sound and pay-per-view movies. These technologies enable families to be entertained within the house as opposed to travelling to venues.

This use of technology has led to more individuals becoming sedentary and possibly reducing their physical and social wellbeing. As a result, there has been an increase in obesity rates and illnesses such as diabetes, heart disease and cancer. This negative impact again places a strain on the healthcare system and indirectly upon taxpayers.

After following this scaffold, you would write a conclusion that indicates the overall impact of technology on community health and wellbeing, linking back to the question and/or wellbeing.

Opening paragraph to include:

- Topic sentence that is relevant to the question and includes a point from the syllabus
- statement of issues to be evaluated
- Examples of types of technologies that are relevant.

Judgement paragraph, stating how the technology impacts on community health and wellbeing

- Identify the second type of technology.
- Elaborate and explain the technology, providing relevant examples.

'This impacts positively ...'
'Therefore ...'
'This impacts negatively ...'
'This in turn ...'

Continue with this format for each of the technologies.

Figure 10.8 Scaffold for HSC option 'Social impact of technology' worth 15 marks



'Analyse' means to identify the components, show the relationships between them (cause and effect) and to draw out and relate implications

Analyse the relationships between patterns of work and family circumstances, including structural change. (15)

Family circumstances such as structural change and participation in the labour force are closely related to the pattern of work individuals will choose. Families will always need access to economic resources – these are gained through labour-force participation. The amount of economic resources will be influenced by the pattern of work and the type of job. Within a family, circumstances regularly change, meaning roles change and the opportunity to work will change. When circumstances change, individuals will need to change their work patterns. Causes of this change maybe the introduction of new family members, children going to school, or even a family taking on the care of a grandparent. Families may also go through trauma or crisis – divorce, separation or even the death of a family member – these structural changes will mean a family will have to reassess their roles, which may mean making an adjustment to working patterns to meet their wellbeing.

Opening paragraph to include:

- Points from syllabus
- Identification of components (patterns of work and family circumstances)
- Links between the two

Point (cause)

With the addition of a new family member/s (through adoption, multiple births or foster caring), roles have to change. Both adults may be equal

Elaboration (effect)

'breadwinners', but when a couple decides to have a baby at least one of the parents will have to shift their work pattern. Under the fair work standards, maternity and paternity leave is available. Plus, under some awards, the main carer of a child may choose to work part time to balance both work and family. For example, two full-time working couples who have established their careers will not be able to continue to do so following the immediate birth of a child. One parent may continue to work full time, whereas the other may choose to use maternity leave for a year and then return to work on a part-time or job share basis. If this option is unavailable, one partner may be able to negotiate to work from home for some of their working hours, enabling them to balance their work and home life.

Example

Link to wellbeing/back to question (implications)

There will be economic implications of this for the family. They will still have access to financial resources through the full-time worker fulfilling their economic wellbeing, but they may need to budget or reduce their mortgage repayments for the short term to allow for the reduced income. Despite being in an overwhelming situation, their emotional wellbeing will also be achieved, as having time off and changing their patterns of work (to reduce working hours) will allow for a bond to develop between parent and child.

(continued)

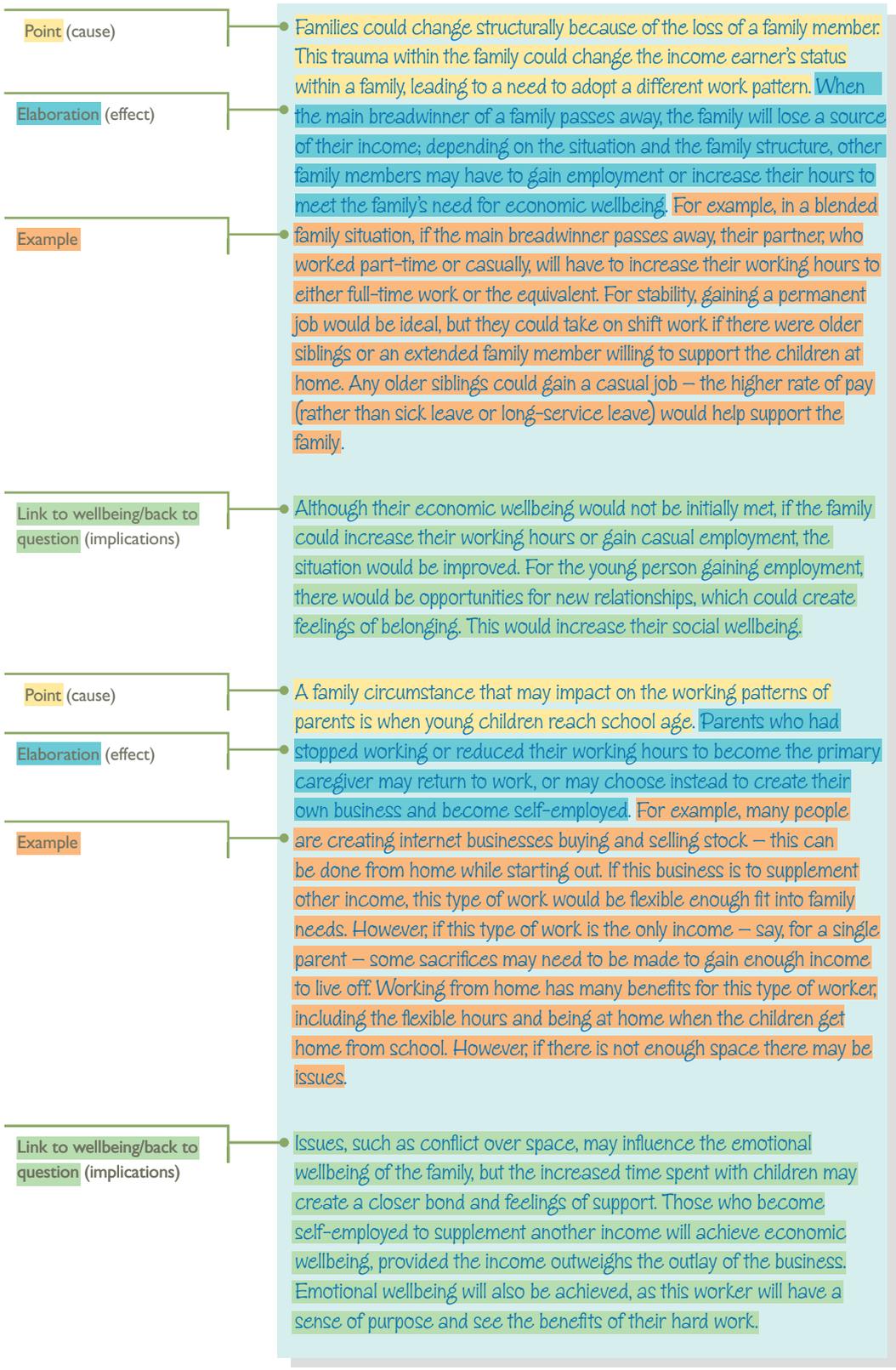


Figure 10.9 Scaffold for HSC option 'Individuals and work' worth 15 marks



'Assess' means to make a judgement of value, quality, outcomes, results or size. Issues to assess: whether laws relating to family do support and protect adults and families.

Assess the role of laws relating to family that support and protect adults and families. (15)

There are many laws relating to family that regulate relationships and aim to support and protect all family members. These laws include the:

- Family Law Act 1975
- Family Law Reform Act 1995
- Family Law Amendment (Shared Parental Responsibility) Act 2006
- Family Law Legislation Amendment (Family Violence and other measures) Act 2011.

The more recent laws have evolved from the Family Law Act and have an integral role in the dissolution of marriage or de facto relationships.

Opening paragraph to include:

- Topic sentence that is relevant to the questions and includes a point from syllabus
- statement of issue to be assessed
- Examples of laws that are relevant

Identify the first law. Elaborate and Explain the law in relation to adults and families. Include relevant Examples.

If a marriage breaks down there will be many decisions that will need to be made by and for family members. The legislation that governs this is the Family Law Act 1975. Under this law one member of a married couple can apply for a divorce if they can prove that there has been an irrevocable breakdown in their relationship. To prove this they must live 'separate and apart' for at least 12 months. This law is based on the 'no-fault concept', which means neither party is blamed for the breakdown and dissolution in marriage. Couples that have been married for less than two years must receive counselling before they are divorced. The main parts of this legal process include Family Court counselling and mediation to decide on property allocation and how to look after any other family members, with paramount consideration given to the 'best interests of the child' in deciding the parenting plan for children.

Judgement paragraph, stating how the law impacts on the support and protection of adults and families

This law had a positive impact because it simplified the process for divorce in Australia. It:

- removed blame from both adults
- allowed legal processes to occur quickly
- checked that newly married couples were counselled before divorcing
- used counselling and mediation to help make decisions
- focused on the welfare of children.

'This had a positive impact because ...' 'Therefore ...'
'This impacts negatively ...'
'This in turn ...'

Continue with this format for each of the laws.

This in turn was believed to support the wellbeing of adults and protect children from the emotional hardship and difficulties of divorce. Unfortunately the Family Court processing was slow and sometimes one parent did not see their children very often according to the parenting plan, so there was also a negative impact.

Identify the next law. Elaborate and Explain the law in relation to adults and families. Include relevant Examples.

The Family Law Reform Act 1995 had greater emphasis on the 'best interests of children' and 'responsibilities' of parents. Primary dispute resolution (e.g. counselling, mediation, arbitration) was to be used rather than court procedures. Couples would have to mediate and come to an agreed conclusion on the care of children and property allocation. If an agreement could not be made, only then would a court hearing be made and a judge would decide the verdict.

(continued)



By using primary dispute resolution there was less conflict as both parties had to agree to conclusions made, and it was cheaper and quicker than court procedures. Although there were advantages in this form of resolution, there were also disadvantages. For example, in some cases there was a power imbalance due to economic resources (money for legal help/advice) or family violence, which meant that adults and/or family members were not adequately supported or protected.

Judgement paragraph, stating how the law impacts on the support and protection of adults and families

- Identify the next law.
- Elaborate and *Explain* the law in relation to adults and families
- Include relevant *Examples*.

With the Family Law Amendment (Shared Parental Responsibility) Act 2006 couples had to attend compulsory mediation before filing for divorce to reduce potential legal processes and costs. The focus also changed to joint parental responsibility for children and practical involvement in their lives.

This amendment put an emphasis on:

- recognising that parents needed to have equal parenting responsibility, not equal parenting time
- the significance of a child's family and social interactions.

Both parents were supported under these changes to the law – each parent was able to have a meaningful relationship with their children; to know them and build their own family traditions. Even though the family structure may have been affected by separation and divorce, there was a positive social and emotional wellbeing outcome.

Link back to question and/or wellbeing

In 2008 further revisions meant that *de facto* couples (including same-sex couples) were dealt with under this legislation. This gave them the same rights as divorcing couples for ending relationships and allocating property. This had a positive impact on the emotional wellbeing of these adults and families as they felt they were being supported because they were being treated the same way as married couples in society.

Judgement paragraph, stating how the law impacts on the support and protection of adults and families

- Identify the next law.
- Elaborate and *Explain* the law in relation to adults and families
- Include relevant *Examples*.

The Family Law Legislation Amendment (Family Violence and Other Measures) Act 2011 aimed to improve the family law's response to family violence and abuse. This law:

- made it easier to disclose family violence to the courts
- updated the definitions of family violence and child abuse and clearly stated the types of behaviour that were unacceptable and ensured appropriate action was taken.

Link back to question and/or wellbeing

These changes prioritised protection from harm for children. This has a positive impact on the emotional wellbeing of families because children and adults know that, if they disclose that violence is happening in a relationship, a parent does not automatically assume their right to shared parenting arrangements.

Judgement paragraph, stating how the law impacts on the support and protection of adults and families

Conclusion that indicates the overall impact of the law on the support and protection of adults and families

The Family Law Act and the Amendments described have emphasised the rights of children and responsibilities of parents. The current laws have evolved to help, support and protect all family members to achieve positive wellbeing after a relationship breakdown.

Link back to question and/or wellbeing

Figure 10.10 Scaffold for HSC option 'Family and societal interactions' worth 15 marks

REVISION QUESTIONS: HSC CORE AND OPTION MODULES

HSC CORE MODULES

Revision questions for the Family and Community Studies HSC core modules are listed below. Exam mark values are shown next to each question.

HSC core: Research methodology

- 1 Describe various research methods researchers can use when conducting research. (5)
- 2 Discuss the processes that are important when planning research. (4)
- 3 It is claimed that in Australia sole parents are the largest group living in poverty. Describe the primary and secondary types of data you would use to test this claim in your local community. (3)
- 4 Differentiate between the sample group and sample size. (3)
- 5 Evaluate the use of an interview as a form of research methodology. (5)
- 6 Outline the limitations of using digital sources of data for research. (2)
- 7 Explain the relationship between sampling methods and reliable research outcomes. (3)
- 8 What are the features of a bibliography and an appendix? (4)
- 9 Compare a case study and an observation as methods of collecting data when conducting research. (4)
- 10 Evaluate the significance of bias and sampling when conducting research. (6)
- 11 The integrity of the researcher and the privacy of individuals involved in the study are important ethical issues to consider in a research project. Justify this statement. (6)
- 12 Outline the aims of a literature review. (4)
- 13 Explain reasons for documenting actions and issues that occur during the research process. (4)
- 14 Discuss strategies for interpreting research from quantitative and qualitative data. (6)
- 15 Examine the purpose of research. (3)

HSC core: Parenting and caring

- 1 Identify health behaviours necessary for maintaining a healthy pregnancy. (2)
- 2 Outline how effective resource management can assist parents in organising their finances to become a parent or carer. (4)
- 3 How can different types of support assist parents or carers to maintain their own wellbeing? (5)
- 4 Outline how a person's own upbringing may impact on their style of parenting. (3)
- 5 Describe the effect that socioeconomic status has on caring for an individual or family members. (4)
- 6 Assess the impact styles of caring can have on the role of the carer. (8)
- 7 Justify the decision of parents to use a grandparent as the primary carer of their child instead of a full-time day care service when they return to the workforce. (6)
- 8 Evaluate the circumstances that may contribute to a parent or carer challenging the social influences on their role. (8)
- 9 Clarify the roles of a new step-parent. (6)

- 10 Tom has recently become the primary carer for his elderly father. He is currently working two days per week and has three primary-school-aged children. Propose strategies to assist Tom in managing his multiple roles. (6)
- 11 Discuss the legal and technological implications that could influence a couple considering surrogacy. (7)
- 12 Analyse the rights and responsibilities of parents and carers to those in their care. (8)

HSC core: Groups in context

- 1 a Explain two high-priority needs for one group you have studied. (2)
b How does a community service group assist in meeting one need identified in part a? (4)
- 2 For a group you have studied, outline how the first language spoken can affect their access to services.
- 3 Describe resources that can enhance access to services for people with disabilities.
- 4 Discuss the impact of aspects of service provision upon people in one group you have studied. (6)
- 5 How does government policy and legislation protect and promote equity in society for one of the groups you have studied? (8)
- 6 Compare the two needs of sense of identity and health for people with disabilities. (6)
- 7 How is access to resources by homeless people affected by their socioeconomic status and location? (6)
- 8 Examine two issues of concern for one group you have studied. (6)

REVISION QUESTIONS: HSC CORE AND OPTION MODULES

- 9 For one group you have studied, explain how diversity within the group can make accessing services difficult. (5)
- 10 Justify the priority of safety and security for homeless people. (6)
- 11 For one group you have studied, analyse the extent to which organisations within the community assist in satisfying their needs. (8)
- 12 Assess the role of advocacy in creating positive attitudes towards individuals of a group you have studied. (7)
- 3 a Outline the role of injunctions related to family violence. (4)
- b Describe methods used to recognise the aged as valuable citizens. (6)
- c Evaluate community support that aims to protect the welfare of individuals across the life span. (15)

HSC option: Social impact of technology

- 1 a Outline two factors that affect families' access to or acceptance of technology. (4)
- b Compare the nature of the technology of the Digital Revolution and the Information Age. (6)
- c Critically analyse the impact of technology on community health and wellbeing. (15)
- 2 a Outline how technological developments have led to an invasion of privacy. (3)
- b Explain why the availability and acceptance of technology varies. (7)
- c Assess the degree to which technology impacts on workplace safety and efficiency. (15)
- 3 a Describe one change that occurred during the Industrial Revolution. (4)
- b Discuss the issue of information overload upon individuals and groups. (6)
- c Evaluate the impact emerging technologies are having on the environment. (15)

HSC option: Individuals and work

- 1 a Outline how working remotely has been influenced by technological developments. (4)
- b Explain how workplace culture and leave entitlements contribute to efficient work practices. (6)
- c Critically analyse the impact of government policy on regulations and entitlements for males and females. (15)
- 2 a Outline the contribution of work to the satisfaction of needs. (4)
- b Describe contemporary labour-force participation across the life span. (6)
- c Analyse the role of personal management skills for youth entering the workplace. (15)
- 3 a Explain how one social factor may cause an individual to move from one pattern of work to another. (3)
- b Describe career preparation strategies to empower youth. (6)
- c Critically analyse strategies that individuals adopt to maintain work–life balance. (15)

HSC OPTION MODULES

Choose the option that you have studied in class. Attempt the three sets of questions. For one set, limit your writing time to 45 minutes, as per the HSC examination. Ask your teacher to mark your answers and give you feedback.

HSC option: Family and societal interactions

- 1 a Outline one law related to assisted reproductive technology. (3)
- b Describe the community's role in providing for the wellbeing of children. (7)
- c Critically analyse community support for meeting the housing needs of the aged. (15)
- 2 a Outline two pieces of safety legislation related to children. (4)
- b Discuss the age appropriateness of rights for young adults. (6)
- c Evaluate legislation that enhances an adult family member's ability to function in contemporary society. (15)

GLOSSARY

accessibility

Refers to the opportunity for families or individuals to reach support networks

adequate standard of living

Primary needs – food, clothing and shelter – that are required by all people

adoption

The legal process where all legal rights and responsibilities are transferred from birth parents to adoptive parents

advocacy

Speaking up for human rights and drawing attention to specific needs and concerns; it most often means working with people and organisations to make a difference

anonymity

Refers to being free from identification

availability

Refers to the opportunity for families or individuals to obtain or use support networks

award

A set of minimum employment standards that is set out and specific for each industry

bias

Unfair preference or distortion

bibliography

A list that includes all the sources you have looked at and used in carrying out your project; common details required include: author's surname and initials; title of the book or article and journal; publisher, place and date of publication

biological parent

One who contributes genetic material as a result of sexual intercourse or Assisted Reproductive Technologies

carer

A person who, formally or informally, provides ongoing personal care to a dependant

case study

A primary research method in which the data collected are in a raw format and have not been gathered or written by another party

communicable diseases

Diseases passed to a person from another person (such as head lice and measles), insects/animals (for example, mosquitoes and bats) and the environment (for example, via water and waste)

communication

The method by which people share their ideas, information, opinions and feelings

community

A group of people within society who have a common background or shared interests, and who may live in a similar area

confidentiality

Refers to a privileged communication that cannot be revealed to another person

conflict

A disagreement between individuals or groups based on a clash of ideas, principles, beliefs or people; this results in a psychological state of turmoil due to these incompatible desires, impulses or states of being

cultural factors

Factors relating to customs, beliefs, values and traditions

culture

The shared products of a human group; these products include both physical objects and beliefs, values and shared behaviours

decision-making

The process of making choices or reaching conclusions based on considering the alternatives available

demographic

Examples of quantitative data that relate to a study of groups in a community

dependant

An individual who is under the care of someone else; includes children and the cared for

digital sources

The internet, computer programs, television and radio, statistics, podcasts, webcasts and other multimedia resources

e-commerce

Transactions, trading or business enterprises that are able to operate using electronic media and internet technologies

economic factors

Factors relating to finance

education

Acquiring knowledge and skills

elder abuse

A single or repeated act, or lack of appropriate action, occurring within any

relationship where there is an expectation of trust which causes harm or distress to an older person (World Health Organization, 2014)

emancipatory

Free of constrictions or constraints; in relation to wellbeing, giving individuals the support and freedom to participate in a variety of situations

emotional factors

Factors relating to feelings

employment

An activity to which one devotes time; exerting energy towards a goal for payment, profit or commission

equity

Fairness and having an equal opportunity to access resources and services

ethics

A system of moral principles or standards governing the appropriate conduct for an individual or group with respect to a specific situation; that is, the principles used to judge right or wrong, good or bad

formal support networks

The systems that exist outside the family group; these networks may be provided by government – federal, state and local – or community organisations including voluntary agencies

fostering

An alternative living arrangement for children whose parents are temporarily unable to care for them in the family home

gender

Refers to a person's deep and personal sense of being masculine or feminine, both or neither; a person's gender expression refers to the outward signs they present to the world around them, including their name, use of pronouns, their style of dress and outward appearance, their mannerisms and their hobbies and interests; gender is considered a social category that is not necessarily related to a person's biological sex

goals

The objectives that an individual aims for in life; the targets that direct an individual's activities and energies and often reflect the values and needs of individuals and families

grievance

A formal communication of dissatisfaction about a work situation or incident

grievance procedure

A formal process that employees may follow to resolve a grievance

harm minimisation

Identifying harms to individuals and society and implementing strategies to minimise these harms

holistic

The concept that everything is interconnected

homophobia

An individual's or society's misunderstanding, fear and ignorance of, or prejudice against, gay, lesbian and/or bisexual people

house husband

A man who lives with a partner and carries out household duties traditionally done by a housewife, rather than going out to work

human rights

The fundamental freedoms and protection given to all people, simply because we are human beings

hypothesis

A problem, question or statement that one proposes to test throughout research; it is usually a positive statement of what the researcher expects to find out; this could ultimately be proven or not proven, depending on the research results

incompatible

A situation in which individuals have basic differences, different goals and aspirations, and are unable to exist, cooperate, blend or get along with one another

informal support networks

The social supports provided by family members, relatives, neighbours and friends

interview

A conversation or discussion between two or more people to collect information or opinions; it is often concerned with their understanding, knowledge or perception of the facts or circumstances related to the topic of research

leader

An individual who guides or directs others by showing them the way, or by telling them how to behave

life span development

A series of stages in an individual's life, each of which brings them closer to adulthood and independence

lifestyle diseases

A group of diseases attributed to an individual's way of life, including diet, exercise, weight-to-height ratio (obesity), cigarette use and alcohol intake; for example, cardiovascular disease, diabetes, lung cancer and bowel cancer

literature review

A secondary research method involving a search and evaluation of existing knowledge on a particular topic

management strategy

A plan or action put in place in order to achieve a goal

mediation

A method of conflict resolution that is carried out by an unbiased individual who works with the disputing parties to help them improve their communication and their analysis of the conflict situation

multiple-role expectations

Expectations placed on a person as a result of the roles they assume, such as being a parent, an employee, a wife or husband, son or daughter, or president of the Parents and Citizens Association

needs

The necessities of life, which are required for survival and physical and mental health

negotiation

The process of discussion between two or more individuals who seek to find a solution to a common problem

non-verbal communication

Communication through physical actions and body language

norm

A standard or pattern of behaviour that is considered normal in a particular society

observation

A research method that requires the researcher to watch and record the

behaviours of their subjects; the researcher may be a participant or non-participant in the research activity

organisation

The action or quality of being systematic and efficient; it infers being orderly and logical

physical factors

Factors relating to physical health and safety

pilot

The test run that is undertaken to check the suitability of question types, wording and layout of a questionnaire; it can be a useful practice phase, and can provide good feedback to the researcher before they undertake the actual research

planning

The process of making plans to achieve or do something

power

An individual's or group's ability to do something or bring about change

power base

The position, area, groups or individuals who provide the foundation of somebody's power or support

primary data

Data that are collected firsthand by the researcher; the information is obtained directly by observing behaviour or asking people questions through interviews or questionnaires

print sources

Books, journals, magazines, newspapers and pamphlets

problem-solving

A method for analysing a situation, generating possible solutions and evaluating the options

procrastination

Inaction, wherein an individual is avoiding or delaying a task that needs to be done for as long as possible

questionnaire

A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes; it is completed by the respondent

ratify

Sign or give formal consent to a treaty, contract or agreement, making it officially valid

reasonably practicable

That which is, or was at a particular time, reasonably able to be done to ensure health and safety, taking into account and weighing up all relevant matters including: a) the likelihood of the hazard or the risk concerned occurring, b) the degree of harm that might result from the hazard or the risk, and c) what the person concerned knows, or ought reasonably to know, about the hazard or risk, and ways of eliminating or minimising the risk (SafeWork Australia, 2011)

reliability

Refers to the consistency of measurement

resolution

The process of resolving a dispute or a conflict by providing for the needs of the disputing parties, and adequately addressing their interests so that they are satisfied with the outcome

resources

Things people use to achieve goals

responsibility

A duty or obligation

rights

Entitlements

role

The part played by somebody in a given social context, with any characteristic or expected pattern of behaviour that it entails

safety and security

Refers to our essential desire to feel protected and safe from threat

sample

A subset of the population selected for measurement, observing or questioning so as to provide statistical information about the population

sample size

The number of participants included in the research study

sampling

The process of choosing the people, place and time to collect primary data

secondary data

Data that have been gathered and recorded by someone else; for instance, information acquired from the internet, videos, databases, reference and textbooks, pamphlets and statistical reports of other people's research

self-esteem

An individual's self-perception, self-value or self-worth

sense of identity

An individual's idea of who they are

social factors

Factors relating to interaction with other people

socialisation

The lifelong process by which individuals learn and recognise patterns of behaviour expected of them by society

social parent

One who has parental responsibilities for a child they do not share a genetic relationship with

sociogram

A map that is used to track/record interactions between individuals within a group; directional arrows show the flow of interaction

spiritual factors

Factors relating to moral and/or religious areas

step-parent

A man or woman who marries or forms a de facto relationship with a partner who has a child or children from a previous relationship

structured interview

A planned interview with a set of predetermined questions developed by the researcher

surrogacy

An arrangement between a couple who cannot have a baby and a woman who gets pregnant on the couple's behalf; the child is handed to the couple after delivery

surrogate

A woman who becomes pregnant on behalf of a couple who cannot have a child

survey

A set of formally prepared questions that seek information on a person's knowledge, beliefs, feelings, opinions, likes or dislikes; it is filled in by the researcher after asking the respondent questions

technology

The study, development and application of devices, machines and techniques to manufacturing and productive processes

technophobic

An individual who is fearful of using modern technologies; this may be due to their inability to understand the technology and its possibilities, or a fear of not having immediate mechanical control over the technology

trade union

An organisation that has been created by workers for the purpose of protecting and advancing their interests and wellbeing

transistor

A basic electrical component that alters the flow of an electrical current and acts as a switch that turns signals on and off; the building blocks of integrated circuits, such as computer processors

transphobia

An individual's or society's misunderstanding, fear and ignorance of, or prejudice against, transgender people

underemployed

Workers who need/want more working hours to fulfil their own or their family's basic needs

unstructured interview

A more discussion-like interview with the researcher planning areas for discussion without developing the actual questions

validity

Refers to measurement that accurately reflects what it was intended to measure

values

Qualities that an individual or family believes to be desirable and important in life

verbal communication

Communication through the use of sounds and words; that is, oral or written language

wants

Preferences or desires not necessary for survival or for the maintenance of good health

wellbeing

The degree of satisfaction that an individual or group experiences when needs are met

work

Energy directed towards a goal

workplace culture

The feelings or atmosphere and environment created by a business for employees, employers and the wider public

INDEX

- Aboriginal and Torres Strait Islander people 158, 216
- Aboriginal Housing Office 165
- accessibility 16, 18, 361
- accommodation 155–3, 165, 200
- adequate standard of living 7, 361
- life span development 101, 102, 103, 105, 106
 - and specific groups 152–3, 162, 178–80, 197
 - and work 294
- adolescence 102–3, 196
- see also youth
- adoption 70, 187, 215–16, 221, 361
- adoptive families 70–1
- adulthood 103–5
- advocacy 192–3, 209–10, 361
- advocates 65
- aesthetic needs 9
- age 16, 156, 168, 183, 201, 231–2, 268
- aged 105–6
- aggressive approach 66
- aggressive communication 24
- agreement 64–5
- alcohol 179, 180
- annual leave 326
- anonymity 123, 361
- appendix 148
- appliances 262
- applications 262
- apprenticeships 306, 333, 334, 337
- arbitration 92, 321
- assertive approach 66
- assertive communication 24
- Assistance with Care and Housing for the Aged 165
- Australian Youth Forum 210
- authoritarian style 241
- autocratic leadership 57
- automation 308
- availability 16, 18, 361
- awards 319–21, 361
- best practices 126–7
- bias 123–4, 361
- bibliographies 134, 147–8, 361
- biological parents 215, 361
- bisexual 176
- blended families 72
- breaks (study) 341
- cameras, wearable 286–8
- cancer 179
- career planning 333–6
- carers 214, 223, 361
- becoming 228–31
 - factors affecting roles of 231–48
 - paid 109
 - personal influences on 233–8
 - responsibilities of 245–8
 - rights of 243
 - roles of 226–7
 - social influences on 238–41
 - styles of 241–2
 - support for 249–52
 - types of 223–6
 - work and life balance 329
- carers' leave 325–6
- caring 214
- case studies 61–2, 139–40, 288, 361
- casual work 301
- Centrelink 207
- change 29, 94–7
- child care 255, 324
- childhood 101–2
- childless families 72
- children 111, 243–4
- see also dependants
- closed questions 83
- clothing 7
- cluster samples 118, 119
- cognitive needs 9
- cohesiveness 47
- coming out 178
- commitments, multiple 235–7
- communal families 72
- communicable diseases 101, 361
- communication 22–6, 286, 361
- communications 262–3, 266–7
- communities 81, 361
- change in 94–7
 - decision-making in 90–4
 - formation 81–2
 - groups within 88–9, 150
 - wellbeing in 4
- community attitudes 192–5, 238–9
- community organisations 18, 86–7, 188–9, 251–2
- community petitions 91
- computers 308
- conciliation 321
- confident decisions 26
- confidentiality 123, 158, 170, 181, 185, 203, 361
- conflict 61, 62, 361
- conflict resolution 64–6, 321
- conformity 47
- consensus 92
- consumer services 266–7
- contract work 302
- convenience sampling 118
- cooperative approach 66
- copyright 283
- counselling 155, 166, 200, 256
- Crisis Accommodation Program 165
- cultural factors 3, 16, 361
- culture 44, 48, 269, 361
- and specific groups 156, 168, 184, 202, 233
- data
- collecting 134–40
 - recording 34–5, 52–3, 61, 84–5, 134–40
 - sources of 121, 133–4
 - types of 120
- data analysis 37
- databases 262
- De Bono's Six Thinking Hats 98
- de facto 186
- de facto families 73
- decision-making 25–6, 28–9, 90–4, 361
- democratic leadership 57
- democratic style 241
- demographic 82, 361
- Department of Housing (DoH) 165
- dependants 214, 361
- and age 231–2
 - capabilities of 232
 - and discipline 247
 - relationships with 227
 - rights of 244
 - setting limits 246
 - special needs of 232, 238
 - specific needs of 226–7
 - wellbeing of 227
- diaries 140
- digital information 111
- Digital Revolution 263–4
- digital sources 121, 361
- disability 17, 150, 269
- and specific groups 168–9, 184, 202
- discipline 247
- discrimination 189–90

- drug use 180
- duty of care 245–6
- e-commerce 281, 361
- economic cycle 313–14
- economic factors 3, 269, 281, 285, 296, 312–14, 361
- education 6, 33, 48, 306, 361
 - life span development 100, 102, 103, 104, 105
 - and specific groups 153, 162, 180, 193–4, 197–8, 210, 229, 234–5
 - and technology 269, 275, 280–1, 285
 - and work 294, 307
- education levels 156, 168, 183–4, 202
- education services 155, 166, 200, 253–4
- effective communication 25
- efficiency 280, 325–7
- elder abuse 242, 361
- election process 92
- emancipatory 260, 361
- emotional factors 3, 361
- employees 316, 328, 337
- employers 317
- employment 7, 201, 294, 297, 361
 - life span development 101, 102, 103, 105, 106
 - and specific groups 153–4, 163, 166, 180, 198, 332–8
 - and work patterns 309
- energy (physical) 157, 170, 184, 203
- entertainment technology 263, 274
- Environment Protection Authority (EPA) 91
- environmental factors 91, 97, 285
- Equal Employment Opportunity (EEO) 319
- equal opportunity 16
- equipment 280
- equity 150, 188–92, 208, 284–6, 361
- esteem 9
- ethical behaviour 123–4, 130
- ethics 123, 284, 361
- exam tactics 345–58
- exams
 - extended-response questions 353–8
 - key terms 345–6
 - multiple-choice questions 347–8
 - short-answer questions 349–52
 - structure of 346–7
- experiences, past 14, 28, 48, 235
- extended families 73
- extended-response questions 353–8
- external change 94
- families 70, 311
 - change in 94–9
 - and needs 76–80
 - and relationships 80
 - and technology 271–4
 - types of 70–5
 - and wellbeing 80
 - and work patterns 311–12
- finances 230–1
- financial support services 155, 164–5, 200, 254
- flexibility 280
- flexible work patterns 323
- food 7, 277
- formal carers 226
- formal support 251–2, 253–6
- formal support networks 17, 18, 98, 361
- foster families 73
- fostering 217, 221–2, 361
- friends 17, 250–1
- full-time work 297, 300
- gadgets 262
- gastric-banding surgery 278
- gay 175–6
- gay, lesbian, bisexual, transgender and intersex (GLBTI) individuals 173
 - access to services 181–5
 - addressing issues of concern 185–91
 - and advocacy 192–3
 - age groups 174
 - characteristics of 183–4
 - contributions made by 192–5
 - diversity 174–5
 - issues of concern for 178–85
 - needs of 178–81
 - organisations supporting 188–9
 - prevalence 173
 - and resources 184
 - terminology used to describe 175–8
- gender 16, 174–5, 361
 - and communication 26
 - construction of 111
 - and groups 42, 50
 - and specific groups 156, 168, 183, 202, 239–40
 - and technology 270
 - and work patterns 309–10
- gender diverse 177
- gender expression/presentation 174
- gender identity 174
- geographical location 269–70
- global community organisations 87
- goals 361
 - and groups 42
 - incompatible 62
 - setting 10–11, 340
 - types of 10–11
- GoPro cameras 286–8
- government organisations 18, 86–7, 188, 207, 210, 251
- government policies 185–7, 205, 312
- graphs 85, 141–2
- grievance procedure 321, 362
- grievances 321, 362
- groups 39
 - within communities 88–9, 150
 - conflict within 61, 62
 - as data sources 121
 - effectiveness 41, 45
 - and leadership 60
 - membership of 44
 - power within 55–61
 - reasons for formation 41–4
 - roles of individuals 45
 - roles people adopt 48–51
 - types of 39–40
 - values of 47
 - wellbeing in 4
- harassment 190
- hardware 261–2
- harm minimisation 102, 362
- health 6
 - life span development 100, 101, 103, 104, 105
 - and specific groups 153, 154, 162, 179–80, 190, 197
 - and technology 276
 - and work 293
- health and safety 284, 318
- health behaviours 228–9
- health care 155, 165, 200, 253
- health professionals 109–10
- heredity 49
- hesitant decisions 26
- hobbies 330
- holistic 6, 362
- homeless people 17
 - access to services 164–71
 - characteristics of 168–70
 - defined 158–9

- diversity 159–60
- groups of 159
- issues of concern for 161–71
- prevalence 159
- priority needs 164
- and resources 170
- satisfaction of needs 161–3
- terminology used to describe 161
- homophobia 180, 362
- homosexual 175
- house husbands 240, 362
- household technologies 272
- housing 7, 165, 200
- human resources 12–13
- human rights 173, 362
- hypothesis 116–17, 362

- impulsive decisions 26
- in the closet 178
- incompatible 62, 362
- Independent Research Project (IRP) 116, 125–6
 - accessing data 133–4
 - analysing results 142–4
 - appendix 148
 - best practices 126–7
 - bibliographies 134, 147–8
 - body of 146–7
 - collecting and recording data 134–40
 - conclusions 144–5
 - conducting research 132–40
 - diaries 140
 - documenting actions 140
 - ethical behaviour 130
 - interpreting research 141–5
 - introductions 146
 - planning steps 128–33
 - presentations 145–7
 - presenting findings 141–2
 - presenting research 145–8
 - project plans 131–2
 - proposal 128–30
 - research methods 130–1
 - resources 128
- individuals
 - attitudes in groups 60
 - and conflict resolution 66
 - as data sources 121
 - personal commitments and interests 328–30
- power within groups 56
- roles adopted in groups 48–9
- roles adopted with change 96
- roles in groups 45
- socialisation of 99–106
- strategies for managing multiple roles 330–2
- wellbeing 4
 - and work 292–6, 316–27, 328
 - work and life balance 327–32
- indulgent style 242
- ineffective communication 25
- infancy 100–1
- informal carers 224–5
- informal resources 167
- informal support networks 17, 98, 249–52, 362
- information 107–8, 111, 121, 283
- Information Age 264–5
- information and communication technology 272–3, 279–80, 282–3
- information overload 283
- integrity 123
- intercountry adoption 216
- interests 42
- internal change 94
- Internet 263
- intersex 178
- interviews 33–7, 137–8, 362
- intrafamily adoption 216
- introductions 146
- intuitive decisions 26
- IVF treatment 220

- job sharing 301, 323

- key terms 345–6
- Kids Helpline 207
- kinship 74
- kinship families 74–5
- kitchens 324
- knowledge 157, 170, 184, 203, 229

- labour force 297–9
- laissez faire leadership 58
- language spoken 156–7, 168, 184, 202
- leaders 45, 362
- leadership 56–60, 328
- learning styles 340
- leave entitlements 325–7

- legal aid 155, 166, 201
- legal rights see rights
- legislation 90, 97, 185–7, 205, 221–2, 243–4, 318–19
- leisure 279
- lesbian 176
- life span 100–6, 299–304
- life span development 99–100, 362
- lifestyle diseases 103, 362
- listeners 340
- literature reviews 107–8, 133–4, 362
- lobbying 91
- local adoption 216
- locality 42
- long-service leave 325–6
- lose-lose resolution 65

- Madden, Jean 163
- management skills 332
- management strategies 236, 362
- marketing yourself 333–5
- Maslow, Abraham 7
- Maslow's hierarchy of needs 7–9, 161
- media 51, 110–11, 263
- media stereotypes 241
- mediation 64–5, 321, 362
- medical technology 276–8
- mental health 179–80
- Mission Australia 88, 210
- money 157, 170, 184, 203
- multiple-choice questions 347–8
- multiple-role expectations 105, 327–32, 362

- National Employment Standards (NES) 319–20
- needs 5, 362
 - and communities 88–9
 - and families 76–80
 - and groups 43
 - hierarchy of 7–9, 161
 - priority 154, 164, 199
 - satisfaction of 10–12, 88–9, 152–4, 161–3, 197–9, 226–7
 - specific 5–7
 - of specific groups 152–4, 161–4, 178–81, 197–9, 226–7, 232, 238
 - and work 293–4
- negligence 242
- negotiation 64, 330, 362
- neighbours 17, 251

non-human resources 12–13, 32
non-verbal communication 23, 362
norms 47, 362
nuclear families 73

obesity 179
observations 51–5, 139, 362
Office of Community Housing 165
Office of Environment and Heritage (OEH) 91
online networks 110
open-ended questions 83
opening hours 157, 170, 185, 203
organisation 20–1, 362
organisational tools 20
organisations 188–9, 207
outcomes 65–6, 96
out-of-home care adoption 216

paid carers 109
paid work 293–4
parental leave 187, 326
parenting 214
parents 214
 becoming 228–31
 factors affecting roles of 231–48
 personal influences on 233–8
 responsibilities of 245–8
 rights of 242–3
 roles of 226–7
 social influences on 238–41
 styles of 241–2
 support for 249–52
 types of 215–22
 work and life balance 328
participation rates 297–8
part-time work 297, 300
passive approach 66
passive communication 24
peer acceptance 50
peers 109
people with disabilities 150
 access to services 155–8
 characteristics of 156–7
 diversity 151
 issues of concern for 152–8
 prevalence 151
 priority needs 154
 and resources 157
 satisfaction of needs 152–4
 terminology used to describe 152

People with Disability Australia 152
permanent care 216
permanent change 95
permissive/indulgent style 241
personal factors 48–9
personal management skills 19–30, 33
petitions 91
physical environment 229–30
physical factors 3, 362
physiological needs 9
PICOT 117
pilot 134, 362
planned change 94
planning 20–1, 362
power 55, 362
 within groups 55–61
power bases 55, 362
prayer rooms 324
presentations 145–7
primary carers 223
primary data 120, 362
print information 111
print sources 121, 362
privacy 123, 282–3
problem statements 117
problem-solving 29–30, 362
procrastination 340, 362
project diaries 140
project plans 131–2
protesting 91

qualitative data 120, 141
qualitative methods 52–3
quantitative data 84–5, 120, 141
queer 176
questionnaires 82–6, 134–7, 362
questions
 answering exam 347–58
 key terms 345–6
 research 116–17
 types of 34, 83, 347–58

random samples 118
ratify 243, 362
rational decisions 26
reasonably practicable 318, 363
recreation 330
referencing information 134, 147–8
referendum 92
relationships 50, 60, 80, 89, 227
relatives 17, 109, 249–50

relaxation 342
reliability 122, 363
religion 43, 233–4, 270, 330
research
 conducting 132–40
 ethical behaviour 123–4
 focus of 116–17
 planning steps 128–33
 presenting 145–8
 process steps 127
 purpose of 116
 questions 116–17
 sources of data 121–2
 see also Independent Research Project (IRP)
research methods 54, 116, 124, 130–1
research proposal 128–30
research results
 analysing 37, 142–4
 conclusions 144–5
 presenting 54, 84–5, 141–2
resolution 65, 363
resource management 14–17, 32–7
resources 12, 363
 access to 16–17, 28
 informal 167
 interchangeable 13, 32, 330–1
 managing 128
 specific 12–13
 and specific groups 157, 170, 184, 203
 study 344–5
 sustainability 13, 32, 330–1
respect 123
respite care 256
responsibilities 245–8, 316, 317, 337, 363
résumés 333, 335–6
retraining 306–7
revision 343–4
rights 195, 210, 242–4, 316–17, 337, 363
robotics 308
roles 45, 363
 changes in 96
 and groups 45, 48–51
 and individuals 45, 48–9, 96
 of parents and carers 226–7, 231–48

safety 9, 280, 318
safety and security 6, 43, 282–3, 293, 363
 life span development 100, 101, 102, 104, 105
 and specific groups 154, 163, 180, 198

- safety technology 279
- same-sex attracted 175
- same-sex couple families 74, 174
- same-sex couples 74, 173, 187, 191
- sample size 120, 363
- samples 117, 119–20, 363
- sampling 117, 118–19, 363
- search engines 121
- seasonal work 303
- secondary data 120, 363
- security 6, 363
 - see also safety and security
- self-actualisation 9
- self-confidence 48
- self-employed 302
- self-esteem 48, 363
- self-leadership 56
- sense of belonging 48
- sense of identity 6, 294, 363
 - life span development 100, 102, 103, 104, 106
 - and specific groups 154, 163, 180–1, 199
- services
 - and confidentiality 158, 170, 181, 185, 203
 - factors affecting access to 156–8, 168–71, 182–5, 201–4
 - informal 167
 - location of 158, 170, 185, 203
 - opening hours 157, 170, 185, 203
 - for specific groups 155–8, 164–71, 181–5, 199–204
 - staffing of 158, 170, 185, 204
 - types of 154–5, 164–7, 181, 199–201, 253–6
- setting limits 246
- sexual health 179, 190
- sexuality 43, 175
- SHE SEAS 5–6
- shelter 7
- shiftwork 303
- short-answer questions 349–52
- sick leave 327
- sleep 342
- social environment 204–10
- social factors 4, 50–1, 221–2, 363
- social interaction 43
- social needs 9
- social parents 215–22, 363
- socialisation 99, 109–12, 363
- sociocultural factors 29
- socioeconomic status 16, 157, 169, 184, 202, 237–8
- sociograms 52, 363
- software 262
- sole parent families 74
- SPECS 2
- spiritual factors 3, 233–4, 363
- spiritual homelessness 158
- St Vincent de Paul 88
- standard of living see adequate standard of living
- status 296
- step-parents 219, 222, 363
- stratified random samples 118, 119
- Street Swags 163
- structured interviews 35, 363
- study 324–5, 330
 - resources 344–5
- study groups 342
- study skills 340–2
- suicide prevention 179
- summaries 342–3
- support 17–18, 98, 249–52, 331
- support networks 32
- support people 65
- Supported Accommodation Assistance Program (SAAP) 164
- surrogacy 220, 222, 363
- surrogates 74, 363
- surveys 82–6, 134–7, 363
- sustainability 13, 32, 330–1
- Sydney Gay and Lesbian Mardi Gras (SGLMG) 194
- systematic random samples 118
- tactile/kinesthetic learners 340
- tasks
 - chunking 341
 - and leadership 60
 - prioritising 20, 21
- technological development
 - impact of emerging 284–6
 - and information and communication technology 282–3
 - issues relating to 286–8
 - reasons for 265–7
- technology 260, 306, 308–9, 363
 - and change 97
 - factors affecting access to and acceptance of 268–70
 - as hardware 261–2
 - impact of emerging 284–6
 - impact on lifestyle 270–81
 - as organisation of knowledge 262–3
 - and social parents 221–2
 - as software 262
 - use of 265, 331
 - and work patterns 309
- technophobic 282, 363
- telephones 265–6
- temporary change 95
- temporary work 302
- time
 - and exams 345–6
 - and specific groups 157, 170, 184, 203
- tobacco 179, 180
- to-do lists 341
- Toffler, Alvin 283
- toys 262
- trade unions 322–3, 363
- traineeships 306, 333, 334–5, 337
- training 33, 333
 - see also education
- transcendence needs 9
- transformational leadership 58
- transgender 177
- transistors 263, 363
- transphobia 180, 363
- transport 155, 165, 200, 266–7, 275–6
- underemployed 294, 363
- unemployment 297, 309, 338
- United Nations Convention on the Rights of Persons with Disabilities 150
- unpaid work 293–4
- unplanned change 95
- unstructured interviews 35, 363
- validity 122–3, 363
- values 14, 28, 47, 363
- verbal communication 23, 363
- Vibewire 92
- violence 190
- visual learners 340
- visual learning aids 341
- volunteer work 293–4, 303, 329
- voting 92
- wants 5, 10–12, 363
- wearable cameras 286–8
- websites 262, 344–5

welfare groups 207
wellbeing 2, 363
 and change 95–6
 and communities 89
 enhancing 12
 factors affecting 2–4
 and families 80
win–lose resolution 65
win–win resolution 65
work 292, 363
 and life balance 327–32
 reasons people work 292–6
work conditions 319–22
work experience 333, 334
work patterns 299–304
 flexible 323

 social factors leading to changing
 306–16
 and youth 336
working remotely 304
Working With Children Check (WWCC) 210
workplace
 and individuals 316–27
 introduction of technology into 281–2
 structures 280–1, 332
 and technology 279–82
workplace culture 324–5, 363

youth
 access to services 199–204
 addressing issues of concern 204–8
 as carers 223

 characteristics of 201–2
 contributions made by 208–10
 defined 195
 diversity 196
 as employees 337
 employment of 332–8
 issues of concern for 197–204
 organisations supporting 207
 prevalence 195
 priority needs 199
 and resources 203
 satisfaction of needs 197–9
 terminology used to describe 196
 unemployment 338
 and work patterns 336

Nelson Community and Family Studies second edition is an essential tool for all students wanting to succeed in CAFS!

This revised edition continues its fresh approach to a very practical, discussion-based subject, and has been written to match the new course exactly.



NELSON
CENGAGE Learning

For learning solutions, visit cengage.com.au

ISBN: 978-0170347990



9 780170 347990