Exploring CAFS



Community and Family Studies

Preliminary and HSC

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Titan Education

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Introduction

Exploring CAFS

Terms

There are common terms used throughout 'Exploring CAFS', particularly within the learning activities. Such terms require responses to be shaped accordingly - descriptions of each are listed below.

Visit your local library for a range of HSC specific material such as HSC collections, books, journals and articles.

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

Internet activity

Use the following websites for HSC help:

- Join HSCedge online **www.tsfx.com.au**
- New HSC Online **www.hsc.csu.edu.au**
- NSW Students Online **www.studentsonline.bos.nsw.edu.au**

Using 'Exploring CAFS'

This textbook covers all cores throughout the Preliminary and HSC Community and Family Studies course and two options from the HSC syllabus: Social Impact of Technology and Individuals and Work. For each chapter there is a chapter overview, a variety of contextual case studies and a series of revision questions designed to test knowledge of key concepts.

Throughout each chapter there are a series of reoccurring boxes:

Learning activity

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

Internet activity

'Exploring CAFS' features Internet based activities that build upon ICT skills and reinforce key concepts.

Case study

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

What is CAFS?

Community and Family Studies focuses on the functioning of contemporary society by exploring components including family studies, sociology, developmental psychology and life experiences.

Community and Family Studies is influenced by an ecological model that describes the interactions and interdependence between an individual and their family, community and society.

Throughout the course, students will develop knowledge, skills and attitudes relevant to each module.

Internet activity

For more information relating to Community and Family Studies, view the HSC syllabus on the NSW Board of Studies website **www.boardofstudies.nsw.edu.au**.

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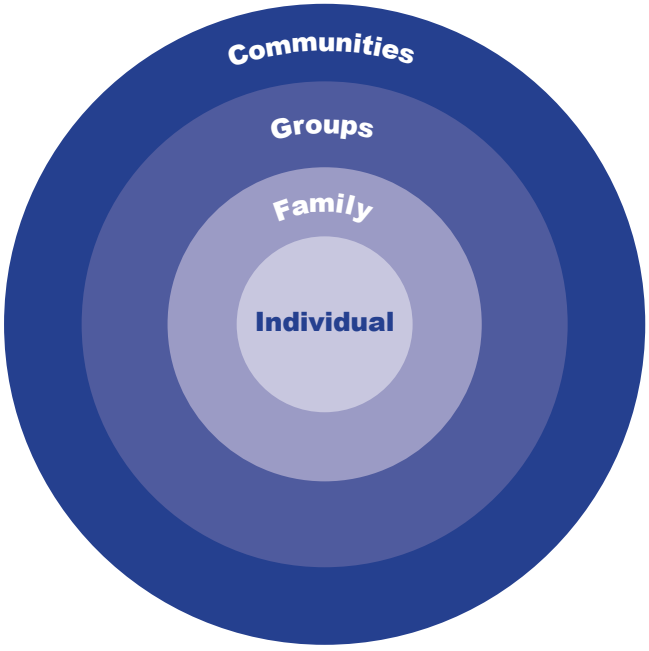


Figure 0.1
CAFS is influenced by the interactions and interdependence between an individual and their family, community and society.



Figure 0.2
Keeping an up to date journal is essential to HSC success.

Introduction to research

The Community and Family Studies course relies heavily upon research methodologies – the techniques, methods and procedures used when searching for knowledge.

Research is investigation based on the intention of finding out information.
It is an involved process beginning with the need for research and ending with the presentation of findings.

Figure 0.3 graphically represents the research process. Each process has a specific function:

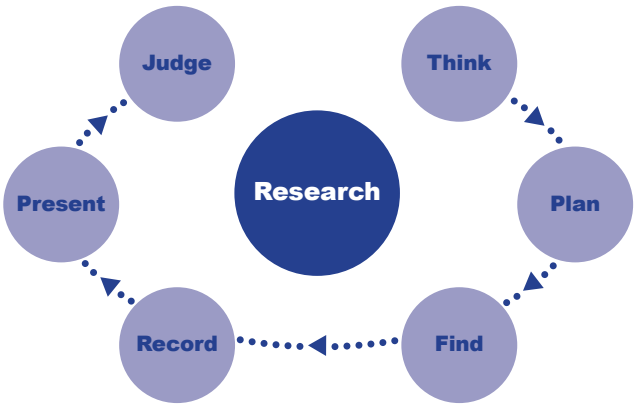


Figure 0.3
The research process.

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

Introduction to the IRP

As part of the HSC, students are required to complete an Independent Research Project in the context of the HSC core module – Research Methodology.

Internet activity

Visit the following website for research help:

- **www.big6.com**

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

- individuals
- groups
- families
- communities
- resource management

The Independent Research Project consists of three parts:

1. the project plan
2. the project diary
3. the product

Internet activity

Visit the Community and Family Studies section of **www.boredofstudies.org** and read previously written IRPs.

The assessment of the Research Methodology Module including the Independent Research Project contributes to the school-based assessment. The weighting for each part should reflect school and Board of Studies' policies, as well as the time and effort afforded to each.

The project plan

- provides an initial summary and outline of the complete research process

The diary

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

The product

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

Chapter 1

Resource management

Chapter overview

Resource management is an essential skill we need in order to complete our day-to-day activities. We need to manage the resources that are associated with our wellbeing, needs and wants, and values and standards.

We manage our resources by implementing the skills and practices that are associated with goal setting, communication and decision making.

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



Figure 1.1
Resource management skills help maintain wellbeing.



Module focus

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



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Table 1.1 Preliminary Core: Resource Management syllabus.

Students learn about:	Students learn to:
fundamental concepts of resource management	
wellbeing	
▪ defining wellbeing ▪ factors affecting wellbeing – emotional – economic – cultural – physical – spiritual – social ▪ individual and group wellbeing	▪ explore the concept of wellbeing by considering the following questions: – what is the opposite to wellbeing? – how do people describe wellbeing? – why might there be different understandings of wellbeing? ▪ analyse the relationship between the factors and explain how they can impact on wellbeing ▪ discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong
needs and wants	
▪ defining needs and wants ▪ specific needs – adequate standard of living (food, clothing, shelter) – health – education – employment – safety and security – sense of identity ▪ Maslow's hierarchy ▪ satisfaction of needs and wants – goal setting – enhancing wellbeing	▪ describe each of the specific needs and compare the significance of each to different individuals ▪ critique Maslow's hierarchy and debate its relevance and validity after considering contemporary views on human needs ▪ outline a specific need that is significant to them and explain how goal setting can contribute to the satisfaction of that need
resources	
▪ defining resources ▪ specific resources – human, eg energy, knowledge, intelligence, sight, language, skills and abilities, motivation – non-human, eg food, clothing, money, electricity, shelter ▪ interchangeability of resources ▪ resource sustainability (to conserve a resource)	▪ describe a range of resources and explain how they assist in satisfying specific needs ▪ propose how resources could be interchanged to enhance wellbeing in a variety of situations ▪ outline strategies individuals use to conserve human and non-human resources

Table 1.1 Preliminary Core: Resource Management syllabus. *Continued…*

Students learn about:	Students learn to:
influences on resource management	
factors affecting resource management	
▪ personal values and past experiences ▪ factors influencing availability of and access to resources, eg age, gender, disability, culture, socioeconomic status ▪ access to support – informal, eg relatives, friends, neighbours – formal, eg government agencies, community organisations	▪ explain how a combination of factors can influence resource management for a range of individuals, including: – a person with a disability – a person who is homeless – a 16-year-old male – a retired aged person ▪ describe how access to support can contribute to the satisfaction of specific needs in a range of situations
personal management skills	
▪ planning and organisation ▪ communication – verbal and non-verbal – assertive, aggressive, passive – characteristics of effective communication ▪ decision making – decision-making styles – impulsive, intuitive, hesitant, confident, rational – factors influencing decision making ▪ problem solving	▪ assess the extent to which personal management skills can influence resource management ▪ use scenarios to apply and refine their personal management skills to relevant and contemporary challenges ▪ identify and challenge gender expectations in regard to personal management skills
effective resource management	
strategies for effective resource management	
▪ using interchangeable resources ▪ adopting sustainable behaviours ▪ accessing support ▪ developing personal management skills ▪ engaging in education or training	▪ propose and evaluate strategies individuals can adopt to effectively manage their resources in a range of life contexts, eg caring for a family member, completing the HSC, seeking employment

Table 1.1 Preliminary Core: Resource Management syllabus. *Continued…*

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

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

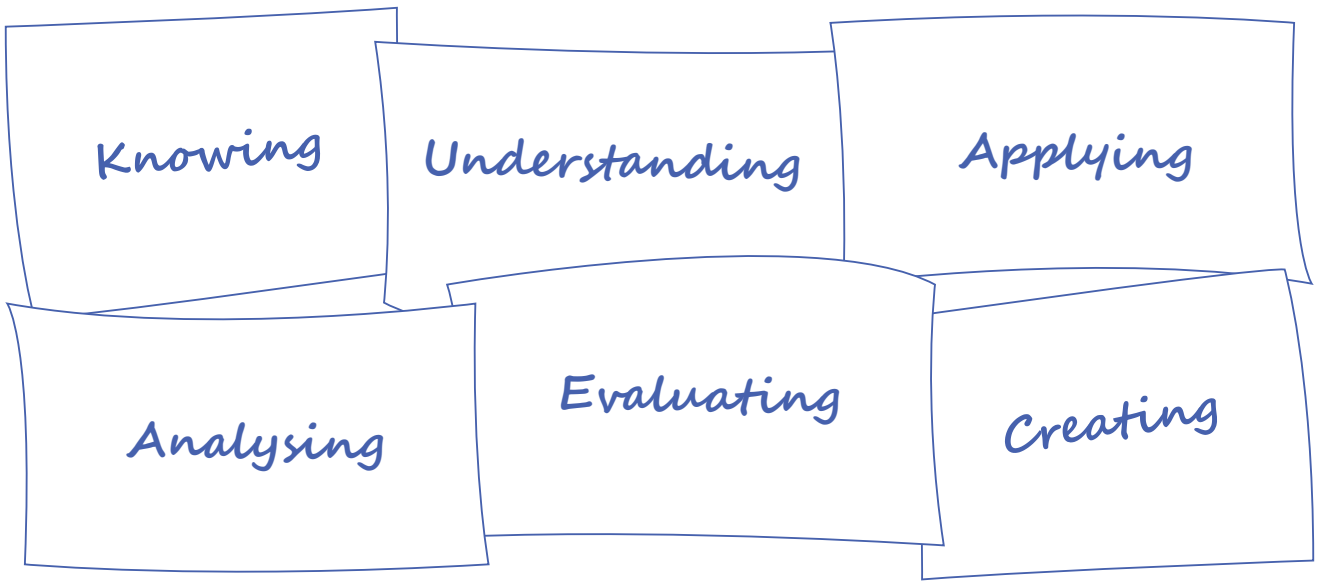


Table 1.2 Matrix of learning and understanding.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Define the term 'wellbeing'.	Discuss the difference between a want and a need.	Make a collage of your specific needs, and explain why you have included them in the collage.
Explain where a person could access support in relation to the factors that affect resource management.	Distinguish between the strategies for managing resources effectively.	Conduct an interview, which is a primary research method.
Outline Maslow's Hierarchy.	Research a celebrity who is dealing with conflict. List how the factors that affect wellbeing are contributory to the celebrity's conflict.	Discuss the importance of the resource-management strategies.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Research websites you can use to enhance your wellbeing. Record your findings, and assess whether or not you think each idea would work.	Explore the advantages and disadvantages of using interviews as a primary research method.	Act out a scenario for the class in order to highlight poor communication skills. The class members are to guess what went wrong and how to avoid it.
Using visual aids such as a mind map, demonstrate how all the factors that affect wellbeing are interrelated.	Evaluate how specific resources differ and how the difference could have an impact on your wellbeing.	Design a 'SMART' goal and create a list of actions necessary to achieve the goal.
Discuss how resources can be interchangeable, and provide examples.	Discuss a recent media event in which bad or poor decision making was explored.	Create a self-help guide in which you explain how best to attain effective personal-management skills.
Think of a time you had a communication breakdown, and reflect on why you think it happened. Analyse what changes you could make in order to prevent similar communication breakdowns from recurring.	Choose two verbal and two non-verbal methods of communication, and evaluate ways in which people can use them correctly in order to avoid miscommunication.	In groups of six, run a debate in which the participants explore whether or not Maslow's Hierarchy remains valid in today's society.

Fundamental concepts of resource management

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

Wellbeing

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



Figure 1.2
Spiritual wellbeing is essential for your overall health.

Defining wellbeing

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

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

Factors affecting wellbeing

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

Table 1.3 Factors affecting wellbeing.

Factor	Definition
Emotional wellbeing	Our feelings, state of mind and developmental stage. The word 'emotions' means how we feel and what moods we experience. Our emotional wellbeing can change several times a day, depending on what happens throughout the day.
Economic wellbeing	Our income, economic resources, global economy and socioeconomic status. As we mature, our economic needs might change, so our economic wellbeing will change too. For example, when we are infants, we do not have an income because our parents support us, but as we start to age and become independent, we need to start making money so we can support ourselves.
Cultural wellbeing	Our morals, customs, family beliefs and traditions. If we feel confident and comfortable in relation to our culture, we are likely to experience a positive level of cultural wellbeing, but if we feel confused about our cultural identity and who we are, we might be going through a period during which we have a low level of cultural wellbeing.
Physical wellbeing	Characteristics such as our physical health, fitness and appearance. Like our emotional wellbeing, our physical wellbeing can change at various times throughout the day. Physical wellbeing involves being mobile and physically active but is also characterised by absence of physical injury.
Spiritual wellbeing	Our religion, beliefs, values and standards. Depending on our beliefs and values, the emphasis we place on our spiritual health will vary. For example, a woman might pray and go to church every day whereas a man might meditate in the privacy of his own home. Both people are working on maintaining a positive level of spiritual wellbeing.
Social wellbeing	Our relationships, socialising, social networks and communication. Similar to in the case of spiritual wellbeing, we might have different expectations of what we like socially and will therefore gain different types of fulfilment from our socialising. Some people are introverted but won't necessarily have a worse level of social wellbeing compared with someone who is extroverted.

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

Individual and group wellbeing

Individual wellbeing and group wellbeing can be either independent of each other or dependent on each other. The determining factor is the person's or group's circumstances. When the two types of wellbeing are dependent on each other, they can have both positive and negative effects. In groups, people find a structure that meets their basic need to belong.

Internet activity

Visit **www.australianunity.com.au/wellbeingindex** and check out the 'Results at a glance'. Complete the Personal Wellbeing test at 'Check Your Wellbeing Here'.

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

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

Learning activity

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

Needs and wants

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

Defining needs and wants

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



Figure 1.3
Wants versus needs.

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

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

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

Special needs

We have to meet some specific needs in order to survive and have a healthy level of wellbeing. These needs are classified as being 'special needs' and are the minimum we should be able to meet in order to have a healthy level of wellbeing and a successful life. They include an adequate standard of living, health, education, employment, safety and security, and a sense of identity. The last-mentioned need can be influenced by the other needs because they are the most basic of all our needs. The standard we live at and our health greatly influence our sense of identity. Our specific needs and a definition of each need is outlined in Table 1.4.

Table 1.4 Specific needs of individuals.

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

Maslow's Hierarchy

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

In 1943, Abraham Maslow, a humanistic psychologist, developed a hierarchical theory of needs by breaking basic needs down into five categories.

The focus of the theory is on the fact that various needs emerge only when more-essential needs have been fulfilled. For example, we will concentrate on fulfilling our physiological needs and will move to the next level of the hierarchy only once we have fulfilled them.



Figure 1.4
Maslow's Hierarchy of Needs.

Physiological needs are our primary needs of food, water and oxygen for maintenance of our body. According to Maslow, it is essential we meet these biological needs before we meet our less crucial needs. If we do not have these three things, our quality of life will greatly deteriorate.

"As humans, we have a fundamental desire to belong. When we have a sense of belonging, our life is characterised by fulfilment and purpose."

Safety needs are the needs we must meet so we can be secure in our surroundings and stay safe from harm. They include shelter so we remain safe from the elements such as wind, rain and solar heat. Being safe also involves being free from harm, so anything that might cause harm would constitute a violation of the need to be safe.

The need for belonging is the need we must meet to ensure we obtain love, affection and a sense that we belong. As humans, we have a fundamental desire to belong. When we have a sense of belonging, our life is characterised by fulfilment and purpose. In feeling that we belong, we minimise our loneliness, and in turn find life more enjoyable and fulfilling.

Internet activity

Visit **www.beyondblue.org.au** and search 'Belonging activities'. Choose one activity, and assess how students could engage in it so they gained a sense of belonging.

The need for esteem is associated with the needs related to self-esteem and self-respect. These needs stem from our desire to feel confident and valuable within ourselves and in our surroundings. Our level of resilience, which is our ability to bounce back from challenging or diverse situations, will have an impact on our self-esteem. All of us will experience low self-esteem at times, and that experience is natural, but it is important that we be able to bounce back and feel good about ourselves.

The need for self-actualisation is our need to realise our full potential and be the very best we can be. It is the highest level in the hierarchy. Although our self-actualisation is a personal need, feeling validated and encouraged by other people can have an impact on our ability to live to our full potential as best we can.

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

Learning activity

1. Describe each of the specific needs, and compare the significance of each to various types of people and their circumstances.
2. Critique Maslow's Hierarchy of Needs, and debate its relevance and validity after you have considered contemporary views about human needs.
3. Reflect on the five human needs that Maslow identified and how they are applicable in your life. Present your reflection as a journal entry, a blog or a podcast.

Satisfaction of needs and wants

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

Gender: Males and females fulfil human needs in different ways; for example, males can find it more difficult to satisfy their emotional needs. In images in the media, males and females are portrayed in a way that influences how they satisfy their needs.

Education: We might obtain knowledge to enable ourselves to be financially independent and thereby find it easier to fulfil our specific needs and wants. Alternatively, by way of education, we might develop unrealistic expectations and thereby both find it more difficult to fulfil our needs and have less realistic wants.

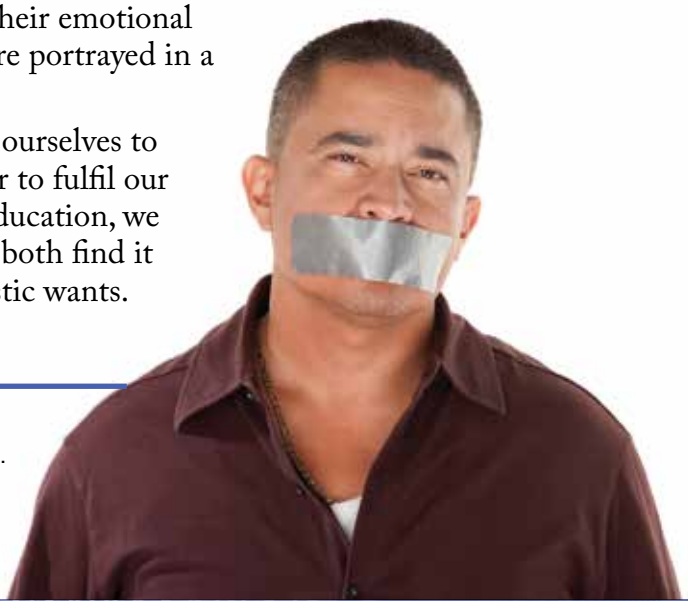


Figure 1.5
Males are often less likely to discuss their feelings and emotions.

Economic status: Because of our financial status, we might be limited in our ability to fulfil our basic needs and wants.

Culture: Our values and beliefs will affect how our needs and wants develop.

Geographical location: If we are living in an isolated area or living with a disability, we might have limited access and opportunity in relation to fulfilling our needs and wants.

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

Goal setting

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

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

Goal setting involves establishing specific goals we can measure and monitor. We need to consider many factors when we are setting our goals. A common goal-setting tool is to implement the 'SMART' principle, which is explained below.

The SMART principle

Specific: The goal has to be specific, and we can set up specific goals by considering 'the Five W's':

1. Who: Who does the goal involve – an individual or a group?
2. What: What is the goal?
3. When: What will the timeframe be for accomplishing the goal – short term, intermediate or long term?
4. Where: What will be the location/s for achievement of the goal?
5. Why: Why do I have this as a goal, and what do I hope to achieve by accomplishing it?



Figure 1.6
Principles of SMART goals.

Measurable: Having a way of measuring your success as you strive to achieve your goal will keep you motivated, on task and hopefully on time. Look for the indicators that show you are on track and achieving.

Achievable: The goal has to be achievable, that is, able to be accomplished. Breaking it down into steps can be a useful way to make your specific goals more attainable. You are more likely to accomplish your goals when you are able to reach them.

Realistic: Goals can be big or small, but they must be realistic. Do you have the commitment, resources, skills and motivation to realistically expect success? Choosing realistic goals reinforces success while unrealistic goals leads to failure and disappointment.

Timely: The goal has to be connected to a timeframe. By setting a timeframe, you will motivate yourself to reach the goal. The timeframe has to be realistic in relation to the specific goal you have set yourself.



Figure 1.7
Effective goal setting is essential to success.

"Long-term goals take time to achieve, and we must carefully plan how we achieve them and undertake ongoing monitoring of our progress in achieving them."

By implementing the five components of the SMART principle, you will find that goal setting is a more straightforward process. If you do reach your goal, it is important you recognise you have reached it and you congratulate yourself. If you do not reach the goal, you need to assess the reasons for your non-achievement and re-create the steps so can ensure you achieve it the second time around; all you might need to do is reduce the goal to be something more attainable and realistic.

Enhancing wellbeing

It is inevitable that throughout our life, things will happen that have a negative impact on our wellbeing. However, we can enhance our wellbeing in many ways, and it is important we have strategies in place so we can maintain and improve our wellbeing, be resilient and not feel negative when things are not going as we would like them to go. Table 1.5 contains some examples of how to enhance your wellbeing.

Table 1.5 Enhancing wellbeing.

Need	Actions
Emotional wellbeing	▪ Do things you find happiness in doing. ▪ Assess what things you do not find happiness in doing, and try to change them. ▪ Communicate about how you are feeling.
Economic wellbeing	▪ Start a savings account. ▪ Buy yourself something you have been saving for.
Cultural wellbeing	▪ Take time to learn more about your culture. ▪ Share your cultural traditions with your friends.
Physical wellbeing	▪ Involve yourself in some sort of physical activity each day. ▪ Try a new sport so you challenge yourself.
Spiritual wellbeing	▪ Visit your place of worship. ▪ Set aside 'me time' so you can reflect. ▪ Try meditation.
Social wellbeing	▪ Maintain a balance between socialising and other priorities such as family, school and work. ▪ Use social media safely.

Case study

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

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

Learning activity

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

Resources

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

Defining resources

Resources are the things that individuals and groups find useful and through which we are given greater capabilities for meeting our needs and accomplishing our goals. Resources can be classified in a variety of ways, depending on how the individual or group uses them. The determining elements are a range of factors, and we will have access to various resources that can potentially have both a positive impact and a negative impact on our wellbeing. For example, the resource of money might lead to improvement of our economic wellbeing because we can afford to have a better standard of living and to buy 'the finer things in life'. However, in order to have the resource, we might have to work very hard and for long hours, which are two elements that might in turn have a negative impact on our emotional and social wellbeing because we might not have time to see our friends or relax properly.



Figure 1.8
Working long hours can have an impact on our social wellbeing.

Specific resources

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

Internal resources, or human resources, include energy, knowledge, intelligence, sight, language, skills and abilities, and motivation.

External resources, or non-human resources, include food, clothing, money, electricity and shelter. Even though a person might have many non-human resources, he or she might have a very low level of human resources. For example, a man might be rich because he has won the lottery and so is able to provide food, clothing, shelter, money and electricity for himself, but he might not be motivated, intelligent or knowledgeable. Table 1.6 contains an outline of a range of human and non-human resources.

Internet activity

Research a celebrity you like. Analyse both the human resources and the non-human resources he or she has.

Table 1.6 Examples of human and non-human resources.

Human resources	Non-human resources
Energy: the levels of exertion or effort a person can produce. If people have a high level of energy, they will seem more engaged and involved in whatever it is they are doing. **Knowledge:** a person's capacity to understand specific topics or issues; for example, a girl might be very knowledgeable about fashion. **Intelligence:** the way in which a person is able to function in relation to important skills such as solving problems and dealing with conflict. People can often confuse the terms 'knowledge' and 'intelligence': intelligence is a broader term for describing a person whereas a person might be knowledgeable about a specific topic. **Sight:** the sense of sight, or vision. Also the way in which a person views specific issues and situations. **Language:** refers to the language one speaks i.e. English, Arabic. Also the type of language one uses e.g. formal, professional, conversational and colloquial. **Skills and abilities:** the things a person can do that he or she is good at or talented at, for example creating artistic designs or doing algebra. **Motivation:** how driven or enthusiastic a person is. If a person is highly motivated, he or she will work hard and complete tasks to the best of his or her ability. If a person has a low level of motivation, he or she might seem uninterested and not try very hard.	**Food:** the access a person has to food and water. At a fundamental level, the term 'food' includes both the basic food and the water that people need in order to survive. **Clothing:** the clothes a person wears in order to cover his or her body. In relation to resources, clothing is a basic need, but if people have good dress sense or wear expensive clothes, these are resources through which they might be able to advance in life; for example, someone who dresses professionally might be better equipped to get a job compared with someone who doesn't dress professionally. **Money:** the money or wealth a person has. Money is a very important resource because it enables a person to purchase other resources required to complete a task. **Electricity:** As time goes on, access to electricity becomes an invaluable resource. Electricity is used to power most household or workplace appliances. Imagine a world without electricity: there would be no technology (unless it were solar powered), no traffic lights, no air conditioning, no lighting and no refrigeration. Without electricity, it is very difficult for people to function. **Shelter:** one of the most basic needs. People who are able to be sheltered in a home are both protected and secure. They are better able to prevent illness and disease because they are warm and comfortable. It is evident that people who do not have shelter often lack other resources such as money, food and electricity.

Interchangeability of resources

The term 'interchangeability' means exchange of resources for goods and/or services. When we are interchanging resources, we often trade something we do not want or need for something we do need or want. For example, a local farmer might provide vegetables to another farmer in exchange for horse manure.

We all have skills, abilities and talents making our resources valuable to other people, and other people have skills, abilities and talents that we need in order to help ourselves. Interchangeability of resources is the main foundation for efficient running of relationships, families, workplaces, schools and communities.

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

"We all have skills, abilities and talents making our resources valuable to other people, and other people have skills, abilities and talents that we need in order to help ourselves."

Resource sustainability

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



Figure 1.9
Modern transport relies on petroleum resources.

Both reliability and availability of resources are constantly changing. Demand for various resources diminishes whereas other resources become a necessity. In many cases, people develop alternative means of creating and using resources. For example, about 100 years ago, petroleum was not a significant resource in Australia. In 1920, petroleum was required for 76,000 cars, whereas in 2013, Australia contained 17.2 million registered motor vehicles, including motorcycles, so the demand for petroleum and its necessity as a resource had increased enormously during the intervening years. In the near future, this trend might change because as result of the current developments in the car industry, petroleum might become substantially less significant.

Source: ABS data, 2013, Motor Vehicle Census, cat. no. 9309.0, Canberra.

Learning activity

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

Influences on resource management

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

The way in which people or groups decide to use and manage their resources can be influenced by their personal values and experiences, what resources they have available, their access to support, their personal management skills, and their decision making and problem solving.

For people to decide which resource to use and how to use them, and to use their resources as efficiently and effectively as possible, they should be competent in making those types of decision.

Factors affecting resource management

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

Personal values and past experiences

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

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

Factors influencing availability of and access to resources

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

Age: Young people can have limited access to resources because they have limited knowledge of the services that are available and limited access to the funds that are required in order to purchase the resources. Older people can have limited access to resources because they have limited skills for accessing modern-day services, such as by way of the Internet.

Gender: People can have limited access to resources that are gender specific. For example, compared with males, females might find it easier to access resources such as support networks because of the differences between the two genders' communication skills and ability to express their feelings.

Disability: People who have a disability can have limited access to resources because they might not be able to travel or to obtain information easily. Conversely, they might be entitled to resources that other people cannot access; for example, they are eligible to receive the Disability Support Pension.

Culture: People can be influenced by their culture and/or religion when they are accessing resources. They might be unable to access a specific resource because they are subject to cultural restrictions, and conversely, they might be entitled to access a specific resource because of their culture. Also, their ability to communicate might be affected by a language barrier.

Socioeconomic status: People with a low socioeconomic status have less financial resources with which to access resources. They may have lower levels of education and limited knowledge about resources. Alternatively, people who have a higher socioeconomic status are able to afford more resources, may be more knowledgeable and may have access to stronger support networks.

Access to support

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



Figure 1.10
Accepting support is often difficult.

Informal

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

"When we have support, we might feel less alone and find that the problems we are facing start to seem both less challenging and less difficult."

Formal

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



Figure 1.11
A range of formal support networks are available.

Case study

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

Research the agencies and organisations that Sophia could obtain help from.

Create a spreadsheet on which you detail the people and places she can contact for help, as well as some tips for how to bring up her changed situation with her parents.

Learning activity

1. Explain how a combination of factors can influence resource management for:
   a) a person who has a disability
   b) a person who is homeless
   c) a 16-year-old male
   d) a retired older person.
2. Describe how access to support can be a contributing factor in satisfaction of specific needs in a range of situations.

Personal management skills

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

Planning and organisation

Our ability to plan and organise effectively can be the determining factor when it comes to challenges such as applying for a job, getting good grades or going on an overseas trip. A great way to plan and organise is to learn the 'POIE' model, as outlined in Table 1.7.



Figure 1.12
Personal management skills are important in a range of contexts.

Table 1.7 The POIE model.

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

Communication

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

Internet activity

Visit **www.ted.com** and search for Amy Cuddy's talk entitled 'Your Body Language Shapes Who You Are'. Analyse the communication styles she discusses and the ones she uses.

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

Verbal and non-verbal communication

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

Oral communication is voice-based communication, whether we are communicating face to face or via phone or Skype or similar software.



Figure 1.13
Women communicating through whispering.

Oral communication depends on various vocal elements such as pitch, volume, speed and clarity.

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

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

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

It is important you consider what you are communicating non-verbally, because compared with the actual words you are saying, these elements carry more weight. For example, if you say something mean to a friend but through your body language you show you are joking, he or she will not 'take the comment to heart'. Likewise, if you use a sarcastic tone when you say something, the person will in fact receive a message that is opposite to what you have said.

Learning activity

Complete the following three activities with a partner:

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

Assertive, aggressive and passive communication

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

Assertive communication involves communicating your thoughts in a truthful, clear, straightforward, non-aggressive, non-passive manner, while still being respectful of the needs and feelings of others. This form of communication is preferred because it recognises the rights of all people to be heard without prejudice.

Aggressive communication is a communication style that is based on manipulation. Whether the aggression is noticeable or less evident, when we use this type of communication, we focus on making the person or people we are addressing do something in order to meet a specific need we have.

Passive communication is a communication style that is based on avoidance of confrontation. When we use this type of communication, we focus on communicating minimally so we can stay away from arguments and disagreements.

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

Internet activity

Visit **www.on.aol.com** and search for videos about effective communication.

Characteristics of effective communication

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

Effective communication is essential for delivering a clear message that can be easily understood.

Whenever you are **speaking**, make sure you do the following things:

- **Maintain eye contact:** Look at whoever you are communicating with. If you are communicating with a large audience, share the eye contact around.
- **Use suitable body language:** To emphasise any points you want to make, use gestures; for example, use a facial expression to match your anger, and use hand gestures to match your frustration.
- **Use silence appropriately:** Pause frequently to help yourself highlight your message.



Figure 1.14
An example of effective communication, eye contact and active listening.

- **Use comfortable silence:** Promote thinking and understanding by letting the person or people you are communicating with be comfortable in their silence.
- **Ensure understanding:** Make sure the person or people you are communicating with understand what you are trying to express. Use language and expressions that are appropriate for the intended listener or audience.
- **Summarise your major point/s:** Make sure you reinforce your major points or messages.

Whenever you are **listening**, make sure you do the following things:

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

Learning activity

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

Decision making

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

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

Decision-making styles

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

The **impulsive** style is based on spontaneous decision making. This occurs when we devote minimal thought or analysis to making the decision.

The **intuitive** style is based on instinctive decision making, meaning we base the decision on a person's character; that is, we have a 'gut feeling' about the person or situation.

The **hesitant** style is based on cautious decision making, whereby we are unsure when we are selecting an alternative in order to manage the problem.

The **confident** style is based on positive and certain decision making. We are convinced of the correctness of our decision and we solve the problem self-assuredly.

The **rational** style is based on sensible and reasonable decision making, whereby we confront the problem realistically and we choose logical solutions.

We can use various decision-making styles in various situations. For example, when you are deciding to travel overseas, you might be influenced by your emotions, in the form of sadness at leaving your family and friends, and you might therefore use the 'hesitant' style. Conversely, when you are deciding what car to buy, you might use the 'impulsive' style as soon as you see a car you like.



Figure 1.15
Decision making in action.

"The more complex the problem, the more the decision maker has to analyse and investigate the situation before coming to a solution."

Factors influencing decision making

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

Access to resources: Decision making depends on the resources the decision maker has available to him or her. The alternatives will differ, depending on the available resources.

The complexity of the problem: The more complex the problem, the more the decision maker has to analyse and investigate the situation before coming to a solution.

Past experiences and personal values: Our values and attitudes will affect both our decision making and our decision-making style. Our past experiences can also affect our decision making, because we can compare the previous alternatives and their outcomes.

Attitudes to change: Our attitude to change can affect our decision making. If we are open to change, compared with someone who is hesitant in relation to it, we might be more willing to investigate a range of alternatives.



Figure 1.16
All life experiences involve decision making.

We can also be influenced by our socioeconomic status, because we might have limited access to resources. Education can be an influencing factor, because people can have varying ability to make rational decisions. Gender also has a role, due to the expectations that are placed on decision making.

Problem solving

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

Strategies

Assess the problem: Ask yourself a few questions so you can work out what the actual problem is and why it has occurred. You might be failing at a task and think you cannot complete it, but the actual problem might be that you are overwhelmed and simply need to manage your time better.

Review your resources: Once you have narrowed down what the problem might be, think about both what you are good at and what you are not as good at. Then utilise your strengths, work to improve areas of weakness or seek help or other resources to tackle the problem.

Take action: Do not choose the 'do nothing' option for solving your problems; otherwise, most of the time, they will not go away and you will run the risk of having them become much bigger and get out of hand.

Seek help: If the problem does become too big for you to handle on your own, do not feel ashamed to ask for help. Think about the informal and formal support groups discussed earlier in this chapter, and access them if you need to – that is what they are there for.

Avoid…

- procrastinating: do not put off solving the problem or ignore it
- getting angry or emotional: the best decisions are the ones you make 'with a level head', and if you get angry or upset, you might cause the problem to grow.

Learning activity

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

Effective resource management

People who manage their resources effectively are better equipped to get the most out of them and are more likely to be successful at whatever task they wish to complete. We need to manage our resources in all aspects of our life, whether we are at school, at work, at home or in a relationship or we have a personal goal we want to reach.

Strategies for effective resource management

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

Using interchangeable resources

If we use our resources interchangeably, we enable ourselves to put them to their most economic use, whereby we either use two resources to complete the same task or, in relation to managing our resources effectively, we use the one resource to complete several tasks.

Adopting sustainable behaviours

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

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



Figure 1.17
Adopting sustainable behaviours.

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

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

Accessing support

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

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

Developing personal management skills

In order to develop our personal management skills, it is important we assess what we are good at and what areas we need to improve. Once we have established what we need to improve, we find it easier to come up with strategies we can put in place in order to better our skills. Following are some examples of things you might need to improve:

- **Poor time management:** Use a diary and/or a calendar to track all your responsibilities and deadlines and keep them up to date.
- **Impatience:** Practise a breathing routine; try meditation; and include a period of 'me time' in your schedule, even if it is for only a couple of minutes.
- **Lack of confidence:** Practise self-talk and self-assurance. Think about all the things that are likeable about the people you encounter, and work out whether it is possible for you to have any of the qualities you have identified.

Internet activity

Google 'Personal-management skills' and browse through the top few sites. Write lists in which you identify what other people believe are good personal-management skills.

Engaging in education or training

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

Learning activity

1. Propose and evaluate strategies you could adopt in order to effectively manage your resources in a range of life contexts; for example, you could care for a family member, complete the HSC or seek employment.
2. Compare the resources you need now to the resources you needed 5 years ago.
3. Discuss how education or training can influence strategies for effective resource management.

Interviews as a primary research method

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

Interviews are classified as being a qualitative-research method.

Constructing, conducting and recording responses

When you are constructing, conducting and recording an interview, you need to consider many factors, outlined as follows:

1. **Constructing the responses**

   It is essential that you effectively plan and prepare for the interview. Before you develop your interview questions, make sure you have assessed what you hope to achieve out of the interview, that is, what the major issues are that you wish to address. Once your purpose is clear, go on to develop interview questions that are suitable and meaningful.

   Developing the interview questions

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

2. Conducting the responses

Introduce yourself to the interviewee, and explain the purpose of the interview. Interviews can be daunting, and by explaining the interview's purpose and format, you will help the interviewee be more relaxed and capable of effectively answering the questions. You should also explain the imperative of confidentiality, give an approximate length for the interview, provide contact information and allow the interviewee to ask you questions.

Following are some effective ways to conduct an interview:

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

3. Recording the responses

The ways you can record your interviewee's responses are outlined as follows:

In writing: Write down appropriate notes while the interviewee is responding. Make sure you listen to the interviewee while you are taking the notes and that you do not hold him or her up by taking too long to write down the responses. After the interview, make notes about your notes; that is, clarify any abbreviations you used and complete any notes you skipped over.

Audio: Use a tape recorder to record verbal responses you will be able to develop into a transcript. Make sure you obtain the interviewee's permission to use a tape recorder.

Video: Use a video camera to record the interviewee's verbal and non-verbal responses. Video recording can be distracting in an interview, and the interviewee might feel uncomfortable during it, so make sure you obtain permission his or her permission to use a video camera.

Structured and unstructured

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

The features of a **structured interview** are that:

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

Internet activity

Visit **www.expertvillage.com**, and search for videos about interviews and interview techniques.



Figure 1.18
Celebrity interviews are often unstructured.

The features of an **unstructured** interview are that:

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

Advantage and disadvantages

Interviews have both advantages and disadvantages, outlined as follows:

Advantages

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

Disadvantages

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

Analysing research results

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

- 'Date'
- 'Age'
- 'Gender'
- 'Length of interview'
- 'Most to Least Emotive'.



Figure 1.19
Graphs are an effective way to present and analyse research findings.

"Analysis includes looking for trends or patterns and looking for recurring themes either throughout the interview or between the interviews if more than one person was interviewed."

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

Learning activity

Conducting an interview

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

Revision questions

1. Suggest the resources that are required for completing each of the following three tasks, and identify which classification of resources each belongs to, such as 'human' or 'non-human':
   a) Visiting the doctor
   b) Going on an overseas holiday
   c) Sitting for an exam
2. Identify the factors that have an impact on your wellbeing. Categorise them as being 'emotional', 'economic', 'cultural', 'physical', 'spiritual' or 'social'.
3. Identify significant positive and negative global issues that might have affected Australians' wellbeing over the past three years. Discuss how the global issue affected you and your family.
4. Identify three public figures that are experiencing difficulty. Develop strategies they could use in order to enhance their wellbeing.
5. Make a list of your current needs and wants. Compare them with the ones you had five years ago.
6. Create a pyramid based on Maslow's Hierarchy of Needs. Inside the pyramid, list how you have fulfilled, or how you plan to fulfil, your needs in relation to each category.
7. Reflect on a time during which a past experience caused you to change the way in which you managed your resources.
8. Explain why males and females might have contrasting ways of managing their resources.
9. Assess the way in which people's or groups' communication style can have an impact on the message they want to convey. Use a case study to support your answer
10. Compare and contrast the decision-making styles.
11. Outline the styles of communication. Which is the most desirable? Justify your response.
12. Identify the characteristics of effective communication.
13. Compare the features of a structured and unstructured interview.
14. Explain the ideal decision-making style. Assess your own style and what you can do to adopt the ideal style.
15. Outline the similarities and differences of the POIE and plan, do, check and act management models.

Chapter 2

Individuals and groups

Chapter overview

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

In all groups, some members take on specific roles and responsibilities so that the group can be run most efficiently. The positions are based on the group members' skills and attributes but are also based on a hierarchy. In all groups, the hierarchy is dependent on the power of individuals and/or sub-groups in the group.

Conflict can arise if the group members do not monitor and maintain this power.

In this second chapter, we will explore the aforementioned concepts in greater detail.



Figure 2.1
Groups form for many different reasons.



Module focus

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

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Table 2.1 Preliminary Core: Individuals and Groups syllabus.

Students learn about:	Students learn to:
groups in the community	
types of groups	
▪ family and friendship groups ▪ sporting and leisure groups ▪ study and work groups ▪ religious groups ▪ cultural groups ▪ other specific groups within the community	▪ explore various types of groups in the community and explain why each group has formed
reasons for group formation	
▪ locality/geography ▪ gender ▪ shared interest/ common goal ▪ security ▪ sexuality ▪ specific need ▪ social interaction ▪ culture ▪ religion ▪ other	▪ critically examine groups to which they belong by: – identifying the type of group – explaining why each group formed – justifying why they belong to each group
roles individuals adopt within groups	
specific roles of individuals	
▪ the specific roles adopted by individuals in groups – to ensure tasks are achieved – to maintain/build relationships – to influence the group's progress ▪ norms, conformity, and cohesiveness within and among groups	▪ compare the specific roles various individuals adopt within a range of school and community groups ▪ determine the specific roles they adopt in the groups to which they belong and propose how and why their roles may vary ▪ explore how individuals can influence a group's progress and discuss the impact this can have on group cohesiveness
factors that contribute to the role they adopt within groups	
▪ personal factors – self-esteem – self-confidence – sense of belonging – education – heredity – previous experience – culture	▪ assess the extent to which personal factors impact on the role they adopt within groups
▪ social factors – relationship with group members – attitudes of group members, e.g. peer acceptance – gender expectations – media	▪ explain how social factors contribute to an individual's sense of belonging within a group ▪ critically examine the impact of gender expectations on the specific roles individuals adopt within groups

Table 2.1 Preliminary Core: Individuals and Groups syllabus. *Continued…*

Students learn about:	Students learn to:
observation as a primary research method	
▪ conducting and recording observations ▪ advantages and disadvantages ▪ presenting research findings	▪ observe the specific roles various individuals adopt within groups, and present research findings
power within groups	
power bases	
▪ legitimate ▪ reward ▪ coercive ▪ referent ▪ expert	▪ evaluate the impact of power bases used by individuals in a range of groups
leadership	
▪ self-leadership ▪ leadership styles, e.g. autocratic, democratic, laissez faire, transformational ▪ leadership adaptability and flexibility	▪ assess the role of self-leadership in contributing to positive interpersonal relationships and task achievement ▪ compare styles of leadership and assess the effectiveness of each in a variety of situations, e.g. small workplace, committee
factors influencing leadership	
▪ type of task ▪ knowledge and skills within the group ▪ attitudes of individuals within the group ▪ relationship between group members	▪ justify the importance of leadership adaptability by examining how each factor can influence different styles of leadership
conflict within groups	
case study as a secondary research method	
▪ collecting and recording data ▪ advantages and disadvantages	▪ explore conflict within groups by collecting and recording data from existing case studies
causes of conflict	
▪ incompatible goals ▪ individual differences/personality ▪ limited resources ▪ ineffective communication ▪ varying values ▪ multiple role expectations	▪ analyse the impact conflict has on groups by: – identifying examples of group conflict – recognising the causes of the conflict – analysing the extent of the impact on wellbeing

Table 2.1 Preliminary Core: Individuals and Groups syllabus. *Continued…*

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

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

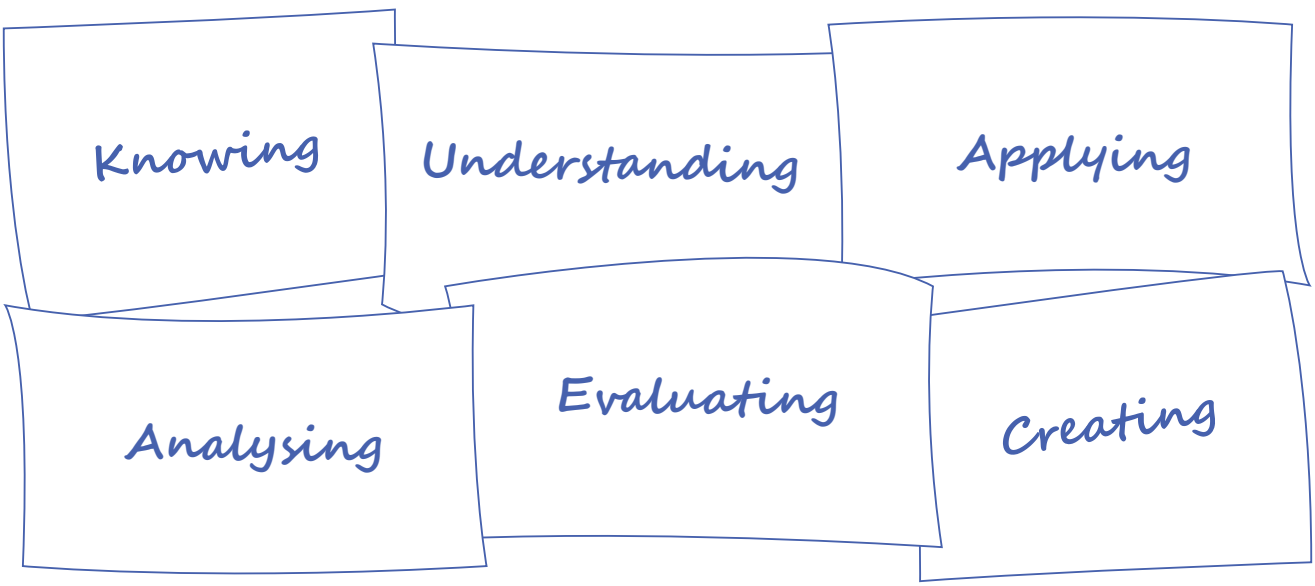


Table 2.2 Matrix of learning and understanding.

Knowing *1 point each*	**Understanding** *2 points each*	**Applying** *3 points each*
Outline the term 'conflict'.	Discuss the reasons that people form groups.	Role play an example of a power struggle within a chosen group.
List all the groups you are a member of.	Explain the four leadership styles.	Research online resources for dealing with conflict, and record the main points.
Identify the five power bases.	Discuss the conflict-resolution process.	Compare and contrast the personal and social factors that are contributory to the roles that people adopt in groups.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Debate the benefits of using observation as a primary research method.	Interview five people about the groups they are involved in and the roles they adopt in the groups. Assess the factors that influence the roles.	Design a scenario that encompasses the causes of conflict. Swap with a partner and discuss how people can resolve conflicts.
Reflect on a time during which you had conflict in your life. Assess who played the role of mediator, and write about how he or she helped resolve the conflict.	Investigate a current conflict between two groups in the community and evaluate the extent to which support people can aid conflict resolution.	Plan a PowerPoint presentation, or a similar type of presentation, in which you explore the correct way to conduct and record data and the advantages and disadvantages of using observations as a primary research method.
Examine the impact of gender expectations on the specific roles that people adopt in groups.	Use the Internet to research a specific religious or cultural group or a famous family. Evaluate the impact of the power bases that people use in the group.	Construct a checklist for people who wish to evaluate their personal factors that influence their ability to self-lead.
Outline a scenario that involves conflict. Discuss three possible outcomes, and provide examples of them.	Evaluate how self-leadership can be a contributing factor in positive interpersonal relationships and completion of tasks.	Create five journal entries for a fictitious group you have been observing. For your graphing, tallying and data collecting, use some sort of style other than writing.

Groups in the community

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



Figure 2.2
A group of multicultural friends.

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

Types of groups

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

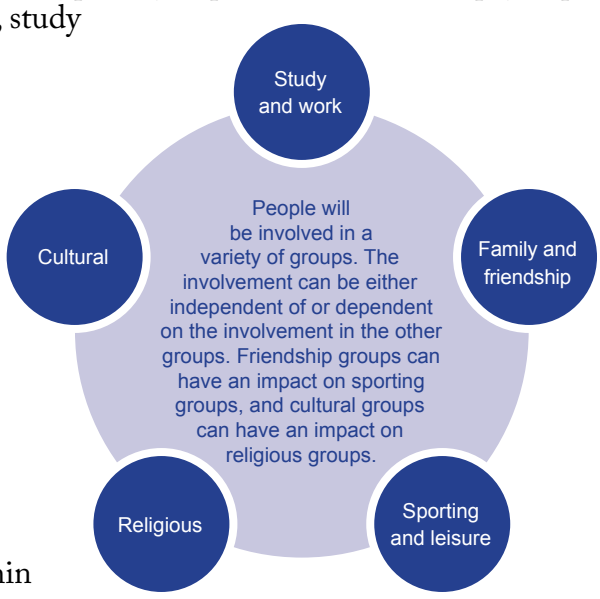


Figure 2.3
How groups interrelate.

Family and friendships groups

Family groups are the group we are born into. We spend time with our family members because we live with them, we have things in common with them, and we love each other. Family groups can comprise 'immediate family' and/or 'extended family'.

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

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

"As people grow up, their immediate family can change to be their own family, including a husband or wife and children of their own."

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

Sporting and leisure groups

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

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

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

Study and work groups

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

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

Religious groups



Figure 2.4
Groups sometimes form around common beliefs.

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

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

Cultural groups

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

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

Other specific groups within the community

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

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

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

Internet activity

Analyse the Facebook groups you are a member of, and explain why they are important to you.



Figure 2.5
A subculture group based on skateboarding.

Learning activity

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

Reasons for group formation

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

Locality or geography

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

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

Did you know?

Facebook now has more than 50 preferences to choose from when you come to select whether you are a man or a woman.

Gender

The term 'gender' means the sex – male or female – of a person or an animal, and especially means the sex a person identifies with and feels most comfortable being a member of. Although the term is traditionally associated with feelings of masculinity or femininity, it is now also inclusive of people who identify with one of the following terms:

'A-gender': a person who does not identify as being male or female

'Trans-gender': a person who is biologically a man or woman but identifies as being of the opposite sex, for example a man who identifies as being female

'Trans-sexual': a person who has made changes to his or her body, by way of surgery or hormone use, whereby the state of his or her body is changed from man to woman or woman to man

Internet activity

Visit the Australian Human Rights Commission, website **www.humanrights.gov.au/our-work**, and read up on current research and projects in relation to sex and gender issues. Discuss your findings in groups of three.



Figure 2.6
A group formed to protest the issue of marriage equality.

People can join groups that are based on the gender the members identify with, or can stay away from specific groups for the same reason. For example, trans-gender and trans-sexual people might network and become a group whereas people who adhere to traditional notions of gender might choose not to associate with that type of group.

Shared interest or common goal

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

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

Security

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

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

"Another reason that individuals might join a security group is that they wish to protect their own safety and security. This type of group might include gangs or subculture groups."

Sexuality

The term 'sexuality' is similar to 'gender' and can often be confused with it. Sexuality involves a person's sexual orientation, sexual feelings and sexual expression and who he or she is attracted to. As in the case of gender, various types of sexuality have developed over time because of the increasing awareness of various types of relationships in society.

A person's sexuality can change over time, and a person is not confined to having one set of sexual feelings his or her whole life. People might join a group in which the members have the same sexual orientation, and one example of that type of group is a 'gay and lesbian rights' group. Because people have formed that type of group, a greater community has come about in which the members support and advise both people of any age who are struggling with their sexuality and people who are struggling to feel accepted. People might also form a group that is based on their sexual preference, in the form of a relationship, and that type of group might lead to marriage and a family.

Specific need

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

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

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

Social interaction

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

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

Culture

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



Figure 2.7
Sharing a culture often leads to group formation.

Religion

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

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



Figure 2.8
People united by religion gather to celebrate their beliefs.

Other

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

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

Learning activity

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

Roles individuals adopt within groups

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

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

Specific roles of individuals

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

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

The specific roles adopted by individuals in groups

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



Figure 2.9
The group members all have an important role in strengthening the group.

To ensure tasks are achieved

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

To maintain and build relationships

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

"Maintaining and building relationships involves developing trust and support for the group members but also between the group and other organisations."

To influence the group's progress

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

Norms, conformity and cohesiveness within and among groups

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

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

Informal norms are the norms in which group members come to a mutual agreement about something, such as allowing only one person to speak at a time.

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

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

Internet activity

Visit **www.education-portal.com**, and search 'Becoming a cohesive group.' Watch the video, and assess what makes a cohesive group.

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

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

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

Learning activity

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

Factors that contribute to the role they adopt within groups

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

Personal factors

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



Figure 2.10
The way an individual is perceived within their group can influence the role they adopt.

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

Personal factor	Definition
Self-esteem	▪ Related to the way in which we view ourselves. ▪ Comprises our perception of concepts such as happiness, confidence, power, energy, hope and respect. ▪ Can be low or high. ▪ Low: unhappy; little confidence; feeling lethargic and worthless; pessimistic; continually putting ourselves down ▪ High: happy; self-belief; optimism; desiring and motivated to succeed ▪ A variable concept because our experiences can lead to alteration of our self-esteem. ▪ Should be continually supported.
Self-confidence	▪ Related to determination of our belief in our skills and abilities. ▪ Can be low or high. ▪ Low: lacking belief in the outcome of our actions and decisions; unsure or doubtful about the outcome ▪ High: positivity; little doubt about our actions or decisions; displaying self-belief and self-assurance ▪ Directly related to self-consciousness; mostly affects our individual development and contribution to the group.
A sense of belonging	▪ Related to a sense of connectedness we feel to the people around us. ▪ Can be developed by way of highlighting similarities or commonalities and by way of embracing differences. ▪ The extent to which we feel we belong will have an impact on our contribution to the group; for example, if we have a strong sense of belonging, we are likely to work harder for the group and contribute to its growth.
Education	▪ Related to our learned knowledge or intelligence. ▪ Our level of education, access to education and type of education will influence which groups we join, because by way of our education, we are equipped with specific sets of skills and talents. ▪ If a group has a diversity of levels of education, the various group members will be able to contribute what they know.
Heredity	▪ Related to the passing on of traits and characteristics from one person to another. ▪ Scientifically, the focus of heredity is on the passing on in relation to cells and organisms meaning they inherit genes. Inherited genetic traits can include body shape, hair and eye colour, and intellectual ability, and can also include genetic disorders such as obesity, osteoporosis and suffering of migraines.

	▪ Sociologically, heredity includes passing on of various characteristics associated with social and emotional health. Life experiences and environmental influences can affect our personality and lead to our being able to contribute various skills and insight to the group.
Previous experience	▪ Related to life events in relation to the shaping of who we are, what is important to us and what we value. ▪ Group members' previous experiences might be completely personal in relation to, for example, their home life, a relationship breakdown or where they grew up. In a group, experiences can also occur that everyone will experience, such as a natural disaster in the local environment or bankrupting of a sports club.
Culture	▪ Related to our nationality, race and upbringing. ▪ Can influence our input and contribution to the group, because culture can include morals and values that have an impact on our work ethic. ▪ Group members who share their culture can gain an awareness and appreciation of diversity.

Learning activity

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

Social factors

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

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

Social factors	Explanation
Relationship with other group members	▪ Relationships in a group can have an impact on the group's productivity either positively or negatively. ▪ If the group members do not get along, argue with each other or do not respect each other, a barrier to communicating effectively and having a nurturing group environment can be created. ▪ Alternatively, if the group members get along with each other, respect each other's differences and enjoy each other's company, the group's productivity will increase and the members will have a greater sense of belonging.
Attitude of the group members	▪ The group members' attitudes can be either a hindrance or an aid in relation to the group's potential. ▪ Group members who have a negative attitude will often complain, will not be motivated and will try to bring other group members down. ▪ Group members who have a positive attitude will be helpful and willing, motivated, and encouraging, and will see the good in both people and situations.
Gender expectations	▪ Males and females perceive leaders in different ways, and in turn, group leaders might have to adapt to the expectations the other members have placed on them. ▪ For example, a female group member might identify better with a female leader and perceive her to be strong, influential and capable, whereas if a male leader acts in the same way, she might perceive him to be dominant, overriding and forceful. Similarly, a male group member might perceive a male leader to be organised, proactive, determined and strong, whereas he might same perceive a female boss to be timid, passive and introverted. ▪ A female leader who is subject to the gender expectation that she will be introverted and passive will need to concentrate on having a leadership style where she is open, unreserved and proactive. ▪ A male leader who is subject to the gender expectation that he will be dominant and overriding will need to concentrate on being an effective leader by being a less commanding presence and not overriding his fellow group members.
The media	▪ The way in which a group is portrayed in the media can have either a positive impact or a negative impact, not only on the group members but on how outsiders perceive the group. ▪ For example, political parties come under close scrutiny in various media, such as newspapers, TV news and even social-media pages and memes. For this reason, members of a party can become stressed and not perform to the best of their ability. Alternatively, sharing of this information in the media can lead to misunderstanding by members of the public who do not agree with the party's actions and who base their views on how the information is presented in the media. ▪ The media can also be an aid in growth of groups by including advertising and being a source of awareness raising in relation to the groups and what they stand for.

Case study

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

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

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

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

Learning activity

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

Observation as a primary research method

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

Conducting and recording observations

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

Participant observation occurs when researchers are immersing themselves in the environment they are researching in. When observing participants, they become a part of their subject matter's existence. For example, people who are researching the leisure activities of a teenage church group will immerse themselves in the group. They will communicate with the group members, empathise with the members' beliefs and values, and participate in the various leisure activities the members choose. Participant observation is also known as direct observation or reactive observation.

Non-participant observation occurs when researchers are observing the functioning of a group from a distance without interacting with their subject matter. If we use the example of research into the leisure activities of a teenage church group, we learn that the researchers will have a detached point of view in monitoring and examining the group's operations. They will not be noticeable to the group members and will not interact with them or join in their activities, but they will observe them 'from a distance'. Non-participant observation is also known as unobtrusive observation.



Figure 2.11
Taking notes is an important component of observation.

Internet activity

Choose an issue you are interested in. Go online and find a video in which the issue is explored, and assess what type of research method was used to gather data about the issue.

Advantages and disadvantages

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

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

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

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

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

Presenting research findings

Once you have completed your observational research, you must analyse and report the results.

- **Analysing observational data:** Assess your research and compare the results. Find common themes or occurrences that are related to your research hypothesis, and account for any deviations in relation to the themes.
- **Determine the findings:** Critically examine your results – was your research objective, and did you use a wide enough sample? Compare your findings to any current statistical information. Use other research tools to both support your findings and provide additional information.
- **Report your results:** Introduce your hypothesis, list your research themes and topics. Describe your observations, and explain how you analysed the observational data. Present your main findings, and confirm whether your hypothesis was addressed or validated in them.

Learning activity

1. Distinguish between participant observation and non-participation observation.
2. Go online and find an example of each type of observation style. Outline what the research was about.
3. Assess which piece of research is most successful in relation to finding out about trends in the relevant field.
4. Observe the specific roles that group members adopt, and present your research findings.
5. Design a plan for a participant-observation approach. Include what it is you are researching; how you intend to gather your information; and other specifics, such as timeframe, resources needed, and how you will present your findings.

Power within groups

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

"In established groups, the members know about the power and accept it, whereas in friendship and subculture groups, they often negotiate it and it constantly shifts according to the group dynamics."

Power bases

Within a group, the term 'power base' means where the power in the group lies, that is, who is in control or who the leader is. Group members can base their influence on one or more of the types of power bases: legitimate, reward, coercive, referent or expert. Because various leadership styles are appropriate in various group settings, various power bases are more influential, depending on the type of group. Table 2.7 contains an outline of the various power bases and their definitions.

Table 2.7 The types of power base.

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

Table 2.7 The types of power base. *Continued…*

Power base	Definition
Reward	A **reward** power base is one where the leader who is in a position of power uses the power to either give the people under their lead something they desire or take away something they do not desire. The leader offers the rewards in the form of gifts, incentives and compensation. Generally, leaders who use reward-based power are well liked by the other group members. Two examples of use of reward-based power are when a teacher allows his or her students to have a five-minute early mark if they complete their work quietly and when he or she takes homework away if they complete their work quietly.
Coercive	A **coercive** power base is founded on coercing or forcing group members to complete specific actions or tasks. The leader pressures and intimidates the other group members in order to get them to do things, and the group is characterised by an element of fear and a feeling of being threatened. Leaders who use this style of power will punish group members when they do not follow his or her instructions and complete the tasks he or she has delegated to them. Generally, group members dislike leaders who use coercive power. This type of power can exist in peer groups when one or two people generally lead and coerce the other group members to do things they do not want to but that they still do because they fear they will be kicked out of the group or disliked if they do not do as they are told.
Referent	A **referent** power base is one where the leader tries to connect with his or her fellow group members and builds an effective relationship with them. The leader strives to be liked by the other group members and to earn their respect. Generally, the group members have a sense of familiarity with the person who is using the power and will complete tasks because they want to please him or her. This type of power is very influential, because the group members want the leader to accept them and praise them for their actions. This is the type of power we expect to see in a romantic relationship, whereby both parties will do things and refrain from doing other things because they love and respect their partner and want to please him or her.
Expert	An **expert** power base is one meaning the power the leader has is due to his or her knowledge and capabilities. The leader influences people and group members by passing on knowledge and experience to less knowledgeable or practised group members. For example, a teacher will use expert power because the students trust the information their teachers pass on to them. Similarly, when people visit their doctor or dentist, they respect the advice the professional gives them, because he or she is in a position to share specific professional knowledge and has expertise in medicine or dentistry whereas the patient does not.

Learning activity

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

Leadership

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



Figure 2.12
Being a motivator is an important leadership quality.

Self-leadership

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

Leadership styles

People are chosen to be a leader for various reasons. Some people display superiority over other people and are chosen to be a leader because they are able to govern their fellow group members, whereas others are passive and relaxed and will effectively lead a group of people who are highly motivated and task oriented. Leadership styles are mostly dependent on two factors: the leader's personality and the situation for which leadership is required. Table 2.8 contains an outline of the various leadership styles and their characteristics.

Internet activity

Use Google to research blogs in which the blogger discusses leadership and power bases. Choose one blog and discuss the key points.

Table 2.8 The leadership styles.

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

Leadership adaptability and flexibility

The term 'adaptability and flexibility in leadership' means that the leader is able to be versatile and to quickly change plans or ideas according to factors that are often out of his or her control, such as the weather, the group members' health, the available resources, and time restraints. It is important that leaders be adaptable and flexible, because the group members are looking to them for guidance, structure and advice. If leaders cannot be flexible when problems arise or plans are suddenly changed, that sense of guidance and direction will be lost. Leaders who are adaptable and flexible will be open minded, ready for change and able to think on their feet and will embrace all the group members. Also, leaders who exemplify the skills of adaptability and flexibility better equip their fellow group members to do so as well.

Learning activity

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

Factors influencing leadership

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

Type of task

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

"The type of task at hand will have a great impact on the leadership style the leader uses. Variables in relation to tasks include timeframe, complexity, number of people working on the task and how important the task is."

Knowledge and skills within the group

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

Attitudes of individuals within the group

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

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

Relationship between group members

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

Learning activity

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

Conflict within groups

Internet activity

Google 'What is conflict?' and select the PDF result from **crana.org.au**. Discuss the key points.

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

Case study as a secondary research method

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



Figure 2.13
Conflict is common at the workplace.

Collecting and recording data

You should take the following identifiable steps during the case-study process:

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

Case study

Read the following case study below and complete the associated activities.

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

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



Figure 2.14
Conflict can potentially cause permanent damage to a group.

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

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

Advantages and disadvantages

Like all things in life, using case studies as a secondary research method has various advantages and disadvantages, as outlined in Table 2.9.

Table 2.9 The advantages and disadvantages of using case studies.

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

Learning activity

Undertake a case study about an issue that is causing conflict in the community. Assess the causes of the conflict, the forces behind it and the process used to resolve it.

When you are planning and undertaking your case study, follow the aforementioned steps, which are summarised as follows:

1. Define the research question.
2. Choose the 'cases' to be studied.
3. Collect the data.
4. Evaluate and analyse the data.
5. Present your results.

Causes of conflict

Conflicts will inevitably arise in groups because not all the group members will have the same values, beliefs and opinions. There are many causes of conflict that can lead to individual and group divergence. Table 2.10 contains an outline of the causes of conflict, which are 'incompatible goals', 'individual differences or personalities', 'limited resources', 'ineffective communication', 'varying values' and 'multiple role expectations'.

Table 2.10 The causes of conflict.

Cause	Outline
Incompatible goals	The term 'incompatible goals' means group members' goals that cannot coexist, whereby they are conflicting or contradictory. Incompatible goals can and do lead to conflict because as a result of differing goals, both parties cannot be satisfied without compromising. The conflict might be occurring between two team members, an employer and an employee, two friends, or a father and child. For example, one group member might have the goal of broadening the group's activities whereas another might have the goal of reducing them and making them more concise. Another example occurs when two friends want to watch different movies at the cinema. Obviously, these two goals cannot coexist, because the parties are asking for opposite things and therefore become incompatible.
Individual differences and personality	The term 'individual differences and personalities' means in what way individuals are unique and stand out from the people around them. If everybody had the same personality, life would become boring, and in relation to group cohesion, although everyone would think the same, there would be no variation in the group members' tasks and activities. In relation to conflict, the term 'individual differences and personalities' is associated with differentiation among individual characters, which is cause for conflict. The individuals might clash due to their personality traits and behaviours and therefore might not understand what the other individual means or why he or she is acting the way he or she is.
Limited resources	The term 'resources' means the things that groups and individuals have either internally (talents, skills, attributes, knowledge) or externally (money, technology, office space). Conflict can often arise when resources are limited, whereby the term 'limited resources' means lack of the resources or supplies that a group or an individual has access to. If the group members cannot access the required resources, conflict might arise out of the members' frustration or aggravation. In a very basic sense, having limited resources in a family group might mean having limited food to consume. The family members might become frustrated and upset because they are not meeting their need to eat. In a sporting group, having limited resources might include being short a player because of injury and having the remaining members become frustrated because of the extra workload they have to bear.
Ineffective communication	The term 'communication' is related to the way in which all individuals interact with others. Communication can be undertaken by way of both verbal cues and non-verbal cues. Effective communication with other people can be affected by a plethora of elements, such as cultural barriers, language barriers, misunderstood humour or sarcasm, tone, body language, lack of explanation about how tasks have to be completed, and lack of encouragement. The term 'ineffective communication' means unproductive or damaging communication between individuals and groups. A breakdown in communication can either be easily resolved or lead to a bigger conflict according to how the communication breakdown is handled.

Table 2.10 The causes of conflict. *Continued…*

Cause	Outline
Varying values	Values are the qualities we have that influence not only what we do but how we do it. The term 'varying values' is related to the many principles and standards that people have. Because values are highly important to us and are often ingrained in our behaviour, conflict can easily arise when our values differ or someone challenges or questions them. It is difficult to address conflict that is based on values, because we believe they are the most valuable beliefs we have. When someone challenges them or does not reflect them, we can very often think he or she is undertaking a personal attack on us.
Multiple role expectations	Role expectations are what are expected of a person, a group or a subgroup according to the person's or people's involvement or title/s in a specific group. When a person is subject to multiple role expectations, the demand placed on him or her is often increased. He or she finds it extremely challenging when he or she is subjected to conflicting multiple role expectations. This type of response is evident in parent–child relationships when the children become adolescents and the parents become torn between being a friend to them or an enforcer of the rules. It is also evident throughout school, when students can have roles and responsibilities in relation to their sporting team and their part-time job but their expectations of themselves in those contexts can conflict with their teachers' expectations.

Learning activity

To analyse the impact that conflict has on groups:

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

Conflict resolution

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



Figure 2.15
Conflict resolution can be a win–win situation.

Processes

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

Negotiation

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

Agreement

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

Resolution

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

Role of support people

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

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

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

Outcomes of conflict resolution

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

Win–win is the ideal outcome and occurs when all the parties are satisfied with the resolution of the conflict; that is, everybody wins. A win–win outcome is the result of crucial co-operation and compromise among the group members.

Internet activity

Visit **www.omafra.gov.au**, and search 'Resolving-conflict fact sheet.' Read the information, and record the key points.

Win–lose occurs when one or more of the parties is satisfied whereas one or more of them is disgruntled and/or discontent. A win–lose outcome is often unavoidable, especially when the parties are unwilling to compromise or negotiate.

Lose–lose occurs when all the parties are dissatisfied with the outcome; that is, nobody wins.

An outline of each outcome's key characteristics is contained in Table 2.11.

Table 2.11 The characteristics of each outcome.

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

Learning activity

1. Evaluate the conflict-management processes.
2. Propose reasons that conflict resolution entails various outcomes for various groups, and determine how the outcomes have an impact on the groups' wellbeing.
3. Investigate a current conflict that is occurring between two groups in the community, and evaluate how much 'support people' can aid conflict resolution.

Revision questions

1. Outline the following concepts:
   a) 'Self-esteem'
   b) 'Self-confidence'
   c) 'A sense of belonging'
2. Outline the reasons for formation of a group.
3. Explain the concepts of 'norms', 'conformity' and 'cohesiveness' in the context of a group.
4. Outline the characteristics of each leadership style.
5. Compare and contrast that group and another group you are not affiliated with; for example, compare and contrast a Catholic group and a Buddhist group. Record the groups' similarities and differences.
6. Identify the various types of power base that group leaders use.
7. Distinguish between participant observation and non-participant observation. List the advantages and disadvantages of observation as a research method.
8. Identify the causes of conflict that can lead individuals and groups to diverge.
9. Outline the conflict-resolution approaches and the characteristics of each approach.
10. Define a case study as a research method, and explain how you would effectively use it as a type of research methodology.
11. Assess the following scenarios, and describe how each could result in a win–win outcome.
    a) A young couple are arguing about which party to attend on the coming weekend. Both partners have a close friend who will be holding a birthday party on the Saturday night. Both are too stubborn to come to an agreement, and every time they bring up the subject, they fight.
    b) A brother and sister are fighting over which DVD to watch at home. The sister is refusing to watch what the brother wants to watch, and the brother is refusing to watch what the sister wants to watch. There are a couple of other movies they agree are good, but the brother believes they should watch his movie because he is older and is paying for the rental.
    c) The members of a community group are experiencing a great deal of conflict in relation to a proposal to disallow dogs at the local park. They are continuously arguing and bickering at community meetings, and some of the group members have already given up and left the committee.

Chapter 3

Families and communities

Chapter overview

During our lifespan, we will develop from childhood to adulthood, and the process is different for each of us, often according to things that are out of our control, such as the structure of our family. Within our family unit, we will adopt various roles and responsibilities, which will in turn have an impact on how the family is run.



Figure 3.1
Socialisation is a lifelong process.

Over time, communities will also develop and grow. A community is defined in a number of ways and can exist at a local, state, national or global level. It is important we understand not only the meaning of community but the many reasons that people form communities.

In this area of study, we recognise that our socialisation is a lifelong process that is influenced by both our family and other groups within the community. In this chapter, we explore not only the relationship between the individual and the family or community but research methods, role adoption in groups, decision making, management of change and recognition of support.



Module focus

- Families
- Communities
- Management of change
- Socialisation of individuals within families and communities

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Table 3.1 Preliminary Core: Families and Communities syllabus.

Students learn about:	Students learn to:
families	
family	
▪ defining family ▪ the Australian Census Dictionary glossary definition of family	▪ examine definitions of family and propose reasons for the variations
family structures	
▪ adoptive ▪ blended ▪ childless ▪ communal ▪ de facto ▪ extended ▪ foster ▪ nuclear ▪ same-sex couple ▪ sole parent ▪ kinship	▪ compare and contrast different family structures
roles individuals adopt within families	
▪ satisfying specific needs ▪ building relationships ▪ promoting wellbeing	▪ outline the roles within families ▪ analyse how different family structures can influence the roles individuals adopt
communities	
communities	
▪ definitions of a community ▪ reasons for community formation, e.g. common interest/purpose	▪ use data from the Australian Bureau of Statistics (ABS) to identify the groups that make up their local community
questionnaires as a primary research method	
▪ developing reliable questions ▪ collecting and recording data ▪ advantages and disadvantages	▪ construct a questionnaire that could be used to identify the demographics of their local community ▪ use tallying to record research data collected from numerous questionnaires
levels of community organisation	
▪ local ▪ state ▪ national ▪ global	▪ analyse ways that groups within communities can meet the specific needs of people from a local to a global level

Table 3.1 Preliminary Core: Families and Communities syllabus. *Continued…*

Students learn about:	Students learn to:
roles groups adopt within communities	
▪ satisfying specific needs ▪ building relationships ▪ promoting wellbeing	▪ investigate how groups have assisted individuals to overcome adversity through the roles they have adopted within the community. Consider groups such as: – charity groups – religious groups – health services groups – emergency services groups
decision making in communities	
▪ influences on decision making – legislation – environmental factors – lobbying and community petitions – protesting	▪ explain how each factor influences decisions within the community
▪ processes – arbitration – consensus – election – voting – referendum	▪ explore the processes used to make decisions in the community, e.g. local council meeting, resident management groups, tribunal ▪ examine a local community decision or proposal by: – identifying the roles of individuals and groups – the factors influencing the decision-making process – the processes employed to make the decision – the outcome(s) or potential outcome(s) of the decision
managing change in families and communities	
nature of change	
▪ internal and external ▪ planned and unplanned ▪ temporary and permanent	▪ explore examples of change within families and communities and determine: – the nature of the change – the impact of the change
impact of change on families and communities	
▪ family and community wellbeing ▪ roles individuals adopt ▪ environmental ▪ legislation ▪ technology	

Table 3.1 Preliminary Core: Families and Communities syllabus. *Continued…*

Students learn about:	Students learn to:
types of support	
▪ informal, e.g. relatives, friends, neighbours ▪ formal, e.g. government agencies, community organisations	▪ investigate how informal and formal support assists to manage change
socialisation of individuals within families and communities	
stages of the life span	
▪ infancy ▪ childhood ▪ adolescence ▪ adulthood ▪ the aged	▪ analyse the specific needs that are of greatest significance to the individual at each stage of the life span
literature review as a secondary research method	
▪ accessing sources of data ▪ advantages and disadvantages	▪ access sources of secondary data in order to conduct a literature review on socialisation throughout the life span
influences on socialisation	
▪ relatives ▪ peers ▪ paid carers ▪ health professionals ▪ online networks ▪ media ▪ print and digital information	▪ assess how family and other groups within the community contribute to socialisation during infancy and childhood ▪ analyse how the socialisation of children influences the construction of gender ▪ explain how socialisation aims to assist individuals to adopt positive roles within families and communities

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

Table 3.2 Matrix of learning and understanding.

Knowing *1 point each*	**Understanding** *2 points each*	**Applying** *3 points each*
Define the term 'family'.	Explore the difference between the internal and external nature of change.	Make a list of the roles your family members adopt. Compare and contrast the roles with the roles one of your peer's family members adopt, and explore why similarities and differences exist.
Identify what occurs at each stage of the lifespan.	Compare the various decision-making processes that occur within communities.	Explore the types of support that are suitable for people at each stage of the lifespan.
Outline the levels of community organisation.	Discuss the reasons that communities are formed.	Explain how family and community members can promote the wellbeing of a child who is between five and 10 years old.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Analyse how a person's socialisation can change during each of the life stages.	Evaluate the effectiveness of using a literature review as a secondary method of research.	Design two questionnaires, one qualitative and the other quantitative. Ask five of your peers to complete each survey, and reflect on the usefulness of the results.
Analyse how the media can have an impact on socialisation both positively and negatively. Use two case studies to support your argument.	Research a contemporary change that has occurred in legislation, and explore how the change has come about.	Create a thesis that is based on family structures that exist in your community, and find three pieces of literature that are suitable to review. Explain what each piece of literature is about.
Choose three types of family structure, and analyse how they differ from each other.	Reflect on a time in your life during which you went through a crisis. Evaluate how you dealt with the crisis.	Design a PowerPoint presentation or a similar type of presentation in which you evaluate each type of family structure. Use images, statistics and videos to improve the quality of the presentation.
Analyse how change in the community can be either planned or unplanned and either temporary or permanent.	Access a contemporary news article in which the journalist explores either a person or a group of people who is/are going through a family crisis. Write a letter to the family in order to explain ways in which they can access support.	Construct a questionnaire that could be used to identify your local community's demographics.

Families

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

Couple families are based on a relationship between two people who are either married or in a *de facto* relationship. Couples can be 'straight' (heterosexual) or 'gay' (homosexual), and their children, or dependants, can also be members of the couple family if everyone constitutes the one household.

Lone-parent families, also known as sole-parent families, are based on a person who is not in a couple relationship but who forms a parent–child relationship with at least one other person in the household. Couple families can exist without children; that is, only two people are living together in a couple relationship. Lone-parent families, on the other hand, cannot exist without children, because a family is formed from at least two people.

Other types of family are based on a family relationship that is neither a couple relationship nor a parent–child relationship, such as when a brother and sister are living together without any dependants.

In some cases, the household will contain more than one family, such as when a single mother and her child are living with her parents and have thereby formed two families: the parents and their daughter are one family, and the daughter and her child are another. In that case, the members of the household are separated into two family units.

Based on ABS data, 2011, Census Dictionary, cat. no. 6224.0.55.001, Canberra.

Family

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

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



Figure 3.2
Families come in all shapes and sizes.

Immediate family: parents, brothers and/or sisters, husband and/or wife, and children

Extended family: grandparents, aunties, uncles, nieces, nephews and/or cousins

Defining family

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

Learning activity

1. Create your own definition of family that is inclusive of all individuals from different cultures. Share with the class.
2. Reflect on how your family has developed and changed over the last five years. Compare with a partner.

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

However, it is important to keep in mind that the concept of "family" is neither unitary nor unchanging. It involves the drawing of boundaries delineating "who is in" and "who is out", with the boundaries changing as individuals move through their life course. The boundaries drawn by analysts and policy-makers vary according to the purpose behind their focus on families, and even members of the same household may hold different ideas about whether a particular co-resident is a member of their "family". This may arise, for example, when a parent re-partners. Virtually all people also have family members who are spread across households and communities. Grandparents, for instance, are very likely to see their adult children and grandchildren as "family", even if separated by vast distances, and also probably include their own siblings and wider kin in this extended sense of family. The two households formed in the process of parental separation is another clear example of families crossing household boundaries. Defining Indigenous family boundaries is particularly challenging, for some Indigenous communities adopt kinship terminology that differs from each other and from that used in the "Anglo-Celtic" system (Morphy, 2006). Especially in remote areas, households comprising Indigenous people tend to be complex and fluid in their composition, with kinship networks overlapping, and adults and children often moving between households (see ABS & Australian Institute of Health and Welfare [AIHW], 2011).

Source: Commonwealth of Australia 2013, Australian Households and Families, Page 2, Australian Institute of Family Studies.

The Australian Census Dictionary glossary definition of family

There a many general definitions of the term 'family', but the one that is most commonly referred to is that from the Australian Bureau of Statistics, as follows:

A family is defined by the ABS 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.

Based on ABS data, 2011, Census Dictionary, cat. no. 2901.0, Canberra.

Learning activity

Examine various definitions of 'family', and propose reasons for the variations.

Family structures

Families are constituted in one of a plethora of ways, which is called family structure, and the various family structures are widespread throughout Australian society. The living arrangements of Australian families are complex and changing continuously. There are numerous types of family, including families that are referred to as adoptive, blended, childless, communal, *de facto*, extended, foster, nuclear, same-sex couple, sole parent (lone parent) and kinship.

Adoptive families

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



Figure 3.3
An adoptive family.

The Australian Institute of Health and Welfare defines adoption as follows:

Adoption is one of a range of options used to provide care for children who cannot live with their birth families. It is the process whereby the legal relationship between a child and their biological parents is severed, and the legal rights of the child are as if he/she had been born to the adoptive parents.

During the 2012–13 financial year, Adoptions Australia found that:

- adoptions in Australia declined by 77 per cent over the previous 25 years
- two in five adoptions were inter-country (overseas, international)
- one in two adopted children were younger than five
- 84 per cent of the adopted children who came from overseas were from Asia
- in 2012–13, five years was the typical wait time for families who were adopting a child from overseas, and the period had increased by two years since 2007–08
- three in five of the Australian birth mothers were younger than 25
- all the Australian adoptive parents were older than 30
- 87 per cent of the Australian adoptions were 'open'; that is, all the parties agreed to having some contact
- 52 per cent of the 'known' adoptions were by non-relative carers, such as foster carers, and 45 per cent of the 'known' adoptions were by step-parents.

Source: Australian Institute of Health and Welfare, 2013, Adoptions Australia 2012-13.

Blended families

The term 'blended family' means a family that comprises biological children and stepchildren who are living with their parents or step-parents.

A blended family is formed when sole parents move in together with their children or when a person joins his or her partner's family.

Blended families can operate in various ways; for example, stepchildren might live together at all times, or some of them might move between their biological parent's home and their step-parent's home.

Parents can have additional children, so that the existing children have half-siblings.

Generally, blending of families entails complicated issues that have to be addressed, such as coping with the past and moving forward, and negotiating new and different family roles and relationships.

Internet activity

Visit **www.kidshealth.org**, and search and then discuss how children and parents in a blended family can work together to form healthy relationships.

Childless families

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

In 1997, 41.2 per cent of Australian couples were childless (out of 4.09 million couple families). In 2007, the figure had grown to 47.1 per cent (out of 4.77 million couple families). Of the childless couples, 78 per cent of the partners who were between 18 and 24 and 75 per cent of the partners who were between 25 and 29 expected to have children sometime in the future.

Source: ABS data, 2006, Census Dictionary, cat. no. 2901.0, Canberra.



Figure 3.4
Childless couples are becoming more common in Australia.

Because Australia's population is ageing, the Australian Government is encouraging people to procreate. A notable example is the government payment of a tax free Baby Bonus, which was set at $5000 or $3000 depending on an applicant's situation. The government has now changed this policy and the Baby Bonus is not available for children born after March 2014. Parents and carers that meet the criteria can apply for Parental Leave Pay or the Newborn Upfront Payment and Newborn Supplement.

Communal families

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

"It is common to find a communal family in a remote or secluded location so that the groups of families can work together to maintain their quality of life."

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

Learning activity

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

De facto families

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

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

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

Internet activity

Visit **www.comlaw.gov.au**, and search for The Family Law Amendment (De Facto Financial Matters and Other Measures) Act 2008 for more information about de facto families and their legal rights.

Extended families

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



Figure 3.5
A multi-generation family.

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

Foster families

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

Internet activity

Visit **www.community.nsw.gov.au**, and search for information about fostering and adoption.

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

Nuclear families

The term 'nuclear family' means a family that comprises a mother, a father and their biological or adoptive children, and is often referred to as the traditional family. In this type of family, both the adults are the biological or adoptive parents of their children. In Australia, the number of nuclear families has been slowly declining over the past decade, a fact that might be due to the increasing number of divorces and remarriages or to the fact that more people are having children out of wedlock. In 1997, of Australia's 4.89 million families, 43 per cent were a nuclear family that included children who were 15 or younger. Over the next 15 years, the number of households that comprise a nuclear family is forecast to plunge from its 2006 level of 33 per cent to only 22 per cent.

Based on Australian Institute of Health and Welfare, 2012, Nuclear Families 2011-12.

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

Same-sex couples

The term 'same-sex couple' means a couple in which the people are of the same sex. Same-sex marriage is legal and socially acceptable in countries such as The Netherlands, Belgium, Canada and South Africa. Although social debate about the issue is substantial, at the time that this textbook was being written, same-sex marriage was not legal in Australia.



Figure 3.6
A lesbian couple on their wedding day.

In the 2011 Census, 6300 children were counted as living in a 'same-sex couple' family, and the number had risen from its 2001 level of 3400. Children who are living in a 'same-sex couple' family constitute only one in a thousand – 0.1 per cent – of all children who are living in a couple family. The vast majority of the children who were living in a 'same-sex couple' family – 89 per cent – were living in a 'female same-sex couple' family. The children in a 'same-sex couple' family might be born when one of the partners has an earlier, opposite-sex relationship; conceived with the help of reproductive technology; adopted; or fostered.

Source: ABS data, July 2013, Australian Social Trends, cat. no. 4102.0, Canberra.

Sole-parent families

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



Figure 3.7
A father and his daughter.

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

Of the Australian children counted in the 2011 Census, 24.3 per cent were living with one natural or adoptive parent – an increase from the 1986 level of 18.8 per cent.

Source: ABS data, July 2013, Australian Social Trends, cat. no. 4102.0, Canberra.

Kinship

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

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

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

Internet activity

Visit **www.babyzone.com**, and search for the article entitled 'Choosing Pregnancy without a Partner' by Deborah Pardo-Kaplan. Read the article, and comment on the statistics in relation to single mothers.

Internet activity

Visit **www.aifs.gov.au** for information about Australian families. The AIFS periodical *Family Matters* is an in-depth study of Australian family-related matters, and abstracts from each issue can be read on the website.

Learning activity

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

Roles individuals adopt within families

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

Satisfying specific needs

Everyone has specific needs that should be met. Some of them can be met by ourselves, but at other times, we rely on our family to help us through the process. For example, a child might be dependent on her parents for meeting her specific needs such as provision of shelter. Similarly, an adult might be responsible for meeting the specific needs of his or her fellow family members; for example, a parent is responsible for meeting his or her children's specific needs such as provision of food and water.

"The term 'building relationships' also means demonstrating how to act appropriately in relationships, whether the relationship is with family members, friends, teachers, colleagues or strangers."

Depending on the family's structure, the family member who is responsible for meeting specific needs will vary. For example, in ancient times, the 'man of the house' was considered to be the 'bread winner' and provided an income for the family, and the 'woman of the house' cared for the couple's children and kept the house clean and tidy. Nowadays, by contrast, gender norms are being challenged and it is not unusual for the woman to go out to work and the man to stay at home.

Building relationships

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

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

Promoting wellbeing

The term 'promoting wellbeing' means role modelling healthy behaviours that lead to wellbeing. This promotion can be evident in all types of relationship, not only family-based relationships. When we are an infant, our parents will provide us with food. If our parents give us healthy food and, for example, tell us that eating fruit and vegetables is healthy, they are essentially promoting our wellbeing and giving us valuable knowledge about what foods are healthy.



Figure 3.8
Making wellbeing fun.

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

Learning activity

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

Communities

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

Communities

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



Figure 3.9
Communities comprise lots of types of people.

Definitions of community

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

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

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

Reasons for community formation

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

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



Figure 3.10
A map of a geographical community.

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

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

Culture or ethnicity: A community that is based on culture or ethnicity is formed because the members share beliefs and values. Members of cultural or ethnic groups might be part of a community in which the members promote and build on the shared cultural or ethnic identity. The community might promote the traditions and customs of the culture or ethnicity and promote participation in them.

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

Internet activity

Use data from the Australian Bureau of Statistics (ABS) to identify the groups that constitute your local community.

Questionnaires as a primary research method

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

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

Developing reliable questions

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

1. **Make the questions clear and concise:** Your respondents will need to understand them and answer them appropriately, so if the questions are not clear, the respondents might give confusing responses because respondents' perceptions can vary.
2. **Do not use leading questions:** It is important you do not force your respondents or encourage them to answer in a specific way, so you need to ensure that the questions – and the supplied responses to closed questions – are objective and not indicative of bias.
3. **Establish trust with your respondents:** Do not ask them embarrassing or controversial questions, otherwise they will be less inclined to answer the questions truthfully and will lose interest in completing the questionnaire.

Collecting and recording data

When you are conducting questionnaires, it is of paramount importance that you explain to the respondent, or subject, the purpose of the questionnaire and the intended use of the person's responses. You need to explain the privacy parameters in relation to his or her responses, for example, whether the answers will be made public, whether the person will remain anonymous, whether the person has to answer all the questions, and whether the person will be able to withdraw from providing responses to the questionnaire if he or she feels uncomfortable doing so.

When you are recording the data, you should categorise it so you make it easier to draw conclusions from. For example, you might categorise it based on the person who completed the questionnaire, according to his or her age, sex and location. You can also categorise it according to the responses or themes that become relevant from the answers; for example, in a questionnaire that is based on the types of family that are most common in a community, you might categorise the data according to which type of family the respondent is a member of, for example a nuclear family, a foster family or a childless family.



Figure 3.11
Respondents can complete questionnaires online.

Advantages and disadvantages

The advantages and disadvantages of using questionnaires as a primary research method are explored in Table 3.3.

Table 3.3 Advantages and disadvantages of questionnaires as a primary research method.

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

Learning activity

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

Levels of community organisation

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

Table 3.4 contains an explanation of how the needs of people in the community are met by the various levels of community organisation.

Internet activity

Visit **www.nsw.gov.au**, and click on the 'Communities' tab. Research the various communities that are common in NSW and assess how the State Government meets their needs.

Table 3.4 Meeting the needs of people in the community through levels of community organisation.

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

Learning activity

Analyse ways in which groups within communities can meet the specific needs of people from a local level to a global level.

Roles groups adopt within communities

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

Satisfying specific needs

Individuals and groups within communities will be responsible for meeting specific needs, and if those needs are not met, people might be left feeling anxious, neglected or confused, or even unsafe. These feelings can lead to disruption to community harmony, and the effects can be damaging and long term. The needs can be either the needs of other people within the community or group or the needs of people beyond the community or group. For example, within a local community such as a town or suburb, specific groups will exist that will be in charge of meeting the members' need to feel secure. Some examples of the groups that are responsible for meeting this need the police, security firms, local- government authorities and 'lolly-pop ladies'.

Internet activity

Visit **www.un.org.au**, and research how in Australia the United Nations works towards meeting the needs of the global community. Then visit **www.community.gov.au**, and research the community information and services that are available in our national community. Compare and contrast the two communities.

"Within a local community such as a town or suburb, specific groups will exist that will be in charge of meeting the members' need to feel secure."

An example of meeting the needs of people who are outside the community or group occurs during government elections, when the party leaders have to try to meet the needs of people who do not follow the party in question, so that the leaders can make sure they gain more votes and appeal to a wider constituency.

Building relationships

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

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



Figure 3.12
Building business relationships within the community.

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

Promoting wellbeing

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



Figure 3.13
Schools promote wellbeing by encouraging their students to become involved in physical activity.

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

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

Learning activity

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

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

Decision making in communities

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

Influences on decision making

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

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

Legislation

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

Internet activity

Visit **www.parliament.nsw.gov.au**, select 'Bills', and click on 'Current Session (2007+)'. Choose a Bill that is awaiting assent, and assess how it might influence various individuals, groups and communities.

Environmental factors

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

Lobbying and community petitions

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

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

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

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

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



Figure 3.14
Two men using the arbitration process of decision making.

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

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

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

Internet activity

Visit **www.aec.gov.au**, and download the report entitled 'Compulsory Voting in Australia'. Read the 'Background' section, and review which countries enforce compulsory voting and which do not.

Referendum

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

Learning activity

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

Managing change in families and communities

Within both families and communities, it is inevitable that things that are under and out of human control will occur whereby change is forced on the group. Changes can occur internally or externally, be planned or unplanned and be temporary or permanent. Changes in the family are often related to the family's structure, whereby, for example, what was originally labelled a nuclear family

"It is inevitable that as the family goes through its life cycle, there will be both causes and effects in relation to change."

– two parents living with their children – might change to being a sole-parent family if one parents leaves or dies. The same sole-parent family might then change to being a blended family if the parent meets another sole parent and the two families eventually merge.

When, for whatever reason, the change occurs, it is essential it be managed efficiently so no disruption is caused to the family or community.

Nature of change

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

The types of change are identified as being internal, external, planned, unplanned, temporary and permanent. Table 3.5 contains an outline of how these types of change can have an impact on the traditional roles and responsibilities of the family unit.

Table 3.5 The nature of change that can impact on the traditional roles and responsibilities of the family unit.

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

Case study

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



Figure 3.15
Adam and Lea at the breakfast table.

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

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

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

Impact of change on families and communities

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

Family and community wellbeing

Change can have a great impact on family and community wellbeing. For example, if we presume that a family member has asthma, that the family lives in a town located in a rural area that has only one pharmacist, and that the

pharmacist has gone out of business, the change could have a great impact on the family's wellbeing.

Roles individuals adopt

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

Environmental

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

Internet activity

Research a recent natural disaster. Record what happened and how both individuals and communities came together to address the disaster.

Legislation

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

Technology

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

Learning activity

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

Types of support

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



Figure 3.16
People in formal and informal networks provide support for each other.

Informal

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

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

Formal

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

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

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

Internet activity

Research the types of community support service that NSW families have available to them. To aid your research, visit **www.community.nsw.gov.au** and **www.families.nsw.gov.au**.

Case study

The scenarios outlined in Table 3.6 are about families in need, and include suggestions for a variety of formal and informal support networks for the families to access.

Table 3.6 Scenarios of families in need, and a variety of formal and informal support networks the families can access.

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

Learning activity

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

Socialisation of individuals within families and communities

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

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

Stages of the lifespan

Throughout each stage of the lifespan, we develop at our own pace. As we grow and age physically and mentally, we naturally move through each stage. Some of the stages can be scary or confronting, because they involve having to adapt to new challenges and expectations.



Figure 3.17
The stages of the lifespan for a female.

"The term 'socialisation' means the behaviours we have learnt by associating with our family members and the people in our community."

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

Infancy

Infancy is the life stage that spans the period between our birth and when we are approximately 18 months old.

Our growth and development at this stage are rapid. As infants, we express our needs by crying, which is our main way of communicating with our carer. By crying, we express our need for food, comfort or stimulation.

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



Figure 3.18
A loving mother and a stimulated baby.

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

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

Internet activity

Visit **www.cyh.com**, and select 'Growth and Development'. Choose one of the fact sheets about 'Child Development' and create a PowerPoint presentation, or a similar type of presentation, that is based on the content.

Childhood

Childhood is the life stage that spans the period between when we are approximately 18 months old and 13 years old.

The needs of infants continue throughout this life stage because children also require food, comfort and stimulation. A parent or carer has to meet the child's physical needs by providing nutritious food; adequate shelter; frequent exercise; and specific medical treatments and precautions such as immunisations, as outlined in Table 3.7.

Table 3.7 The program for Australia's national immunisation program.

Age	Disease immunised against
Birth	Hepatitis B
Two months	Diphtheria, tetanus, acellular pertussis (whooping cough), haemophilus influenza type b, poliomyelitis, pneumococcal conjugate, and rotavirus
Four months	Hepatitis B, diphtheria, tetanus, acellular pertussis, haemophilus influenza type b, poliomyelitis, pneumococcal conjugate, and rotavirus
Six months	Hepatitis B, diphtheria, tetanus, acellular pertussis, haemophilus influenza type b, poliomyelitis, pneumococcal conjugate, and rotavirus
12 months	Haemophilus influenza type b, meningococcal disease, measles, mumps, and rubella
18 months	Measles, mumps, rubella, and varicella (chickenpox)
Four years	Diphtheria, tetanus, acellular pertussis, poliomyelitis, measles, mumps, and rubella

Based on The Immunise Australia Program, Australian Goverment Department of Health, October 2013.

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

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

Internet activity

Visit **www.childdevelopmentinfo.com/child-toys.htm**, and read the information. Choose three toys from the suggested lists, and describe how they would be contributory to a school-age child's growth and development.

Adolescence

Our adolescence begins as we go through puberty, which commences at different times between girls and boys. For girls it usually commences between the ages of 12 and 15, and for boys it usually commences between the ages of 13 and 16. We go through various physical, social and emotional changes when we are experiencing puberty, as outlined in Table 3.8.



Figure 3.19
Girls usually begin puberty between the ages of 12 and 15.

Table 3.8 The changes that people go through when experiencing puberty.

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

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

Adulthood

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

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

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

The aged

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

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



Figure 3.20
Maintaining a healthy lifestyle is important for elderly people.

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

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

Learning activity

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

Case study

The Browns family's life cycle

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

After dating for three years, Jake proposed to Amanda and they got married. They had both been working full time and saving for a deposit on a unit. After they married, they moved in together and started planning for their future.

At first, they saved their money and went on an overseas trip each year. After five years of marriage, they both decided to settle down and have children. Their first child, a son, who they named Ethan, was born a year later.

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

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

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

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

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

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

Literature review as a secondary research method

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

"A literature review does not have a defined structure as can be identified in other pieces of writing; instead, the writer should structure it according to the information and arguments the other writers have presented."

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

Accessing sources of data

When you are writing a literature review, there are a few things you need to look out for. First, the literature you are reviewing should be credible – in other words, the person or people who wrote the literature should be trained professionals and not just anyone posting something online without either qualifications or accurate statistics and data.

In order to write an interesting review, you need to ensure two things. The first thing you need to ensure is that there is enough literature out there about a specific issue or topic for you to be able to effectively compare and contrast the information. If you can find only one or two articles about a topic, your review will be basic because you cannot analyse findings from a healthy range of sources.

The second thing you need to ensure is that the review is interesting. It is important you find an issue that has inspired quite a bit of literature but that you tackle the issue from a different angle. If the writer composes the literature review but the findings he or she makes are already common knowledge, he or she has not really told the reader anything new.

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

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

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

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

Internet activity

Visit **www.lc.unsw.edu.au/onlib/litrev.html** for information about conducting a literature review. Read the sample review text to get an idea of how a literature review should be structured.

Advantages and disadvantages

Using a literature review as a secondary research method has both advantages and disadvantage, as outlined in Table 3.9.

Table 3.9 The advantages and disadvantage of using literature reviews.

Advantages	Disadvantages
▪ The research has already been done. ▪ Once you have decided on a thesis, you can use a literature review to help yourself know whether the thesis has already been answered (responded to). ▪ In using a literature review, you highlight any gaps in current research. ▪ You build your knowledge of an issue by reading various pieces of literature.	▪ You might have to do a lot of reading and researching. ▪ You might do a lot of researching only to find that the thesis you wanted to focus on has already been answered (responded to). ▪ You cannot use any first-hand research.

Learning activity

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

Case study

Sari is writing a report about the instance of teenage pregnancy in Australia.

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



Figure 3.21
Teenage-pregnancy rates in Australia are decreasing.

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

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

Influences on socialisation

Many factors can and do influence our socialisation. If we spend enough time around a person, we might pick up his or her way of acting, speaking, behaving and even thinking. In spending time with a person, we can be influenced to be like him or her or to draw ourselves away from acting the way he or she does because we do not want to be associated with that type of behaviour.

Relatives

Our immediate-family members and other relatives have the potential to greatly influence our socialisation. Relatives are often viewed as being people we look up to and show respect to, so the simple acts of being polite and showing respect influence our socialisation. Simple acts such as giving aunties, uncles and grandparents a kiss and a hug when we are greeting them, asking them how they

have been and making them a coffee all have an impact on our character and how we interact with other people in society. If the occasions during which we are around our family members and relatives have a positive tone, for example, everyone uses proper etiquette and manners, our socialisation can be influenced positively. Alternatively, if the occasions during which we are around our family members and relatives have an inappropriate tone, for example, we are exposed to behaviours such as smoking, swearing, abuse or alcoholism, our socialisation can be influenced negatively.

Peers

Our interactions with our peers greatly influence our socialisation, and the things our peers do can influence us to behave in a specific way or share specific views. For example, if a friend of ours starts a new diet where he or she eats food that is not only healthy but tasty, we might be influenced to start our own diet. Another example would occur if we have a friend who is rude to people, including strangers on the street and on public transport. In witnessing that type of behaviour, we could either be influenced to act in the same way or allow ourselves to empathise with the people our friend is being rude to and then actually cause him or her not to act in that way with strangers.

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

Paid carers

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



Figure 3.22
Maintaining a healthy lifestyle is important for elderly people.

Health professionals

Health professionals are similar to paid carers in that they provide us with the opportunity to live a healthy and longer life that is free from illness or disease. Some examples of health professionals are doctors, nurses, general practitioners, dentists, counsellors and psychiatrists. In combination, the members of these professions target all health areas, so when we use them effectively, they can have a positive impact on our socialisation. For example, if a boy has a speech

impediment and cannot speak properly, without help from a speech pathologist, his level of socialisation might be vastly less than his peers', because he might not be able to communicate properly and might not be accepted socially. Another example would be when a girl is suffering from a mental-health illness such as anxiety or depression. Without the help of a psychologist, she might refrain from going out and socialising, and therefore allowing her condition to have a negative impact on her wellbeing. Health professionals provide us with education and knowledge so our life can be healthier and more fulfilling. Because of this, they will have a positive impact on our socialisation.

Online networks

Online networks can have both a positive impact and a negative impact on our socialisation, depending on how we use them and how often we use them. The term 'online network' means anything online, including social media such as Facebook, Instagram and Twitter; gaming and chat rooms; and online support networks. If we use social media or gaming sites excessively and allow them to cut into the time we would otherwise be spending with friends or family members, or during which we would otherwise be exercising, doing homework or sleeping, they might be viewed as having a negative impact on our socialisation. Also, children and adolescents who use online networks can be subjected to cyber-bullying, which can also have a negative impact on their socialisation.

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



Figure 3.23
Many adolescents spend time engaging in online gaming.

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

Media

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

Print and digital information

Print and digital information has become much more readily available over the past 20 or so years and we are able to access information a lot more easily. For example, if we want to find out something, we can simply look it up on the Internet, which is potentially available everywhere. As members of society, we are thereby better able to equip ourselves to handle situations, because we can access information about how to do so. Communities that do not have fast access to information that is either in print or in digital form can quickly become 'left behind', and communities that have access to more information are often wealthier.

Learning activity

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

Revision questions

1. Reflect on your friendship group, and explore the types of family that exist among your friends and the reasons for them.
2. Use ABS studies and publications to gather data about the family structures that are evident in Australia.
3. Explore what might happen in a family if the members do not adopt roles and responsibilities.
4. Provide an example of one community you are part of, and explore the reasons for its formation.
5. Reflect on a time during which you either completed a questionnaire or distributed one for other people to complete. Discuss the benefits of undertaking research in this way and the limitations associated with the method.
6. Provide an example of an organisation that is operated at local, state, national and global level. Explain what roles people have at each level.
7. Using your school as an example, analyse the groups and individuals responsible for:
   a) meeting specific needs
   b) building relationships
   c) promoting wellbeing.
8. Explore the processes that community members use to make decisions, for example a local-council meeting or a resident-management group.
9. Outline the process of constructing and conducting a questionnaire.
10. Analyse the advantages and disadvantages of using a literature review as a secondary research method.
11. Access sources of secondary data in order to conduct a literature review in relation to socialisation throughout the lifespan.
12. Differentiate between internal and external changes and give examples of each.
13. Create scenarios for each of the five areas that change has an impact on. In the scenarios, outline the change that has occurred and how it has had an impact, positively, negatively or both, on the family and/or the community.
14. Discuss the importance of having both informal and formal support.
15. Reflect on a time during which you needed informal or formal support, and discuss:
    a) how you felt before you received the support
    b) what type of support you received
    c) how you used the support to help yourself deal with the change in question.
16. Create a list of the support networks that exist in your local community. Include each organisation's aim as well as other relevant background information and contact details.

Chapter 4

Research methodology

Chapter overview

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

In this chapter, we will explore the various types of research methods you have available to you – questionnaire, interview, case study, observation and literature review – and analyse the correct ways in which to use the methods.

As researchers, we need to put the gathered data through the research process, , meaning we record, analyse and interpret.

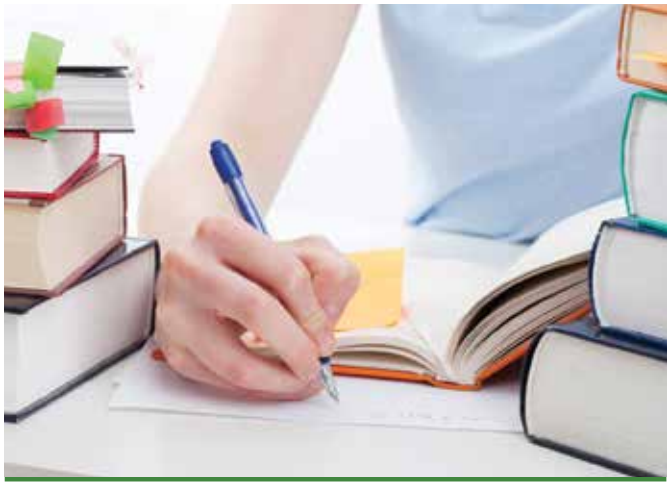
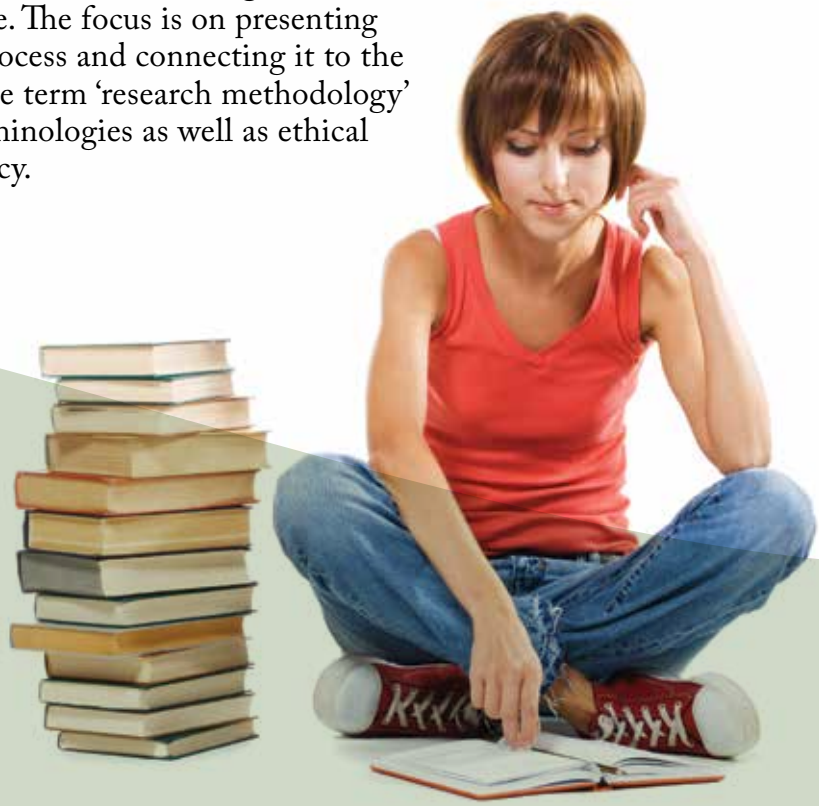


Figure 4.1
The research process requires careful planning.

In this chapter, we build on the research methodologies we addressed throughout the preliminary course. The focus is on presenting information about the research process and connecting it to the Independent Research Project. The term 'research methodology' encompasses various research terminologies as well as ethical issues such as copyright and privacy.



Module focus

→ Research methodology

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Table 4.1 HSC Core: Research Methodology syllabus.

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

Table 4.1 HSC Core: Research Methodology syllabus. *Continued…*

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

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

Table 4.2 Matrix of learning and understanding.

Knowing *1 point each*	**Understanding** *2 points each*	**Applying** *3 points each*
Explain the purpose of research.	Explain the importance of upholding ethical behaviour when you are conducting research.	Find an example of each of the five research methods. Outline the hypothesis and how the research was undertaken.
Define the term 'hypothesis'.	Explore the difference between reliability and validity.	Formulate a research proposal, and explain how you would manage your resources so you could complete your research in one month.
Define the terms 'method', 'sample size' and 'sample group'.	Distinguish between primary and secondary data and qualitative and quantitative data.	Find an example of both primary research and secondary research that are based on the same issue, and explore the differences in the results.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Find an example of a research methodology you do not think is very informative. Analyse why the research is not very good, and explain how the quality of the research could be improved.	Select an issue you are interested in. Choose two types of research method whereby the issue has been studied, and evaluate the advantages and disadvantages of using each type of research in order to gather useful data.	Propose a quantitative question to your classmates. Demonstrate the ways in which you could present your results.
Explore what can happen if researchers do not respect their subjects' privacy.	Find a piece of research, and evaluate: ▪ its focus ▪ the sample group and its size ▪ the type of data collected ▪ the sources of data used.	Using appropriate software, create an ICT in which you outline ethical behaviour, the areas you need to consider so you can be ethical while undertaking your research, and how you can behave ethically.
Discuss the difference between analysing the research results and drawing conclusions from them.	Use the Internet to research a specific religious or cultural group or a famous family. Evaluate the impact of the power bases that people use in the group.	Construct a checklist for people who wish to evaluate their personal factors that influence their ability to self-lead.

Table 4.2 Matrix of learning and understanding. *Continued…*

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Analyse the advantages and limitations of each of the sources of data.	Examine data from print and digital sources in order to determine the key findings.	You are planning on undertaking some observational research. Write a proposal to a group – such as a preschool, a business or a hospital ward – in order to explain what you are researching and why you want to go into that workplace to undertake your observations.

Research methodology

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



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

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

Research fundamentals

The term 'research fundamentals' means the elements that are understood to constitute the basics of research and is based on the purpose for undertaking the research and what the research's focus is. Once you understand why specific areas of research have to be completed, you should begin the process of undertaking the research. You start by developing a hypothesis or question and then move on to establishing how you are going to answer the hypothesis, by using steps that include sampling, recognising various types and sources of data, evaluating the data's reliability and validity, and considering ethical behaviour.

"Researching is the act of advancing knowledge and increasing understanding about specific issues or topics in order to both educate and inform other people."

The purpose of research

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

Research can be undertaken in a plethora of ways but is most commonly undertaken in order to improve practice and build knowledge about an issue or a topic. For example, in a school setting, in relation to the food and drinks sold in the canteen, a researcher might send a questionnaire to 50 students in each grade. He or she would then collect and evaluate the data, and as a result, appropriate changes might be made in order to improve the canteen's sales. Research can be undertaken to improve knowledge and practices in relation to areas that are evident in everyday communities, for example for medical purposes, product marketing or making public transport more efficient.

The focus of research

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

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

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

Sampling

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

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

Methods: The term 'methods' means how the sample group is chosen. A handful of methods exist for selecting a sample group: 'random', 'systematic', 'clustered', 'convenience', 'quota', 'snowball' and 'stratified'.

Table 4.3 contains an outline of the sampling methods and a definition of each method.

Internet activity

Find a piece of research that was based on a community issue and has been published online. Analyse the sampling method used and whether it was the most appropriate option.

Table 4.3 The sampling methods.

Method	Definition
Random	The researcher is not discriminatory in choosing the sample, meaning everyone in the population has an equal chance of being chosen.
Systematic	The researcher chooses a desired sample size. He or she chooses the candidates systematically, for example on the basis of every fifth name or on the basis of five people from each suburb. He or she chooses names, but the candidates are random – there is no great connection between them.
Clustered	The researcher includes various subgroups in the sample; for example, one Year 11 CAFS class from all NSW schools. He or she uses a cluster of students from each school, and the students in the cluster have commonalities between them.
Convenience	The researcher chooses the members of the sample group because he or she finds it easy to choose them. For example, for a school assignment, a student might have to give five people a questionnaire and they decide to choose their five best friends, or five members of their immediate family, to complete it. The results are often biased if this method has been used.

Table 4.3 The sampling methods. *Continued…*

Method	Definition
Quota	The researcher has prerequisites for who he or she includes in the research; for example, he or she might choose 10 students from each of the six secondary-school years.
Snowball	The researcher sources initial respondents and they then refer other respondents to him or her. They use this method when he or she is either working in a sensitive area of research or having trouble finding respondents. For example, they might undertake research into credit-card fraud and have an interviewee refer him or her to another possible candidate to interview.
Stratified	The researcher categorises the population into groups such as 'male/female', 'married/unmarried' and 'smoker/non-smoker' and randomly chooses a sample each group.

Learning activity

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

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

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

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

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

Types of data

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

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

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

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

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

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

Like primary and secondary data, qualitative and quantitative data can be used in conjunction with each other. Researchers might first use quantitative data in order to develop an understanding of trends and patterns in relation to specific behaviours and might then use qualitative data in order to explore the trends and develop an understanding of why they are occurring.

Sources of data

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



Figure 4.3
Researchers can access many avenues when they need to find data.

Individuals and groups

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

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

Internet activity

Using the Internet, identify the various social-science journals that are currently being published. Identify specific publications you could use in completing your IRP.

Print and digital

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



Figure 4.4
Print sources of data.



Figure 4.5
Digital sources of data.

Case study

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

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

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



Figure 4.6
Bushfires cause many problems in communities.

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

Print sources: *Athena has accessed books in which bushfires are covered and has read stories of survival. She tries to read the newspaper every day and searches for current bushfire-related stories.*

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

Reliability and validity

When you are conducting research, it is of paramount importance that you make sure the data is reliable and valid.

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

"Research has to be valid in that it has to have a reliable foundation, the results have to be explained, and their accuracy has to be confirmed."

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

Learning activity

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

Ethical behaviour

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

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

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

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



Figure 4.7
Copyrighted research is another individual's intellectual property.

Respect

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

Integrity

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

Privacy

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

Bias

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

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

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

Learning activity

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



Figure 4.8
Teenage pregnancy is a societal issue.

Research methods

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

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

Questionnaires

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

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



Figure 4.9
Interviewing is a qualitative method of data collection.

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

When you are developing the questions to use in a questionnaire, you must consider the following advice so you can make sure your research is as effective and objective as possible:

1. **Make the questions clear and concise:** You respondents will need to understand them and answer them appropriately, so if the questions are not clear, you might receive mixed responses due to people's varying perceptions.
2. **Do not use leading questions:** Do not force or encourage your respondents to answer in any specific way; ensure that the questions – and the supplied responses in any closed questions – are fair and are not indicative of bias.
3. **Establish trust with your respondents:** Do not ask them embarrassing or controversial questions, because they will be less inclined to answer them truthfully and will lose the desire to complete the questionnaire.

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

Interviews

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

When you are constructing an interview, whether it is structured or unstructured, you must undertake effective planning and preparation. Before you develop your interview questions, ensure you have assessed what you hope to achieve from the interview, that is, what the major issues are and how you wish to address them. Once you have made the purpose of the interview clear, you will be able to develop suitable and meaningful interview questions.

When you are developing your interview questions, you need to consider many things, because questions can often be ambiguous, unclear and/or irrelevant. To develop suitable and meaningful questions, adhere to the following six pieces of advice:

1. Ensure that the questions are not ambiguous, that is, that they do not have more than one possible meaning.
2. Ensure that the questions have one purpose; that is, do not ask two-part questions.
3. Avoid bias; that is, remain as objective as possible when you are creating the interview questions.
4. Avoid assumptions; that is, do not assume there is an opinion that is based on common belief; let the interviewee express his or her opinions – do not lead him or her.
5. Be concise; that is, develop clear and concise questions the interviewee will understand easily so that you limit misunderstanding.
6. Include only relevant questions; that is, make each question you develop meaningful in relation to the interview's overall purpose – avoid wasting time by asking unnecessary questions.

"Before you develop your interview questions, ensure you have assessed what you hope to achieve from the interview."

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

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

Internet activity

Visit **www.youtube.com**, and search for an interview a celebrity of your choice participated in. Analyse the types of question the interviewer asked and how they had an impact on the responses the celebrity gave.

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

Audio-recorded responses: Use a recording device to record verbal responses you want to develop into a transcript. Ensure you obtain the interviewee's permission to use the recording device.

Video-recorded responses: Use a video camera to record verbal and non-verbal responses. Video recording can be distracting during an interview, and the interviewee can be made to feel uncomfortable. Ensure you obtain his or her permission to use a video camera.



Figure 4.10
Researchers who record the interview find it easier to engage with the interviewee without missing any information.

Case studies

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

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

1. Define the research question: Identify your research hypothesis and determine a purpose for your research.
2. Choose the 'cases' you will be studying: Select the 'cases' for examination and how you intend to examine them. Select a number of research methods to use in the case study, such as the interview, the questionnaire and observation.
3. Collect the data: Apply the research methods you have decided on – collect your data and sort through your findings.
4. Evaluate and analyse your data: Examine the raw data you obtained in Step 3. Evaluate it and analyse it for trends and recurring themes. Ensure you connect your findings to your original hypothesis and purpose, as you decided in Step 1.
5. Present your results: Present your findings by using an appropriate presentation method, such as a written report. Give evidence in relation to all your findings and justify your conclusions.

Observations

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

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

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

Literature reviews

A literature review is a piece of writing that is aimed at comparing and contrasting other people's work, and should be a critical review of a specific area of study. In composing a literature review, the researcher compares and contrasts other researchers' arguments by analysing and amalgamating the material.

Ideally, the researcher will group other authors who focus on similar subjects, note where the authors' arguments overlap and stand alone, highlight the gaps in research, and summarise what is stated in the literature.

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



Figure 4.11
A young girl engaging in participant observation.



Figure 4.12
A male engaging in non-participant observation.



Figure 4.13
A variety of sources are accessed during a literature review.

Case study

Pilot study: questionnaire

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

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

Erik also noticed that the ink on the paper of the questionnaires had run and that some of the responses were therefore illegible.

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

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

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

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

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

Learning activity

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

Research process

Research is investigation based on the intention of finding out information. It is an involved process that commences with a need for research and concludes with presentation of findings. It includes collection, interpretation and presentation of data. The term 'data collection' means the process of preparing data. Research involves the gathering of information by the qualitative and quantitative research methods.

"Qualitative data can be presented in the form of a report, an essay, a discussion or a literature review, and quantitative data can be presented in the form of a table, a graph or a diagram."

The term 'data interpretation' means the process of understanding and taking meaning from the collected data. The researcher can then use various formats to present the data he or she has interpreted. Qualitative data can be presented in the form of a report, an essay, a discussion or a literature review, and quantitative data can be presented in the form of a table, a graph or a diagram. Research is not a linear process; the researcher might collect and interpret some data and then realise he or she needs to collect and interpret more data before he or she can present the data as a whole.

Planning for research

It is important to prepare and plan for your research before you commence it – imagine how unsuccessful an interview would be if the interviewer did not plan any questions to ask the interviewee. Planning for research involves formulating a research proposal and deciding how to manage your resources.

Formulating a research proposal

This step involves developing a suitable question to base your research on. A suitable question is often defined as being a hypothesis. It is a query or an inquiry into a topic the researcher can test by way of using research methodologies in order to gain more understanding or obtain evidence to support his or her claims.

A research proposal should contain a 'plan' for the intended research. It should also contain a question or hypothesis, an overview of the selected research methodologies, and a timeframe or proposal in relation to the complete research process.

Part 1 of your Independent Research Project is to develop a project plan. The development involves formulating a research proposal by summarising the intended area of research and then outlining the complete process.

Internet activity

Use the Internet to research ideas for your IRP. Analyse the steps involved in the IRPs you have identified.

Case study

Planning for your IRP

The Independent Research Project is a long-term product that involves numerous research tasks. When you are planning your IRP, you will find it beneficial to break down the necessary steps as follows so you can organise the research process:

1. Develop your research proposal.
2. Investigate secondary sources so you can gain a better understanding of your hypothesis or topic.
3. Choose effective research methodologies that are specific to the research.
4. Formulate your research methodology or methodologies; for example, develop interview questions, create a questionnaire, and assess how you will undertake participant observation.
5. Apply you chosen methodologies.
6. Collect and record your findings.
7. Analyse and interpret your findings, and compare them with results from secondary sources.
8. Draft your IRP.
9. Proofread and edit your IRP.
10. Present your IRP.



Figure 4.14
When you are preparing for your IRP, it is important you take notes throughout the planning stage.

Basing your activity on the timeframe for the IRP, divide the 10 steps into weeks. Justify the amount of time you allocate to each step.

Once you have formulated the research proposal and selected appropriate research methodologies, you will still have to do a substantial amount of planning in relation to your research.

You will now need to break down the initial timeframe you developed for your research process in order to ensure you can complete all the steps involved in your research.



Figure 4.15
It is important to develop a timeframe for when you will complete the stages of your research.

Managing resources

When you are undertaking research, it is important you evaluate what resources you have available and that you develop a plan for managing and monitoring them. Resources can include things such as time, money and materials. A good way to manage resources is to keep a diary or log of what you are doing each day and what resources you are using.

Your IRP also includes a project diary in which you record your ongoing research process. In your diary, you need to record the values, attitudes and feelings that are associated with your research. You should use it to record your conversations, contacts and readings and the sources of your secondary data. The diary is an aid to planning, because you can log your research steps so they reflect the timeline you have proposed.

Conducting research

The term 'conducting research' means the process of collecting, recording, analysing and interpreting data. When you are conducting research, you should follow specific steps, including formulating a research proposal, selecting appropriate research methodologies, and planning how to undertake the research.

Accessing sources of data

Knowing how to access data and where to source it from is a vital tool when ensuring that your research is highly reliable and you can improve the integrity and quality of the work you produce. You can access data from many places, depending on the nature of your research. Use of digital data such as search engines is a great way to get started, because in using search engines, you will generally be able to explore a number of websites and resources. If your research is in relation to a specific group within society, such as teachers or pensioners, you can access the group members by emailing or phoning them or by simply approaching them in public if you feel comfortable in doing so. If your research is in relation to a specific issue, such as mental health or substance abuse, you can contact groups and organisations that specialise in that area, for example youth beyondblue and the Black Dog Institute.

Collecting and recording data

The term 'collecting data' means the process of undertaking primary and secondary research in order to collect information. Using primary research methods includes applying the aforementioned research methodologies to obtain your findings. Using secondary research methods includes consulting books, journals and articles that either complement or differ from the findings of the primary research. For research to be balanced and free from bias, the findings have to be based on a combination of primary and secondary resources. In most cases, the secondary research will be supplementary to the themes and trends that have emerged from the primary-research findings.

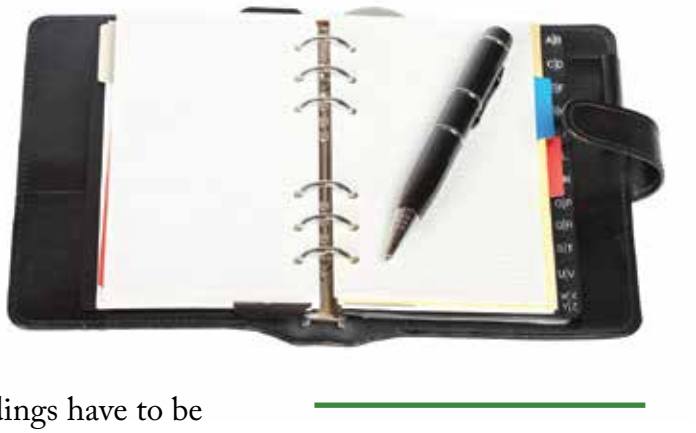


Figure 4.16
You will find recording data easier if you're organised.

While you are collecting your data, you need to record the relevant information. As outlined in the aforementioned discussion of interviews, data and information can be recorded in various ways. It is important you record your data effectively so you will be able to revisit it and use it during your analysis and interpretation. You need to ensure you record important and relevant data, so you will be able to understand it long after collection. You might need to revisit your secondary sources and you will need a record of the publications you have accessed. You might also need the data in order to reference your research.

You will find your recording much easier if you are organised, so develop a system that works for you, keep your notes together, and create backups whenever possible.

Documenting actions and issues

Regardless of the level of the research – whether the research is undertaken in the context of, for example, your school, or on a global level – it is essential you document your actions and the issues that arise. By keeping a log of everything that has happened, you will be better able to not only organise your data but, if something unforeseeable goes wrong, present 'proof' of everything that has occurred. For example, if a female researcher asks all her subjects to sign a form in order to have them permit her to record and use all their information but for some reason one of the male subjects no longer wants to participate or wants to change what he has said, by having documented the form he signed and stored it safely, the researcher has only to remind him of the form he signed and negotiate what information she will use.

By documenting the issues that arise, you will also find you can more effectively undertake research in the future. For example, if a male researcher finds that a specific source of data was very helpful, by documenting it, he will easily be able to access it again. Alternatively, if he is choosing to display his findings about a specific program and is finding it very hard to get logged in and start the program, by documenting the issue, he will find it easier to access the program in the future.

Case study

Questionnaire responses

The following five closed questions were answered by 10 respondents. Analyse the average response, and indicate how you would use the results in a report.

1. Have you ever smoked?
   Yes, No, Yes, Yes, Yes, No, Yes, Yes, No, Yes
2. Have your friends ever pressured you to smoke?
   No, Yes, No, No, No, No, Yes, Yes, No, No
3. Do you think smoking is 'cool'?
   Yes, Yes, No, Yes, No, Yes, Yes, Yes, No, No
4. Do either of your parents smoke?
   Yes, No, No, No, Yes, Yes, Yes, Yes, Yes, Yes
5. Would you let your children smoke?
   No, No, No, Yes, No, No, Yes, No, No, No



Figure 4.17
Many people start smoking because they are subjected to peer pressure.

Interpreting research

The term 'interpreting data' means making sense of the data and assigning meaning to it. You might, for example, interpret the data analysed in the aforementioned case study in order to understand that smoking is an increasingly alarming issue. You might assign meaning to the data by discussing the prevalence of smoking among young people and the influences of having parents and carers pass the habit down to the young people in their care.

Presenting research findings

There are many ways in which you can present the data you have analysed and interpreted. You can present the information graphically in the form of tables, graphs, diagrams and charts and can also present it textually in the form of a report.

In relation to your IRP, you need to present it textually by way of a report. In the report, you should include relevant graphical presentations that match the text and are supplementary to it.

Tables: Tables are widely used in research. They can contain a multitude of information and comparisons within the rows and columns. As you studied during the preliminary course, most reports published by the Australian Bureau of Statistics contain detailed tables, as exemplified in Table 4.4.

Graphs: Graphs are another effective way of presenting data visually. There are many types of graphs that you should select or create, depending on the type of data you are presenting.

When you are using graphs to present your information, you need to keep them simple and uncomplicated so they represent your findings accurately and effectively.

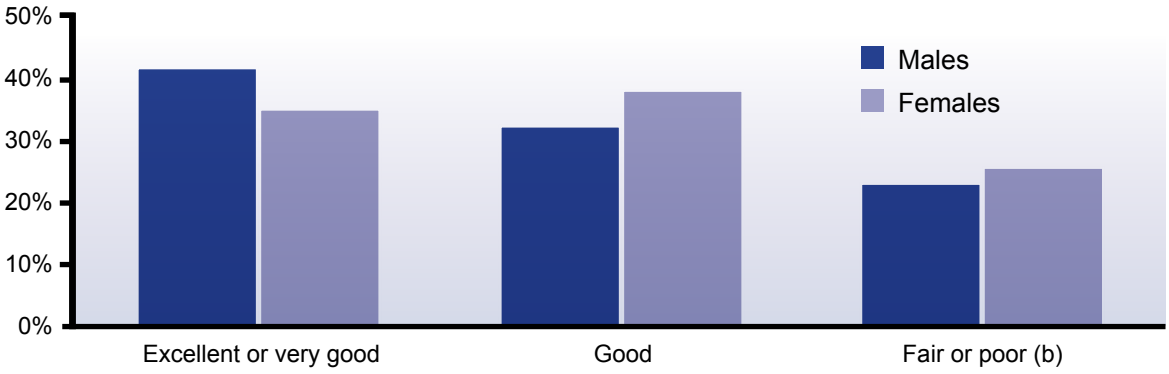
Column graphs and bar graphs: In these types of graph, you compare values across categories. In a column graph, you represent the data vertically, whereas in a bar graph, you represent it horizontally.

Column and bar graphs are effective visual aids for highlighting any comparisons. Each column or bar within the graph has to have a category label. If the label is short and succinct, for example a year or a person's age, a column graph is appropriate, whereas if the label is long and more descriptive, for example 'Families without children', a bar graph is more appropriate. Essentially, a researcher uses column and bar graphs to represent data in the same way, and which type of graph he or she uses will depend on the category labels he or she has chosen.

Table 4.4 Capital-city suburbs that have the highest percentage of same-sex couples.

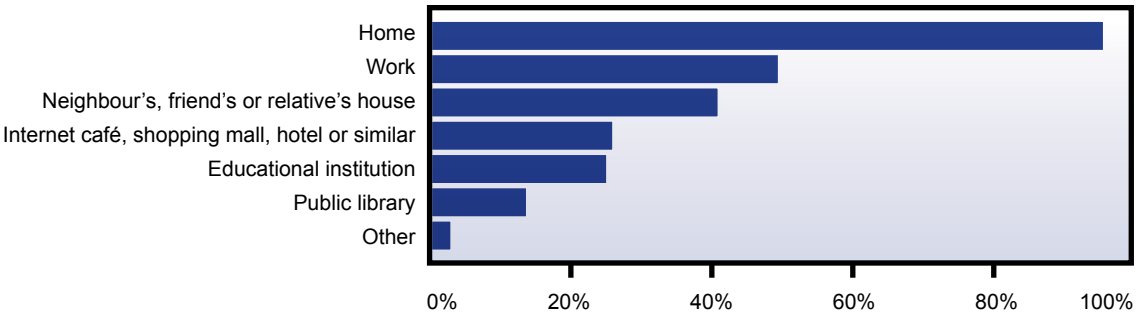
Suburb	% of couples
St Peters, NSW	6.0
Newtown, NSW	5.7
Erskineville, NSW	5.4
Enmore, NSW	5.3
Lewisham, NSW	4.2
Alexandria, NSW	3.6
Tempe, NSW	3.5
Chippendale, NSW	3.4
Marrickville, NSW	3.2
Stanmore, NSW	3.0

Based on ABS data, 2013, Australian Social Trends, cat. no. 4102.0, Canberra.



a) 15 years of age or older
b) The difference between the male and female rate is not statistically significant.
Based on Australian Bureau of Statistics, 2013, Australian Aboriginal and Torres Strait Islander Health Survey, catalogue number 4727.0.55.001.

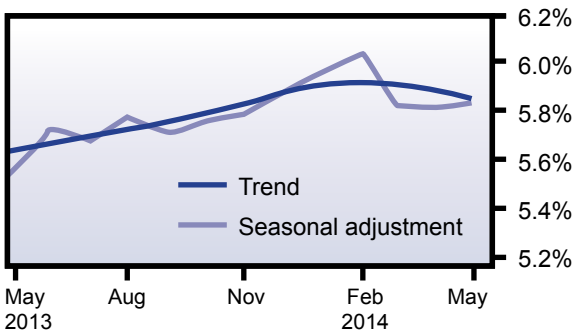
Figure 4.18
Self-assessed health status, by sex, for Aboriginal and Torres Strait Islander people (a), 2012–13: an example of a column graph.



Based on ABS data, 2013, Household Use of Information Technology, cat. no. 8146.0, Canberra.

Figure 4.19
Location of Internet access presented as a bar graph.

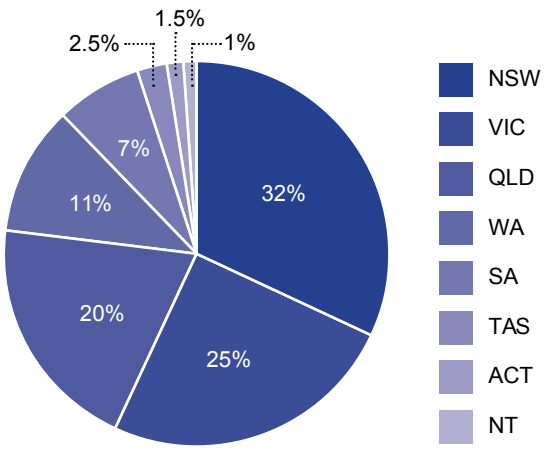
Line graphs: In this type of graph, the researcher presents the information by using a marker at each data value. It is commonly used for presenting statistics over a period, because the changes can be illustrated easily. When you are using a line graph, the most important thing you need to do is ensure it is to scale and that you are representing a wide range of statistics. The scale and range of your statistics can have a large impact on the meaning that people take from the line graph.



Based on ABS data, 2014, Labour Force Australia, cat. no. 6202.0, Canberra.

Figure 4.20
The unemployment rate: an example of a line graph.

Pie graphs: In this type of graph, researchers present their information by splitting up the sectors of a 'pie' so they are contributory to a total value. It is a simple graph that is commonly used for presenting data. When you are creating a pie chart, you need to represent your statistics and figures by splitting up the 360 degrees of the circle. You should split up the sections of the pie according to their size, in a clockwise direction; that is, the largest sectors should be at the start of the pie graph and the smallest sectors should be at the end of it.



Based on ABS data, 2013, Australian Demographic Statistics, cat. no. 3101.0, Canberra.

Figure 4.21
The percentages of Australia's population, by state and territory: an example of a pie graph.

To represent the data effectively, you should keep the pie graph simple. The more data you present in the graph, the smaller the slices of the pie will be and the harder the graph will be to understand and take meaning from.



Figure 4.22
Analysing data in the form of graphs and charts.

Analysing research results

When you have collected and recorded your data, you will need to analyse and interpret it. Analysis involves breaking down your findings so you can gain a better understanding of the bigger picture.

The results from qualitative and quantitative research methods affect the way in which researchers analyse the data. If you have used a qualitative method such as an interview and/or observation, you must analyse the data by identifying the common themes and issues. For example, when you are analysing interview responses, you might find there is a trend in the responses in relation to specific issues or ideas. If you use a quantitative method, you might find that the analysis is more straightforward; for example, you will be able to analyse responses from a written closed-question questionnaire in order to establish average responses.

Drawing conclusions from research

After you have analysed your data, you should present your conclusions in a report. The idea behind a report is that you want to collate every step of your research process into one document in which you logically represent both what has occurred and the reasons for it. You can draw conclusions after you have analysed the results. For example, if you present the data in the form of a graph, you will be able to analyse the graph and to determine, for example, that younger people are more likely to engage in risky behaviour, whereby in drawing conclusions from the data, you will discuss why young people are more likely to engage in risky behaviour.



Figure 4.23
Analysing research data.

Learning activity

1. Assess the effectiveness of presenting information graphically.
2. Compare and contrast the various types of graph.
3. Download an ABS report that is relevant to a topic you have studied recently. Analyse and interpret the various figures and statistics, and represent them by using the various types of graph.

Revision questions

1. Identify what a research proposal includes.
2. Briefly describe the various research methodologies, and outline their advantages and disadvantages.
3. Explain the steps involved in dealing with data, in the form of planning, collecting, recording, analysing and interpreting.
4. Evaluate the various ways in which information can be presented graphically, and outline their advantages and disadvantages.
5. Identify the ethical issues that become evident during research. Propose ways for ensuring that research remains ethical.
6. Outline the processes of planning research, conducting research and interpreting data.
7. Explain how a timeframe can be a useful aid to planning.
8. Assess how good organisation can have a positive effect on data collection.
9. Using the various types of research methodology, propose the best way of analysing and interpreting data.
10. Outline the common components of a report.
11. Obtain a copy of an IRP that has been completed in recent years. Identify the report's various components, and explain what each component includes.
12. To apply the research process to a topic of your choice:
    - select a research focus
    - select appropriate sampling methods
    - propose how you will conduct the research
    - create a timeline during which you will reach your research goals
    - access relevant sources of secondary data
    - use suitable research methods in order to collect and record primary and secondary data
    - record your actions and propose solutions for any research issues that arise
    - present your primary data in the form of a graph, a table or a written report
    - compare the key findings from your primary and secondary data
    - form research-based conclusions and make recommendations
    - credit your sources of data by way of a bibliography and an appendix.

Chapter 5

Groups in context

Chapter overview

In this chapter, we discuss the specific needs of the following groups that exist within Australian society: people who have a disability; homeless people; elderly people; culturally and linguistically diverse communities; Aboriginal and Torres Strait Islander peoples; rural and remote families; gay, lesbian, bisexual, transgender and intersex communities; sole parents; and young people.

The chapter includes an outline of each group's prevalence and diversity as well as an outline of the terminology that is used in relation to each group. It contains an exploration of how the groups' specific needs are met, how the groups access various services and the factors that might have an effect on their accessing of the services.



Figure 5.1
There are number of different groups in society.

You will be studying two groups in greater detail in order to explore how society can create a positive social environment for them and contribute to both the community in question and advocacy for the group.

The chapter includes a more detailed exploration of Aboriginal and Torres Strait Islander peoples; rural and remote families; gay, lesbian, bisexual, transgender and intersex communities; and young people.



Module focus

- Specific groups that exist within the community
- An exploration of the specific groups that exist within the community
- Issues of concern for the specific groups within the community
- Creating a positive social environment for the groups

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Table 5.1 HSC Core: Groups in Context syllabus.

Students learn about:	Students learn to:
specific groups within the community	
Category A groups (Mandatory groups) ▪ People with disabilities ▪ Homeless people	**Category B groups (Select 2 groups)** ▪ Aged ▪ Culturally and Linguistically Diverse communities ▪ Aboriginal and Torres Strait Islander peoples ▪ Rural and remote families ▪ Gay, Lesbian, Bisexual, Transgender, Intersex communities ▪ Sole parents ▪ Youth
Teacher note: Students are required to study the following content in relation to FOUR specific groups within the community. All students must study the TWO groups in category A plus TWO groups selected from category B.	
exploring the four specific groups within the community	
▪ prevalence of each group within the community ▪ individual diversity within each group ▪ terminology used by the community to describe the group	▪ utilise reliable sources of data to examine the nature of each group by considering the following questions: – what is the prevalence of the group within Australia? – what determines whether an individual is part of the group? – how might individuals vary within the group? ▪ recognise that the community uses positive and negative terminology to describe each group. Discuss the impact this might have on individuals within the group
issues of concern for the four specific groups within the community	
satisfaction of needs	
▪ specific needs of each group – adequate standard of living (food, clothing, shelter) – health – education – employment – safety and security – sense of identity	▪ identify and prioritise the specific needs of each group ▪ justify the TWO most significant needs for each group and discuss the implications if these are not met

Table 5.1 HSC Core: Groups in Context syllabus. *Continued…*

Students learn about:	Students learn to:
access to services	
▪ types of services, eg financial support, transport, accommodation and housing, health care, counselling, education, employment, legal aid ▪ factors affecting access to services – characteristics of individuals within the group, eg age, gender, level of education, culture, type of disability, first language spoken, socioeconomic status – resources, eg time, money, energy, knowledge – aspects of the service, eg opening hours, confidentiality, location, staffing	▪ explore the factors that can affect each group's access to services by considering the following questions: – what types of services does each group require access to? – how do the characteristics of individuals within each group affect their access to services? – what resources are necessary to support each group's access to the service? – how available are the services within the community?
Teacher note: Students are required to study the following content in relation to the TWO groups selected and studied from category B.	
creating positive social environments	
addressing the groups' issues of concern	
▪ government policy and legislation ▪ organisations within the community that support the group ▪ equity issues	▪ examine government policy and legislation to determine its role in ensuring equity for each group ▪ critically analyse the extent to which organisations within the community assist in satisfying the needs of each group ▪ investigate a current inequity issue faced by each group and propose strategies to address the issue
positive influences on community attitudes	
▪ contributions the group makes within the community	▪ explore ONE example of what each group has done to try to improve community attitudes, and assess the impact this has had on the wellbeing of the group
▪ advocacy (speaking up for the group's needs and concerns) – raising awareness within the community – educating the community – promoting the rights of the group	▪ outline how community organisations advocate for each group and describe the positive influence it can have on community attitudes

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

Table 5.2 Matrix of learning and understanding.

Knowing *1 point each*	**Understanding** *2 points each*	**Applying** *3 points each*
Define the term 'transgender'.	Write a list of the correct terms to use when referring to Aboriginal and Torres Strait Islander peoples, and explain why some terms are inappropriate.	Identify two of the main issues of concern for homeless people, and explain how the concerns could be addressed.
Identify the reasons that a family might become a sole-parent family.	Explain the diversity that exists among the members of the youth group.	Define the term 'ageing population' and explain why the population is ageing.
Explain what is meant by the term 'intersex'.	Outline the difference between living in a rural or remote location and living in a major city.	Think about a challenge you are constantly facing as a young person. Discuss the challenge with a partner, and compare and contrast your challenge with your partner's.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Analyse why two of the members of the groups you have studied might be victims of discrimination.	Interview a member of one of the groups you have studied. Evaluate the challenges the person faces.	You are the town planner for a small remote community. Design a brochure in which you outline all the resources the people living there have available.
Analyse the challenges that young people face in relation to developing their sense of identity.	Evaluate the safety measures that the members of one of the groups you have studied can adopt in their home.	To a partner, role play an issue that a member of one of the groups might face, and then have the partner come up with a solution.

Table 5.2 Matrix of learning and understanding. *Continued…*

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Analyse how important it is to be able to access support services, and analyse what might happen if a person doesn't access them.	Evaluate how having a disability can have an impact on a person's employment opportunities.	Create a news program in which you discuss issues that the members of three of the groups you have studied are facing.
Analyse either a government policy or a law that is associated with a group of your choice. Discuss whether or not the policy or law is effective.	Evaluate the factors that limit the ability of people from a background of homelessness from accessing services.	Create a timeline on which you explore the policies and laws the government has put in place in relation to Aboriginal and Torres Strait Islander people. Extend the timeline to 2050, and insert some policies and laws you would like the government to put in place.

Groups People with disabilities

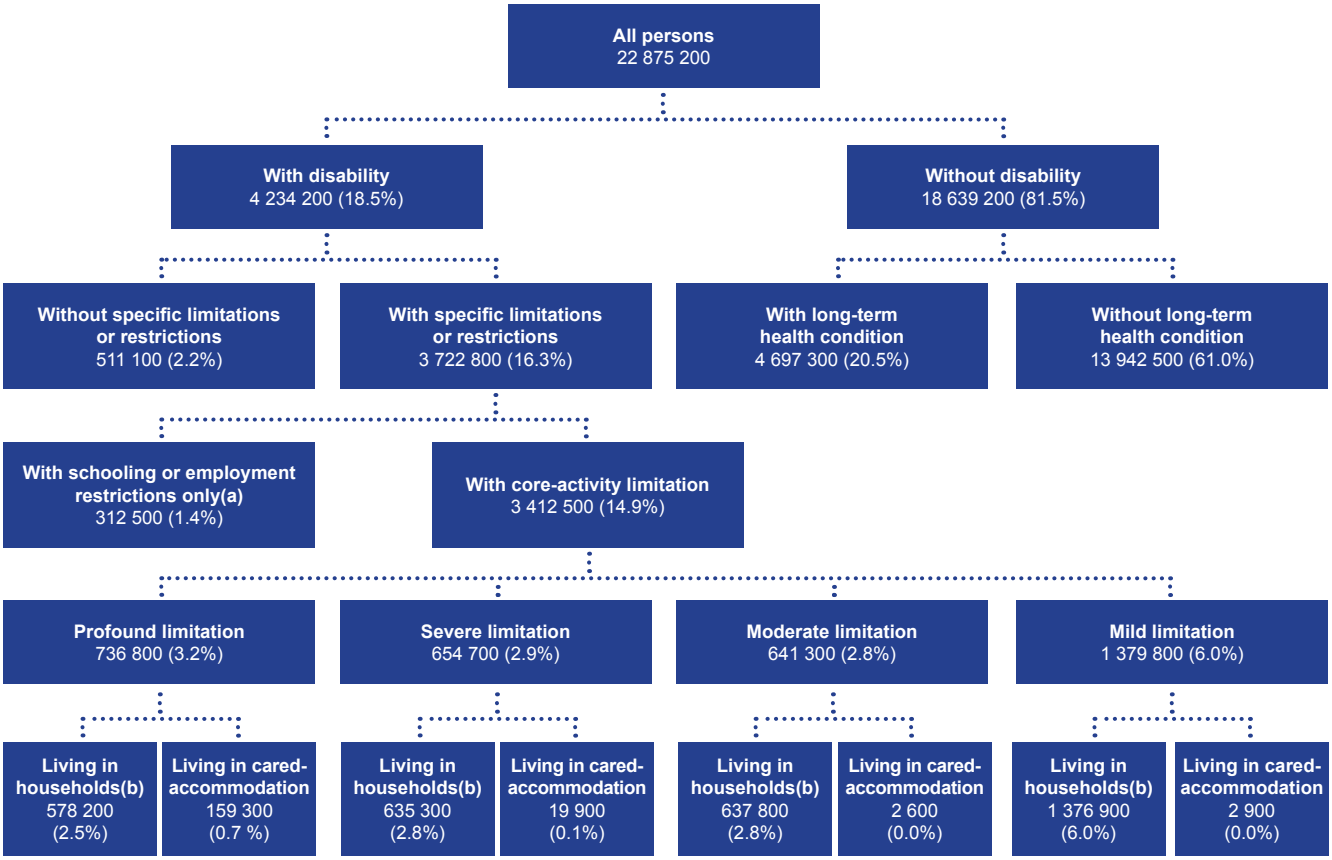
Generally, a disability is defined as being a condition that 'gets in the way' of a person's undertaking of core activities, that is, activities that are associated with self-care, mobility and communication. Various levels of disability exist, whereby some people who have a specific condition do not require much help in order to undertake most core activities whereas others cannot care for themselves, are immobile and find it difficult to communicate.

Prevalence of each group within the community

According to the latest ABS survey in relation to the key findings about disabilities in Australia, 4.2 million Australians, or 18.5 per cent of the population, have a disability. The branch chart in Figure 5.3 is a summary of the statistics in relation to Australians who have a disability, including numbers of affected Australians, in thousands or millions; the percentage of Australians who are suffering from a limitation or restriction; and the severity of the limitation or restriction.



Figure 5.2
Disabilities can impact on mobility.



Note:
- estimates have been rounded to the nearest one-hundred persons.
- due to rounding and the effect of perturbation the sum of the sub-totals may not equal totals

(a) Excludes people with a disability who have both a core-activity limitation and a schooling or employment restriction.

(b) 'Living in households' comprises all private dwellings and non-private dwellings apart from the cared-accommodation.

Based on ABS data, 2012, Disability, ageing and carers, Australia, cat. no. 4430.0, Canberra.

Figure 5.3
All Persons, Disability status and living arrangements.

Individual diversity within each group

As outlined in Figure 5.3, there is a dramatic variation in the nature of diversity among the Australians who have some type of disability. The extent of a person's disability is the determining factor in whether he or she is completely dependent on other people or only partially dependent on them. People who suffer from having a disability can be affected by it only temporarily, and may recover to fully functioning members of the community. For example, people who have suffered a broken leg and must have it in a cast for about six weeks differ greatly from people who have been in an accident that has caused them to become a paraplegic.

A disability is a condition whereby a person is unable to undertake specific tasks in the way that most other people are able to. When disabilities are viewed from this angle, it is evident that hundreds of them exist. The focus of the disability can be on one of many aspects such as cognitive (brain) functioning, the senses (hearing, seeing, feeling) or mobility.

Terminology used by the community to describe the group

We use a broad range of terminology to describe people who have a disability, and the terms can often either be based on insensitivity or be incorrect. It is important you understand the terms the community uses and what they mean, because if you use the wrong terminology to refer to a person who has a disability, you will be behaving very offensively and in a discriminatory way towards him or her.

When you are discussing disabilities, it is always correct to first state the word 'person'; for example, it is appropriate to say 'a person who has a disability' or, less preferably, 'a person with a disability' but inappropriate to say 'disabled person', because in using the last-mentioned term, you would be suggesting that the disability is more important than the person is or using the disability to label the person.

Internet activity

Visit **www.pwd.org.au** and search the word 'terminology', visit **odi.dwp.gov.uk** and search the phrase 'inclusive communications language', and familiarise yourself with the correct terminology.



Figure 5.4
A blind person might have the aid of a seeing-eye dog.

Learning activity

1. Research and describe some other concerns that people who have a disability might have.
2. Use reliable sources of data to examine the nature of people who have a disability by considering the following questions:
   a) What is the prevalence of the group within Australia?
   b) What is the determining factor for whether a person is part of the group?
   c) How might individuals within the group vary?
3. Recognise that the community uses positive and negative terminology to describe the members of each group. Discuss the impact that use of the terminology might have on individuals within the group.

Issues of concern for this group

Satisfaction of needs

The barriers that people who have a physical or intellectual disability face are often to do with the attitude of the people around them rather than their own limitations. Everyone has the same basic needs, for food, water, shelter and a sense of belonging. Just because people have a disability does not mean they are incapable of meeting any of these needs.

"Everyone has the same basic needs, for food, water, shelter and a sense of belonging."

Specific needs of each group

The specific needs of people who have a disability are dependent on what type of disability the people have. The factors in relation to humans' specific needs are our standard of living, health issues, access to education, employment opportunities, safety and security and sense of identity.

Adequate standard of living

Like all people, people who have a disability are entitled to secure, safe and appropriate housing, and modifications often have to be made to the housing in order to meet the people's diverse needs. Following are some types of home modification that are commonly made for people who have a disability:

Internet activity

Visit Housing Choices Australia's website **www.hcau.org.au**, and read the section headed 'About Us', which includes an outline of the associations and companies that are involved in development of suitable housing for people who have a disability.

- The bathroom and toilet: replacement of the bath with a shower, installation of grab rails, and movement of the toilet and basin
- The kitchen: replacement of the range hood and cooktop; lowering of the bench tops, cupboards and shelves; and creation of 'wheel' space under the sink
- Access to and from the home: installation of ramps and handrails, widening of doorways, and construction of pathways
- Electrical infrastructure: changing of switches, and changing of power points
- The garden: creation of a low-maintenance garden, and creation of a garden that a person who has a disability can access



Figure 5.5
A man who is receiving health care at home.



Figure 5.6
A boy who has Down syndrome and is learning to colour in.

Health

Depending on the type and severity of people's disability, they will have varying levels of health and wellbeing. Some people are able to care for themselves or to complete their day-to-day tasks with the help of their family and friends, whereas others require ongoing support from health-care professionals. In some cases, compared with people who do not have a disability, people who have a disability are predisposed to having other health concerns. For example, a man who is confined to his bed might develop acute problems such as pressure ulcers and respiratory-tract infections because he is sedentary.

Education

Depending on the level of people's physical or intellectual disability, their education can be affected.

School-age people who have a disability are supported in the education system in order to have their special learning needs met. To be able to cater for the needs of students who have a disability, the NSW Department of Education (DET) first identifies and assesses the disability and then discusses and negotiates the best option for the student.

Universities and TAFES located throughout Australia are increasingly catering for the needs of people who have a disability and are widening the people's access to a range of support services. They commonly provide facilities that are specifically designed for people who have a disability so the people can participate in the same learning that people who do not have a disability participate in; three examples are modified computers, modified signs and instructions in Braille, and a variety of modified furniture and equipment.

Educators should implement differentiated teaching and inclusivity so that all students learn the same concepts and all students feel included.

Internet activity

Visit **www.schools.nsw.edu.au**, and identify the special schools in your area and the types of disability they cater for.

Employment

As a group, people who have a severe disability often have a lower rate of participation in the labour force compared with people who do not have a disability. Between 2009 and 2012, the rate of labour-force participation among people who have some type of disability remained steady at 53 per cent. Between the same years, the unemployment rate among people who have a severe disability increased by approximately 1.5 per cent.

A range of government and community-based services are available for people who have a disability and who are trying to find a job. Centrelink offers employment services for eligible people by providing information about appropriate working environments and making referrals that are specific to the person and the needs associated with his or her disability.



Figure 5.7
Many career opportunities exist for people who have a disability.

Internet activity

Visit **www.centrelink.gov.au/internet/internet.nsf/services/disability_emp.htm** to find information about Centrelink's Disability Employment Assistance.

Safety and security

All people have the right to feel safe and secure in their surroundings. In some situations in which risk is evident, people who have a disability can be disadvantaged in their quest to eliminate risk or remove themselves from a dangerous situation. For example, if a woman who uses a wheelchair is on one of a building's higher levels and cannot use the lift if a fire breaks out, she will find it more difficult to escape compared with a person who does not have a disability.

A variety of items are available as safety aids for people who have a disability. Safety Mobility Pty Ltd is an Australian business that sells products for aiding people's transportation up and down stairs in any emergency situation. The company also offers products such as The Carousal Automatic Pill/Medication dispenser, which dispenses medication and can alert Emergency Services or people's carers if people need their medication.



Figure 5.8
Safety instalments in a bathroom.

Sense of identity

People who have a disability can experience low self-esteem. They might compare themselves with people who do not have a disability and might concentrate on the experiences they are as yet unable to have. It is important that the person's family, carers and friends promote his or her self-esteem by challenging his or her negative beliefs and emotional distress.



Figure 5.9
A woman enjoying gardening while using a wheelchair.

People who have a disability also need to support their sense of identity by participating in various activities, demonstrating their interests and involving themselves in hobbies. Opportunities are increasingly existing within communities, allowing people who have a disability are able to be active and valuable members of society.

Learning activity

1. Identify and prioritise the specific needs of people who have a disability.
2. Justify the two most significant needs of people who have a disability, and discuss the implications of not having them met.

Access to services

A range of services are available for people who have a disability, from income support to provision of pharmaceutical products. Various government services and organisations exist in order to support and help people who have a disability. In some cases, the people who are accessing the services are limited because they are not aware of the available services or are not physically able to access them.

Types of service

Depending on the person's disability, various suitable services are available for targeting financial support, transport, accommodation and housing, health care, counselling, education, employment and legal aid. For example, CP Australia provides services for people who have cerebral palsy. The organisation both develops initiatives and promotes awareness and the need for provisions among the community. Another example is MDA, which provides support for people who have muscular dystrophy. The organisation has established a range of community support programs and respite programs in order to help people who have a disability.



Figure 5.10
An inclinator can be used by people who have a disability in order to ascend and descend stairs.

Following are some examples of other organisations that provide services for people who have a disability, along with the organisations' website:

- The Australian Association of the Deaf: www.aad.org.au
- Blind Citizens Australia: www.bca.org.au
- The Epilepsy Association: www.epilepsy.org.au
- The National Association for Autism: www.autismaus.com.au
- Spinal Cord Injuries Australia: www.spinalcordinjuries.com.au
- MS, formerly MS Australia (multiple sclerosis): www.mssociety.com.au
- Seeing Eye Dogs Australia: www.seda.org.au

People who have a disability are often able to access financial help in order to support their wellbeing and ensure that their needs are met, and a range of financial-support options are available for people who are unable to work. Centrelink offers the Disability Support Pension, and depending on the applicant's responses in an 'income and assets' test and his or her age, residential status and marital status, he or she will be entitled to the pension payments as outlined in Table 5.3:

Table 5.3 The Disability Support Pension.

Maximum payment rates of the Disability Support Pension	
If you are over 21 years of age, or under 21 years of age with children	**Maximum rate per fortnight**
Single	$766.00
A member of a couple	$577.40 each or $1,154.80 combined
Couple separated due to ill health	$766.00 each

Table 5.3 The Disability Support Pension. *Continued…*

Maximum payment rates of the Disability Support Pension	
If you are under 21 years of age with no children	**Maximum rate per fortnight**
single, under 18 years of age, at home	$345.00
single, under 18 years of age, independent	$532.60
single, 18-20 years of age, at home	$391.00
single, 18-20 years of age, independent	$532.60
a member of a couple, up to age 20 years of age	$532.60

Based on the Disability Support Pension, 2014, Centrelink, www.humanservices.gov.au

Factors affecting access to services

A variety of factors will affect a person's ability to access these services. Because of the vast nature of disabilities, the person's personality and the severity of his or her disability will have an impact on how he or she accesses the services. Also, his or her personal resources and the way the service is designed might affect the access positively or negatively.

Characteristics of individuals within the group

Disabilities can and do affect people in different ways. Some disabilities will have an impact on a person's cognitive functioning, and therefore he or she might not have the capacity to understand what procedures or steps he or she has to follow in order to access the available support services. For example, a young woman who has a disability might initially find out about a service, but because of the limitations caused by the disability, she might not be in an environment in which she can gain insight about the service. This could be the case if the person does not socialise or speak to people outside his or her immediate support network.



Figure 5.11
A man using Braille.

Other characteristics that can affect people's access to services are their age, gender and culture. Some services might be sex specific because of privacy issues meaning all people's capacity to access the service is limited. Cultural differences can also be an inhibiting factor for someone who is accessing services, because he or she holds culture-specific beliefs or is subject to a language barrier.

Resources

People who have a disability can be limited by the lack of resources in relation to accessing available services. For example, a young man who has a visual impairment might not be able to drive, but the venue for his support-group meetings might be 20 kilometres from his home. Another example is that a young woman who has an intellectual disability and is trying to determine whether she is eligible for the Disability Support Pension might find the process difficult, because the

mathematics behind working out a person's assets and what a person is entitled to are challenging enough for a person who does not have an intellectual disability.

Aspects of the service

Some aspects of the service can be factors that limit people's access. For example, if a service does not have the funding for supporting all people who have a disability, the manager might have to be selective about whom the service can be of help for or might have to limit the service's support for people who are already accessing the support. Another example is that of a home-care company that might have its representatives visit only people who live within a 30-kilometre radius of the company's head office, whereas a number of people who live in a remote area located 40 kilometres from the head office might also need the service.

Case study

A few years ago, Ming was involved in a workplace accident from which he sustained a spinal-cord injury that led to inhibition of his mobility. He is still able to walk short distances and to drive, depending on the severity of the pain.

He often has to visit doctors and specialists, and when he is well enough to do so, he drives to the location in the hope he will find a parking spot. He is aware of the Mobility Parking Scheme but is not sure how to obtain the relevant card whereby he would be enabled to park in spots for people who have a disability.

After the accident, he left his place of employment so he could receive treatment and go through rehabilitation. Although he has substantial savings, he wants to return to the workforce but is worried he will not be able to get around the workplace or walk up and down any stairs.

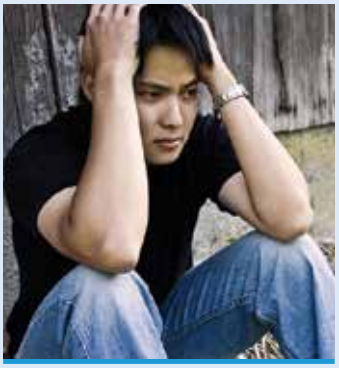


Figure 5.12
A person's disability can cause him or her to feel stressed and despairing.

He lives in a small flat, on the ground level, although to get to his door, he needs to walk up seven stairs. He dreads leaving or returning home, because he finds the act of walking up or down the stairs excruciating and that it often takes up to 15 minutes. He does not want to move from the flat and has contacted the Home and Community Care Program (HACC) about making some modifications to it, especially in relation to installing a ramp.

His suburb is not the safest, and he often hears and reads reports of muggings and altercations. Due to his lack of mobility, he is becoming increasingly worried he will be attacked or physically abused, because he would not be able to fend off the attacker. These fears have caused him to develop acute anxiety, and he suffers a panic attack when he feels unsafe in any environment.

1. Outline the services that Ming is accessing at present.
2. Identify a range of additional services he could access that are specific to his circumstances.
3. Propose ways in which he could address his desire to re-enter the workforce.
4. Recommend ways for him to support his self-esteem and sense of identity.

Learning activity

Consider the following four questions in order to explore the factors that can affect access to services among people who have a disability:

1. What types of service do they require access to?
2. How do the characteristics of people who have a disability affect the people's access to services?
3. What resources are necessary in order to support people who have a disability to access the services?
4. How available are the services within the community?

Groups Homeless people

Homelessness is the term used to describe the condition of people who do not have a regular dwelling. People who are homeless are most often unable to acquire and maintain housing that is regular, safe, secure and adequate, or they lack a night-time residence that is fixed, regular and adequate.



Figure 5.13
A homeless man with all his belongings.

Prevalence of each group within the community

On 2011 Census night, 105,237 Australians were considered to be homeless. According to the Census, 49 people out of every 10,000 were homeless, and that figure was an 8 per cent increase on the figure determined from the 2006 Census.

Source: ABS data, 2011, Population and housing, Estimating homeless, cat. no. 2049.0, Canberra

Homelessness is common in many countries, and the cycle of homelessness is very difficult to break. Although many people associate homelessness with drug or alcohol abuse, people often become homeless due to a series of unavoidable events. The many sources of homelessness include domestic violence, abuse, poverty, poor mental health and lack of support. The phrase 'fallen through the cracks' is often used in relation to young people who have become homeless because somewhere along the way, someone has failed to care for them, whether that 'someone' is a parent or guardian, a partner or an organisation – or even the person himself or herself.

Individual diversity within each group

This group in society is extremely diverse. People become homeless due to various factors, and people who seem to 'have their life together' in relation to having a family, a job and a house can also become homeless.

The ABS has placed homelessness in the categories as shown in Table 5.4.

Internet activity

Visit **www.homelessnessaustralia.org.au**, and search 'homeless statistics'. Record the key statistics.

Table 5.4 Persons by homeless Operational Groups, 2001, 2006 and 2011.

	2001 no.	%	2006 no.	%	2011 no.	%
Persons who are in improvised dwellings, tents or sleepers out	8 946	9	7 247	8	6 813	6
Persons in supported accommodation for the homeless	13 420	14	17 329	19	21 258	20
Persons staying temporarily with other households	17 880	19	17 663	20	17 369	17
Persons staying in boarding houses	21 300	22	15 460	17	17 721	17
Persons in other temporary lodging	338	-	500	1	686	1
Persons living in 'severely' crowded dwellings	33 430	35	31 531	35	41 390	39
All homeless persons	**95 314**	**100**	**89 728**	**100**	**105 237**	**100**

- nil or rounded to zero (including null cells)

Based on 'Homelessness Australia', 2012, Homeless Statistics, www.homelessnessaustralia.org.au

Homelessness affects people of all ages, as highlighted in Table 5.5.

Due to the diversity of this group, a 'blanket' solution will never be effective. Many people are homeless and would be willing to do whatever it took to get off the streets so they could participate in the free education that is provided by the various charities and organisations. However, people who have a mental-health issue might not be willing to access the services or might not have the capacity to access them.

Terminology used by the community to describe the group

Two definitions have emerged in Australian society and are commonly used in discussions and arguments about the subject of homelessness.

The Australian Bureau of Statistics uses the following four definitions of homelessness, which were developed by the authors Chris Chamberlain and David MacKenzie:

Table 5.5 Age groups of homeless Australians.

How old are they?		
Under 12	17%	(17,845)
12-18	10%	(10,913)
19-24	15%	(15,325)
25-34	18%	(19,312)
35-44	14%	(14,484)
45-54	12%	(12,507)
55-65	8%	(8,649)
65-74	4%	(4,174)
75 and over	2%	(2,028)

Based on 'Homelessness Australia', 2012, Homeless Statistics, www.homelessnessaustralia.org.au

Primary homelessness: not having conventional accommodation, such as 'sleeping out' or using derelict buildings, cars or railway stations for shelter

Secondary homelessness: frequently moving from temporary accommodation, such as emergency-accommodation sites, refuges or temporary shelters, or possibly using boarding houses or family accommodation on a temporary basis

Tertiary homelessness: living in rooming houses or boarding houses on a medium- or long-term basis, including not having your own bathroom or kitchen facilities and not having your tenure secured by way of a lease

Marginally housed: having a housing situation that is close to the minimum standard

Based on AIHW, 2009, Chris Chamberlain and David Mackenzie, page 5.

According to the second definition of homelessness, as outlined in section 4 of the *Supported Accommodation Assistance Act* 1994, a homeless person is defined as being someone who has 'inadequate access to safe and secure housing'. The housing is deemed to entail inadequate access if:

- the person's health is either damaged or likely to be damaged because he or she is living there, or
- the person's safety is threatened because he or she is living there, or
- the person is marginalised because he or she does not have access to adequate personal amenities or the economic and social supports that are normally afforded in a home, or
- the person is placed in circumstances where the adequacy, safety, security and affordability of the housing is either threatened or adversely affected.

Source: *Commonwealth Consolidated Acts – Supported Accommodation Assistance Act* 1994: Part 1 Preliminary, section 4, © Commonwealth of Australia; reproduced in edited form, with permission.



Figure 5.14
Many homeless people have a mental-health issue.



Figure 5.15
Every homeless person has specific needs.

Learning activity

1. Research and describe some of the other concerns that homeless people might have.
2. Use reliable sources of data to examine the nature of homeless people by considering the following questions:
   - What is the prevalence of the group in Australian society?
   - What are the determining factors for whether a person is part of the group?
   - How might people within the group vary?
3. Recognise that the community uses positive and negative terminology to describe the group. Discuss the impact this usage might have on people within the group.

Issues of concern for this group

Satisfaction of needs

Homeless people often struggle to meet their needs. Someone whose lifestyle is based on homelessness cannot meet his or her most basic survival needs of shelter and security. According to Maslow's Hierarchy of needs, if we do not meet these needs, we cannot meet our more complex needs such as our need for self-esteem and self-actualisation.

Specific needs of each group

The factors associated with a person's homelessness will be the determinant in relation to his or her specific needs. The determining factors are his or her standard of living, health issues, access to education, employment opportunities, and safety and security, as well as a sense of identity.

'A homeless person cannot meet his or her most basic survival needs of shelter and security.'

Adequate standard of living

Compared with the wider community, people who are experiencing homelessness are less likely to maintain a healthy lifestyle. They might struggle to eat enough food or appropriate foods and might therefore have a variety of health issues and concerns. Throughout communities, various free or subsidised food services are operated in order to provide food for homeless people; in Sydney, for example, St Vincent de Paul Night Patrol representatives visit spots in and around the city seven nights a week.

People who are experiencing homelessness might also develop issues related to alcohol or drugs, which they might use in order to reduce their hunger or keep themselves warm or as a means of escape from the reality of their situation. Substance use and abuse can lead to a variety of serious health issues, and people who become addicted to a substance can suffer significantly in relation to both their physical health and their mental health.

Health

People who are experiencing homelessness are often subject to a range of health concerns because of their living conditions. They are also less likely to access health services because they are financially limited or unaware of the services that are available for addressing and promoting the health of homeless people.

Homelessness can have a significant impact on a person's physical and mental health.

Due to the lifestyle that homeless people have, they might have health concerns such as dental decay and toothless-ness, which might arise from their inability to sufficiently care for their teeth by doing things such as using a toothbrush, brushing regularly, and having dental check-ups and treatment.

They have a higher risk of developing respiratory and cardiovascular problems because they are unable to access preventive services or to support their general health on a day-to-day basis. Homeless people also have a higher risk of developing a mental illness such as anxiety or schizophrenia, or a mood disorder or phobia.



Figure 5.16
A young homeless person sleeping rough.

Education

As the ABS identified in the 2011 Census, 27 per cent of the homeless population are younger than 18, a statistic that equates to approximately 28,500 people. The education of children and young adults is significantly affected if they are homeless. Often, if people do not have access to adequate shelter, they are less likely to attend an educational institution and complete their education. Education is commonly referred to as 'your passport out of poverty'. If homeless people do not access education, they can have an increased risk of remaining in poverty. It is important that communities of homeless people recognise the importance of education and access education-based services as required. It is also important that governments and organisations throughout Australia promote education among socioeconomically disadvantaged and homeless people in order to enhance their wellbeing.

Although some types of education are labelled as 'free', individuals and families need to meet various costs, which are labelled as 'voluntary', in order to be able to access support and facilitate their education. For example, a young man might attend a public secondary school and negotiate with the school to forgo its voluntary fees and charges, but he will still have to meet the cost of things such as school uniforms, books and stationery.

Employment

Similar to education, employment is often referred to as 'your passport out of poverty'. People who are experiencing homelessness are not likely to be actively participating in the labour market and/or receiving income support. They might not be doing so because they have a limited income and cannot meet the costs associated with housing. If homeless people find employment and start receiving an income, they have the resources available to improve their socioeconomic status and, if they choose, for accessing housing by way of a range of options.

Throughout Australia, various strategies and initiatives are being implemented in order to both recognise the level of employment among homeless people and promote disadvantaged job seekers in society.

The Australian Government initiative Job Services Australia is a service aimed at supporting unemployed people to find suitable employment. Part of the service is Job Services Australia providers that work with people on a one-on-one basis in order to measure their disadvantage in relation to the workforce.

The service's employment consultants connect job seekers with Australian employers and provide them with services and support during their job searching.

Safety and security

Homeless individuals and families constantly worry about their security and safety. Often, due to the nature of their accommodation, or lack of accommodation, they are forced to spend time and sleep in unsafe areas in which crime and violence are prevalent.



Figure 5.17
A life of homelessness can be dangerous.

Violence is a major issue for people who are experiencing homelessness. Often, while the people are sleeping, they have their belongings stolen by other people and suffer physical abuse . They might develop fighting skills so they can fend off their attackers, but according to many accounts, the state of homelessness is deemed to be 'survival of the fittest'.

People who are experiencing homelessness might be forced to steal, lie or turn to prostitution or one of a number of other unlawful practices in order to meet their basic needs. They also often have a higher risk of experiencing violence and abuse, especially sexual abuse, which is dependent on a range of factors.

Throughout society, preventive measures are put in place in order to reduce the violence and abuse that are associated with homelessness. Local councils throughout Australia have developed policies and programs and have invested funds in an attempt to promote security and safety for homeless individuals and families. For example, council officers might be employed to monitor public spaces that have a history of violent behaviours or be used to provide mediation services for people who are involved in violence and abuse.

Sense of identity

The term 'a sense of identity' means all the things in our life through which we know who we are. It means our ability to know what we are good at and that we have an understanding of our place in this world. Homelessness inevitably leads to an alteration in people's sense of identity. While they are going through the stages that lead to homelessness, they experience feelings of doubt and may start to question who they are and what is happening in their life. Initially, when people become homeless, they might have the necessary drive and ambition for sorting out their life out and getting back what they had. However, if they are homeless for long enough, their sense of identity might change and they might start to accept their life and feel they are not worthy of anything more.

When people are homeless, things that once seemed important to them, such as having the latest technology, are no longer the most important things to them; rather, their number-one priorities are to find food for the day and a safe place to sleep.

Learning activity

1. Identify and prioritise the specific needs of homeless people.
2. Justify the two most significant needs of homeless people, and discuss the implications if the needs are not met.

Access to services

Many services exist for homeless people to access, or even for their family to access. Many of the services have a website for information access, but because of the nature of the group and the fact that many people will not have access to the Internet, the services often have employees and volunteers visit people who are homeless on the street in order to give them the information face to face.



Figure 5.18
Everyone needs support at times.

Types of service

A variety of services are available for individuals and families who are either experiencing homelessness or at risk of it. The services exist to promote the wellbeing of disadvantaged people and to promote their access to services and resources so they can meet their basic needs.

Following is a list of the services that are available, as well as each service's website:

- The Homeless Persons Information Centre (HPIC): www.cityofsydney.nsw.gov.au
- The Inner City Homelessness Outreach and Support Service (I-CHOSS): www.housing.nsw.edu.au
- Shelter NSW: www.shelternsw.org.au
- The NSW Department of Community Services (DOCS): www.community.nsw.gov.au
- The NSW Department of Housing: www.housing.nsw.gov.au
- The Australian Federation of Homelessness Organisations: www.afho.org.au
- The Council to Homeless Persons: www.chp.org.au
- The National Coalition for the Homeless: www.nationalhomeless.org
- Anglicare: www.anglicare.org.au
- Mission Australia: www.missionaustralia.com.au

- The Salvation Army: www.salvationarmy.org.au
- St Vincent de Paul: www.vinnies.org.au
- The Wesley Mission: www.wesleymission.org.au
- Centrelink: www.centrelink.gov.au

The Mission Australia Training Institute offers educational opportunities for people who are experiencing disadvantage. By way of its Language, Literacy and Numeracy Program (LLNP), it helps job seekers develop their language, literacy and numeracy knowledge and skills so they can enhance their job seeking. The program is available to job seekers who are between 15 and 20 and to people who are older than 21 and are receiving income support.

Factors affecting access to services

A variety of factors affect homeless people's ability to access support services. The factors are inclusive of, but not limited to, the characteristics of the people who are affected by homelessness, the resources they have available to them, and the various aspects of the services themselves.

"People's education will have a great impact on whether they access the services that are available to them. If they do not know about the services, they will not be able to access them."

Characteristics of individuals within the group

In many cases, it is the person's characteristics that affect his or her ability to access services. These personal characteristics include age, gender, education, culture and socioeconomic status. As mentioned, according to statistics, 27 per cent of homeless people are younger than 18. Being so young, many people might not know what services exist. Younger people who are living on the streets will often form a sort of family with young people who are in similar circumstances, and although they therefore will not be alone, they will often have an attitude of not needing to access the services and of not needing help because they have each other. Socioeconomic status is a factor that significantly influences people's access to services for preventing homelessness. A major determinant of homelessness is having a low socioeconomic status. If people could afford not to be homeless, in almost all cases they would choose an alternative lifestyle. People's education will have a great impact on whether they access the services that are available to them. If they do not know about the services, they will not be able to access them. Also, if they do not understand the risks involved in behaviour such as needle sharing or hygiene compromising, which homeless people encounter, they have a high risk of becoming ill or having a lower life expectancy.



Figure 5.19
A homeless girl who is needing support.

Resources

The resources that people have available to them will very much affect whether they access support services, especially in relation to the personal factors of time, money, energy and knowledge. A great number of people who are homeless will not be able to afford to access many services in order to help themselves, so much of the time, they have to rely on receiving donations and/or using free services. However, the need to understand how to access those services and what measures have to be taken to do so is also an issue – it would not be very logical for a service to have a radio advertisement in which all people who were affected by homelessness were advised to go to a specific location in order to find the service. Regardless of that fact, many of the volunteers who work for organisations that provide services for homeless people will, during their conversations with the people they meet, tell them about what services are available that exist to provide help for people who are 'doing it tough'. A volunteer will know that it is often very effective to give people who are affected by homelessness the necessary knowledge about what free services are available.

Aspects of the service

A variety of organisations and groups provide services for people who are homeless. Being homeless is a 24-hour health risk whereby the people are greatly affected by their lack of permanent shelter, access to sufficient medical assistance, and a continuous and stable source of food. Representatives of services such as St Vincent de Paul's 'Night Patrol' do a lot towards minimising the negative effects of homelessness. Every night of the year except New Year's Eve, the representatives drive the food van to two locations, one in Surry Hills and the other in Martin Place. At the two stops, they give out snacks and hot drinks, and people can request necessities such as a swag, a personal-hygiene kit and a blanket or two, which the representatives give them during the next visit. However, even a program such as this has limitations in that the necessities cost money and volunteers are required in order to run the service. Numerous other organisations are involved in the same line of work and are subject to the same limitations.

Case study

Jed was kicked out of home when he was 16. He stayed with some friends for a while until he could explore a range of support options in relation to his financial status and accommodation.

He has been living in public housing for three years. He has not worked since he left school and left home. He has recently started applying for jobs, but his resume is somewhat 'light on' because he has had minimal education and does not have any experience.

He was offered a part-time packaging job at the local supermarket, but the pay was terrible and the hours were awful.

When he left home, he organised to obtain his own Medicare card, so now, when he is sick, he visits the local bulk-billing medical centre, so he does not have to pay to see a doctor. His doctor identified him as being short-sighted, but he cannot afford glasses or contact lenses and is choosing to ignore the problem.



Figure 5.20
Homelessness affects people of all age groups.

He has sold most of his possessions in return for money so he can meet his basic needs. He does not have a mobile phone, a home phone or a vehicle. He has an old bicycle he uses to get to the local shops.

He hates his life. He blames his parents for forcing him to live the way he is living, and he worries that his future holds nothing meaningful. He wants to acquire a good job that pays well so he can improve his quality of life.

1. Outline the services that Jed is accessing.
2. Identify a range of other services he could access that are specific to his situation.
3. Propose ways for him to address any issues associated with his health.
4. Predict how his future will be if he continues living the way he is.
5. Recommend ways for him to support his self-esteem and sense of identity.

Learning activity

1. Consider the following four questions in order to explore the factors that can affect whether homeless people access services:
2. What types of service do they require access to?
3. How do the characteristics of homeless people affect the people's access to the services?
4. What resources are necessary for supporting homeless people to access the services?
5. How available are the services within the community?

You are now to undertake a detailed investigation of two of the following seven groups in order to examine the role that a positive social environment can have on enhancement of the wellbeing of both the group and the individuals within it.

Groups The aged

Issues in association with elderly people have been covered in detail in the student eBook.

Groups Culturally and linguistically diverse communities

Issues in association with culturally and linguistically diverse communities have been covered in detail in the student eBook.

Groups Aboriginal and Torres Strait Islander peoples



Figure 5.21
The Aboriginal flag.

The term 'Indigenous' is used to refer to Australian Aboriginal and Torres Strait Islander people. According to the most widely adopted definition – the 'Commonwealth working definition' of 'Aboriginal or Torres Strait Islander':

An 'Aboriginal or Torres Strait Islander' is…

- a person of Aboriginal or Torres Strait Islander descent,
- who identifies as being of Aboriginal or Torres Strait Islander origin, and
- who is accepted as such by the community with which the person associates.'

Source: Yearbook 2004 (cat. no. 1301.0) - 'The 1967 Aborigines Referendum (Feature Article).

Prevalence of each group within the community

Table 5.6 contains information about the prevalence of Aboriginal and Torres Strait Islander people throughout Australia's six states and two territories.

Table 5.6 Estimated resident population, Indigenous status, 30 June 2011

	Estimated resident population			Median age	
	Aboriginal and/or Torres Strait Islander		Non-Indigenous	Aboriginal and/or Torres Strait Islander	Non-Indigenous
	no.	%	no.	years	years
NSW	208 476	2.9	7 010 053	21.4	38.0
VIC	47 333	0.9	5 490 484	21.7	37.3
QLD	188 954	4.2	4 287 824	21.0	37.2
SA	37 408	2.3	1 602 206	22.3	39.8

Table 5.6 Estimated resident population, Indigenous status, 30 June 2011. *Continued…*

	Estimated resident population			Median age	
	Aboriginal and/or Torres Strait Islander		Non-Indigenous	Aboriginal and/or Torres Strait Islander	Non-Indigenous
	no.	%	no.	years	years
WA	88 270	3.8	2 265 139	22.4	36.8
TAS	24 165	4.7	487 318	21.7	41.3
NT	68 850	29.8	162 442	23.8	34.8
ACT	6 160	1.7	361 825	22.1	34.7
Aust.(a)	669 881	3.0	21 670 143	21.8	37.6

(a) Includes Other Territories.

Based on ABS data, 2011, Estimates of Aboriginal and Torres Strait Islanders Australians, cat. no. 3238.0.55.001, Canberra.

Individual diversity within each group

The individual diversity within the Aboriginal and Torres Strait Islander community is very broad. The locations of where this group live is very spread out as highlighted in Table 5.7.

Table 5.7 Estimated resident Aboriginal and Torres Strait Islander population, Remoteness Areas, 30 June 2011

Remoteness Areas	Aboriginal and Torres Strait Islander %	Non-Indigenous %	Total %
Major City Areas	34.8	71.3	70.2
Inner Regional	22.0	18.3	18.4
Outer Regional	21.8	8.7	9.1
Remote	7.7	1.2	1.4
Very Remote	13.7	0.5	0.9

Based on ABS data, 2011, Estimates of Aboriginal and Torres Strait Islanders Australians, cat. no. 3238.0.55.001, Canberra.

As well as being diverse, in relation to their ambitions and aspirations, Indigenous Australians are the same as any other group in society, whereby some Aboriginal and Torres Strait Islander people have dreams of becoming famous sports people or of becoming involved in the entertainment industry whereas others simply dream of finishing school and getting a good job.

Terminology the community uses to describe the group

Whenever you are referring to the members of this group, you must use the correct and appropriate terminology. Over the years, as the details of the wrongdoing the group suffered historically has become common knowledge, some terms have come to be classified as inappropriate or offensive and other terms and abbreviations have been created for referring to the group in a more positive way. Table 5.8 contains a list of the terms that, over the years, have come to be deemed either appropriate or inappropriate.

Table 5.8 Terms used to refer to Aboriginal and Torres Strait Islander peoples.

Appropriate term	Inappropriate term
▪ 'Aboriginal and Torres Strait Islander peoples' ▪ 'an Indigenous Australian' or 'Indigenous Australians' ▪ 'an Aboriginal person' or 'Aboriginal people' ▪ 'an Aboriginal Australian' or 'Aboriginal Australians' ▪ 'a traditional custodian' or 'the traditional custodians' ▪ 'elder' or 'elders'	▪ 'Them' or 'they' ▪ 'Aborigine' or 'Aborigines' ▪ 'Half-caste' or 'quarter-caste' ▪ 'indigenous' (no initial-capital 'I') ▪ 'his mob', 'her mob' or 'their mob'



Figure 5.22
An Aboriginal man performing a traditional dance.

Internet activity

Visit **www.health.nsw.gov.au**, and search 'Aboriginal Terminology' for more information about why these terms are or are not appropriate.

Learning activity

1. Research and outline some more concerns that Aboriginal and Torres Strait Islander peoples might have.
2. Use reliable sources of data to examine the nature of Aboriginal and Torres Strait Islander peoples by considering the following three questions:
   a) What is the prevalence of the group within Australia?
   b) What is the determining factor in relation to whether a person is part of the group?
   c) How might individuals within the group vary?
3. Recognise that the community uses positive and negative terminology to describe the group. Discuss how this use of specific terms might have an impact on individuals within the group.

Issues of concern for this group

Satisfaction of needs

All people have the same basic needs, for food, water, shelter and a sense of belonging. A person is capable of attaining all these things regardless of whether he or she is a non-Indigenous Australian or an Indigenous Australian.

Specific needs of each group

A range of factors will be the determinants in relation to the specific needs of Aboriginal and Torres Strait Islander peoples. The factors are an adequate standard of living, health issues, access to education, employment opportunities, safety and security, and a sense of identity.

Adequate standard of living

In relation to housing, Aboriginal and Torres Strait Islanders can experience difficulty in accessing it and/or in accessing essential services in order to maintain the safety of their shelter. The housing conditions of Indigenous Australians differ greatly, depending on the people's geographical location and socioeconomic status. Indigenous people who are living in a permanent dwelling often require either minor or major repairs or complete replacement of the home. Compared with non-Indigenous people, they also experience more overcrowding , meaning their home requires one or more extra bedrooms so the occupants can have their safety needs adequately met.

"The housing conditions of Indigenous Australians differ greatly, depending on the people's geographical location and socioeconomic status."

In relation to having essential services, Indigenous communities differ in terms of having access to water, electricity and a sewerage system. Indigenous people who live in a remote community traditionally have had access to bore water (water below the earth's surface), have accessed electricity by way of community generators, and have relied on a septic tank and water-based system for their sewerage system.

As communities develop and governments put policies and programs in place in order to enhance Indigenous communities' quality of life, the people come to have better access to essential services that are similar to the services that are available in major cities; for example, they come to have access to their state's or territory's electricity grid as well as to be connected to the community's sewerage system.

Internet activity

Visit the website of the Department of Families, Housing, Community Services and Indigenous Affairs (FAHCSIA), **www.fahcsia.gov.au**, and research 'Indigenous People' under 'Subject Areas' for more information about support in relation to housing.

All Australians are entitled to housing assistance, depending on their situation. For example, the purpose of the Supported Accommodation Assistance Program (SAAP) is to provide support for people who are either facing or experiencing homelessness. Also, governments direct specific policies and programs towards providing housing assistance for Aboriginal and Torres Strait Islander peoples. The purpose of the organisation entitled Australian Remote Indigenous Accommodation (ARIA) is to reform housing for Indigenous Australians in an attempt to support and improve their wellbeing.

Health

Due to various social disadvantages, some Indigenous Australians have poor health and encounter a range of health risks. Because they experience limited access and disadvantage associated with education, employment and income, their health status is connected with social inequality.

Notably, Indigenous people who live in a regional or remote area have limited access to health services compared with people who live in a major city.

In relation to general health, in many ways, the health issues and concerns that Indigenous adults experience are similar to those that non-Indigenous people experience. Prevalence of some diseases and conditions is noticeably higher in the Indigenous population. For example, the level of alcohol-consumption risk is indicative of the fact that alcohol-related problems commonly affect Indigenous people. Substance use and misuse is a major concern among Indigenous people. Compared with non-Indigenous people, a higher proportion of Indigenous people report long-term risky alcohol consumption and smoking.

The health of Indigenous Australians is an important issue in contemporary Australian society. Indigenous Australians' health issues and concerns occur at a higher rate than they do among any other group in Australia.

The Australian Government is continually recognising the health status of Indigenous Australians and is working towards supporting their health and wellbeing. The government established the Close the Gap campaign in order to improve the health status and increase the life expectancy of Aboriginal and Torres Strait Islanders. The program is an attempt to 'close the gap' in relation to the difference in life expectancy between Indigenous and non-Indigenous people.

Internet activity

Visit **www.abc.net.au/news**, and search 'Life expectancy for Indigenous Australians rises slightly'. Read the article, and research the reasons that life expectancy has increased for Indigenous Australians.

Internet activity

Go to **www.iba.gov.au**, and research the products and services that IBA offers for Indigenous Australians.

Education

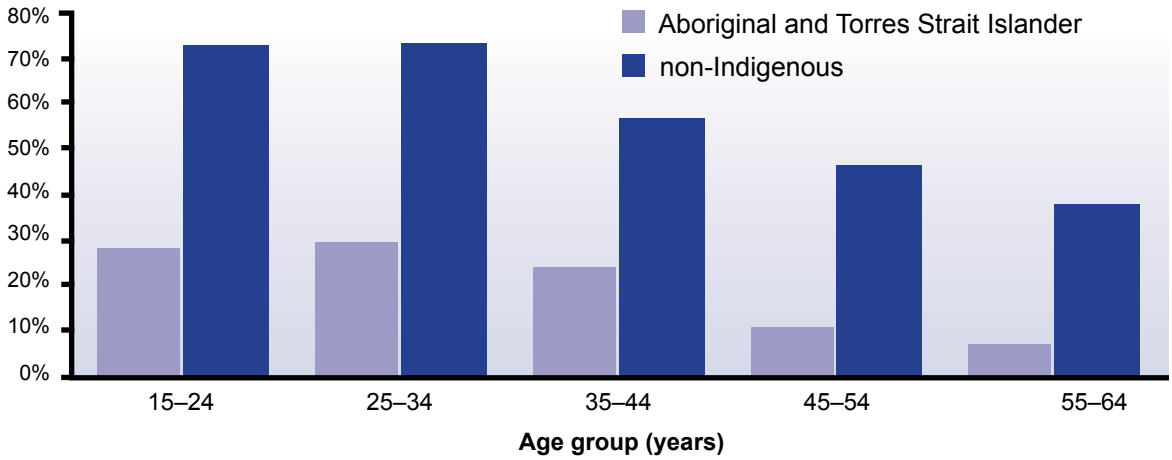
Although education rates among the Indigenous population are lower compared with the rates among the Australian population as a whole, the number of Indigenous Australians who are participating in education in a major city or a remote area has considerably increased in recent years.

Having access to educational facilities is a major issue for Indigenous Australians, especially people who live in a remote community. In remote Indigenous communities, most people have access to a primary school that is located fewer than 10 kilometres from their home, but in the case of secondary schools, the access differs significantly.

According to the ABS, in every age bracket between 15 and 64 years, Aboriginal and Torres Strait Islander people were less than half as likely to have attended secondary school till Year 12, as shown in Figure 5.24.



Figure 5.23
An Aboriginal girl learning at primary school.



(a) Excludes persons still attending secondary school
(b) Estimates for non-Indigenous persons from the Survey of Education and Work were averaged across the 2008 and 2009 surveys

Figure 5.24
Completed School to Year 12, persons aged 15-64 years(a)-2008.

Based on ABS data, 2010, The Health of Welfare of Australia's Aboriginal and Torres Strait Islander People, cat. no. 4704.0, Canberra.

In relation to tertiary education, the numbers of Indigenous university graduates are increasing as the nature of Indigenous people's participation in university education changes. Various universities and tertiary institutions have developed schools and courses that are specific to the Indigenous population. Often, institutions offer a range of pathways and opportunities for Indigenous students who are applying for various courses and scholarships that are available to them, in order to support their tertiary-education endeavours.

Internet activity

Visit **www.usyd.edu.au/fstudent/indigenous**, and explore the courses that Indigenous Australians have available to them and the scholarships and support the students can access.

Employment

In most cases, the employment rate among Indigenous people is lower than that among Australia's general population. In 2011, Australia had an estimated 173,800 Indigenous people who were 15 or older and were classified as being employed. They constituted 46 per cent of the Indigenous population and the figure represented a 6 per cent decrease compared with the figure for 2005.

Source: ABS data, 2012, Labour Force Characteristics of Aboriginal and Torres Strait Islander Australians, cat. no. 6287.0, Canberra.



Figure 5.25
An Indigenous woman applying for a job.

Due to a variety of factors, Indigenous Australians are not able to access employment opportunities at the same level as other Australians are. In order to redress both the disadvantages and the disproportionate lack of access to employment services, the Australian Government, through the Department of Education, Employment and Workplace Relations (DEEWR), provides various types of assistance and support for Indigenous Australians. The programs and services the government makes available for Indigenous job seekers, along with each one's website, are listed as follows:

- The Australian Employment Projects (AEC): www.fiftythousandjobs.com.au
- Community Development Employment Projects (CDEP): www.centrelink.gov.au/internet/internet.nsf/services/cdep.htm
- Job Services Australia: www.deewr.gov.au/Employment/JSA/Pages/default.aspx

In relation to employment, each of Australia's states and territories has 'equal employment opportunity' (EEO) legislation in place in which the government outlines the illegalities associated with discrimination that occurs at the workplace. Businesses throughout Australia develop an 'equal employment opportunity' plan in order to widen the range of job opportunities that are available for various groups, including Aboriginal and Torres Strait Islanders. For example, UnitingCare NSW–ACT has developed an Indigenous Employment Strategy in order to create job opportunities for Aboriginal and Torres Strait Islanders.

Safety and security

In NSW, compared with non-Indigenous people, Aboriginal and Torres Strait Islander people experience a higher rate of injury in relation to death, hospitalisation and emergency treatment. Various concerns are associated with security and safety among the Indigenous population. Within Indigenous communities, the government has put strategies in place in an attempt to minimise accidental injury, intentional self-harm and violence. Like all people, Indigenous people have the right to exist in a safe environment and to feel safe and secure in their surroundings. Due to the diverse nature of Indigenous culture, local communities need to address safety appropriately and to deal with issues in order to develop plans and strategies for enforcing change and supporting Indigenous people's wellbeing. In relation to crime, according to statistics and compared with the non-Indigenous population, a higher number of Indigenous people are committing offences, as outlined in Table 5.9.

Table 5.9 The proportion of offenders with an unknown Aboriginal and Torres Strait Islander status(a), by principal offence.

	NSW	QLD	SA	NT
Homicide	33.9	4.7	-	-
Acts intended to cause injury	8.1	3.3	1.3	1 .8
Sexual assault	6.6	7.6	1.7	1.9
Dangerous/negligent acts	6.3	4.1	1.9	2.0
Abduction/harassment	11.5	6. 4	3.1	-
Robbery/extortion	4.8	2.5	0.4	-
Unlawful entry with intent	7.1	3.5	1.1	17.5
Theft	7.3	3.8	1.6	7.2
Fraud/deception	11.1	3.6	2.0	7.4
Illicit drug offences	5.3	3.9	59.6	1.5
Prohibited/regulated weapons	5.8	2.3	1.0	2.9
Property damage	9.3	4.7	1.2	5.0
Public order offences	7.0	2.9	1.8	4.5
Offences against justice	16.8	2.3	2.7	3.0
Miscellaneous offences	5.1	27.6	1.5	1.9
Total(b)	**7.8**	**3.7**	**14.1**	**2.7**

- nil or rounded to zero (including null cells)
(a) Excludes offenders with a penalty notice as their principal method of proceeding.
(b) Includes offenders with an unknown principal offence.

Based on ABS data, 2013, Recorded Crime - Offenders, cat. no. 4519.0, Canberra.

Sense of identity

Due to the historical and contemporary discrimination and prejudice that are aimed at the Aboriginal and Torres Strait Islander population, some Indigenous people experience low self-esteem and have been influenced negatively in relation to their sense of identity. Because of various factors, Indigenous people might lack confidence in their skills and abilities. At school, they might have limited self-belief if they struggle with expressing themselves by speech and text. If their access to education has been limited, they might experience low self-esteem in relation to continuing their education or to applying for and undertaking various jobs.

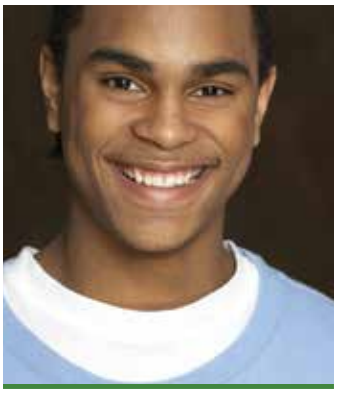


Figure 5.26
An Aboriginal man who has a strong sense of identity.

The culture associated with Aboriginal and Torres Strait Islanders differs greatly from the culture of the wider Australian population, so it is important that Indigenous peoples' self-esteem and sense of identity be supported and promoted throughout society. Within all sectors of society, communities and businesses have to accommodate, integrate, recognise and respect Indigenous peoples and their cultures.

Learning activity

1. Identify and prioritise the specific needs of Aboriginal and Torres Strait Islander peoples.
2. Justify the two most significant needs of Aboriginal and Torres Strait Islander peoples, and discuss the implications if the needs are not met.

Access to services

Within Australian society, Aboriginal and Torres Strait Islander peoples are a group that is entitled to support and assistance from various services that are aimed at improving many areas of people's lives, such as quality of life, education, employment and health care. Because a large percentage of Indigenous Australians live in a regional or remote area, their access to essential services and facilities is decreased.

"Because a large percentage of Indigenous Australians live in a regional or remote area, their access to essential services and facilities is decreased."

Types of service

For this group, the government targets a plethora of support services in relation to financial support, transport, housing and accommodation, health care, counselling, education, employment, and legal aid. For financial support, the government has introduced various schemes in relation to funding, for example to enable Indigenous people to study and to meet the costs associated with living and parenting. Some of the schemes are listed as follows:

- ABSTUDY
- The Newstart Allowance
- The Assistance for Isolated Children scheme
- The Remote Area Allowance
- The Schoolkids Bonus

Because in many cases Indigenous Australians experience poorer health compared with non-Indigenous Australians, the government has established various health-care initiatives for them. The government targets the initiatives at mental health, dental and optical health, and general health.

Internet activity

To read more about these payments, visit **www.humanservices.gov.au** and search 'Indigenous Australians' Payments and Services'.

The focus of the Australian Department of Health is on primary health care, social and emotional wellbeing, substance abuse, child and maternal health, chronic disease, remote services, and the workforce, by way of the following programs:

- Primary Health Care
- The Aboriginal and Torres Strait Islander Chronic Disease Fund
- The Australian Nurse Family Partnership Program
- The Eye and Ear Health Program
- Healthy for Life
- New Directions: Mothers and Babies Services
- Strong Fathers; Strong Families

Based on Australian Government, Department of Health, Aboriginal and Torres Strait Islander Health, www.health.gov.au

One service the government provides in order to target Indigenous education is AIME – the Australian Indigenous Mentoring Experience, the objective of which is to increase the Year 10 completion rate, the Year 12 completion rate and the rate of tertiary-education admissions among young Indigenous people.



Figure 5.27
A young Aboriginal man who has good mental health.

Internet activity

Visit **aimementoring.com**, and explore what AIME representatives do. Discuss the goals and success rates they have achieved so far.

Factors affecting access to services

Numerous factors will affect Aboriginal and Torres Strait Islander peoples' access to various services. The factors are associated with characteristics of individuals within the group, available resources, and aspects of the services.

Characteristics of individuals within the group

Many personal characteristics of Aboriginal and Torres Strait Islander people will have an impact on the people's access to various support services. One of the major factors is the cultural differences that exist between Indigenous and non-Indigenous Australians. Culturally and traditionally, Indigenous people live off the land and believe in healing by using elements such as plants, herbs and minerals. They believe in speaking to their Elders in order to receive guidance and support, and that custom does not correspond with modern, Westernised health-care practices. Aboriginal and Torres Strait Islander people might not be educated efficiently in relation to disease and symptoms of some illnesses and therefore might not realise when they are sick. For example, in Westernised culture, women either have information or can easily access it if they need to know how to check their breasts for any lumps that might be cancerous. This knowledge is not as evident in densely populated Indigenous areas.

Resources

Similar to in the case of education, Indigenous Australians might not have adequate knowledge of the services that are available to them, and the lack of knowledge might be either direct or indirect. For example, in a remote Indigenous community, people might not emphasise the importance of regularly brushing the teeth. This factor might lead to tooth decay and other dental problems, but because the people lack knowledge about dental hygiene, a person from the locality might not know to visit a dentist.

Due to the low level of employment among this group in society, younger Indigenous people might believe it is their role to take up whatever employment opportunities they can rather than attend university or TAFE, because tertiary education is costly and their family might not be able to afford it. This cycle can potentially continue for generations, which is the reason that provision of funding assistance for Indigenous Australians is very important.

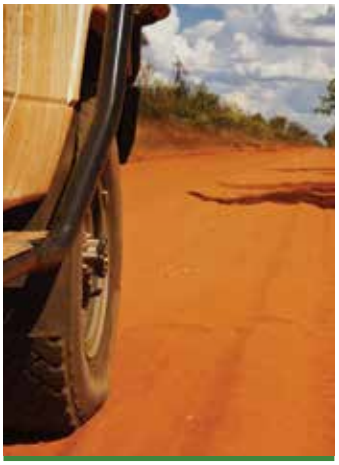


Figure 5.28
Indigenous people's location can affect their access to services.

Aspects of the service

In relation to accessing support, various aspects of services can have a limiting or deterring effect on this group. The aspects include the service's opening hours, the imperative of confidentiality, and the service's location and staffing.

Many remote Indigenous communities are small, and most of the townspeople will know each other. This familiarity can lead people to be discouraged from accessing some support services out of fear that everyone will find out about the visit. For example, if a weekly meeting is held on the service's premises in order to target alcoholism and drug misuse, people might not attend, even though they know they probably should, because they are ashamed that other people will learn that they are suffering from an addiction.

Staffing of the service can also be a major barrier. As mentioned, Indigenous culture involves a great deal of respect for Elders. If the local doctor is not an Indigenous Australian, people might feel disconnected from him or her and mistrust him or her and might therefore choose not to regularly visit him or her for a check-up.

Learning activity

Consider the following four questions in order to explore the factors that can affect Aboriginal and Torres Strait Islander peoples' access to services:

1. What types of service do they require access to?
2. How do the characteristics of Aboriginal and Torres Strait Islander peoples affect the people's access to services?
3. What resources are necessary in order to support Aboriginal and Torres Strait Islander peoples' access to services?
4. How available are the services within the community?

Creating positive social environments



Figure 5.29
Some people turn to the land for support.

It is important that a positive social environment be created and nurtured for all minority groups that exist in Australia, especially for Aboriginal and Torres Strait Islander people. Unfortunately, when European settlement commenced, few or no positive social exchanges took place between the traditional owners of the land and the new settlers. The relationship was very badly damaged, and over the past 220 years or so, many people have been addressing the damage that was done and trying to move forward in reconciliation. Much of the damage has led to irreversible life changes among the Indigenous community, so it is essential that the group's issues be addressed, that government policy and legislation be created, and that Indigenous-support organisations within the community be supported and promoted.

"The health of Indigenous Australians is significantly lower than that of non-indigenous Australians."

Addressing the groups' issues of concern

Aboriginal and Torres Strait Islander peoples have numerous issues of concern, and the main ones are in relation to health, education, employment and land ownership. Indigenous people do have other concerns, but those ones will be addressed when the aforementioned issues have been addressed. The health of Indigenous Australians is significantly lower than that of non-indigenous Australians, as is their level of education, and the level of unemployment is higher among this prioritised group. According to research, the impact of these issues is mostly due to the people's disconnection from the land, or more so, to the changing nature of their life as a consequence of introduction of Western civilisation and establishment of Australia as a country.

Government policy and legislation

The government has put specific policies and laws in place in order to support creation of a positive social environment for Aboriginal and Torres Strait Islander people. Some of the policies and laws are outlined in Table 5.10.

Internet activity

Visit the website of the Aboriginal Education Council (NSW) Inc., **www.aec.org.au**, and explore how the AEC assists Aboriginal students throughout NSW.

Table 5.10 Government policies and laws that target the concerns of Aboriginal and Torres Strait Islander people.

Policy or law	Aim
The Closing the Gap policy	Six target areas: 1. closing the life-expectancy gap between Indigenous and non-Indigenous people 2. halving the gap in mortality rates for Indigenous children younger than five 3. facilitating access to early-childhood education for Indigenous children four years old and younger in remote communities 4. halving the gap in reading, writing and numeracy 5. halving the gap in year 12 completion rates 6. halving the gap in employment outcomes. Based on Commonwealth of Australia, 2012, Council of Australian Governments, www.coag.gov.au
Native Title legislation	To recognise that from according to their traditional law, Indigenous people have rights and interests in relation to their land. Under Native Title legislation, individuals have the right to live on their traditional land, including the right to participate in activities that are necessary for living of the land, such as gathering, hunting, fishing, participating in traditional ceremonies, teaching each other about Indigenous culture and protecting the land. Based on Commonwealth of Australia, 2014, National Native Title Tribunal, www.nntt.gov.au
The Anti-Discrimination Act	To eliminate discrimination on the basis of race, age, sex and disability in areas such as employment, education, trade unions, services and facilities. Based on Australian Goverment, 2012, Anti-Discrimination Act, www.antidiscrimination.gov.au
The Indigenous Economic Development Strategy	To support the personal and economic wellbeing of Indigenous Australians by promoting and facilitating their participation in the economy. The five focus areas are: ▪ strengthening of foundations ▪ education ▪ development of skills and fostering of employment ▪ business and entrepreneurship ▪ financial security and independence. Based on Commonwealth of Australia, 2014, www.indigenous.gov.au, Canberra.
The Human Rights and Equal Opportunity Commission and its *Bringing Them Home* report	To assess the extent of destruction caused by the act of Indigenous children's forced removal both from their parents and from the land.

Internet activity

Visit **www.indigenous.gov.au**, and search 'Policy and program'. Read the information about the existing programs.

Organisations within the community that support the group

A number of organisations also exist both within and throughout Indigenous communities that have the aim of supporting the group in many ways. Examples of the organisations and their aims are outlined in Table 5.11.

Table 5.11 Organisations within the community that support Aboriginal and Torres Strait Islander people.

Organisation	Aim/s
The Redfern Foundation	To provide funding and other types of support for local organisations that are mainly run by Aboriginal and Torres Strait Islander people. Based on The Redfern Foundation, www.redfernfoundation.org.au, NSW.
AbSec: the Aboriginal Child, Family and Community Care State Secretariat	To remain involved in issues in relation to Aboriginal families and child protection as well as funding. Also to support ASFCSS, the Aboriginal Statewide Foster Care Support Service. Based on ABSEC, 2014, www.absec.org.au, Marrickville.
NACCHO: the National Aboriginal Community Controlled Health Organisation	To develop Indigenous health services, to liaise with governments about health and wellbeing policy and to foster partnerships. Based on NACCHO, 2014, www.naccho.org.au, Canberra.
Black Pages	To be a directory for Indigenous Australians to use in order to search for employment and job opportunities as well as Indigenous businesses. Based on Black Pages, www.blackpages.com.au, NSW.
Aboriginal Hostels Limited	To provide secure housing for Aboriginal and Torres Strait Islander peoples. The organisation is ideal for Indigenous people to access if they are living in an urban area but do not have secure and permanent housing or are living in a remote area and are wishing to move away from their community for reasons to do with employment or education. Based on Australian Government, Aboriginal Hostels Limited, www.ahl.gov.au

Equity issues

Various groups in society face various issues in relation to inequity, and this type of issue greatly affects Aboriginal and Torres Strait Islander people. The concept of equity is that of treating other people equally and having them treat you equally, which sadly are not what is happening in the case of Australia's Indigenous people. Indigenous people are often victims of discrimination, vilification, stereotyping and many other negative types of attitude that have an impact on the people's everyday life.

Internet activity

With a partner, research another community organisation that people have developed in order to help and support Aboriginal and Torres Strait Islander people.

Earlier in this chapter, we explored many of the inequity issues the group members face, when we were discussing factors that affect the group members' access to services, for example living remotely and practising traditional, cultural methods of health care.

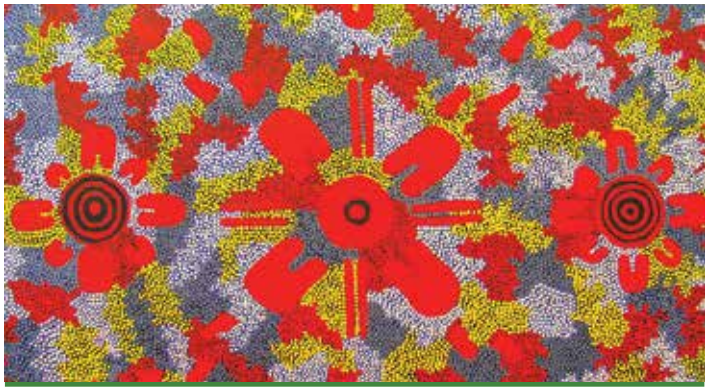


Figure 5.30
An example of traditional Aboriginal art.

The issue of inequity in relation to Aboriginal and Torres Strait Islander people stems right back to when white people settled Australia. From that time onwards, settlers unfairly took land from the Indigenous people, and the people's life was consequently changed forever and irreversible damage was done. Ever since that time, issues have arisen in relation to not only equal treatment but moral treatment. The earlier treatment can never be forgotten or erased, but by way of government policy and education, steps can be taken, and have been taken, in the right direction for creating a better future for Indigenous Australians.

Learning activity

1. Examine government policy and legislation in order to determine their role in ensuring equity for Aboriginal and Torres Strait Islander people.
2. Critically analyse the extent to which organisations within the community assist in meeting the needs of Aboriginal and Torres Strait Islander people.
3. Investigate an inequity issue that Aboriginal and Torres Strait Islander people are encountering, and propose strategies for addressing it.

Positive influences on community attitudes

Aboriginal and Torres Strait Islander people have positively influenced both the general community and its attitudes in a number of ways. On many 'platforms', Indigenous Australians continue to influence, inspire and promote health and wellbeing on a nationwide basis.

Contributions the group makes within the community

A number of Indigenous Australians are making a contribution to the community every day. Any person from this group who is doing something such as working, looking after his or her family or supporting a friend is making a difference to community life, and the deeds often go unnoticed. A variety of Indigenous people have made a significant contribution to society, and one of them was Eddie Mabo.

Case study

Eddie Koiki Mabo was born on 29 June 1936, died on 21 January 1992 and was of Torres Strait Islander descent. He came to Australia at age sixteen in order to work, and it was there that he made a considerable difference to not only the Indigenous community but the entire Australian community and our policy and legislation. Mabo made many contributions to the community, the main ones of which were land rights and the Native Title Act. In 1982, he and four other Torres Strait Islanders questioned the validity of the Latin term terra nullius. Before European settlement, Australia and its surrounding islands were classified as being 'no one's land'. This court battle went on for 10 years before the High Court finally overturned the ***terra nullius*** *classification. However, before the court handed down its verdict, Mabo died from cancer, at age 55.*



Figure 5.31
Mabo fought for Indigenous rights to the land.

Eddie Mabo's determination and dedication to Australia's Indigenous people was a huge contributing factor in creation of a more just future for the people.

1. Research the Mabo versus Queensland case, and take notes about the key events that occurred.
2. Assess the impact the 'Mabo decision' has had on the wellbeing of Aboriginal and Torres Strait Islander people.

Advocacy

Advocacy or being an advocate involves taking steps towards creating change in relation to an issue that exists in society. Advocacy occurs for a number of reasons, including the need to raise awareness within communities, educate communities and promote the rights of specific groups. Advocating for specific group or issue involves raising awareness by as many means as possible, including placement of advertisements, use of celebrity advocators, and organisation of education in schools and at workplaces.

Raising awareness within the community

It is important to raise awareness of the issues in relation to Aboriginal and Torres Strait Islander people, within not only the Indigenous community but the wider community.

Educating the community

Education of the Indigenous community in relation to all the aforementioned areas is a major factor that results in a better and longer quality of life for the community members. If people are not educated, they cannot be expected to make appropriate decisions about important subjects such as their health, their family members' health, education, employment, land rights and housing.

It is essential that the Indigenous community be educated, but it is also important that the wider community be educated about issues in relation to Aboriginal and Torres Strait Islander people, so that as a nation, we have a greater understanding and appreciation of cultural diversity.

"Advocacy occurs for a number of reasons, including the need to raise awareness within communities, educate communities and promote the rights of specific groups."

Promoting the rights of the group

The rights of Aboriginal and Torres Strait Islander people can be promoted by awareness raising and education. A number of both Indigenous and non-Indigenous members of society have contributed to awareness raising, education and promotion of the group's the rights, and we explore the contribution of one Indigenous Australian, Adam Goodes, in the following case study.

Case study

Australian athlete Adam Goodes was born on 8 January 1980 and is an Adnyamathanha man who has been playing AFL with the Sydney Swans since 1999. He has been an ambassador for Indigenous rights and has been fighting against racism for much of his career. Having won the prestigious Brownlow Medal twice and been voted Australian of the Year, it is no surprise he is using these achievements in order to shed some light on Australia's history and on how the wrongdoing has had a negative impact, and continues to have an impact, on the land's traditional custodians.

Goodes is involved in numerous programs and initiatives, one of which is the GO Foundation. The foundation's aim is 'to empower young Indigenous Australians, giving them a brighter future through the benefits of a quality education and mentoring'. Source: www.go-foundation.org.

He also works alongside elite Indigenous athletes, in partnership with the Australian Sports Commission, to encourage and inspire people to get active among Indigenous kids and the Indigenous community.

Research Adam Goodes' career and the contribution he has made in relation to Indigenous rights. Write a letter to a local community leader in order to ask him or her for a donation to the GO Foundation and explain the work Adam Goodes has been involved in.

Case study

Tam has grown up in a small rural community in outback NSW. She lives with her extended family, which consists of her mother, brothers, sisters and grandparents. She is of Aboriginal and Torres Strait Islander descent.

She and her brothers and sisters attended their local primary school and then went to a high school that was located 30 kilometres from their home. Tam left school in Year 9, having decided to help her family on their land. She does not get paid for the work she does, but she knows she is doing it to support her family members' wellbeing and enable them to keep meeting the costs associated with their house. Her home is part of some state-owned and state-managed Indigenous housing, under the 'umbrella' of SOMIH, and the family members often undertake essential maintenance when it is necessary.



Figure 5.32
Education is essential for improving Indigenous Australians' overall wellbeing.

Tam has always wanted to be a teacher, and often wishes she had not left school and had attended university so she could teach in one of the rural schools located close to her community. She has been told about ABSTUDY and how its purpose is to support Indigenous students, but she does not know where to access more information and does not want to let her family down by returning to school.

She is also responsible for caring for her elderly grandparents. Her grandmother is losing her eyesight, and Tam helps her wash and dress, and often reads to her. Tam's grandfather, who used to smoke a lot, has developed an acute cough that often causes him to be bedridden. A local doctor services the community but sees patients only once a week. Tam is worried about taking her grandparents to the doctor, because they cannot afford any medication he might prescribe.

1. Outline the services that Tam and her family members are accessing.
2. Identify a range of additional services that she and her family members could access that are specific to their situation.
3. Propose ways in which she could both address her desire for education and support herself in developing a career.
4. Recommend ways for her to support her self-esteem and sense of identity.

Learning activity

1. Explore an example of what Aboriginal or Torres Strait Islander people have done in an attempt to improve community attitudes, and assess the impact the initiative has had on the wellbeing of Aboriginal and Torres Strait Islander people.
2. Outline how community organisations advocate for Aboriginal and Torres Strait Islander people, and describe the positive influence the advocacy can have on community attitudes.

Groups Rural and remote families

The terms 'rural family' and 'a family that lives remotely' mean any type of family that resides in a less populated or non-urban area. The word 'rural' usually means a small town or the countryside. NSW has three defined major cities: Sydney, Wollongong and Newcastle. Families that live outside one of those major cities might live in a regional area and be considered to be a rural family. The word 'remote family' means a family that lives in an even more isolated area compared with an area a rural family lives in, and the area is often 'out of the way', that is, away from any major facilities.

Prevalence of the group within the community

Approximately 90% of all Australians live in urban areas, with over two-thirds of the population living in major cities. The distribution of people who live in rural or remote areas varies considerably from state to state. The populations of NSW, SA, WA and Victoria are located mainly in major cities, while Queensland has a greater proportion in regional and remote areas. The Northern Territory has the greatest proportion of its population living in remote or very remote areas.

Rural and remote families are, as the name indicates, more isolated within the community. The distribution of groups within the community is important because it is closely linked to government policies and allocation of services and resources. For rural and remote communities this manifests to a definite lack of resources and socioeconomic status which in turn results in health inequities.

Individual diversity within the group

Immense diversity exists among the people who belong to this group in society. It is not uncommon for people who live in a rural or remote area to live off the land, whereby a specific climate will be more appropriate for growing specific foods. If we bear that fact in mind, we will understand that each rural or remote area might have a specific style of farming in common. For example, to highlight one aspect of the diversity that exists among the group, we can note it is possible to maintain large sugar-cane farms in the area located towards the border between New South Wales and Queensland whereas it would not be possible to grow sugar cane in Tasmania.

Depending on what type of rural or remote area a family lives in, the family members will have various resources available to them. For example, a rural town might have only one Catholic church and people who follow other religions have to travel large distances in order to attend church ceremonies. Similarly, a remote area might have only one school and many children may have to be home schooled.



Figure 5.33
Less traffic is a common feature in rural Australia.

Terminology used by the community to describe the group

We often use the term 'regional', 'rural' and 'remote' interchangeably when referring to the families, individuals and groups living in these types of area. Fortunately, this group within society is not based on any cultural beliefs, sexual orientation, ability or disability, so we have very few terms to use that a remote or rural family should, or would, feel offended to hear or read.

The terms for describing a family's geographical location are as follows:

- 'Rural', 'remote' or 'regional': living in the countryside rather than a town; less crowded
- 'Urban': living in, or being part of, a town or city

Learning activity

1. Research and describe some other concerns that rural and remote families might have.
2. Use reliable sources of data to examine the nature of rural and remote families by considering the following three questions:
3. What is the prevalence of the group within Australia?
4. What is the determining factor for whether an individual is part of the group?
5. Recognise that the community uses positive and negative terminology to describe the group. Discuss the impact this usage might have on individuals within the group.

Issues of concern for this group

Satisfaction of needs

Living rurally and/or remotely entails a specific set of needs that differ from the needs of families that live in an area that is urban or more heavily populated. Remote and rural areas typically have fewer resources and facilities, so people who live in that type of area are often limited in the choices they can make in order to meet their needs.

Specific needs of each group

Australia is a large country that has a relatively small population concentrated in a small number of major urban areas, so because of issues associated with distance and isolation, rural and remote communities encounter an additional set of challenges. Rural communities are not homogeneous (of one type only), and each community has a unique set of contributing factors in relation to its members' social and emotional wellbeing. Importantly, many rural and remote communities are home to significant numbers of people from an Aboriginal or Torres Strait Islander background, and some of the communities have a large percentage of people who are older than 65. Although rural and remote communities face complex challenges in relation to health care, compared with urban centres, they have less access to services.

Adequate standard of living

In rural and remote areas, compared with the average living situation in major cities, both individuals and families typically own a larger block of land and live in a larger house. They might have a combination of houses and sheds on their property, and again compared with the situation in major cities, they often live further away from other individuals and families.

A significant difference between urban and rural areas is the cost of living. Generally, the costs associated with housing, food, health care, education and entertainment are lower in rural areas than in urban cities. This is the case, but individuals, families and businesses in rural and remote areas have a range of costs that are specific to their lifestyle. They might need to spend money on protecting their home and possessions from the elements and are also likely to spend a substantial amount of money on travel.

Due to the various types of hardship and limitation that rural and remote families can encounter, some families require financial support in order to enhance their wellbeing.

Internet activity

Visit **www.realestate.com.au**, and compare the cost of buying and renting in relation to living in a major city compared with living in a rural or regional area.

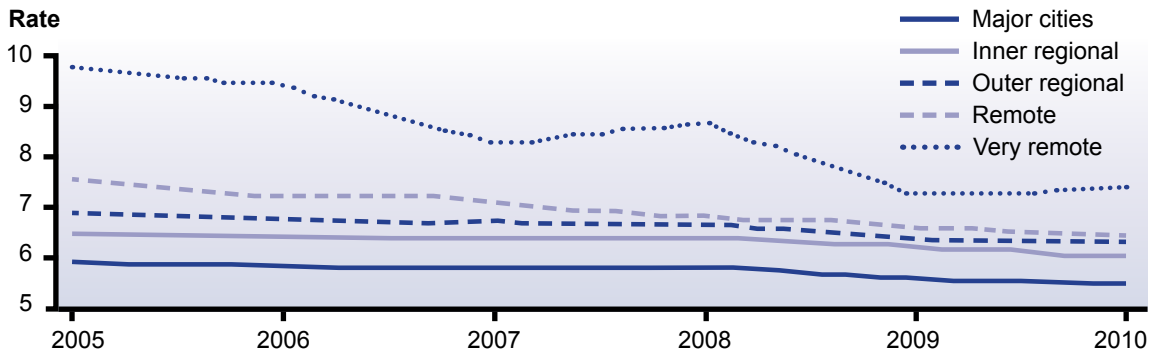
Health

People who live in a major city or metropolitan area are often healthier than people who live in a rural or remote area. Due to a range of factors, especially availability and access to health services, people who live in a rural or remote area experience limitations in relation to their health. Their health concerns are the same as those of the general public; for example, they experience issues associated with mental health, cancer and disease. The factors that affect their access to services, especially geographical location, can result in prevalence and/or severity of various health concerns.

The purpose of the graph in Figure 5.34 is to highlight the difference in the mortality rate of people who live in a major city and people who live in a remote community.

Internet activity

Visit **www.aihw.gov.au**, and search 'Rural, regional and remote health download.' Discuss the information about the prevalence of major health concerns.



a) Deaths per 1,000 standard population. Standardised death rates are calculated using the total persons in the Australian population at 30 June 2001 as the standard population.

b) Rates calculated as the average of the three years ending in the reference year.

c) Excludes Queensland and Other Territories.

Figure 5.34
Standardised death rates (a) (b), Australia (c) - 2005 to 2010.

Based on ABS data, 2010, Deaths Australia, cat. no. 3302.0, Canberra.

All Australians have the right to access health services when they require them, and throughout the nation, the government has established various programs and initiatives for closing the health-status gap between people who live in a metropolitan area and people who live in a rural or remote area. The government is continuing to facilitate programs that are aimed at supporting and enhancing the health of people who live in a rural or remote area.

"Due to a range of factors, especially availability and access to health services, people who live in a rural or remote area experience limitations in relation to their health."

Following is a list of the services and programs for improving and/or supporting people's access to health-care services in the country's rural and remote areas; each organisation's website is also included:

- The Regional Health Services (RHS) Program: www.health.gov.au
- The Rural and Remote General Practice Program: www.health.gov.au
- The Centre for Rural and Remote Mental Health: www.crrmh.com.au
- Royal Flying Doctor Service of Australia: www.flyingdoctors.org.au
- The National Division of General Practice: www.gp.org.au

Education

Education options differ in rural and remote areas, depending on a community's size. For example, a small town might have only one school that caters for students from kindergarten to Year 12 and has only a handful of students at each year level. Conversely, families that live in an isolated area and cannot easily access a school might rely on home schooling in order to meet the education requirements of their school-age members.



Figure 5.35
A young boy engaging in home schooling.

In some cases, the family moves to another location to meet family members' education needs. For example, a family might move to an area that has a secondary school and/or a tertiary institution. Alternatively, when the children have finished school, the family might move to a major city so the younger family members can undertake tertiary education.

Internet activity

Visit **www.countrynswaustralia.com.au/general_education.asp**, and assess how geographically isolated students can access education.

The NSW Department of Education has a Rural and Distance Education Unit (R&DE) that exists to support education of students who live in a rural, remote or regional area of the state. The unit's staff members work towards providing isolated students with access to a range of educational options, for example by giving them access to rural and distance technologies for promoting peer interaction and connectedness.

The Rural Education Program (REP) also exists to promote access to education for children who live in a remote community. The program has a variety of funding avenues for supporting students who are experiencing financial hardship.

Employment

As mentioned, rural and remote communities are a major part of Australia's agriculture and manufacturing sector, with many job opportunities existing for farm work and in various trades. Although these opportunities exist, however, many people in small communities can find it difficult to obtain work. A small town might not have a big enough infrastructure town to support paid employment for the larger population, whereby the only choice people might have is to travel a long way to get to work or be unemployed. A range of government-funded agencies exist in order to provide employment and training support and to thereby both promote employment in rural and remote areas and support job seekers.



Figure 5.36
Remote areas have lots of job opportunities in the farming and agricultural sector.

Safety and security

Individuals and families in rural and remote areas generally have a high level of security and safety. Community members habitually form a relationship with their neighbours and fellow community members, and compared with people who live in a major city, they are not as worried about crime and misconduct. It is often the case that 'everybody knows everybody' and that if crime does occur it can be dealt with quickly and appropriately.

Families and businesses in rural and remote areas might install a security system in order to protect their farming and manufacturing equipment. They might also install cameras so they can watch over their livestock (farmed animals) and premises in order to monitor their business operations and any unforeseen occurrences.

Various risks are prevalent in some rural or remote areas located throughout Australia. The areas have a higher incidence of snake and spider bites as well as concerns about various wild animals. The individuals and families should enhance their safety by maintaining their environment in order to reduce the risks associated with wild animals, reptiles and insects.

Sense of identity

Depending on a rural family's characteristics, the family members might have a lifestyle that may or may not support their self-esteem. The members of a family that has a flourishing and thriving farm might have a high level of self-worth, consequently enhancing their self-esteem. By contrast, the members of a family that is experiencing hardship associated with drought and consequent failure of their farm might be forced to sell their livestock and/or their equipment. They might associate the natural occurrence with their abilities and skills, whereby the association has a negative impact on their self-esteem and sense of identity. It is important that both individuals and families support their self-esteem throughout various situations. Family members who are experiencing hardship should access services such as mental-health and counselling services to help themselves cope with the adversity.

As mentioned, community members habitually form a relationship with their neighbours and fellow community members. The members of rural and remote communities often unite and the sense of identity of both individuals and families is enhanced. Communities often hold a variety of events, from dances to sporting games, in order to both develop unity and support their sense of identity.



Figure 5.37
Both members of this rural couple have a strong sense of identity.

Learning activity

1. Identify and prioritise the specific needs of rural and remote families.
2. Justify the two most significant needs of rural and remote families, and discuss the implications if the needs are not met.

Access to services

People who are living either rurally or remotely and people who are living in an urban environment have the same basic needs. All families need access to services that cater for their basic needs, including access to food, water, shelter, health care, education and employment opportunities. Rural and remote families are often limited in relation to the variety of the services they can access, especially in comparison with consumers who live in a major city and have much more choice.

Types of services

As mentioned, due to the characteristics of living remotely or rurally, people commonly have limited services available. It is for this reason that many rural and remote families have a lifestyle that differs from that of the urban

population. Many of the families are able to live off the land because of the vast size of their property. By living off the land and sharing with their neighbours, the families can save both time and money because they do not have to travel a long way to visit a supermarket.

Also, the government has designed the following services in order to help rural and remote families:

- The Cancer Council's Isolated Patients' Travel and Accommodation Assistance Scheme (IPTAAS), for providing financial help in relation to travel and accommodation for people who live 200 kilometres from specialist medical treatment
- The NSW Department of Primary Industries' Drought Force program, for providing income support for people who are unable to work because of drought
- The NSW Rural Assistance Authority, for providing help by way of programs and initiatives for which the focus is on helping businesses that are in need and promoting effective management and sustainability

Internet activity

Research other types of service that are designed so that rural and remote families can meet their basic needs. Record your findings.

Factor affecting access to services

Many factors affect a person's or family's ability to access services, especially if the person or family is living rurally or remotely. The barriers can include characteristics of individuals within the group, resources – or lack of them – and aspects of specific services.

Characteristics of individuals within the group

People's characteristics differ from person to person and from family to family. Some of the characteristics are associated with age, gender, level of education, culture and socioeconomic status. If the parents in a family are becoming elderly, the issue of how safe they are in living in a remote area has to be considered. Children who have moved to an urban area might need to move back to their home town so they can help their parents, because no doctors or health facilities are close by and the parents might not want to leave their home.

Many parents can have no choice but to home-school their children, and because of that situation, the child might fail to receive an education that is of the same standard as the education that children receive in a government-school or private-school setting. This outcome is not always the case, however, and it occurs not because of anything the parents have or have not done but because of the learning experiences that cannot be gained by way of home-schooling, such as learning how to deal with bullies, taking up opportunities for leadership and enjoying peer support.

Resources

Compared with the number of resources available for a person or family living in an urban setting, the number resources available for a person or family living rurally or remotely is most commonly extremely low. People who choose to live rurally or remotely know they will not be able to easily access an abundance of resources. It is for this reason that rural or remote families often 'stock up' on 'living' essentials and grow food on their own land.

Although living remotely will inevitably involve having less choice in relation to the resources that people require, specific technologies exist for making the lifestyle compatible with the satisfying the average person's needs and wants. One example of technology that is helpful in this way is the concept of 'eHealth' whereby people are able to update their medical history and status on to an online document so that any medical professional can access the information, after obtaining their permission to do so.



Figure 5.38
Typical rural-community housing.

Aspects of the service

Due to the characteristics of this style of living, some aspects of a service become an issue when a family needs help or assistance. For example, if there is only one doctor in the town and a father is suffering from a mental-health disorder, the father might decide not to speak to the doctor because of the small size of the town and because he fears that other people will find out about the visit or see him at the doctor's surgery.

Learning activity

Consider the following four questions in order to explore the factors that can affect rural and remote families' access to services:

1. What types of service do they require access to?
2. How do the characteristics of rural and remote families affect the families' access to the services?
3. What resources are necessary in order to support rural and remote families' access to the services?
4. How available are the services within the community?

Creating positive social environments

It is important that a positive social environment be created for all groups in society, because the nature of the social environment will have an impact on the group members' development of wellbeing. Some types of behaviour are more common among young people who are growing up in a rural or remote area, including risk-taking behaviours such as speeding in cars. It is necessary that a positive social environment be developed so that not only young people but all people living in this type of area are supported and remain interested in life rather than participate in negative behaviours. The support can be given in numerous ways, including provision of education, raising of awareness, running of community sports programs, provision of infrastructure such as skate parks, and use of talks by health ambassadors the young people can relate to.

Addressing the groups' issues of concern

One of the major concerns for this group within society is associated with how isolated many rural and remote areas are, and how resources for the residents are either limited in number or non-existent. Due to the isolation factor, it is often difficult for existing businesses to survive and for new business ventures to withstand the challenges of being in so remote an environment. Because less money goes into the local economy, funding of programs that would benefit the group – such as funding for schools and health care – is more difficult to facilitate.

Internet activity

Visit **www.raa.nsw.gov.au/assistance/drought** for information about drought assistance as provided by the NSW Rural Assistance Authority.

Government policy and legislation

The government has introduced numerous policies and laws in an attempt to address the major concerns of this group within society. According to a report entitled Response Ability, in relation to people living in one of Australia's rural or remote communities, compared with people living in an urban setting, rural and remote towns are more likely to have a mostly Indigenous population, more children and fewer adults, and a lower level of education and household income.

Based on Hunter Institute of Mental Health, 2012, Response Ability, www.responseability.org.

Because of the findings published in the report, many of the aforementioned government policies and laws in relation to Aboriginal and Torres Strait Islander people – including AbSec, NACCHO and the Black Pages – are also suitable for people living remotely. Two other initiatives the government has put in place in order to support this group are distance-education institutions – especially for university education – and the NSW Distance Education Policy. The NSW Distance Education Policy is an outline of what is expected of the people who are involved in distance education, so that they can receive an adequate education.

Internet activity

Visit **www.icpa.com.au** for more information about the NSW Distance Education Policy as well as rural and remote schooling.

Organisations within the community that support that group

In order to prosper, people living in a rural or remote environment should have organisations that are working within the community in order to help support the group. One institution that exists to support the group this is the International Rural Network, which is a 'platform' for enabling people throughout the world who are living rurally to connect and learn from each other and thereby develop their resources in order to best support themselves and their fellow community members.

Internet activity

Visit **www.international-rural-network.org**, and discuss the things the association does in order to support people who are living rurally.

As a result of technological development, other strategies have been used to support families living rurally or remotely. One example is online shopping, where families can order goods online and have them delivered to their home and it is possible to receive necessities that might be located hundreds of kilometres away.

Equity issues

As mentioned, due to specific aspects of living rurally or remotely, maintaining this lifestyle is more challenging than living in a major city if the family members are neither prepared nor educated in relation to what exists to be helpful for them. By way of the government's strategy for fostering a better broadband service for all families throughout Australia, and especially for remote families, steps are being taken in order to minimise the inequity issue that this group faces. Because fewer career opportunities exist for young people who are growing up in these types of area, the group members are using avenues such as distance education and online education in order to more easily attain the qualifications and skills that are relevant for the workforce. Online shopping results in minimisation of equity issues in relation to the choice and variety the group has.



Figure 5.39
An example of a farm located in a rural area.

Internet activity

Visit **www.kidshelp.com.au/upload/2288.pdf**, and read the information about issues being faced by young people who live in a rural or remote community.

Learning activity

1. Examine the government's policy and legislation in order to determine the government's role in ensuring equity for rural and remote families.
2. Critically analyse the extent to which organisations within the community help meet the needs of rural and remote families.
3. Investigate an inequity issue that rural and remote families are facing, and propose strategies for addressing it.
4. Visit the website of the Foundation for Rural and Regional Renewal, www.frrr.org.au, and summarise the information about the Rural Education Program.

Positive influences on community attitudes

Rural and remote families and communities have many positive influences on the broader Australian community. The contributions come in all shapes and sizes, from agricultural and farming-industry successes to sporting achievements. This group is very capable of making valid and meaningful contributions to both the community and the community's attitudes.

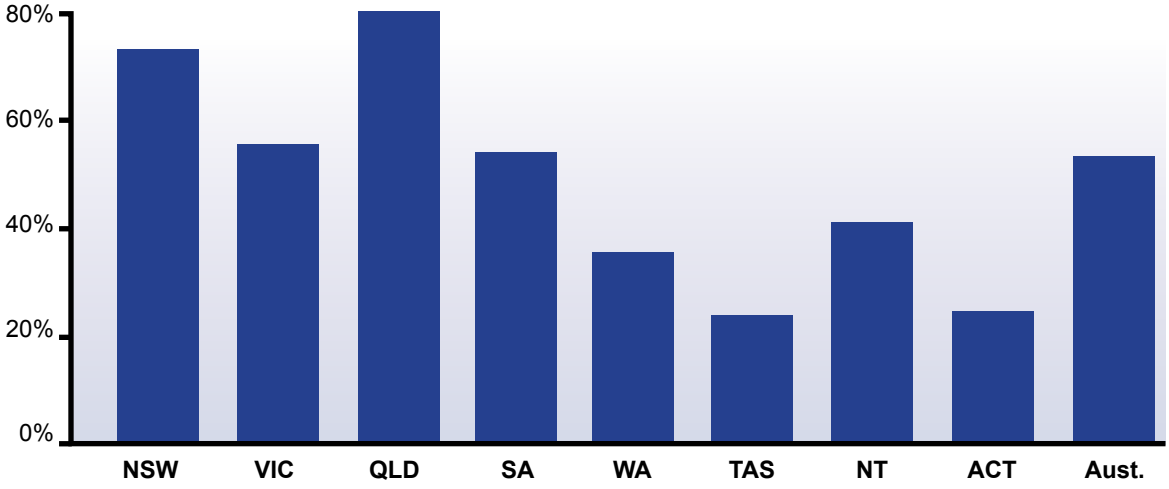
Contributions the group makes within the community

Rural and remote families contribute to the community in a number of ways, and one of the main ways is by agriculture and farming. According to the ABS's 2010–11 Agricultural Census, 135,000 farm businesses were located throughout Australia during that financial year.

Source: ABS data, 2012, Australian Social Trends, cat. no. 4102.0, Canberra.

It is from these 135,000 farms that Australians are provided with meat, dairy products, grains, fruits and many more commodities. Without these farms, the cost of living would rise because of the higher cost of importing all the commodities.

The purpose of the graph in Figure 5.40 is to show the percentage of land used for agriculture in each of Australia's six states and two territories.



Based on ABS data, 2010-11, Agricultural Communities Australia, cat. no. 7121.0, Canberra.

Figure 5.40
Proportion of land used for agriculture by state and territory.

Based on ABS data, 2010-11, Agricultural Communities Australia, cat. no. 7121.0, Canberra.

From Australia's farming and agriculture industry, approximately $32.5 billion worth of commodities is exported, which constitutes a massive contribution to the national economy and is a contribution that would not be possible to make from urban areas and major cities only.

Advocacy

Advocacy is important for any minority group, and is undertaken by way of awareness raising within the community, education of the community and promotion of the group's rights. It can be undertaken in a number of ways and is often most successful if publicity and ambassadors are used.

Raising awareness within the community

Raising of awareness among the community is very important. People often become set in their ways, and when living rurally or remotely and not being continually exposed to new trends or patterns of behaviour, people who have this lifestyle can get left behind or refuse to move with the times. For this reason, it is extremely important the group be given adequate information about trends in matters such as technology and the state of Australians' health.

"People often become set in their ways, and when living rurally or remotely and not being continually exposed to new trends or patterns of behaviour, people who have this lifestyle can get left behind or refuse to move with the times."

Educating the community

It is important that all groups within society receive adequate education so that all Australians are equally equipped with the tools and knowledge they need in order to live a healthy and rewarding life. If the members of this group are educated about the health trends that are directly related to them, they are better able to address any health issues that arise. The education can be achieved by way of having ambassadors speak to children at school in order to educate them about specific issues. This ambassadorship is often evident when the NRL (National Rugby League) sends groups of players to schools to educate the students about topics such as:

- diet
- having an active lifestyle
- the importance of studying and working hard.

Promoting the rights of the group

It is important that the rights of any group be promoted. The members of this group, unlike the members of some of the other groups we have explored, do not experience much prejudice and commonly have their needs met. The main issue in relation to individuals within the group is that they understand their rights and realise their full potential. If they wish to move closer to the city so they can reach their education goals or pursue their career aspirations, they have the right to do so and should be empowered to.

Case study

Keith lives in the NSW town of Dunedoo, which is located approximately 400 kilometres from Sydney and 300 kilometres from Newcastle. It is a rural community that has a population of approximately 850.

Keith's family owns a large block of land as well as horses. He is responsible for feeding the horses and cleaning their stables, because both his parents work and have limited time to complete household tasks.

Keith's father is under a lot of stress because he fears losing his job and the community has limited job opportunities. Keith is encouraging him to visit one of the town's two doctors, but because both are family friends, his father feels embarrassed to do so. Keith's mother works in Muswellbrook, which is a two-hour drive from Dunedoo.

Keith attended Dunedoo Central School, at which he studied a variety of agriculture-based subjects. He is not very interested in agriculture – much to his family's dismay – and hopes to become a doctor. Because the town has limited health services, his opportunities for gaining experience are limited.



Figure 5.41
Many young people work on the land.

He loves his community and does not want to leave, especially because he believes that his parents would be lonely without him and would not be able to complete the household tasks without his help. On the other hand, he wants to go to university to study medicine, and he is aware he would have to travel to Sydney or Newcastle to do so.

1. Identify a range of services that Keith and his family could access that are specific to their situation.
2. Propose ways in which her could address his desire to study medicine and become a doctor.
3. Recommend what he could do or say in order to support his father's health.
4. Recommend ways for him to support his self-esteem and sense of identity.

Learning activity

1. Explore an example of what a rural or remote family has done in an effort to improve community attitudes, and assess the impact the initiative has had on the wellbeing of rural and remote families.
2. Outline how community organisations advocate for rural and remote families, and describe the positive influence that advocacy can have on community attitudes.

Groups Gay, lesbian, bisexual, transgender, intersex communities

Homosexuals are people who have a sexual attraction to or sexual relations with someone of the same sex. Female homosexuals are often referred to as lesbians and male homosexuals as gay.

"Some people label themselves homosexual, some bisexual, and some who are unsure or unwilling to admit their sexual identity do not label themselves at all."

The term 'bisexual' is used to refer to people who are attracted to both males and females. The term 'transgender' is used to refer to people who are born male or female but feel they were meant to be a member of the opposite sex, which is the one they identify with, and so make changes to become a member of that sex. The term 'intersex' is used to refer to people who are born with genitals that are not typically those of a male or female; the people might have extra genital parts or be missing parts either internally or externally.

Prevalence of each group within the community

Due to the nature of homosexuality, statistics are often either misrepresented or incorrect. Some people label themselves homosexual, some bisexual, and some who are unsure or unwilling to admit their sexual identity do not label themselves at all. For these reasons, the statistics in relation to people who consider themselves to be gay, lesbian, bisexual or intersex are debatable and controversial.

According to the 2011 Census, Australia had approximately 33,700 same-sex couples, 17,600 male same-sex couples and 16,100 female same-sex couples. Same-sex couples constituted about 1 per cent of all couples.

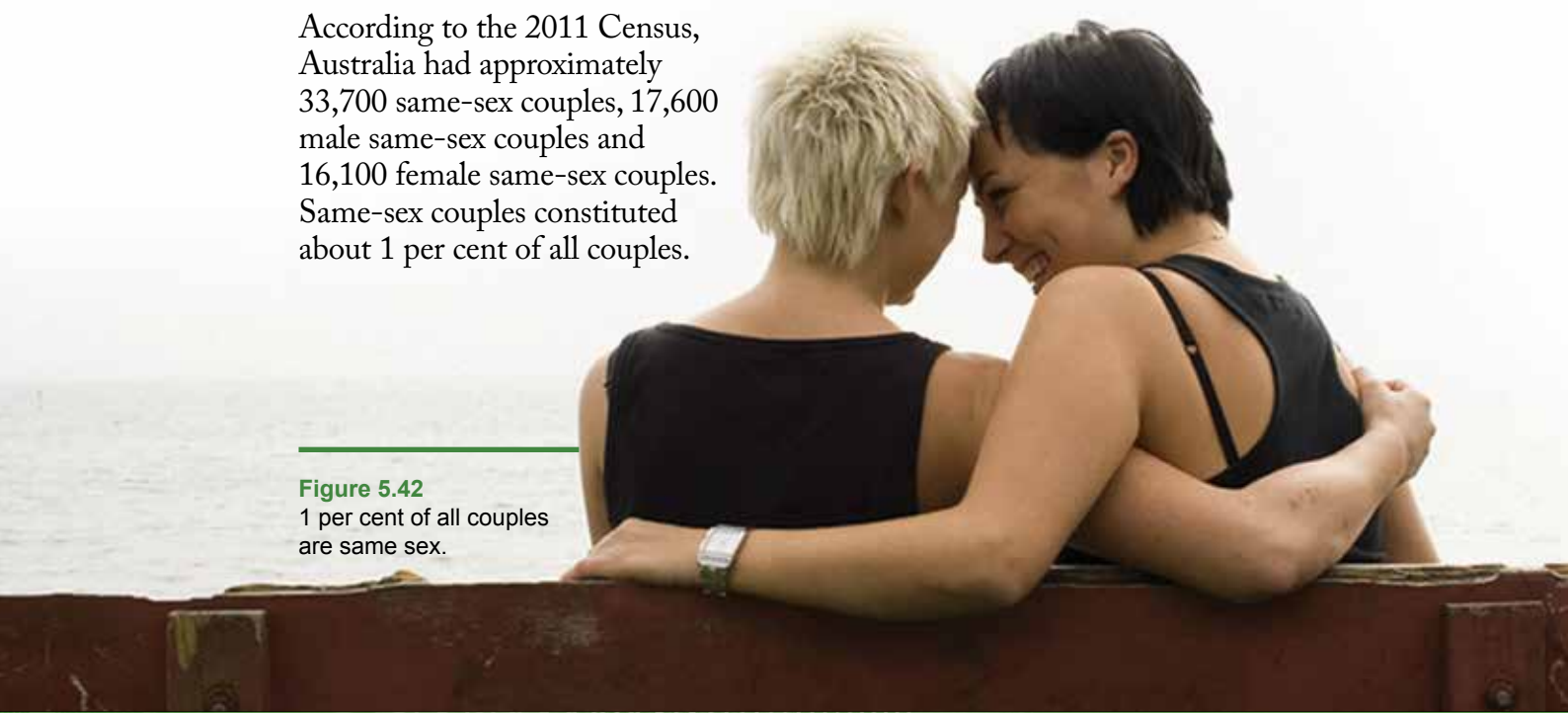


Figure 5.42
1 per cent of all couples are same sex.

This pattern of there being more male than female same-sex couples has been consistent since 1996, when the relevant data first became available, although the extent of the difference has been seen to have decreased at the time of each subsequent Census. Although the overwhelming majority of same-sex couples described themselves, on the Census form, as being de facto partners, in 1300 same-sex couples, one person was described as being the husband or wife of the other.

The purpose of the graph in Figure 5.43 is to highlight the number of Australia's same-sex couples that existed between 1996 and 2011.

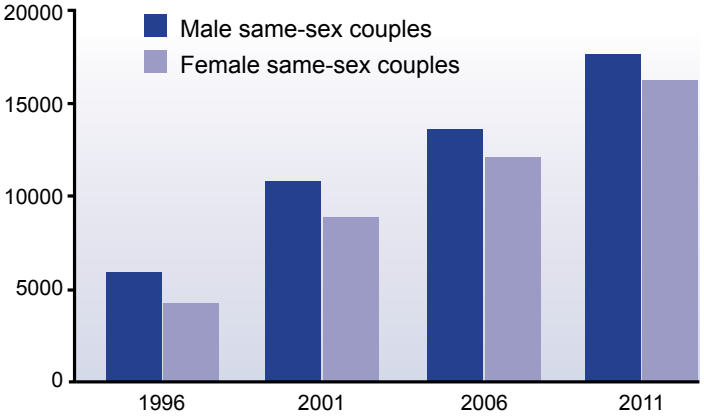


Figure 5.43
Number same-sex couples – 1996-2011.

Based on ABS data, July 2013. Australian Social Trends, 4102.0, Canberra.

People whose sexual preference has led to labelling of them as gay, lesbian or bisexual have experienced varying levels of discrimination and prejudice throughout history.

Homosexuality is treated extremely differently, depending on the society and culture in question. Australian society has varying levels of social and cultural acceptance of homosexuality. Socially, more and more Australians are accepting homosexuality as being a natural occurrence, whereas others find it socially unacceptable. Culturally, homosexuality is addressed in various ways; for example, in many religions, homosexuality is viewed negatively, people are discouraged from practising it, and its practice is opposed.

Individual diversity within the group

The diversity among the members of this group is extraordinary. Who we are attracted to is only one aspect of us. Many other factors are the determining elements in relation to defining who we are, and the range of factors in relation to this group is very broad. Unlike in the case of other groups in society, it can be impossible to tell whether a person falls into this social category. Individuals in this group might be very forward in relation to their sexuality and might make their sexual orientation known to the people around them – even strangers – whereas other individuals, for whatever reason, might choose not to flaunt their sexual orientation and to keep it a secret to even the people closest to them.

Terminology used by the community to describe the group

The community uses extensive terminology to describe this group. Unfortunately, many derogatory terms exist that are often used by people who do not understand the seriousness of using them, or are used by people who are homophobic and believe that the members of the group are inferior to them. Fortunately, in the 21st century, many people understand that this is not the case, and people in general are slowly accepting the diverse nature of sexual orientation.

It is extremely important to understand the impact that calling someone a name can have on him or her because of his or her sexuality. Australian culture is very diverse and comprises people who hold all types of religious and political views. However, this cultural diversity is not an excuse for treating people badly. It is important to remember that people will always have different opinions about various subjects, but that is no reason to be inconsiderate of other people or to discriminate against them.

Learning activity

1. Research and describe some other concerns that the members of gay, lesbian, bisexual, transgender and intersex communities might have.
2. Use reliable sources of data to examine the nature of gay, lesbian, bisexual, transgender and intersex communities by considering the following three questions:
   a) What is the prevalence of the group in Australia?
   b) What is the determining factor for whether an individual is part of the group?
   c) How might individuals within the group vary?

Issues of concern for this group

Satisfaction of needs

The members of gay, lesbian, bisexual, transgender and intersex communities have the same needs as all people have. At times, the group members can be subjected to prejudice within the community, meaning their needs are sometimes either ignored or not met.

Specific needs of each group

Sexual orientation will be the determining factor in relation to the specific needs of the members of the gay, lesbian, bisexual, transgender or intersex community. The factors include an adequate standard of living, addressing of health issues, access to education, employment opportunities, safety and security, and a sense of identity.

Adequate standard of living

Individuals in this group can experience discrimination and prejudice, including in relation to aspects of their living situation and housing.

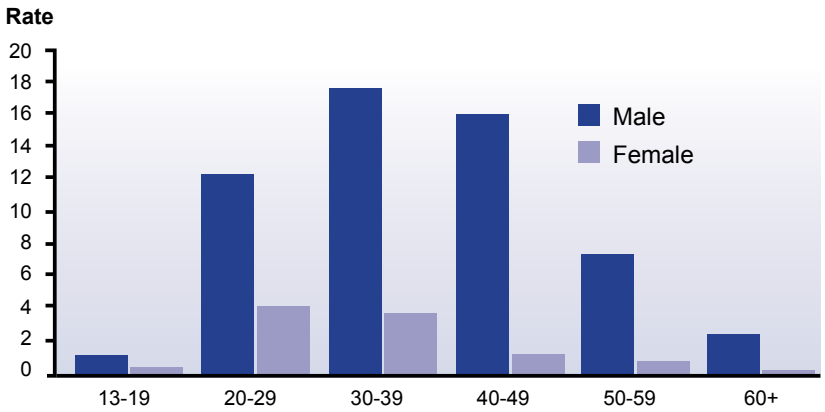
According to the *Anti-Discrimination Act* 1977, it is unlawful for a person, whether as a principal or an agent, to discriminate against another person on the ground of the person's homosexuality by:

- refusing the person's application for accommodation
- denying the person access, or limiting his or her access, to any benefit associated with accommodation he or she is occupying
- evicting the person or subjecting him or her to any other detrimental treatment.

Source: The *Anti-Discrimination Act* 1977, section 49ZQ, copyright Commonwealth of Australia; reproduced as edited, with permission.

Health

Because of their lifestyle, the members of the gay, lesbian, bisexual, transgender or intersex community can experience a range of significant health issues. The health issues that affect parts of the group include HIV–Aids; sexually transmitted infections (STIs); and, often, mental-health disorders due to the challenges the people might face due to the emotional aspect of identifying with the group.



(a) Per 100,000 population aged 13 years and over.

Figure 5.44
HIV notifications, by age - 2010 (a).

HIV–Aids: Compared with heterosexuals, homosexuals, especially gay men, are diagnosed with HIV at a much higher rate. In 2010, more than 1000 new cases of HIV were recorded in relation to people who were older than 13, as shown in the graph in Figure 5.44.

Based on ABS data, 2012, Australian Social Trends, cat. no. 4102.0, Canberra.

Various initiatives and strategies are being implemented throughout Australia in order to both address the incidence of HIV–Aids and help prevent occurrence of the diagnosis.

STIs (sexually transmitted infections): These types of infection are also prevalent throughout homosexual communities in Australia. In 2011, chlamydia cases occurred almost seven times more than the next-leading STI, gonorrhoea. More than 79,800 chlamydia cases were reported in 2011, and the rate of infection was higher among females.

Based on ABS data, 2012, Australian Social Trends, cat. no. 4102.0, Canberra.

Internet activity

Visit website of the Department of Health and Ageing, **www.health.gov.au**, and search 'HIV– Aids' in order to investigate the initiatives and strategies that are in place.

Education

As mentioned, people who are gay, lesbian, bisexual, transgender or intersex can be subjected to varying levels of discrimination and prejudice. The negative treatment is especially of concern in schools and learning environments, in which homophobic bullying is increasing. Representatives of the National Centre Against Bullying both research and develop resources that are aimed at communities, schools and homes, and in cyberspace, in an effort to reduce bullying in specific environments. Various other organisations aim to minimise the discrimination associated with homosexuality and to promote understanding and acceptance of homosexual people throughout society.

Family Planning NSW conducts a training session for teachers and health and youth workers about how to address homophobia in educational settings.

The school curriculum, especially PDHPE (Personal Development, Health and Physical Education), includes information about homosexuality and the focus is on highlighting the issue of homophobia and how the problem can be eliminated in the school community.

The Department of Education and Communities also has a number of resources aimed at addressing the subject of homosexuality, especially by way of the revised 'Resources for Teaching against Violence'. Universities and tertiary institutions often have support groups for gays and lesbians.

Also, education is important for gay, lesbian, bisexual, transgender and intersex people in relation to their overall health and wellbeing. They need to learn about the issues associated with their sexual orientation, such as the reasons for the social discrimination that exists and how they can support themselves and overcome the adversity they might face. They can also benefit from undertaking health-based education where they are informed of ways to avoid STIs, especially HIV–Aids.

Employment

Regardless of their sexual orientation or identity, in relation to employment, individuals in this group have the same legal rights as anyone else has. Sexual orientation should not affect any aspect of a job.



Figure 5.45
Workplace discrimination can affect stress levels and mental well being.

Gay, lesbian, bisexual, transgender and intersex people are protected in the workforce by policies and laws in relation to discrimination. In NSW, it is against the law to discriminate against people on the basis of their sexual orientation when they are applying for a job, undertaking their role as an employee or leaving their job. According to the Anti-Discrimination Act 1977, it is unlawful for an employer to discriminate against a person on the grounds of homosexuality:

- in the terms or conditions of employment that the employer affords the employee
- by denying the employee access to, or limiting his or her access to, training or any other benefits associated with his or her employment
- by dismissing the employee or subjecting him or her to any other detrimental treatment.

Source: The Anti-Discrimination Act 1977, section 49ZH, copyright Commonwealth of Australia; reproduced as edited, with permission.

If a person is experiencing discrimination that is deemed illegal under the Anti-Discrimination Act, he or she can make a complaint to the Anti-Discrimination Board, which will then investigate it.

Safety and security

Gay, lesbian, bisexual, transgender and intersex people have the right to feel safe and secure in their environment, as do all people. Because of the prejudice and discrimination that have existed throughout history, homosexuals often have a sense of fear and insecurity when they are in various situations. They are often subjected to vilification, which is a type of behaviour that promotes hatred, severe contempt and/or ridicule. Homophobic individuals and groups sometimes bully and taunt the members of this group because of the group members' sexual orientation.

Workplaces and communities have developed campaigns aimed at addressing the incidence of homophobic violence in the community. For example, the City of Sydney developed the Oxford Street Safety Strategy 2007–10, where the safety of Oxford Street and its surrounding areas was successfully improved and the amount of violence was reduced.

Internet activity

Visit **cityofsydney.nsw.gov.au** and search for 'Oxford Street Safety Strategy'. Download it and assess how the key objectives will be achieved.

"Because of the prejudice and discrimination that have existed throughout history, homosexuals often have a sense of fear and insecurity when they are in various situations."

Sense of identity

Gay, lesbian, bisexual, transgender and intersex people can experience low self-esteem due to a range of factors such as the discrimination and prejudice that are evident throughout society, especially before the people 'come out' or come to know what they identify with during their adolescence. People who are harassed or victimised can become negative about themselves and uncomfortable about their status in society. Many young people who are coming to terms with their sexuality can experience anxiety and depression about their sexual orientation and about their suppression of it or their 'coming out'. They can be fearful of the reaction of their family members and friends, and/or they can be upset about their perceived need to hide their sexual orientation. It is important that people access services in order to support their self-esteem and sense of identity. They can talk to their family members and friends or alternatively their teachers, a counsellor or a psychologist. Also, a range of services exist that are aimed at supporting the group members' wellbeing.

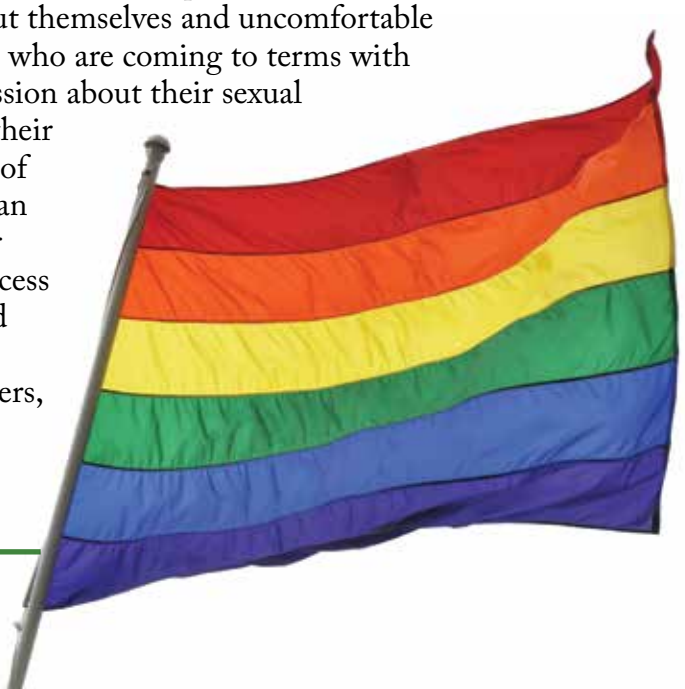


Figure 5.46
A 'gay pride' flag.

People develop a sense of identity that is specific to their sexual orientation. In some cases, they will socialise with people who have the same sexual orientation, in an effort to both promote their standing in society and support their need to belong.

The organisation known as New Mardi Gras organises Sydney's Gay and Lesbian Mardi Gras as well as a range of other events such as Sydney's Fair Day, the focus of which is on uniting and celebrating sexual diversity throughout both Australia and the world. Tens of thousands of people either march in or watch the annual Sydney Mardi Gras Parade. These festivals and celebrations can result in enhancement of the participants' self-esteem and sense of identity.

Learning activity

1. Identify and prioritise the specific needs of the members of Australia's gay, lesbian, bisexual, transgender and intersex communities.
2. Justify the two most significant needs of the members of the gay, lesbian, bisexual, transgender and intersex communities, and discuss the implications if the needs are not met.

Access to services

The members of this group have a range of needs associated with their identity, health and wellbeing. A range of services exist throughout Australia for providing support specifically for homosexuals. It is important that people learn where and how they can access these support services.

Internet activity

Visit **www.bgf.org.au**, follow the link 'Helping You', and browse the range of financial assistance that is provided.

Types of service

Over the years, various services for support have been established for people who are gay, lesbian, bisexual, transgender or intersex, all of which are outlined in Table 5.12.

Table 5.12 The types of support and service that are available for people who identify as gay, lesbian, bisexual, transgender or intersex.

Support service	Website	Services offered
GLCS: the Gay and Lesbian Counselling Service of NSW	www.glcsnsw.org.au	Phone counselling, volunteer training and support groups
ACON: the Aids Council of NSW	www.acon.org.au	Provision of information about HIV prevention and health promotion, and advocacy and support services
The Aids Trust of Australia	www.aidstrust.com.au	Raising and distribution of funds for HIV–Aids research, education and sufferers

Table 5.12 The types of support and service that are available for people who identify as gay, lesbian, bisexual, transgender or intersex. *Continued…*

Support service	Website	Services offered
The Bobby Goldsmith Foundation	www.bgf.org.au	Provision of financial assistance, counselling, housing and employment for people who have HIV–Aids
Twenty10	www.twenty10.org.au	Provision of housing support for homosexual, bisexual and transgender people who are younger than 26
The Gender Centre	www.gendercentre.org.au	Provision of counselling, accommodation, workshops, events and education

Factors affecting the group's access to services

In relation to deciding whether or not to access a support service, the members of this group can be influenced by many factors. The factors are associated with the characteristics of individuals within the group, resources and aspects of the service in question. Each person is different and will be living in either a community that is more upfront about sexuality or a community in which the members choose not to discuss the subject openly. For these reasons, the range of factors that affect people's access to services is very broad.



Figure 5.47
People rallying in support of gay rights.

Characteristics of individuals within the group

When accessing a service, individuals can be affected by various factors. They might be frightened to access the service because they fear ridicule or discrimination in their society and/or their culture. They might be feeling isolated, as if they do not belong, and depressed, but might not know why, and those feelings will also constitute a barrier. If people are feeling that way but have not considered that the reason might be that they are part of this group in society, they might not even realise that they should be accessing the service in order to receive support.

Resources

Factors associated with resources can cause people to be prevented from accessing the necessary services. One factor is that people might not even know that the services are available. High-school students might not have the time or motivation to use the services because they are busy studying, playing sport and participating in part-time work, and especially if their parents are monitoring the websites the students visit. Some people might believe that the feelings they are experiencing will pass and might therefore not have the energy to access the services.

Aspects of the service

Due to their location, people might be unable to access services or might have limited support available in their community. They might fear accessing a service because they do not want their identity to be known. For example, students might be getting bullied but will not want to speak to their school counsellor because they fear that the counsellor will find out they are gay and that knowledge of the fact will spread.

Learning activity

Consider the following four questions in order to explore the factors that can affect the gay, lesbian, bisexual, transgender and intersex communities' access to services:

1. What types of service do the group members require access to?
2. How do the characteristics of gay, lesbian, bisexual, transgender and intersex communities affect the members' access to the services?
3. What resources are necessary in order to support gay, lesbian, bisexual, transgender and intersex communities' access to the services?
4. How available are the services within the community?

Creating positive social environments

Creation of a positive social environment is very important, especially in relation to this group in society. We live in a society that is becoming desensitised. Once upon a time being different was a daunting or scary thing, nowadays many people are embracing individuality and one day, the fact that a person is gay, lesbian, bisexual, transgender or intersex will make no difference – it will be a non-issue. Until that is the case, however, it is important, especially for young people in this group, that they be supported and cultivate positive people who bring out the best in them.



Figure 5.48
A man advocating for gay and lesbian rights.

Addressing the groups' issues of concern

The members of this group face many issues of concern both within society and in their day-to-day life. In order to address the issues, the government has put various policies and laws in place. Also, a growing number of organisations exist in the community in order to support the group, and equity issues are being addressed.

Government policy and legislation

As discussed, the *Anti-Discrimination Act* 1977 includes guidelines outlining the legalities of showing prejudice towards a person on the ground of sex (gender) or sexual orientation. Various workplaces and educational institutions have their own anti-bullying policies and regulations, the aim of which is to prevent vilification based on sexual orientation. In schools in which a whole-school approach is used, the aim is to minimise any type of unfair treatment of students and staff members because of personal characteristics such as religion, age or sexual preference.

"Various workplaces and educational institutions have their own anti-bullying policies and regulations, the aim of which is to prevent vilification based on sexual orientation."

Organisations within the community that supports the group

A plethora of organisations exist within the community in order to support gay, lesbian, bisexual, transgender and intersex people. They have various priorities, including:

- rallying to raise awareness of the injustice the group members face
- provision of counselling
- hosting of social events
- hosting of sporting events and teams
- provision of support in the employment and education sector.

Three examples of this type of organisation are:

- the Sydney Gay and Lesbian Business Association (SGLBA)
- SameSame: www.samesame.com.au
- the LGBT Sports Coalition.

Equity issues

One of the main issues of concern for this group is marriage equality. Under existing Australian laws, marriage to someone of the same sex – that is, the gender a person was born with – a commitment ceremony is permitted but marriage is not. The issue continues to be debated internationally, and gay marriage is now permitted in countries such as the United States, but in only 19 states of that country. Because homosexuality was neither spoken about nor accepted for a very long time, creation of change and changing of laws will take a long time, but 'once the ball gets rolling', more and more countries and states will legalise marriage between same-sex couples.

Internet activity

Choose three countries and investigate their stance in relation to gay marriage. Compare and contrast the three countries' same-sex policies and laws.

As mentioned, members of this group can face equity issues in various areas of life even though inequity is not acceptable and governments have instigated rules against it. It can occur at the workplace, at school, in sports teams or even among family members and friends.

Learning activity

1. Examine government policy and legislation in order to determine their role in ensuring equity for the members of the gay, lesbian, bisexual, transgender and intersex communities.
2. Critically analyse the extent to which organisations within the community help meet the needs of the members of the gay, lesbian, bisexual, transgender and intersex communities.
3. Investigate an equity issue that the members of the gay, lesbian, bisexual, transgender and intersex communities are facing, and propose strategies for addressing it.

Positive influences on community attitudes

Gay, lesbian, bisexual, transgender and intersex people are just the same as everyone else in that they contribute to the workforce; have the same basic needs; want to belong, love and be loved; and are capable of having a positive influence on both the community in general and community attitudes. The positive influence the group members have is by way of the contributions they make within the community and the various types of advocacy.

Contributions the group makes within the community

The members of this group make numerous contributions in the community on a daily basis, at their school or workplace or by their accomplishments in an area such as sport, the arts or politics, despite the fact that membership of the group is not always evident. Many of them raise awareness of social-justice issues and humanity issues. People such as Ruby Rose and Penny Wong have made many contributions in the community, in both the political field and the entertainment industry. So many people make a difference every day, but because they might not publicise their sexuality, the people around them would never consider that they are part of the gay, lesbian, bisexual, transgender or intersex community.

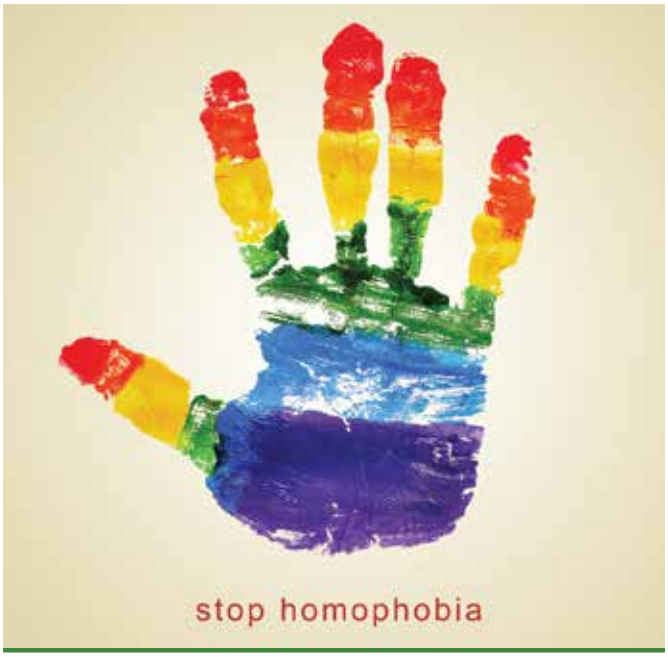


Figure 5.49
'Stop homophobia'.

Advocacy

Because of the emotional stress entailed in identifying as gay or in not being sure what you identify with, especially during adolescence, it is extremely important that the members of this group have advocates and strong role models who empower and encourage them. As mentioned, advocates such as Ruby Rose and Penny Wong, both of whom are successful in their field, are great role models for young people who fall within this group. By undertaking advocacy, people in the group can raise awareness within the community, educate the community and promote the group's rights.

Raising awareness within the community

The members of this group are subjected to a lot of prejudice, especially from people who either fail to empathise with them or fail to understand that sexual orientation is not the source of any difference between the group members and anyone else. It is important that the taboo that surrounds homosexuality and bisexuality and the taboo in relation to not knowing your sexuality be removed, because when the stigma is minimised, more people are able to live comfortably and confidently without feeling persecuted or marginalised. The taboos are eliminated by way of initiatives such as rallies, protests, support groups, shared pages on social-media sites, the Sydney Mardi Gras and Sydney's 'Fair Day'.

Internet activity

Visit the website of Lawlink NSW, **www.lawlink.nsw.gov.au**, and search for 'Homosexual discrimination'. Read the information, and comment on the examples of homosexual-discrimination complaints that Lawlink has handled.

Educating the community

It is important that the members of this group learn about the services that are available to them in relation to support and guidance so they can minimise many of the health concerns that surround mental health, HIV–Aids and STIs, and it is essential that the members of the wider community be educated so they can act in a way that promotes equality. Some people do not even realise they are using an incorrect or offensive term to describe the group.

Promoting the rights of the group

It is important that the group members not only know and understand their rights but know where to go or whom to talk to when their needs are not being met. Many agencies, organisations and policies are designed with these imperatives in mind, and we have explored them in this section of the chapter, but in having advocates and ambassadors, people who identify as gay, lesbian, bisexual, transgender or intersex are able to make a personal connection with someone they idolise and in turn might come to feel more empowered to speak up if their rights are being denied. Some examples of famous Australians who identify with the group are:

- Ian Thorpe, swimming champion
- Matthew Mitcham, diver
- Bob Brown, former Greens leader
- Penny Wong, Labor Party MP
- Tom Ballard, Triple J presenter
- Sia Furler, singer and performer
- Portia de Rossi, actor

Internet activity

Research one of the Australians included in the aforementioned list. Explore how he or she 'came out' and how his or her family and friends reacted to the revelation.

Case study

Keira is 18 and has recently 'come out' as lesbian. She had known about her sexual orientation from an early age but had been worried about how her family would react and wanted to finish school and ensure she could be self-sufficient in case she encountered prejudice and discrimination.

She had a gay friend at school, Lucas, who 'came out' during Year 10. She watched the bullying he encountered and did not want to put herself in the same situation. Throughout school, she hated hiding her true self, and often felt irritated and distressed about having to pretend to be someone other than who she was.

She recently started university, at which she joined a group that promotes the wellbeing of gays and lesbians. She has never felt more accepted 'being in her own skin', and loves being at university and making new friends. She also attends seminars and events held by the Gay and Lesbian Counselling Service of NSW.

She had a part-time job as a beautician, but was recently fired from it. She has a feeling that one of the customers complained after becoming aware of Keira's sexuality. Her employer said there was simply not enough work for her, but she walked past the salon other day and noticed that someone else had already been hired.



Figure 5.50
'Coming out' can be extremely stressful.

She has been experiencing financial difficulty since being fired. She is struggling to meet her university costs and to pay the rent for her university housing.

She does not know much about HIV–Aids or STIs. She knows that her friend Lucas is very worried about being HIV positive and that he has had to be tested in the past. She is not sure whether she should be concerned about either type of disease but is too worried to ask her family doctor because she fears she will be ridiculed for visiting her.

1. Outline the services that Keira is accessing.
2. Identify a range of additional services she could access that are specific to her situation.
3. Propose ways for her to address her potentially 'unfair' dismissal and continue in her quest to find employment.
4. Outline where she would be able to access accurate information about HIV–Aids and STIs.
5. Recommend ways for her to support her self-esteem and sense of identity.

Learning activity

1. Explore an example of what the members of a gay, lesbian, bisexual, transgender or intersex community has done in an attempt to improve community attitudes, and assess the impact the initiative has had on the wellbeing of the gay, lesbian, bisexual, transgender and intersex community in general.
2. Outline how community organisations advocate for gay, lesbian, bisexual, transgender and intersex communities, and describe the positive influence the advocacy can have on both the community in general and community attitudes.

Groups Sole parents

The issues associated with sole parents are covered in detail in the student eBook.

Groups Youth

The terms 'young people' and 'youth' are often defined in relation to age. The ages associated with the concept of youth differ between societies and cultures. The United Nations General Assembly defines young people and 'youth' as being people who are between 15 and 24 years of age, inclusive. Throughout the world, that definition, which was developed in 1985, remains the basis for many social and legal discussions about the topic of young people.

The focus of the United Nations' definition is on the changes a person goes through between childhood and adolescence and between adolescence and adulthood. We make a range of transitions, such as in becoming a contributor to society and in relation to our economic, political and cultural existence.

According to the Australian Clearinghouse for Youth Studies (ACYS), the period of youth is the period between 10 and 24 years of age, inclusive. This definition is used by other associations and organisations throughout Australia and the world, one example of which is as the World Health Organisation (WHO).

Prevalence of each group within the community

- One in five Australians is between 12 and 24 years old, and 28 per cent of all households contain a young person.
- Two in three 12–19-year-olds live at home with two parents (66 per cent), and 20 per cent live with one parent.
- Indigenous people constitute 3.6 per cent of all 15–19-year-olds and 2.8 per cent of all young people who are between 20 and 24.
- Of every five young Australians, one was born overseas, and mostly in Asia (6.6 per cent) or Europe (2.6 per cent).



Figure 5.51
Young Australians are a culturally diverse group.

- Of every five young Australians, one speaks a language other than English at home, and mostly an Asian language (10 per cent) or a European language other than English (4 per cent.)
- Of every 100 young Australians, one is homeless.

Based on Commonwealth of Australia, 2012, www.youth.gov.au

Individual diversity within the group

At one stage, every one of us is part of this group, so the group is obviously very diverse. Our youth is our developmental stage during which most of our personal changes occur – mentally, cognitively and physically – which is why it can amount to both the best and the worst years of our life. Depending on the young person's family, friends, location, religion and many other factors, he or she will be interested in a wide variety of things ranging from sports, music, books, genres of music, and attitude. Also, everyone develops at a different rate, so it is important that the maturity of the person who is going through adolescence be considered, because some people will be more resilient compared with their peers. Diversity also results from adoption of various parenting styles.

Terminology used by the community to describe the group

Many words and terms are used to refer to young people, such as:

- 'child', 'children' and 'childhood'
- 'a young person' and 'young people'
- 'a youth', 'youths' and 'youth'
- 'a kid' and 'kids'
- 'an adolescent', 'adolescents' and 'adolescence'.

Also, young people use terms that are specific to their generation. For example, the language and abbreviations that people use on social media will vary from generation to generation.

For many people, adolescence is a challenging stage in the life span, so it is important that people consider young people's feelings and emotions when referring to the young people in a specific way. For example, the members of Generation Y are often referred to as Generation 'I', a label that can be viewed as being offensive, funny, clever or insulting, depending on who is considering it.

Learning activity

1. Research and describe some other concerns that young people might have.
2. Use reliable sources of data in order to examine the nature of 'youth' by considering the following three questions:
   a) What is the prevalence of the group within Australia?
   b) What is the determining factor for whether an individual is part of the group?
   c) How might individuals within the group vary?
3. Recognise that the community uses positive and negative terminology to describe the group. Discuss the impact that usage of the terms might have on individuals within the group.

Issues of concern for this group

Satisfaction of needs

Like all groups in society, young people have specific needs. Because most young people are dependants, it is often the case that they cannot have their needs meet without the help or assistance of other people such as their parents or carers, older siblings, friends, teachers, employers or coaches.

Specific needs of each group

The members of this group have specific needs in relation to their standard of living, health, education, employment, safety and security, and sense of identity.

"Because most young people are dependants, it is often the case that they cannot have their needs meet without the help or assistance of other people."

Adequate standard of living

Depending on their age, young people live in a variety of household situations. It is often the case that they live with their parent/s, carer/s or family member/s when they are at school and that after school and when they are more financially secure they move into either shared accommodation or a place of their own.

In some instances, they move into a residential college or boarding facility that is connected with their education. For example, a student might attend a boarding school or live on campus within his or her university surroundings.

Health

People who are between the ages of 15 and 24 experience a range of health issues and concerns that are similar to that the greater population experiences. Two specific areas of concern for young people are sexual health and mental health.

Depression and anxiety are two of the most common mental-health problems that young people experience. Due to a range of influencing factors and pressures, people in the 15–24 age group have mental-health concerns that have to be addressed and managed appropriately.

A variety of support services exist that the greater population can access, and two examples are counselling and psychological services. Also, mental-health services exist that focus specifically on addressing mental health among young people. Three examples of that type of service, and each service's website, are listed as follows:

- Youth BeyondBlue: www.youthbeyondblue.com
- Headspace: www.headspace.org.au
- Reach Out Australia: au.reachout.com



Figure 5.52
Stress affects a person's well being.

In relation to sexual health, various sexually transmitted infections (STIs) are prevalent among young people, especially chlamydia. It is important that young people support their sexual health by being aware of the symptoms and consequences of the infections and aiding prevention of them.

Education

People in the 15–24 age bracket have a variety of educational options. Under the Education Act 1990, enforcement of compulsory school attendance is specified. Children between specified ages are legally required to either attend a government school or a non-government school or be registered for and be educated by home schooling.

According to the NSW Department of Education and Training, from 1 January 2010, students have been legally required to attend school until the end of Year 10, after which time they are legally required to participate in education, training or employment until they are 17.

These NSW legislative changes reflect the community's push to raise the school-leaving age. Under previous legislation, students were legally required to remain in school until they turned 15, which was most commonly during Year 9 or Year 10.



Figure 5.53
Young people studying at university.

Young people who wish to advance their studies and education level have a variety of options in relation to post-school and tertiary education. More than 40 universities are registered and in operation throughout Australia, and Sydney has five major universities, which are listed as follows along with their websites:

- The University of Western Sydney (UWS): see www.uws.edu.au
- Macquarie University: see www.mq.edu.au
- The University of New South Wales (UNSW): www.unsw.edu.au
- The University of Sydney: www.usyd.edu.au
- The University of Technology Sydney (UTS): www.uts.edu.au

A variety of TAFE (Technical and Further Education) institutions are located throughout Australia, and in NSW, the largest education and training provider is TAFE NSW. The TAFE has 130 campuses throughout the state, and a range of training programs and courses are offered at them, from construction to aero-skills.

Internet activity

Visit the website of TAFE NSW, **www.tafensw.edu.au**, and explore the range of courses and programs they have on offer.

Australia also has a variety of colleges and institutions through which various courses and programs are provided that are specific to areas of study. For example, Williams College in Sydney specialises in business education and training, and The Australasian College, located in Broadway in inner Sydney, provides education and training for work in the hair, nail and beauty industry.

A measure of social influence exists in relation to young people's education. In various societies and within various cultures, people are often either expected to continue their education or pushed to continue it. For example, it is common for people to continue their education and enrol in and complete a university degree as a result of their family's or society's expectations. As more and more people participate in higher education and gain access to opportunities for employment, employers are increasingly requesting that applicants have a degree or some type of education in relation to the applicants' chosen field. This trend is connected with the fact that an increasing number of people are completing multiple or postgraduate degrees in order to 'put themselves ahead' when they come to join the workforce.



Figure 5.54
Many young people work in retail.

Internet activity

Visit w**ww.schools.nsw.edu.au/leavingschool/next**, and read the magazine for Year 12 students.

Employment

Several patterns emerge in relation to the level of employment level and rate of labour-force participation for people in the 15–24 age bracket. In today's society, it is common for young people to participate in part-time or casual employment while completing their secondary or tertiary studies. For example, high-school students are increasingly participating in the labour force after school and on weekends in order to supplement their income (or lack thereof).

Throughout people's tertiary studies, they often work part time in order to improve their financial status. It is often the case that a university student who is studying full time does not have to be in class or studying for as many hours as a full-time employee has to work, and students often acquire a job position they can fit around their study requirements while working in an industry such as in retail trade or hospitality.

Young people have a range of employment opportunities available to them, in a variety of industries. The industries in which the largest number of young people are employed are retail trade; accommodation; and hospitality, in the form of cafes and restaurants.

Employment of young people has a range of positive and negative effects on both the young employees and their employers. Young people who have a job can obtain various benefits from working, such as having an income so they can support or enhance their lifestyle, gaining experience for their career development, and enjoying being more responsible and independent. On the other hand, they might have to sacrifice both their time and their energy in order to complete work-related tasks rather than concentrate on their studies.

For employers, it is often less expensive to hire people between the ages of 15 and 24, because the hourly rates of pay are not as high as they are for older employees. For example, according to the NSW Shop Employees (State) Award, which became effective in July 2008, adult shop assistants who are employed on a casual basis are entitled to a minimum hourly rate of $18.34, and junior shop assistants are entitled to only a percentage of that full amount, depending on their age. Table 5.13 contains the hourly rate for casually employed young people of various ages.

Young people use a number of avenues to access employment. Educational institutions will often advertise various jobs that are specific to the type of course the students are undertaking; for example, businesses that have positions that are highly suitable for students doing a specific course can advertise via the relevant educational institutions. Most schools will have a bulletin board or a careers advisor as a way of passing on information about appropriate jobs. Universities and TAFES often have similar situations and might also offer services such as e-mailing of job alerts to job-seeking students.

Teen Jobs Australia (www.teenjobs.com.au) is a local youth-employment website that young people can access in order to search for any full-time, part-time or casual employment that is available in their local area.

Table 5.13 The casual hourly rates for young people.

Young person's age	Casual hourly rate
16	$7.34
16	$9.17
17	$11.005
18	$12.84
19	$14.675
20	$ 16.51

Based on NSW Office of Industrial Relations, August 2014, www.industrialrelations.nsw.gov.au



Figure 5.55
A young male working at his workplace.

Safety and security

It is vital that adolescents feel safe and secure in their environment. If they do not feel supported, they might make poor decisions that are irreversible. Growing up is about making mistakes, learning from them and growing, but if young people do not have a strong support network or feel safe and secure, they are more likely to make poor choices more often. Young people find safety and security in having a stable and secure home life and parents or carers they can rely on.

Sense of identity

Many factors will influence a person's sense of identity. These factors are meant to change and develop as we meet new people, try new things and progress through the various stages of the lifespan. What is important is that we feel validated, respect ourselves and embrace the person we are. Some of the many factors that will influence our sense of identity are our religion (if any), age, sex, interests, culture, geographical location, socioeconomic status and peer group.

Learning activity

1. Find a photo of yourself from five years ago. Reflect on who you were and how you viewed yourself at the time. How have these two factors changed?
2. Identify and prioritise young people's specific needs.
3. Justify the two most significant needs of young people, and discuss the implications if the needs are not met.

Access to services

Like all people, young people need to access services to ensure they have their needs met and their overall wellbeing is supported. They have a variety of support services available that are tailored to address issues associated with 'youth'.

Australia's municipal-council and shire areas often have youth centres the purpose of which is to provide educational and recreational programs for people up to the age of 24.

Types of services

Australia's local and state/territory governments offer a variety of services and also develop programs and initiatives in order to support people who are 24 or younger. The City of Sydney runs a variety of programs that are specific to the social and cultural characteristics of the young people who reside throughout metropolitan Sydney. Following are two examples of this type of program:

- Drivin' 4 Employment: a service for supporting unemployed young people in obtaining their learner-driver and provisional-driver licences
- Lights Camera Action (www.lightscameraaction.com.au): a service offered to Indigenous young people throughout Australia with the focus on giving them access to opportunities in film, television and theatre.

Following are four examples of national organisations and programs:

- The Source (www.thesource.gov.au): a gateway to youth information, programs, services, resources and entertainment for young people
- Australian Youth Forum (www.youth.gov.au): a communication forum between the Australian Government, various organisations and young people

- National Youth Week (www.youthweek.com): a collection of activities for young people to engage in to share ideas, attend events, celebrate their talents and contribute to the community
- The Australian Government Office for Youth (www.deewr.gov.au/youth/officeforyouth): a forum for communication and transmission of information between the government and the young Australians



Figure 5.56
Siblings implementing healthy-lifestyle choices.

Factors affecting access to services

Many factors can be influential in young people's choosing whether or not to access a service. The factors are based on, but not limited to, the characteristics of the individuals within the group, resources, and aspects of the service.

Characteristics of individuals within the group

Not knowing what services are available is a factor that is very influential for young people. They might not know about the services because they are not exposed to them or because they have characteristics that mean they are not likely to come into contact with the services. For example, a female adolescent who attends a state high school and does not have any set religious views might not attend a local youth group but might be struggling with specific issues such as bullying that could be addressed if she attended the youth group.

Resources

Many services are free of charge, but the ones that are not free might not be easily accessible for young people. For example, a male adolescent might be involved in a sports team the embers of which will be going on a team-building camp but he will not be able to afford it, for various reasons, and will therefore miss out on acquiring the skills he would have learnt had he gone on the camp. Some young people are not interested in accessing these types of service, however; they might be 'just fine' going about their daily life, attending school, working in a part-time job and seeing friends, and might not have the need or desire to access the services.

Aspects of the service

Young people can face specific barriers in relation to aspects of a service. For example, they might not be able to get to the service's premises because they do not have their driver licence or have other commitments such as school or work. Another issue can be that they fear that if they access a support service their information will not be treated confidentially. For example, they might be going through a rough time at home and choose not to talk to the school counsellor because they do not want him or her to report or pass on the information they would have shared with him or her.

Learning activity

1. Consider the following four questions in order to explore the factors that can affect young people's access to services:
2. What types of service do they require access to?
3. How do young people's characteristics affect the young people's access to the services?
4. What resources are necessary in order to support young people's access to the services?
5. How available are the services within the community?

Creating positive social environments

It is important that a positive social environment be created for young Australians. During this stage of the lifespan, our body goes through a lot of hormonal changes, we face a lot of challenges, and we can be easily influenced by other people. For these reasons, it is necessary that an environment be nurtured where young people are encouraged to behave in a positive way and maintain a positive outlook, whether the nurturing is in the form of educating them about safe sexual behaviour and drug use or about how to handle peer situations they feel uncomfortable in. The nurturing can be undertaken by people such as a young person's teachers, parents, carers, older siblings or coaches, or even by the young person himself or herself. In immersing themselves in a positive social environment, young people are learning how to handle various situations in which the social environment is not as positive.

"In immersing themselves in a positive social environment, young people are learning how to handle various situations in which the social environment is not as positive."

Addressing the groups' issues of concern

The members of various groups in society have various perceptions and opinions in relation to young people. Today, young people are considered to be part of Generation Y ('Gen Y'), which is sometimes also referred to as the Millennial Generation. In discussions about young people, and the judgements and opinions that people subsequently form, Generation Y has been commonly referred to as Generation I or 'iGen'. This term comes from the perception that this generation is 'all about me' and always rely on being 'connected' at the touch of a button e.g. through use of technology such as iPads, iPods and iPhones.

Members of Generation Y have been developing and socialising in societies and communities in which the focus is on communication technology, and they tend to be reliant on that type of technology. Compared with the members of previous generations, they have much more access to services and resources, are much more familiar with technology, and use technology much more.

Various generalisations are made about young people who are considered to be members of Generation Y. Some of the generalisations are positive, such as that they are:

- ambitious and demanding
- empowered by technology
- socially aware and culturally respectful.

Some of the negative perceptions of them are that they are:

- impatient
- inexperienced
- somewhat lazy.

People's perceptions and judgements of their generation will differ, depending on their experience with it and their knowledge of it. For example, Baby Boomers, who were born between 1946 and 1964 and are often the parents of Generation Y members, can appreciate why the Gen Y members are impatient, because the Boomers facilitated Gen Y's lifestyle, one with a focus on instantaneous gratification. The members of Generation Y were bought up accessing quick fixes such as two-minute noodles and microwaved meals. If they wanted to go to the movies, they could immediately check the session times by accessing the Internet and then book the tickets and alert their friends via SMS.

The members of other groups in society, especially elderly people, might not appreciate the way of life that many young people have grown accustomed to, because when the older people were young, they would have had to purchase a newspaper in order to check the movie-session times, would then have had to queue in order to purchase their tickets – and would sometimes have missed out – and would have had to organise the event with their friends or acquaintances long before it was to take place. This difference between views and ways of life can be attributed to the concept of 'the generation gap'.



Figure 5.57
Generational differences can lead to conflict.

Compared with the members of other groups in society, young people are also characterised as being more willing to take risks. Due to a variety of factors, they are often more inclined to experiment and 'push the boundaries', especially by way of using alcohol and/or drugs, which issue is addressed as follows.

As discussed, people in the 15–24 age bracket might experiment with using alcohol and/or drugs and engaging in other types of risk-taking behaviour. Having these types of experience is a major concern in relation to young people's physical and mental health as well as their overall wellbeing.



Figure 5.58
A music concert is often an environment that entails risks for young people.

Governments and organisations located throughout Australia are addressing the problem of 'binge drinking' and have been developing initiatives and programs in order to tackle its increasing prevalence.

Reach Out, at www.au.reachout.com/find/articles/binge-drinking, has a number of fact sheets and links available in association with binge drinking, and the NSW Government's health website, www.alcoholinfo.nsw.gov.au, has a variety of links to programs and initiatives in relation to the problem.

In relation to young people, three other issues of concern are emotional issues, abuse and bullying. People who are experiencing any of these types of issue need to access support when they require it. As identified throughout this chapter, a range of support services exist that people who require support can access. The NSW Government has information about the various issues of concern for young people, at the website www.youth.nsw.gov.au.

Internet activity

Visit **www.drugs.health.gov.au** for information and resources in relation to use of illicit drugs.

Internet activity

Visit **www.aifs.gov.au/institute/pubs/ysp/policy.html** to read more about existing government policies and laws that are aimed at protecting young Australians.

Government policy and legislation

The Australian Government has designed various policies and laws in order to support and protect young people. As mentioned, a large percentage of the group members are dependants, so it is necessary to have laws in which proper treatment is outlined so that all young people are treated the right way. Two examples of this type of government policy are:

- the National Youth Suicide Prevention Strategy (NYSPS)
- the National Mental Health Policy.

Many associations have a 'youth-protection policy' so they can protect the adolescents who are members of them. For example, some netball associations have the policy that if spectators want to take photos during a game, they have to ask both teams for permission to do so, in order to protect the young people from having their photo taken and possibly having it used on social media without their permission.

Organisations within the community that support the group

Various organisations within the community exist in order to support young people, and the first example of that type of organisation is schools. Education, or schooling, is compulsory for all young Australians until they turn 17. It is by way of compulsory education that they learn skills that are essential for their development, for example English, mathematics, skills to do with logic and cognition, and gross- and fine-motor skills. Other groups that exist within society in order to help young people include local sporting organisations, which provide them with an avenue for participating in physical activity, socialising and learning various life skills. National Walk to School Day and many other initiatives are designed to support and foster positive growth for young Australians.

"Other groups that exist within society in order to help young people include local sporting organisations, which provide them with an avenue for participating in physical activity, socialising and learning various life skills."

Equity issue

Because of this group's characteristics, young people cannot do many things legally until they turn 18.

The voice of young people is often either ignored or not trusted as much compared with the voice of someone who is considered to be an adult. For example, if a child accuses an adult of doing something and the adult says he or she did not do it, in most cases the adult will be more likely to be believed. Young people can also encounter inequity at the workplace. For an employer, it is often cheaper to pay a younger person, and it is for that reason, in a casual-employment setting, that the employer might overwork the younger staff members because their wages are more affordable. As a result of the overwork, the young people might have no time to either meet their study commitments or see their friends.

Learning activity

1. Make a list of the things you cannot legally do in Australia until you turn 18. Compare Australia's 'legal age' with other countries'.
2. Examine government policy and legislation in order to determine their role in ensuring equity for young people.
3. Critically analyse the extent to which organisations within the community help meet young people's needs.
4. Investigate an equity issue that young people face, and propose strategies for addressing it.

Positive influences on community attitudes

Young people make substantial contributions to communities throughout Australia.

By way of their labour-force participation and involvement in cultural activities to do with the arts, music and various other forms of expression, young people are increasingly representing their generation and their communities at both national and international level.

Also, the Board of Studies NSW organises the following showcases in order to exhibit the work of talented HSC students:

- ARTEXPRESS (www.artexpress.nsw.edu.au): for HSC Art students' major artworks
- Callback: for HSC Dance students
- DesignTECH: for HSC Design and Technology students' major design projects
- ENCORE: for HSC Music students' performances and compositions
- OnSTAGE: for HSC Drama students' individual and group performances
- Texstyle: for HSC Textile and Design students' major projects
- *Young Writers Showcase 12*: a printed anthology of short stories, poems, scripts and critical responses submitted by 2012 HSC English Extension 2 students

Many young sports stars have also positively influenced both the community in general and community attitudes. One of them is Nick Kyrgios, who in beating world number one Rafael Nadal at the 2014 Wimbledon Tennis Championships has had a positive impact on Australian society.



Figure 5.59
Many young people make a contribution to the labour force.



Figure 5.60
A young-adult theatre group performing.

Contributions the group makes within the community

The following three specific programs are example of the initiatives that have been developed in order to showcase and promote young people's contributions and talents:

- National Youth Week: www.youthweek.com
- The Rock Eisteddfod Challenge: www.rockchallenge.com.au
- The Lions Youth of the Year Quest: www.lionsclub.org.au/youth

Australia's population is ageing, so the more young people we have in society, the more people we have contributing to the labour force and thereby aiding the economy by paying taxes and helping support ageing citizens.

Advocacy

It is important that young people have advocates. Because of their age, young people's voices are often ignored in relation to matters such as decision making and law making, so it is necessary for either one older person or a group of older people to speak up for young people's rights on behalf of young people as a group.

Raising awareness within the community

In relation to the issues that young Australians are facing and the accomplishments they are achieving, several people are raising awareness either within the group or throughout the wider community.

One of these people is Christopher Pyne, Australia's Minister for Education. Awareness of the group and its members' needs in relation to education and funding is also raised in the document known as the Gonski Report, which was submitted to the Australian Government in November 2011.

Internet activity

Visit **www.igivea gonski.com.au**, and find out more about the Gonski Report.

Educating the community

As mentioned, the Gonski Report contains educative information about what the members of this group need in relation to schooling and funding. The group's needs and the necessity of educating the community about them are highlighted by many other avenues, and news reports about young Australians are often featured in the mainstream media. In these reports, the group can be 'painted' in either a positive light or a negative light, depending on the nature of the report. Events such as National Youth Week exist in order to raise awareness and educate the community about this group and the issues its members face as well as to highlight what many young Australians are accomplishing.

Promoting the rights of the group

Various individuals and groups are promoting young Australians' rights, either consciously or subconsciously. Parents and carers will naturally promote many of the rights by meeting the needs of the young people they have in their care. such as by loving them and showing them affection, housing them, feeding them, buying clothes and entertainment devices for them, and making sure they go to school. Three other examples of people who are promoting young people's rights are teachers, who promote the young people's right to education by teaching them; employers, who promote young people's right to work by hiring them; and doctors, who promote young people's right to health care by giving them medical treatment.

Learning activity

1. Explore one example of what a young person has done, or of what young people have done, in an effort to improve community attitudes, and assess the impact the initiative has had on young people's wellbeing.
2. Outline how community organisations advocate for young people, and outline the positive influence that advocacy can have on both the community in general and community attitudes.

Revision questions

1. Outline the prevalence of each of the groups you have studied in this chapter.
2. Identify and prioritise the specific needs of homeless people and people who have a disability.
3. Discuss the impact that use of the wrong terminology to refer to specific groups in society can have as well as how it can have a negative impact on a person's sense of identity.
4. Undertake a more detailed exploration of the equity issues faced by the two groups you studied earlier in the chapter.
5. In one of the extended studies you undertook for Question 4, outline how community organisations advocate for the group.
6. Describe how the community organisation you outlined in Question 5 can have a positive influence on both the community in general and community attitudes.
7. Discuss a current media campaign that is associated with one of the groups you studied in the chapter. Explore whether or not the campaign is effective and why it is or is not effective.
8. Outline how the following factors could affect access to resources by two groups you have studied:
   a) Age
   b) Disability
   c) Education
   d) Ethnicity or culture
   e) Gender (sex)
   f) Location
   g) Socioeconomic status
9. Choose a policy the government has put in place in order to assist two groups you have studied in the chapter. Discuss whether or not the policy is effective and why it is or is not effective.
10. Critically analyse the extent to which the members of the wider community help meet the needs of two groups you have studied in the chapter.
11. In relation to people who have a disability and homeless people, explore an example of what individuals have done in an effort to improve community attitudes, and assess the impact the initiatives have had on the groups' wellbeing.
12. Identify programs and events that have been introduced in your local community in an effort to identify and promote how two groups you have studied make a positive contribution to society.

Chapter 6

Parenting and caring

Chapter overview

Whether biological or social, parents and carers have an extensive list of things to consider when it comes to being responsible for another person's life. The list includes the parent's or carer's roles, including meeting of the dependant's needs, building of a relationship with the dependant and promotion of the dependant's wellbeing. It also includes preparation for becoming a parent or carer, changing of the parent's or carer's health behaviours, enhancement of the parent's or carer's knowledge and skills, modification of the family's physical environment, and organisation of the family's finances.



Figure 6.1
Parent-dependent relationships vary for different families.

Many factors will influence how a person approaches the role of being a parent, and in relation to many of them, the determinant is the characteristics of the dependant. Many personal and social factors will also influence parents and carers and can in turn have an impact on what style of parenting or caring the parents or carers adopt.

To effectively manage the dependant–carer relationship, parents and carers need to assess their capabilities and control their resources appropriately. They also need to access services when they require them and to learn to prioritise and deal with multiple role expectations.

In this chapter, we assess what it means to become a parent or carer. It includes a description of the preparations that both individuals and families can make when people are becoming a parent or carer, as well as a discussion of the roles involved in parenting and caring and the factors that influence the dependant–parent or dependant–carer relationship. It also includes an examination of the rights and responsibilities of parents, carers and dependants and a review of the various support services that parents and carers have available to them.

Module focus

- Becoming a parent or carer
- The factors that affect the parenting or caring role
- Support for parents and carers



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Table 6.1 HSC Core: Parenting and Caring syllabus.

Students learn about:	Students learn to:
becoming a parent or carer	
types of parents and carers	
▪ biological parents ▪ social parents – adoption – fostering – step-parenting – surrogacy ▪ carers – primary – informal and formal	▪ describe the different types of parents and carers ▪ explore the impact of legal, social and technological change on social parents by considering changes in: – legislation – community beliefs and attitudes – reproductive technology ▪ examine current research data on primary carers to determine the: – significance of age and gender – reasons for carers taking on the role, eg emotional obligation, alternative care too costly
the roles of parents and carers	
▪ satisfying the specific needs of the dependant ▪ building a positive relationship with the dependant ▪ promoting the wellbeing of the dependant	▪ outline the roles of parents and carers and evaluate the significance of each role in various parenting and caring situations
preparations for becoming a parent or carer	
▪ changing health behaviours, eg nutrition, physical activity, social or spiritual connections ▪ enhancing knowledge and skills, eg education, information, training ▪ modifying the physical environment, eg housing, amenities, equipment ▪ organising finances, eg budgeting, saving, support payments	▪ examine a range of parenting and caring situations and assess the impact preparations can have on the wellbeing of the dependant
factors affecting the roles of parents and carers	
characteristics of the dependant	
▪ age ▪ skills/capabilities ▪ special needs, eg illness, disability	▪ describe how the characteristics of the dependant can affect the roles of the parent or carer

Table 6.1 HSC Core: Parenting and Caring syllabus. *Continued…*

Students learn about:	Students learn to:
influences on parents and carers	
▪ personal – culture, customs and tradition – religion/spirituality – education – previous experience – own upbringing – multiple commitments, eg work, study, sport, family – socioeconomic status – special needs, eg illness, disability ▪ social – community attitudes – gender expectations – media stereotypes	▪ examine each influence to determine its effect on parenting and caring ▪ propose strategies to assist parents and carers to manage their multiple commitments ▪ describe how social influences affect the roles of parents and carers ▪ critically analyse expectations of males and females in parenting and caring roles in a changing society ▪ explore one example of how a parent or carer may challenge social influences and assess the impact this can have on their wellbeing
styles of parenting or caring	
▪ authoritarian ▪ democratic ▪ permissive/indulgent ▪ negligent	▪ explore each parenting or caring style and assess the impact it can have on the roles of parents and carers
rights and responsibilities in parenting and caring	
▪ legal rights of parents, carers and dependants ▪ responsibilities of parents and carers – duty of care – setting limits – discipline	▪ analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering the following: – health and medical decisions – education and schooling – financial support ▪ discuss how the responsibilities of parents and carers contribute to building a positive relationship with the dependant
support for parents and carers	
types of support	
▪ informal – relatives, friends, neighbours ▪ formal – government agencies – community organisations	▪ explain how different types of support can assist parents and carers to: – prepare for their roles – fulfil their responsibilities – maintain their own wellbeing

Table 6.1 HSC Core: Parenting and Caring syllabus. *Continued…*

Students learn about:	Students learn to:
types of services provided through formal support	
▪ health care ▪ education ▪ financial support ▪ childcare ▪ respite care ▪ counselling	▪ assess the impact accessing formal support services can have on the wellbeing of: – young carers – aged carers – first-time parents – working parents

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

Table 6.2 Matrix of learning and understanding.

Knowing *1 point each*	Understanding *2 points each*	Applying *3 points each*
Explain each of the four types of social parent.	Outline the difference between biological and social parents.	Make a list of three services a family can access to receive help in explaining to a dependant that he or she is adopted or surrogate. Give examples of how the parents could address the subject with their child.
Outline the terms 'primary carer', 'informal carer' and 'formal carer'.	Explain the IVF process.	Explain how the dependant's characteristics influence the type of relationship he or she has with his or her parents or carers.
Describe the terms 'formal support' and 'informal support'.	Describe and give examples of each of the three roles of parents and carers.	Define the four styles of parenting, and give an example of a situation in which each style is used.

Table 6.2 Matrix of learning and understanding. *Continued…*

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Explore how parents can have a negative impact on a dependant's wellbeing if they do not prepare properly by failing to change their health behaviours, enhance their knowledge and skills, modify the family's physical environment or organise the family's finances.	Choose two of the influences on parents and carers, and evaluate how they can have a positive or negative impact on the dependant's development. Compare the two influences and suggest which has greater impact.	Create a checklist for parents who are preparing to modify the family's physical environment. Include contact details for resources they could use to help themselves complete the task.
Distinguish between the three social influences on parents and carers, and explain how the three types of influence have changed over the past 50 years.	Find three examples of discipline by referring to movies, television shows and/or books, and discuss the pros and cons of each type of discipline.	Create a collage of articles and pictures in order to show how 'the traditional family' is depicted in the media. Discuss your findings.
'It is easy for families to receive financial support from the government.' Research this claim, and write an exposition in which you either agree or disagree with it.	Evaluate how various styles of parenting are used in various cultures and religions. Provide examples.	Create a manual in which you outline the rights and responsibilities of both parents or carers and their dependants.
Analyse what is meant by the word 'reasonable' in relation to the term 'duty of care'. Discuss a case in which duty of care was neglected.	Evaluate the difference between childcare and respite care.	Role play a situation in which a dependant and his or her parent or carer access a counselling service in order to obtain support.

Becoming a parent or carer

Parenting and caring are challenging roles. Becoming a parent or carer can lead to numerous life changes in relation to a person's physical, social, emotional and economic wellbeing. Being a parent or carer is a full-time, permanent commitment. The roles and responsibilities of the parent or carer will develop and change as the dependant becomes older and progresses through the various stages of the lifespan.

A parent is someone who has either fathered or given birth to a child, although people who nurture and raise a child are also defined as being parents. Parents can be either 'biological' or 'social'.



Figure 6.2
Pregnancy can be both a challenging and fulfilling experience.

Types of parent and carer

Not all people become responsible for another person's life in the same way. Some people become a parent by natural or biological methods whereas others will become one by social methods.

Biological parents

Biological parents are people who are related to their children 'by blood', by way of a pregnancy that was planned or unplanned or that was facilitated by way of a birthing technology, as outlined in Table 6.3.

Table 6.3 The process of pregnancy.

Pregnancy	IVF and GIFT
▪ The period between conception and birth, during which a woman carries a foetus in her uterus (womb). ▪ It begins with ovulation (the release of an egg) halfway through the menstruation cycle. The released egg travels down one of the woman's two fallopian tubes; meets a sperm, if intercourse has occurred; and travels to the ovum, where it becomes an embryo. For the process to be successful, implantation has to occur, meaning the embryo becomes implanted in the endometrium, or lining of the uterus. ▪ Once a woman is pregnant, unless the baby is born prematurely, the foetus develops over a 40-week period that is split into three 'trimesters'. ▪ A pregnancy can be planned or unplanned. Planned pregnancies tend to be premeditated. ▪ A woman might intend to become pregnant and might prepare for pregnancy to happen by ensuring she is physically, emotionally and economically ready to have a child. ▪ Alternatively, a pregnancy can be unplanned, which means it happens unintentionally. ▪ Unplanned pregnancies are common throughout Australia, as can be noted in the trend towards both adoption and abortion. ▪ An unplanned pregnancy can be emotionally difficult and intense. The woman and/or the man need to weigh up their options and make a decision about the pregnancy. ▪ The woman might choose to keep the baby, terminate the pregnancy, or have the baby and give him or her up for adoption.	▪ Fertility treatment is an option for couples who are experiencing difficulties falling pregnant naturally by having sexual intercourse. ▪ The health of the sperm and the ovum are assessed and may result in treatment for the male, female or both in order to increase the chances of pregnancy from IVF or GIFT procedures. ▪ In Australia, common fertility treatments are **In Vitro Fertilisation (IVF)** and **Gamete Intrafallopian Transfer (GIFT)**. ▪ IVF occurs when a woman's body is prepared for fertilisation by administration of treatment associated with hormone stimulation. Once the ovaries are ready, they are stimulated to increase egg production. The eggs are then collected from the ovaries and placed with sperm, in a laboratory, so that fertilisation can be administered. The embryo's development is promoted by placement of the fertilised eggs in incubators. If the process is successful, some of the embryos are transferred to the woman's uterus in the hope she will become pregnant. ▪ GIFT is commonly used when the infertility is unexplained. It is similar to IVF in that the woman's ovaries are stimulated and eggs are collected from them. However, whereas in IVF the eggs and sperm are placed together in a laboratory in order to promote fertilisation, in GIFT the egg and sperm are placed in the woman's fallopian tubes, where fertilisation can occur naturally.

Social parents

Social parents, or lone parents, are people who have taken on the role of nurturing and raising the child, or dependant, by way of adoption, fostering, step-parenting or surrogacy.

Adoption

Children can be given up for adoption for various reasons, and sometimes the reason is that the pregnancy was unplanned. The word 'adoption' means the legal process of transferring all rights and responsibilities from the biological parents to the adoptive parents.

In Australia, the earliest time at which a child can be put up for adoption is six days after he or she is born. Adoption can occur up to the time the child turns 18 years. The legal process of adoption includes an 'Adoption Consent', which is a contract in relation to the legalities associated with adoption.

Internet activity

To view the NSW legislation in relation to adoption, visit the website of the NSW Department of Community Services, **www.community.nsw.gov.au**.

Adoptive parents have a variety of challenges, including making the decision to adopt, going through the adoption process, deciding whether to discuss the adoption with the child, and bonding with the child.

Various procedures are in place for supporting the relationships between the adoptive parents, the child and the biological parents. Birth mothers are encouraged to write a letter to both their child and his or her adoptive parents in order to explain why the mother chose adoption. However, the letter writing is not compulsory; rather, it is up to the adoptive parents to participate in any communication with the biological parents until the child turns 18, when he or she will be legally considered to be an adult and will be able to facilitate communication if he or she chooses to.



Figure 6.3
Families who can have children naturally may still choose to adopt.

Fostering

When parents are unable to care for their child, the child is placed in a foster home in which the foster parents nurture and support him or her until he or she is able to live with his or her parents again. The various types of foster care are defined as follows:

- Emergency or crisis care: when children require immediate placement due to concerns for their safety and wellbeing
- Respite care: usually short term, lasting for a day or two up to a week, when individuals or couples require a rest from fulfilling their duties as parents or carers
- Short- to medium-term care: when children are placed in foster care for up to six months

Internet activity

Visit the website of the Department of Community Services (DoCS), **www.community.nsw.gov.au**, and search the services in relation to finding birth parents and birth children.

- Long-term or permanent care: when children are placed in foster care for longer than six months, and they are not expected to return to their parents

Unlike in the case of adoption where the child has minimal or no communication with his or her biological parents, in the case of foster parenting, the child is encouraged to communicate between his or her foster parents and biological parents, and the biological parents are encouraged to communicate with the child. Ideally, in the case of any type of foster care, the goal is to re-acquaint the child with his or her biological parents and promote effective communication and a long-term healthy relationship.



Figure 6.4
Foster families often include children who do not have the same biological parents.

"Ideally, in the case of any type of foster care, the goal is to re-acquaint the child with his or her biological parents and promote effective communication and a long-term healthy relationship."

Step-parenting

A step-parent is either a stepfather who is the husband of a biological mother by marriage or a stepmother who is the wife of a biological father by marriage. A family that includes a step-parent is classified as being a blended family.

Step-parenting can be difficult, and both the step-parent and the stepchild need to be flexible and understanding in the new family situation. The child might feel uncomfortable and believe that the step-parent is intruding in his or her life or interfering in it. An especially difficult component of step-parenting is enforcement of discipline, especially when both biological parents have a disciplinary role in the child's life. Approximately one in two Australian marriages ends in divorce, so step relationships are prevalent throughout Australian society and are on the rise.

Surrogacy

Surrogacy occurs when a woman conceives, carries the foetus and gives birth to the baby on behalf of another person or a couple and there is an agreement that the newborn will become the couple's child. There are two types of surrogacy: partial surrogacy and gestational surrogacy. 'Partial surrogacy' means using a man's sperm to fertilise the surrogate mother's egg by either intercourse or artificial insemination. 'Gestational surrogacy' means using a man's sperm to fertilise a woman's egg and implanting the embryo in the surrogate mother's uterus.

Individuals and couples have many reasons for choosing to go through surrogacy, such as that the woman has a physical condition that limits her ability to become pregnant or give birth safely; or that a single person or a homosexual couple wishes to have a biological child.

Learning activity

Debate the following statements in relation to the social, ethical and legal arguments for and against surrogacy:

1. Surrogacy might be the only way a woman or man can have a biological child.
2. Surrogacy leads to devaluation of women's bodies.

Numerous social, ethical and legal arguments exist for and against use of surrogacy as a form of assisted reproductive technology (ART). Governments and organisations throughout Australia discourage people from using surrogacy on both legal and social grounds.

The subject of surrogacy causes many social and ethical issues to be brought up in relation to the offspring who result from the process. Individuals and couples who choose surrogacy often make an arrangement in relation to payment of the surrogate mother, such as in meeting her medical costs, and disclosing her identity to the offspring.

Learning activity

1. Distinguish between biological parents and social parents.
2. Outline the process involved in IVF and GIFT.
3. Research the social and ethical implications of using birthing technologies.
4. Outline the four types of social parent: adoptive parents, foster parents, step-parents and parents who use surrogacy.

Carers

A carer is someone who looks after another person, whether for payment or on a voluntary basis, by meeting responsibilities in relation to family and/or relationship. A carer is anyone who facilitates someone's wellbeing by providing physical and/or emotional support. According to the ABS, almost 2.7 million Australians were carers in 2012 (12 per cent of the general population), and 770,000 (3.4 per cent) identified as being a primary carer.

Source: ABS data, 2012, Disability, Ageing and Carers, cat. no. 4430.0, Canberra.



Figure 6.5
Nursing is considered to be a caring occupation.

The Department of Health and Ageing lists the following tasks that carers might undertake for the person they are caring for:

- Feeding
- Bathing
- Dressing
- Administering medications
- Transporting
- Banking
- Shopping
- Bill paying

They department considers emotional support to be one of the carer's most crucial responsibilities.

Based on, *Your Role as Carer*, Department of Health and Ageing, copyright Commonwealth of Australia; reproduced with permission.

Internet activity

Visit **www.carersaustralia.com.au**, and explore how representatives of Carers Australia work throughout Australia.

Primary care

A primary carer is a person, or more than one person, who is mostly responsible for every aspect of the dependant's life. In most cases, it will be the dependant's mother and/or father, depending on how often both parents work. In some cases, it will not be the parents, for example in a foster-care situation.

Informal and formal care

An informal carer is a person who provides care for a dependant on a regular basis and without being paid. An informal carer can be a person such as a grandparent or an aunty or uncle who is looking after the child or babysitting him or her.

A formal carer is a person, or more than one person, a parent or carer pays to care for the person's dependant. A formal carer can be a foster parent who looks after the child indefinitely and can also be a babysitter or an organisation such as a day-care centre or an 'after-school care' centre.

Due to the increasing cost of day care, some parents are now organising to take turns at looking after each other's children on specific days. By doing so, in, for example, a group of five parents, each parent is able to work four days a week and look after the five children on the other day on a free-of-charge basis rather than pay for day care four times a week.

Learning activity

1. Discuss why emotional support is considered to be one of a carer's most crucial responsibilities.
2. Identify a range of situations in which someone might require care. Assess how the required care has an impact as a result of circumstances that are planned and unplanned.
3. Outline the various types of parent and carer.
4. Explore the impact of legal, social and technological change on social parents by considering changes in:
   - legislation
   - community beliefs and attitudes
   - reproductive technology.
5. Examine current research data in relation to primary carers in order to determine:
   - the significance of age and gender
   - the reasons that carers take on the role, for example that they have an emotional obligation to the person or that alternative care is too costly.

The roles of parents and carers

Parents' and carers' roles have drastically changed over the past 50 years. During the 1950s and '60s, the general perception of parenting was that fathers were responsible for financially protecting their family and disciplining their dependants. In that period, mothers were expected to raise and educate the children and to cook, clean and undertake home duties for them. These roles have radically changed, and in contemporary Australian culture, mothers and fathers commonly split their parenting duties equally. Often, both parents and carers act as mentors and role models for their dependants. The members of both sexes (genders) are responsible for providing for the family financially as well as for cooking, cleaning and educating their dependants.

Satisfying the specific needs of the dependant

Everyone has needs, and when a person is dependent, his or her parents or carers are responsible for ensuring they do everything in their power to meet his or her needs.

For example, all dependants have specific needs such as the need for shelter, food, water and clothing. Infants and children also have specific needs such as the need for learning, socialisation, love, affection, discipline and medical interventions to treat sickness or provide immunisation.



Figure 6.6
Traditionally, female parents were expected to raise children and manage the household, but this stereotype is challenged in today's society.

Meeting these needs is the responsibility of the primary carer, but they can also be met by other people the dependant has in his her life, such as extended-family members, relatives, teachers or family friends.

It is important that as a parent or carer, the person meet the dependant's needs. If parents or carers fail to meet the person's needs, his or her health and wellbeing might deteriorate and he or she might face complications later on in his or her life.

Building a positive relationship with the dependant

It is critical that parents and anyone else who forms a close relationship with the dependent commits to the responsibility for promoting positive and supportive relationships. Early childhood is a time of rapid cognitive, social and emotional development and children naturally observe what is going on around them and learn from those observations. If a child witnesses abuse, whether it is physical or emotional abuse or substance based, he or she will try to make sense of it. If the abuse is evident often, he or she might start to believe it is 'normal' and it might be extremely detrimental to his or her health and wellbeing. To build positive relationships, parents and carers can show the dependant love, affection and respect and encourage him or her to reciprocate (treat the parents or carers in the same way). They should acknowledge that as in all relationships, both parties have rights and responsibilities and that the only way to uphold them is to nurture positive relationships.



Figure 6.7
Building positive family relationships is essential.

Promoting the wellbeing of the dependant

Promotion of wellbeing is a very important aspect of parenting or caring for a child. Children need help to learn what is going to be beneficial for their wellbeing, so parents and carers should help them make decisions about matters such as diet, physical activity, religion or spirituality, socialising and finances. Similarly to building positive relationships, parents and carers should be promoting wellbeing by role modelling correct lifestyle choices. In having good role modelling, the children will be more likely to engage in healthy behaviours that result in a sense of wellbeing.

Learning activity

Outline parents' and carers' roles, and evaluate how significant each role is in various parenting and caring situations.

Preparations for becoming a parent or carer

Becoming a parent or carer is something that causes our life to change. In order to best handle the change and the new demands that come with becoming a parent or carer, parents and carers should try to prepare for having a child. They can do so by changing their health behaviours, enhancing their knowledge and skills, modifying the family's physical environment and organising the family's finances. The types of preparation that are necessary for becoming a parent or carer are outlined in Table 6.4.



Figure 6.8
Planning for the birth of the child is important during pregnancy.

Table 6.4 Preparations for becoming a parent or carer.

Changing of health behaviours	Parents and carers should ensure they are physically healthy, fit and energetic enough to cope with the new responsibilities they will face: ▪ Going to the doctor: Pregnant women should visit their doctor regularly to monitor the progress of the pregnancy. ▪ Taking folic acid: Pregnant women are encouraged to take a folic-acid supplement to help prevent neural-tube defects such as spinal bifida. ▪ Choosing between birthing options: A number of options are available, and pregnant women should choose the option that best suits their baby and their own health. ▪ Avoiding cigarettes, alcohol and drugs: Smoking can cause SIDS ('sudden infant death' syndrome). ▪ Smoking and alcohol and drug consumption can lead to an increase in the risk of miscarriage, stillbirth, and a multitude of physical and intellectual disabilities. ▪ Maintaining a healthy lifestyle: Pregnant women should eat healthily and exercise appropriately in order to support their body during the pregnancy.
Enhancement of knowledge and skills	It is important that both parents and carers work towards building their knowledge and skill base when preparing for a child: ▪ Pregnant women should attend classes in pregnancy and birthing. ▪ Pregnant women should access resources such as doctors to help themselves decide how to have the baby delivered. ▪ If the pregnant woman has a partner, they should practise working together as a team. ▪ If people are becoming carers, they should get to know the child and understand his or her background and what he or she has been through. ▪ Expectant parents should practise using skills such as time management. ▪ Expectant parents should research what children need at each stage of the lifespan, for example what a baby should be eating and how often a baby should be sleeping.

Table 6.4 Preparations for becoming a parent or carer. *Continued…*

Modification of the family's physical environment	Parents and carers preparing for a new child can 'childproof' their homes in a number of ways: ▪ Designing a nursery or bedroom for the child ▪ Moving or removing all breakable and dangerous appliances and furniture ▪ Making it appropriate for a child, for example by not having people around who swear and smoke in the environment the child will be in ▪ Putting a gate up around any staircases ▪ Buying equipment that is appropriate for a child, for example toys and a high chair.
Organisation of the family's finances	Having a child is associated with countless expenses. Generally, parents and carers lose income when the mother leaves work in order to rest before the birth or look after the baby after the birth. Along with losing income, they have to meet numerous costs associated with the baby, in relation to food, shelter, comfort and stimulation. They need to plan how they will meet these costs and, if necessary, budget for them. Three other financial considerations are outlined as follows: ▪ Health insurance: Parents and carers need to establish what their policy encompasses and to plan for services and treatments they might have to pay for. ▪ Government allowances: Parents and carers might be entitled to various government allowances associated with becoming a parent or carer. The allowances include the Baby Bonus, Childcare Assistance and the Maternity Allowance. ▪ Essential baby costs: Some of the costs associated with having a baby in the family are essential whereas others are not. Essential items include nappies, clothing, bedding and a pram, and non-essential items include toys and books.

Preparation is not restricted to the pregnant woman; the man also needs to prepare himself physically in order to enhance his fertility and minimise any health concerns in relation to the baby. He should also avoid smoking, drinking alcohol to excess and taking drugs. He should maintain a healthy lifestyle by eating appropriate foods, exercising frequently and minimising stress whenever possible.

Internet activity

Visit **www.birth.com.au**, search for 'ultrasounds', and read the related article about how an ultrasound examination is performed. Discuss the 'worrying concerns' in relation to having an ultrasound.

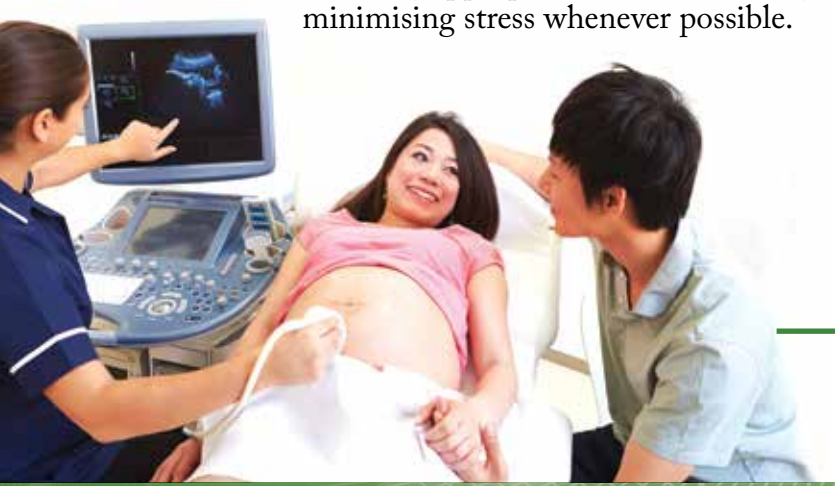


Figure 6.9
Ultrasounds are a necessary process during pregnancy.

Learning activity

1. Outline the various types of preparation that parents and carers need to consider when they are starting a family.
2. Analyse the types of preparation, and outline the ones you believe are most crucial when someone is preparing to be a parent or carer.
3. Examine a range of parenting and caring situations, and assess the impact the preparations can have on the dependant's wellbeing.

Factors affecting the roles of parents and carers

Various influencing factors affect the dependant–parent or dependant–carer relationship. The approach to parenting and caring can vary, depending on the parent's or carer's age, culture, religion, education, gender and socioeconomic status. The media is also an influencing factor in any parenting or caring relationship. The themes dealt with and the messages transmitted in the media can very much influence parents and carers in relation to their roles and responsibilities.

Characteristics of the dependant

A dependant is someone who depends on someone else. He or she might rely on the person for support because he or she might not be able to sustain himself or herself. An obvious example of a dependant is a child, who depends on someone else for most aspects of his or her life, in relation to having access to nutrition, clothing, shelter and stimulation.

The relationship between parents or carers and their dependants is influenced by various factors, including age, skills, capabilities and special needs.



Figure 6.10
Infants need love, affection and stimulation.

Age

The dependant's age will have a big impact on his or her relationship with his or her carer and on the carer himself or herself. For example, the relationship between a mother and her three children will be affected by the children's ages and age gaps. If her children are young and close in age, they might experience intense jealousy or rivalry. The influence of age can also be identified by way of the age gap between the dependant and the carer. Younger parents and carers might have more energy for caring for their children or dependants but might be limited in relation to their financial stability. Alternatively, older parents might lack energy but might be in a better position financially for supporting their children or dependants.

Skills and capabilities

Dependants' skills and capabilities can very much affect the caring relationship. Depending on the dependant's age, he or she might be able to acquire skills in order to assist his or her carer. For example, an older child might develop the capacity to complete a variety of tasks in and around the home in order to assist his or her parent or carer, such as preparing meals for the family or cleaning the family car.

Older siblings often take on the role of babysitting their younger siblings, enabling their parents or carers to manage the family's resources more effectively.

"Older siblings often take on the role of babysitting their younger siblings, enabling their parents or carers to manage the family's resources more effectively."

Special needs

Some dependants can have a medical, intellectual or psychological disability and require additional assistance from their parents. Compared with children who do not have a disability, children who have a condition such as autism, Down syndrome, dyslexia, blindness, cystic fibrosis or a learning difficulty often have varying needs and needs that are more imperative to meet. Some children might need help with eating, dressing and going to the toilet, and the need can greatly affect the dependant–carer relationship, especially when the carer has other children to look after. Parents and carers need to completely support their child who has a disability and might have less time to spend with their other dependants, who might resent their sibling who has a disability and/or their parents or carers for not being able to meet their needs effectively enough.



Figure 6.11
Often, dependants who have special needs need extra assistance.

Learning activity

1. Evaluate how age, skills, capabilities and special needs affect the carer–dependant relationship.
2. Using your own family situation, propose ways through which your parents or carers could manage their resources more effectively.
3. Using the family from a TV show of your choice, propose ways through which the parents or carers could manage their resources in order to improve their relationship with both their dependants and each other.
4. Outline how a dependant's characteristics can affect a parent's or carer's roles.

Influences on parents and carers

It is inevitable that parents and carers will be influenced by a number of external forces, which can include many factors such as personal influences in the form of friends and family members, religious values, education, previous experiences and socioeconomic status. External forces can also include social influences such as community attitudes, gender expectations and media stereotypes.

Personal

Many personal factors will influence parents and carers in relation to their children. Personal factors are often embedded in the way a person acts and thinks on a day-to-day basis because they have been a prominent part of his or her life. Personal factors include culture, customs and traditions; religion and/or spirituality; education; previous experiences; our own upbringing; multiple commitments; socioeconomic status; and special needs.

Culture, customs and tradition

Culture can have a great impact on a child's upbringing. Cultures often entail specific customs and traditions that can be very influential in the raising of a child. In various cultures, people also have various living situations; for example, in some Asian cultures, it is very common for grandparents to live with their immediate-family members. Other cultures, customs and traditions include taking off of shoes in specific rooms of a house, using specific gestures when greeting other people, and using correct etiquette at meal times.

Internet activity

Visit **www.livestrong.com**, and search for the article entitled 'The Role of Culture in the Influencing of Parenting Styles.' Discuss the key points set out in the article.

Religion and spirituality

Religious views and spirituality also have a great impact on a person's upbringing. From our religion and spirituality, we gain a 'code' or a way of life based on morality, and it can be very influential on us in relation to our day-to-day activities and thought processes. Naturally, parents and carers will introduce their child or children to their religion because it will have been embedded in their upbringing.

As an infant, we find this adherence to a religion or form of spirituality to be a very powerful influence, and it is not till we start to be independent that we can start to explore our self-chosen religion or form of spirituality in order to develop our own understanding of the world.



Figure 6.12
Praying before meal time is one way religion can impact day-to-day life.

Case study

We will now study the various parenting and caring roles that exist in Mexican-American families and Indian families.

Parenting roles in traditional Mexican-American families

- Any men in the household are considered to be equal. Fathers and sons are given equal responsibility in maintaining and supporting the family unit.
- Either the father or the oldest male is the head of the household. He is in charge of all decision making, and he will often use an authoritarian style in his decision making.
- The mother is expected to take care of the family and is affectionate, warm and loving towards her offspring.
- Any boys are expected to help their father, for example in maintaining the gardens and house.
- Any girls are expected to help their mother, for example by helping cook and clean.



Figure 6.13
A Hispanic family.

Parenting roles in traditional Indian families

- Male children are desired more than female children, and having a male child is considered to be a religious necessity and the father's highest duty to his family.
- The parents give any male children more respect and privilege than they give any female children, and raise their sons to be assertive, independent and self-reliant.
- The parents raise any female children to be self-sacrificing, nurturing, tolerant and submissive.
- The mother is expected to undertake home duties and care for the children.
- The parents often arrange a marriage for their children, and do not encourage them to date.



Figure 6.14
An Indian family.

- Communication between the parents and the children is mostly closed. The parents speak and the children listen to them and respect them for what they have to say.

As illustrated in the aforementioned case study, parenting and caring roles mostly vary according to the social and cultural expectations that are placed on the family unit.

1. Develop interview questions and conduct an interview with someone who was raised in another country, in order to gain an understanding of the parenting and caring roles that are evident in various cultures.
2. Develop interview questions and conduct an interview with someone who was raised in Australia during the 1950s and/or the 1960s. Compare the way the person was raised with how you are being raised by your parents or carers.

Education

Parents' and carers' level of education can affect their relationship with their dependant and each other. Educated people might have more knowledge and understanding of parenting and caring roles and responsibilities, having researched and acquired knowledge by doing things such as reading books about parenting, attending seminars, taking courses or using the Internet to undertake research. Compared with less educated people, educated people are often more aware of the services and groups they could access to help themselves meet their parenting and caring responsibilities.



Figure 6.15
Researching what to expect when starting a family can help ease the stress of the unknown.

Australia's state and territory governments encourage Australians to educate themselves about the subject of parenting and caring. Various magazines and guides are published that people who are searching for information can access. The Media and Communication Branch of the NSW Department of Community Services (DoCS) publishes the following three magazines about the subject:

- *Caring for Your Baby*
- *Living With Toddlers*
- *Parenting*

Previous experience

Parents' and carers' previous experience will greatly influence how they raise their child or children. This may be their first born child and they lack confidence and knowledge or they may already have children and have a clear idea on how they will parent. People will also look at their life experiences in areas such as education and employment and reflect on what they think is best for their child. Parents and carers often compare their child-rearing actions with their own childhood experiences or the experiences of people they know. For example, a mother might assess the roles her own parents adopted and then choose whether to adopt the same roles or reject them and form her own.

Your own upbringing

Parents' and carers' own upbringing will influence various aspects of how they raise their child or children. For example, if when a young man was growing up his parents often took him to play in the park, he might go on to take his own children to the park that regularly. Parents' and carers' actions often mimic their own parents' or carers'. For example, if a mother's parents used a wooden spoon to smack her for being disobedient, she might use a wooden spoon to discipline her own child or children. Unfortunately, this is also what happens in family relationships characterised by violence and abuse.

If family violence such as physical or psychological abuse affects a person, he or she will sometimes physically or psychologically abuse his or her own dependant or dependants. That abuse is against the law and has to be dealt with so the cycle of violence and abuse can be stopped.

Conversely, if a person has had an upbringing that was characterised by abuse, he or she might want to treat his or her own children better and might consequently give them more love and care compared with what his or her own parents or carers gave him or her.

"If family violence such as physical or psychological abuse affects a person, he or she will sometimes physically or psychologically abuse his or her own dependant or dependants."

Multiple commitments

When people are starting a family or adding to their family, they need to ensure they can multi-task in order to manage their increasing roles and responsibilities. Parents and carers are typically committed to family, work, sport and leisure and also like to pursue hobbies and socialise. It is necessary that they develop balance and plan how much time they will dedicate to each commitment they have made. If parents or carers over-commit and try to achieve too much in too short a time, they might quickly become run down. Conversely, if when they begin a family they cut out all their other commitments, they might start to feel purposeless and as if they are missing out.



Figure 6.16
Parents need to balance their commitments and make time for each other.

Case study

Read the following scenario, and assess how the parents could better manage their multiple role expectations.



Figure 6.17
Samantha looking run down and lonely at home.

Ben and Samantha have a five-year-old girl they named Andrea. They are struggling financially because Samantha has not yet returned to the workforce. After Andrea was born, both parents took three months' leave in order to look after her. They had some savings, but they now owe a large amount of money on their credit cards. Although they provide food and clothing and they live in a relatively comfortable apartment, they do not have enough money to make payments for anything other than the essentials and bills.

Ben has therefore started working more hours and is rarely getting to spend time with Andrea; he is leaving home before she wakes up and arriving home after she has gone to sleep. He is also rarely communicating with Samantha because she is often asleep as well. Samantha used to love going to the movies, but due to her new circumstances, she is feeling lonely and isolated, is not working, and does not have enough money to spend on the dinners and activities her friends invite her to.

Ben has lost a considerable amount of weight because of the stress he is under, whereas Samantha has put on a lot of weight because she never has time to exercise. Ben and Samantha feel as if their relationship is going downhill, and are very worried about their personal and financial future.

Learning activity

1. Explain the commitments that parents and carers have to their family, work, sport and/or leisure, and social life.
2. Critically analyse some TV-show families in order to determine how parents and carers manage their multiple roles.
3. Of the families you analysed in Question 2, propose strategies for how they could manage their roles more effectively.

Socioeconomic status

The term 'socioeconomic status' (SES) means a person's or family's social and economic position in comparison with other people's and families'. Parents' and carers' socioeconomic status can greatly affect how they form relationships with both their dependants and each other. Socioeconomic status is determined according to our income, education and occupation.

Parents and carers who have a low SES might not be able to access various support services because they are unable to afford them due to having a low income or are unaware of them having had only a low level of education. Conversely, parents and carers who have a middle-level or high SES might have better access to services due to having a higher social position.



Figure 6.18
Socioeconomic status can have an impact on access to resources such as libraries and information.

Parents' or carers' socioeconomic status affects their children's development and socialisation, because the type of relationship the children have with their parents or carers can vary greatly. For example, parents who have a low SES might be forced to work long hours to ensure they can meet their children's needs, whereas parents who have a high SES might be more financially free to both spend time with their children and satisfy the children's various wants. Due to these types of situation, children might either resent their parents or carers or form a strong relationship with them that is based on respect.

Special needs

All children have basic primary needs that have to be met so their survival is ensured and their overall wellbeing is supported. The term 'children who have special needs' means children whose needs are greater than most children's. They can be children who have a disability or gifted and talented children.

Common types of physical disability are:

- muscular dystrophy
- an acquired injury to the brain or spine
- spina bifida
- cerebral palsy
- visual impairment
- hearing impairment.

Common types of intellectual disability are problems associated with communication; movement; self-care; and/or social, emotional and sensory development. These problems can stem from conditions such as Down syndrome, autism, Prader Willi syndrome or Fragile X syndrome.

Internet activity

Visit **www.cyh.com**, go to Health Topics > Disabilities, and prepare a report in which you outline one of the aforementioned types of physical or intellectual disability.

Finding out that a child has a disability can be a difficult and life-changing experience for parents and carers. They will need to learn to cope with their dependant's disability and change their life accordingly in order to give the child the best quality of life he or she can have. He or she will need to be given the opportunity to reach his or her full potential throughout the stages of his or her life.

In 2013, slightly less than one in five people (18.5 per cent) reported having a disability, and 21 per cent reported having a long-term health condition. Of that 40 per cent of the population, 88 per cent reported having a specific limitation or restriction that hinders their ability to complete their core activities of self-care, mobility or communication or were restricted in relation to their schooling and employment.

Source: ABS data, 2013, Disability, Ageing and Carers Australia, cat. no. 4430.0, Canberra.

Internet activity

Visit **www.boardofstudies.nsw.edu.au**, go to 'Years 7–10 Syllabuses' > 'English', and download the Revised English 7–10 Syllabus. Read section 1.2: 'Students with Special Education Needs'.

In these cases, parents and carers need to seek assistance in order to minimise the negative emotional effects of caring. If they do not access or use support services, they might sacrifice their own wellbeing and suffer exhaustion, depression, remorse, frustration, and a high level of stress and anxiety.

In Australia, numerous support services exist for children who have special needs as well as for their parents or carers. The support ranges from government funding to meet the costs associated with raising a child who has special needs to community support networks where access to support services and community activities is offered.

Some examples of the NSW or national laws that have been designed to support children who have special needs include:

- *Disability Services Act (NSW)* 1993
- *Disability Discrimination Act* 1992
- *Children and Young Persons (Care and Protection) Act* 1998
- *Children (Care and Protection) Act* 1987.

The Department of Ageing, Disability and Home Care NSW (ADHC) has designed a number of policies and programs for supporting both children who have a disability and their family. The initiatives range from providing various types of funding to providing day programs in which children who have a disability can enjoy tailored leisure and recreation activities.

Many local businesses and volunteers support special-needs children in the children's communities.

Support is also offered in the education sector. The NSW Board of Studies supports special-needs children's learning by including the program entitled Life Skills in each secondary-school subject.

Learning activity

1. Outline how each of the following factors affects parents' or carers' roles: culture; religion; education; previous experience; their own upbringing; multiple commitments; socioeconomic status; children who have special needs.
2. Outline how each of the following factors affects the roles of the person who is being cared for: culture; religion; education; previous experience; his or her own upbringing; multiple commitments; socioeconomic status; any special needs he or she has.
3. Identify a factor that you believe has influenced the way your parent/s or carer/s care for you. Explain how it affects your relationship with him/her/them.
4. Propose strategies for assisting parents and carers to manage their multiple commitments.

Social influences

Parents and carers are subject to many social influences as well as personal influences. Social norms in relation to community attitudes, gender expectations and media stereotypes often influence how parents and carers raise their child or children, even though the social norms should not be a factor.

Community attitudes

Community attitudes can potentially have an impact on parents and carers, although the attitudes are often not positive. For example, if a couple in a lesbian or gay relationship are living in a suburb that has a very religious constituency, some community members might feel they have the right to make their religious views known to the couple and question their suitability to parent a child. This type of attitude can have a great impact on parents and carers as well as on their dependant or dependants.

Gender expectations

Gender expectations have for a long time influenced the traditional roles of the people who are part of a family unit. For example, in the early to mid-20th century, a wife was expected to stay at home with the children while her husband went out and earned money for the two of them and their children. This traditional expectation of gender roles started to change during the later years of the 20th century. Now it is becoming increasingly common for families to be 'sole parent' or for the father to stay at home with the children while the mother goes out to work.



Figure 6.19
Nowadays, it is not uncommon for the father to stay at home with the dependent.

Children are heavily influenced by the gender roles that are evident during the children's developmental stages, or formative years. The roles their parents or carers have adopted affect the children's own perceptions of gender. For example, having a disciplinary father working full time and a 'stay at home' mother might affect a young girl's perception of femininity and women's role in society. Conversely, having both a mother and a father working full time and sharing the household responsibilities might affect how much a young boy considers and appreciates women.

"Children are heavily influenced by the gender roles that are evident during the children's developmental stages, or formative years."

Media stereotypes

One meaning of the term 'media' is transmission of information by way of various means such as books, magazines, newspapers, television, radio and the Internet. The media has an immense influence on both individuals and communities. People use it to communicate information and ideas to billions of people located throughout the world. In relation to parenting and caring, the media can be an influential factor because people use it to publicise events, experiences, themes and ideas that are directed at parents and carers.



Figure 6.20
A mother and daughter using a laptop to research media stereotypes.

In the media, the subject of parenting and caring is dealt with by every medium. Books, magazines and newspaper articles are focused on parenting and caring, and reality and fictional programs and segments are broadcast both on TV and via radio. Also, many people can now easily access an increasing number of websites, web pages, blogs, podcasts and videos about parenting and caring.

Some examples of popular 'parenting and caring' magazines that various companies publish, along with each one's website, are:

- *My Child:* www.mychildmagazine.com.au
- *Practical Parenting:* www.practicalparenting.com.au
- *Every Child:* www.earlychildhoodaustralia.org.au
- *Parent & Child:* www.scholastic.com/parentandchild.

Internet activity

Visit the website of one of the aforementioned magazines. Outline the topics that are covered in the magazine, identify the recommended retail price (RRP) for each issue, and assess how effective the website is as a supplement to the printed magazine.

Some examples of popular Australian-based 'parenting and caring' websites and the organisations that produce them are:

- www.naturalparenting.com.au, produced by Natural Parenting
- raisingchildren.net.au, produced by the Raising Children Network
- www.parentingideas.com.au, produced by Parenting Ideas
- www.parentingaustralia.com.au, produced by Parenting Australia
- www.abc.net.au/parenting, produced by ABC Parenting.

Parents and carers can use media such as these to access information about specific subjects, and how they use the medium and interpret its messages is entirely up to them.

Some parents and carers might watch programs that are based on family interactions or might read real-life stories and testimonials to help themselves gain an understanding of family relationships. Others might access newspaper articles, journal articles and online fact sheets to help themselves undertake their roles.

The media is not only a tool for conveying information; it can influence individuals, groups and communities in both positive and negative ways. Media representatives often 'sensationalise' information; in other words, they inflate or exaggerate the content of their articles and stories in order to heighten the reaction of their readers, viewers or listeners.

Internet activity

Watch a TV current-affairs story in which the focus is on an element of parenting or caring. Explain how the journalist or reporter has 'sensationalised' the story and how this negatively influences viewers.

Learning activity

1. Identify the roles and responsibilities your parents or carers have taken on. Are the roles and responsibilities in line with gender expectations or in opposition to them?
2. Compare your parents' or carers' roles with the roles of parents and carers who are part of a different culture.
3. Outline the various types of carer as outlined earlier in the chapter: biological, foster, adoptive and non-custodial parent/s; grandparents; relatives; siblings; teachers; and paid carers.
4. For each type of carer you outlined in Question 3, analyse how the roles the people undertake can have an impact on the people's dependant or dependants as well as on their relationship with both their dependant/s and each other.
5. Describe how social influences affect parents' and carers' roles.
6. Critically analyse what is expected of males and females in relation to their parenting and caring roles in today's changing society.
7. Explore an example of how a parent or carer might challenge social influences, and assess the impact the challenging can have on his or her wellbeing.

Styles of parenting or caring

People choose to undertake their parenting or caring roles and responsibilities in various ways. Depending on the aforementioned influencing factors, people develop their style of parenting either consciously or subconsciously.

The parenting–caring styles that have emerged are labelled as 'authoritarian', 'democratic', 'permissive–indulgent' or 'negligent'.

Authoritarian

This style is based on control. Parents and carers who use this approach have usually structured their parenting or caring so it includes rules and regulations they then enforce. Communication in this type of family is often closed, where the parents or carers speak and the children listen.

This style of parenting can benefit children in that the parents or carers enforce notions of respect and value. The parents or carers might believe that in using this 'strict' style of parenting they will protect the children and prepare them for what the future holds.

On the other hand, this style of parenting is often considered to be harmful to the child's or children's wellbeing. Children in this type of family can often have low self-esteem and self-confidence and can experience anxiety. As discussed in Chapter 2 of this textbook, parents and carers who use the authoritarian style are responsible for all decision making and communication within the family. The relationship between the children and their parents or carers can be negatively affected, especially if the parents or carers use coercive power.



Figure 6.21
A mother using the authoritarian style of parenting.



Figure 6.22
Physically harming a child is not acceptable parenting.

Democratic

This style of parenting is associated with the authoritarian style in that the parents or carers control their children by exercising authority. It differs, however, in that the parents or carers act assertively; that is, they communicate strongly but effectively. Parents and carers who use this style of parenting are neither intrusive nor restrictive in their conduct and actions; rather, they discipline their children in a supportive way.

This style of parenting is highly favoured. According to research, children whose parents or carers use the democratic style have higher self-esteem and self-confidence and are better able to be effective group members. They are uncontrolled enough to be able to develop both independence and a sense of identity.

Permissive and indulgent

This style of parenting is a 'hands off' method. Like laissez-faire leaders, permissive parents and carers have a relaxed and laid-back approach to parenting. The children are forced to develop independence and a sense of identity so they can function. Permissive parents and carers aim to give their child 'space' so he or she can follow their desires and make their own mistakes. Rules and regulations are uncommon, but if they do exist, they are rarely enforced.

This style of parenting is criticised because the parents or carers give the child an immense amount of 'space' when he or she is at the life stage where he or she needs guidance. According to research, children whose parents or carers are permissive and indulgent are often emotionally underdeveloped and at times defiant and rebellious. The children might purposely rebel against authority because their need for restriction has not been met.

Negligent

This style is used by parents and carers who are detached from their children and unconcerned about them. Negligent parents and carers have little commitment to looking after their child or children.

They fail to meet their children's physiological needs, including their primary needs of food, water and oxygen or may neglect their responsibility for meeting the children's needs in relation to belonging and esteem. Negligent parents and carers are uninvolved with their children and emotionally detached from them.

It is common for children whose parents or carers are negligent and detached to have a multitude of problems while they are developing and becoming members of society. They have been raised with little or no restriction or direction, and are often unaware of their talents and abilities. They are likely to be unaware of social values and standards and to have less opportunity to be effective members of groups and communities.

Learning activity

1. Outline the four styles of parenting: authoritarian, democratic, permissive and indulgent, and negligent.
2. Assess the positive and negative aspects of each style.
3. Assess the impact that each style can have on parents' and carers' roles.
4. Identify how your school supports students who have special needs.
5. Research your local area's services that exist to support children who have special needs.
6. Develop a weekly schedule for your own family and two of your friends' families. Include all the family members' commitments in relation to things such as work, school, sport, study and sleep. Comment on how committed parents and carers have to be to the children they have in their care.

Rights and responsibilities in parenting and caring

We all have rights, to ourselves and other people. Human rights are the basic rights and freedoms we are all entitled to, regardless of our age, gender, nationality or religion. We also have responsibilities as individuals. Within the family unit, both the parents or carers and the dependant/s have rights and responsibilities, which will change as both parties become older.

Legal rights of parents, carers and dependants

In Australia, guidelines exist that are outlines of the rights of parents, carers and dependants so that all children are entitled to have the same basic opportunities. Also, parents and carers are given rights in order to protect themselves and support themselves so they can best raise their children.

Internet activity

Visit **www.amnestyusa.org**, click on 'About Us', and view the UDHR under 'Human Rights'. Choose five rights that you believe are most important. Justify your response.

"In Australia, guidelines exist that are outlines of the rights of parents, carers and dependants so that all children are entitled to have the same basic opportunities."

The Universal Declaration of Human Rights (UDHR), which the United Nations adopted in 1948, is a standard list of every person's rights.

Parents and carers have the right to make decisions about their children. They make their decisions in relation to their dependants' religion, schooling, discipline, medical treatment and living situation. Children also have rights, which are the rights to be safe, nurtured, educated and protected. Parents and carers are responsible for making decisions according to their children's needs and for protecting their children's rights.



Figure 6.23
It is a parent's responsibility to keep their children safe at all times.

In Australia, the government has introduced various Acts to support parents' and children's rights and responsibilities. The purposes of the Family Law Act 1975 are to protect children from physical and psychological harm and to ensure they receive adequate and proper parenting and caring. Its aim is to ensure that parents and carers meet their responsibilities in relation to their children's care, welfare and development.

Internet activity

Visit **www.unicef.org/photoessays/30048.html** and **www.unicef.org/photoessays/30556.html** in order to view the photo essays about 'the rights of the child'. Note: Some students might find the material confronting.

Although parents and carers have many responsibilities that constitute their dependants' rights, they also have the right to provide things for their child, such as the right to access government support so they can help themselves uphold their children's rights. For example, they have the right to access the education system and the health care system and the right to work so they can provide for themselves and their family.

Parents and carers have the right to raise their children, but if they do not meet their responsibilities, in some cases they can lose the right and their children can be taken out of their custody. This situation can often result in foster care.

International rights also exist that aim to protect all children throughout the world. The United Nations Children's Fund (UNICEF) is a main advocacy body for protection of children's rights. Its representatives deal with the Convention on the Rights of the Child, in which the basic rights of children throughout the world are set out. National governments were encouraged to ratify the Convention, by committing to protection of children's rights, and Australia did ratify it.

According to the Convention:

- children are individuals
- children start life as totally dependent beings
- government actions, or inactions, have a greater impact on children than on any other group in society
- children's views are rarely heard and rarely considered in the political process
- many changes in society are having a disproportionate and often negative impact on children
- children's healthy development is crucial to the future wellbeing of any society
- the costs to society of failing its children are huge.

Source: UNICEF, The Convention on the Rights of the Child.



Figure 6.24
This young girl's basic rights are not being upheld.

Responsibilities of parents and carers

In the National Survey on Parental Responsibility, undertaken by the Australian Institute of Family Studies, when the respondents were asked what the core parental responsibilities were, their responses included teaching their children right from wrong; providing them with an education; enabling them to access sports and hobbies; protecting them from violence; and providing them with love, affection and access to other relatives.

Based on 'We Hold These Truths: A National Perspective on Parental Responsibility', by Kate Funder, in *Australian Institute of Family Studies* 1996.

Internet activity

Visit **www.healthtranslations.vic.gov.au**, and search 'children and discipline'. Download and read the article 'Children and Discipline – A Parent's Guide'.

Parents' and carers' responsibilities can be categorised into three groups: duty of care, setting limits, and discipline, as outlined in Table 6.5.

Table 6.5 Responsibilities of parents and carers.

Duty of care	Parents and carers are responsible for showing reasonable care while looking after dependants. They need to ensure they meet their dependants' primary and secondary needs and that they nurture their intellectual and social development. Duty of care includes supervising and protecting your children and either eliminating or minimising any danger or threat.
Setting limits	The setting of limits varies dramatically, depending on the factors that are influencing the parents or carers. Factors such as their religion, culture and own experience will have an impact on the limits they set for their children. As the children get older, they might challenge these limits because the limits are different from their friends'. It is important that parents and carers explain the limits to the child and work with him or her to build trust so that as he or she gets older, he or she can re-evaluate the limits.
Discipline	Ideally, parents or carers use any form of discipline as a teaching mechanism where the aim is to help the children learn the difference between right and wrong. It is a social expectation that parents and carers teach their children right from wrong and address any inappropriate behaviour by disciplining the children. The disciplinary process can involve enforcement of rules and systems and giving of consequences. When parents and carers are disciplining a child, it is important they be consistent in following the rules they have set for him or her; for example, when a father is teaching his daughter to drive and tells her not to use her mobile phone while she is driving, he shouldn't use his mobile phone while he is driving. After having their parent or carer discipline them, children can often feel that he or she is angry with them, or can feel a break in their bond. It is important that the parent or carer address the child when the child has calmed down, talk to him or her, and reassure him or her that he or he is still loved and cared for.

Case study

Comment on the rights and responsibilities associated with parents and carers of the following people:

1. Emma ran away from home two days ago because her parents won't let her see her boyfriend. Her parents have not tried to find her because they are waiting for her to uphold their decision and return home.
2. Eric and Kerrie have a four-year-old daughter, Suki, who is overweight for her age. They have put her on a diet and have started to cut down her food portions. Suki continuously complains that she is hungry or tired.
3. James and Arielle have two-year-old twin sons. James works long hours and rarely sees the two boys. He leaves all parenting and caring tasks to Arielle.
4. Ivan has been suspended from school three times and is at risk of being expelled. He has also been caught shoplifting and driving without a licence. His parents believe he will learn his own lesson, and do not discipline him.

Learning activity

1. Analyse the impact of legal rights on the wellbeing of parents, carers and dependants by considering:
   a) health and medical decisions
   b) education and schooling
   c) financial support.
2. Discuss how parents' and carers' responsibilities are contributory to parents' and carers' building a positive relationship with their dependant/s.

Support for parents and carers

One of parents' and carers' major goals is to be supportive of their children. However, they themselves also need support at times. It is important they understand they are not alone and that it is acceptable to ask for help in relation to their family and raising of their children. Parents and carers can access many individuals, groups and organisations in order to receive support. It is also important they knowing how and when to access the support, which can be either informal or formal. The type of support they access will depend on them themselves and the nature of the support they need.

"It is important that parents' and carers' awareness of services be enhanced so they can become conscious of the services' existence and can then access the support when they require it."

Parents and carers who required support have various community support groups, agencies and services available to them. The main barrier to accessing of support is possibly that the parents and carers are unaware that the services are available.

It is important that parents' and carers' awareness of services be enhanced so they can become conscious of the services' existence and can then access the support when they require it.

Types of support

Parents and carers can access various types of support, which are categorised as being informal or formal. They often access informal support subconsciously, for example, by dealing with their relatives, friends and neighbours. Formal support is more structured, and includes accessing of government agencies and community organisations. Parents and carers will often use both formal support and informal support.

Informal

Informal support includes support given by relatives, friends and neighbours. Sometimes parents and carers need a lot of support, but support can also be given when another person simply asks how the parent or carer is coping or how his or her day has been. This type of support is informal and is often what a parent or carer needs for a 'pick-me-up'. They are given an outlet for discussing their problems. Relatives, friends and neighbours are more often than not people the parent or carer feels comfortable with and trusts to talk to about his or her family. This type of support is usually free of charge, and although parents and carers might use their relatives, friends and neighbours for support, they might also view the people as being people they can access for help and advice when needed.



Figure 6.25
Talking to a friend can be one type of informal support.

Formal

Formal support involves accessing various government agencies and community organisations. Parents and carers can access it in a number of ways because it is available by way of a variety of media. For example, they can access a website, call a hotline, join a support group, or physically visit a government agency or community organisation. Parents and carers often do not understand what types of formal support are available until they have an issue and need to access formal support.

Four examples of the many websites that parents and carers can visit to obtain support are:

- www.community.nsw.gov.au/docs
- www.australia.gov.au/people/carers
- www.families.nsw.gov.au/about.htm
- www.mychild.gov.au/pages/FamiliesSupportFamsCarersChild.aspx.

Learning activity

Explain how parents and carers can use various types of support to help themselves:

- prepare for their roles
- meet their responsibilities
- maintain their own wellbeing.

Types of services provided through formal support

As mentioned, numerous types of informal support are available for parents and carers. Various services exist in relation to health care, education, financial support, childcare, respite care and counselling. These services are available in all six of Australia's states and its two territories, although their availability and prices vary.

Health care

A number of public and private health services exist for preventing, treating and managing health problems in relation to physical-health concerns and illnesses as well as mental-health issues. A variety of services are available throughout Australia's states and territories. NSW has numerous general-health practitioners (GPs), specialists, hospitals, specialist children's hospitals, 'early-childhood health' services, family-care centres, and 'child and adolescent mental health' services.

Some examples of health services, along with each service's website, are:

- HealthInsite: www.healthinsite.gov.au
- Child Health: www.childhealth.com.au
- Child and Youth Health: www.cyh.com
- The Department of Health and Ageing: www.health.gov.au
- The Centre for Community Child Health: www.rch.org.au
- The Better Health Channel: www.betterhealth.vic.gov.au
- Tresillian Family Care Centres: www.tresillian.net

Education

Educating is the process of instruction and learning skills in order to develop knowledge and understanding of specific subjects. In Australia, formal education starts with primary education, which children undertake between the ages of approximately five and 12. The learning is compulsory, and involves attending school on weekdays along with other students and with teachers. Parents and carers can opt to home school their children, which involves adopting the role of teacher and delivering the agreed curriculum to their children.



Figure 6.26
Education helps equip children with the tools they need to become independent members of society.

The next level of education is secondary school, which children attend between the ages of approximately 12 and 18. The school day is often longer, and students study a range of subjects they might not have heard of in primary school. They can then decide whether to attend TAFE or university or obtain full-time work.

The education system is designed so that young Australians are provided with the skills they need in order to be informed and contributing members of society. It also exists so that parents and carers have help in setting rules and guidelines for their children. In sending their children to school, parents and carers have time to go to work and thereby earn money for their family.

Financial support

In most Australian families, having a family entails financial stress. Having a family is an expensive endeavour, because all children need food, clothing, shelter, an education, physical activity and time to have fun. Fortunately, parents and carers can access financial-support services to help themselves meet the costs involved in having a family.

Some parents and carers will be eligible for government payments or benefits.

Although only some parents and carers are eligible for the Family Tax Benefit, the following other financial-support initiatives exist:

- The Child Care Rebate
- Child Support Basics
- Parental Leave Pay
- Rent Assistance

Based on 'Family Payments and Allowance', Australian Government, www.australia.gov.au

Internet activity

Visit **www.centrelink.gov.au**, and under 'Individuals', visit the page about 'Payments' in order to view the various 'parent and guardian' support options the government offers families.

Childcare

Many services associated with childcare can be accessed by parents and families who are in various situations. Depending on the parents' or primary carers' circumstances, the parents or primary carers can use childcare services to ensure their children are cared for and supervised. This type of service includes babysitters, au pairs, nannies, childcare centres, 'family day care' centres and preschools.

Childcare services are run by local councils, community-based organisations and private corporations.



Figure 6.27
Day-care assists with mental stimulation for children.

Government-based services include preschools, community-based organisations include church-run childcare services, and private-sector services include privately run childcare centres.

NSW has almost 3000 children's services at which some form of childcare is offered. Of them, 800 are community-based preschools.

Parents and carers can use the following websites, in order to find local services:

- CareforKids: www.careforkids.com.au
- NSW Public Schools: www.schools.nsw.edu.au
- The Australian Child Care Index: www.echildcare.com.au
- The National Childcare Accreditation Council: www.ncac.gov.au



Figure 6.28
Both the parent and dependent can benefit from respite care.

Respite care

Respite care involves giving a person's primary carer relief from his or her duties and having a trained person provide temporary care for the dependant. Although some people refer to respite care as babysitting, it is actually for people who have a disability or are ill or elderly.

Respite care exists so that parents and carers can have time out from their day-to-day responsibilities and have an opportunity to unwind and relax. Being the primary carer of a dependant who has a disability or is ill can be extremely stressful and exhausting, so respite care is designed so that each party can have a break from the other. Parents and carers might need respite care for their dependant so that they can work or attend to their education.

In relation to the parent–dependant and carer–dependant situation, parents and carers need to treat their dependants appropriately in order to ensure that the relationship remains positive. For example, an elderly woman who has a paid carer cook her meals, administer her medication and bathe and cloth her has to have a healthy relationship with the carer so she can promote her wellbeing. If she resents her carer or feels bitter about him or her, her wellbeing might be negatively affected.

Counselling

Counselling is the act of providing relief, support and guidance to a person is struggling to cope or deal with one or more aspects of his or her life. People access counselling in order to address any number of issues, such as depression, anxiety, insomnia, a phobia or fear, abuse, or the need for relationship advice. All these problems can affect parents and carers and cause them to be limited in their ability to provide the most appropriate care for their children.



Figure 6.29
Family counselling can help break down relationship barriers.

As children develop and become adolescents, they might start to rebel. The relationship between the teenager and his or her parent or carer might become strained, and one of the parties might access a counsellor in order to help make amends.

Traditionally, counselling involved going into the counsellor's office, sitting down and talking about your problems. Today, however, people can access counselling services and advice via the internet. Organisations such as The Kids Helpline, Parentline, Youth Beyond Blue and Headspace provide information and resources in order to help young people and their parents or carers address and deal with the aforementioned issues but also to provide the necessary tools for helping other loved ones who might be struggling with the issue in question.

Learning activity

1. Investigate a parents' and carers' support service that exists in your local community. Compose a report in which you state:
   a) the service's title and contact details
   b) the type of support provided
   c) whom the service is aimed at (the target group)
   d) how parents and carers can access the service, including any information such as whether the service is offered to only specific people, whether any costs are involved or whether the service is limited
   e) how the service is funded, that is, whether it is government funded or community funded.
2. Assess the impact that accessing formal support services can have on the wellbeing of:
   a) young carers
   b) elderly carers
   c) first-time parents
   d) working parents.

Revision questions

1. Explain the difference between the IVF and GIFT birthing technologies.
2. Distinguish between adoptive parents, foster parents, step-parents and surrogate mothers.
3. Compare and contrast the roles and responsibilities of voluntary and paid carers.
4. Propose how a couple can prepare to become parents physically, socially, emotionally and financially.
5. Recommend ways in which the partners in a parenting or caring couple can effectively manage their time, energy, finances and housing.
6. Explain the impact each of the following groups has on dependants: grandparents; relatives; siblings; teachers; paid carers.
7. Compare and contrast the 'parenting and caring' role expectations that are placed on males and females.
8. Demonstrate your understanding of the four styles of parenting by outlining the characteristics of each style.
9. Identify a range of situations in which conflict can occur in relation to parenting and caring.
10. For each example of conflict you gave in Question 10, outline how the parties could effectively manage the conflict.
11. Account for the differences in how limits are set by parents and carers who are part of various cultures.
12. Identify a range of parenting and caring relationships. For the relationships you have identified, discuss how parents' and carers' rights and responsibilities can vary.
13. Research the case of Trishna and Krishna, the conjoined Bangladeshi twins whose biological mother had to give them away. Explore how their life has been influenced by both their birth mother and their adoptive mother and carer Moira.
14. Discuss why Moira and other carers might decide to take on the caring role.
15. Explain why parents and carers need to use the various parenting styles throughout their dependants' lifespan.

Chapter 7

Social impact of technology

Chapter overview

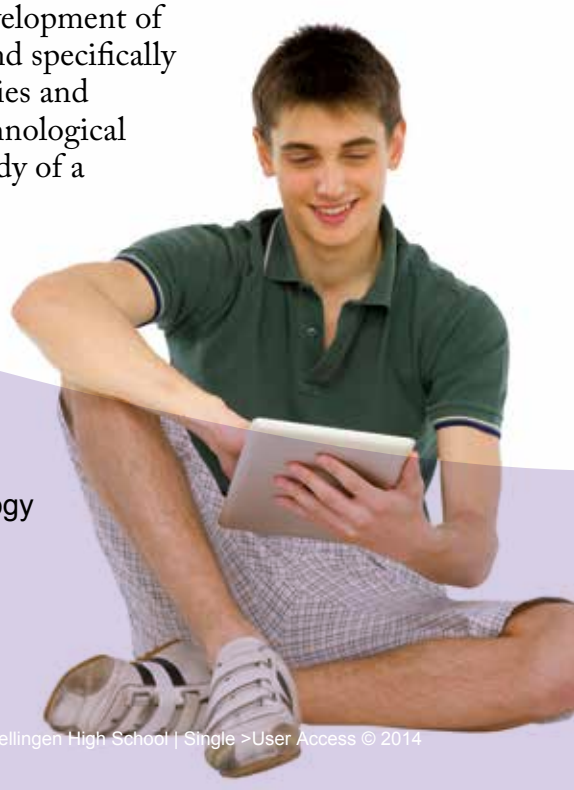
Whether defined as applied practical knowledge, hardware or organisation of knowledge, technology evolves for a variety of reasons. Since the Digital Revolution and the beginning of the Information Age – also known as the Computer Age and the Information Era – various technologies have emerged that have led to economic benefit, social betterment and emergence of a 'global community'.

Various factors influence access to and acceptance of technology. As individuals, groups and communities either adopt or reject various technologies, the technologies have an effect on our technical, practical and emancipatory wellbeing.



Figure 7.1
Access to technology is now widespread.

In this chapter, we define what technology is in a number of contexts. We discuss how the technological age has evolved and the reasons for development of various technologies. We evaluate the impact of technology and specifically the impact of technologies on individuals, families, communities and the workplace. We investigate various issues in relation to technological developments and prepare students for undertaking a case study of a selected piece of technology.



Module focus

- Defining technology
- The reasons for development of technology
- The factors that affect access to and acceptance of technology
- Technology's impact on lifestyle
- Technological development
- A selected piece of technology

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Table 7.1 HSC Option: Social Impact of Technology syllabus.

Students learn about:	Students learn to:
defining technology	
Teacher note: The section that details defining technology should be dealt with in broad terms only. The intent is for students to gain an understanding of technological advancements prior to considering the impact of these on individuals, families and communities.	
▪ technology as hardware, eg appliances, gadgets, toys ▪ technology as software, eg applications, databases, websites ▪ technology as organisation of knowledge, eg communications, media, internet, home entertainment	▪ describe both primitive and complex technologies
historical perspectives	
▪ the Digital Revolution ▪ the Information Age	▪ outline how the nature and use of information and communication technology has evolved ▪ examine data from the Australian Bureau of Statistics (ABS) to compare trends in household use of information and communication technology over time
reasons for the development of technology	
▪ improve upon existing technology ▪ economic benefit ▪ consumer demand and human needs ▪ social betterment ▪ the global community ▪ response to social problems	▪ analyse how technology has emerged within the following contexts: – transport – communication – consumer services
factors affecting access to and acceptance of technology	
▪ age ▪ culture ▪ education ▪ economic status ▪ disability ▪ geographical location ▪ gender ▪ religion	▪ discuss how each of the factors may impact on an individual's access to and acceptance of technology
the impact of technology on lifestyle	
technologies and the family	
▪ household technology ▪ information and communication technology ▪ entertainment technology	▪ explore how household technology contributes to the wellbeing of individuals within families ▪ critically analyse the impact of technology on interpersonal relationships within families

Table 7.1 HSC Option: Social Impact of Technology syllabus. *Continued…*

Students learn about:	Students learn to:
technologies and the community	
▪ education and training ▪ transport and travel ▪ health and medicine ▪ food ▪ leisure and entertainment	▪ explore how technology contributes to productive communities ▪ critically examine the impact of technology on community health and wellbeing
technologies and the workplace	
▪ safety technology ▪ information and communication technology ▪ structure of the workplace – health and safety – equipment – efficiency – flexibility – education and training ▪ introduction of technology into the workplace	▪ assess the degree to which technology impacts on: – workplace safety – work/life balance – career pathways ▪ evaluate the rights and responsibilities of employers and employees in adopting technology in the workplace
technological development	
issues related to information and communication technology	
▪ privacy and safety ▪ security of information ▪ accuracy of information ▪ information overload ▪ copyright	▪ debate the issues related to the development of information and communication technologies
impact of emerging technologies	
▪ ethics ▪ equity and access ▪ health and safety ▪ economic ▪ environmental ▪ education and learning	▪ examine various emerging technologies and predict the potential impact of their development
a selected piece of technology	
issues related to technological development	
▪ reasons for the development of the technology ▪ factors affecting access to and acceptance of the technology ▪ impact on lifestyle and wellbeing of the technology	▪ conduct a case study of the selected piece of technology by considering the following questions: – how has the technology emerged or developed over time? – what impact has the technology had politically, economically and socially? – what issues are related to the use and development of the technology?

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

Table 7.2 Matrix of learning and understanding.

Knowing *1 point each*	**Understanding** *2 points each*	**Applying** *3 points each*
Define the term 'the Digital Revolution'.	Differentiate between technology as hardware, technology as software and technology as organisation of knowledge.	Explain the reasons for development of technology.
Explain the term 'the global community'.	Account for technology's importance in relation to food products.	List all the technologies you have in your household. Explore how your family's life would be different without them.
Explain the term 'ethics' in relation to the impact of emerging technologies.	Explain how technology has had an impact on transport and travel.	Research the term 'information overload'.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Interview a grandparent or another older community member. Write a report in which you analyse how technology has grown since the person was born and how it has had an impact on his or her life.	Evaluate a contemporary piece of technology and the pro's and cons involved in using it.	Create a pitch for a new piece of technology. Think of an area of life that would be easier as a result of the new technology, come up with a plan for the new technology, and outline why creation of the new technology would be beneficial.
Analyse how technology can influence the structure of a workplace.	Select four factors that affect access to and acceptance of technology, and evaluate how technology can have an impact on various groups in society.	For a piece of technology of your choice, create a survey in which you assess the impact it has had on your classmates. Give the survey to five classmates to complete.

Table 7.2 Matrix of learning and understanding. *Continued…*

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Analyse the impact that lack of technology in everyday life could have on someone your age.	Write five diary entries in which you take on the persona of someone who was a teenager during the digital revolution. Make sure you explore how life changed and what you thought technology would become.	Create a game that does not involve technology and teach it to your classmates.
Analyse the issues associated with information and communication technology (ICT).	Visit the website of the Australian Bureau of Statistics and research current trends in use of social media. Discuss your findings.	Write a letter to someone who was born during the 19th century in order to explain to him or her how life has changed. Especially write about the advancements that have been made in one area of technology, and include images in the letter.

Defining technology

In broad terms, technology is defined as being the specific information and know-how associated with development or production that is used to improve efficiency and communication. Technology can be defined in the context of practical knowledge, hardware or organisation of knowledge. Its overall purpose is to be an aid for humans in solving problems and extending our capabilities.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is an agency that focuses on development in the areas of education, science, culture and communication. It has various fields of action and priority. It focuses on these areas, especially development of and access to technology throughout the world. **UNESCO's definition of technology** is one of the most recognised and most interpreted definitions:

Internet activity

Visit **www.unesco.org** to obtain more insight into UNESCO's operations.

> ***Technology is the know-how and creative processes that people might use to utilise tools, resources and systems to solve problems and to enhance control over the natural and human-made environment in an endeavour to improve the human condition.*** – UNESCO, 1985

Technologies are often categorised as being either primitive or complex.

Primitive technologies are traditional or simple technologies, which often include tools and techniques that are associated with survival. In prehistoric times, it was often the case that people invented a primitive technology using their mind and created it using their hands.

Stone tools, for example, are a concept that people came up with and proceeded to make real by using resources they could find in their environment.

'Complex technologies' are technologies that are more complicated or that have many components or parts, for example computers, which comprise an integrated circuit. They contain a central processing unit (CPU), memory, disc drives and groups of wires. The people who developed the original computer technology had to have knowledge, understanding and experience, and today, people are constantly improving complex technology so it reflects scientific and technological changes and developments.



Figure 7.2
Technology has made dishwashing much easier.

Technology as hardware

The term 'technology as hardware' means physical devices we use to accomplish tasks. We can physically interact with the technology to help ourselves complete our tasks and meet our responsibilities. We use the technology to support ourselves in making our tasks easier or in being more efficient. For example, we can use a dishwasher to clean dishes, pots and cutlery so we can eliminate the time and effort we associate with washing the items by hand.

Technology as software

The term 'technology as software' means things such as computer programs that, unlike hardware, are not physical or tangible devices. The software is embedded into and used in the hardware. 'Technology software' encompasses all the programs that have been loaded on to a mobile phone when we buy one as well as all the applications we might wish to download and install.

Technology as organisation of knowledge

The term 'technology as organisation of knowledge' means modern-day structuring and representation of knowledge and information. It means the technological aspects of obtaining, storing, retrieving and using knowledge. Two examples of technology as organisation are the communication technologies of electronic media and the Internet.



Figure 7.3
Steam trains were part of the Industrial Revolution.

Historical perspectives

Many historical perspectives have been the basis for emergence of new technologies. Some examples of historical perspectives are the Industrial Revolution that occurred in the 18th century, the 20th century's Nuclear Age, the Electronic Age and as a result of it the Digital Revolution, and the way in which technology exists in everyday life has been shaped by all of them.

The Industrial Revolution was the first type of major revolution, and during it, people focused on developing technology, tools, resources and systems in order to aid human existence. The Industrial Revolution led to fundamental changes in agriculture, manufacturing, transportation, and economic and social structure. People invented and developed technologies in order to increase production, efficiency and financial gain (profit).

The Digital Revolution

The Digital Revolution began in the 1960s and '70s and is defined as being the movement towards digital technology and away from analogue, mechanical and electronic technology. Electronic technology includes devices that have a power cord and an electrical circuit, and some examples of it are the many average household appliances we use such as the kettle, the iron and the portable fan. Digital technology, on the other hand, involves things such as mobile-phone devices and the Internet. Emergence of the Digital Age has entailed an increase in the members of the 'global community'. If we did not have digital technology, our ability to communicate and connect with our family members, friends and colleagues who live throughout the world we would be significantly restricted. Also as a result of the Digital Revolution, some industries have become redundant whereas others continue to thrive.

Internet activity

Visit **www.forbes.com**, and search for the article entitled 'Why the Digital Revolution Is Really Just Getting Started.' Analyse the main points.

The Information Age

The Information Age resulted from the rise in digital technology. The accessing and sharing of information are much faster and easier processes. For example, nowadays if a young woman wants to invite her friends to a function, she goes online to do so and her friends are able to access the information instantaneously. The Information Age is characterised by changes in all areas of life in the Western world. Traditional processes such as shopping and learning have changed because we can now use digital technology to complete both tasks. Most of the information we receive is by way of technology and especially by way of a computer system, whether it is in the form of, for example, a laptop or a mobile phone. As long as we have access to the Internet, we are able to access information about almost every area or topic imaginable. If we cannot find the information we are looking for, we can simply post it online as a question and have someone else answer the question for us.

Learning activity

1. Outline how the nature and use of information and communication technology have evolved.
2. Examine data from the Australian Bureau of Statistics (ABS) in order to compare how trends in household use of information and communication technology have evolved over time.

Reasons for the development of technology

People are continuing to develop technology for various reasons, but especially in order to improve on existing technology, provide economic benefits, compete with existing technologies, facilitate social betterment, enhance the global community and respond to social problems. Because of today's fast-paced society, both communities and individuals want things to be bigger and better, and due to the demand, people will always develop new technologies.

"As users' requirements and desires change, technology is improved and enhanced so products can be more efficient and desirable."

Improve upon existing technology

Ever since people started developing primitive technologies, we have been striving to advance and improve on technologies in order to enhance their efficiency and effectiveness. In agriculture, for example, during the Industrial Revolution, wooden tools became redundant in favour of metal tools so the tools would be more useful and longer lasting. Since that time, people have been using their knowledge of physics and design in order to improve and change technology to be what it is today. The vast array of tools that are available in hardware shops are characterised by a multitude of materials and shapes that affect the tools' operation, usefulness and cost.



Figure 7.4
People created tools in order to make work easier.

In developing and subsequently using technologies, we encounter a variety of problems or limitations. For example, the first modern mobile phones were enormous, heavy and inadequate compared with what is available today. As users' requirements and desires change, technology is improved and enhanced so products can be more efficient and desirable.

As a result of technological developments, our interest in 'reaching the unreachable' has been sparked. Centuries ago, people would never have imagined using a hand-held phone to communicate with other people, whereas today the vast majority of us own a mobile phone and use it every day. The focus is on continually improving existing technology, a fact that is evident in our attempts to, for example, travel into space and investigate whether there is life on other planets.

Economic benefit

Introduction of various technologies has resulted in immense benefits for communities and societies located throughout the world. Whether primitive to complex, the technologies have led to improvements in efficiency and often entail some type of economic benefit. For example, as a result of the textile-based machines that were developed during the early stages of the Industrial Revolution, workers were enabled to complete other tasks while the machinery was being used to sort, clean and dye wool. The result was that both workflow and productivity increased.



Figure 7.5
Introduction of cars led to new economic benefits.

Some other examples of technologies that have led to economic benefits are computers, satellite communication, and cars that can run on LPG or electricity. All these technologies have resulted in an increase in work output and the reduced amount of time spent on tasks has led to improved productivity and efficiency.

Pushed by the desire to maximise profits – and minimise costs – people are continually developing and improving technology. For example, major banks have used developments in communication technology in order to be able to focus on facilitating Internet banking. The banks' customers can choose to do their banking online using a computer or mobile phone. The banks benefit economically because they require fewer tellers if fewer people are visiting the banks' branches, costs are minimised and business profitability is maximised.

Consumer demand and human needs

As technology becomes advanced and people become able to do more and more, demand for new technology is increased. 'Consumer demand' includes people's desire to 'upgrade' their technologies. Whether by way of upgrading our phone, laptop or game console, we as a society are 'hungry' to have the best, so we constantly demand new technologies.



Figure 7.6
Consumer demand always exists, especially in relation to entertainment technology.

Another major reason that technology is developed is that the developers and manufacturers wish to respond to development and manufacturing of their competitors' similar or emerging technologies.

As products become popular, competing companies wish to generate consumers' interest and often 'jump on the bandwagon'. For example, the Apple corporation's immensely popular iPod range has led companies located throughout the world to develop a multitude of MP3 and music players. As companies market their products against their competitors', prices are often driven down so the companies can maintain consumers' interest in the products and satisfaction with them.

Apart from in relation to the price factor, competition affects the quality of goods and services, because consumers will try to find the ideal product or service for their situation. For example, if they require a new desktop computer, they will have a wide variety of manufacturers to choose between. Products that are developed by competing companies have to be of similar quality and value if the companies wish to compete in their specific markets.

Internet activity

Visit **www.myob.com**, select 'Products' under 'Australia', and browse the range of software products that small and medium businesses have available to them.

Social betterment

We are able to communicate and function more frequently and effectively because of technological improvements.

Various technologies can have a positive impact on our social life. For example, family members who live in various parts of the world can communicate via mail, phone, e-mail, instant-messaging services and social-networking sites. We can even use technology such as Skype on our smartphone in order to communicate, both verbally and visually, from almost anywhere in the world.

We can use these types of communication technology to help ourselves maintain social contact and enhance our relationships. Similarly, in our daily life, we can use technologies in order to facilitate 'social betterment'. We can use a technology such as a washing machine and a dishwasher to help ourselves complete tasks that are time consuming and mundane and take time away from completing other tasks we label as more important. For example, we can quickly load the dinner dishes into the dishwasher and thereby free up time for our family or social activities, or we can simply rest and relax in order to support our overall wellbeing.



Figure 7.7
Household technology provides more time for social activities.

The global community

Communication technologies not only lead to social betterment; they reflect both emergence and growth of the global community.

Communication throughout the world has been made easy and instantaneous by way of information technology. Conferences and meetings can now be held in real time across continents, resulting in improved communication, international relations and trade.



Figure 7.8
An angler who sourced his fishing equipment from Canada.

On a different note, both individuals and groups have become a part of 'the global community'. Almost anyone can access goods, services and information about almost anything almost anywhere. For example, an angler who lives in an area close to the Hawkesbury River, in NSW, might be interested in purchasing a newly developed fishing lure that has been developed in Canada. He can use the Internet to research the fishing item, contact a representative of the Canadian company in order to ask questions about the item, use PayPal to purchase the item electronically and instantaneously, and have it shipped around the world in a few days via International Express Post.

In many cases, technology has led to a lessening of the impact and prevalence of isolation because people can be linked with each other as members of the global community.

Response to social problems

Technological developments have been very effective for aiding management and prevention of various social problems, especially in the health sector.

Medical advances and developments have resulted in prevention and management of numerous diseases and conditions throughout the world. The use of robotics and laser technology in surgical procedures is now commonplace. Preventative medicine has utilised screening technology such as MRI (Magnetic resonant imaging), ultrasounds and CAT scans (computerised axial tomography) to assist in early diagnosis and treatment of disease. Advances in DNA testing and profiling is looming as the next significant advancement in prevention and treatment of disease.



Figure 7.9
Medical research is one example where technology is used in response to social problems.

Social problems such as access and support for people with disabilities are being addressed with technology. Innovation such as bionic limbs and improved prosthetics, together with mobility aides such as hydraulic lifts and ramps are improving the quality of life.

Addressing social issues related to crime have been greatly aided by advancements in computer technology, DNA testing, CSI procedures and the proliferation of closed circuit television technology throughout the community.

Learning activity

1. Identify one type of technology and describe how it has been improved over time. Predict how it could be developed in order to improve its efficiency.
2. For a job of your choice, explain:
   a) how computers have been of benefit in relation to the roles and responsibilities associated with it
   b) how the employees could undertake their and responsibilities without using a computer or computers.
3. Identify all the communication technologies you have used during the week. Evaluate how their uses have a positive and negative influence on your social life.
4. Predict what technological developments will occur in the health industry over the next 50 years.
5. Analyse how technology has emerged in the contexts of:
   - transport
   - communication
   - consumer services.

Factors affecting access to and acceptance of technology

Various factors affect a person's access to technology and acceptance of it. Depending on our age, culture, education, economic status, geographical location and gender, our access to technology might be limited and we might not readily accept emerging technologies in our day-to-day life.

Age

If we study the general use of technology among the people who constitute the various demographics, we clearly see that our age can affect our access to and acceptance of technology. For example, some Baby Boomers – people born between 1946 and 1964 – might neither need nor want to access or accept technology; they might be content with their traditional ways of communicating and completing tasks and be hesitant to adopt new technologies. On the other hand, other Baby Boomers might either be compelled or become willing to embrace new technology because their family members, friends and acquaintances are choosing to use various technologies in order to communicate and complete their everyday tasks.



Figure 7.10
Mobile phone ownership is seen as a right in younger generations.

Conversely, the members of Generation Y – people with birth years from the early 1980s to the early 2000s are considered to constitute the first digital generation. Generation Y members have been raised during the Information Age and compared with previous generations use technology at a much higher rate. They communicate via instant messaging, blogs and social-networking sites such as Facebook and Twitter. They share files, download music and obtain a large amount of information from the Internet. In many aspects, they are more accepting of emerging technologies, and because they are familiar with technology and have knowledge of it, they have more access to it.



Figure 7.11
The members of younger generations have grown up using digital technology.

The Australian Bureau of Statistics reported the following information regarding access to the internet within the 12 months of 2012 to 2013.

> ***In 2012–13, 83% of persons were internet users. Those persons in the 15 to 17 years age group had the highest proportion of internet users (at 97%) compared to the older persons age group (65 or over) with the lowest proportion of internet users (at 46%).***

Source: ABS data, 2012-13, Household Use of Technology, cat. no. 8146, Canberra.

Culture

In many cases, culture affects people's access to and acceptance of technology.

Societies develop and progress at various rates. In relation to culture, depending on both the time and the place, people can either adapt a technology in order to support their existing patterns of behaviour or reject it if it causes disruption in the society's functioning. When a new technology is developed, it must be able to 'cross' various barriers before people accept it and start to use it a lot. One of the barriers in question is culture, and depending on a culture's norms and values, people will consider some technologies to be valuable but not others.

If we use the example of the mobile phone, we see it entails varying degrees of access and acceptance in cultures throughout the world. Approximately 93 per cent of Australians use a mobile phone, whereas people in a country such as Indonesia (49 per cent) and Lebanon (31 per cent) have accepted the technology much less. The reasons for the lower percentages are to do with a multitude of factors such as economic status, geographical location and culture. In some cultures, people are not as willing to adopt mobile-phone use in their daily life.

Sometimes, technological development is tailored to a specific culture. For example, manufacturers have developed mobile phones specifically for the Muslim market. The phones feature reminders about when to pray, a positioning system to show the direction of Mecca and automatic disablement of calls during prayer time. Development of these culture-specific technologies is evident throughout the world as a way of promoting acceptance of technology and ensuring it reflects cultural norms and values.

Internet activity

Use the Internet to research the term 'the digital divide.' Record your findings.

Education

People's access to and acceptance of technology can differ depending on their level of education. An educated person might be familiar with various technologies because he or she has experience with them and/or knowledge of them. Conversely, a less educated person might have less experience and understanding in relation to various technologies and his or her access to them is limited.



Figure 7.12
Education is steadily moving towards digital learning experiences.

For example, a young man who attended a specific school might have had his own personal notebook for completing his school work, might have studied tertiary subjects in which the focus was on technology, and might now have an executive job where he uses a multitude of communication technologies throughout the working day. His access to technology and acceptance of it in his daily life has been shaped as a result of his familiarity with it.

"People's access to and acceptance of technology can differ depending on their level of education."

On the other hand, for example, a young woman might have rarely come across computers when she was at school, might not have studied any technology-specific subjects, and might now have a job where limited technology has to be used. She might have no interest in technology or knowledge of it and be less likely to accept and use it in her daily life.

In relation to education, technology is becoming an increasingly significant component. Students in modern societies are exposed to a multitude of types of interactive 'information and communication' technology (ICT) in the classroom where the purpose is to enhance the students' learning and facilitate the teacher's feedback for the students. Some examples of the many types of this technology are computers, printers, projectors, networks and interactive whiteboards. In using the technologies while studying their various subjects, students gain the skills they need in relation to accessing and interpreting information, solving problems, and communicating.

NSW school students are exposed to a range of technology-based studies at each stage of their learning. Primary-school students study a range of mandatory science- and technology-based subjects; Year 7 and Year 8 students study the mandatory subject Technology; and throughout years 7 to 10, students can choose various technology-based elective courses, such as:

- Agricultural Technology
- Design and Technology
- Food Technology
- Graphics Technology
- Industrial Technology
- Information and Software Technology
- Marine and Aquaculture Technology
- Textiles Technology.

HSC students can choose to extend their understanding of technology by studying subjects such as:

- Agriculture
- Design and Technology
- Engineering Studies
- Food Technology
- Information Processes and Technology
- Industrial Technology
- Software Design and Development
- Textiles and Design
- Technological and Applied Studies Life Skills.

Also, in a variety of tertiary courses and degrees, the focus is on technology as well as post-school opportunities that exist within the community and at the workplace.

Economic status

Our access to technology and our acceptance of it for ourselves and our family can mostly be shaped according to our socioeconomic status.

Families' access to technology will vary according to their disposable income. Parents or carers who have a high socioeconomic status can afford to buy their children various technologies in order to enhance the children's intellectual wellbeing. The more disposable income a family has, the more opportunity the parents or carers have to purchase items and services associated with technology, such as computers, laptops and Internet provision. The higher the disposable income the more superior and advanced products can be purchased and used by the family members.

Conversely, families that have a lower socioeconomic status might not have access to those types of technology, but if they do, they might have to use inferior or low-grade products and services. For example, a family that has a low socioeconomic status might not be able to afford a computer, or might have a computer that has minimal features, and might not be able to afford high-speed broadband.

Because the way in which we function is being shaped as a result of technology, the economic factors associated with access to technology and acceptance of it are becoming increasingly important. In the Information Age, people who have only limited access to technology can be left behind. They can be disadvantaged both at school and at the workplace because their understanding of technology and their experience with it is relatively limited. This notion is the source of government's social push towards ensuring that everyone has equal access to information technology, regardless of his or her socioeconomic status.

Internet activity

Visit **www.paypal.com/au**, and under the tabs 'Buy' and 'Sell', outline the ways for paying and getting paid online.

Disability

A person's disability can have a big impact on his or her access to emerging technologies or on his or her use of them. A person who has a disability might use a special type of technology to help himself or herself complete his or her day-to-day tasks; for example, a paraplegic woman might use an electrically operated wheelchair in order to greatly increase her mobility. New technologies are being developed more and more, so incredible medical breakthroughs have occurred where people who have a disability are enabled to both have a fuller life and live longer.

Conversely, having a disability might be the source of a person's impairment in relation to his or her ability to use a specific technology. If a person has an intellectual disability, he or she might not have the capacity, or not be legally allowed, to use or operate specific technology. For example, a young man who has an intellectual disability might not be eligible for a driver licence because he is not viewed as being capable of driving a vehicle. Conversely, a young woman who has cerebral palsy might have difficulty using a mobile phone because she does not have the fine motor skills necessary for operating the screen.



Figure 7.13
Technology can lead to a great increase in a person's quality of life.

Some human needs can be met only by use of technology. That type of technology can be identified as being 'assistive technology'. The term 'assistive technology' means various types of technology that exist to be an aid or of service to the people who require it. For example, various types of computer can be used or modified in order to help people who have a disability. Two examples of this type of technology are magnification software for visually impaired people and a simplified keyboard for people who have a learning difficulty.

Internet activity

Research someone who has a disability and is famous or in the public eye. Explain how he or she uses technology in his or her day-to-day life and how his or her disability has been made easier to live with because of technological advancement.

Geographical location

Compared with rural communities, urban communities have more opportunities to access technologies.

If we use the Internet as an example, we see that city dwellers can complement their home use by visiting libraries, community centres and Internet kiosks in order to access the Internet. They might also use their mobile phone to browse the web and access the information they need. Having constant access to the Internet varies greatly between rural communities. Although Internet access is continuously being improved, some areas of regional Australia have a limited supply and some people cannot access the Internet at all. In some areas, the only option that people might have is to use slow-speed Internet, and they might be able to access it in only some places such as the local store. In many cases, there is no mobile-phone service, so fewer people own or operate a mobile phone.

Technological developments have led to great change in the lifestyle of Australians who live in a regional or remote region. In response to increasing demand for Internet access, the Australian Government introduced an initiative entitled the Australian Broadband Guarantee whereby all Australians would be able to access broadband services similar to the services available in metropolitan areas. A variety of companies now offer various Internet services throughout rural and regional Australia.



Figure 7.14
Australians in some locations will have less access to technology.

The geographical location that affects people's access to technology is a significant aspect of 'the digital divide', which is the gap that exists between people who have better access to information technology and people who have limited or no access to it. Australians' access to technology differs according to their geographical location, which creates an imbalance throughout Australia in relation to availability and acceptance of technology.

Gender

In many cases, technology is 'gender specific' and if we analyse Australian society and other Western societies, we see evidence that in many places, males often access and accept technology more often than females do.

More information-technology professionals are male, as are more graduates of technology-based bachelor degrees, more professors in the field of technology and more school students who are undertaking technology-based subjects. These occurrences constitute evidence that a gender gap exists in the technology sector.



Figure 7.15
Various-coloured phone cases are targeted at males and females.

The gap is reflected in the fact that many technologies were traditionally aimed at the stereotype of the young male who had a moderately high socioeconomic status. In the fields of advertising and marketing, the focus was traditionally on a male using a gadget in his daily life. As a result of that type of imagery, women were discouraged from having any attraction to the various products and from having any interest in them. Technological development is gradually changing and the designers and manufacturers of technology are starting to promote females' interest in it. Females' increasing interest in it and acceptance of it is starting to be reflected in the technological products that are available.

"Technological development is gradually changing and the designers and manufacturers of technology are starting to promote females' interest in it."

In today's society, women can access gender-specific technologies such as phones that have a mirror, colourful iPods and lipstick-shaped USBs. The advertising and marketing of the products is also changing. Products are being promoted as 'gender neutral'; for example, a variety of laptops are now available that have changeable 'skins' in order to reflect both males' and females' preferences.

Religion

The religion that people follow or support definitely affects their access to some types of technology as well as whether they accept them. For example, followers of some religions might not accept digital technology such as the Internet and social media and might therefore not choose not to use the Internet. Conversely, followers of other religions might embrace technology and incorporate it in their religious services. In Catholic services, for example, an overhead projector was often used to display hymns where the projector was plugged into a power point and overhead transparencies that had the hymns written on them were placed on a projector in which light was used to project the words on to a large screen for the congregation to read. Nowadays for that purpose, a data projector and laptop are used and the projection and management of the files are much more effective.

Internet activity

One religion in which people use technology is Scientology. Research the term 'study technology' in relation to Scientology, and record your findings.

Learning activity

Discuss how each of the previously outlined factors can have an impact on a person's access to and acceptance of technology.

The impact of technology on lifestyle

Technology has an impact on everyone's daily life in that it affects how we communicate, travel and complete tasks. It also has a wider impact as it affects families, communities and workplaces. In addition, it has an impact on relationships and affects the roles and responsibilities of both individuals and groups.

Technologies and the family

Various technologies have an impact on interpersonal relationships within families. These types of technology include household technologies, information and communication technologies, and entertainment technologies.

Household technology

Within the home, we use a multitude of household technologies to help ourselves complete domestic chores, enjoy entertainment and undertake work-related tasks.

Communication technologies such as the Internet are becoming increasingly prevalent, but a variety of other types of technology have been developed so individuals and families can complete household tasks more easily and enjoy entertainment at home.

We can now complete our domestic chores more quickly and easily by using a dishwasher, a microwave oven and/or a vacuum cleaner. We can now undertake our tasks more efficiently, and by various manufactured technologies, the tasks are often made less labour intensive. For example, in the past, one family member

might have been responsible for manually washing all the clothes, dishes and floors and he or she might have expended a significant amount of energy on scrubbing and cleaning. Because various household technologies now exist, those tasks have become easier and/or automated. A washing machine can be used to wash the family's clothes, a dishwasher can be used to wash the family's dishes, and a robotic, self driven vacuum cleaner and an ergonomic steam mop can be used to clean the floors. As a result of these technologies, the tasks have been made more efficient and effective.

Technology can either positively or negatively influence the lifestyle of an individual or family can be. Viewed in a positive light, use of household technologies can lead to savings in relation to both time and energy. Individuals are able to spend more time on their leisure and recreational pursuits and their entertainment options and satisfaction are enhanced. Conversely, use of household technologies can lead to a reduced amount of time to spend on valuable activities such as homework and family interaction, because family members can be distracted due to the entertainment options they have chosen. In relation to interpersonal relationships, use of household technologies can also lead to conflict because the family members do not have equal access to them.



Figure 7.16
Food preparation is faster if you use a microwave oven.

Families might choose to use household technologies in various ways, depending on the factors that affect the families' access to and acceptance of technology. For example, a family might use the television to promote the family members' interaction by having them watch a program together. Also, the parents or carers might limit the children's computer use in order to stop the children from suffering the negative effects of overuse.

Information and communication technology

Computers and communication technologies have had a significant impact on interpersonal relationships as we now have access to a range of computer- and communication-based technologies. When we are choosing a method of communication, we can choose to converse by way of phone, e-mail, instant messaging, social-networking sites, mobile phones or video calls such as via the Internet-based Skype facility.



Figure 7.17
Receiving personal mail in hard-copy form is becoming less and less common.

In the past, the only way in which people might have been able to communicate was by sending letters and telegrams. By contrast, in modern society, most people are able to be contacted instantaneously by using mobile phones.

In the area of interpersonal relationships, computer and communication technologies entail more opportunities for people to correspond and stay in contact. For example, friends and family members can contact each other as frequently as they like by using these types of technology. Communication technologies are an aid to maintenance of relationships, especially in the case of a broken family and when a family member is travelling or living away from home. In many cases, friends and family members can make video calls and share photos among each other.

However, communication technologies also have a variety of negative effects. In many cases, people have less face-to-face contact. Also, there is more opportunity for error, for example in the form of a misunderstanding, as well as antisocial behaviour such as bullying. A variety of dangers also exist, ranging from computer viruses and leaked information to unlawful online contacting and hassling.

Entertainment technology

We now have a range of visual and sound entertainment options we can access via television, a DVD player, a stereo, a radio, an MP3 player and/or a computer, and both the choice and the quality of home entertainment are continuing to expand. By contrast, in the past, a family's entertainment options might have been to listen to the radio, read a book or play a card game. Because of household technologies, families are now able to use a computer to watch television programs and movies or listen to their favourite music and to use a game console to play electronic games. Families' entertainment options have increased as a result of these types of technology.



Figure 7.18
Family members' gaming together is an example of entertainment technology.

Modern-day family members might have a high-definition LCD television that features a digital top box and is connected to Foxtel. They might have a DVD player that has surround sound as well as a variety of game consoles such as PlayStation 4 and Nintendo Wii. They might be able to choose from a range of entertainment options. They can watch free-to-air TV, watch a program on a Foxtel channel, watch a movie on their DVD player or play a game on their console. Alternatively, they might be able to use their computer to go online and play a multi-player game, watch an episode of a TV show or read an eBook. They also might have the choice of using their mobile phone or MP3 player to play a game, use an application or listen to music.

In recent decades, a noticeable shift has occurred in entertainment trends. Both individuals and families are choosing to complement their digital behaviours by immersing themselves in entertainment technologies. Individuals might be less inclined to interact with each other when they have a significant number of

entertainment options to choose from. Individuals and groups are also creating their own entertainment. Groups now often capture their own images and video footage and develop them into movies, complete with audio. The growing popularity and use of YouTube is complementary to individuals' desire to create and share video clips among their friends, family members and people located throughout the world.

Learning activity

1. Explore how household technology is a contributing factor in family members' wellbeing.
2. Critically analyse the impact that technology has on family members' interpersonal relationships.

Technologies and the community

A variety of technologies that are prevalent in society have an impact on community life. These technologies are evident throughout the industries of building and construction, communications, consumer services, entertainment, finance, food, health and medicine, knowledge, leisure, transport, and travel. The technologies' focus is on improving individuals' and groups' quality of life by enhancement of the community's functioning and performance.

Education and training

Education and training have been substantially transformed over the years, as is evident in the general layout of a modern Westernised classroom. Pieces of equipment such as laptops, interactive whiteboards and iPads are now being used to foster a style of learning that was not prevalent between approximately 1960 and 2000. Technology is heavily invested in in the employment sector, so it makes sense that schools and other educational institutions invest in it as well.

Each time a new strand of technology arises, training and development have to occur so people can be educated about how to use the technology efficiently and get the most out of it. Local courses are often conducted so that people can be instructed about how to use the new technology, and instruction is also provided in the online community by way of tutorials and videos in relation to tasks such as how to connect a laptop to a projector or how to conduct conference calls.

Transport and travel

Due to technological developments, transport and travel have changed greatly over the years. The developments have led to improvements in the transport-based technologies in relation to efficiency, safety, speed, distance, comfort and environmental impact.

An example of this type of technology was the Rolls Royce Silver Ghost, which was a six-cylinder, 'three-speed transmission' automobile produced in the early 20th century. At the time, the Silver Ghost's technology and performance were astounding and it is now one of the world's most recognised historical cars. Since then, colossal developments have occurred in the area of automotive technology,

and low- to mid-range cars now feature a range of technological features, including adjustable steering columns that have an audio control, an iPod connection and Bluetooth technology for promoting hands-free communication; technologies for which the focus is on improvement of fuel efficiency and emission reduction; and safety technologies that include driver, passenger and side airbags, an anti-lock braking system; traction control; and emergency brake assistance. Other developments include the introduction in the marketplace of electric and hybrid cars, which were previously cost prohibitive. These cars minimise petrol related costs and environment costs associated with petrol driven cars.



Figure 7.19
'Smart cars' are becoming more popular.

Considerable advances have also been made in rail and air travel. The technologies associated with aeroplanes include wings, blades, engines, propellers and controls – joysticks, pedals, throttles and brakes – all of which have been developed and improved since the beginning of air travel.

The airbus most recently released is the A380, which is a double-deck, four-engine airplane that is at present the world's largest passenger airliner, having the capacity to carry up to 853 people.

People who are planning to travel can now also access a variety of applications. For example, many airlines now offer 'web check-in' where passengers can check in online, choose their seats online, read online information about safety, and print off their boarding pass online so they will be able to drop off their luggage in a designated area and thereby avoid queues and crowds. At the airport itself, travellers can use one of the kiosks located there in order to make the check-in process simple and quick.

Internet activity

Visit one of the following websites to plan a local trip of your choice, travelling by car, bus, train or ferry:

- **www.cityrail.info/fares/trip_planner.jsp**: CityRail Trip Planner
- **www.131500.info/realtime/newjourney.asp**: Transport Info Trip Planner
- **maps.google.com.au**: Google Maps

Interest in GPS ('global positioning system') technology has been increasing in relation to use of the system to determine your location and plan your journey. A variety of companies are now focusing on developing quality and affordable GPS for personal use, and the systems are also increasingly becoming a standard feature of many mobile phones.

Health and medicine

Use of technology is a major aspect of the health sector. People rely on technologies in order to provide medical treatment to the people who require it. For example, a nurse who is treating a person who has been admitted to hospital after a car accident might use a multitude of technologies that range from a defibrillator to computers for monitoring heart rate and blood pressure.

These types of technology are used to treat people who have various health concerns. For example, plastic or carbon-fibre artificial limbs are used as replacements for missing limbs, and hearing aids are used to direct sound into the ear canals of people who have difficulty hearing.

In the health sector, the term 'technology' also means ongoing creation and development of medication. People can need to take medication for a variety of illnesses, and two examples of that type of medication are diuretics or beta-blockers for people who have high blood pressure and insulin to be injected into diabetes sufferers. People can also receive treatment for various cancers by undergoing chemotherapy and/or radiotherapy.



Figure 7.20
Knee replacements have been made possible as a result of technology.

"In the health sector, the term 'technology' also means ongoing creation and development of medication."

The amount of technology associated with health and medicine is immeasurable because it is continuing to be developed rapidly. Communities continue to support research and development in relation to various health problems and to promote awareness and prevention.

Technological development will continue to affect individuals and groups in various communities. As a greater number of vaccines are developed and cures are found, lives will be prolonged and saved. Individuals will continue to support their physical and emotional health by maintaining a healthy lifestyle and taking their medication as required.

Food

Technology has had a substantial impact on selection, preservation, processing, packaging, distribution and use of food.

As a result of technological developments, researchers cab study foodstuffs in order to obtain information about the foods' physical and chemical characteristics. Scientists can research foods' nutritional make-up and assess the foods' benefits for people who are in various situations. For example, it has been proven that spinach is low in saturated fat and cholesterol and is a good source of vitamins A, C, E, K and B6 as well as a good source of protein, folate, calcium, iron, magnesium and other nutrients. People who wish to lose weight would benefit from eating spinach.



Figure 7.21
Technology has been used extensively in agriculture to produce food with greater yields and less disease.

Conversely, because spinach has a high level of sodium, people who have high blood pressure would not be advised to eat too much of it and to lower their sodium intake. Because of the technology that exists in relation to foods' physical and chemical characteristics, we are now able to eat according to our physical make-up and to modify our eating pattern to best suit ourselves.

Also as a result of technological development, food can be preserved for later consumption. Because of fridges, freezers and various other methods such as canning, perishable foods such as fruits, vegetables and meats can be preserved as outlined in Table 7.3.

Table 7.3 Various preservation methods and examples of foods preserved in those ways.

Preservation method	Food
Freezing	Peas; fish; chicken
Refrigeration	Meat; milk; butter; cheese
Canning: preserving the food by excluding air	Fruit such as peaches, apricots and pears
Smoking	Ham; beef; fish
Pickling	Onions; cucumbers; limes
Oil	Sardines; anchovies

A range of technologies are also aimed at food processing and packaging food. Various techniques such as chopping, slicing, mincing, fermenting, emulsifying, cooking, baking and mixing are applied to food when it is being processed. In each technique, a range of technologies are used to ensure the food is processed efficiently. Three examples of this type of technology are pressure-assisted thermal sterilisation, the pulsed electric field and microwave-oven technology.

The term 'food technology' also encompasses technologies used in genetic engineering.

Leisure and entertainment

Our options for leisure and entertainment have been improved greatly as a result of technology. Leisure activities such as bowling, playing laser tag, attending a music festival and going to the movies are made possible only by technology.

Due to the growth of digital technology, our 'community' is no longer the people we share a physical area with. A community can now be an online community as a result of technology. Online communities can participate in leisure and entertainment activities such as gaming, online shopping, listening to music, and watching and sharing videos.

A lot of money is made in the leisure and entertainment industries because communities engage in activities the industries are involved in.



Figure 7.22
Live concerts would not be possible without technology.

Learning activity

1. Explore how technology is a contributing factor in communities' productivity.
2. Critically examine the impact that technology has on community health and wellbeing.

Technologies and the workplace

Various influences, especially in relation to technology, are reflected in the changing nature of work. Technological developments have been the main reference point for how jobs are defined, performed and valued.

As more and more jobs become computerised and mechanised, the structure of the workplace continues to change, especially as tasks start to be completed more efficiently.

Safety technology

Workplace safety has been improved in various ways as a result of technological improvements. In relation to security, workplaces now have more-secure lock and alarm systems. At workplaces such as banks and Parliament House, the security system has become more high tech. This ensures the safety of not only the employees and employers but the information stored at the workplace.

Technological improvements have led to increased safety at workplaces because equipment has been improved, with precautions such as emergency shutdown of heavy machinery being automated.

Internet activity

Visit **www.ergonomics.org.au**, and search '"Is Technology the Answer?" presentation'. With a partner, debate whether technology at the workplace has been of benefit or a hindrance in relation to safety.

"Technological developments have been the main reference point for how jobs are defined, performed and valued."

Information and communication technology

Information and communication technology (ICT) has led to drastic improvements in the functioning of the workplace. A machine can be defined as being anything for making work easier, and due to technological advances that lead to better machines, the amount of work that can be done during a normal work day is multiplied. For example, imagine if the only way to contact a business was by writing a letter to the manager, then business at that workplace would be much slower. In today's society, projects can be completed by a team of people who have never met, because they are able to communicate and share ideas by using technology.

Case study

Blog

'What do you mean "business hours"?'

Last night, I was surfing the web looking for a place in the city to move into. In the midst of scrolling through pages of over-priced, run-down apartments, I was slowly losing hope when all of a sudden I stumbled across a beautiful little two-bedroom apartment. It was a good price, too, so of course I grabbed my phone and sent the guy who'd posted the ad a text straight away. This place looked really promising. I tossed and turned all night, anticipating his reply…

… and in the morning, I woke to my phone beeping. His response? 'Yes, the room is available, but not for you, messaging me at 11 p.m. – are you serious?! Why don't you try contacting me inside business hours!'

Okay so he's right: 11 p.m. is a bit late – but his response really angered me. He posted his ad on a site and left his number. The ad doesn't appear at 9 a.m. and disappear at 5 p.m.; it's online for everyone to see, 24–7. It's not as if I messaged him at 2 a.m. – and besides, what are business hours? I could work nightshift, for all he knows!

So, I brought this up with some of my friends. I asked them whether they thought it was unprofessional to send work e-mails after a certain time. When I get a work e-mail and I see it was sent at 11 p.m., I actually appreciate the person who'd sent it, because I can see he or she has spent a whole day working in the office and is now at home, still working hard. As a society, we demand the biggest and the best toys, but only when it suits us. The thing is, the digital world doesn't switch off, because it's always business hours somewhere. What do you think?

Sincerely,
Angry homeless girl!

1. Read the blog entry, and with a partner, discuss the key issues the writer has raised.
2. Leave three replies to the blog entry, taking a different viewpoint about the issues the writer raised.

Structure of the workplace

The structure of workplaces changes according to varying and emerging demographics, identities and technologies. As technology emerges, some roles can become redundant. Technological developments have led to company downsizing, mergers, acquisitions and outsourcing of various tasks.

On the other hand, technological development can also lead to an influx of new and improved jobs in the ever expanding information-technology sector. In many cases, people are undertaking a role that did not exist when their parents or grandparents entered the workforce. Both communities and individuals are being prepared for jobs that do not exist yet and for technologies that have not been invented yet.



Figure 7.23
The structure of the workplace has changed as a result of technology.

Apart from having an effect on job descriptions, technological developments are leading to changes in how people are completing their tasks and meeting their responsibilities. Machines have replaced many labour-intensive jobs and are now performing the tasks automatically. Human input is no longer required for some repetitive and mundane jobs. In the packaging industry, for example, machines are used to form, fill and seal various products. Jobs for which human involvement was relied on can now be done by 'state of the art' processing and packaging technologies.

Because of developments that have occurred in communication technology, the focus of every business is now on efficiency and cost effectiveness. Today, an employee will often use a multitude of communication technologies to complete his or her daily tasks.

Health and safety

It is a legal requirement that employers structure their workplace and work practices in a way that provides for a safe and healthy environment. Workplaces using computers need to deal with electrical chords and cables and provide ergonomic furniture, appropriate lighting and ventilation that is suitable for people sitting for long periods of time. Workers using power equipment and machinery need high visibility clothing, protective apparel, and machinery and equipment must have guarding or appropriate safety provisions.

Equipment

The structure of the workplace has also changed due to technical advances in equipment. More and more machines are being used rather than people ('human resources'), so not as many staff members are needed at many workplaces. Business owners can find they are able to run their business more efficiently because they do not have to employ as many staff members and therefore do not have to pay as many wages. The downside of the situation is that there might be fewer jobs for people who have been working in an industry their entire life.

Efficiency

The word 'efficiency' is associated with ability to do something without wasting energy or effort. Efficiency is measured by the ratio of input to output, that is, how much energy or time is put into a task compared with the outcome of the task.

As mentioned throughout this chapter, companies are now often developing technologies where the companies' main objective is improvement of efficiency. Just as food processors were developed in order to improve the efficiency of cooking related tasks, a multitude of technologies are being developed in order to improve workers' efficiency.



Figure 7.24
Factory work is more efficient as a result of Bluetooth barcode scanners.

As mentioned, in using technologies, workers are able to complete their tasks faster and more effectively, and they might come to be more satisfied with their job as they become more efficient at it.

Flexibility

Because workers can complete tasks more easily as a result of technological advances, it is feasible for them and their employers to be more flexible at the workplace. For example, when typewriters were used, up to the early 1980s, if writers did not like their document's layout they had to re-type the words, whereas nowadays, once the document is typed it can be edited, moved around and restructured to suit the brief. Another result of improved technology is that employers can be more flexible with their workers; for example, a mother who has just had a baby can work from home, where she has access to the Internet and all the company's files she needs to work on.



Figure 7.25
Technology provides opportunities to be connected while working from home.

Education and training

Both existing and potential employees are often judged according to their technological skills and understanding.

At many workplaces throughout the world, employees are encouraged – if not compelled – to undertake a variety of technological training and education. They are expected to maintain a high level of knowledge and ability in relation to the technologies associated with their role. A variety of government (public) and private organisations and businesses endorse and support workers' training. In the areas of occupational health and safety (OHS) and first aid, WorkCover NSW, for example, offers a range of courses and programs conducted by accredited trainers and approved providers.



Figure 7.26
Some engineering students learning how to use a computerised system.

As mentioned, technology is focused on in a major way in the education system. Throughout Australia's six states and two territories, students are required to study a variety of technology-based subjects and are given many opportunities and choices in relation to extending their understanding by studying various other subjects. Education is also focused on in a variety of tertiary courses and degrees as well as post-school opportunities in both the community and the workforce.

Internet activity

Visit **www.workcover.nsw.gov.au**, click on 'Training', and research the accredited training courses.

Introduction of technology into the workplace

Employers and employees have a range of roles and responsibilities in relation to technology's introduction at the workplace.

Employers are responsible for promoting and offering their employees training and education – and for providing the associated financial assistance – in order to enhance the employees' skills and knowledge associated with the technology that is relevant to their role. Employers are also responsible for both maintaining safety standards and addressing 'occupational health and safety' concerns in relation to technology. They need to ensure that the equipment a worker uses and how he or she uses it suit him or her.

"Employers are also responsible for both maintaining safety standards and addressing 'occupational health and safety' concerns in relation to technology."

Employees are responsible for keeping their knowledge and understanding of the relevant technologies up to date and for participating in education and training their employer either makes compulsory or suggests.

Conflict can often result from introduction and implementation of technology at the workplace. Employees might believe that their position is threatened because of the automation and efficiency entailed in use of new and improved types of technology. They might also feel pressured or anxious in relation to adopting a new technology and in relation to understanding how their role has changed as a result of the technology. To avoid employer–employee conflict, all parties should maintain a positive attitude towards change and be open and willing to consider and adopt new and improved technologies.

Learning activity

1. Assess the extent to which technology has an impact on:
   a) workplace safety
   b) work–life balance
   c) career pathways.
2. Evaluate employers' and employees' rights and responsibilities in relation to adoption of technology at the workplace.

Technological development

Technological development is the source of increased achievement in all areas of life. In the fields of medicine and education, for example, because of technology, we can now achieve what we once thought was impossible.

Life has been made faster and more efficient due to technological developments, but although quality of life has been vastly improved, the following issues and concerns have to be addressed.

Issues related to information and communication technology

Technological development is associated with a variety of issues, and specifically issues in relation to privacy and safety, security of information, accuracy of information, information overload, and copyright. As new technology emerges, issues associated with it are assessed and measures are taken in order to redress them, which is why updated versions are always being released. The multitude of communication technologies that are now available result in enhancement of our overall wellbeing. Because of the prevalence of Internet and communication technologies, the way in which we communicate with our fellow community members has changed. We can now choose from a range of technologies in order to communicate via phone or Internet. The trend towards instantaneous and cost-effective communication is set to continue.



Figure 7.27
Facebook's popularity is increasing as people from all over the world use it to connect with each other.

Over the coming years, some weird and wonderful communication devices are due to be released in order to enhance how information producers and consumers, dubbed 'prosumers', function. It is expected that some newspapers and magazines will cease to exist because information will be communicated completely online. Already the vast majority of print-media companies have online sites that attract many more readers compared with the number of readers who access the companies' hard-copy publications. To use the example of Facebook, as of October 2013, it had a worldwide membership of 500 million – more than 20 times Australia's population.

Privacy and safety

Laws exist for protecting people's privacy in relation to collection, storage, use and security of personal information. Although everyone has the right to be protected, the right can be challenged as a result of various technological developments. In Australia, the Office of the Privacy Commissioner is an Australian Government service for promoting and protecting privacy. The Office addresses privacy issues in relation to all aspects of individual and community life, including issues associated with ICT and the Internet.

Internet activity

Visit **www.netnanny.com**, and research how the role of the software is to manage access to content.

Another aspect to consider in relation to privacy and safety is censorship. 'Censorship' means omission or suppression of information that is considered to be objectionable, sensitive or potentially harmful. Censorship has become a major issue as a result of technological development, and especially development of computer- and Internet-based technology. Censoring of online content on behalf of various users is becoming increasingly important. For example, content that is considered to be objectionable or inappropriate for children to view, such as pornography and animal cruelty, is often 'blocked' by the children's parents or carers. Information can be restricted or access denied by way of Internet filters.

Internet activity

Visit **www.privacy.gov.au/internet/index.html**, and read the information about issues associated with ICT and the Internet.

Security of information

Various measures have been put in place in order to protect our security when we are using technology, especially when we are online. Actions such as entering of a password, asking of a security question, and sending of verification text messages and 'captchas' are all measures for preventing hackers from accessing information that is not theirs. However, there are still ways people can steal other people's identity online and access their details in the form of things such as e-mail, social-media programs and banking details.



Figure 7.28
Always be careful when you are providing your credit-card details online.

Internet activity

Visit **www.consumer.vic.gov.au**, and go to Resources and Education and then to Scams. Research how to avoid being scammed, and do the quiz to see how 'savvy' you are.

Accuracy of information

Information is available 'at the drop of a hat' nowadays by using online search engines, the impact of which can be both positive and negative. One 'positive' is that we are able to access information at any time. Before the advent of digital television and digital recording, and before news became available to view via the Internet, people had to sit down and watch the evening news on television, listen to radio news bulletins or read a newspaper, whereas we can now access information whenever we want to. The problem is that the information is not always accurate, and a lot of the time, we have difficulty discerning what information is based on the facts and what information is based on bias or opinion.

It is important we ensure that the sources of the information we access – especially in relation to school assignments – are credible. Following are three points to consider while checking whether information has been obtained from a credible a source:

- **The website:** Government and education websites are often credible sources.
- **The date:** If a website has not been edited for 10 years, the information is probably outdated and newer information is now available.
- **The author:** If the website is a blog or a social-media site, sometimes – note: not all the time – the information can be colloquial and very opinion based rather than factual, so we need to remain aware of that aspect.

Internet activity

Visit **www.sbs.com.au/news**, and search 'Factbox: Who Owns What in the Australian Media'. As a class, discuss and write about how you think this aspect has an impact on the accuracy of the information that is distributed in mainstream news media.

Information overload

Because of the ever increasing ways in which various sources of technology can be used to publish information, it is not surprising that many people are now suffering from 'information overload'. The term 'information overload' means having too many sources of information that involves conflicting views about the one issue. Being subjected to over-reporting about an issue, or having too many news stories can make it difficult to remain sensitive about various issues.

A good example of information overload occurs among for teenagers. With the click of a button, they can access information on just about any topic and often it becomes difficult to know how to deconstruct the information or find common agreement on the issue. Parents and carers of teenagers can also fall victim to information overload when they are watching the evening news on TV when the reports are focused on social issues that affect their children's age group. Issues such as drug overdosing, risky driver behaviour and violence against young people in or outside nightclubs can make them feel overwhelmed with information and develop an unrealistic fear for their child every time they go out.

Copyright

Copyright infringement is certainly increasing with people taking other people's work and representing it as their own, often without even realising they are doing it. The issue is that because many people are now making their living from publishing articles and news stories online and other people are taking the information without adhering to the correct standards, the right people dare not given credit for the work they have done. To target the problem in schools, teachers are now asking their students to complete the 'All My Own Work' program in order to learn the proper way to reference information and give credit where it is due.

Internet activity

Visit **www.copyright.org.au**, and click on the 'News and Policy' section. Choose an article to read, and discuss the key points the writer raises in it.

Learning activity

Debate the issues associated with development of information and communication technology (ICT).

Impact of emerging technologies

When a new technology arrives on the market, it is often met with criticism, especially criticism from members of earlier generations, who are used to doing things in a specific way. New technology not only has to be accepted by society; when it is created so that workplace activities can be improved, staff members have to be trained in how to use it. The training can be costly, as can replacement of the old technology with the new technology. When we are discussing the impact of emerging technologies, it is important we consider ethics, equity and access, health and safety, the economy, the environment, and education and learning.

Ethics

Technological developments often lead to questioning of ethics. The term 'ethics' is associated with questioning whether something is morally right or wrong and its positive and negative effects on individuals, communities and environments. In relation to technology, the term is related to acceptance and recognition of developed technologies and their purpose and use in society. For example, people often have ethical concerns about use of reproductive technology and genetic engineering and because of social and cultural values and beliefs might feel that the use is unethical and wrong.

Equity and access

The term 'equity' means existence of equality and fairness among people. In relation to technology, not all developments are equally accessed by individuals or distributed evenly throughout communities. Individuals and groups have various levels of access to technologies, according to factors such as age, disability, education, culture, socioeconomic status, geographical location and gender.



Figure 7.29
Access to technology varies significantly in different schools in Australia.

As discussed at the beginning of this chapter, these factors affect people's access to technology as well as their acceptance of it. For example, distribution of computers throughout schools could be considered to be an equity issue.

Although the aim of former prime minister Kevin Rudd's National Secondary School Computer Fund was to bring the student–computer ratio to be 1:1, the access issue still exists in relation to the amount of time that various students use the computers, the type and number of lessons and activities in which computers are used, and the computers' availability outside school hours.

Health and safety

In relation to health and safety, emerging technologies can be either beneficial or detrimental. It is very easy for us to go online and use various search engines in order to promote our wellbeing, for example by reading blogs about workout regimens, reading healthy recipes and joining online support groups.

However, technology can also have a negative impact on our health and safety. If we spend too much time using technology, we might suffer in all areas of our life; for example, if we spend too much time using information and communication technologies such as online gaming sites, we might lose interest in our prior commitments such as seeing friends, engaging in physical activity and developing our career.

Case study

Edward is 16. He recently broke up with his girlfriend, is feeling pretty down and does not feel like going out very much. He has started to retreat to his laptop so he can play online games. The time he spends playing online has dramatically increased, and so much so that when his friends text him to come and hang out, he does not text them back.

In one of the game chat rooms, he has met a girl called Cindy. Because he is lonely, he often strikes up a conversation with her. They have also begun texting each other, because he has given her his phone number, and he is starting to really like her.



Figure 7.30
Edward accessing an online chat room.

Lately, Cindy has been asking Edward to send her some money because she has lost her job. Meanwhile, Edward has not been showing up to school because he is preoccupied with his cyber world. He has asked Cindy to do a live chat with him, but she always declines, saying she is too shy; however, she is always asking Edward to send her some photos of him.

1. Discuss what is happening in this scenario.
2. Outline the issues in relation to Edward's health and safety.
3. Examine how living in this cyber world could be detrimental to Edward.

Economic

Emerging technologies have an impact on the economy in various ways. The selling and distribution of the technologies are very lucrative businesses. The Apple corporation, for example, is now worth billions of dollars due to its production of various types of technology – including Mac computers, iPads, iPhones and iPods – as well as its forging of deals with other influential companies such as Beats Electronics and Nike. Although emerging technologies can result in redundancy of traditional job roles in areas such as factory work and farming, they can also result in generation of jobs because emerging-technology development is an ever growing industry.

Internet activity

Visit **www.seek.com.au**, and compare the number of jobs that are advertised in all sectors with the number of jobs in 'I.T. & T'.

Environmental

We use various technologies to enable ourselves to control our environment. The technologies can be a contributing factor in our technological wellbeing; for example, we might use electronic security systems to enhance our personal safety or create and use climate-control technologies to maintain suitable environments for ourselves.

"In various societies, technologies become crucial for people's wellbeing… people today are somewhat dependent on cooling and heating in order to maintain an ideal environment."

In various societies, technologies become crucial for people's wellbeing. To use the example of climate-control systems, people today are somewhat dependent on cooling and heating in order to maintain an ideal environment. In the middle of winter, we might sleep on an electric blanket, wake up and have a hot shower, travel to work in an air conditioned car, spend our day in an air conditioned office, visit a climate-controlled gym, swim in an indoor heated pool, and return home and switch on our gas heater.



Figure 7.31
Use of air-conditioning is a common way in which we control our environment.

We use various climate-control systems to enhance our comfort and therefore our wellbeing. Some activities such as working out at the gym and swimming might not be as enjoyable or plausible if we did not have the aforementioned technologies.

Another example of a technological advance that is a contributing factor in our environmental wellbeing is cars. Technology has improved the fuel efficiency of cars and polluting emissions have been minimised. New car prices are are falling due to technological advances in production. This in turn has resulted in a reduction in the number of older cars on the road, thereby reducing pollution levels.

Genetic engineering is a controversial practice that many individuals and groups voice their ethical concerns about. The main arguments against it involve addressing the idea that humans should not 'mess with' nature and that the results might be irreversible because we do not know what the technology's long-term consequences will be. Genetic engineering also entails various other moral, cultural and religious concerns, most of which involve questioning humans' right and justification in relation to intervening in and manipulating nature.

Internet activity

Use the Internet to research the genetically modified crops – such as maize, cotton, wheat, potato and rice – that are prevalent in society.

On 'the other side of the fence', we see that many individuals and groups support genetic engineering and endorse the scientists' attempts to improve people's quality of life. The advantages of genetic engineering include possible prevention of hereditary and infectious diseases and ability to 'tailor make' animals and plants by altering their characteristics in order to achieve the best outcome.

Education and learning

Emerging technologies have had and will continue to have a significant impact on education and learning. Emerging technologies have the capacity to engage students and utilise resources that would not have been available to previous generations. These technologies are costly, including hardware, software, infrastructure, maintenance and training, and equity among the schools is a real issue.

Another issue to do with technology in relation to education and learning is that because students can easily copy and paste information, they might be completing their work but not actually learning anything new. Students – and in fact all people – should be educated about how to use technology properly, for example by being taught correct etiquette for when they are using social-media sites. If students, especially, were educated in that area, issues such as cyber bullying might occur less.

Learning activity

Examine various emerging technologies, and predict the impact of their development.

A selected piece of technology

A mobile phone is an electronic device that is used for voice or data communication over a network. It is also commonly referred to as a cell phone or wireless phone.

The history of the mobile phone stems back to a group of inventors who contributed to development of the telephone. One contributor, Alexander Graham Bell, patented his apparatus that 'transmitted speech electrically'. Since introduction and widespread acceptance of the telephone, societies have been striving to improve on the technology that is already in existence. Developments in relation to mobile communication have been ongoing, and range from two-way radios (walkie-talkies) to the handheld devices we are familiar with today.

Issues in relation to technological development

Various issues are associated with use and development of mobile phones.

Equity: As technologies continue to be developed, their accessibility in societies changes. For example, at present, many Australians who are living in a regional or remote area do not have the opportunity to use mobile-phone technology because networks are not provided in the people's area. Similarly, it seems that the more expensive a handset is the better the technology is and the more superior the offered services are. Compared with people who have a high socioeconomic status, people who have a low socioeconomic status might not be able to access the same level of technology.

Censorship and privacy: While technology is continuing to be developed, censorship is becoming an increasingly significant issue in relation to mobile-phone use and transmission of text, images, audio and video. In relation to most handsets, users are able to photograph images and to record via audio and video. In various situations, use of technology can constitute a breach of privacy or copyright laws. For example, YouTube and Facebook are avenues that more and more people are using in order to display photos and videos of themselves, their friends and other people. The images and videos that people upload to the sites can often be inappropriate for the intended audience or in violation of people's privacy. For example, a male student might film a female student without telling he has filmed her and might then edit the clip to include defamatory comments and apply explicit music to the file. His behaviour would not only constitute a breach of privacy laws; it might be objectionable or inappropriate in that various audiences would be easily able to access the material; for example, young children might have the opportunity to listen to explicit lyrics in various songs.

Reasons for the development of the technology

Mobile phones are being continuously developed and upgraded because consumer demand for the technology is very strong. Because of the consumer demand, more companies are investing in the technology, where to be successful, they need to be competitive and offer the newest range of mobile phones. The history of mobile-phone development is characterised by the following four identifiable stages:

1G – First Generation: This stage featured development and use of wireless telephone technology, which became extensively used during the 1980s. Within this first generation of devices, analogue radio signals were used to facilitate voice calls. In Australia, the Advanced Mobile Phone System (AMPS) was introduced in 1987 and was the main analogue mobile-phone system until the second generation of devices became available.

2G – Second Generation: As a result of the changeover from analogue-based systems to digital systems, calls could be made that were both more effective and more efficient. At this stage, companies that were developing second-generation services introduced data services, the first of which was SMS capability. New standards, including CDMA – Code Division Multiple Access – were introduced in various stages throughout the world.

3G – Third Generation: At this stage, the International Telecommunication Union (ITU) started to specify standards. New services superseded the second-generation services and networks were introduced so that telephone and video calls could be made and wireless data could be accessed and transmitted. Rather than simply use a 3G phone as a portable means of voice communication, as the first-generation phones were, people use it to do things such as take photos, browse the Internet and read e-mails.

4G – Fourth Generation: At this stage, ultra-broadband Internet access was developed in order to facilitate greater connection between several digital media. Fourth-generation devices have a peak speed of 100 megabits per second and connecting, sharing and communicating is a much faster process.

Factors affecting access to and acceptance of the technology

Many factors affect people's access to and acceptance of mobile phones. The first factor is that having a mobile phone can be expensive. To use a phone that has just come on the market, you need to pay for the handset and for insurance and also either buy credit or pay your regular phone bill. A lot of older Australians do not know how to use the newer phones that are on the market and the issue is that because of technological advancement, some people are being left behind, neither accepting the technology nor knowing how to accept it.

Because phones can be used like credit cards, it is essential that phone companies stay one step ahead of phone hackers so that no one's information is stolen and used against his or her will.

Some rural and remote areas of Australia do not have very good reception, making it difficult to rely on the technology for business or private use.



Figure 7.32
An example of the 2G style of mobile phone.



Figure 7.33
The mobile phone has been developed to be a more practical device.



Figure 7.34
An example of a 4G mobile phone.

Internet activity

Use the Internet to compare and contrast two competitive brands of mobile phone.

Impact on lifestyle and wellbeing of the technology

Mobile phones have had a considerable impact on Australians' political, economic and social status.

Politically: As technology continues to be developed, laws and policies in relation to mobile-phone use are emerging and being updated. In Australia, mobile phones have especially had an impact on the laws and policies associated with driving, harassment and marketing.

Driving: Using a mobile phone while driving or riding in a vehicle entails a variety of risks for drivers, passengers and pedestrians.

Road authorities located throughout Australia have introduced laws in relation to use of mobile phones while driving. In NSW, it is illegal to use a hand-held mobile phone, and law breakers are given substantial fines and demerit points.

The RTA specifies that 'using a mobile phone while driving' includes making or receiving a phone call, sending or receiving a text message, playing a game, using an application and taking a photo. It also includes undertaking those tasks while stationary, such as when you have stopped the car at traffic lights or are stuck in traffic.

Experienced drivers are permitted to use various hands-free devices as long as the drivers retain proper control over their vehicle. Learner or provisional drivers are not permitted to use a mobile phone at all, including a hands-free phone, when they are driving.

Indictable offences: A variety of public cases have been mounted where people have used a mobile phone to menace, harass or offend individuals or groups. One example of that type of behaviour was the Cronulla Riots of December 2005, where people used SMS in order to incite racial violence. They sent text messages throughout Australia in order to indicate the riots' location and date and to encourage both individuals and groups to attend them.



Figure 7.35
In NSW, it is illegal to use a hand-held mobile phone while operating a vehicle.

Since the Cronulla events, governments and authorities located throughout Australia have implemented laws in relation to electronic communications. Under the Commonwealth's *Criminal Code Act*, use of mobile phones in order to send specific messages and images is illegal. For example, if a man uses his phone in a menacing, harassing or offensive way, he faces imprisonment for up to three years. That type of behaviour includes making threats, sending nasty comments, intimidating people, continually calling people, flooding people with unwanted SMS messages, sending pornographic material and using offensive language.

Using mobile-phone services in order to threaten to kill someone can lead to imprisonment of up to 10 years.

Marketing: Advertisers are increasingly using SMS in order to market goods and services. Because of the escalation of advertising via SMS, the government has

reformed a number of policies and introduced laws in order to minimise negative or unlawful use of SMS marketing.

Australian companies and businesses are subject to various industry codes for addressing the issues associated with SMS marketing; two examples are the Internet Industry Spam Code of Practice and The Australian eMarketing Code of Practice.

Under laws the government has introduced, recipients of SMS marketing have to have agreed to receive advertising material, by 'opting in'; have the option of stopping the contact, by 'unsubscribing'; and have a list of the applicable terms and conditions in relation to the offer or information that is provided in the SMS.

Economically: Since commercial mobile phones were introduced, the economic strength of the mobile-phone industry has been escalating as people located throughout the world increasingly use the services. In 2013, more than 1.8 billion mobile phones were sold throughout the world.

People are spending an increasing amount of money on mobile-phone handsets and ongoing services that mobile-phone companies provide, such as calls, SMS and the Internet.

However, since the beginning of the global financial crisis (GFC), in 2008, mobile-phone sales have been increasing at a much slower rate. Customers are waiting longer to replace their handset, and manufacturers such as Motorola, Sony Ericsson and Nokia are experiencing market-share loss.

Socially: Mobile phones have had a huge impact on societies throughout the world, and especially in the communication sector. We commonly use our 'mobile' to communicate with our family members, friends and acquaintances and to enhance our wellbeing, because we can use the phone to contact almost anyone from almost any place we are located at.

At present, approximately 93 per cent of Australians use a mobile phone. Although we mainly use our phone for business purposes, we also use it socially to communicate with our family members and friends, and we are increasingly using it as an entertainment device for playing games, using applications ('apps') and listening to music.

We often use our phone in order to enhance our social interaction and maintain an affordable means of communication. We can also use it to facilitate a range of consumer services and financial activities such as 'mobile banking'.

Learning activity

Consider the following three questions in order to undertake a case study about a piece of technology of your choice:

1. How has the technology emerged rapidly or been developed over time?
2. What impact has the technology had politically, economically and socially?
3. What issues are associated with the technology's use and development?

Revision questions

1. Distinguish between primitive and complex technologies. Identify five examples of each.
2. Use the Internet to provide a list of 10 types of technology that have been developed since the Industrial Revolution. Outline how life would have changed as a result of the developments.
3. Assess how your life has been made easier and safer and your life expectancy has increased as a result of technological evolution.
4. Predict the technological developments that will occur in the health industry over the next 50 years.
5. In relation to the technological devices that students and teachers at your school use, compare and contrast the devices with the devices the students and teachers used 20 years ago. Describe how the present-day devices are used to enhance students' learning.
6. Conduct an interview with a member of the Baby Boomer generation, and compare his or her access to and acceptance of technology with yours.
7. Discuss the advantages and disadvantages of use of communication technologies by your family and community.
8. Predict technological developments that will occur in relation to transport and travel.
9. Assess how employees are both positively and negatively affected by the changing definition and structure of the workplace.
10. Develop a questionnaire in which you focus on computer crime in order to assess its occurrence among your friends and family members.
11. Outline one of the following environmentally efficient systems that are used in housing: solar panels; skylights; water recycling; rainwater tanks.
12. Outline the following reasons for technological development:
    - a) Introduction of improvements
    - b) Economic benefit
    - c) Competition
    - d) Social betterment
    - e) Emergence of a global community
    - f) In response to social problems
13. Discuss the issues associated with the fact that technology is not equally available in all schools.
14. Describe the effects that various technologies have had on families, communities and the workplace. Predict how technology will have an impact on people's lifestyle in the future.
15. Identify the roles and responsibilities of employers and employees at the workplace. Recommend ways for both parties to avoid conflict.

Chapter 8

Individuals and work

Chapter overview

The nature of work has changed over time. Both individuals and groups have their needs met by way of work, so the value and status of work are changed in order to reflect society. Patterns of work are changing as people strive to balance their work–life commitments. More people are now working from home and telecommuting as a result of various social factors, including education, re-training and technological development.



Figure 8.1
A rewarding career increases a person's well being.

This chapter includes an outline of the nature of work in contemporary society and an explanation of why work patterns change. Work–life balance is addressed by way of a discussion about how family members can manage their role expectations. The chapter also includes a description of the various workplace support structures, an outline of the workplace rights and responsibilities of both employees and employers, and an exploration of both the labour force and young people's employment.



Module focus

- The nature of work
- Changing work patterns
- Structures for supporting individuals at the workplace
- Managing individual and workplace roles
- Youth employment

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Table 8.1 HSC Option: Individuals and Work syllabus.

Students learn about:	Students learn to:
the nature of work	
reasons people work	
▪ to meet specific needs ▪ economic ▪ value and status	▪ describe how work can contribute to the satisfaction of specific needs ▪ compare and contrast the needs that are met through paid and unpaid work ▪ explain how values and status of work impact on how a person perceives work
the labour force	
▪ labour force concepts and terms – labour force – employed – unemployed – employed part time – employed full time – participation rate ▪ labour force participation across the life span	▪ research and identify current trends in the labour force in regards to age and gender ▪ account for labour force participation rates across the life span by researching: – full-time versus part-time employment – unemployment
patterns of work	
▪ full-time, part-time, job share, casual ▪ permanent, temporary/contract ▪ self-employed ▪ shift work ▪ voluntary ▪ seasonal ▪ working remotely ▪ others	▪ describe each work pattern and evaluate the suitability of each for different individuals across the life span
changing work patterns	
social factors leading to changing work patterns	
▪ education/retraining ▪ technology – computers – automation/robotics – research and development ▪ employment/unemployment ▪ perceptions of gender ▪ family circumstances, including structural change ▪ government policy ▪ economics	▪ analyse the relationship between patterns of work and the various social factors

Table 8.1 HSC Option: Individuals and Work syllabus. *Continued…*

Students learn about:	Students learn to:
structures that support individuals in the workplace	
rights and responsibilities	
▪ employees ▪ employers	▪ explain the importance of rights and responsibilities in the workplace
workplace structures	
▪ legislation, eg health and safety, equal employment opportunity ▪ work conditions, eg awards, grievance procedures ▪ trade unions ▪ flexible work patterns and practices, eg job share, flexible work arrangements ▪ workplace culture, eg childcare, prayer room, kitchen ▪ leave entitlements, eg parental, carers	▪ analyse how rights and responsibilities are supported by workplace structures and affect: – the wellbeing of the employer and employee in the workplace – efficient work practices ▪ examine the extent to which the workplace can provide equal access to work entitlements for females and males
maintaining work and life balance	
individual roles	
▪ personal commitments and interests – work – caring – recreation – leadership – volunteering – studying – parenting – religion – hobbies	▪ recognise that individuals may have multiple roles outside the workplace
individual strategies for managing multiple roles	
▪ negotiating and sharing roles ▪ managing resources ▪ using technology ▪ accessing support ▪ utilising workplace structures	▪ devise strategies that individuals can utilise to effectively manage multiple role expectations caused by changing circumstances
youth employment	
issues that impact on youth employment	
▪ personal management skills required in the workplace ▪ steps taken to prepare and plan for a career ▪ predominant patterns of work of young people ▪ rights and responsibilities of young people in the workplace	▪ conduct a case study of the issues that impact on youth employment by considering the following questions: – what are the factors contributing to youth unemployment? – how can a young person optimise their employment prospects? – how does work support young people to manage multiple roles?

Using a matrix

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher's teaching style and the student's ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level activities are worth fewer points and higher-level activities are worth more points
- selecting the tasks for the students, based on the students' ability.

Table 8.2 Matrix of learning and understanding.

Knowing *1 point each*	**Understanding** *2 points each*	**Applying** *3 points each*
Define the term 'labour force'.	Explain the reasons that people work.	Outline the various labour-force concepts and terms.
Choose three patterns of work, and explain and give examples of them.	Outline how technology has influenced the workforce.	Discuss how various social factors have led to changes in work patterns.
Explore the meaning of the fact that people work for 'value and status'.	Explain what the term 'seasonal work' means and give examples of it.	Compare and contrast the terms 'labour force' and 'participation rate'.
Analysing *4 points each*	**Evaluating** *5 points each*	**Creating** *6 points each*
Reflect on what career path you would like to follow. Outline your keys concerns in relation to preparing for your career and the steps you will take in order to facilitate it.	Have a discussion with your parents about a workplace grievance they have encountered. Evaluate how they overcame the problem and what they would do differently if the problem recurs.	Design an information kit for your peers in which you outline how best they will be able to prepare for what happens when they join the workforce. Include issues such as management skills, rights and responsibilities, and the steps that people take when preparing and planning for a career.
Talk to a retired person about his or her working life. Use the information in order to analyse how he or she contributed to the labour force during his or her working life.	Research and evaluate patterns of work other than the types we have explored in detail in this chapter.	Write a letter from your future self to the person you are now. Imagine it is 10 years down the track and you are working in your dream job. Explain to your existing self the benefits of working hard, the challenges you have faced, and how you have managed your resources and accessed support in order to overcome the challenges.

Table 8.2 Matrix of learning and understanding. *Continued…*

Analysing *4 points each*	Evaluating *5 points each*	Creating *6 points each*
Choose a profession you are interested in. Analyse how people's expectations of it vary depending on their perceptions of gender.	Evaluate how personal commitments can and often do overlap.	Design a case study in which a person is struggling to manage his or her multiple roles and commitments. Swap with a partner and create some strategies for helping the person cope better.
Analyse how personal commitments and interests can have an impact on maintenance of work–life balance.	Evaluate how the rights and responsibilities of a young person and a person who has been in a workforce for more than 10 years might vary.	Create some pieces of 'workplace legislation' for the classroom. Include an outline of the students' and teacher's rights and responsibilities, the health and safety measures that are in place, the classroom's culture, any flexibility in work patterns, and a conflict-management procedure.

The nature of work

Work is defined as a function or exercise a person undertakes in order to have an effect or outcome. Definitions of work vary greatly in relation to historical and contemporary perspectives. Perceptions of work change as societies develop and as standards and values become modified.

Work is often a rewarding experience for individuals and groups. It empowers individuals and communities to satisfy their needs and enhance their overall wellbeing.



Figure 8.2
Each career has its own unique challenges.

As industries and economies undergo change, definitions of work are modified and developed to reflect the changes. As societies develop and individuals start having access to resources on a global level, contemporary definitions of work start to emerge.

Essentially, a job is an activity a person undertakes or is responsible for doing. In contemporary society, the types of job, the types of activity and the means of meeting our responsibilities differ significantly from what they were in the past and are constantly changing.

In modern society, the nature of work is changing to meet the needs of the members of the new generation, who are technologically 'savvy', mobile and adaptable workers. In many cases, work is becoming more flexible whereby more opportunities exist for people to work from home and to work hours that suit their lifestyle.

Reasons people work

Although we work for a variety of reasons, we mostly work so we can access money, pay our bills, ensure that 'food is on the table' and guarantee we 'have a roof over our head'. When we consider contemporary perceptions of work, we learn how work affects all aspects of our life, not only income and socioeconomic status.

To meet specific needs

There is an old saying that 'money makes the world go round'. In Western society, if we do not have money, we cannot meet our basic needs for survival, such as food, water and shelter. We can meet these basic needs even if we have very little income, but in that case, all we can do is survive. In order to support a family, we need a stable source of income, which we can attain by working. If we do basic work, we will meet our most basic needs, and the more we work, the more we can afford to spend and the more we come to own things. We might be able to do things such as meet more expenses, live in a bigger house, be able to enrol our children in a private school and in sporting teams, go on 'upmarket' holidays, and pay for expensive medical and dental treatment.

Internet activity

Visit **www.myfuture.edu.au**, and search 'Why do people work?' Read the article and discuss the main points the writer raises in it.

"Whereas some people work in order to 'make ends meet', others work in order to gain the prestige that comes from having a good job."

Economic

Many people work for economic reasons. Working involves doing some sorts of task and getting paid for doing them. In the past, to get paid, people usually traded work for produce, but in contemporary Western society, we exchange a service for money. Australia has a national minimum wage, which means employers cannot pay their employees less than that amount. If a job is covered under an award, there are agreed wages set and can be found at www.fairwork.gov.au.

Many people have to work in order to pay off their debts, which can include a mortgage or rental payments, sporting fees or a car loan. They also require money for everyday needs such as food, water, transport, clothing, entertainment, housing and education.

Value and status

Whereas some people work in order to 'make ends meet', others work in order to gain the prestige that comes from having a good job or having a position that is in the top echelons of an important company or government department. Some people are naturally career driven and enjoy the status that comes with climbing their way up the workplace ladder.



Figure 8.3
Success in the workplace can lead to a sense of value and status.

Working can lead to value and status in many ways. First, if a person is the boss of an important company, he or she is already a more valuable contributor to the company compared with someone who has just started working in it on a part-time basis. Second, in working for a company and earning a specific amount of money, a person might be entitled to specific benefits. For example, a company might have a 'box' reserved at a sporting venue so that whenever a football or soccer match is on, the company's employees get to sit in the box and enjoy VIP treatment and the associated status they have attained by being employed at the company. Alternatively, a person who has to do a substantial amount of work-related travel might get to fly business class and therefore feel more valuable or that he or she has a higher status.

Learning activity

1. Identify two jobs, and compare and contrast the benefits that could come from that line of work.
2. Describe how work can be a contributing factor in meeting of specific needs.
3. Compare and contrast the needs that people can meet in having paid and unpaid work.
4. Explain how work-related values and status have an impact on how a person perceives work.

The labour force

'The labour force' is a term that is used to describe the total number of people who are capable of working in a specific area or country. The labour force includes every person who is of working age and is physically and mentally able. However, unemployed people are also included in the term 'labour force', whereas the term 'labour-force participation rate' is used to describe how many of these capable people are actually involved in some sort of work.

Labour force concepts and terms

It is important to understand a variety of key concepts and terms in relation to the labour force, and they are defined in Table 8.3.

Table 8.3 Key labour force terms.

Term	Definition
Labour force	As explored above, the labour force is the number of individuals capable of working within a specific area or country.
Employed	Employed is a term used to group the people who are working into one category. The total number of people employed from April 2014 was 11,572,900 which constituted an increase by 14,200 from the last quarterly report.
Unemployed	Unemployed relates to the people that are eligible to work and are considered part of the labour force but do not have a job. From April 2014, this number had decreased by 400 down to 713,400. Australia's unemployment rate has remained steady at 5.8%.
Employed part-time	Employed part-time means an individual will work between 20-34 hours each week. The number of part-time employees from April 2014 is a steady 3,527,800 people.
Employed full-time	Employed full-time means an individual is working 35 or more hours per week. From April 2014, Australia's number of full-time employees was 8,045,100 which was an increase of 14,200 people from the previous quarterly report.
Participation rate	Participation rate relates to the number of people employed who are contributing to the labour force. In Australia, this is a steady number at 64.7% as of April 2014.

Source: Based on ABS data, 2014, Labour Force Australia, cat. no. 6202.0, Canberra.

Labour force participation across the life span

The labour force includes everyone who is older than 15 and capable of working, whether he or she is employed or unemployed. Throughout life, we will progress through various stages in relation to our participation in the labour force. At 15, most of us will be attending school, meaning we are part of the labour force but might not start to participate in it for a number of years. While we are studying, we might work either part time or casually for a few years until we have completed our formal education and begin a full-time career. If we decide to get married and start a family, we might 'take leave' from our job. In this case, we are again not actively participating in the labour force. Similarly, we might take leave in order to care for an ill family member. We might return to the workforce some time later and continue to work until we retire. At various stages of the lifespan, we will be subject to various patterns of work.

Learning activity

1. Research and identify current labour-force trends in relation to age and gender.
2. To account for the 'labour-force participation' rates that occur across the lifespan, undertake research into the following two factors:
   a) Full-time employment versus part-time employment
   b) Unemployment

Patterns of work

It is not feasible for employers to insist that all their employees work the same amount of hours during the working week. More people can be employed because employers are able to be flexible. For example, if individuals had no alternative but to work full time, three types of people who would not be able to work would be parents who had to look after their children, students, and people who are not physically fit enough to work a 38-hour week. A person can be involved in a multitude of patterns of work, and the patterns can and will change throughout his or her career.

'Full time', 'part time', 'job share' and 'casual'

Due to people's commitments that are not related to work, it is not viable for all people to work the traditional nine-to-five day. To cater for this situation, employers negotiate various patterns of work with their employees, as outlined in Table 8.4.

Table 8.4 Definitions of full-time, part-time, job-share and casual work.

Full-time	This type of work refers to individuals working a full working week. The definition of full-time largely depends on agreements with employers, but the general understanding is 8 hours per day, 5 days per week or the equivalent (40 hours per week). In 2013, the average hours worked per week by full-time employers was 39.4 hours. **Source:** ABS data, 2012, Employee Earnings and Hours, Australia, cat. no. 6306.0, Canberra.
Part-time	This type of work refers to individuals working only a portion of a full working week, i.e. fixed hours on fixed days equalling less than 40 hours. For example, someone working every Monday, Tuesday and Friday from 10am – 2pm would be considered part-time. In 2012, 36.9% of employed individuals worked part-time. **Source:** ABS data, 2012, Employee Earnings and Hours, Australia, cat. no. 6306.0, Canberra.

Table 8.4 Definitions of full-time, part-time, job-share and casual work. *Continued…*

Job-share	Job share refers to an arrangement between two or more people where the roles and responsibilities of a job are shared. For example, the tasks associated with one full-time position could be split up between two or more individuals who can work part-time as required. Both employees and employers can benefit from job sharing. Employees sharing tasks may have different skills and abilities in completing different tasks. Roles and responsibilities can be split up and performed by the individual with the better skills and abilities related to the task. Employees can benefit by having more flexibility in their work commitments and being able to manage their work and life balance. Employees may have opportunities to care for children or dependents and communicate and learn from their job-sharing partner/s. The specifications of job-sharing need to be agreed upon by employers and employees to best suit the needs and requirements of all involved parties.
Casual	Casual work refers to a position with no fixed or guaranteed hours. The hours may change on a daily or weekly basis to meet the needs of the employee and/or employer. For example, a university student working as a sales representative may change their hours week-to-week depending upon their study requirements. Alternatively, a business may increase or decrease their casual employees' hours depending on how busy they are. Statistics suggest there is a larger degree of flexibility for casual employees in comparison with part-time and full-time employees. They often have more input into deciding their starting and finishing times and which days they intend to work.

Internet activity

Visit **www.gumtree.com.au**, and search for various jobs that are available in the areas of full-time, part-time, job-share and casual work.



Figure 8.4
Two job-share teachers tracking their work.

Permanent, temporary/contract

The definitions of permanent work and temporary or contract work are outlined in Table 8.5.

Table 8.5 Definitions of permanent and temporary/contract work.

Permanent	Permanent employment refers to a type of employment that is continuing and systematic. Regardless of the amount of hours worked (whether it is considered full-time or part-time), the hours and conditions are commonly fixed. For example, a customer service representative working in Coles would be considered permanent if they worked the same days and hours per week and performed similar activities during each of their shifts. Individuals employed in permanent positions usually work on a regular and on-going basis to a set roster or agreement. They are often entitled to annual leave and sick leave, calculated in relation to the amount of hours they work. Permanent employees are usually employed under a contract, where if the employer decides to let the employee go, there is a period of notice.
Temporary/contract	Contract work refers to roles and responsibilities performed by an individual who offers their skills and services for a set period of time. In 2012, there were over half a million employees whose employment had a set completion date/event. Based on ABS data, 2013, Australian Labour Market Statistics, cat. no. 6105.0, Canberra. Contract work is an alternative to permanent work in that individuals can negotiate their work commitments and have more flexibility in their employment. There are various advantages and disadvantages associated with contract work. Advantages include more flexibility and higher hourly rates whilst disadvantages include less security for the worker. Companies choose to employ contract workers to assist with specific projects or to help in busy times. They are often used to outsource tasks that the company does not have the time or ability to complete. For example, there are a large amount of trained graphic designers who contract their time and skills to complete various design jobs for businesses. For many businesses, they may require only a small amount of graphic design per year, making it impractical to hire a permanent full-time designer. For the designer, they may contract their work to a number of businesses and are able to charge a higher hourly rate than if they were employed permanently. Temporary work is when an individual works for a period of time, either full-time or part-time but this work is only for a set time. This can be evident in schools when teachers go on maternity or paternity leave and another teacher will work a temporary block whilst the original teacher is away.

Self-employed

'Self-employment' is a term used to describe people who employ themselves. Due to the changing nature of the workplace, self-employment is becoming both more evident in society and more attractive for individuals. People become self-employed when they buy or set up a business or purchase a franchise.

People who are thinking of becoming self-employed have to consider their skills and to ensure that their product/s or service/s is/are in demand. They also need to assess their resources, including their finances, in order to help themselves establish their business.

"Due to the changing nature of the workplace, self-employment is becoming both more evident in society and more attractive for individuals."

People can find the prospect of self-employment to be daunting after working for an employer for several or many years, but it can entail plenty of benefits. When they are self-employed, they have more control over their life and can deal with only the customers or clients they want to deal with. At any workplace, both the employers and the employees should be polite to everyone they deal with, but it is often the case that some people are rude and/or hard to work with. Self-employed people, on the other hand, can choose whom they want to work with.

Shift work

'Shift workers' are people who work in a non-standard way; for example, they might work extended hours or might work shifts in the evening, at night or in the early morning.

Many businesses and organisations need to operate 24 hours a day and therefore need to have people working various hours. Nurses, police officers and truck drivers, for example, commonly do shift work. People are increasingly being hired to undertake shift work in other industries as well; in retail, for example, shops now have longer opening hours compared with in the past, especially during holiday periods, so owners are hiring more shift workers in that industry.



Figure 8.5
Many medical professionals are shift workers.

Apart from the obvious examples of shift workers, a range of people do shift work in order to support and complement the general running of a business. In 2009, 16 per cent of all employed Australians were shift workers.

Source: ABS data, Australian Labour Market Statistics, cat. no. 6105.0, Canberra.

Concern is increasingly being expressed about how shift work affects people both physically and mentally. Compared with traditional workers, shift workers are generally almost twice as likely to injure themselves on the job. They are also likely to have poorer health because they might have neither the time nor the opportunity to regularly engage in physical activity, might be less inclined to maintain a nutritionally balanced diet and might have only limited social interaction.

Voluntary

An increasing number of people are participating in volunteer work, or voluntary work, which is work a person does of his or her own accord and is not paid to do.

In 2010, 38 per cent of Australian women who were 19 or older were doing volunteer work compared with 34 per cent of Australian men.

Source: ABS, 2012, Gender Indicators Australia, cat. no. 4125.0, Canberra.

Learning activity

Imagine you could afford to do volunteer work for a year. Research some volunteer organisations, and explain what type of work you would involve yourself in for the year and why you would do so.

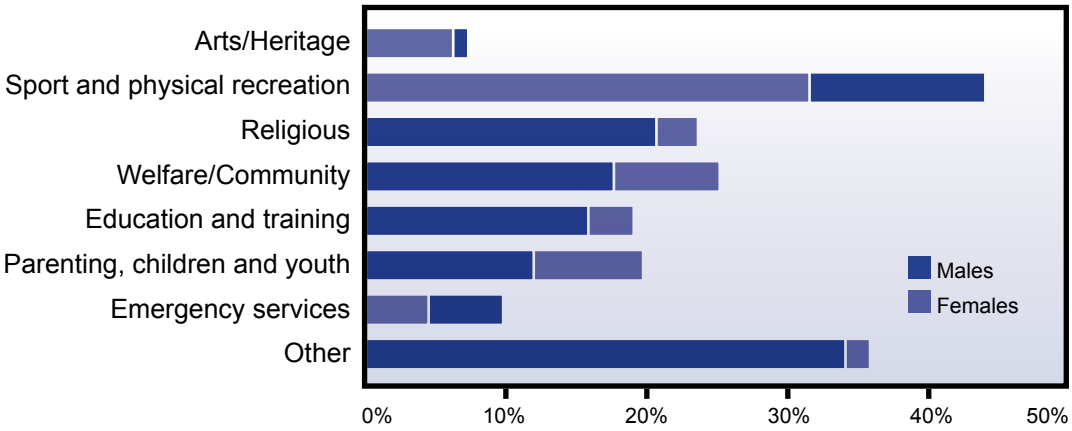
People do volunteer work for a variety of reasons. As mentioned, some people do it in order to meet their needs in relation to having a 'social conscience'. They might volunteer to work for an organisation that addresses and helps solve social problems. Other people might choose to volunteer so they can build social connections, promote various ideas and issues in the community, and undertake activities in order to 'break up their day'. Increasingly, young people are volunteering for organisations and companies they wish to gain a permanent position in. For example, a female student who is wishing to become a journalist might volunteer at a media company she has chosen in an attempt to make a name for herself and/or establish connections in order to commence her career.

In 2010, employed Australian males and females had a higher volunteering rate compared with unemployed people or people who were not in the labour force.

Based on ABS data, 2010, Gender Indicators Australia, cat. no. 4125.0, Canberra.



Figure 8.6
A young woman doing volunteer care work.



(a) Volunteers may have volunteered for more than one type of organisation.

Based on ABS data, 2010, Voluntary Work Australia, cat. no. 4441.0, Canberra

Figure 8.7
Types of organisations volunteered for (a), by sex, 2010.

Seasonal

'Seasonal work' is a term used in relation to jobs that exist at only some times of the year and in only some situations. In relation to the first aspect, various jobs can be undertaken at only specific times of the year; fruit picking, harvesting and planting, for example, can occur only during the times that are specific to the tasks. In relation to the second aspect, a business owner might hire employees during his or her busiest times; for example, Australian retail-business owners often hire 'Christmas casuals' in order to cope with the hectic nature of the months and weeks leading up to Christmas.



Figure 8.8
Ski instructing is an example of seasonal work.

Some people who live in NSW often travel to another area in order to have work during the snow season, where they might establish a contract that lasts for the season – usually between June and September. During summer, a lot more workers are 'staffed' on an average day at workplaces such as beaches and council outdoor pools and indoor aquatic centres because more people use the services of lifeguards and other staff members at that time of the year meaning employers need to 'roster on' more employees.

Working remotely

'Working remotely' is a term used in relation to any type of work that occurs at a place other than a 'normal' workplace. The employee's working hours are often unsupervised, so an individual has to decide how to ensure he or she is completing set work each day. The job might involve working outside usual business hours, according to when the person is most productive. Because of increased access to the Internet and Wi-Fi, people nowadays are finding it easier to share data files allowing employees to work away from the office or remotely and be almost free of any technical or practicality issues.

Working remotely can also involve working in a rural or remote area because the person is having a 'working holiday' or temporarily changing his or her career. Teachers, for example, might choose to spend one school term working at a remote school .

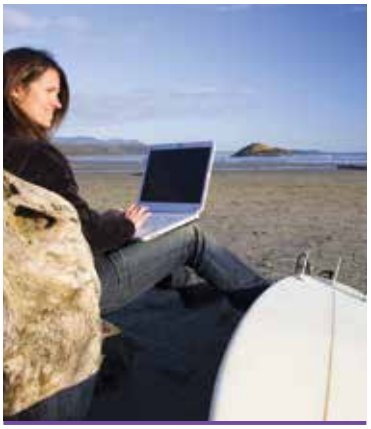


Figure 8.9
People who work remotely are able to work where they are most comfortable.

Others

The various other patterns of work include telecommuting and working from home, as outlined in Table 8.6.

Table 8.6 Other types of work.

Telecommuting	Telecommuting refers to an arrangement between employers and employees where individuals 'commute' to work electronically. Rather than travelling to their office or place of employment, they can connect to their workplace using a variety of technologies and converse with other workers and exchange information. Such technologies include virtual networks, conference calling, videoconferencing, VOIP, instant messaging services and video calling. Telecommuting is becoming an increasingly valued method of work. Employees can be in their own environment (working from home) or a suitable environment (library, café, park), don't have to travel to work and can access files and browse through the intranet in exactly the same way as if they were physically at the workplace. Employers don't have to provide areas for their employees to work and workers can often be more productive and efficient.
Working from home	Working from home can relate to telecommuting or simply working from home unsupervised. There are a variety of reasons employees wish to work from home including eliminating the stress and cost associated with travelling and being able to set their own hours and schedule. Working from home often requires an individual to log into a system at specific times. For example, they may be required to log on to the company's intranet at 9.00am and log off at 5.00pm. Working from home is generally a more open concept where employees set up their own work environments (desk, computer etc.) and perform their roles and responsibilities at times that suit them. For example, a mother of school-aged children may work 10 – 2 enabling them to take their children to school and then 5 – 9 when their partner gets home to care for the children.

Learning activity

Outline each pattern of work, and evaluate each one's suitability for various people who are at various stages of the lifespan.

Changing work patterns

The make-up of the Australian workforce continues to change. Australians are employed in a number of situations that reflect their roles and responsibilities and their agreements with their employers. Patterns in the workforce are changing and they continue to reflect greater flexibility and increasing diversity in relation to employer–employee arrangements.

Internet activity

Visit **www.changing minds.org**, and click through disciplines > work design > work patterns. Outline the alternative patterns of work that are included in the article.

Social factors leading to changing work patterns

As mentioned, the make-up of the Australian workforce is continually undergoing change. Various factors lead to the change, ranging from education and training to family circumstances. It is common for Australians to have a variety of jobs or careers across their lifespan. People have a variety of reasons for changing jobs and taking a different career path. Some of the reasons can be controlled, such as when the person has to acquire specific credentials to be able to do the job, whereas many cannot be controlled, such as when a job is made redundant as a result of a technological development.



Figure 8.10
Work patterns are changing.

Education/re-training

On the 'journey' from school to various career paths, people have to learn and study various subjects that are specific to their interests and career aspirations. For example, a young man who is interested in astronomy and geology might study a variety of science-based subjects during his school years. He might then wish to extend his studies and take a course in a university's faculty of science. His course might involve the prerequisite that the person will have studied specific subjects while at secondary school. The young man might then apply for a position that involves the prerequisite that the person will have completed a specific university course.

Internet activity

Visit **www.workcover.com**, and search 're-training options'.

"People who have a higher level of education are often able to acquire higher-paying positions."

People's education affects their access to work. People who have a higher level of education are often able to acquire higher-paying positions whereas people who have a lower level of education might lack the knowledge and understanding that are necessary for undertaking specific roles.

It is common for people to study various university or TAFE courses throughout their working life. At various ages, they might have the capacity (resources such as time and money) to study in order to extend their knowledge, change their career or pursue their interests. They might continue working, reduce their working hours and responsibilities or give up work to focus on their studies.

A person's education can affect his or her ability to work; for example, a student who is studying full time would not be able to hold down a full-time job whereas a student who is studying part time might be able to work full time while completing his or her studies.

Technology

Technology has been, and continues to be, a major force that leads to changing patterns of work. Ever since the Industrial Revolution, technological developments have resulted in changes to the way work is undertaken. Three major technological areas that influence patterns of work are computers, automation and robotics, and research and development.

Computers

Computers accept, process, store and output data. In many cases, they have either replaced jobs that people used to do or led to change in various positions because the tasks can be completed more efficiently if a computer is used. Computers are used in most jobs, in one form or another, and it is because of computers that people are able to telecommute and work from home.



Figure 8.11
Computers are able to function more efficiently as a result of technological advancement.

Automation/robotics

Technological advances have led to development of a variety of computer-controlled mechanical devices enabling various tasks to be mechanised and automated. For example, in the case of car assembly lines, a variety of automated tools and machines are used to build the cars. Compared with humans, machines are more efficient at doing repetitive or complicated tasks. Automation and robotics are expected to lead the change in how we live; for example, robots are expected to be used to follow instructions and undertake duties as programmed to do so, and two examples of this type of use are vacuum cleaning and driving a car.



Figure 8.12
A computer-controlled robotic arm.

Learning activity

Create an idea for an automation technology or a robot for making your school life easier. Explain why you need the aid of technology in that area and how the technology would work.

Research and development

In the area of technology, the term 'research and development' is used in relation to acquisition of information and development of applications and processes in order to enhance issues associated with humans, cultures and societies. Research and development, known as R&D, are crucial and continuing processes. Both individuals and groups are constantly developing new technologies to aid or improve their quality of life, and one example of that use is research into methods for treating and curing cancers.

Technology has had a significant effect on the way we complete tasks and meet our responsibilities. It has also affected the nature of the workforce in that some jobs have been made redundant and a variety of technology-based jobs have been created that did not formerly exist.

Employment/unemployment

Our ability to change our pattern of work will depend on our level of employment or unemployment.

In May 2014, Australia had an unemployment rate of 5.8 per cent, which constituted a 0.2 per cent increase compared with the rate recorded in 2009. Levels of employment change as a result of global influences. For example, during the Sydney 2000 Olympics, the unemployment level fell to 583,000, a decrease that might have been due to the greater number of job opportunities associated with the Olympic Games. In May 2014, 717,100 Australians were unemployed.

Source: ABS data, May 2014, Labour Force Australia, cat. no. 6202.0, Canberra.

Employed people often have a better chance of securing a position, because of the perceptions associated with their working situation, for example that they are valued employees at their workplace and that they have maintained their position for a specific period. It is often the case that if the job candidate is employed, he or she is more 'employable' compared with candidates who are unemployed.

If people are unemployed, they might be judged according to their skills and abilities and according to the reasons that they have not decided to have a job or have not been able to keep one. The reasons behind unemployment are diverse, such as that people might have little desire to work, might not be able to find a suitable position, might have been travelling or might have been looking after their children or other dependants. The amount of time they have been unemployed also affects their chances of securing a job. Various government initiatives are aimed at supporting unemployed people, and one example is the Australian Government's Work for the Dole program for helping people find suitable work in relation to their experience, interests and availability.

Perceptions of gender

According to traditional views, various jobs were labelled as being suitable for either males or females. For example, men were considered to be better suited to tasks such as building and construction whereas women were considered to be better suited to tasks such as cooking and cleaning.

Throughout Australian history, changes in gender perceptions have led to a breakdown of the barriers that limited women in their work choices. Governments have introduced various policies and laws in an attempt to eradicate sexual discrimination, and one example is the Anti-Discrimination Act (NSW) 1977.

Although discrimination and prejudice have been minimised in comparison to what existed in the past, gender differences continue to be identifiable in many sectors throughout Australia. For example, at many workplaces, exclusive language is still used in association with various jobs and it may be common to refer to workers of both genders as businessmen, tradesmen or firemen, to cite only three examples. In many industries, it is also common for a higher percentage of either males or females to be employed.

Internet activity

Visit **www.wgea.gov.au**, and search 'about workplace gender equality'. Create a mock blog entry in order to discuss the main findings in relation to at least two of the search results.

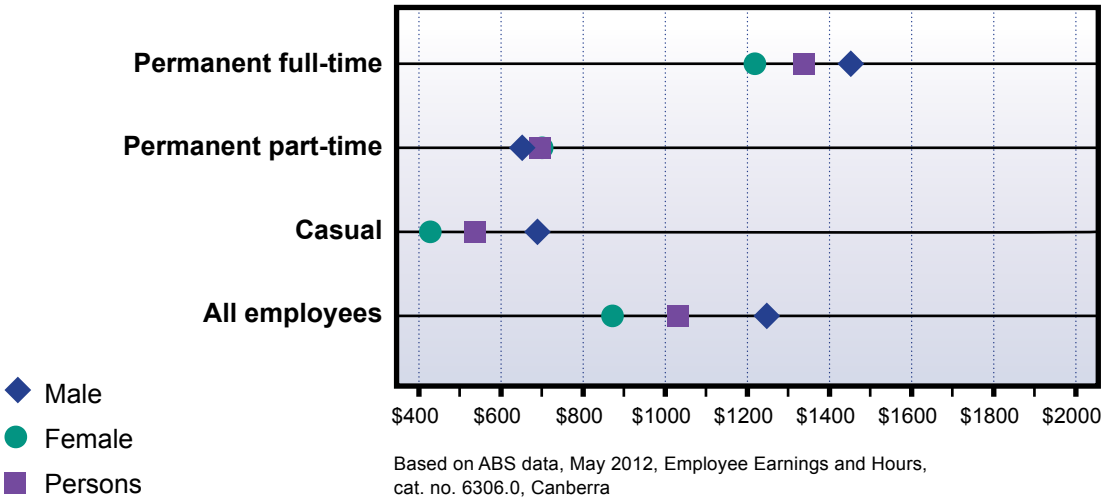


Figure 8.13
Australians' average weekly cash earnings: combined employment type and status for non-managerial employees.

Family circumstances

Family circumstances, including structural change, lead to changes in patterns of work. In Australia, the traditional family unit of the nuclear family, in which both parents are living together with their children, is becoming less and less common. A variety of family structures are emerging, such as the blended family, the childless family, the communal family, the extended family, a same-sex couple and a sole-parent family.

Our opportunities for work and access to it vary according to the structure of our family. For example, both partners in a childless family might be able to work full time, concentrate on their jobs, and work towards advancing in their careers. Conversely, the parent in a sole-parent family might have to work in order to meet his or her needs and the needs of his or her dependant/s. Single parents might be able to work only specific hours or days because they are committed to caring for their child/ren and are therefore limited in their work options, they might not be able to undertake the roles and responsibilities a full-time position entails.

A family's circumstances at any given time can also affect its members' patterns of work. For example, a blended family might be economically sound enough for one or both of the parents to be able to not work.



Figure 8.14
Many women balance their work and family commitments.

Conversely, the parents in an extended family might be able to rely on one or more of their family members to support and care for their child/ren while they advance in their careers. However, circumstances often change whereby the working pattern is altered. For example, the extended-family parents might not be able to rely on their ageing parents to continue caring for the child/ren because the grandparents become ill or frail, and the parents might have to re-structure their work commitments accordingly, such as when they are forced to give up full-time work.

Government policy

National governments are responsible for addressing and managing a country's economy. Their decisions about the society they lead can result in either a decrease or an increase in the job opportunities that exist in the various sectors. For example, by way of the Federal Budget, the Australian Government often commits to building new infrastructure, including roads, railway stations and hospitals. Obviously, development, structuring and ongoing management and operation of any new infrastructure lead to multiple jobs. For example, engineers will be employed to design roads, railways and hospitals, and tradespeople will be employed to build and construct buildings and their associated structures.

"Australians' retirement age has been raised and people are forced to work longer and families might have to work longer because cuts have been made to family tax benefits"

The government's decisions can affect the people's patterns of work in various situations. For example, Australians' retirement age has been raised and people are forced to work longer and families might have to work longer because cuts have been made to family tax benefits.

Following is a list of government-based employment services and each service's website:

- APSjobs: www.apsjobs.gov.au
- The Australian Apprenticeships Job Pathways Service: www.aajobpathways.com.au
- Centrelink: www.centrelink.gov.au
- Job Guide (the Department of Education, Employment and Workplace Relations): www.jobguide.deewr.gov.au
- Australian Workplace Online: www.workplace.gov.au

Economics

Patterns of work are very much influenced by economic factors in relation to both the national economy and the global economy. The economic status of a country or of the world can influence levels of employment.

In 2014, more than 200 million people worldwide were unemployed, and the level is expected to rise because of the Global Financial Crisis (GFC). Multinational corporations are either shutting down completely or reducing the number of people they employ.

The aerospace company Boeing, which had employed more than 150,000 people, was forced to cut 10,000 jobs because of the impact of the Global Financial Crisis. Many other companies throughout the world, including Australia, are being forced to cut back staff in order to survive, and an obvious result is a higher unemployment rate.

As an economy's health suffers as a result of internal and external influences, anxiety and unrest erupt throughout society because people become fearful about how the economy will have an impact on their working life.

Learning activity

Analyse the relationship between patterns of work and the various social factors.

Structures that support individuals in the workplace

Most Australians attend a workplace, so numerous structures are designed to support them there. The support structures are designed to support both the employer and the employee and to be accompanied with a set of guidelines for correct and ethical conduct at the workplace. If workers did not have this type of support, conflicts would recur at the workplace and would often not be settled fairly or to a specified standard because there would be no neutral external body to listen to the conflicting points of view. These structures include conditions and support bodies that encompass rights and responsibilities, legislation, work conditions, trade unions, flexible work patterns and practices, workplace culture, and leave entitlements.

Rights and responsibilities

In relation to all aspects of work, employers and employees make various agreements in which specific conditions and entitlements are set out. The laws that affect Australian workers' rights and responsibilities are continually being changed. Both employees and employers have rights and responsibilities in relation to pay, working conditions and various entitlements.



Figure 8.15
An employer and an employee agreeing on work conditions.

Employees

As in any relationship between two parties, an employee has rights and responsibilities in relation to his or her employer, his or her fellow employees and the enterprise he or she is working for. The nature of workplaces differs dramatically throughout Australia, so the rights and responsibilities vary as well, some general rights and responsibilities are applicable to all employees, and are outlined in Table 8.7.

Internet activity

Visit **www.smallbusiness.wa.gov.au**, and read the information about 'terminating a worker's employment'.

Table 8.7 Employee rights and responsibilities.

Rights	Responsibilities
▪ Safe working conditions ▪ Paid for the hours they work and at the minimum wage, at least ▪ Be treated equally and fairly without being discriminated against ▪ Free of abuse from employer and other employees (verbal, physical, cyber, psychological or emotional) ▪ Details in employment contract to be upheld ▪ To be dismissed fairly and to challenge unfair dismissal	▪ Work agreed number of hours each week ▪ Attend shifts on time and stay till the completion of their shift ▪ Complete designated work in a safe manner ▪ Be respectful to employer and employees and to not discriminate.

Employers

Employers also have numerous rights and responsibilities, which are outlined in Table 8.8.

Table 8.8 Employer rights and responsibilities.

Rights	Responsibilities
▪ Insist on employees following safe working conditions within the workplace ▪ Free of abuse from employees (verbal, physical, cyber, psychological or emotional) ▪ To be able to terminate workers (fairly) ▪ Have employees who follow agreements set out in their contract	▪ Treat all employees fairly, equally and free from discrimination ▪ Pay all workers at least the minimum wage ▪ Keep records of workers' hours and any incident that may occur in the workplace

Learning activity

Explain the importance of rights and responsibilities at the workplace.

Workplace structures

Australian employees' and employers' rights and responsibilities are protected and supported by a variety of workplace structures, which as mentioned entail an unbiased, third-party position, with any issues arising at the workplace being eliminated or minimised.

Legislation

People have the right to be protected in their work environment. Australian employees' health and safety are supported by way of an initiative entitled Occupational Health and Safety (OHS). Employers are obliged to comply with the legal requirements associated with health and safety, such as to provide safe premises and systems of work.

Internet activity

Visit **www.workcover.nsw.gov.au**, and explore the OHS information.

WorkCover is responsible for ensuring that workplaces located throughout NSW are safe. The *Occupational Health and Safety Act* 2000 (the *OHS Act* 2000) contains an outline of employers' obligations in relation to providing a workplace at which workers can remain safe and healthy.

"Australian employees' health and safety are supported by way of an initiative entitled Occupational Health and Safety (OHS)."

Any work environment entails a variety of hazards that can potentially result in damage or harm to people. It is crucial that employers identify hazards, assess the risk involved and work towards managing or controlling the potential for harm. For example, any computer cords that are placed along a floor could cause a person to trip or, in a worst-case scenario, to be the victim of an electric shock. The employer would need to identify that hazard and find ways to manage its potential for harm by doing something such as taping the cords down, lifting the carpet and placing the cords underneath it or hiring a licensed electrician to find an alternative solution.



Figure 8.16
An example of a workplace safety sign.

Equal employment opportunity (EEO): Each of Australia's six states and two territories has 'equal employment opportunity' (EEO) legislation in which the illegalities associated with discrimination at the workplace are outlined.

Business owners throughout Australia follow the principles associated with equal employment. The purpose of EEO laws is to ensure that people have equal access to opportunities for employment. Business owners who consider themselves to be EEO employers follow anti-discrimination laws and promote equal employment for everyone employed at the workplace. Under NSW laws, employers are required to keep statistics about their employees and the barriers and/or opportunities the employers face in relation to having various people join the employers' business.

Learning activity

Role play a scenario in which the key concepts of 'equal employment opportunity' are not being applied.

Work conditions

At the workplace, employees and employers are supported in relation to their rights and responsibilities by way of various initiatives such as 'awards' and procedures for addressing discrimination and grievances.

Awards: These are federal or state/territory documents that contain job details, such as rate of pay, work hours and leave entitlements. Organisations develop them by undertaking an application process. One example of an award is the Shop Employees (State) Award, which many retail employees are 'covered' under. The award contains conditions such as the ones listed as follows:

- Wages should be paid weekly and not on a Friday, Saturday or Sunday.
- Part-time employees should not work fewer than 12 hours per week or more than 30 hours per week.
- All ordinary hours that full-time and part-time employees work on Saturdays are to be paid for at the rate of 'time and a quarter'.
- All ordinary hours that employees work on Sundays, in a shop that can lawfully trade, are to be paid at the rate of 'time and a half'.
- Employees who work more than four ordinary hours on any day are to be allowed to have a 10-minute pause in order to rest. A rest pause is to be counted and paid for as time worked.
- Employees who work more than five hours on any day are to be allowed both a 10-minute rest pause of and a one-hour meal break, or, provided an employer–employee agreement exists, a 30-minute meal break.

Internet activity

Visit **www.workplaceauthority.gov.au**; click on 'Find an award'; and under 'Title', search for Customer Service. Download an award, and identify its components.

As outlined, the purpose of awards is to protect employees' rights and enforce workplace structures for supporting employees' wellbeing. For example, employees who work a specific number of hours in one shift are assured of being given an adequate break so they can support their wellbeing.

Grievance procedures:
These exist in relation to the systems that organisations have in place for dealing with workplace grievances that stem from matters such as disagreements, complaints and unfair treatment. It is inevitable that conflict will occur at workplaces, so the purpose of having a grievance procedure is to aid support of conflict management and promote all employees' wellbeing. It is important that conflict and grievance be dealt with by way of addressing the situation sensitively so that objectivity and confidentiality are ensured. The parties involved have to be fair in how they approach the situation, and a mediating third party (mediator) is often used because he or she will be impartial in relation to the problem at hand.



Figure 8.17
An example of how an employee can feel when an employer puts too much pressure on employees.

Learning activity

Create a grievance procedure for a workplace of your choice.

Trade unions

Trade unions consist of workers who have joined together in order to bargain and negotiate with employers in relation to work conditions. Australian workers are represented by the Australian Council of Trade Unions (ACTU).

Trade unions have the power to force occurrence of change by negotiating with employers and government representatives and coming to an agreement with them.

Internet activity

Visit **www.actu.org.au/links.aspx**.Choose one Australian union and outline its major roles.

Trade unions have brought about substantial change at Australian workplaces. Throughout the decades, especially during the 20th century, they have been bargaining and negotiating wage increases and addressing issues in relation to occupational health and safety (OHS) and employee entitlements, including superannuation.

In NSW, an example of a powerful trade union is the NSW Teachers Federation, which is a registered trade union that represents public-school teachers throughout Australia. Teachers Federation representatives often bargain and negotiate, usually with the Federal Education Minister, in relation to teachers' salaries and working conditions. Trade unions can participate in various types of industrial action, including strikes, 'go slow' (workers slow production down) or 'work to rule' (workers do no more than the minimum amount of work). Teachers Federation members sometimes participate in 'work stoppages' where they do not teach for a morning, an afternoon or an entire day.



Figure 8.18
Parents and carers often use day care so they can work.

Flexible work patterns and practices

In the past, most workers followed a traditional pattern of working from 9 a.m. to 5 p.m. from Monday to Friday. Nowadays, however, that trend has diminished and a vast proportion of employers come to an agreement with their employees in relation to the employees' work requirements and are more ready to accept that some employees cannot work the traditional business-week hours.

One common trend is that employees work longer hours, such as 10 hours per day, and therefore have more days off work. Some hospitality and retail workers are required to work weekends and might therefore have days off during the week. Some employees might do shift work and have their shifts changed weekly.

Internet activity

Visit **www.jobaccess.gov.au**, and browse it for relevant information about employment of people who have a disability.

Depending on an employee's choices and commitments, his or her work can be split up and undertaken in a variety of situations. For example, as mentioned, introduction of working remotely, telecommuting and working from home have led to greater flexibility at the workplaces and evolution of varying patterns of work and work practices. Employees can now participate in collaborative tasks without meeting anyone from their team, because they are able to use software that did not exist until about 10 years ago.

Employees are choosing to negotiate flexible patterns of work for a variety of reasons. They might wish to approach their role by working longer periods so they can complete their tasks more quickly or by working shorter periods so they can have time for social interaction. Essentially, all the reasons stem from employees' desire to balance the various aspects of their life and to support and enhance their wellbeing.

As a result of the increase in job-share roles, employees who have other commitments which prevents them from working full time or part time can nevertheless be employed. For example, parents or carers might be able to work only two days a week and might therefore decide to share the week with another employee who works the other three days.

Learning activity

Make a list of careers in which job sharing is common.

Workplace culture

The culture of the workforce continues to develop and change. The make-up of the workforce that existed decades ago was very different in relation to the values, opinions, opportunities and support that are offered at many contemporary workplaces. For example, historically, women were often expected to leave work shortly before having a baby and to not work for an extended period following the birth so they could care for the infant and raise him or her as he or she developed. A new mother found it impossible to work if she had no one to support her in caring for her children while she was absent.

"The make-up of workplaces is changing so that mothers can be supported and have more opportunities to work and advance in their career."

The make-up of workplaces is changing so that mothers can be supported and have more opportunities to work and advance in their career. Many organisations provide a childcare facility in which children are cared for while their parent/s or carer's is/are working. For example, St George Bank offers a range of family benefits where it has instituted paid parental leave, provides information about services and how to access them, and has an on-site childcare centre at its head office. The centre is open from 7 a.m. to 6 p.m. and caters for children who are between nought and five.

Another contemporary trend is that employers are hiring workers who have a physical and/or intellectual disability. There are many ways in which people who have a disability benefit from working, such as that their wellbeing is positively influenced because they are independent and empowered. Businesses also benefit in various ways, such as in having increased diversity and productivity.

Internet activity

Visit **www.workcover.nsw.gov.au**, click on 'Training', and research the accredited training courses.



Figure 8.19
Some workplaces have a kitchen for the employees to use.

Bendigo Bank is one example of a business in which people who have a disability are employed. In conjunction with Disability Works Australia, the bank encourages people who have a disability to apply for various jobs with it.

As a result of Australia's broadening cultural diversity, it is not uncommon for the average workplace to be made up of people who have very different religious views. To cater for this development, many employers are now incorporating prayer rooms in the work space so that Muslim employees are able to stop working in order pray at specific times of the day.

People of all religions benefit from having a workplace room in which to practise their faith without having to do so in front of their colleagues.

Workplaces also often have a kitchen for the employees to use in order to store or make their food. Due to the cultural diversity that is evident at many workplaces, kitchen and kiosk workers at the workplace should remain mindful of the customs followed in various cultures and religions and therefore refrain from selling specific foods at specific times of the year.

Leave entitlements

Part-time and full-time workers are entitled to periods of leave, which includes personal leave, annual leave, parental/carers' leave and long-service leave.

According to FairWork, the National Employment Standards encompass 10 entitlements, which are defined in Table 8.9.

Internet activity

Visit **www.fairwork.gov.au**, and search 'Leave Calculator'. Enter the number of hours your ideal job would entail, and calculate the leave you would be entitled to.

Table 8.9 National employment standards.

Entitlement	Definition
Fair Work Information Statement	Employers have to give the Fair Work Information Statement to all employees.
Maximum weekly hours of work	38 hours per week, plus reasonable additional hours.
Requests for flexible working arrangements	Some employees have the right to ask for flexible working arrangements which can only be refused for certain reasons.
Parental leave and related entitlements	Up to 12 months unpaid leave, the right to ask for an extra 12 months unpaid leave and other types of maternity, paternity and adoption leave.
Annual leave	4 weeks paid leave per year, plus an extra week for some shift workers.
Personal/carer's leave and compassionate leave	10 days paid personal (sick)/carer's leave, 2 days unpaid carer's leave and 2 days compassionate leave (unpaid for casuals) as needed.
Community service leave	Up to 10 days paid leave for jury service (after 10 days unpaid) and unpaid leave for voluntary emergency work.
Long service leave	Entitlements are carried over from pre-modern awards or from state legislation.
Public holidays	Paid days off on public holidays unless it's reasonable to ask the employee to work.
Notice of termination and redundancy pay	Up to 4 weeks notice of termination (plus an extra week if the employee is 45 and has been in the job for at least 2 years) and up to 16 weeks redundancy pay.

Based on 'What are the 10 NES entitlements?' www.fairwork.gov.au.

Learning activity

1. Explain the conflict that might arise if a workplace does not consider employees' cultural differences.
2. Analyse how workplace structures are used to support employers' and employees' rights and responsibilities and how the rights and responsibilities can affect:
   - the employer's and employees' wellbeing at the workplace
   - the efficiency of work practices.
3. Examine the extent to which equal access to work entitlements for females and males can be provided at the workplace.

Maintaining work and life balance

It is important that we maintain a balance between our work and other aspects of our life. If we dedicate too much time to one aspect of life, other areas of life can suffer. For example, we might lose contact with our friends because we are working too hard, or we might be fired from our job if we are socialising too much and not taking our work seriously.

We can use various strategies or techniques in order to achieve a good and realistic balance between the various areas of our life. In using these strategies and techniques, we adopt individual roles in relation to meeting our personal commitments and pursuing our interests and use resources and access support so we can manage our multiple roles.

Family members often have to 'multi-task' in order to meet both their fellow family members' needs and their own needs. They have to manage their resources and control their work commitments and responsibilities as their family circumstances change. Employees are increasingly being supported at the workplace so they can better manage expectations in relation to both their work and their family.

Individual roles

We need to plan and establish ways to stay involved in activities in relation to imperatives such as work, leadership, parenting or caring, volunteering, religion and recreation. It is important we maintain a balanced life so we do not neglect some areas and are able to maintain a healthy outlook and positive wellbeing.

Personal commitments and interests

We have to meet multiple commitments throughout our working life, so it is essential we know how to balance and manage our commitments and interests so we can continue to have a fulfilling life without feeling as though we are always working hard and never having any time to relax. The average person will have to balance his or her working life in relation to his or her leadership roles, parenting and/or caring, volunteering, religion, recreation, study and hobbies, as outlined in Table 8.10.



Figure 8.20
It is important that we plan all areas of our life by incorporating them in a record of the weekly tasks we need to complete.

Table 8.10 Personal commitments and interests.

Role	Explanation
Work	Work involves undertaking a task in order to reach a specific goal. We work to make money to support ourselves and other people e.g. we need to buy food, pay bills and meet the extra expenses involved in doing something such as going on holidays. There are many types of work in relation to the career path we might choose, and there are also-various patterns of work e.g. full-time, part-time, casual and job share.
Leadership	Leadership is defined as any role that involves an individual or individuals taking a managerial position where they give direction to others. There are numerous areas of life that will require an individual to take on a leadership role. Some of these include leadership positions within the workplace, sporting leadership, leadership roles in hobby groups, leadership in relation to an individual's child e.g. being the coach/manager/scorer of their child's soccer team.
Parenting	Being a parent involves being responsible for another individual's wellbeing. It is a full-time, permanent commitment and most parents and carers have to work to support their family. Parenting involves tasks such as providing food, shelter and affection, educating, disciplining, involving children in extracurricular activities and so on. It is important to balance working commitments with parenting roles so that the child is given the best possible upbringing.
Caring	Caring involves being responsible for another individual who may not be able to do so themselves. Individuals who need a carer are often dependent on that carer and so careful consideration needs to be made to ensure an appropriate balance between caring and work can be established. The roles of a carer may include taking an individual to the doctor, to do their shopping, stimulating them mentally, driving for them and so on.
Volunteering	Volunteering relates to the act of doing a certain job or task without getting any material benefit from doing so. There are numerous areas an individual may choose to volunteer in, including within the workplace and outside of the workplace. Examples of volunteering could include volunteering to drive in a carpool situation, volunteering to pick up lunch for fellow employees, volunteering at a child's school canteen or volunteering to coach on the weekend.
Religion	Religion concerns the faith one follows, or an individual's belief system. It is important to balance one's religion with their working life. Work can impact on an individual's faith both positively and negatively. For example, as discussed above, workplaces may have a prayer room where employees can take time out to worship or pray. Other workplaces may be against discussing religion and may not be accepting of prayer time or certain events in the religious calendar including traditions like Christmas and Ramadan.
Recreation	Recreation involves any activity an individual participates in for enjoyment. If a person is always working and does not have time for recreational activities, they may become stressed and start to lack fulfilment in their everyday life. It is important to have a good balance between work commitments and recreational activities.

Table 8.10 Personal commitments and interests. *Continued…*

Role	Explanation
Studying	Studying relates to taking time out to rehearse or learn certain content. Studying is often done before some sort of assessment. Individuals may study for a variety of different things including their HSC, a driving test or a job interview. It is important, especially for young people to balance casual work with their studies. If a person works too much and neglects their study they may perform poorly in their assessment.
Hobbies	Hobbies are similar to recreation activities and include any interest an individual has that they enjoy doing in their spare time. It is important to have a good balance between work and hobbies. Some individuals decide to have a career in a field that corresponds with their hobbies, that way working becomes more enjoyable. For example an individual who has a hobby of painting may choose a career as an art teacher.

It is not unusual for personal commitments and interests to overlap. For example, in being a parent or carer, we might take on a specific leadership or voluntary position, or we might develop a hobby because of what we are studying or because of our religion.

Learning activity

Survey a range of people in order to determine the range of the roles they undertake away from their workplace. Correlate the results, and present them in a graph.

Individual strategies for managing multiple roles

We can adopt the following strategies in order to adopt multiple roles so we can better manage our personal commitments and interests: negotiation and sharing of roles, management of resources, use of technology, accessing of support, and using workplace structures, all of which are outlined as follows.

Internet activity

Visit **http://blogs.hbr.org**, and search 'How to juggle multiple roles'. Discuss the three major tactics.

Negotiation and sharing roles

Family members need to negotiate and share their roles in order to both meet all the members' needs and ensure that the family is functioning effectively as a whole. They need to negotiate how they can balance their work and other commitments as well as parenting and caring roles and the tasks associated with them, such as cooking and cleaning.

The roles and responsibilities entailed in family life have to be shared among family members who are both able and willing to complete various tasks. For example, the father and mother might take on specific roles to ensure that the family keeps 'running smoothly'.

As dependants become older, they might be able to take over roles that other family members have been fulfilling. For example, parents might give an older child a chore, such as vacuuming, that they no longer have to do. They might require an adolescent child to cook dinner sometimes or care for his or her younger siblings so the parents can meet their various work commitments. As adolescents start to be able to look after themselves, their parents or carers might have to work longer hours. As dependants finish their studies and enter the workforce, they might contribute to the family income by paying 'board' – a payment to cover rent and/or living expenses – or paying various household bills.

As identified, family members can negotiate and share their roles and responsibilities. As any members' circumstances change, everyone can assess and re-assign the various roles together.



Figure 8.21
Family members need to negotiate their roles so that all the members contribute something.

"As dependants become older, they might be able to take over roles that other family members have been fulfilling."

Learning activity

Create a scenario in which two people are failing to negotiate and share their roles. Then swap with a partner and create a solution for his or her scenario.

Managing resources

Family members are often subject to multiple role expectations because they have to undertake various family-associated tasks in order to meet everyone's needs and enhance everyone's wellbeing. To effectively manage multiple role expectations, family members need to prioritise their responsibilities. They might find it impossible to meet all their responsibilities in one day or even one week, so they need to prioritise each task according to its level of importance and to balance each family members' daily-life needs.

In relation to time, parents or carers need to delegate various tasks and responsibilities to various family members. There has to be a 'division of labour' within the family unit whereby roles and responsibilities are separated into various categories or tasks that various family members can take on.



Figure 8.22
Parents or carers who manage their household resources have more time to spend with their children.

As discussed, the roles and tasks have to be negotiated and shared so they are undertaken and completed within the time available. For example, after school one afternoon each week, the mother might have to work late, the father might have to take one child to sports training, and the eldest child might have to do some washing and prepare dinner for the family. If the necessary tasks are not delegated, one family member would not be able to complete it within the allocated timeframe.

In relation to technology, families might be able to purchase and use a number of labour-saving devices and assistive household technologies in order to manage their family roles. For example, they might use a clothes dryer to dry their clothes rather than hang them on an outdoor clothesline, or they might use a rice cooker to cook their rice rather than have to spend time stirring and monitoring the rice as it is being cooked on the stove top. The main purposes of the multitude of technologies that are now available are to make family members' roles and responsibilities easier to undertake and to free up the members' time for work- or leisure-related activities.

In relation to minimisation of family members' responsibilities, a common trend is to eat out or purchase takeaway food. During the week, a family might eat out or consume fast food for a combination of reasons, including that the parents or carers have work commitments or they might have to work late and are therefore unable to prepare the evening meal. The parents may also need a rest from their hectic schedule. and might therefore decide to have a night off from cooking. Another trend is to purchase and prepare the pre-packaged or instant foods that are available at supermarkets. Time-poor parents or carers might purchase a frozen meal or an instant product such as two-minute noodles or 90-second rice because their work commitments are having an impact on their ability to meet their family responsibilities.

Parents and carers also need to use support networks in order to meet the multiple role expectations that are placed on them. When necessary, they might call on a family friend or a fellow family member to help out by doing something such as picking up the children from school, caring for them and taking them to sports training or tutoring. Parents and carers often use formal support networks by, for example, hiring a cleaner or outsourcing their washing and ironing to local businesses.

Using technology

Using technology is a very efficient way to manage multiple roles. Technologies have been designed to make completion of tasks easier, quicker and more efficient. We use all sorts of technologies to make every aspect of life more efficient so we have more time to complete other tasks. For example, the present-day method we use to boil water – boiling the water in a kettle – is much faster than the methods people had to use a century ago.

Internet activity

Visit **www.ivyexec.com/executive-insights**, and search 'Technology at the workplace: 5 reasons to keep up'. Use your own words to discuss the findings.

Because of that simple technological advance, we need much less time to complete the activity of boiling water and are able to spend the time doing something else that is either more important or more urgent. A mother, for example, might use her phone calendar to type up all the family members' commitments for the coming week. When one family member has a commitment to keep, the mother might use her phone to send the family member an alarm sound to remind him or her to stop what he or she is doing and head to the other appointment or engagement. If we had to wash all our clothes by hand, we would have to spend a lot of time doing our washing, whereas nowadays, as a result of invention of the washing machine, we no longer have to undertake that type of work and can therefore save both time and energy and go on to do something else such as finish an assignment, take a work conference call or complete an online quiz for our university studies.

Accessing support

Individuals as well as families need to use support networks in order to meet the multiple role expectations that are placed on them. They might choose to use formal and/or informal support. Three examples of formal-support providers are day-care centres, speech pathologists and 'before-school care' centres.



Figure 8.23
The members of a workplace support group debriefing after a workplace incident.

Informal support might include calling on family members and friends to help when necessary by doing something such as picking up the children from school, caring for them and taking them to sports training or tutoring. Many parents and carers use formal-support networks by doing things such as hiring a cleaner or outsourcing their washing and ironing to local businesses.

Using workplace structures

Many workplace initiatives have been put in place in order to help employees manage their multiple roles. Some employees might not even know what services exist at their workplace because they have never had to access them. As discussed, the head office of St George Bank includes a childcare centre for the bank's staff members to use. Larger workplaces, especially occupations that potentially involve dealing with stressful situations such as nursing, teaching and law enforcement, may have the resources to employ a staff counsellor for employees to access. Employees are encouraged to access these resources if they are suffering from work related or personal stress. Many people find it feasible to work because they can access this type of help at their workplace.

Learning activity

Devise strategies that people can use so they can effectively manage the multiple role expectations they have placed on them as a result of changes in circumstances.

Youth employment

'Youth employment' is a term used to categorise young people who are between approximately 15 and 24 and are in the workforce. 'The youth unemployment rate is the number of young unemployed people expressed as a proportion of the labour force.'

Source: 'Labour Stats 101 Youth Unemployment: a quick guide' www.aph.gov.au.

The 'youth unemployment rate' is the number of young people who are eligible to work but are not working. Australia's youth unemployment rate currently stands at 17.3 per cent.

Source: ABS data, July 2014, Labour Force Australia, cat. no. 6202.0, Canberra.

If we bear that statistic in mind, we realise how important it that young Australians acquire specific skills to help themselves both attain and retain a job.

Internet activity

Visit **www.youthconnect.com.au**, and navigate the site for more information about youth employment.

Issues that impact on youth employment

A number of issues have an impact on employment of people who fall within any age bracket. Specific issues become evident when we are exploring young people's employment, because of the nature and inexperience of young people as a group and the issues they therefore face at the workplace. These issues are outlined in Table 8.11.

Table 8.11 Issues that impact on youth employment.

Issue	Outline
Personal management skills required in the workplace	All workplaces require employees to have specific sets of skills. Often these skills are developed through maturing within a company and past experiences as an employee. However young people often do not have very much past experience because they have not been in the labour force for a long period of time. Personal manage skills required within most workplaces include: ▪ Being on time ▪ Getting work done within timeframes or ▪ Knowing when to make changes to plans if it is not feasible/no longer working ▪ Managing and dealing with conflict ▪ Knowing how to negotiate ▪ Managing data and files into logical sequences ▪ Being responsible for one's tools and equipment
Steps taken to prepare and plan for a career	There are numerous steps a young person can take to prepare and plan for a career. ▪ Studying and applying oneself through school and further education will allow them to get better marks and be closer to attaining their dream job. ▪ Brainstorming what things a person is interested in and working out what careers match up with these interests. ▪ Ask people in the field whether it is neighbours, friends, posting a question online to gauge what other people in the career did to get to where they are. ▪ Consider one's online profile. If applying for a job an individual should really consider how the social media sites make them look to the prospective employer. Photos of someone always out late and statuses that are not suitable such as statuses implying illegal activities are not ideal when applying for a job.
Predominant patterns of work of young people	Due to the nature of this group, there are some predominant work patterns prevalent. ▪ A lot of young people are undertaking full or part time study and often their type of employment is part-time or casual. ▪ Job may be only temporary – may be working full time in school, TAFE or university holidays and have to resign when study resumes. ▪ Could often been seen as a job rather than a career – due to lack of experience/skills, the workplace youth are involved in may not be the workplace they want to have a career in. Many young people work in retail or hospitality but do not see that as their career, but rather a means to receive an income whilst they are studying.

Table 8.11 Issues that impact on youth employment. *Continued…*

Issue	Outline
Rights and responsibilities of young people in the workplace	All individuals have rights and responsibilities within the workplace. Due to the nature of this group and the duty of care, their rights should be considered but it is often this group whose rights are ignored. Young people have a right to: ▪ Receive at least the minimum wage ▪ An explanation of any awards applicable to them in the workplace ▪ Safe working environment free from threat of injury or any form of abuse ▪ Reasonable working hours ▪ Take time off providing they give enough notice without feeling threatened that they will lose their job (casual workers). Young employees have very similar responsibilities to any other group of employees: ▪ Show up to work on time and stay till shift has finished ▪ Give enough notice when they cannot make a shift ▪ Do the work set out for them ▪ Listen to and treat employer and other employees fairly and with respect.

Internet activity

Visit **http://worksite.actu.org.au**, and search 'Radical Ralph'. Watch the video, and write a short report about the importance of keeping your online identity separate from your work identity.

Learning activity

Undertake a case study of the issue of youth unemployment. In your case study investigate the following issues:

- Factors that contribute to youth unemployment
- The term 'generational unemployment' and its impact on youth unemployment
- Strategies for a young person who is trying to optimise his or her employment prospects
- The health impacts associated with long term unemployment.

Revision questions

1. Interview someone from the Baby Boomer generation and someone from Generation Y in order to compare and contrast their definitions and understanding of work.
2. Predict how the contemporary definition of work might change as technology continues to be developed.
3. Outline how work can be a contributing factor in meeting of specific needs.
4. Compare and contrast the needs that are met by way of various types of work.
5. Outline each of the patterns of work, and evaluate their suitability for young people.
6. Explain how values and work status have an impact on how a person perceives work.
7. Distinguish between paid and unpaid work. Identify the benefits that people gain from doing paid and unpaid work.
8. Outline the various patterns of work, and use ABS statistics to identify the trends that are occurring in Australia's workforce.
9. Assess how gender affects the nature of work, for example in relation to the differences that exist between men's and women's paid and unpaid work.
10. Predict how gender perceptions will have an impact on patterns of work in the future.
11. Outline a range of jobs that your family members and friends participate in. Explain how the value and status associated with the roles differ. Justify your response.
12. Construct and conduct a structured interview with two of your adult family members in order to examine how their needs are met by way of work. Record your responses, and present your results in a report.
13. Predict the government's role in addressing the rise in unemployment as a result of the Global Financial Crisis.
14. Explain how patterns of work are being affected by technology and specifically computers, automation and robotics, and research and development.
15. Research a major Australian business, and examine how various groups in society are provided with equal access in relation to working with the business.
16. Outline how education, re-training and technology result in changes to patterns of work.
17. Describe the advantages and disadvantages of flexible patterns of work for employers and employees.
18. Identify the range of regulations and entitlements that are applicable for employees and employers.
19. Explain the importance of having rights and responsibilities at the workplace.
20. Explain a range of leave entitlements a full-time employee is entitled to.

Preparing for the HSC

Overview

This section of the textbook presents a range of skills and strategies which can be utilised when preparing for the HSC.

It covers note-taking skills, provides an example of a study timetable, discusses memorisation techniques, exam preparation, stress management and outlines how to manage the dynamic components of health.

'Exploring CAFS' comes with an online copy of a Higher School Certificate Revision Paper, to match the Board of Studies format to introduce students to the layout of the HSC examination and provide means for revision.

The following sections present a range of skills and strategies which can be utilised when preparing for the HSC.



Figure 9.1
A range of skills and strategies are essential for HSC success.

Study skills

Many students may feel overwhelmed by the studying process, especially throughout senior high school and when preparing for the HSC.

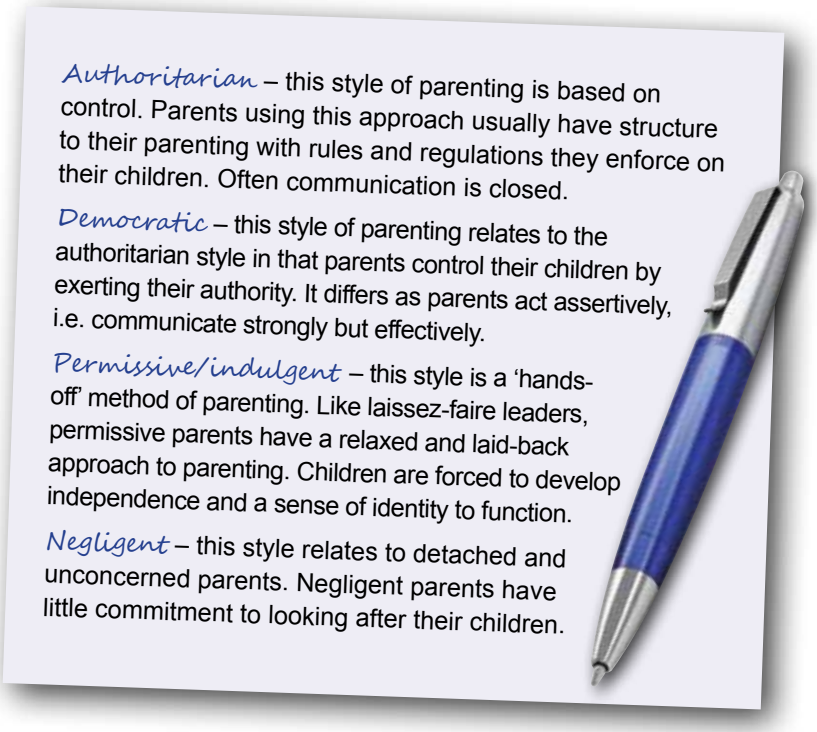
There are a variety of activities individuals can perform to support their revision and get the most out of the studying process.

Note taking skills

As students learn the various concepts and ideas associated with a particular subject, it is beneficial to take notes and summarise information. Notes need to be legible and meaningful, so when they are revisited at a later date, they can easily be read and understood.

Notes are also more effective if they are concise. A common practice is to take notes, then rewrite the notes, condensing them based on crucial content.

For example, when note taking or summarising information on the styles of parenting your first set of notes may read:



After you have become familiar with the content, you may rewrite your notes, condensing the information further, such as:

Authoritarian – based on control, communication is often closed.

Democratic – authoritarian style, parents exert their authority, but assertively.

Permissive/indulgent – 'hands-off' method, relaxed and laid-back approach.

Negligent – detached and unconcerned, little commitment.

Study timetable

Study timetables are a great way of visually representing study requirements and commitments. Students can develop study timetables based on their school and social commitments.

An example of a study timetable is outlined in Table 9.1.

Table 9.1 Example of a study timetable.

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
7-8am	Exercise Breakfast	Sleep Breakfast	Exercise Breakfast	Sleep Breakfast	Exercise Breakfast	Sleep	Sleep
8-9am	Get ready for school	Get ready for school	Get ready for school	Get ready for school	Get ready for school	Sleep	Sleep
9am-3pm	SCHOOL					Social activities	Social activities
3-4pm	Take bus / snack	Take bus / snack	Take bus / snack	Take bus / snack	Take bus / snack		
4-5pm	Math study	Math study	CAFS study	Business Studies Study	English study		
5-6pm		Soccer training		Karate	Biology study		
6-7pm	Dinner / TV	Dinner / TV	Dinner / TV	Dinner / TV	Dinner / TV	Dinner / TV	Dinner / TV
7-8pm	English Study	Biology study	Business Studies Study	Drama study	Social activities	Social activities	CAFS study
8-9pm							Drama Study
9-10pm	TV / computer	TV / computer	TV / computer	TV / computer			TV / computer
10-11pm	Reading / sleep	Reading / sleep	Reading / sleep	Reading / sleep			Reading / sleep

The study timetable above illustrates a well balanced approach to study, rest, exercise and social activities. It indicates early morning exercise three times a week, with two moderate sleep-in's before school followed by more sleep on the weekends. It splits study time to cater for the needs of 5 different subjects, whist allowing time after school to relax before study and after study to wind down before bed. It allows moderate entertainment during the week through TV and the computer, with a substantial amount of free time on the weekend to attend social activities and partake in leisure pursuits.

In busy times, the timetable could be altered to focus on study in subjects requiring attention (such as math if the student is struggling). The hours on the weekend could also be split up to cater for an increase in study requirements, especially before and whilst sitting exams.

Memorisation techniques

When preparing for an exam, there is a variety of information that needs to be memorised. Individuals benefit from using varying techniques associated with memorisation.

Common practices include:

Images - individuals can use images and colours to promote memorisation. For example, the 6 hats, developed by Edward de Bono refer to 6 ways of thinking. A student may only need a visual representation of the hats to remember the characteristics of the different ways of thinking.

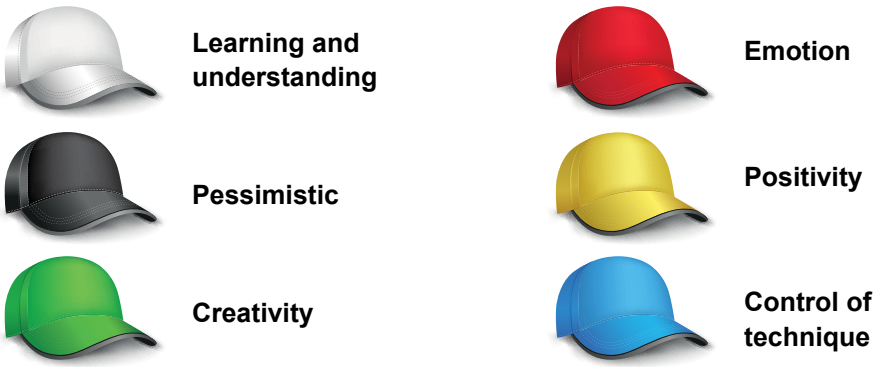


Figure 9.2
The 6 hats refer to the different ways of thinking.

Mnemonics - individuals use mnemonics by associating things to help remember something else. A common use of mnemonics is to associate letters with words to memorise content. For example, to remember the resources that influence the relationships between dependents and their carers, the acronym HEFT could be used - Housing, Energy, Finance, Time.

Students may also find the following useful when studying and preparing for the HSC:

- Creating mind maps or diagrams to represent information.
- Using study cards or the study guide supplied with this text.
- Creating posters and images to place around the house or in study environments to promote understanding of various topics and content.
- Revising with friends and/or family members.

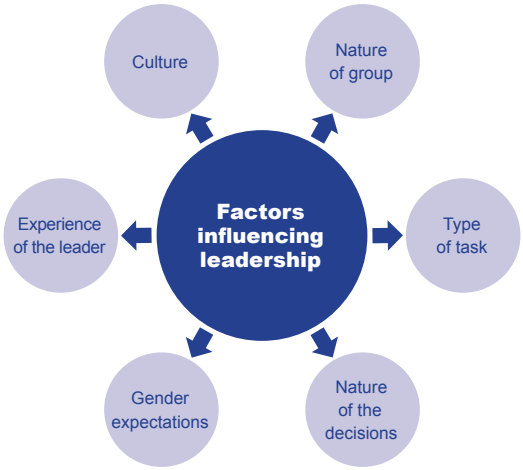


Figure 9.3
Mind maps are a useful tool when studying.

Exam preparation

The following guidelines refer to preparation that can be done for exams over the entire length of a course.



Figure 9.4
Studying is more enjoyable in a pleasant environment.

Long term (entire course)

- Familiarise yourself with the exam format, i.e. types of questions, time frames etc.
- Practice exam-style revision questions
- Practice revision papers
- Develop a revision timetable
- Create summaries of the subject content as you conclude each topic

Medium term (2 months before exams)

- Develop a revision timetable ensuring all topics are covered appropriately
- Spend more time on topics you are less confident about
- Test yourself on key concepts and definitions
- Revisit summaries of the subject content and compact them into succinct and concise outlines

Short term (Prior to and during exams)

- Develop a revision timetable ensuring subjects are covered as exams take place
- Use relaxation strategies to overcome stress
- Constantly revisit your summaries and test your knowledge

Stress management

High school can be a demanding time for students who must juggle assessment tasks, exam preparation, homework, extracurricular activities and high expectations from teachers and parents.

Everyone is different and people respond to stressful situations in different ways.

People that are overstressed must deal with the situation or if ignored they may become ill. Your body will normally send you signs that you are overstressed.

These include:

- physical exhaustion
- headaches
- sore muscles
- insomnia
- indigestion
- depression
- rashes
- loss of confidence
- hair loss
- lack of concentration
- anger
- irritability

There are some simple things you can do to reduce stress. These include:

- positive self-talk
- resolving conflict
- progressive muscle relaxation
- meditation
- regular exercise
- a balanced lifestyle
- breathing exercises
- seek help

Components of health

Throughout your senior years of high school, it is important to maintain a healthy and balanced lifestyle. Your overall health is determined by a number of dynamic components.

Ensure you are effectively managing the dynamic components of your health.

Cognitive health – make informed decisions, set goals, understand and be responsible for the consequences of your behaviour.

Physical health – eat well, exercise frequently and get appropriate amounts of sleep to maintain good physical health.

Social health – effectively communicate and work cooperatively with your peers. Ensure you maintain meaningful relationships throughout the HSC by creating a harmonious balance between study and the rest of your life.

Emotional health – practice various techniques and use support groups to ensure you emotionally cope with the ups and downs of the HSC.

Spiritual health – maintain your connectedness with others and the community. Don't spiritually isolate yourself from your values and beliefs.

Glossary

The following words and concepts have been defined in the context of the material presented throughout the textbook.

Agreement – the settlement of conflict or the arrangement or deal the involved parties have agreed upon to manage or minimise conflict.

Arbitration – a form of alternative dispute resolution (ADR) whereby a neutral third party is used to manage and settle conflict.

Bias – the distortion of research and results due to unfair influence from individuals' ideals, values and opinions.

Bonding – the relationship between the sender and receiver, i.e. the emotional affiliation that exists between sender and receiver.

Censorship – the omission or suppression of information considered objectionable, sensitive or potentially harmful.

Child development – the period between birth and adolescence where an individual grows and develops biologically and psychologically.

Cohesiveness – the strength that holds a group together. It refers to the bonding or interactions of a group that enables them to maintain focus to achieve a specific task or goal.

Complex problems – those which require critical thinking and evaluating.

Complex technologies – technologies that are more complicated or have many components or parts.

Communication – the exchange of thoughts, messages and information.

- **Interpersonal communication** – external communication between individuals. The sender and receiver of information are separate people.
- **Intrapersonal communication** – the internal communication that a person possesses. The individual is the sender and receiver in the communication process.
- **Non verbal communication** – the process of communication through sending and receiving wordless information. It includes body language such as posture, gestures, eye contact and facial expressions.
- **Public/mass communication** – messages that are produced and transmitted to large groups of individuals.
- **Verbal communication** – the basis of communication between people. Verbal communication can be split into oral and written communication.

Community responsibility – community based decisions (usually through community groups, local councils etc.) and their accountability for such decisions.

Conformity – the way in which the norms of a group are followed.

Consensus – the process of coming to an agreement or compromise within a group.

Decision-making – the cognitive process of reaching a decision.

Demographics – the classifications of people and their characteristics including age, gender, race, education, employment and income level.

Dictatorship – one individual who makes a decision affecting an entire group.

Disclosure – the revealing of information.

Efficiency – the ability to do something without wasted energy or effort.

Equity – relates to equality and fairness amongst individuals.

Ethics – the questioning of right and wrong and positive and negative affects on individuals and environments.

Genetic engineering – the set of techniques used to change the genetic material of a cell or living organism.

Goal – an objective that is driven by the desire to achieve an outcome.

Groups

- **Primary groups** – those where members have strong, lasting relationships with one another.
- **Secondary groups** – those where interaction is less personal and individual involvement within the group is more variable.
- **Temporary groups** – those that are formed for a specific or limited amount of time.
- **Permanent groups** – those that are formed for an extended period of time and include committed members.
- **Formal groups** – those that are created to perform certain tasks and assign specific responsibilities to members.
- **Informal groups** – those that occur naturally in response to various situations.

Group belonging – the happiness and security an individual feels by being part of a group.

Group responsibility – shared responsibilities between a group who are collaboratively making decisions.

Heredity – the passing of traits and characteristics from one person to another.

Individual responsibility – the personal responsibility an individual possesses over their decisions and actions.

Interchangeability – the exchange of resources for goods and/or services.

Job – an activity an individual performs or their responsibility to do something.

Job share – an arrangement between two or more people where the roles and responsibilities of a job are shared.

Leadership – leadership relates to the guidance and direction an individual gives to others in order to achieve a common task or goal.

Lifespan – the period of which something is functioning, i.e. the period between life and death.

Mediation – the process of reconciling the conflict associated with involved parties, usually through a third-party (known as the mediator).

Need – something that is necessary for survival and overall wellbeing.

Negotiation – involved parties discussing the conflict and cooperating with one another to come to an agreement or settlement regarding the conflict.

Norms – the standards of a group in terms of behaviour and functioning.

Peer acceptance – the willingness to be included and the inclusion and acceptance of others in activities and life experiences.

Pilot – the testing of a research methodology to discover, assess and eliminate problems before the complete study.

Pregnancy – the period between conception and birth where a woman carries a foetus.

Primitive technologies – traditional or simple technologies, often including tools and techniques associated with survival.

Qualitative research – used to gather more in-depth information that can be analysed.

Quantitative research – used to gather quantitative data, i.e. data that can be measured.

Referendum – the process of all involved parties voting 'yes' or 'no'.

Reliability – the consistency of research findings.

Reproductive technology – the use of technology for human reproduction.

Research – investigation based on the intention of finding out information.

Resolution – the outcome of the implemented agreements.

Resources – things that are useful to humans, things that give us greater capabilities for accomplishment.

- **Economic resources** – resources that can be measured monetarily. They include natural and man–made resources that have a monetary value attached to them.
- **Non-economic resources** – resources that cannot be accurately measured by money and have no relationship to finance.
- **Human resources** – the skills and abilities that individuals possess.
- **Non-human resources** – those that are not 'life', for example water, food, petrol, computer and trees.
- **Formal resources** – those that are provided to enhance wellbeing. For example, doctors, schools and teachers.
- **Informal resources** – those available within an individual's microsystem. For example parents, peers and neighbours.
- **Finite resources** – those which can be limited. Finite resources are non-renewable.
- **Infinite resources** – those which are renewable and include energy and air.

Sampling – the characteristics of the chosen quantity of people. It involves the availability of and access to people used in a study.

Self-confidence – the determination of an individual's belief in their skills and abilities.

Self-esteem – the way an individual looks at themselves. Self–esteem comprises of an individual's perception of various concepts such as happiness, confidence, power, energy, hope and respect.

Simple problems – those which can be easily solved without the need for extensive decision making.

Socialisation – the process whereby an individual acquires the knowledge and understanding required to facilitate them to be an active member of a group.

Standards – socially constructed reference points that individuals and groups judge, and are judged by.

Stress – mental or emotional strain placed on an individual due to various internal and external factors.

Sustainability – the effective and efficient use of resources to ensure they are available for future use.

Technology – specific information and know-how related to development or production that is used to improve efficiency and communication.

Telecommuting – an arrangement between employers and employees where individuals 'commute' to work electronically.

Trust – the reliance a sender places on a receiver, in terms of character.

Validity – the legitimacy of findings. It refers to the nature of the entire research process and the justification of results.

Values – the principles an individual or group considers important.

Voting – a group of individuals who cast a vote or make an individual choice regarding a decision.

Want – something that is not necessary for existence.

Work – a function or exercise an individual performs to have an effect or outcome.

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