



Introduction to the Australian Workplace
New Australian Rules
Transition into Australian Schooling
Bringing up Children in Australia
Bringing up Teenagers in Australia
Talking Together for CALD Youth

Strengthening COMMUNITIES

EARLY INTERVENTION WORKSHOPS FOR MIGRANT AND REFUGEE COMMUNITIES

Toowoomba Agencies CALD Action Group

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Toowoomba Agencies CALD Action Group

Acknowledgments

The Toowoomba Agencies CALD Action Group (ACAG) was established in 2008 by the Community Action for a Multicultural Society (CAMS) Program in Mercy Community Services - Family Services Toowoomba. ACAG supports new and emerging communities settling from overseas in the region, with a focus on early intervention training.

Between 2008 and 2013, regional agency workers and community members collaborated in ACAG Development Teams to design training modules, facilitation methods and resources for delivering workshops in regional community venues to new arrivals in migrant and refugee communities.

Thank you to staff from the many service sectors in the Toowoomba region who gave their time, energy, experience and commitment to the ACAG initiatives. Thank you also to the many workshop participants who shared their ideas and insights and helped make the workshops a lively, engaging and enriching experience for everyone involved. (ACAG contributors are listed on the last page.)

About CAMS

CAMS is a partnership strategy between the Queensland State Government and community organisations which undertakes community capacity building activities for the benefit of people from culturally and linguistically diverse backgrounds and to strengthen cultural diversity across Queensland. CAMS is funded by the Department of Aboriginal and Torres Strait Islander and Multicultural Affairs (www.datsima.qld.gov.au).

Foreword

The Toowoomba region has taken great pride in welcoming and working closely with the many migrant and refugee families who have settled here over the last decade and built prosperous and productive lives.

Strengthening Communities has been produced by Toowoomba's Agencies CALD Action Group (ACAG), who came together under the auspices of the CAMS Program at Mercy Community Services – Family Services Toowoomba.

Strengthening Communities reflects the combined efforts of regional agency workers and CALD community leaders over many years in designing and delivering innovative early intervention workshops in key areas of settlement for families newly arrived from overseas.

These workshops aimed to help migrant and refugee communities understand how aspects of life in Australia would affect them and their families and how to manage these changes.

Each ACAG module was piloted and evaluated before being delivered, using interpreters, to community groups within an annual calendar of training. Participants came from communities settling here under Australia's immigration programs from Africa, the Middle East and South-East Asia.

Our region benefits greatly from the contributions new residents have made to our economic prosperity and social and cultural life. Many are now studying at TAFE and university in a wide range of disciplines, such as accounting, nursing, engineering and childcare, which will add valued skills to our workforce of the future. Others have secured employment in retail outlets, childcare centres, aged care facilities, government and non-government services and in local manufacturing.

I congratulate the many contributors to *Strengthening Communities* on their successful and long standing collaboration in working to support new arrivals from overseas to our region.

I hope that, in sharing this resource with providers and community members working with migrant and refugee families, we can continue to build enduring bridges between those of us who have been here for many years and those who have recently settled here from beyond our shores.

Frances Klaassen

Manager
Mercy Community Services – Family Services Toowoomba
February 2014



Strengthening
COMMUNITIES

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Introduction

1 ACAG Model: Collaboration in Action

An articulated philosophy of how agencies should work together across a region to identify communities' needs, share resources and collect data to gain an in-depth understanding of client groups has underpinned the work of the Agencies CALD Action Group (ACAG).

ACAG was formed by the CAMS Program at Mercy Community Services Toowoomba in 2008 to bring together agencies working with new arrivals from overseas to write and deliver early intervention workshops in key settlement issues and to forge closer links with Toowoomba's emerging communities.

Agencies invited to participate came from all sectors of services to residents of the region, including business and employment, children and family relationships, community groups, education, health, multicultural and refugee services, police and legal services and youth services. (A full list of participating agencies is available at the back of this resource.)

In establishing a structured process for regional cross-agency collaboration, we also wished to build cultural competence within front line service agencies that would support the region's growing cultural diversity.

ACAG has obtained a high level of stakeholder collaboration and community participation through its business principles. We agreed not to act as a forum for news and information exchange concerning CALD community issues, as this was undertaken in other arenas, but to focus on early intervention training as a means of community capacity building.

We understood that strengthening new communities and our own capacity to work with newly arrived families from other cultures also depended on gathering input and feedback from module participants, interpreters and facilitators. This process of feedback and sharing gave us a wealth of ideas that were exchanged at our monthly meetings, as well as with our clients and the community more broadly. In this way, early intervention broadened to become 'advocacy through collaborative action'.

Since then, ACAG members, drawn from over thirty regional agencies, have researched and written six training modules in areas of settlement that were identified as a priority for new communities and the region.

Module development process

We set up ACAG Development Teams with broad government and non-government agency and CALD community representation. This enabled us to design module content that was grounded in research, cultural experience and formal and informal evaluation and feedback. The development process for each module included agency-community consultation, content

development and drafting of resources, followed by a pilot workshop and evaluation that led to the final product. The modules have become a popular suite of offerings routinely delivered by agencies with clients from a range of CALD backgrounds, in community settings, including schools.

In preparation for working with CALD communities, we arranged specialist professional development for the ACAG membership. This included a two-day program on working with qualified interpreters, both telephone and face-to-face, followed by training on the cultural and linguistic skills needed to work with adults and young people from CALD backgrounds.

In our development meetings, we also discussed delivery methods appropriate for the wide variety of cultural and educational backgrounds among our clients. We worked on methods for participant recruitment, the cultural and logistical suitability of local venues, sharing resources across agencies, developing an annual calendar of training, identifying community language groups and interpreters and ideas for promotion and publicity. Acting on evaluation reports throughout meetings was vital to our success, as members were able to reflect systematically on the practice of collaboration as module delivery took place.

Business model

ACAG operated with no direct funding. Instead, we developed a resourcing model based on contributions coordinated within a sustainable community development framework. Under this model, agencies agreed to work closely with and support each other's efforts.

Member agencies supported ACAG with module development time, facilitation hours, catering, transport and childcare at a level commensurate with their resources and commitments.

We agreed to share our outcomes, enabling us to incorporate our early intervention work and its outcomes into our individual agency work plans. This then allowed collective program reporting to identified stakeholders, including CALD community members and relevant government and non-government bodies, across participating agencies.

Clients for this resource

The primary client groups for this resource are migrant and refugee families settling in Queensland, with secondary clients in those agencies, community organisations and education institutions that have requested access to the modules for delivery to their constituencies.

2 Module Delivery: Learning From Experience

Before delivering a module, familiarise the delivery team with the characteristics, expectations and needs of the participants. A checklist for preparing for delivery includes:

- what is the module's duration?
- target group: who is this for?
- participants' experience of being in a training environment, learning styles, cultural expectations and needs, motivation for doing this module
- age groups
- literacy and numeracy requirements
- interpreter requirements
- gaining CALD community support for module delivery
- method of delivery: talking and listening; working in groups; demonstrations or role-plays; DVDs; overheads; printed handouts; short case studies with question and answer
- resources required
- outcomes to be achieved.

Workshop duration

The modules can be adapted for local delivery and each topic can be lengthened or shortened depending on available time and client interest.

Each module's duration is three hours. This timeframe works comfortably on a weekday or weekends from 11.00 am to 3.00 pm with a 45 minute lunch break. The timing enables parents to take and collect children from schools and maintains participant attention and helps them enjoy taking part in group discussions.

Setting up the venue

Team support at community venues, including assistance with catering, child care and transport, needs to be arranged well ahead of delivery.

We set up all workshops as mixed adult learning groups with informal seating arrangements, allowing participants to move about during the workshop.

Promotion and recruitment

We use a personalised approach to advertising to participants, which includes inviting community leaders to a morning tea information session, speaking at a community or church event to advertise the training or engaging community members in phoning around the community to encourage and mobilise attendance.

Building personal relationships with key community members, particularly women, and gaining their support are vital for effectively promoting training. We have discovered the role of what we have termed 'the mobiliser', someone who endorses our program and actively contacts and encourages people to attend. This

may also include, on the day of the workshop, ringing potential participants and going to their homes with the drivers from the workshop's transport.

From our experience, we believe a 'mobiliser' needs to be:

- bilingual, to interact with community members and the transport driver
- convinced of the value of the program
- capable of informally advocating for it to community members
- comfortable with the cross-cultural gaps that we all fall into at times
- resident in the locality for a while
- experienced in cultural transition sufficiently to feel comfortable working alongside non-CALD people
- available on the day to call CALD families on their mobiles and go to homes with the workshop transport, to encourage attendance
- available to call up those who have not attended after the workshop and tell them about the next one.

Decisions about who from within the family would attend were also timed and executed differently. Transport drivers reported that extended family members were phoning each other on their mobiles, as the car waited outside, to decide who would be going. Women in particular contacted other women on the morning of the workshop to encourage them to attend. The drivers would be directed to other homes to pick up people who had said, via mobile to a passenger in the car, that they also wanted to come along and could they be picked up en route. This made it difficult to devise a transport pickup route and schedule that could be advertised ahead of time and to use drivers' time efficiently.

We learnt that decision making about attending and the timing of decision making were culturally specific. A snowball process was used by the community to recruit participants on the morning of the workshop. Personal endorsement via a telephone tree of mobile phones turned out to be the key to getting people to the workshop on the day. We learnt that the real promotional tool is the community's internal links and that flyers promoting the program were only the backup to this communication process. The flyers proved to be more effective in promoting workshops to agency workers and some key CALD community workers. Participants recruited among themselves via their mobiles, on the day.

We learnt how the intersection of gender and community hierarchies can affect participation rates and a module's reach into a community. We are not sure of the effectiveness of speaking with community leaders, who are generally men, as a means of recruitment. It was unclear whether the message was actively passed on from this level into the community, as it would have to go initially to the male head of the household, who may not support the idea of family members attending.

Starting on time

We learnt that, as adult learners, the participants had a different interpretation of time in relation to 'starting' a workshop. Participants would be arriving for an hour or even an hour-and-a-half after a workshop's advertised starting time. Participants were not concerned that not arriving on time meant that the workshop may have started without them and that they might be missing some content. It appeared that, for them, 'starting time' related to the time most convenient for them to start at the workshop, not to the time that the workshop itself would actually start. Thus, it was difficult to start workshops on time and it was common for them to start from a half to three-quarters of an hour late.

However, we also learnt that participants' arrival time bore little relationship to their enthusiasm for attending and participating or to the value that they said they gained from being there. Eventually, the facilitators relaxed about this and 'starting time' became less of an issue.

Facilitation

The facilitators identified a number of challenges particular to delivering workshops to migrant and refugee communities. Key among these was dealing with the way in which the group assembled and incorporated newcomers without losing time in introductions and recapping material already covered.

Facilitators occasionally experienced difficulties in understanding what participants were saying, even with interpreters, especially when discussing definitions of legal age and parenting issues. Some facilitators felt that language differences were not the problem, but rather that these concepts were culturally absent. Participants reinforced this view in saying that they found it hard to understand the concept of 'freedom', for example, in bringing up children from an Australian perspective.

Interpreters

In our workshops we came to know our TIS accredited interpreters well and were able to give them the module outline before the delivery day to resolve any difficulties with new terms. The biggest challenge for them was translating complex new parenting and legal terms and the service delivery language that appears extensively in all our agencies' lexicons into language that could relate to participants' daily lives. However, as the training did not include a formal assessment process, it was not possible to determine whether participants understood these terms fully.

In workshops, participants would often speak at length and in detail. The interpreter had to wait to translate for the facilitator what was being said. Working with an interpreter meant that facilitators had to pace their communication with the groups somewhat differently. In general, it proved better to have only one community language being interpreted rather than using two interpreters at the same time in different languages, as this hampered

communication and slowed down the exchange of information and ideas.

We also asked the interpreter to evaluate the workshop at the end of each session and comment upon the difficulties they and participants had experienced with the module content.

Learning styles

The greatest challenge for us, after recruiting participants, was developing a delivery method that was appropriate for many adult learners from an oral culture. There was no common English language proficiency among the participants and we encountered widely varying types and levels of schooling and limited formal education.

The adult learning style most used was speaking and listening. Participants would listen to a brief exposition of a concept by the facilitator. They would then discuss the concept at length among themselves, with considerable elaboration and digression onto other, seemingly unrelated, topics. This process was slower than the exchanges between teacher and students we had in our minds when developing the modules. The amount of digression made the exploration of a topic convoluted, but we learnt that the digression ultimately comes back to the issue at hand. We now believe, from our experience, that learning in this cultural context builds up through interleaving layers of stories and shared experiences and not through receiving bite-sized chunks of knowledge from an expert, which is a more technocratic form of exchange. We saw that participants brought well-developed strategies for learning within a group setting through discussion.

The fluid starting times affected how we covered the module content. The ongoing arrival of participants during the first half of a workshop challenged us to be flexible in how we covered the issues in the time that ultimately was available to us. It brought home to us how, as facilitators, we were operating from within a culturally specific model of adult learning, predicated on a group in a workshop engaging with units of information in a timed sequence. To this group of learners, entering the learning environment late, when a discussion is already underway, does not mean losing your place in a learning sequence. Participants arrived and were welcomed by those already in the group, as a natural course of events. This raises some interesting questions for pedagogy for adult learners from CALD backgrounds, particularly where these backgrounds are within groups from an oral culture.

Using visual aids

We believed initially when designing the modules that DVDs would be an effective teaching aid with adult learners. This turned out not so much to be the case. Although participants welcomed being given DVDs to take home, few paid full attention to watching them in the workshop, even when in their community, and many participants turned away to talk with one another.

Participants reported that, for them, a key component of the modules' success was the space that was given for them to talk about their experiences in a group and to frame the changes they were experiencing in a more understandable way.

It is often believed that visual representations, such as pictures or posters, are effective teaching aids when delivering training cross-culturally. Some of our facilitators used images, graphics and line drawings as teaching aids in discussions. We found that there are cultural contexts to interpreting visual images that affect how much these aids can contribute to learning. Not everyone shares Western conventions of visual perception. On a number of occasions, an image which was passed around for comment failed to generate the kind of discussion facilitators had planned and would normally have expected to follow. The participants would describe the details of the image but would not actually say what was going on in it.

Gender and participation

We encountered gender differences in families' responses to the invitation to attend a module. Some men resisted their children being left at home with them in their care, while their wives went to a workshop. It was suggested by community leaders that this resistance was for two reasons: firstly, the men's fears that women could get to know more than they did and secondly, and importantly for agency workers generally, the perception within some newly arrived communities that being visited by government services means that a family has come to the attention of the authorities.

Some women did not want to leave their homes while their husbands were in the house. They asked transport drivers to come back later as they wished to leave only after their husbands had left. Not all women brought their children with them. Some said they wished to come on their own.

The mix and balance of gender in group sessions will need consideration during the recruitment process. Women's participation and their ability to have their voices heard need to be managed when men are the majority in a group. We have used a flexible approach, including a combination of adult women and men only, youth and their parents only, as well as mixed gender and age groups together when the workshops addressed general topics of life in Australia.

Childcare

We found that it was difficult to predict childcare needs ahead of time, even where families had advised that they would attend and transport had been arranged for them. We could not determine in advance which members of the family, including the children, would ultimately get into the vehicle. Right up until the time of departure, agreement about attending or, in many cases, permission from the husband to attend and decisions about which children

would also come along were being discussed within the family. Thus, childcare numbers could not be calculated in advance with any certainty, making it difficult to arrange for childcare workers.

At the workshop venue, some women preferred to keep their children close to them, while others were willing for them to be taken into the space set up for childcare. Our experience with newly arrived families is that they like having all family members attend workshop activities. We had used childcare assistance routinely but in recent times we have stopped this practice and allowed children to attend workshops with their parents without any problems. This is because we have found that children in the company of their parents are very well behaved and the adults feel comfortable and confident having their children with them.

We now provide the children play activities together on tables and mats at the back of the training room with butchers paper, coloured pencils and toys and the mothers check in with their children from time to time.

Working with one community or many communities

Finally, we learnt that there were some anomalies in how we conceptualise migrant and refugee communities who can have completely different histories, although they may come from the same geographical area. For example, we discovered that our decision to provide workshops in Dinka and Sudanese Arabic caused some concern among other language groups, who asked, what about us? Like agencies generally, we tended to refer to 'African communities' in a global and undifferentiated way, while newly arrived families from Africa living in this region have informal and formal groupings with differing community functions, memberships and loyalties.

Using this resource

This resource is designed to be a guide for agencies, community organisations and community leaders who wish to undertake early intervention training within their regions. It has been set up to be as flexible as possible and its module content and resources can be adapted to meet individual communities' needs and circumstances. Use local resources and material as much as possible to contextualise the content.

Conclusion

We have come to realise that working with migrant and refugee communities is part of an ongoing process in which we must acknowledge adult learning preferences from several cultural backgrounds. Stereotyping is counterproductive.

We have seen from their feedback that participants have a capacity for cultural assessment and a critique of their own

community's assumptions and biases and that they wish to be proactive in learning about the differences between their own and mainstream Australian culture.

We hope that *Strengthening Communities* and the results of our years of collaboration speak with the many voices involved and give readers inspiration, new ideas, resources and perspectives on early intervention training for CALD families.

David Barton

Coordinator

Community Action for a Multicultural Society (CAMS)

Program

Mercy Community Services – Family Services Toowoomba

Module Outlines

There are six modules in the suite of workshop offerings included in this resource.

Each module has a short-form syllabus for use in conjunction with facilitators' notes, handouts and evaluation instruments that agencies may choose to use.

The six modules are:

- 1 Introduction to the Australian Workplace
- 2 New Australian Rules
- 3 Transition into Australian Schooling
- 4 Bringing up Teenagers in Australia
- 5 Bringing up Children in Australia
- 6 Talking Together for CALD Youth

1 Introduction to the Australian workplace

Target group: young people and adults new to the labour market and working life in Australia.

Rationale: this module provides an introduction to the Australian workplace and a basic knowledge of participants' rights and responsibilities as a paid worker, as well as employer obligations. It also gives information on the local labour market, appropriate sources of employment support and advice and referral contacts.

Topics include: what is paid work; who is an employee or worker; who is an employer; knowing your local labour market; responsibilities of the employee; what rules does an employer have to follow; what rights does an employee have; understanding the tax system; where to get help.

2 New Australian rules

Target group: young people and adults recently arrived in Australia.

Rationale: this module introduces the rights and responsibilities associated with Australian law in a way that is accessible, practical and easy to understand. It focuses on five key areas: the rule of law; the right to be safe; the rights of the individual; rights to relationships and responsibilities of the individual. The module encourages a positive perception of Australian laws within recently arrived migrant and refugee communities. Participants are given information on sources of legal support, services and advice and referral contacts.

Topics include: everybody in Australia is covered by the same laws; role of the police; laws that provide community safety; rights of the individual, including age and the law; alcohol, drugs and smoking; rights to relationships, including consent and gender equality; freedom from violence and what is domestic violence; laws that protect

families and children; finding support to keep physically and emotionally safe; responsibilities of the individual, including duty of care; where to get help in emergencies.

3 Transition into Australian schooling

Target group: CALD students in schools and their parents.

Rationale: this module increases participants' understanding of teaching and learning practices in Australian schools, the role they can play in schooling and how to be a student in Australia. Participants are given school and community information on sources of support, service information and advice and referral contacts.

Topics include: using interpreters at school; parents asking questions; basic principles of learning and classroom arrangements; homework learning and homework policy; respecting others at school; parents' role in the educational process; education in the home and supported learning; organising yourself for learning; keeping the school informed about changes; school rules and administration procedures; being school ready; community supporting schooling; parents' role in schooling; teacher's role in schooling; school rules; further education pathways; goal setting; discussing problems with teachers and seeking extra help; what to do about bullying or harassment; services available in school.

4 Bringing up children in Australia

Target group: CALD parents who have children up to 12 years of age.

Rationale: this module highlights challenges faced by newly-arrived parents and examines the changing concept of family and parenting in the Australian community, including child protection. It builds on positive recognition of family functions in the new community and explores how parents have felt about parenting experiences after arrival in Australia. Information is given on child protection issues as well as sources of support.

Topics include: discussions about parenthood and raising children in Australia and child protection; different roles that we have as parents; what it is like to be a child; importance of being a child through a child's eyes; child's play is a parent's business; children's needs that help them grow into adults; differences in beliefs about what is the best way to raise children; things that are harmful to children's development; discussion about discipline; consequences for poor behaviour; safety in the home and in the car.

5 Bringing up teenagers in Australia

Target group: CALD parents with teenagers at home.

Rationale: this workshop covers issues related to

becoming an adult in Australia; problems faced by young people maturing in Australia; talking to teenagers and defining adulthood. The module also includes information on appropriate sources of support and services, as well as local referral contacts.

Topics include: becoming an adult in Australia; how teenagers are viewed in their country of origin; what teenagers say about their life in Australia; problems facing young people maturing in Australia; parents' memories of their own teenage years; issues outside the home, including racism, peer pressure, language difficulties, unemployment; talking to a teenager; messages teenagers get from Australian society about being an adult; parenting strategies; developing family rules; defining social activities and 'risky' behaviours; legal age in Australia; types of support for parents and teenagers.

6 Talking together for CALD youth

Target group: CALD teenage students in schools.

Rationale: this module gives CALD youth a framework within which to talk and share their challenges in cultural transition and living in Australia. Participants are given information on sources of youth support, service information and referral contacts within the region.

Topics include: icebreaker: your name, its meaning and significance; family structure; what does family mean to you; how do you fit into family structure; family concerns; what is important in your family; dealing with prejudice and discrimination; different views: how you see things, how your parents see things; trusting your parents; trusting a system; respect, friendship, rights, responsibilities and freedoms; dealing with problems; keeping strong and safe.



MODULE 1

Introduction to the Australian Workplace

Introduction to the Australian Workplace

Introduction to the Australian Workplace was developed in 2010 in response to problems migrant and refugee communities faced in understanding the local labour market and Australian cultural practices in the workplace.

The ACAG Development Team for this module included input from trade unions, employment agencies, the Regional Tax Assistance Program, multicultural workers and CALD community leaders.

The module aims to give participants an introduction to the workplace and a basic understanding of their rights and responsibilities as a paid worker, as well as employer obligations. This module can be delivered for men and women together and is also suitable for CALD students in schools, as well as migrant and refugee adults in the community.

Many participants in *Introduction to the Australian Workplace* have worked in their former countries but their qualifications and work histories may not be recognised here. Refugee entrants may not have sufficient documentation of their previous work skills and history. Some participants had found casual work and were seeking to increase their work experience, while others were recent arrivals who were studying and training and many were still learning spoken English.

Participants also wished to develop further skills in job seeking and job interviews and find information on current training opportunities, as well as guidance on the local labour market.

Module framework

There are eight topics in the module that can be delivered in one three-hour session.

1 What is paid work?

Topic includes: types of paid work (casual, permanent, full time, contract); holiday pay; sick pay; superannuation; paid work and volunteer work; how wages are paid; wages and Centrelink benefits.

2 Who is an employee or worker?

Topic includes: men and women in the workforce; teenagers and employment; self-employment.

3 Your local labour market

Topic includes: types of employers and businesses; small and large employers; women and men in management; areas of small and large employment; overview of local employment data.

4 Responsibilities of the employee

Topic includes: punctuality, respect and honesty; performance expectations; job duties; keeping good working relations with fellow workers; communicating properly with your employer; following reasonable

instructions from the employer; wearing appropriate clothes and footwear; following safety practices; notifying non-attendance whatever the circumstances; not fighting, drinking or taking drugs or using abusive language; informing Centrelink if you have a job.

5 Responsibilities of the employer

Topic includes: telling the worker their hours of work and work roster; paying the correct award wages; providing holiday leave and sick leave; offering the worker superannuation; paying for the correct number of hours worked with a payslip; paying the worker overtime worked; deducting the correct taxes and superannuation payments; making sure the worker has safety in their workplace and explaining duties and safe work practices; for an injury in the workplace, making arrangements for compensation; giving the worker a group certificate and a payment summary at the end of each year.

6 Rights of an employee

Topic includes: being paid the correct rate for the work; being paid on time; receiving a payslip with pay details and record of hours worked; having safe working conditions and being provided protective clothing if necessary; having prescribed work breaks; equal pay for equal work (men and women); having a non-discriminatory workplace; religious practices in the workplace.

7 Basic tax package

Topic includes: tax basics for migrants and refugees; paying taxes; tax file number; record keeping and tax returns; working with the tax department.

8 Finding help

Topic includes: what is a legitimate complaint; when it is necessary to make a complaint; where is help available; agencies that assist workers with workplace problems; Fair Work Ombudsman; Work Cover; trade unions.

Introduction to the Australian Workplace

3 hours duration

Module aims

- 1 To provide participants with an introduction to the Australian workplace.
- 2 To give participants a basic knowledge of their rights and responsibilities as a paid worker, as well as employers' obligations.

CONTENT	NOTES
<p>WELCOME</p> <p>Today we will talk about a range of issues associated with working in an Australian workplace.</p>	<p>5 mins</p> <p>Introduce workshop topics, facilitators and interpreters.</p> <p>Outline housekeeping, such as toilets and exits.</p>
<p>1 WHAT IS PAID WORK?</p> <p>Discussion points</p> <ul style="list-style-type: none"> • Types of paid work and their differences (permanent; casual; part time; contract; volunteer). • Paid work is different from volunteer work, which is not paid. • Pay for work hours can be given, depending on the job, on a daily, weekly or fortnightly basis and sent directly to your bank or be paid to you in cash. • Pay for work is not the same as getting money as a benefit paid by Centrelink. • Use of volunteer work in building a CV; volunteer work has responsibilities. 	<p>20 mins</p> <p>Group discussion</p> <p>Ask who has paid work, what type of paid work and who has done volunteer work to get to know the group.</p>
<p>2 WHO IS AN EMPLOYEE OR WORKER?</p> <p>Discussion points</p> <ul style="list-style-type: none"> • A man or woman can be paid to work in Australia. • A teenager can only work full time after finishing the school day (cannot work during school hours). • A worker is a man or woman paid money to do work. • Full time, part time, casual, self-employed. • A Centrelink recipient is not a paid worker. 	<p>10 mins</p> <p>Group discussion</p>
<p>3 YOUR LOCAL LABOUR MARKET</p> <p>Discussion points</p> <ul style="list-style-type: none"> • Describe small and big employers in the local area and job areas for men and j women (labour market segmentation). • Number of employers in the local labour market. • Number of people with a job. • Number of CALD people with a job. • A man or woman can be your boss and your boss may be from overseas. • What is a job seeker? • Number of people looking for jobs and who they are. • How long does it take to find a job? <p>Training and studying in job areas in your local labour market to increase your chances of employment.</p>	<p>10 mins</p> <p>Discuss the types of people employed in the local labour market and where there are paid jobs.</p> <p>Brainstorm session</p> <p>Ask participants to describe the type of employers they have had contact with or have approached for a job.</p>

4 RESPONSIBILITIES OF THE EMPLOYEE

30 mins

Ask participants:

- What behaviours do you think an employer will expect you to have for you to keep paid work?

Discussion points

- Timeliness, punctuality, respect and honesty.
- Not taking items away from the workplace.
- Performance expectations: each job has its duties.
- Asking for explanation if you don't understand something.
- Wearing clothing appropriate for the job.
- Keeping good working relations with fellow workers.
- Obeying work safety rules.
- Communicating properly with your employer and following reasonable instructions from the employer.
- Wearing appropriate clothes and footwear, following safety practices (lifting, operating machinery).
- Notifying non-attendance whatever the circumstances.
- Not fighting, drinking (alcohol and drugs) or using abusive language.
- Informing Centrelink if you have a job.

5 RESPONSIBILITIES OF THE EMPLOYER

30 mins

Discussion points

- Telling the worker their hours of work and work roster.
- Paying the correct Award wages.
- Giving holiday leave and sick leave.
- Offering to sign you up for superannuation: the employer will deduct some of your wages so that you can save up for when you are too old to work.
- Paying the worker for the correct number of hours worked with a payslip showing the hours worked and all deductions.
- Paying the worker any overtime worked.
- Deducting the correct taxes and superannuation payments from your wages; tax must be shown on your payslip.
- Making sure the worker has safety in the workplace and explaining duties and safe work practices.
- For an injury in the workplace, making arrangements for compensation.
- Giving you a payment summary at the end of each year showing how much tax you have paid for the year.
- Keep all the pieces of paper your employer gives you.

Use work scenarios participants may be familiar with.

Select two local job areas where migrants or refugees can find work.,

Small group activity
Organise participants into groups and work through the discussion points in relation to the job areas you have chosen above. Feed back to main group.

6 RIGHTS OF AN EMPLOYEE

30 mins

Discussion points

- Being paid the correct rate for the work; always check your payslip.
- Being paid on time.
- Receiving a payslip with pay details and record of all hours worked.
- Having safe working conditions and being provided protective clothing if necessary; employers cannot make you do a job that is not safe.
- Having prescribed work breaks and lunch periods; you must take your lunch break.
- Equal pay for equal work (men and women).
- Having a non-discriminatory workplace; your workplace cannot discriminate against you because of your skin colour or religion.
- Religious practices in the workplace.

Group discussion

7 BASIC TAX PACKAGE

Tax basics for migrants and refugees.

45 mins

This can be a stand-alone topic. Contact your nearest ATO or Regional Tax Assistance Program for a facilitator.

Basic Tax presentation: DVD 'Tax in Australia—what you need to know—introduction for individuals' from the Australian Tax Office (NAT 73079DVD-07-2009). Languages: Arabic, Chinese (Mandarin), Dari, Dinka, English, Karen, Korean, Farsi, Thai and Vietnamese

8 FINDING HELP

Discussion points

Things going wrong when you:

- are told to write down and claim that you have worked less hours than you have completed
- have been given the wrong pay or there are unexplained changes in your take home pay
- are not provided a payslip or record of what you are being paid
- notice that your hourly pay rate is not correct
- are asked to perform work that is unsafe
- are harassed, bullied or vilified in the workplace.

If you feel you cannot speak to your employer, contact a worker you can trust who will help you.

Whenever possible, voice your concerns with your employer first but, if you feel unsure, speak to any worker you know in a migrant or refugee support agency you have had contact with.

Scenarios

Give a case study of how somebody has been helped with their work problem after they had approached an agency worker.

Agencies that help workers with workplace problems:

- Fair Work Ombudsman
- Anti-Discrimination Commission Queensland at www.complaints.qld.gov.au
- Work Cover
- trade unions
- Queensland Ombudsman
- Commonwealth Ombudsman.

30 mins

This topic focuses on what is a legitimate complaint and when it is necessary to make a complaint.

Additional resource for participants to take home: *Working in Australia: a guide to deciding what jobs could be right for you.* The booklet has a DVD produced in English, Amharic, Arabic, Somali and Dinka. Published by Victoria University. Contact www.vu.edu.au

CLOSE

Module evaluation

Being a Responsible Employee

Punctuality

- Arrive at work on time.
- Do not leave before finishing time.
- If you are going to be late, ring your supervisor.
- Get permission to arrive late or finish early if you have an appointment during work hours.
- Make up the time you have lost or apply to take leave.
- Family or community problems will not be accepted as an excuse not to come to work.
- If you say you are sick at home, but are seen shopping or visiting friends in town, you may be deemed to be absent from work without approval.

Honesty

- Use your paid work time for working.
- If you unexpectedly need to take work time off for a private matter, talk to your supervisor before you leave and arrange to make up time or take official leave.
- Do not use your mobile phone during work hours.
- Do not use the work phones for private calls.
- Do not take items home from the workplace that belong to your employer.

Relating with your supervisor

- Always follow your supervisor's reasonable instructions.
- Ask your supervisor for help if you don't understand something.
- Tell your supervisor if you can't finish a job.
- Tell your supervisor when you change your address and home phone number.
- Do not tell your supervisor that you will be off sick when you are not sick.

Relating with your co-workers

- Be polite and friendly.
- Offer to help other workers.
- Speak English in the workplace.
- Do not swear.
- Do not abuse people verbally.
- Do not start a physical fight.
- If you are bullied, talk to your supervisor.

Doing the job properly

- Complete all jobs you have been given.
- Complete jobs by the deadline you've been given.
- If you don't understand how to do a job, ask for help.
- If you can't complete the job on time, talk to your supervisor.
- Read and understand the position description for your job.

Clothing and personal hygiene at work

- Find out what clothes you can wear to work before starting your job.
- If a uniform is compulsory, wear it.
- If there is no uniform, wear clean and tidy clothing and shoes (not sandals) to work.
- Wash yourself before coming to work.

Workplace health and safety

- Your employer must provide you with a safe and healthy workplace.
- You must follow your employer's instructions regarding workplace health and safety.
- Read the information your employer gives you about workplace health and safety.
- Use tools and work equipment safely.
- Ask for help if you are not sure how to use tools and equipment safely.
- Always wear your personal protective equipment (PPE) at work.
- Take care of your PPE.
- Report faulty tools and equipment to your supervisor.
- Report accidents to your supervisor.
- Do not go to work under the influence of alcohol and drugs.

Advising others about working

- Tell Centrelink when you are starting a new job.
- Tell your employment service when you are starting a new job.
- Declare your earnings accurately to relevant agencies.

Workplace Health and Safety Quiz

- 1 Name three hazards or risks in the workplace.
- 2 If you see a hazard in the workplace what should you do?
 - Don't do anything until you are asked to do something.
 - Try and see if you can fix it yourself.
 - Put up a warning sign and tell your colleagues about it.
 - Let your supervisor or manager know.
- 3 What would you do if you were injured at work?
 - Try to keep working until the next scheduled work break.
 - Tell the supervisor or manager immediately.
 - Get first aid and medical care immediately.
 - Complete an incident report before leaving work.
- 4 Name three things you always do to stay safe and avoid injury in the workplace.
- 5 If another worker asks you to do a task you have never done before, what should you do?
 - Ask the co-worker to quickly show you what to do.
 - Try to figure it out as you go.
 - Google it.
 - Ask the supervisor or manager for some training.
- 6 True or false: young workers and new people starting work are generally less likely to get hurt at work
 - True.
 - False.
- 7 If you see a co-worker ignoring safety and taking dangerous shortcuts, what should you do?
 - Avoid working around them until somebody else tells them to stop what they are doing.
 - Speak to the supervisor or manager to let them know what is happening.
 - Model safe behaviour and hope the co-worker follows your lead and stops working dangerously.
 - Mention it to another co-worker and hope they pass it on to the supervisor.
 - Make fun of the co-worker.
- 8 You have a safety question to ask somebody about your job. Name two people in the workplace you could talk to.
- 9 Explain or demonstrate the correct manual handling technique for lifting from the floor.
- 10 What do you do if the fire alarm goes off at work?



MODULE 2

New Australian Rules

New Australian Rules

Introduction

New Australian Rules was developed in 2011 to bring together participants from differing cultural backgrounds and expectations of the law within a framework that provided a safe way of talking about rights and responsibilities under Australian laws.

The ACAG Development Team for the module was guided by input from the Queensland Police Service, Domestic and Family Violence Prevention Program, Legal AID Queensland and family and multicultural agency workers.

Module framework

The framework for *New Australian Rules* is that most countries, whether using traditional laws or written laws, share similarities and parallels about how questions of justice and the law are agreed upon. These would be drawn upon in the workshop to help participants ground their experiences of the law in the Australian context.

New Australian Rules does not take a moral stance on personal relationships or cultural traditions but is about providing legal information so that participants can make an informed choice about their responsibilities under Australian law.

New Australian Rules focuses on 'learning' about laws and not 'fearing' laws. This could be achieved through a mix of group work, case studies, role plays and question and answers on selected information.

The Development Team agreed that, within the multiplicity of Australian laws, it comes down to the individual taking a 'common sense' approach to the law and that this would guide our choice of topic areas.

We also separated civil law from criminal law and considered how the legal system was influenced by federal, state and local government.

A suggested start in delivering *New Australian Rules* could be to ask participants where they have come from and how did the law operate there and then describe how it has been developed in Australia. Participants could then discuss how a particular law they knew could be identified in an Australia context.

Module aims

To promote education on the rights and responsibilities associated with Australian law in a way that is accessible, practical and easy to understand for refugees and migrants and to provide a positive portrayal of Australian laws within newly arrived migrant and refugee communities.

Target group

Eighteen years of age and above; new migrant and refugee arrivals and post-settlement clients; those attending TAFE and other English classes; emerging or established community leaders; clients of organisations working with migrants and refugees.

Clients in other ACAG modules, as well as migrant and refugee community leaders and members, have repeatedly requested an introduction to Australian laws.

Participants' cultural expectations and needs

Our approach to module design recognised that its presentation should be culturally acceptable, including how it is marketed to clients so that they are aware of what is on offer and what is going to happen before they participate.

In delivering the module, there might be variations in participants' expectations according to age and gender. Younger women could feel anxious about discussing their views if they are mixed in with older men and women, particularly in some topic areas. More sensitive topics can become controversial, especially different understandings of 'freedom' and how these contribute to culture shock.

Literacy and numeracy requirements

The ACAG Development Team focused on content and delivery methods that would meet the literacy and numeracy requirements of participants.

Learning styles

The module has been designed for verbal exchange, that is, talking and listening, as the primary learning style. Facilitators can also consider storytelling and drama, working in groups, demonstrations or role-plays and short case studies with questions and answers. Communicate clearly and respectfully with participants.

Using interpreters

When delivering the module, employ interpreters in community languages and familiarise interpreters beforehand with module content. Using interpreters enables facilitators and participants to communicate effectively.

CALD community support for delivery

We have found that community support for the module is an important component of promoting it to potential participants. This can include information sessions and consulting with key stakeholders within migrant and refugee communities.

Topic selection

Community leaders in the ACAG Development Team for this module were asked to review topics they said would help newly arrived families to better understand Australian laws. They were asked to score the topics as high, medium or low priority within their communities.

High priority was given to: age of consent; child abuse; child safety and child protection; children's rights; domestic violence; freedom of speech and religion; gender equality; police powers and the rule of law. High priority also included: the notion that 'no one is above the law'; the ability to express one's thoughts and ideas within the law; court system and prisons; does the law take into account cultural issues; how Australian law differs from the law in participants' country of origin; how laws are made and why; how the laws are upheld; independence of the judiciary, police and military from government; power within intimate relationships and the rights and responsibilities of individuals.

Medium priority was given to: drugs and alcohol; explaining the phrase 'the law is the law' and traffic laws (cars and bikes).

Low priority was given to: acceptance of cultural diversity; compulsory schooling; consumer rights; English as the national language; equality of opportunity; laws on carrying knives; loans and finance; marriages (customary, proxy-arranged, polygynous, polygamous); parliamentary democracy; paying fines; pedestrian crossings; prohibited relationships; sexual preference and voting rights.

The ACAG Development Team scoped the high priority content identified by community leaders into seven topic groupings for a module layout.

- 1 Rule of law
- 2 Right to be safe
- 3 Rights of the individual
- 4 Rights to relationships
- 5 Gender equality
- 6 Responsibilities of the individual
- 7 Where to get help

New Australian Rules

3 hours duration

Module aims

- 1 To promote understanding of the rights and responsibilities associated with Australian law in a way that is accessible, practical and easy to understand.
- 2 To portray Australian laws positively within newly arrived migrant and refugee communities.

CONTENT	NOTES
<p>WELCOME</p> <p>Today we are going to explore those aspects of Australian law that have immediate significance for new arrivals here.</p>	<p>5 mins</p> <p>Introduce workshop topics, facilitators and interpreters.</p> <p>Outline housekeeping, such as toilets and exits.</p>
<p>1 RULE OF LAW</p> <p><i>Ask participants:</i></p> <ul style="list-style-type: none"> • Can you identify a law (state, traditional or family) from your country of origin that shows the rule of law? <p>Discuss examples of laws in Australia that show the power of the law.</p> <p>Discussion points</p> <ul style="list-style-type: none"> • Is it right to murder someone? Is it right to steal somebody else’s property? Is it right for you to make up laws just for yourself and ignore the legal rights of other individuals or the community? • Everybody in Australia is covered by the same laws. It does not matter whether you are a man or woman, what language you speak or what religion you believe, everybody is covered by the same law. • Nobody can say that they are ignorant of the law. If you commit a crime, it is no defence to say you have not heard of the law and that this excuses what you have done. <p>Who makes our laws</p> <ul style="list-style-type: none"> • Laws have evolved over hundreds of years. • The laws we have were once traditional laws but nowadays we elect governments to improve our laws. • The police do not make the laws. The people make the laws when they vote in their government of choice. The parliament makes the laws on the people’s behalf. <p>Police powers</p> <ul style="list-style-type: none"> • The police in Australia are not ‘above the law’. Ask participants what this means. • The police are paid to make sure people follow the law. • If you break the law, the police will ask you to go to the court and the magistrate will decide whether you are guilty or not guilty of breaking the law. • You are not guilty until the magistrate tells you that you have been found guilty. You cannot be found guilty by the police or punished by the police. • Discuss what police can and cannot do, what they must do and when they can do these things. 	<p>30 mins</p> <p>Method of delivery: storytelling and allegories.</p> <p>Provide fact sheet on the police services.</p>

Ask participants:

- What role do the police have with car licences?
- Why are there two levels of police services, federal and state?
- What is the difference between the army and the police?

2 RIGHT TO BE SAFE

Ask participants:

- Can you identify a law (state, traditional or family) from your country of origin designed to make you safe?

Discuss laws in Australia that keep us safe.

Discussion points

Laws in Australia ensure community safety:

- for our families
- in the workplace and the community
- as a safety net
- for vulnerable people (older people; young children; people with a disability).

Examples: the role of fire safety; the right to call for an ambulance in an emergency; free dial up emergency services (fire, ambulance, police).

Laws that provide a community safety net

- We all carry a health care card for health care services.
- We can go to hospital when we are sick and we have our health protected.
- We can call the police and the ambulance when there is an accident.
- We have workplace safety laws that require an employer to provide a safe workplace so that workers do not get injured (safe machinery, work safety clothing).
- The Council provides lighting in the street to make sure the roads are safe.
- Centrelink provides a safety net if you cannot find employment or a pension if you are disabled or too old to work.
- There are laws to protect vulnerable people, to protect children in families where the parents are not watching after them properly.
- There are laws to watch after old people who may need care and nursing to feed, wash and house themselves.
- We have the right to study in schools, colleges and universities.

30 mins

Method of delivery:
group discussion.

Reflection by
participants on their
experiences of:

- what makes living here safe
- who would you talk to if something happened to you.

3 RIGHTS OF THE INDIVIDUAL

We will now talk about laws in Australia that affect the rights of the individual.

Ask participants:

- What can you do at 16 years of age in your country?
- What can you do at 18 years of age?
- When are boys and girls adults?

Discussion points

Age and the law

- Legal rights at 16 and 18 years of age.

Alcohol

- You must be aged 18 years or older to drink alcohol in licensed premises in Queensland.
- In Queensland, it is an offence to drink alcohol or possess an opened alcoholic drink in a public place.
- It is an offence to supply a person under the age of 18 with alcohol.

15 mins

Alcohol, drugs and smoking topics take up 15 minutes only, with basic information.

- It is illegal to send someone under the age of 18 to buy alcohol and to allow another person to use your identification to buy alcohol.
- Alcohol can cause problems in the family and also is bad to use when driving cars.
- Inappropriate use of alcohol undermines the peace within the community.
- Driving a car under the influence of alcohol is an offence and is dealt with by the police, with possible jail sentences.

Drugs

- In Queensland, it is illegal to possess illicit or dangerous drugs, such as cannabis, methamphetamine, heroin, cocaine or ecstasy.
- Cannabis use is illegal in Queensland.
- A drug conviction can result in imprisonment.

Smoking

- Tobacco products cannot be sold to children under 18 years of age.
- Smoking indoors in public places is prohibited in Queensland.
- It is an offence in Queensland to smoke in a motor vehicle if a person under 16 years of age is in the vehicle.
- Don't be offended if you are asked to smoke outside.

4 RIGHTS TO RELATIONSHIPS

Age of consent laws are designed to protect children and young people from sexual exploitation and abuse, because 'children are important'.

Adolescence or 'growing up' is an important developmental period in which young people are building their independence and forming relationships with people of their age group.

The law says that children below the age of consent, which is 16 years of age, do not have the emotional maturity to consent to sexual activities with adults.

In Queensland, the law states that the age of consent for sexual behaviour is 16 years of age and same sex relationships are illegal if you are under 18 years of age.

The key elements of consent are that both parties have similar knowledge and are aware of the circumstances in which consent can be given meaningfully, as in:

- understanding what is being proposed without confusion (not being tricked or fooled)
- knowing the standard of behaviour in the family, the peer group and the culture (both parties have to have similar knowledge)
- having an awareness of possible consequences, such as punishment, pain, pregnancy or disease (both parties have to be similarly aware)
- having respect for agreement and disagreement
- having the competence to consent (not being intoxicated or intellectually disabled).

Consent means both parties have equality. What does this mean? Equality relates to the balance of power and control in a relationship.

What can make things unequal? Inequality can include size and weight differences, age differences and differences in intellectual development.

Age of consent laws are important for protecting children and young people.

The law determines that children and young people do not have the maturity to consent to sex with an adult.

Even when the sexual interaction between an adult and a young person appears to be consensual, this is irrelevant as it is illegal.

30 mins

Method of delivery: question and answer session to discuss rights using a range of examples.

5 GENDER EQUALITY

This includes freedom from violence and domestic violence.

Discussion points

In Australia men and women are equal in the eyes of the law.

Examples of where women are equal in their relationships with men:

- Both men and women can vote.
- Both men and women have car licences.
- Women can have their own money and bank accounts.
- Women can decide who they marry.
- Women have a right to feel safe when they are with their partner: 'I am able to be in my house, feel safe and not get into trouble'.

Domestic and family violence

What is domestic violence? What does domestic violence look like? Discuss the different types of domestic violence.

Discussion points

- Domestic and family violence can occur in all families regardless of ethnic or cultural background, religious beliefs, sexual preference, age, gender or socioeconomic status.
- While males are more often the offender, men can also be victims.
- There are laws that protect you and your children.
- How to get support to keep you physically and emotionally safe.

30 mins

Method of delivery: question and answer session to discuss equality using a range of examples.

Hand out domestic violence information in a range of community languages.

6 RESPONSIBILITIES OF THE INDIVIDUAL

Ask participants:

- *Can you identify a law (state, traditional or family) from your country of origin designed to deal with the responsibilities of the individual?*

We will now talk about laws in Australia that we have the responsibility as an individual to uphold.

Discussion points

What does 'duty of care' mean? Duty of care exists at home, in the workplace and on the streets. Duty of care means taking responsibility for ourselves so that we don't put others at risk.

- Leaving fires and heaters on while you're not at home.
- Closing your windows and doors when you leave the house.
- When you are out on the street and you see an accident or somebody is calling for help, you must call an ambulance or the police.
- You must use a pedestrian crossing if there is one when you cross the road.
- You must stop at a red traffic light when you are driving the car.
- You must not drink alcohol and drive a car.
- If you father a child outside of marriage, you will be legally required to pay for its upkeep either through your wages or through your Centrelink payments.
- Loans are not free money. If you take out a loan, the courts can demand that you pay back the money.
- You must act safely in the workplace, especially when operating machinery, and not put other workers in danger.
- You should not turn up to work under the influence of drugs and alcohol.
- You must vote in general elections and local elections. You must exercise your voting rights.
- People who do not speak English are legally entitled to free interpreter services.
- Safety and care are increased if somebody in the family completes first aid training.

30 mins

Method of delivery: panel of three community-based workers divide this content for delivery, with 15 minutes each. Use storytelling and group discussion.

7 WHERE TO GET HELP

We will now talk about where you can get help if you have questions or problems about legal matters.

Ask participants:

- *Where would you go to get help if you were in trouble?*

Discussion points

- If you are afraid of being hurt and want help immediately, or if you know someone is committing a crime, you can report this by ringing the police.
- If you have to appear in court and want legal advice, you can get assistance from Legal Aid for most things other than driving offences (speeding and drink driving).

You can:

- go to the hospital in an emergency or phone an ambulance
- go to your local community centre to get advice on services that are available to you
- ask for help from Centrelink who can direct you to local services
- get financial counselling if you are in money difficulties
- phone a help line on your mobile and they will give you advice
- ask for an interpreter at a school, doctor, police station, hospital
- go to your children’s school if you are having difficulties and they can tell you who can help
- talk to community leaders who can give you advice.

In an emergency

- If you are injured or your house is on fire or you are being threatened with violence, ring 000.
- They will ask you which service you need: fire, ambulance or police.
- They will ask you where you are and will arrange for an emergency service to get to you quickly.

CLOSE

Module evaluation

10 mins

Hand out details of:

- legal aid
- financial counselling
- family support workers
- community centres
- help lines
- Crime Stoppers
- using interpreters.

Give emergency phone numbers and photos of locations where participants can go to get help.

Notes for Facilitation

1 Rule of law

The facilitator introduces the topic by talking to the group about how laws are written in this country; what is written in the law; laws are not designed to fit different cultures but are for everybody; nobody is above the law.

Discussion can cover customary courts, tribal law and magistrate courts, including how laws are made within participants' country of origin.

Give an overview of criminal and civil courts in Australia and the different levels of legal work courts are asked to do.

Emphasise that Australian police are not above the law. Police can be involved in many things. Police can deal with accidents, emergencies and family violence, as well as work in the community.

2 Right to be safe

This topic focuses on how laws play a role in making us safe in the community. The law is not just about preventing us from doing things but is also about ensuring our welfare is protected and we have access to services that help us stay safe. Thus, the law is found in many of our 'safety net' institutions and systems. This also helps participants broaden their view of the law as a positive force within society.

3 Rights of the individual

The discussion can cover the following topics.

Rights of the individual where we live now compared with where we came from: it's okay to ask somebody for their consent. In some cultures, it is difficult to exercise individual rights over community rights.

In our service culture, such as in shops, banks and government agencies, we are all equal and are served on a 'first come, first served' basis: in other cultures, if a chief or politician arrives at a service counter, everybody already there might have to wait to be served.

We all have the right to remain silent: we cannot be physically abused by the police or the courts to make us speak.

Right to wear what you want: we have dress codes at school and in some workplaces, but everyday wear is not prescribed.

Laws for 16 year olds and 18 year olds in Australia: Proof of Age Card; when you are 18 years old you can smoke and drink alcohol.

Right to practise our religion and celebrations: we respect cultural relationships in a multicultural society and everyone has the right to express themselves and use their own language.

4 Rights to relationships

The discussion can cover the following topics.

Introducing the topic: when we talk in the workshop about families, children and domestic violence, we need to do this respectfully. We are talking about this because there are Australian laws on rights to relationships.

What is a relationship: it is a connection with another person; it is where we talk about families and different family structures. We all have the same rights in our families and in our own homes.

Laws on children: brief overview of why there are child protection laws and a short explanation of corporal punishment and discipline in the home. There are laws to protect children and sexual consent. Discuss the law regarding sexual contact with children under 16 years of age.

5 Gender equality

Discussion can cover the following topics.

Women have rights: women have rights to be treated equally; find employment and a paid job; be given the same pay for doing the same work as a man; go to school, study and be given an education; vote in Australian elections.

Domestic violence laws: discuss domestic violence laws using the analogy of 'the seesaw' as we try to find balance in gender relationships and treat each other respectfully.

6 Responsibilities of the individual

Discussion can cover the following topics.

There are rights and responsibilities: ask for examples. What is duty of care in the home? What would participants do to make their family safe in the home?

Encourage participants to discuss how they have a right and a responsibility to have a say about keeping themselves and their family members safe in the community and in their homes.

7 Where to get help

Where you can go for help on different aspects of the law. How you can get help from Legal Aid Queensland.

Duty of Care Quiz

Every person owes a duty of care to every other person who is reasonably likely to be injured by our actions or failure to act.

What does duty of care mean?

- Not behaving in a way that puts yourself and others at risk of danger.
- Failing to take some action that is reasonable.
- Doing something unreasonable that results in harm, loss or injury to another person.

What are some examples of duty of care when you are:

- 1 coming to school
- 2 playing in the local park
- 3 in the classroom
- 4 leaving school to go home
- 5 at an event with members of the general public
- 6 at home with your brothers and sisters, mother and father
- 7 playing outside of the house in the street where you live
- 8 going out on your own to the local shopping centre

Recognition of Marriage under Migration Law

Australian migration law about marriage generally mirrors the *Marriage Act 1961*. The Marriage Act recognises marriages which are recognised by the law of the overseas country. This includes customary and proxy marriages, if they are recognised by the law of the overseas country.

If marriages aren't recognised, the relationship could still be classed as 'de facto' under migration law.

Migration law does not recognise: marriages where there is no 'real consent', certain polygamous marriages, prohibited relationship marriages and some underage marriages.

Real consent needed

Under the Marriage Act, marriages in Australia and overseas are not recognised if there was no real consent. Consent is not 'real' if there was:

- fraud or duress
- mistaken belief about the nature of the ceremony or the identity of the other party
- mental incapacity to understand the effect of the marriage ceremony.

Arranged marriages

Arranged marriages are recognised under the Marriage Act and Migration Act unless there was no real consent. Immigration looks closely at these to ensure they are genuine.

If a marriage has been arranged when the parties were children, below marriageable age, there is initially no informed or voluntary consent. However, by the time of marriage, there may be real consent.

In an application for a fiancée visa to have an arranged marriage in Australia (you must marry within 9 months of arriving in a Australia on a fiancée visa), if a partner indicates they are marrying only because of family pressure then the Department will question whether there is 'real consent'. They must be satisfied under the Migration Act that the parties 'genuinely intend to live together as spouses'.

Prohibited relationships

Under marriage and migration law you cannot marry your natural or adopted descendants, ancestors or siblings, that is, your parents; grandparents; child or grandchild; siblings; half-siblings. This applies to de facto relationships also.

Polygamous marriages

Marriage in Australia must be exclusive between one man and one woman. There can only be one ongoing marriage relationship. This is an example of the Christian influence on the development of English and Australian law.

If there are polygamous marriages overseas, then only a first marriage would be recognised. The second marriage would not have been valid if a first marriage exists, because the law requires marriage to be a commitment to a shared life to the exclusion of all others.

Even if the first marriage has ended by divorce, death or permanent separation, the first marriage would not be recognised by migration law. However, the surviving relationship may be classed as a de facto relationship as long as it is the only ongoing relationship.

Example: a man has two wives overseas and separates from the second wife and brings wife 1 to Australia. If he divorces wife 1 in Australia then technically he could remarry or get engaged to wife 2 and apply for a spouse or fiancée visa. There would need to be strong evidence as to the credibility of the divorce (one year's separation) if it occurred soon after arrival.

Underage marriages

Where both parties live overseas, the Marriage Act recognises underage marriages made overseas once both parties reach 16 years of age as long as the marriage was valid under the law of the overseas country.

Where either party is permanently living (domiciled) in Australia at the time of the overseas marriage, the marriage is not valid if either party was under marriageable age (18 years). However, an Australian domiciled partner, aged 16 to 18 years, can apply to a court to marry as long as the other party is over 18 years of age.

De facto marriages in migration law

Migration law recognises de facto relationships.

- It is defined in the Migration Act as a genuine and continuing relationship with a mutual commitment to a shared life to the exclusion of all others.
- It applies to same or different sex couples.
- Both parties must be at least 18 years of age.
- They must have lived together for at least 12 months before applying for the visa, unless there's compelling circumstances. (This does not apply to humanitarian visa applicants where the de facto relationship was advised to DIAC before the visa was granted.)

Migration Regulations set out what must be looked at to see if the marriage is de facto, including:

- financial aspects of the relationship
- nature of the household
- social aspects of the relationship
- nature of the persons' commitment to each other.

Source: Refugee and Immigration Legal Service 2010

Age of Consent Laws

Definition of age of consent

According to criminal law in Australia, the age of consent refers to the age a person is considered to be capable of legally giving informed consent to sexual acts with another person. When a person engages in sexual behaviour with someone below the age of consent, they are committing a criminal offence (child sexual abuse).

Why are there age of consent laws?

Age of consent laws are designed to protect children and young people from sexual exploitation and abuse. Such laws effectively determine that children and young people below the age of consent do not have the emotional maturity to consent to sexual activities.

What is the legal age of consent in Australian state and territory jurisdictions?

Queensland is the only state that makes a distinction between different forms of sexual activity and the age of consent. In Queensland, the age of consent for anal sex (referred to as sodomy in legislation) is 18 years of age, while the age of consent for all other sexual behaviour (described as carnal knowledge) is 16 years of age.

The legal age for consensual sex varies across Australian state and territory jurisdictions.

The age of consent is 16 years of age in:

- the Australian Capital Territory
- New South Wales
- Northern Territory
- Victoria
- Western Australia.

The age of consent is 17 years of age in:

- Tasmania
- South Australia.

What if both parties are under the age of consent?

- It is a common and normal part of sexual development for young people to explore and experiment in sexual interactions with their peers.
- Appropriate sexual exploration is when there is mutual agreement between same- or similar-aged peers, it is non-coercive and all participants have the control to participate, continue or stop the behaviour.
- If two young people who are close in age engage in a sexual relationship and there is no evidence of a power imbalance or violence, the sexual interaction is not a legal issue.

The state jurisdictions that provide a legal defence when

the sexual interaction is between two young people close in age (Western Australia, Tasmania, Victoria and the Australian Capital Territory) are attempting to find a balance that protects children and young people from adult sexual exploitation in a way that does not criminalise them for having sexual relationships with their peers.

Inappropriate and abusive sexual behaviour

Sexual interaction that is harmful and abusive between two young people under the legal age can be difficult to identify and determine. In situations where there is a clear age difference—for example a teenager and a young child—any sexual interaction is sexual abuse, as there is a definite power imbalance.

Three elements of consent

The three key elements of consent include the following.

1 Consent

- Understanding what is being proposed without confusion and not being tricked or fooled.
- Knowing the standard for the behaviour in the family, the peer group and the culture, with both parties having similar knowledge.
- Having an awareness of possible consequences, such as punishment, pain, pregnancy or disease, with both parties similarly aware.
- Having respect for agreement or disagreement without repercussion.
- Being intellectually able and unaffected by intoxication and having the competence to consent.

2 Equality

Equality relates to the balance of power and control in the relationship. Indicators of inequality include:

- size and weight differences
- age differences
- differences in intellectual development.

Indicators of power differentials are more subtle and they are often established prior to sexual interactions; for example, a strength differential may have been established in earlier wrestling, fighting or play.

3 Coercion

Coercion is the peer pressure put on one child by another to achieve compliance. Such pressure can be placed on a continuum. The lower end may include implied authority, manipulation, trickery or bribery. The top end of the continuum may include physical force, threats of harm and overt violence.

If the relationship between two children or young people

under the legal age of consent is unequal, non-consensual or coercive, it is abusive and may require a child protection or judicial response.

Conclusion

Age of consent laws are important measures for protecting children and young people from sexual exploitation.

Whether the sexual interaction between an adult and a person under the age of consent appeared consensual is irrelevant, as the laws determine that children and young people do not possess the maturity to consent to sex with an adult. Adolescence is an important developmental period in which young people are developing autonomy and forming relationships. The challenge for legislation is to find the balance that ensures age of consent laws protect young people from adult sexual exploitation in a manner that does not disempower or criminalise the sexual exploration with peers that is normal for their age and stage in life.

Source: Alister Lamont, National Child Protection Clearinghouse, Australian Institute of Family Studies, ISSN 1448-9112 (Online), National Child Protection Clearing House, www.aifs.gov.au

Domestic Violence

Definition of domestic violence

It is illegal to physically harm another person or damage their property. There are laws against stalking, sexual assault and rape. If such behaviours occur, it is a crime, regardless of the relationship between the people.

Domestic and Family Violence Protection Act

In Queensland, people may apply for protection orders if they are fearful for their safety or the safety of their children. The Court must be satisfied the respondent has committed, or is likely to commit, any of the following acts against the victim and any other person they want to include in the protection order:

- wilful injury
- wilful damage to property of the relative or associate
- intimidation or harassment
- a threat to commit an act.

Cultural considerations

Domestic violence has been characterised as a form of 'social entrapment' which extends to:

- social isolation and fear and coercion in women's lives
- indifference of institutions to women suffering
- structural inequalities of gender, class and race aggravating men's coercive control.

Women and domestic violence

Often the woman is the subject of domestic violence. Women report a greater level of fear. This is why domestic violence is considered 'gender based' violence. Violence against women is a worldwide human rights issue.

There is always conflict in families. Some people argue loudly in some cultures, which some see as aggressive. Where is the line between strong argument and violence?

- The difference between domestic violence and conflict comes down to the dynamic of power between the people involved.
- If the individuals are arguing as equals, this is conflict.
- If there is unequal relationship and one of the parties is dominating the other, this begins to look like domestic violence.

This dynamic of control can manifest itself in a number of ways: it can include threats, damage to property or more subtle threats. Every human being should have the right to liberty, security and equality in their home. Everyone has the right to live free from violence or fear of violence. This is an image that might help when explaining the difference between conflict and domestic violence when talking to a client.

Police and domestic violence

What is the role of police in taking out a domestic violence order (DV order)? If there is an incident and the police attend or are approached subsequently, they may take out an order on behalf of a victim of domestic violence. Once they take out the application, if the victim wants to retract the allegations, the police may choose to retract or proceed with the application.

What are the implications of having a DV order against you? Is there a criminal record?

If you have a protection order against you, it is a civil matter. There is no criminal record.

It can become a criminal matter if you breach the order. It is important to get legal advice on the contents of the order made against you so that you can avoid breaching it unintentionally.

What is some good advice to give to clients about controlling aggression?

It is always better to organise professional help where possible to address the root cause of the aggression. For example, if the person who is aggressive has poor impulse control because of childhood trauma there may be counselling services available to them. QPASST counselling is available for victims of trauma and torture. If the person has substance abuse issues or mental health issues, there may be other appropriate referrals to be found.

Queensland and the Police

Role of Queensland Police

The role of the Queensland Police Service is to serve the people of Queensland by:

- protecting life and property
- preserving peace and safety
- preventing crime
- upholding the law in a manner which has regard for the public good and rights of the individual.

As part of their role of preserving peace and safety, preventing crime and upholding the law, police officers are required to deal with people who have broken the law.

Police may, in certain circumstances, issue infringement notices (for example, traffic tickets), arrest or otherwise require people to appear before the courts.

If police arrest someone or require their attendance at court, they are required to prove that the person committed the offence.

People are considered to be innocent until they have been proven guilty. The punishment of the offender then becomes the responsibility of the courts.

How to recognise police officers

All Queensland Police Service officers carry a police badge and their identification while performing duty. This identification has their photograph and their name on it. If you are ever in doubt about the identity of a person who says they are a police officer, you can ask to see their Police Service identification.

Most police officers are recognisable by the Queensland Police Service uniform.

There are some officers who do not wear the official police uniform, but perform their duties in 'plain clothes'.

Police vehicles

Police use a variety of vehicles; many of them have the distinctive blue and white checks and the word 'Police' on the sides. Police also use standard vehicles with no distinctive markings on them. Some of these vehicles have portable 'Police' signs and blue flashing lights which can be used to identify them as police vehicles. You are required to give way to police and other emergency vehicles on the road, if they have their flashing lights and sirens operating.

Police stations

Police stations are recognisable by a 'Police' sign normally located near the public entrance to the building. Police also work from other places including shopfronts (usually in major shopping centres) and houses.

If you are questioned by police

If you are questioned by police for any reason, some of these laws will require you to state your name or your name and address. Certain laws require you to give proof of the correctness of these details.

The following guidelines will assist you to understand your rights:

- If you do not understand English very well, police are required to have a qualified interpreter present if they want to question you.
- If questioned by police officers at any time, you can ask, 'Am I required by law to answer this question?' If the law does not require you to answer, you may choose not to answer any questions.
- If you feel unsure or wonder why police are questioning you, ask them to explain to you which law requires you to give them the information they are seeking.
- You do not have to go to a police station with police officers unless you are arrested for an offence or are lawfully detained for such purposes as obtaining blood or breath specimens for drink driving, or for searching in the case of drug or firearm related offences. Laws do change so ask the police officer which law requires you to go with him or her to the police station.
- If you are being questioned by police and you feel you will not fully understand the meaning of what is being asked, tell the police officers you feel at a disadvantage and you would like another adult person to be present who understands what is happening to assist you. This action has been recommended by the court system and police are required to make sure people are not disadvantaged.
- If you are not an Australian citizen, you are entitled to contact your embassy in Australia if you are being questioned about a serious offence.
- If a police officer arrests a person, the officer will tell that person that they are under arrest and why they were arrested. This means that they must accompany the officer to a police station where they may be charged with an offence.

Emergency: asking for police, ambulance or fire

If you require emergency access to the Police, Ambulance or Fire Services, you can call 000 on any telephone. You will be asked which of the three services you require and will then be connected directly to that service.

All non-emergency calls should be directed to your local police, fire or ambulance station.

Keeping your home secure and safe

Some of these steps can help you keep your home safe.

- Do not hide door keys behind bushes or under door

mats when you go out. Always try to carry your keys with you.

- Have key-operated deadlocks on your doors as some locks, particularly older ones, are more easily broken into.
- Have your door locks 'keyed alike'; that is, have a locksmith install door locks that can all be opened with one key.
- Have key-operated locks fitted to your windows. Some windows are easily opened from outside, particularly older style windows.
- Fit security doors and window security screens. If you leave windows or doors open, they can be easily entered if they are not secured and this may affect your insurance.
- Have effective lighting fitted over both front and back doors.
- Install lights that detect and are activated by movement (security lights).
- Trim any large bushes and shrubs growing close to your house. This will prevent thieves from hiding when trying to break into your house.
- Engrave your property with a personal identification number (your initials and date of birth or driver's licence number) to deter persons from stealing it. If engraved property is located by police, it is then possible to identify the owner from the markings and return it to them.
- It is also a good idea to secure windows and doors when you are not in the house. For example, if you are busy in the garden.

Keeping your car safe

Some of these steps can keep your car safe.

- Always lock your car and activate any tamper-proof or theft-resistant security systems fitted to your vehicle when you leave it unattended, even if you are going to leave it for a short time.
- Select a safe place to park and park in well lighted areas if they are available.
- When locking and leaving your car, place all valuables out of sight.
- If you have a garage, use it and, if possible, lock your car inside when it is not in use.

Reporting a crime to the police

There may be occasions when, as a community member you may have seen a crime being committed or know of someone wanted by police. Crime Stoppers is a telephone information 'hotline' for the community to use and help reduce crime.

Under the Crime Stoppers program, the general public has the opportunity to provide information about criminal activity to the Queensland Police Service. Anyone telephoning Crime Stoppers can remain anonymous—

there is no need to give your name or address when providing information. Police officers who take telephone calls at Crime Stoppers do not trace calls or ask for your personal details.

Crime Stoppers has a toll free telephone number which you can ring from anywhere in Australia. The number is 1800 333 000.

Driving in Queensland

All vehicles (excluding bicycles) driven or ridden on public roads must be currently registered with Queensland Transport, a state government department.

Driver's licences

Every person who drives a motor vehicle in Queensland must have his or her own driver's licence. Driver's licences are not transferable; that is, you cannot obtain your own licence and then give it to another person to use.

In Queensland cities and larger towns, Queensland Transport Testing Centres will issue and renew licences. In other areas local police handle this matter. A fee is charged for the issue and renewal of licences. Licences can be renewed for periods ranging from one to five years depending on the type of licence.

You should always carry your licence when driving a motor vehicle. If you are stopped on the road by police at any time, you must tell the attending police officer your name and address and show him or her your driver's licence when you are required to do so.

The following are some important points to remember about driving and obtaining a driver's licence in Queensland.

Demerit points

Demerit points are accumulated for breaking traffic laws on Australian roads. A learner's licence allows you to accumulate four demerit points before cancellation occurs.

Learner's licence

You must be over the age of 16 years and six months to be able to apply for a learner's licence to learn to drive a motor car or motor bike in Queensland.

A learner's permit is valid for 12 months from the date of issue and must be carried at all times when driving. A learner's permit must be shown to police officers if they ask to see it.

A holder of a learner's licence must have a person who has held a driver's licence continuously for more than one year for that class of vehicle in attendance in the front passenger seat while operating (driving) a vehicle.

Provisional licence

After you have passed your driving test, you will be issued

with a provisional licence which replaces your learner's licence. This licence must also be carried by the driver at all times. The driver must be able to show the provisional licence to police officers if they ask to see it.

This licence is valid for up to three years if you are under the age of 23 years. If you accumulate four demerit points in any one year by breaking any traffic laws, your provisional licence will be cancelled. You must then hand the licence in at your nearest Queensland Transport Office. Three months after surrendering your provisional licence, you can apply for another one.

Open driver's licence

After you have held a provisional licence for up to three years, you will be issued with an open driver's licence. This licence allows you 12 demerit points. If 12 points are accumulated in any three year period, your licence will automatically be cancelled by Queensland Transport. You must then hand your driver's licence in at your nearest Queensland Transport Office. You will subsequently receive a notice of cancellation from Queensland Transport and you must follow the instructions provided.

Seatbelts

Seatbelts **must** be worn by all drivers and passengers at all times while vehicles are in motion on Queensland roads. Only one person is to be secured per seatbelt.

This law applies unless the driver has been granted an exemption for medical reasons. If an exemption has been granted for medical reasons, the medical certificate must be carried by the driver when they are driving a motor vehicle.

Children who are too small to wear seatbelts should be seated in an approved child restraint.

You are not required to wear a seatbelt if you are engaged in the door-to-door delivery or collection of goods, or in the collection of waste or garbage, and required to get in or out of the vehicle, or on or off the vehicle, at frequent intervals and the vehicle is not travelling over 25 kilometres per hour.

Motorcycles

If you wish to learn to ride a motorcycle, you are required to hold a learner's licence for a motorcycle. Whilst you are learning, you must ride your motorcycle under the supervision of a person who has an unrestricted (O) type licence for the class of motorcycle that the holder is riding and has held the licence for at least one year.

You can carry your licensed instructor as a pillion passenger whilst under his or her direction, but you cannot carry any other passenger until you have held a Provisional (P) or Unrestricted (O) type licence for that class of motorcycle for at least one year.

You must wear a motorcycle helmet at all times when riding a motorcycle.

There are two separate types of licence classes for motorcycles, RE for motorcycles with engines up to and including 250 cubic centimetres (250 cc) and R for motorcycles with engines larger than 250 cc. Persons with an RE class learner's licence must not ride motorcycles with engines larger than 250 cc. The holder of a class RE Provisional (P) licence may obtain a learner's licence to learn to ride an R class motorcycle after they have held the RE class Provisional (P) licence for at least one (1) year.

Drink driving

Driving while you are affected by alcohol or drugs is a very serious offence. The ability to handle alcohol differs from person to person. Blood alcohol concentrations may vary considerably depending on the gender and build of the person.

Here are some simple guidelines to follow.

- It is an offence to drive or attempt to drive a motor vehicle or ride a bicycle on a road or anywhere else, if the alcohol in your blood is equal to, or exceeds, 0.05 per cent.
- Persons under the age of 25 years who do not hold an open driver's licence commit an offence if the alcohol level in their blood exceeds 0.00 per cent. This law also applies to persons of any age who drive certain types of commercial vehicles.

It usually takes only one 10 ounce (285 ml) glass of beer, a glass of wine or a nip of spirits to go over 0.02 per cent blood alcohol concentration and one glass every hour after that to maintain that level. If you drink three ten-ounce glasses (pots) of beer, a glass of wine or a nip of spirits within an hour, your blood alcohol level may exceed the legal limit of 0.05 per cent.

Because the body generally can only rid itself of the effect of one glass (of beer) every hour, it takes just one 10 ounce glass of beer, a standard glass of wine or a nip of spirits every hour after the first three glasses to keep your blood alcohol level above 0.05 per cent.

If you are convicted in a court of law of drink driving, you will face a heavy fine and lose your driver's licence for a period of time. In some cases, your licence may be cancelled indefinitely and/or you may even be sent to jail.

Remember, the safest policy is **do not drink and drive**. If you have been drinking, take a taxi home or have a friend who has not been drinking drive you where you wish to go.

Random breath testing

Police may stop vehicles to perform random breath tests on the drivers of those vehicles. This can be done by police at any time and may be in conjunction with a larger police vehicle commonly known as the 'Booze Bus'.

Compiled from *You, the Law and Society*, Queensland Police Services

Where to Get Help

Anti-Discrimination Commission	1300 130 670	www.adcq.qld.gov.au
Australian Human Rights Commission	1300 656 419	www.hreoc.gov.au
Child Protection Authorities	1800 811 810	www.childsafety.qld.gov.au
Dispute Resolution Branch, Department of Justice and Attorney-General	(07) 3239 6277	www.justice.qld.gov.au
DV Connect	Men 1800 600 636 Women 1800 811 811	www.dvconnect.org.au
Legal Aid	1300 651 188	www.legalaid.qld.gov.au
Family Relationship Centres	1800 050 321	www.familyrelationships.gov.au
Immigrant Women's Support Service	(07) 3846 3490	www.iwss.org.au
Kids Helpline	1800 55 1800	www.kidshelp.com.au
Mensline	1300 789 978	www.menslineaus.org.au
Parentline	1300 30 1300	www.parentline.com.au
Queensland Association of Independent Legal Services (QAILS)	(07) 3392 0092	www.qails.org.au
Queensland Program of Assistance for Survivors of Torture and Trauma (QPASTT)	(07) 3391 6677	www.qpastt.org.au
Refugee and Immigration Legal Service (RAILS)	(07) 3846 3189	www.rails.org.au
Relationships Australia	1300 364 277	www.relationships.com.au
Translating and Interpreter Service (TIS)	131 450	
Women's Legal Service	(07) 3392 0670	www.wlsq.org.au



MODULE 3

Transition into Australian Schooling

Transition into Australian Schooling

Many children from migrant and refugee families start school as soon as they arrive in Australia and with little or no English. They face the challenge of having to learn a new language quickly in order to participate in education. Students may also have little experience of being in a classroom, wearing a school uniform or using written words.

In consultation with EAL/D teachers from Education Queensland, ACAG aimed to increase understanding among parents and children about the cultures and practices within Australian schools, to help students make a successful transition into the local education system.

The module *Transition into Australian Schooling* can be offered to parents and children together or can be customised for delivery to parents or to children on their own.

The module topics are designed to increase participants' understanding of teaching and learning practices in Australian schools and develop parents' understanding of the role they can play in their children's schooling. They are also designed to increase student and parents' cross-cultural understanding of 'how to be a student' in Australia. Participants are given school and community information on sources of support, service information and advice and referral contacts within their school setting.

Transition into Australian Schooling is for participants in their first one to three years of entering the Australian school environment. Both parents and students can be clients in the module. The module is designed to be used with interpreters.

The ACAG Development Team used a 'one-sitting' format so that parents could come to the school and sit with their children and listen and discuss topics together.

The module design covers the culture and practices of Australian schooling in a way that is generic to both primary and secondary schools.

Module framework

Five themes provide the framework for *Transition into Australian Schooling*.

1 Parent engagement

Parental involvement with schooling, in new and emerging communities, is generally low. Refugee parents lack the language skills, knowledge and culture of the education system to support their children. Many refugee parents may need encouragement to attend the module as they may have basic skills in literacy or no schooling themselves. Parents are unsure of what they can give to their children in the schooling experience and the child

can be frustrated with no clear parental support.

Students are more likely to be successful when their parents are engaged in their education. Research has shown that when parents are truly engaged, children attend school more regularly; are better behaved; have better academic outcomes; have a greater sense of how to be successful in school and are more likely to graduate and go on to post-secondary education.

2 Parent expectations

Given their previous levels or experiences of schooling, parents sometimes place unrealistic expectations and pressures on young people. The module includes hearing their perceptions of the transition into schooling and their expectations of what would happen with their children.

The module develops parents' understanding of the role they can play in schooling to support their own and their community's responsibilities in transition and orientation into schooling and decrease the 'shut-out' effect experienced by refugee parents.

The module is delivered in a safe venue so that participants can meet other refugee parents to discuss their community expectations and share how schooling and education are different from their own experiences.

The module encourages parents to share information with one another on their children's strengths and abilities, including their own aspirations.

The module provides a basic understanding of the structures of Australian education, including schooling, work experience, TAFE, universities and local training organisations.

3 Student expectations

It is important to increase participants' cross-cultural understanding on 'how to be a student' in Australia and the associated learning issues. The module gives students an opportunity to express their views about their own learning and what they need to do to prepare and adapt for their education.

4 Students and parents and English language and literacy

Refugee students and parents may be from pre-literate communities.

In addition, the average number of years of education for refugees from African source countries over 5 years of age is 6 years. At least 42% have poor or no literacy in their own language and 64% state they need an English language interpreter (Australian Research Council Linkage Project July 2009).

The language of Australian school classrooms is a specific form of English, thus module delivery includes a glossary of new school terms not usually heard outside of a classroom.

5 School culture

Recently arrived African-Australian refugee students can struggle within new institutional settings and time is given in the module to increasing participants' understanding of Australian teaching and learning practices and how learning occurs. Many refugee students may have never sat in the classroom, held a pen, followed school rules or worn a uniform.

Many everyday practices embedded in classroom processes and unwritten rules may not be apparent to refugee students. How to behave in school requires knowledge of Australian cultural expectations. The module includes discussion of Australian behaviours within a classroom and a general school setting and reflections on current practice.

The ACAG Development Team also highlighted the following discussion areas for inclusion in the module.

- The belief that children have the ability to communicate, be heard and question.
- The links between education at school and in the home: the importance of parent involvement in Australian schooling and parents encouraging their children to value education by supporting learning in the home.
- The various costs of education (fees, uniforms, school trips).
- In Australia, men and women take part in education with equality of access.
- Career path and motivation underpin Australian education.
- Learning is supported through schools careers education and the role of counsellors.
- Literacy and the importance of reading outside of the school curriculum.
- What is meant by 'school rules' and respecting individual beliefs.
- Knowledge and age group issues affecting placement of migrant and refugee background children: how schools teach and how students learn together, which affects how children are placed in classes.
- Understanding of post-school options and pathways.

When you receive a letter from school given to you by your child, do not rely on your child explaining what it means. Sometimes they may not know.

For students

If you are given a note or a letter to take home to your parents, ask your teacher what it is about so that you understand before you take it home.

If you feel you do not understand something that is being told to you at school, it's okay to ask your EAL/D teacher, 'I want an interpreter. I do not understand'.

You may need to ask for an interpreter because:

- you are having a problem with other students and want help
- you feel you are not being understood: you may have gotten into trouble and you need to explain what has happened.

Everyone has a voice that needs to be heard.

Types of interpreters

We use two types of interpreters in the school.

1 On the telephone

We ring an interpreter in your language. You say what you want to ask in your language and the interpreter will tell us what you are saying in English.

We can ask the interpreter to ask you a question in your language and then they will tell us what your reply is.

The telephone interpreter can be living anywhere in Australia. We do not tell them your name or where you are living.

2 At the school

We sometimes use an interpreter who will come to the school when we are having a workshop or lesson like we are having today.

2 PARENTS VISITING THE SCHOOL

Ask participants:

- *Parents: When would you come to the school?*
- *Students: When would you ask your parents to come to the school?*
- *Parents: When would a teacher ask you to come to the school?*

Visiting the school

Parents are very welcome to come into the school. Parents can:

- arrange an interview with the school before their child begins school to understand expectations and school procedures
- request an interview at any time with an interpreter, including at enrolment time
- make regular visits to school to become familiar with the school environment
- make contact with teachers at any time and not rely solely on what their child tells them what is happening at school.

The principal is the head person in the school. The principal can be a woman or a man.

When you come to the school to speak to a teacher or with the principal, go to the front office and let the school know you have arrived and who you want to speak to.

The front office is called Administration. Administration is an important part of the school. It is the first place you visit that will tell you where everything is. It will welcome you.

Dropping your children off and picking them up

It is okay to bring your children to school and pick them up without first visiting the front office (Administration). When school finishes in the afternoon, you are responsible as a parent for taking care of your child. After school has finished, teachers are not responsible for your child. It is your responsibility.

When school finishes, your child must go home.

Your child will not be looked after by the school:

- before school starts in the morning
- after school finishes in the afternoon.

3 LEARNING AND CLASSROOM ARRANGEMENTS

20 mins

Ask participants:

- What did you learn in school before you came to Australia?
- What will you learn in school in Australia?
- How will you learn in Australia?
- How long do you have to attend school in Australia?
- How does the school decide which class your child will go to?

Discussion points

- In other countries, some things happen at certain ages, like initiation celebrations or ceremonies. The same happens here.
- We do this in the classroom. As you reach a certain age, you go up from one class into another class.
- Going up from one class to another class depends on your age.
- You do not have to pass an exam to go up a class.
- We will put your children in classes with other children of the same age. We do not put children in classes depending on what they have learnt.
- Some schools have a 'first response' style of program for new students with little or no English and little or no prior schooling.
- Students are guided and transitioned carefully into school.
- Subject choices for year levels will reflect students' needs, backgrounds and perspectives in any learning programs. Adjustments are made by teachers. This is ongoing until the student can cope with mainstream classes.
- Difference between rote learning and independent learning.

Ask participants:

- Why do we place importance on the age of the child?

Discussion points

- In education, we place emphasis on age.
- We work with differences between children of the same age in the classroom itself.
- In a primary school, there are many teachers to help each child individually as well as in the classroom group.

Where will your child learn?

In Australia, we teach children at school and parents also teach their children at home. Here, your child will learn:

- in a classroom group with children of the same age
- in small groups in the school
- on their own in the school, sometimes in the library where the books are
- at home.

4 HOMEWORK LEARNING

20 mins

Discussion points

- Homework policy: the child has the ownership of their own learning.
- Motivation is essential. Learning doesn't just happen when your child sits in a class.
- The student has to be focused and engaged.
- The student has to do regular homework and independent study.
- There is regular homework and independent study outside of school.
- The student needs to develop their own thinking and decisions making skills.

Ask participants:

Not all learning happens at school. So what is homework?

- Homework is the work the student is given by the teacher to bring home.

What sort of work does the student bring home to do?

- Sometimes it is to repeat the work that has happened at school so that your children will remember their learning better.
- Sometimes it is reading and writing that has to be done at home and returned to the teacher in the classroom the next day.

When and where can you go to do homework?

- You can do it in the library at the school.
- You can do your homework in the evening at home.
- You can do your homework on a Saturday or Sunday at home.
- You may be asked to do homework over the school holidays.
- Some students go to the public library in the city where there are desks and books to use.

How long does homework take each night at home?

- At 6 years old: 10 minutes.
- At 8 years old: 20 minutes.
- At 10 years old: 30 minutes.
- At 12 years old: 40 minutes.
- At 14 years old: 1 hour.
- At 16 years old: 2 hours.

With a small child, sit and listen to your child as they read to you.

The school can ask you to listen to your child reading at home and to sign your name to tell us that your child has read to you.

Why is homework important?

- Students need to increase their independence and learn to study on their own. This helps them get ready for finding a job or to go on to college or university. Without learning more with homework, this may be difficult for them.

Ask participants:

- *Can you see any problems you have in your home that will stop your child doing their homework? What can you do to solve this problem?*
- *Can you think of a quiet place in the home where you can go and do your homework?*

Adjust for use in primary schools

5 RESPECTING OTHERS AT SCHOOL

10 mins

Discussion points

- Gender equality is a foundation of Australian schooling.
- Both male and female teachers are respected.
- All religions are respected within schools (respecting beliefs).

Gender equality (students)

Boys and girls are treated equally at school. What do we mean when we say that boys and girls are equal?

Boys and girls will:

- sit together in classrooms
- be taught the same things
- be given equal opportunity to learn all subjects to prepare them for college or finding a job
- be given the same amount of homework to take home to finish
- be allowed to join in the same activities in school.

Parents must give boys and girls the same amount of time to do their homework in the home.

Gender equality (teachers)

In Australia, both men and women are teachers and are equally respected. What does this mean for your child's learning?

- Students in the school will be taught by both men and women teachers.
- Men teachers and women teachers are given equal money to teach your children.
- Men and women teachers can teach any of the subjects your children will learn.
- You cannot ask for a man or woman teacher for your child. This is not allowed in Australia.
- Men and women teachers in schools have the same authority.
- Men and women can be the principal of the school.

Respecting religious beliefs

All religions and religious beliefs are respected in the school. What do we mean by this?

- Whether you are Christian, Muslim, Hindu or Buddhist, you will be allowed to keep your beliefs.
- You will not be taught to change your religion.
- You will not be told that your religious beliefs are wrong.
- If you have a religious festival you have to observe or attend during class times, speak to your teacher.
- We must respect each other religions.

6 PARENTS' INVOLVEMENT

10 mins

Discussion points

- Parents can be involved with their child's education even if it is as simple as introducing themselves to the teacher.
- Children need to discuss with their parents what they are doing in school.
- Parents are encouraged to attend school programs, for example, P&C meetings, sports days, concerts, ceremonies, special events.
- Parents have the right to advocate for their children.

Topics 6 to 10 can be for parents only.

Involvement

Ask participants:

- What do you think your responsibilities are in your child's education?
- Why do you think you need to know what is going on in the school?
- Why do you think you need to be involved?

This is how the school will involve you:

- You can be asked to attend a school event, a sports day or a school ceremony.
- We want you to be interested in what the school is doing.
- You are very welcome to take part in school life.

Research has shown that children will do better, achieve more and behave well when they know their parents support the school and are interested in what they do in school.

If parents do not care about what their child is doing at school, the child may not do very well there. Education starts with a parent being involved with the school.

There is no problem with wanting to talk to a teacher. You are very welcome. It is okay for the teacher to know you. You can come and say hello to the teacher and talk about your child at any time.

Permission

There will be times when the school will ask your permission for your child to be part of a school activity or for the school to undertake an action with your child. Permission is usually asked via a piece of paper that your child brings home on which you sign your name.

Ask participants:

- Why is your signature important?

7 EDUCATION IN THE HOME

Discussion points

Parents can:

- support and encourage their children in doing homework. Even if a parent can't help, they can encourage the child to have a go themselves to show they value what goes on in a school.
- encourage their children to read in the home, recognising the role of reading in our society, inside and outside the school.
- help their children to join the library and have books in the home in a home library to read
- make time for homework which children follow consistently and in which their parents take an interest
- adopt a homework policy that helps their child take ownership of their own learning.

When you do not speak good English

Ask participants:

- How do you help your child with their education even if you do not speak good English?

You can help your child by:

- asking them when they get back home from school each day about what happened today in school
- asking what they have to do for homework
- asking are they going to do any reading and writing at home.

20 mins

Group activity. Parents placed in groups.

List of questions: break into small groups and report back.

Using the library

Ask participants:

- How many of you have taken your children to the public library? Do you know where the library is?

Help your child become familiar with using the public library.

- Using the library is free.
- You can take a number of books for your child from the library at once.
- When your child has finished with the books, you return them and take out more books.
- Reading is not only a school activity, it is an everyday activity.

Homework

Ask participants:

- In your home, when is it time to do homework?
- How do you make the best time for homework?

You can develop a good homework policy for your child.

- You give homework a regular time in the home.
- You get your child to do homework before watching TV.

A good attitude to learning

Ask participants:

- How do you develop a good attitude to learning in your child?

A good attitude to learning recognises that:

- the teacher does the teaching but cannot do the learning for your children
- you have to encourage your child to have a good attitude to learning
- learning is something an individual always has to do.

Organising yourself for learning

Ask participants:

- How do you organise your child in the home so that they can learn?

Organise your child’s learning by:

- providing paper, pencils and crayons
- giving them a quiet space in the house to study.
- making TV-free time in the home.

8 KEEPING THE SCHOOL INFORMED

10 mins

Discussion points

Parents must keep the school informed about things that affect their child’s participation in schooling. Parents have a duty of care for their child and for their interaction with the school.

Informing the school

Ask participants:

- What do you think you have to inform the school about?

Parents must tell the school if their child:

- leaves or changes school, the change of address and phone number
- is going to be away from school or late and why.

The school must know where you live and be given your phone number:

- because of emergencies
- to send you letters
- to ask you questions about your child's education.

Attendance and punctuality

- Attendance and punctuality are recorded.
- Truancy is reported. The teacher will tell you if your child does not turn up at school. You are responsible if they do not come to school.
- There are rules and consequences relating to attendance and punctuality.

The law in Australia says all children must attend school. You cannot keep your child at home and not send them to school. This is the same for boys and girls. Girls cannot be kept at home. They must come to school. It is illegal to not send your children to school.

Ask participants:

- *When can your child not be at school?*

Your children can only be away from school:

- when they are sick
- if they have to go to the doctor or the hospital.

It is not good to arrive late for school. Being late for school will give your child a poor report and can lead to problems.

If your child comes to school late, they may miss out on information important for their learning.

9 BEING SCHOOL READY

Discussion points

What does 'school ready' mean?

- It is important for students to arrive on time: the first 30 minutes of the day are essential for learning.
- Having breakfast and bringing lunch help children learn because they are well nourished.
- Food can be available at school, for example, tuck shop and breakfast clubs.
- Personal hygiene means showering daily and having fresh clothes.
- Children must wear correct footwear, hats and clothing.
- Children must have the right equipment at each lesson.
- There are costs related to education (fees, uniforms, equipment, excursions).
- Parents are responsible for their children's behaviour in the school.
- School fees can be paid off over a period of time.
- Most schools have second-hand uniform shops.

15 mins

Go through this checklist and ask for any questions.

10 COMMUNITY SUPPORT

Discussion points

- How we support students in our community.
- Examples of good community support and support from neighbours.
- Celebrating students' success in the community.

Ask participants:

- *In your community, how do you celebrate learning with your children?*

Some communities have a party to celebrate when a student has done well at school.

10 mins

11 PARENTS' ROLE IN YOUR SCHOOLING

Discussion points

In Australia, you will find many things are different when you come to school.

Ask participants:

- *What are your parents allowed to do in Australia with your schooling?*
- *Is this different from what you have experienced before?*

In Australia, your parents:

- can become actively involved in your schooling and support you at school
- will be informed of school rules
- can visit your school and ask questions about the school and your learning
- can request an interpreter
- can discuss your schooling and what's happening in your school with you and you can discuss with them how they are being involved in school
- can contact teachers at any time and not rely solely on you to know what is happening at school
- must allow you time to complete homework
- must inform the school of your absences or lateness and give reasons
- will be informed if you are experiencing any bullying or harassment
- will be informed of any bad behaviour
- will be informed of your progress.

The school will help your parents understand that in the Australian school system, students are responsible for their own learning. Students are encouraged to develop their own thinking skills and manage their own learning in a learning environment that promotes independence and cooperation.

30 mins

Topics 11 to 13 can be for students only.

12 TEACHERS' ROLE IN YOUR SCHOOLING

Discussion points

What is the teacher's role in Australian schools?

- Teachers will recognise students' cultures.
- Teachers monitor and report on students' progress.
- The Australian education system encourages students to develop their thinking skills and manage their learning in an environment that promotes independence and cooperation.
- Teachers have a duty of care and will record students' progress, attendance and punctuality for reporting purposes.
- Parents are responsible for their children's behaviour in the school.

A teacher can be either a man or a woman. Both men and women must have university qualifications to be a teacher. Men and women teachers are paid the same money for teaching and have the same authority in the school.

A teacher is not responsible for your learning. You are responsible for your learning.

Ask participants:

- *How are you responsible for your learning?*

You are responsible for your learning by:

- attending the school when you should
- arriving at school each morning at the right time
- always asking questions of the teacher in the classroom if you do not understand something
- finishing your homework on time
- always learning to read and write better.

30 mins

Is it okay to ask a teacher a question? A teacher is there to help you and they want to help you with any learning problems. You can ask them a question at any time.

Learning comes half from you and half from the teacher.

If you are having problems with your learning, you can also talk with your EAL/D teacher and they will help you.

13 WHAT ARE SCHOOL RULES?

Ask participants:

- *What are school rules and how many rules can you think of?*
- *Why is this a good rule? Why is this necessary?*

15 mins

Hand out the list of school rules. Go through the checklist of rules and discuss.

14 EDUCATION PATHWAYS

Discussion points

- Understanding the many pathways on offer. Understanding the system and the need to make choices.
- Importance of continuous language learning, studying and reading for higher education.
- Setting realistic goals.

There are many ways to learn in Australia. Today we have told you about:

- learning in a school
- learning at home
- learning in a library.

Learning well can increase your choices.

Ask participants:

- *How many of you want to leave school and find a job?*
- *How many of you want to finish school and go on to TAFE to learn new job skills?*
- *How many of you want to finish school and go on to study further at university?*

25 mins

Combined session for parents and students.

Put up a range of jobs with current salaries and discuss whether school, TAFE or university study is necessary in obtaining these jobs.

In answering the questions, give a brief summary of the challenges facing each pathway and end with 'the better you do at school the more options you will have'.

CLOSE

Module evaluation

Invitation Letter to Parents

Note for translators

The workshop invites parents to school to find out about what happens in a school in Australia.

There will be interpreters in the language spoken in the home.

The teachers want to help parents feel happy with the school.

This is an enjoyable event where parents can ask questions of the teachers and there will be morning tea to share.

Text for translation

Welcome to our school

We are inviting mothers and fathers to visit the school on (day and time) to meet the teachers.

You will find out what happens in school and how you can help your children learn.

You will meet with other families who have come from overseas and have morning tea.

Please come along and hear about what happens in school.

Words Used in School

Words for people who work in the school

Guidance officer

The guidance officer works at the school with students, and helps them when they need advice.

School nurse

The school nurse checks students if they are sick or have any health problems.

EAL/D teacher

The EAL/D teacher helps students learn English.

Principal

The principal is in charge of the school. The principal can be a man or a woman.

Deputy principal

The deputy principal helps the principal manage the school.

Words for administration in the school

Parent's signature

A parent's signature is when you write your name on a letter from the school to show you have read it. It gives your permission for your child to do what the letter asks.

Permission form or permission slip

A permission form or permission slip is a piece of paper from the school asking permission for students to do an activity at school. You must say yes or no on the form and sign it and return it.

Newsletter

A newsletter comes from the school with news about what is happening in the school.

Internet agreement form

An Internet agreement form is a piece of paper from the school for you to sign saying you will ensure your child uses the Internet at school properly.

Media release form

A media release form is a piece of paper from the school for you to sign giving the school permission to take a photo of your child to use in a news story.

School fees

School fees are the money the school asks you to pay. School fees will buy things the children need while at school.

Parent-teacher interview

The parent-teacher interview is when the school will ask you to come to visit the school to talk with the teacher about your child's learning.

Administration or 'the front office'

Administration or 'the front office' is the main office in the school, where the principal has his or her office.

Words for behaviour in school

Discipline

Discipline is the methods the school uses to get students to behave well.

Detention

Detention is when a student who has done the wrong thing is asked to remain in the classroom after the lessons have finished.

Suspension

Being suspended is when a student is told they cannot come to school for a few days because they have behaved badly.

Truancy

Truancy is when a student stays away from school without their parents knowing. Missing school without permission is sometimes called 'wagging'.

Punctuality

Punctuality means turning up for school on time and not arriving late.

Behaviour consequences

Behaviour consequences are what will happen to a student when they do the wrong thing at school.

Other words used in the school

Prep

Children who attend school for a year before starting Year 1.

Primary school

Primary school is from Years 1 to 7.

High school

High school is from years 8 to 12.

Morning tea/little lunch/first break

After doing school work in the morning, the students will stop lessons and have something to eat.

Big lunch/second break

The students have another break after doing some more work. They eat and drink and go to the toilet and they can play.

Tuckshop

A tuckshop is a small shop at school where students can buy some food.

P&C (parents and citizens) meetings

P&C meetings are held at school where parents can come and help make decisions about the school and their children's education.

Library bag

A library bag is a bag made out of cloth or plastic to carry library books.

Personal hygiene

Personal hygiene means coming to school washed with a clean body and clean clothes.

Home reader

Home reader is a book to read at home. A parent must sign a form sent home by the school to say the student has read the book.

Project/independent work

A project or independent work is where the student has to do study on their own.

Sports houses

Sports house is where a child is put into a sports group (or house) and during the year they have competitions with other sports houses.

Uniform

The school uniform is the correct clothing to wear to school.

Excursion

An excursion is a trip away from the school for the day to learn about something.

Subject

A subject is the name given to an area of study. The main school subjects are Maths, English, Science and Studies of Society and Environment (SOSE) but in high school students are offered many more choices.

Absent

Absent means a student is away from school for any reason.

Gender Equality

Boys and girls are treated as equals in Australian schools

In school, boys and girls will:

- sit together in a classroom
- learn the same things in a classroom
- be given the same amount of homework to take home
- join in the same activities in school.

All religions are treated equally in Australian schools

In school, boys and girls:

- can be Muslim, Christian, Hindu, Jewish, Buddhist or any world religion
- will not be taught to change their religion
- will not be taught that their religion is wrong.

Men and women teachers are treated equally in Australian schools

In school, men and women teachers:

- are paid the same money to teach children
- have the same authority
- can be the school principal in charge of the school.

You cannot ask for your child to be taught only by a male or only by a female teacher.

School Rules

Your child should:

- allow other children in the classroom to learn by not making trouble
- not use bad language in the school
- come on time in the morning
- attend classes
- not stay away from school without permission
- bring the right books and equipment to class
- follow the rules about mobile phones in school
- follow the rules about wearing jewellery or make up in school
- wear the correct shoes, clothes and hats to school
- not stay in the school after it has closed
- not leave the school grounds during the school day without permission
- treat school property and other students' property with care
- not drive a car to school if they are under age or do not have a full car licence
- report bullying or accidents they have at school to the teacher
- not bring any alcohol, drugs, cigarettes or weapons to school.

School rules keep your children safe at school.



MODULE 4

Bringing up Children in Australia

Bringing up Children in Australia

Bringing up Children in Australia was originally written as part of the Toowoomba Multicultural Child Protection Project in 2008 and underwent several updates and revisions by AGAG following delivery over subsequent years. However, the key aims of the module have not changed, which are to help break down misunderstandings and misconceptions in new communities about child protection legislation and build a closer relationship between newly arrived families and family services. The module target group is parents from migrant and refugee communities with children up to 12 years of age.

Rationale

The module acknowledges the challenges faced by newly arrived parents by examining the changing concept of family and parenting in the Australian community. It builds on positive recognition of family functions and offers information around how other parents have felt about parenting experiences after arrival in Australia. Information is provided on child protection issues. Providing information on local sources of support, services, advice and referral contacts will also help families seek community support.

The ACAG Development Team prioritised reinforcing positive family functioning among newly arrived families and giving space for participants to discuss their parenting experiences in Australia and their former countries. Workshop topics are highly interactive and allow participants time to explore the issues of parenting both with facilitators and among themselves.

This prioritisation recognised the factors that impact on families of CALD or refugee backgrounds, which may lead to them coming to the attention of child protection authorities. These factors relate to:

Culture: language barriers or low English proficiency; racism and discrimination; traditional gender roles in the home; fear of engaging with authorities and government services.

Services: little awareness of government and local services or support combined with culturally inappropriate service delivery.

Stress: migration and acculturative stress through a displaced sense of belonging and cultural identity; socioeconomic disadvantage, including poverty; intergenerational conflict combined with limited community supports.

Bringing up Children in Australia helps participants from migrant and refugee families to understand how some aspects of life in Australia will affect their settlement and family life here and how to manage the changes. The overarching aim for the module is for CALD parents to share their parenting experiences in their former countries and their new lives in Australia and, through facilitated

discussions, learn about the cultural and legal complexities of parenting in Australia.

Participant feedback

We were aware at the outset that participants would bring strong perceptions about service providers in Australia that we would need to address, including that service providers:

- believe the views of children and take a child's opinion as a true and reliable source of information
- intervene in what is seen as private family matters, in contrast with the culturally accepted practice that men, as the head of the family, control domestic disputes
- do not always understand migrants and refugees as parents
- do not understand that even when adapting to the new Australian culture, many parents still value their cultural ways of living.

The majority of participants said they were willing to discuss challenges they faced as migrant and refugee parents settling in Australia. Overall, participants were pleased with the workshop's content and said they valued information they had not heard before on how best to help their children. They enjoyed sharing ideas with one another and found discussing the topics useful. They valued listening to the facilitators and talking together about the things that children need here to help them grow into healthy adults.

In all workshops, participants expressed strong interest in learning more about Australian parenting practices and how these compared with their own practices, particularly in relation to child discipline.

There were lively discussions around problematic issues, such as changing gender roles, and an acknowledgement by participants that they lacked a working knowledge of Australian law as it relates to family life. It was commonly argued that traditional husband and wife interactions within CALD families can be misinterpreted as domestic violence. Some male participants, in particular, felt that their culture and beliefs should be maintained in Australia, especially around the roles of husbands and wives in the home.

Participants especially found themselves unsure of the boundaries in bringing up their children and the definitions within this country of children's rights. They said that as responsible parents, they wanted to know how they could better communicate with their children on the many parenting issues that had emerged since their arrival, particularly around discipline and their children's response to new cultural ways. Some parents talked about their fear of losing control over their children by adopting Australian ways of disciplining them. At the same time, participants attached value to good parenting and believed that their

children's behaviour reflected on their capacity as parents.

Participants in all workshops acknowledged the difficulties they had experienced in bringing up their children in Australia. Several felt strongly that children are given too much freedom here and that parenting had become harder for them because of this. Participants were critical of Australian parenting styles, which were described as 'too lax'.

There was a recurring issue across all workshops delivered. Participants said that, as responsible parents, they wanted to know how they could communicate better with their children on a range of parenting issues. There was a widespread sentiment of wanting to learn more on 'the different things' they could put in place in the family home to talk successfully with their children.

Parents said there were no difficulties in understanding the principles discussed, however, they did wish to have more time to discuss and explore further the rights of children and how to talk to their children about laws in Australia. Participants said they found it hard to understand 'the Australian way of handling child punishment'.

Facilitator feedback

The facilitators felt that smaller groups enabled more time for informal discussion to take place. Small group size also made talking and listening easier and increased participants' willingness to share their stories and experiences.

The facilitators said they faced few challenges in working with interpreters. Participants would at times speak at length and in some detail, so interpreters had to wait to give feedback to facilitators on what was being said. There were also moments when it was necessary to prompt the interpreter to enquire what had been said. In working with an interpreter, one facilitator found that trying to work out the pace of communication with them had also been challenging. One suggestion for improving the module was to pay more attention to the distribution and mix of participants within the room itself, that is, 'throughout the room to avoid family clumping'.

Bringing up Children in Australia

3 hours duration

Module aims

- 1 To increase parents’ understanding of the cultural and legal complexities of parenting in Australia.
- 2 To build a closer relationship between newly arrived families and family services.
- 3 To help break down misconceptions in new communities about child protection legislation.

CONTENT	NOTES
<p>WELCOME</p> <p>Today we will be talking about what it’s like being a parent in Australia. We’ll be talking about child rearing and sharing information about parenting. We hope this information helps you to adjust to living in Australia as parents and families.</p> <p>We acknowledge and recognise the many parenting skills and talents that you bring from your culture and place of birth. We don’t believe that we have all the answers but we hope that together we can help to build a better understanding about parenting and Australian laws about child rearing so that all of us can benefit.</p> <p><i>Ask participants:</i></p> <ul style="list-style-type: none"> • <i>Please introduce yourselves and describe your family and children (that is, how many, how old, gender).</i> 	<p>5 mins</p>
<p>1 PARENTHOOD</p> <p>I would like us to think about what it’s like to be a parent. Think about some things you like and enjoy about being a parent. Now try to think about some of the challenges or difficulties of being a parent.</p> <p><i>Ask participants:</i></p> <ul style="list-style-type: none"> • <i>As a parent living in Australia, what seems to be easier now?</i> • <i>As a parent living in Australia, what seems to be harder now?</i> <p>Finish by acknowledging the difficulties faced by families, if these have been identified.</p> <p>‘Raising Children in Australia’ DVD</p> <p>Introduce and watch ‘Raising Children in Australia’ DVD.</p> <p><i>Ask participants:</i></p> <ul style="list-style-type: none"> • <i>What do you think of what the DVD showed us?</i> • <i>Were there any parts of the DVD that you liked or related to?</i> <p>The DVD talked about many different roles we have as parents. Some roles may be the same in your home country, some roles might be different now you are living in Australia.</p> <p><i>Ask participants:</i></p> <ul style="list-style-type: none"> • <i>Are the roles different for men and women?</i> <p>Different roles that we have as parents can include:</p> <ul style="list-style-type: none"> • ensuring safety • being an income provider • meeting basic needs • giving emotional support and development • providing an education • developing values and respect. 	<p>30 mins</p> <p>Group discussion</p> <p>‘Raising Children in Australia’ DVD</p> <p>DVD player and screen</p> <p>Group discussion</p>

2 CHILDHOOD

We are now going to talk about what it is like to be a child and the importance of being a child.

Ask participants:

- What kinds of things did you do as a child?
- What jobs or responsibilities did you have when you were a child?
- What games did you play as a child?
- How do your children play now in Australia?
- Are children's roles and responsibilities here the same or are they different?

'Every Child is Important' CD

Introduce 'Every Child is Important' CD.

View the following sections:

- 'Through a Child's Eyes'.
- 'Being a Parent'.
- 'Child's Play is a Parent's Business'.

20 mins

Group discussion

10 mins

'Every Child is Important' CD
(See Where to Get Help for this module)

3 CHILDREN'S NEEDS

We are now going to consider some of the things that children need to help them grow into adults.

Discussion points

There are many different things that children need to help them to grow into adults.

- Physical needs: shelter, warmth, food, water, clothing, sleep, hygiene.
- Emotional needs: to feel loved and cared for, to feel accepted and wanted, to feel safe.
- Intellectual needs: to go to school to learn, to get an education.
- Social needs: to have friends, to be able to fit in and be part of a group, to learn how to manage their behaviours.
- Spiritual needs: beliefs, values, respect.
- Other needs: to feel that they can succeed at some things, to feel that they can be helpful, opportunities to try new things which help build self-esteem and self-confidence.

30 mins

Group discussion

4 CHILDREN'S BEHAVIOUR

Discussion points

People from different cultures have common ways of raising their children, but there are also differences in beliefs about what is the best way to raise children. There are also differences in how we bring up children. We are not going to try to change your beliefs but we would like to encourage you to think about other ways to manage children's behaviour

It may be confusing or difficult to understand that in Australia there are some different ways to manage children's misbehaviour.

In Australia, how we bring up our children and how we discipline our children have changed over time. Many years ago it was acceptable to hit children to discipline them. In Australia now, we don't allow physical punishment as a way of bringing up children. We also don't allow other forms of physical, sexual or emotional abuse or neglect of children. Let's think about some reasons why things have changed over time.

There are laws that protect children from harsh forms of discipline.

15 mins

Group discussion

The *Child Protection Act 1999* makes sure that children up to 18 years of age are protected from harm. The Act says that harm is 'any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing'.

The Department of Child Safety is responsible for making sure that vulnerable children are safe and protected from harm. The law allows child safety officers to step in where children are at significant risk of harm. There are consequences for doing the wrong thing.

We are going to talk a little bit about things that are not helpful to children's development.

5 CHILDREN'S DEVELOPMENT

Ask participants:

- *What are some of the things that can harm children's development?*

Discussion points

These can include:

- Poor nutrition: not giving a child good food such as fruit and vegetables, or too much unhealthy food and not enough water.
- Physical abuse: hitting with a stick or hard object, slapping, punching, pinching, shaking, throwing.
- Children witnessing violence in the home, such as parents or family adults hitting or yelling at each other. If parents shout at each other, young children may not understand that they are safe and may be frightened, especially if one parent leaves or gets so upset that the child doesn't feel safe in their care.
- Emotional abuse: calling children names, belittling them, threatening to leave them, blaming them for things, discouraging them, shouting, swearing or screaming at them.
- Not teaching children to understand right from wrong so that they can grow up to be respectful to others.
- Stopping children from going to school every day to learn.
- If a family is always shouting, children may not learn to be good listeners and to give others a chance to talk.
- Not watching them enough, not making sure they are safe.
- Not caring for them when they are sick.
- Not making sure their bodies are healthy (such as clean teeth, regular baths, immunisation, clean clothes).
- Not spending time with a child and giving them love and attention.
- Not responding when a child is hurt or distressed or needing medical attention.

In Australia, as parents, we are not allowed to do the following to children:

- Abuse a child physically, by hitting or beating with an implement, punching, pinching, slapping.
- Abuse a child emotionally, by calling the child names that are demeaning or telling them that they are useless or worthless.
- Abuse a child sexually, by touching children in sexual ways, showing children things or forcing them to watch things of a sexual nature.
- Exclude, deprive or treat a child harshly.
- Leave children at home without adult supervision.
- Leave children alone in a car, especially on hot days.
- Lock children in rooms without supervision.
- Withhold food or water as punishment.

45 mins

Group discussion

6 DISCIPLINE

Discussion points

In Australia, we believe that discipline is important. Children need discipline. Discipline is about teaching and learning. It helps children to learn what is right and wrong, what is acceptable and what is not. It ensures that children can grow and develop and mature into responsible people.

However, we believe that there is a difference between 'discipline' and 'punishment'. There are many reasons why physical punishment and other harsh ways of managing children's behaviour are not acceptable in Australia. We don't do these things because:

- children may be hurt or seriously injured, either physically and/or emotionally
- using physical violence or aggression towards children teaches them that violence is an acceptable way to get what they want
- children who grow up in violent families can often go on to develop serious behavioural, emotional or mental health problems as they get older
- the use of violence and aggression is not acceptable in our society; it is against the law to do this and there are serious consequences for people who are violent.

'Every Child is Important' CD

View the section 'Shaping Children's Behaviour'.

Discussion points

Discipline is about teaching and learning and it can be done in many ways.

Discipline is teaching your child what to do and setting clear limits about what not to do in a way that your child can understand.

The way that you talk to your child can make a difference to whether they will do what they are told. Make sure that you always get your child's attention before you ask them to do something.

Discipline should be used to encourage good behaviour, as well as to stop behaviour that you don't want your child to be doing.

As parents, we need to help our children to understand the rules of home, school and community and to understand the consequences when the rules are broken. This is how we can teach our children to be responsible and get along with others. We need to be consistent with our rules and the consequences for misbehaviour.

Ask participants:

- *What are some rules you have at home for your children?*

Children have a need to please their parents. If you are reasonable in what you expect of your children and have rules that are age appropriate and teach them clearly and kindly what you want, they are more likely to be cooperative. Discipline works best when you have a good relationship with your child.

If you try to work out the feeling beneath your child's behaviour, you are more likely to find out why they misbehave.

Children will learn more by what they see you doing and how you live your life than by what you tell them to do. As parents we need to set a good example of how to behave. This gives our children good role models to copy.

Tell children in advance what you expect from them. Plan to prevent problems if you can.

Ask participants:

- *What are some examples of preventing problems before they occur?*

45 mins

Group discussion

Discussion points

You can discipline children without using physical punishment. You can shape children’s behaviour by using praise and reward.

Think about what you expect from your children. Develop some family rules that are fair and reasonable. Talk to other parents about their rules. Make sure that children understand the rules.

Consequences for poor behaviour should occur immediately and should not be so harsh that they lose their meaning. They should be age appropriate. The strategies used to help children with their behaviour will be different depending on their age. How you teach your toddler will be very different from how you teach your school-aged child.

Parents can be good teachers. You can give your children valuable lessons to help them learn good ways of managing their behaviours and emotions. Children will watch and learn from you from a very young age.

Try to be open minded about how you can blend the valuable aspects of your own culture with the parenting strategies that are acceptable and valued in Australia.

‘Every Child is Important’ CD

View the following sections:

- ‘Why Do Children Misbehave?’
- ‘A Child’s Contribution’.

7 FINDING HELP

There are many services and agencies in Australia that are designed to help parents. There are services to assist with child health, education, family violence, family welfare including financial help, as well as a range of counselling and family support services.

10 mins

CLOSE

Module evaluation

Where to Get Help

TOPIC	RESOURCE	LINK
Parenting	Raising Children in Australia (DVD) Resource kit for services working with parents from African backgrounds	Victorian Foundation for Survivors of Torture families@foundationhouse.org.au www.foundationhouse.org.au
	Every Child is Important (CD-ROM, Amharic, Arabic, Chinese, Dari, Dinka, English, Farsi, Khmer, Macedonian, Somali, Spanish, Swahili, Tigrinya, Turkish, Vietnamese)	Free copy phone 1800 176 453 Australian Childhood Foundation PO Box 525 Ringwood VIC 3134 www.kidscount.com.au
	Parenting Stories: African Families Share Their Stories (CD of six radio plays and a DVD of six digital stories recorded in Dinka, Juba Arabic, Lingala, Swahili and English)	www.ice.org.au 02 9897 5744 NSW Department of Human Services
	Parenting in Australia Tip Sheets	www.eccq.com.au/resources/multicultural-communities/migration/parenting-in-australia-tip-sheets
Child protection	Child Abuse: What You Need to Know (brochure and booklet)	www.communities.qld.gov.au/childsafety/protecting-children/what-is-child-abuse
	When Child Safety Officers Visit Your Home (HTML)	www.communities.qld.gov.au/childsafety/protecting-children/reporting-child-abuse/when-child-safety-officers-visit-your-home
Family violence	Increasing Your Safety: Information For People Who Experience Abuse and/or Violence in Relationships (booklet)	www.qld.gov.au/community/getting-support-health-social-issue/domestic-family-violence-getting-help/
	Stopping Abuse and Violence: Information For People Who Use Abusive and Violent Behaviour in Relationships (booklet)	
	Legislation: The Domestic and Family Violence Protection Act 2012	www.communities.qld.gov.au/communityservices/violence-prevention/domestic-and-family-violence-protection-act-2012
	How Do I Get a Domestic Violence Protection Order? (fact sheet)	www.legalaid.qld.gov.au/publications/Factsheets-and-guides/Factsheets/Pages/How-do-I-get-a-domestic-violence-protection-order.aspx



MODULE 5

Bringing up Teenagers in Australia

Bringing up Teenagers in Australia

Bringing up Teenagers in Australia was originally written as part of the Toowoomba Multicultural Child Protection Project in 2008 and has been revised and updated by ACAG since then as the workshop has been delivered and evaluated.

Module development included input from counsellors, social workers, psychologists, CALD community leaders and multicultural workers.

Rationale

The module was developed in response to CALD parents' concerns that intergenerational cultural differences within their communities had become a major issue for them, as young family members were adapting to the new Australian culture while they still valued their traditional ways of living. New experiences and new customs and laws, such as legal age in Australia, were creating conflict in their families and the community. The module's topics reflect these concerns.

The module is designed to give participants time to discuss issues and work through those topics that are found to be of greatest concern to them as the workshop progresses.

Learning points

Participants will learn about:

- the similarities and differences between youth culture and becoming an adult in Australia and their country of origin and how adulthood is defined in Australia
- legal age in Australia for certain behaviours and issues
- how their worries as parents of teenagers are shared by other Australian parents
- social pressures teenagers face outside of the family home
- talking to teenagers and communicating with a young adult
- methods for managing conflict and establishing family rules in the home.

Facilitators in turn will hear from participants:

- how families face problems in raising teenagers and adapting to Australian life that make them feel that young people are becoming too Australian in their ways
- about the unique problems faced by migrant youth being raised in Australia.

Participant feedback

All our ACAG modules are evaluated and the evaluation outcomes taken back to ACAG Development Team meetings.

Participants in *Bringing up Teenagers in Australia* described how information about families and parenting provided via government agencies is confusing.

Participants repeatedly expressed surprise and amusement at the Australian definition of the legal rights of children at 16 years of age and then again as young adults at 18 years. There was often a marked difference between participants' cultures and Australian culture around the values, customs and legal processes through which young people become adults. However, there was also a consensus among participants that it was important to learn more about caring for teenagers according to Australian rules. They were willing to find out more on Australian laws and the rights of young people.

Parents explained that their teenagers did not relate to what had happened in their countries of origin and the ongoing concerns of their parents and elders about these events. There was an emerging issue of young people becoming parents themselves without having absorbed traditional cultural values. Many young people had not experienced the cultural journeys their parents had travelled in coming here as migrants and refugees. Thus, the topic on how parents experienced their teenage years in their home country was very popular with all participants.

Participants reported that the 'best thing' about the workshops was learning how to:

- teach their teenagers here in Australia how to behave well
- manage or discipline their children's behaviour appropriately
- talk to young people to build new relationships between parents and teenagers
- care for teenagers according to Australian law
- talk about domestic and family violence within the family.

Participants also valued being able to discuss past experiences in parenting and compare these with the practices they had encountered since arriving. When asked what they had found hard to understand in this module, many participants said:

- the amount of freedom given to children of all ages in Australia
- how Australians create a happy family without extended relatives
- why a young person can leave school at 16 years and also leave home at 18 years
- what 'freedom' means at 16 years of age
- differing rights of children at different ages
- Australian ideas around disciplining teenagers.

When asked what they wanted to learn more about, the majority of participants said that they wanted to become

clearer in their minds about how the law in Australia operated in relation to their children and their roles as parents and how to communicate with their children within this context. They wished to become more familiar and at ease with Australian customs and beliefs around parenting. Participants also wanted to understand the legal consequences of failing to support their children appropriately and of violence within the family.

Module topics

Opening the session

The session begins with a welcome and house rules. The workshop program is explained as well as how the workshop will be friendly and informal. The facilitator explains that the workshop will talk about what is a 'teenager' in Australia and managing family life with teenagers. During the workshop, participants will discuss what it means to become an adult in Australia, different ways of talking with teenagers, sharing worries we may have with teenagers and experiences and solutions.

1 Being a teenager

The group is asked to reflect on how lives are divided into childhood and adulthood in their former countries and how this compares with Australia.

2 A foot on both sides of the ocean

The discussion explores how parents grew to adulthood in another country but adolescents who came here as children have one foot in Australia and one in their country of birth. They face different challenges and new social pressures.

3 I worry so much

The discussion in this topic canvasses parents' worries about what their children are facing as young people and how to respond as parents.

4 Talking to teenagers

Participants are asked to use direct conversation with their teenagers and to remember that it is important for both husband and wife to talk about solutions. Explore examples of how the women present can enlist the help of their husbands and the different roles that men could play in bringing up teenagers. Help and support for parents and teenagers are discussed.

5 Becoming an adult

Participants can be very vocal in this topic area. Two themes consistently raised by participants are:

- more working knowledge of Australian life and laws when dealing with concepts of freedom, responsibilities and boundaries
- a need to talk about new experiences and customs that create conflict in a community.

The discussion about legal age in Australia may need extra time for the content to be absorbed by participants and explored effectively.

6 Where to get help

Resources to support this session can include:

- The Victorian Foundation for Survivors of Torture (Foundation House) Raising Children in Australia Resource Kit <http://www.foundationhouse.org.au>
- Child Safety Practice Paper Working with people from culturally and linguistically diverse backgrounds (PDF)
- Country profiles can be viewed or downloaded at http://www.health.qld.gov.au/multicultural/health_workers/cultdiver_guide.asp

Bringing up Teenagers in Australia

3 hours duration

Module aims

- 1 To raise awareness of teenage social norms in Australia.
- 2 To explore with participants their apprehensions about parenting teenagers.

CONTENT

NOTES

WELCOME

Welcome participants and introduce the topics of the module.

For many families who have immigrated to Australia, adapting to a new way of life and raising teenage children can be challenging.

We recognise that many of the pressures facing young people coming of age in Australia did not exist in parents' country of origin.

We acknowledge that, as parents, participants have many skills and talents that they bring from their own culture and place of birth.

Parents and children both have rights in Australia, even if young people challenge parents with behaviours that could make parents feel angry, threatened and worn out.

At the same time, every parent has the right to set reasonable limits with their children.

Today we are going to talk about the challenges faced by your children, who have 'a foot on both sides of the ocean'.

Parenting experience

- Facilitator(s) introduce themselves to the group.
- If the facilitator has children, they can elect to show a picture of their own children and say that parenting, although difficult, is a rewarding job.
- Ask participants to introduce themselves, where they are from, how many children they have and their ages.
- Tally the total number of children and their ages.
- We recognise our skills and talents as parents. In this room we have a total of X years of parenting experience with Y number of children which we will draw on in today's session.

1 BEING A TEENAGER

Ask participants:

- Are teenagers treated like adults or children in your country of origin?
- Are there any rules about dealing with teenagers that you can think of?
- Are there any times when these rules don't apply?

Discussion points

Parents bring memories and experiences of how adolescence is viewed and interpreted in their home countries.

Ask participants:

- What are some similarities and differences between your home country and Australia's youth culture?

10 mins

Outline housekeeping issues.

For workshops with different language groupings where interpreters are required, divide the participants into their preferred language grouping with the relevant interpreter.

The discussion on total years of parenting is very popular and can increase involvement in later discussions.

25 mins

Group discussion

2 A FOOT ON BOTH SIDES OF THE OCEAN

Ask participants:

- What sorts of problems face young people maturing in Australia with 'one foot' in their country of origin?
- What are teenagers saying about their life in Australia?
- How does this compare with your memories of your own teenage years?

Discussion points

I was born and grew up to be an adult in my country but my children are becoming an adult here. They have a foot on both sides of the ocean. They face new social pressures. They are experiencing different things from two worlds. They want to ask a lot of questions.

Wants and needs

Ask participants:

- What do you think about this statement?

Family rules

Ask participants:

- What do you think about this rule?
- Is there a rule for this situation in your home?

Discussion points

What happens when family rules are broken? It's important for both husband and wife to talk about any solutions. How can men and women both play a role in ensuring family rules are kept?

3 I WORRY SO MUCH

Ask participants:

- What are two things that worry you about your teenage children?

Ask participants:

- What worries does this parent have for their teenagers?
- What problems do teenagers face in Australia?
- What problems do teenagers born overseas have?
- Are girls or boys more protected by parents?

Discussion points

These are some issues outside the home: racism, peer pressure, language difficulties, unemployment and parents' fear that young people are becoming too Australian in their ways. Many of these are common worries that CALD parents have about their teenage children.

Ask participants:

- How does this relate to your own experiences as a teenager?

4 TALKING TO TEENAGERS

Ask participants:

- What is the problem here for the parent?
- How is the young person likely to see the problem?
- How might the parent solve the problem?
- How might the young person feel about the parent's solution?
- What other solutions can we think of?
- What additional tips could we give parents who are having problems with their teenagers?

30 mins

Have young people's perspectives available to feed back to parents.

Consider using youth speakers or youth community leaders.

Group discussion

Distribute the handout 'What Teenagers and Parents Want From Each Other'. Read out the handout and allow time for questions and discussion on each one.

Distribute the handout 'Family Rules'. Read out the handout and allow time for questions and discussion on each one.

20 mins

Group discussion

Distribute the handout 'I Worry So Much'. Read out the handout and allow time for questions and discussion on each one.

Incorporate guest speaker, for example, school guidance officer or CALD group leader who has worked with young people and their families.

40 mins

Use visual aids: photo series, magazine pictures, personal photos (showing teenagers engaging in activities such as drinking, smoking, driving a car, with boyfriends and girlfriends). Ask participants to discuss the questions with each other in a pair. Bring these back to a group discussion.

5 BECOMING AN ADULT

Now we are going to focus on the future and how teenagers become adults. We're also going to consider strategies for helping young people make this transition in the Australian context.

What is adulthood?

Ask participants:

- *How do you define adulthood?*
- *What messages are your kids getting from Australian society about being an adult?*
- *How do these messages differ from the ones you got as an adolescent?*
- *How will their hopes and fears differ from yours?*
- *How can you support your young person make this transition to adulthood here?*

Legal age in Australia

In Australia:

- At 16 years—you can have sex, but it must be consensual; you can leave home and receive independent Centrelink allowances
- At 17 years—you can get a driving licence
- At 18 years—you can get married (under 18 years requires a parent's permission); vote in elections; drink alcohol (it is illegal to drink alcohol in a park); smoke cigarettes.

Ask participants:

- *How are the laws in Australia different from the country you came from?*
- *Do you see any problems the law in Australia may pose for your family?*

40 mins

Group discussion

Write the legal ages on the whiteboard to lead discussion.

6 WHERE TO GET HELP

Have services attend and introduce themselves to the group: for example, youth service, youth justice service, school guidance officers, school-based youth health nurses, pastors from CALD church communities.

10 mins

Group discussion

CLOSE

Module evaluation

What Teenagers and Parents Want From Each Other

Teenagers say

We want our parents to:

- negotiate reasonable rules with us
- give their advice and opinions when we ask them
- know that our friendships are important to us
- support us when we need it
- take an interest in us but respect our privacy
- trust us
- understand that we have to make up our own mind on things
- understand what it's like to be us.

Parents say

We want our teenagers to:

- know and understand our values and why we want to pass them on to them
- tell us more about their world, since it is both similar and different from how it was when we were young
- know that they are not in danger
- think we are good parents
- not judge us too harshly
- hear what we have to say and think about our opinions.

Tips for talking with teenagers

- Choose the right time for talking.
- Congratulate them when things are done well.
- Do fun things together.
- Don't jump to conclusions.
- Give and take and say sorry if you are wrong.
- Listen openly and stay calm.
- Manage your stress.
- Negotiate most rules together.
- Remember no-one is perfect.
- Respect their opinions and feelings.
- Take time out when needed.
- Take time to listen.
- Tell them you love them.
- Try to see their point of view.

Family Rules

Setting family rules

- Family rules give teenagers a set of expectations that parents have about their behaviour.
- The rules have clear expectations of what is expected and clear consequences for not following them.
- Teenagers are included in the process of developing family rules.
- These rules are clear to everyone in the home.

Examples of family rules

You will:

- not be allowed to stay out of the house after 9 pm
- wash up the dishes after we have eaten
- keep your bedroom clean at all times
- pass all your exams at school
- not be allowed to spend time with friends we do not know
- not spend money and buy things without telling us
- not smoke or drink alcohol
- not bring your friends into the house without us knowing
- not drive a car before you have a driver's licence
- not shout or swear in the home
- not fight with your brothers and sisters
- share your things with your brothers and sisters
- not sleep at your friend's house
- not go out on your own
- not make phone calls to someone we don't know
- do what you are told to at all times.

I Worry So Much

I worry so much about my teenagers. I worry about what will become of them and their education.

I would like to help them in their schooling but I don't know the language. The education system in Australia is hard to understand.

How can I know whether they are doing OK at school if I can't understand and the school says they're doing just fine. Is it true? I don't know.

I see a lot of other families have children not doing well at school.

I see my teenagers have friends without jobs so they think staying on at school won't make a difference.

I would like my teenagers to learn our language at school but they can't.

There is no Saturday school for them to learn our traditional ways and culture.

They are becoming too much like an Australian and not enough like their father and mother. They have no connection with their cultural background.

Sometimes I feel the school is teaching them to be bad and this causes a lot of arguments in the house.

I said to my teenagers I want them to go to university. But they say what's the use of doing that if they can't get a job when they're finished. They say I'm asking them to waste their time. I'm worried my children will drop out of school.

My children are embarrassed by me because I don't speak English very well.

I am worried so much about what will happen to them.



MODULE 6

Talking Together for CALD Youth

Talking Together for CALD Youth

Between 2008 and 2010, parents from CALD backgrounds who attended ACAG's early intervention module *Bringing up Teenagers in Australia* asked that we deliver a similar workshop that was suitable for their teenage children to take part in.

In response, ACAG established a Development Team to build a pilot module focusing on the issues being faced by CALD young people from their perspective. A range of local agencies were involved in this initiative, including input from EAL/D schools in the region.

The ACAG Development Team for this module researched publications and materials and held consultations with CALD community groups. Through this process, we learnt that migrant and refugee youth are often left out of mainstream community development activities because of a lack of skills on their part and the mainstream community's reluctance to embrace different cultures.

ACAG members were also aware that CALD youth face post-settlement challenges such as poor self concept, social isolation, adverse home and life events, crowded rental households, trauma, disrupted pathways in schooling and socialising within limited networks.

We felt that encouraging CALD young people to come together in a structured, facilitated process to talk about the knowledge, culture and skills that they had developed since arrival in Australia would help them develop ways of responding to these challenges.

We developed *Talking Together for CALD Youth* to articulate with our module *Bringing up Teenagers in Australia*, designed for parents of teenagers.

Target group

The module is designed to be delivered in a mixed gender workshop of Year 9 to Year 12 students from different cultural and religious backgrounds.

Module topics

1 Icebreaker

Participants introduce themselves by giving their name and something about its meaning and describing their family structure.

Irrespective of religious affiliation and cultural background, their first names can be words from different languages that often describe common themes, such as flowers, religious faith figures and feelings of joy and hope.

2 Family structure

This topic discusses the various family structures that are possible and tradition and roles within these structures.

3 Family concerns

Participants are asked to consider the important needs and activities within their family and how their family does these things.

4 Different views

This topic focuses on how parents and teenagers can differ in their views of how the family should behave and the values it should hold.

5 A foot in both worlds

Participants explore how they fit into their family and the home and how they communicate with their parents. The topic covers trust, respect, friendship, conflict and freedom.

6 Dealing with family problems

Participants identify problems areas within the family and discuss solutions to these.

7 Keeping strong and safe

This topic covers issues and behaviours that might be unsafe and how to manage risks. It also includes local services that help migrant and refugee youth.

Module delivery

A variety of interactive methods are used, including Q&A, small and large group discussion and working in pairs.

The focus is on participants having enough time to talk together to explore how they experience being young people from CALD families and solutions to the challenges they face that can be developed by sharing these experiences.

Participant feedback

The majority of participants reported that *Talking Together for CALD Youth* was useful, helpful and gave new learning and skills in identifying and talking about problems they faced as young people in families from CALD backgrounds. They particularly appreciated being given 'space' to talk about the issues they were experiencing with young people from similar family circumstances.

Participants found that the opportunity to discuss family life made them more aware of their parents' perspective and anxieties and the need to share family problems and be open to new ideas.

Participants said the topic on staying strong and safe and assessing risks was useful and timely and gave insights and

skills they needed in this area of life.

Participants nominated three topics they wanted the most time to discuss within the workshop. These were:

- communicating with their parents when they face schooling and academic performance problems
- managing conflict within the family around cultural values and independence
- managing harassment, bullying, racism and discrimination.

Facilitator feedback

Facilitators said that the module used an effective and appropriate mix of teaching and learning methods: visual, aural and hands-on delivery, with small and large group work, written exercises and a physical activity.

The facilitators reported that the module was appropriate for delivery in a school setting as it gave additional support to students attending mainstream classes and EAL/D. The workshop's duration of topics kept within participants' attention span and its structure was easily scheduled into a day's timetabling within the school.

The module content that addressed differing legal ages for lifestyle activities, such as age of consent for sexual relationships, alcohol use, voting, driving a car and taking out loans, was said to be extremely useful. Facilitators concluded that the module as whole would help promote positive settlement outcomes for migrant and refugee youth.

Talking Together for CALD Youth

3 hours duration

Module aim

To provide CALD youth with a framework for talking together and sharing some of their challenges in cultural transition and living in Australia.

CONTENT	NOTES
<p>WELCOME</p> <p>Overview of workshop and housekeeping</p>	<p>5 mins</p>
<p>1 ICEBREAKER</p> <p>Your name</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • What is your first name? • What is its meaning? <p>Discussion points</p> <p>Names can share common ideas and parents' hopes for their child.</p> <p>Types of families</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • How old do you have to be before you are not treated as a child? <p>Discussion points</p> <p>There are differing types of family units. Some may have two parents, some a single parent, or even two mothers (a birth mother and an 'older mother').</p>	<p>10 mins</p> <p>Large group discussion on whiteboard</p>
<p>2 FAMILY STRUCTURE</p> <p>Ask participants:</p> <ul style="list-style-type: none"> • What does the word 'family' mean to you? • How do you fit into your family structure? <p>Discussion points</p> <p>Your role in the family, family traditions and activities, family patterns of communication and interaction. Your role in contributing to family life.</p> <p>Ask participants</p> <ul style="list-style-type: none"> • What do you think about your family? 	<p>15 mins</p> <p>Large group discussion on whiteboard</p> <p>Small group activity. Give handouts 'How Would I Describe My Family' 1 and 2. Feed back to whole group.</p>
<p>3 FAMILY CONCERNS</p> <p>Discussion points</p> <p>Some things are important to a family. There are also many concerns a family may have about its members. Families differ in how they interact around these issues.</p>	<p>30 mins</p> <p>Small group activity. Give handouts 'Three Things Important to Your Family'. Feed back to whole group</p>
<p>4 DIFFERENT VIEWS</p> <p>How my family works</p> <p>Now that we understand more about what is important in our families, we're going to explore things that can cause problems and how to resolve them.</p>	<p>30 mins</p>

Areas of conflict in the family

Ask participants:

- *What are some of the areas where there can be conflict within a family?*

There are many areas in which there can be conflict within the family. These can include TV content, dating, dieting and eating, going out, appropriate activities, making choices and gaining independence.

How you see things, how your parents see things

Ask participants:

- *What do teenagers say they want from their parents?*
- *What do parents say they want from their teenage children?*
- *What would I do if I were an adult?*

Large group discussion on whiteboard

Hand out 'What Teenagers and Parents Want From Each Other' and 'If I Were An Adult' for small group activities. Feed back after each one.

5 A FOOT IN BOTH WORLDS

What is discrimination

We are going to explore how discrimination operates across cultural and language differences.

Trust, respect and friendship

Trust, respect and friendship can overcome cultural and language differences.

Trust

Ask participants:

- *What makes you trust a person?*
- *Who do you trust?*
- *Do you trust your parents?*
- *Are you trustworthy?*
- *What does not being trustworthy mean?*
- *Has someone you trusted let you down?*
- *Which systems do you or don't you trust?*

Respect

Ask participants:

- *How do we respect ourselves?*
- *How do we respect parents, teachers and authority?*
- *How do we respect our culture and customs?*
- *How do we respect other cultures and customs?*

Friendship

Ask participants:

- *How do we make friends?*
- *What are our rights and responsibilities as friends?*
- *Does freedom come with responsibilities?*

40 mins

Facilitate the small group activities outlined in the resource 'What Is Discrimination?'

Large group discussion. Discuss experiences when participants have lost trust and an experience in which a friend had let them down.

Large group discussion. Discuss experiences when participants have felt respected and given respect.

Large group discussion. Discuss how trust, respect and responsibility are part of friendship.

6 DEALING WITH PROBLEMS

Discussion points

- How you manage problems in your family and for yourself.
- What have you done to solve a problem that has worked for you?
- How will you make decisions about your future?
- What tips can you give others in your group?

15 mins

Small group discussions. Hand out 'Most Enjoyable Activities Your Family Does Together'; 'Things That Cause the Most Problems in Your Family'; 'How Would You Solve These Problems in Your Family'. Feed back to whole group.

7 KEEPING STRONG AND SAFE

We are going to explore ways of staying strong and safe. Our relationship with our parents is an important part of this.

My relationship with my family

Ask participants:

- *In which direction do you think your relationship with your family is moving?*

Discussion points

- Remain close to my parents.
- In the middle but still staying close to my parents.
- Moving away from my parents.
- Have moved away from my parents.

Keeping strong and safe

Safety is something that the whole family needs to consider and young people play a role in this.

Discussion points

- What do you recognise as being unsafe (discuss issues such as peer pressure, alcohol, drugs, sex, meeting strangers)?
- Where would you go for help if in trouble?
- Services that can help young people.

CLOSE

Module evaluation

30 mins

Large group discussion on whiteboard

Put a line across the whiteboard.

Write 'Closer to my parents' and 'Away from my parents' beneath the line at each end. Participants place an X on it to show the direction they are moving in their relationship with their parents.

Large group discussion on whiteboard. Hand out 'Your Family's Welfare' to whole group.

Community resources and fact sheets

How Would I Describe My Family 1

Circle **THREE** words that best describe your family.

- Angry
- Boring
- Busy
- Caring
- Changing
- Close
- Embarrassing
- Friendly
- Fun
- Happy
- Helpful
- Loving
- Loyal
- Noisy
- Peaceful
- Strange
- Stressful
- Strict

How Would I Describe My Family 2

Write **TRUE** or **FALSE** against each of the following statements.

My family:

- are clueless about my problems _____
- fight with each other a lot _____
- like to have fun with me _____
- don't trust me _____
- like my friends _____
- won't let me do what my friends do _____
- blame me for too much stuff _____
- treat me like a child _____
- pay little attention to my needs _____
- expect way too much of me _____
- don't care what I do or when _____

Three Things Important To Your Family

Think about the following things and work out which **THREE** are important to your family.

- Education
- Health
- Keeping together
- Money
- Religion
- Safety
- Traditions
- Family harmony

Family concerns

Work together to answer the following question:

What concerns does your family have about these **THREE** things?

What Teenagers and Parents Want From Each Other

Teenagers say

We want our parents to:

- negotiate reasonable rules with us
- give their advice and opinions when we ask them
- know that our friendships are important to us
- support us when we need it
- take an interest in us, but respect our privacy
- trust us
- understand that we have to make up our own mind on things
- understand what it's like to be us.

Parents say

We want our teenagers to:

- know and understand our values and why we want to pass them on to them
- tell us more about their world, since it is probably both very similar and very different from how it was when we were young
- know that they are not in danger
- think we are good parents
- not judge us too harshly
- hear what we have to say and think about our opinions
- give us some idea of what is going on in their lives.

Tips for talking with parents

- Choose the right time for talking.
- Congratulate them when things are done well.
- Do fun things together.
- Don't jump to conclusions.
- Give and take and say sorry if you are wrong.
- Listen openly and stay calm.
- Manage your stress.
- Negotiate most rules together.
- Remember no-one is perfect.
- Respect their opinions and feelings.
- Take time out when needed.
- Take time to listen.
- Tell them you love them.
- Try to see their point of view.

If I Were an Adult

If you were one of the adults who are responsible for you, what would you do **MORE** of and what would you do **LESS** of?

- Be loving and respectful
- Help around the house
- Listen to my kids
- Go away on holidays
- Have fun with my kids
- Fight with the children
- Care for my family
- Not yell at them
- Get close to my family
- Work all the time
- Buy a house
- Argue with the kids
- Find a better job
- Swear at them
- Be happy
- Stay out of trouble
- Spend time with my children
- Give the kids stress
- Help them with their studies

What Is Discrimination?

Aim

To help participants:

- explore how they first experienced prejudice and discrimination and the feelings associated with this
- increase awareness that everyone experiences prejudice and discrimination and that it can come in a variety of forms, not just racial
- understand the difference between individual experiences of discrimination and systemic oppression.

1 Experiencing discrimination

Ask participants:

Please share a story with your group about a time you:

- experienced prejudice or discrimination
- discriminated against somebody else
- witnessed discrimination and did something about it and why
- witnessed discrimination and did nothing about it and why.

Facilitator notes

Participants are often reluctant to begin this activity, particularly when asked to tell a story about how they have discriminated against somebody else. A good way to increase participation in this activity is for the facilitator to tell their discrimination story first. This will also develop trust within the workshop.

Point out that we share stories about when we have discriminated against somebody else not to feel guilty but to understand better why we do these things.

Differentiate for students between the experience of being discriminated against in a specific context ('I was not allowed to be a member of the group') and the experience of being discriminated against consistently, every day. This can help participants understand the relationship between individual racist actions and systemic racism and how one can be a symptom of the other.

Ask each group to share observations in the large group. Although many experiences will be shared, use prompts to explore the question of choice: what is it that leads us to act or not to act when we witness racism?

Definitions

- Discrimination is judging and treating an individual based on their membership of a group or category.
- Discrimination is an action or behaviour towards members of another group. It involves excluding or restricting members of one group from opportunities that are available to other groups.
- An individual need not be physically harmed for discrimination to have occurred. An individual only needs to be treated worse than others because they belong to another group.
- The United Nations says discriminatory behaviours take many forms, but they all involve some form of exclusion or rejection.

2 Group activity: Tribal Feasts

Aim

To help participants gain a better understanding of cultural differences and how these can lead to discrimination.

Activity

Organise participants around four tables. Each table has a large bowl of coloured jelly beans. Explain that each table is a tribe and that there are four tribes: Red Tribe, Green Tribe, Blue Tribe and Yellow Tribe. The tribes have come together to share a feast.

Give each person the instructions for their tribe.

Ask participants to:

- read the instructions carefully
- keep these private within the group; do not discuss them outside the group
- follow the instructions on their cards.

Start the activity and allow enough time for each table to follow their instructions.

The instructions for each tribal member are as follows:

1 Red Tribe

- In the Red Tribe, it is strictly forbidden and also extremely rude to accept any food from a person who is not a Red Tribe member. Only a Red Tribe member can offer other Red Tribe members food to eat.
- When you are given food by any other tribe you will turn away, shake your head and wave your hands to say, 'Go away'.

2 Green Tribe

- The Green Tribe always shares its food equally with everybody. It is extremely important to the Green Tribe to share food with everybody, whoever they are. The Green Tribe counts out jelly beans and then distributes equal piles of this food in front of each group sitting around the table. The Green Tribe keeps doing this and ignores everything else because it is very important to the Green Tribe that everybody gets a fair share of all the food.
- The Green Tribe also thinks it's polite to smile at everybody. As you count out the jelly beans, smile at everybody around the table and keep smiling even if other tribes won't smile or speak to you.

3 Blue Tribe

- For religious reasons, the Blue Tribe can only eat yellow food and no other tribe but the Blue Tribe is allowed to eat yellow food. Yellow food belongs to your tribe only. You cannot touch or keep any food that is not coloured yellow.

- You must collect up every piece of food that is coloured yellow and put it in front of your tribe and keep it all to yourself. If yellow food is taken from you by another tribe, you will politely reach across the table and take it back again and place it in front of you.

4 Yellow Tribe

- The Yellow Tribe does not understand anything about the Blue or Green Tribe and will ignore what they say because these tribes don't speak the Yellow Tribe language. However, the Yellow Tribe believes they get along well with the Red Tribe and will constantly offer them food and want to talk to them only.
- Whatever happens, keep offering food to the Red Tribe people. If asked anything by a Blue or Green Tribe member, you always say, 'No, I don't understand'.

Group discussion

Ask participants:

- *How did it feel when you could not understand a person from another tribal group?*
- *How did it feel when another tribal group member did not understand you?*
- *Which obstacles did you feel you had to overcome?*
- *How do cultural differences and language affect us in everyday life?*
- *How do you think this can influence our behavior and choices?*

Where to get help

The Anti-Discrimination Commission of Queensland deals with discrimination, sexual harassment and acts of public hatred. Discrimination can be illegal if it happens because of:

- race
- age
- gender identity
- religious beliefs
- political beliefs
- disability
- family responsibilities
- pregnancy or breastfeeding
- relationship status (divorced or married)
- sexuality
- trade union activity.

Most Enjoyable Activities Your Family Does Together

Circle **THREE** enjoyable things that you do with your parents.

- Cleaning the house together
- Eating together
- Going shopping together
- Going to the doctor together
- Going to the movies
- Having family BBQs
- Having parties
- Making a trip
- Playing board games together
- Playing together
- Praying together
- Spending time together
- Visiting friends in Brisbane
- Watching TV together
- We don't do anything together

Things That Cause the Most Problems in Your Family

Circle **THREE** things that cause the most problems in your family.

- Spending money
- Fighting with another person
- Issues at school
- Trusting each other
- Decision making
- I don't do my jobs in the home
- Keeping traditions
- Health
- Everyone has a different point of view
- My relatives, because they're annoying
- Going out on my own
- My mum or dad isn't close to me
- Being too Australian
- There are many children in the family
- Not caring about my feelings
- Making phone calls to someone my parents don't know
- Buying stuff that my parents think I shouldn't buy

How Would You Solve These Problems in Your Family?

Choose **THREE** ways of solving these problems if you were the parent.

- Choose my own family members
- Not decide for all members of the family without consulting with them first
- Get my children off my back
- Get to know everything about my kids' life
- Have a closer family
- Have more fun together as a family
- Find out how to get along better with my children
- Side with my children most of the time
- Listen a lot more to what other family members are saying
- Make more money and save more money
- Show my children that I love them
- Solve problems without fighting
- Speak kindly and not swear
- Talk to one another to find a better way not to cause the problems
- Tell my children how I really feel

Your Family's Welfare

If you had enough money to buy any **THREE** of the following for your parent or guardian, which ones would you buy?

- Better health
- Better job
- Better looks
- Better temper
- Fewer worries
- More energy
- More fun
- More love
- More money
- More patience
- More time with me
- Sense of humour

Where to Get Help

Websites

GENERATE www.generate.qld.gov.au is a Queensland-based site with information for youth, as well as competitions, what's on and other links.

HEADROOM www.headroom.net.au is a website with lots of useful information on emotional, family and peer issues

MOODGYM www.moodgym.anu.edu.au is a site that aims to help you identify and overcome problem emotions and teach you good coping skills.

REACH OUT www.reachout.com.au is a website for young people with useful information and links on a range of social, family and health topics.

THE SOURCE www.thesource.gov.au is a website that has information on youth media awards, youth roundtable, careers, health, networks and more.

YOUTH PORTAL www.youth.gov.au takes you to a gateway to youth information, programs, services, resources and entertainment for young people between the ages of 12 and 25 in Australia.

YOUTH AFFAIRS NETWORK QLD www.yanq.org.au is a website for those interested in being involved in youth affairs and having your interests and needs heard.

YOUTH HEALTH www.youthhealth.com is an animated site with useful information about health for kids aged 6 to 14.

YOUNG ADULT HEALTH www.cyh.com is a website with information on health issues for young adults aged 18 to 25.

Youth help lines

KIDS HELP LINE 1800 55 1800

Kids Help Line is Australia's only free, confidential and anonymous, 24 hour telephone and online counselling line specifically for young people between 5 and 18 years of age.

QLD TRANSCULTURAL MENTAL HEALTH CENTRE 3167 8333

If you have concerns regarding your mental health, call this number.

QLD HEALTH HELP LINE 13 43 25 84

If you have health concerns, call this help line.



RESOURCES FOR ALL MODULES

Resources for All Modules

Tips for Facilitators

Language and literacy in workshops

- Participants may not read and write in their own languages. Take account of the relatively low rate of first language literacy in your facilitation style.
- It is difficult to maintain common levels of learning when there are varying levels of understanding. You can only move the session as fast as the person with the poorest understanding of the language(s) that you are using.
- Avoid using written instructions, hand-outs or butchers paper brainstorms if you have any doubt about the levels of English literacy.
- Some migrants and refugees do not read their own language: check this before you spend money on translating any information.
- Participants we worked with seemed to prefer discussion over activities or videos. Participants learn from the discussion but you should also be confident in bringing the discussion back to the learning point.
- With this in mind, be clear with your audience and your co-facilitator which discussion points are highly important and must be interpreted and which ones can take the form of a small group discussion without interpretation back to the group.
- Practice your ability to be flexible in delivery: responding to information shared during discussion respects participants' input but, depending on your time limit, be aware that you may get through less of what you had planned.

Using interpreters

- Working with interpreters needs practice. In the lead-up to our pilot of each module, we role-played presenter, interpreter and audience. This helped us estimate the extra time needed for interpreting and we became aware that the gaps between interpreting and presenting can become problematic for keeping to the learning plan.
- Two or three small sentences are all that an interpreter can faithfully interpret at one time. Plan your session so you can impart information in small units. Identify those pieces of information that are key within the topic to help you ensure that they are covered.
- Not everything in your training session will need to be interpreted back into English. Be confident and trust that, if you ask through the interpreter for each participant to talk to the person next to them for five minutes about a topic in their own language, they will do that and that each discussion does not need to be interpreted back to you, the facilitator.

Engaging in discussion

- We found that participants often wanted to tell the story of their own family's refugee experience. In our module pilots, it became obvious that the participants had very few previous opportunities to tell their stories to mainstream service providers. It became a two-way learning experience. This aspect needs to be planned and managed well if the sessions are to proceed in an orderly fashion.
- The style of our participants was respectful; they did not interrupt and did not expect that they should be interrupted in telling their stories.
- Be aware that newly arrived refugees may have never experienced an interactive training session before. The concept of a group of adults sitting in a workshop environment while listening to a facilitator, doing small group work and responding in structured ways within prescribed time frames may be confusing initially.

Modules on parenting and culture

- Cultural practices and strongly held beliefs involved in childrearing, raising adolescents and gender are deeply embedded in all cultures. We can think that our way, the way we have been brought up, is the only way to bring up children and to manage relationships with the opposite gender.
- Be aware that parenting and child protection content can be highly emotional and evoke strong reactions from participants. Therefore the facilitator needs to take a calm, interested, non-judgemental approach as participants tell their stories.
- The participants need to be able to explore new ways of parenting without threat of exposure. Issues concerning disciplining of children need to be dealt with very sensitively.
- Rather than criticise a particular parenting practice, talk instead about ways of parenting that are good practices in Australia. We found that participants were eager to learn these practices and were concerned to fit in as good parents. Of somewhat lesser relevance was the fear of having their children removed by the Department of Child Safety or having the police visit in cases of domestic violence.
- Participants need little encouragement to share examples of ways which they have found work well in bringing up children and adolescents and in resolving differences with their partner and extended family.

Child care

We support parents bringing their children to the workshop by setting up a play area at the back of the workshop. Parents can check on their children during the session as they wish and children know their parents are close by. We have found this works well as the children are well behaved and engaged in their activities and the parents relax and participate more comfortably. Be flexible in your delivery if this method of child care is used by the module coordinator.

Before delivering a workshop

Go through each topic area and consider the following.

What types of delivery methods will we use?

- Facilitating a group discussion
- Giving a talk followed by questions
- Breaking into groups
- Using a PowerPoint presentation
- Using a case study of a legal point, a real-life situation
- Storytelling
- Using drama: act it out

What kinds of community worker will we ask to facilitate the topics?

- Specialist worker in the topic area
- Community agency worker
- CALD community leader
- Panel of facilitators

Is there a need for one or more facilitators to divide up the topics?

What resources do we need?

- A printed glossary of terms?
- Fact sheets?
- Do we limit reading materials?
- Do we use handouts or hand out nothing at all?

Tips for Coordinators

Promotion

- Market modules to agencies to promote the training to clients
- Support identification and engagement of participants

- Contact community groups informing them of what's on offer and times and dates
- Contact and help community elders to promote the workshop
- Help community elders return an updated list of their contacts for later use

Facilitators

- Coordinate facilitators from list of current trainers
- Arrange interpreters
- Arrange cross-cultural and interpreter training for new trainers and agencies delivering modules

Venue

- Secure training venue (book rooms and equipment)
- Coordinate child care and catering
- Source transport where required

On the day

- Liaise with transport drivers
- Set up training room
- Organise materials and equipment
- Check with facilitators that they are ready and have all the resources they need
- Oversee catering arrangements
- Arrange and collect evaluations at end of training
- Respond to training needs identified during delivery and provide feedback to agencies and stakeholders after delivery
- Close down training room

Participant Feedback

Please tell us your thoughts about participating in this module. Your feedback is welcome and will be used to improve future workshops.

Module title _____

Date _____ Venue _____

What did you enjoy most about the workshop?

What could we do to improve the workshop?

What would you like to learn more about?

Please return this form to the facilitator. Thank you for your feedback.

Facilitator Feedback

Please tell us your thoughts about facilitating this module. Your feedback is welcome and will be used to improve future workshops.

Module title _____

Date _____ Venue _____

What helped you the most in working with the participants?

What were the challenges in working with the participants?

What were the challenges in working with the interpreter?

How can we improve delivering this module?

Your details

Please give your name, organisation and contact details

Thank you for your feedback. Please return this form to:

Interpreter Feedback

Please tell us your thoughts about interpreting during the module. Your feedback is welcome and will be used to improve future workshops.

Module title _____

Date _____ Venue _____

What challenges or difficulties did you encounter with interpreting language during this module?

Your details

Please give your name and contact details

Thank you for your feedback. Please return this form to:

Acknowledgements

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Ann Holden (Centrelink)
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Alison Noller (Family Planning Queensland)
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Melina Bick (Family Intervention Program, Mercy Community Services Toowoomba)
Perry Bowe (Family Intervention Program, Mercy Community Services Toowoomba)
Peter Pendlebury (Relationships Australia)
Rachel Thiele (Mercy Community Services Toowoomba)
Rosemary Dean (East Creek Community Centre)
Susan Richardson (Relationships Australia)
Trudy Graham (East Creek Community Centre)
Zelda Lawrie (Relationships Australia)

Community groups

Charles Kitapindu (Congolese community)
Daniel Abot (South Sudanese community)
Elisha Abeka (Kenyan community)
Jacques Makazanyo (Rwandan community)
John Mansaray (West African community)
Margaret Cole (Lockyer Multicultural Group)
Owen Multzuberg (Radio Africa at 4DDB FM Radio)
Wac (Sudanese community)

Education

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Karen Hossack (Darling Heights State School)
Kath Symmons (Harristown State High School)
Lynette Bosworth (Education Qld)
Mark Creedon (Darling Heights State School)
Rosie Gwynne (Education Qld)
Sue Bishop (Refugee and Student Inclusion, University of Southern Queensland)
Wanda Bennett (Lockyer State High School)
Wendy Richards (University of Southern Queensland)

Health

Annie Roker (Youth Health Nurse, Centenary Heights School)
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Youth services

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Catherine Gilson (Gatton Cultural Star Gazers)
Claire Christian (Youth Arts Director Empire Theatre)
Colleen Wright (Smith Family)
Leighan Arnott (Gatton Cultural Star Gazers)
Malwal Mywin (Reconnect Mission Australia)
Paul Mabior Garang (YouthCAN Queensland African Communities Council)
Tess Minogue (Intensive Intervention Mercy Community Services Toowoomba)

Communities participating in ACAG modules

Participants in ACAG workshops came from the following communities:

Afghanistan; Burundi; Chad; China; Darfur; Democratic Republic of the Congo; Egypt; Eritrea; Ethiopia; France; Ghana; India; Indigenous Australia; Iran; Iraq; Kenya; Kuwait; Liberia; Malaysia; Oman; Papua New Guinea; Philippines; Solomon Islands; South Sudan; Sudan; Tanzania; Uganda; Vietnam; Zambia; Zimbabwe.



