

CAFS PRELIMINARY Module 3

Families and Communities

Reference : Nelson Community and Family Studies Pps 81 – 113

- 1 Watch movie *Yours, Mine and Ours* and answer questions 1 – 4 'Think it through' on p. 81
- 2 Read p.81 and write a definition for 'community', and give some reasons for their formation. Answer ques's 1-3 in 'Think it through' on p.82
- 3 Visit the Australian Bureau of Statistics website (ABS) and analyse the data for a chosen community
- 4 Read p.83-4 regarding questionnaires and construct some questions to identify some demographics of the local community. Read advantages and disadvantages on p.85
- 5 *Levels of community organisation*
Read p.86-7, copy table on p. 87 and complete ques's 1 & 2 'think it through', and study infogram p.87 and answer ques's 1 & 2 on p.88 'think it through'.

How can groups within communities meet the specific needs of people from a local to a global level?.....give a written response

- 6 Read p.88 and visit YWCA website and Mission Australia

Investigate how groups have assisted individuals to overcome adversity through the roles they have adopted within the community.....consider groups such as charity, religious, health services, and emergency services groups

Visit RFS site, explore the Safety Induction Process

Investigate aspects of wellbeing experienced by volunteers e.g RFS and emergency services

Check for understanding – p.90 Ques 1,3

- *Investigate Australian Red Cross activity 1-3*



Building relationships

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

Relationships between family members are characterised by:

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

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

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

Promoting wellbeing

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

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

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

Watch the movie *Yours, Mine and Ours*.

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

COMMUNITIES

Definitions of a community

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

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

community

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

Reasons for community formation

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

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

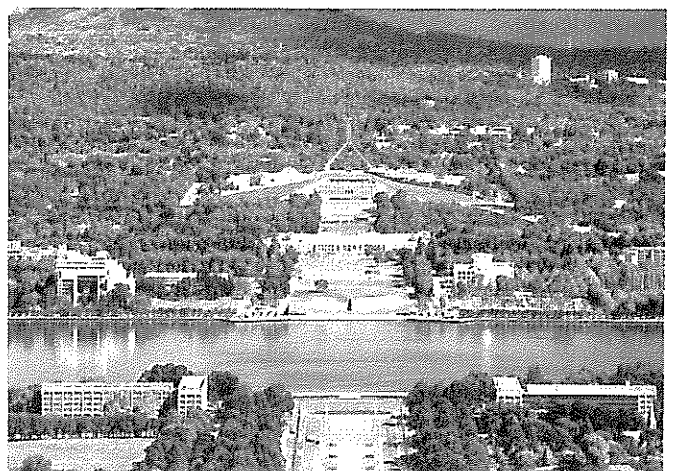
- have attractive surroundings, such as parks and open space, the beach, bush or rivers and creeks
- be an area in which it is easy to walk or get around
- provide access to local services and facilities; for example, shops and services, transport and employment opportunities, and school and community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

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

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



Allison Beattie



Dreamstime/Filedimage

Communities can emerge as a result of geography, where shared or purpose-built reasons



Think it through

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

demographic

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

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

questionnaire

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

survey

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

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

Questionnaires as a primary research method

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

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

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

The information required for your research

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

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

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

Think it through

Queensland Health

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

Developing reliable questions

It is important to include questions that:

- are easy to understand
 - use clear, simple language
 - ask only one question at a time
 - are listed in a logical order.
- It is also important to begin with easy questions to put people at ease.

Closed questions

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

What is your marital status?

- ☐ Married
- ☐ De facto relationship
- ☐ Separated
- ☐ Divorced
- ☐ Widowed
- ☐ Never married

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

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

Closed question with checkbox

Closed question with frequency scale

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

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

Closed question with possible variables in response

Open-ended questions

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

Conducting the questionnaire

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

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

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

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

Collecting and recording data

How do I present quantitative data?

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

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

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

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

Figure 4.10: Sample of questionnaire data

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

Figure 4.11: Sample of quantitative data

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

AUSTRALIAN BUREAU OF STATISTICS 2011 Census of Population and Housing						
2261, NSW (POA2261) 51.5 km ²						
B35 TYPE OF INTERNET CONNECTION BY DWELLING STRUCTURE						
Count of occupied private dwellings						
Dwelling structure						
	Separate house	Semi-detached, row or terrace house, townhouse etc.	Flat, unit or apartment	Other dwelling	Not stated	Total
No internet connection	3018	809	1003	76	3	4909
Type of internet connection						
Broadband	10169	1153	1050	46	4	12422
Dial up	396	63	71	5	0	535
Other	529	83	125	9	3	749
Total	11094	1299	1246	60	7	13706
Internet connection not stated	502	101	140	10	4	757
Total	14614	2209	2389	146	14	19372

Title and column headings are concise

Align columns containing numbers

Sufficient space within each column or row for the data

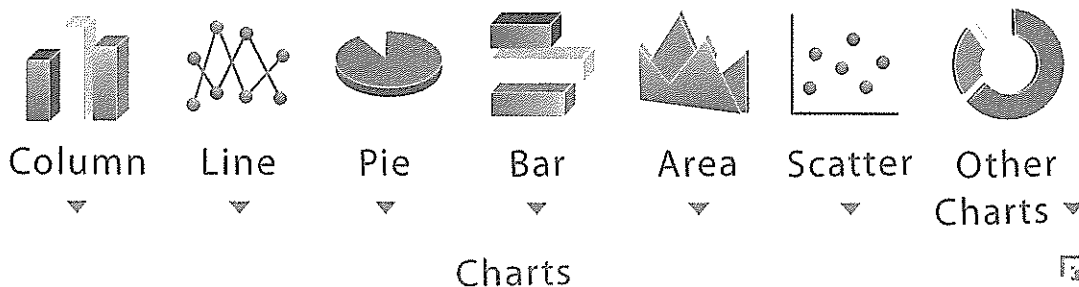
An example of a good table

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

What type of graph should I select?

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

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



The charts menu on the Excel toolbar

Advantages and disadvantages of questionnaires

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

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

Check for understanding

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

Levels of community organisation

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

Local, state and national community organisation

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

The levels of community organisation for the Australian system of government

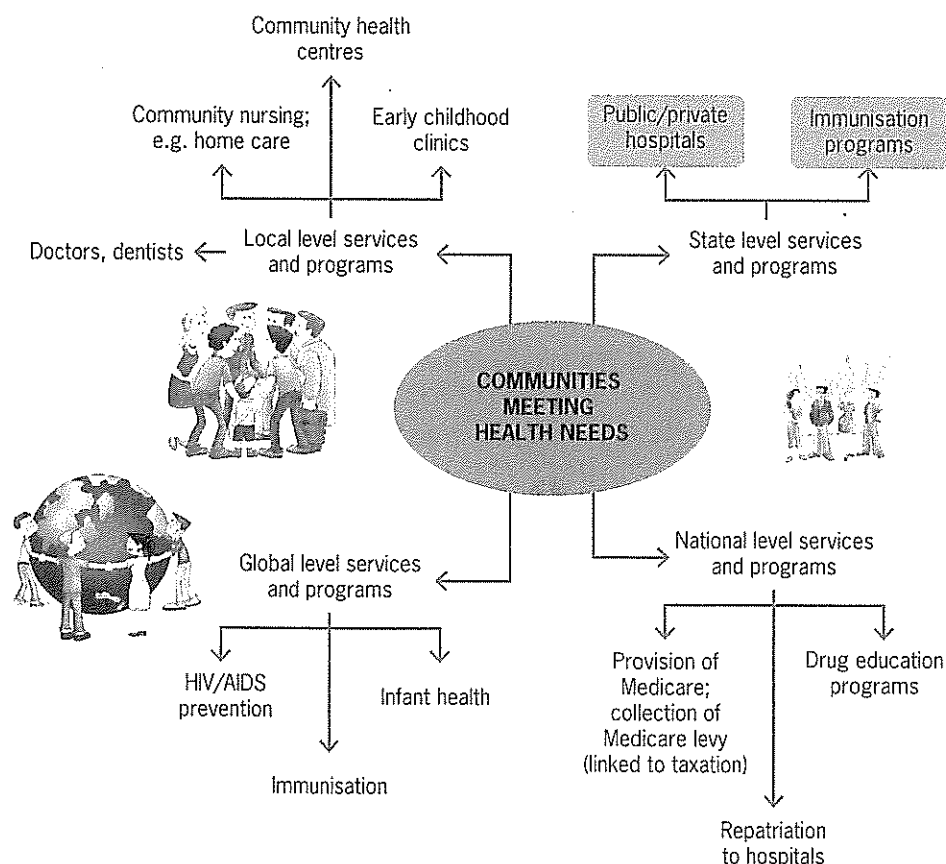
Levels of community organisation	Local	State	National
Description of government organisation	Local governments are based in a particular part of a city, town or rural area. They have the power to manage and make laws applying to that area.	State governments are responsible for the state only and have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

Think it through

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

Global community organisation

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



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



Think it through

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

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

Roles groups adopt within communities

Think it through

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

YWCA NSW

Satisfying specific needs

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

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

Vinnies Treasure
Chest Gallery

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

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

Mission Australia: Together we stand

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

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

Check for understanding

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

Mission Australia

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

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

Building relationships

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

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

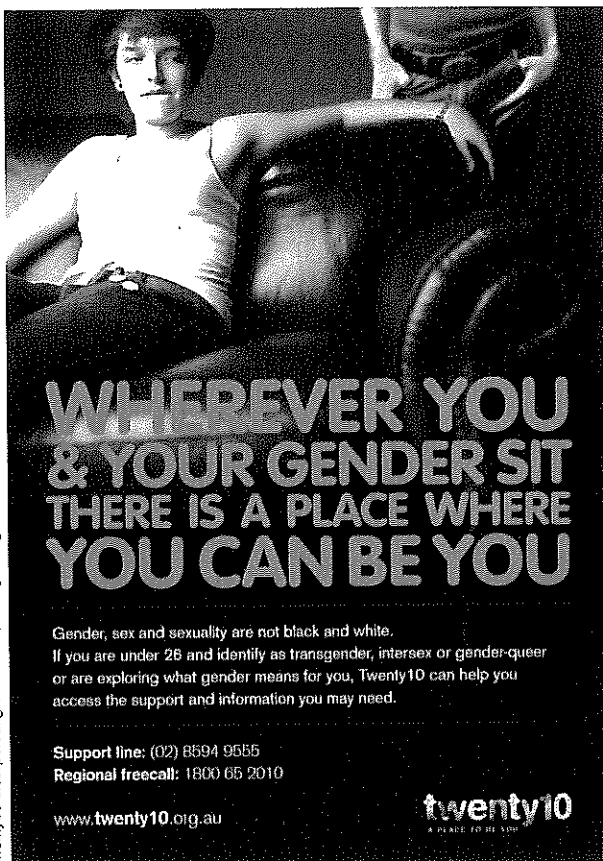
Members of community groups may need to develop and/or rely upon various strategies to assist in building relationships with the individuals they deal with, be it those who are experiencing hardship or those they are engaged with positively through volunteer work. For example, members of community groups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

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

Promoting wellbeing

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

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



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

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

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

www.twenty10.org.au

twenty10
A PLACE TO BE YOU

Twenty10 incorporating GLCS NSW, twenty10.org.au



Think it through

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

ABC Open

Check for understanding

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

1 Investigate how this organisation has assisted individuals to:

- a satisfy specific needs.
- b build relationships.
- c promote wellbeing.

2 Share your learning with your class.

3 Copy the table headings below into your notebook and list how the different types of community groups satisfy specific needs, build relationships and promote wellbeing.

Type of community group	Satisfying specific needs	Building relationships	Promoting wellbeing
-------------------------	---------------------------	------------------------	---------------------

Charity group

(e.g. The Smith Family)

Religious group

(e.g. The Salvation Army)

Health services group

(e.g. beyondblue)

Emergency services group

(e.g. Careflight)

Check for understanding

1 Download the Australian Red Cross app 'And then I was a refugee'.

2 Chose one or more 'journey' scenarios to read.

3 After considering each scenario, describe how the Australian Red Cross and its partner charities assist individuals to overcome adversity.

Decision-making in communities

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

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

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

Influences on decision-making

Legislation

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

Environmental factors

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

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

Lobbying and community petitions

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

Avaaz

Protesting

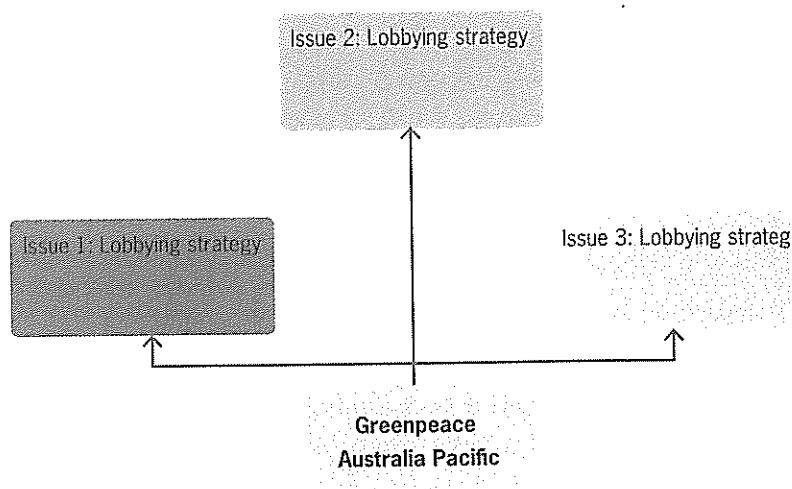
By definition, a protest is a declaration of disapproval. A protest often declares opposition to a behaviour or act that a person is otherwise limited in their ability to prevent or avoid. In Australia, there are many public places where people can exercise their right to communicate their opinions and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

Greenpeace Australia

Think it through

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

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



A sample mind map



CASE STUDY

Vibewire

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

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

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

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

Questions

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

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

Vibewire

Decision-making processes

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

Arbitration

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

Consensus

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

Election

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

Voting

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

Referendum

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

Think it through

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

Arbitration

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

Consensus

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

Election/voting

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

Electoral Council
of Australia

Referendum

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

Applying decision-making processes

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

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

MANAGING CHANGE IN FAMILIES AND COMMUNITIES

Nature of change

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

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

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

Examples of the nature of change in families and communities

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

(continued)

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

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

Impact of change on families and communities

Family and community wellbeing

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

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

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

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

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

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

Examples of impact of change on families and communities

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

Roles individuals adopt

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

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



Environmental

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

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

Legislation

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

Think & Discuss

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

Technology

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

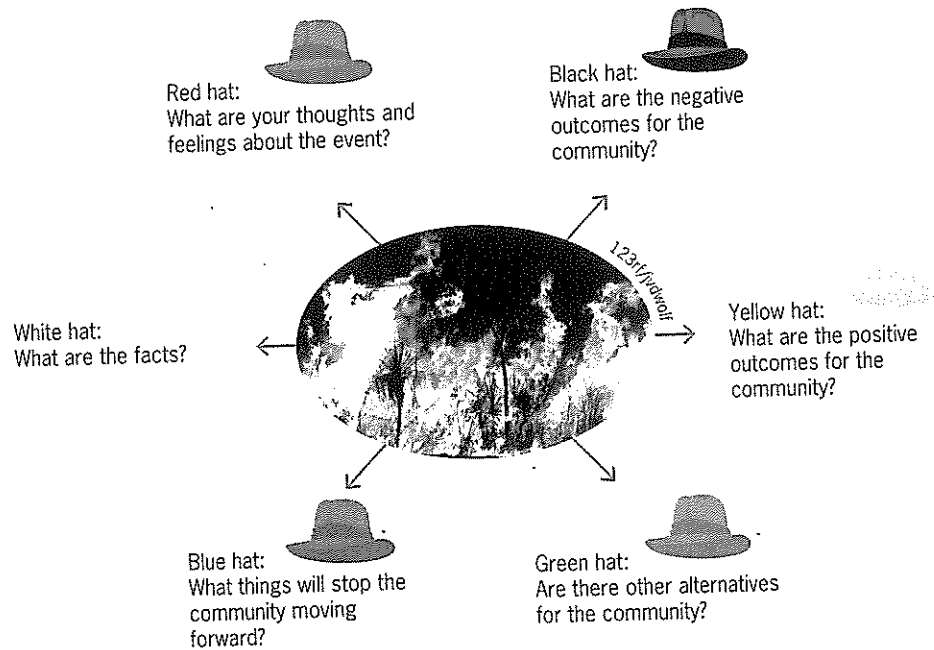
- connecting individuals and communities
- providing services
- enabling procedures, systems or techniques to take place
- providing access to learning and education.

Check for understanding

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

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

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



Types of support

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

Informal support

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

Formal support

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

Think it through

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

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

SOCIALISATION OF INDIVIDUALS WITHIN FAMILIES AND COMMUNITIES

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

Generally, socialisation of individuals occurs through:

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

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

Stages of the life span

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

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

socialisation

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

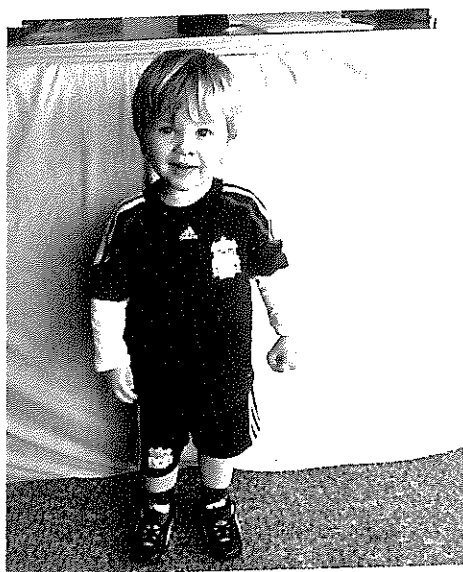
Socialisation occurs throughout the lifespan.

life span development

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



Kate Rayner



Kate Rayner



Kate Rayner

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

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

The stages of the life span can be identified as:

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

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

Infancy

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

Security and safety

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

Health

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

Education

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

Sense of identity

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

Employment

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

Adequate standard of living

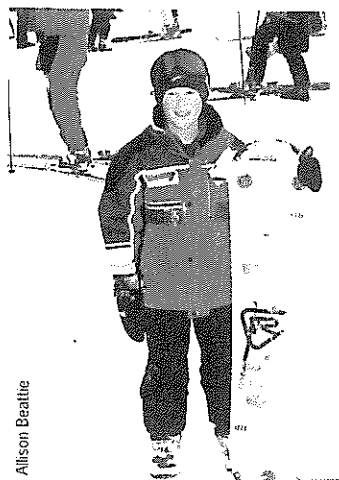
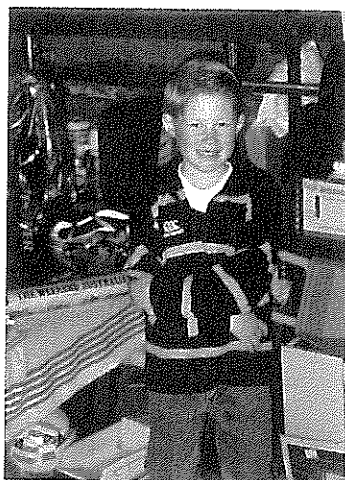
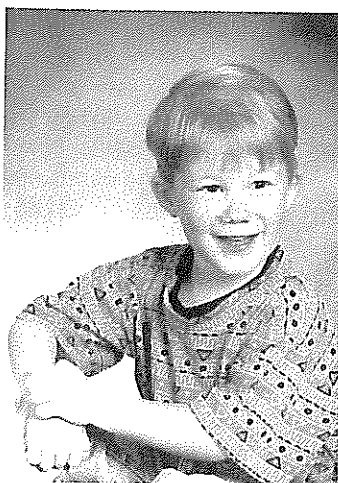
- Nutritious diet, including breast milk if possible
- Clothing, which should be size specific and suitable for all weather
- Appropriate shoes that should also assist in the development of walking
- Housing that is safe, with safe bedding including a bassinet or cot and air circulation to reduce the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

Childhood

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

Security and safety

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



Allison Beattie

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

Health

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

communicable diseases

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

Education

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

Sense of identity

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

Employment

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

Adequate standard of living

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

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



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

Adolescence

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

Security and safety

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



Health

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

Education

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

Sense of identity

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

Employment

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

Adequate standard of living

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

lifestyle diseases

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

Adulthood

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

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

Security and safety

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

Health

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

Education

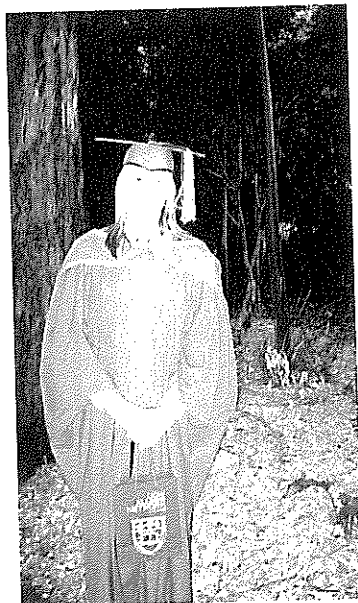
- Further education for employment or interest
- Career opportunities and challenges
- Education in technology, to keep up with new advances
- An understanding of new learning techniques, to help support their children through their education
- English courses, for those of non-English speaking backgrounds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

Sense of identity

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



Adults take a lot of complex decision-making, such as whether to get married, get a job or travel



Kate Rayner

Sense of identity

- Contact with others, through activities such as bingo, bowls and golf
- Support if a friend and/or partner passes away
- Involvement with family and grandchildren; the aged may even care for grandchildren
- Access to telephone communication with family and friends
- Family assistance, if suffering from an illness or terminal disease; in such cases, an individual may become dependent on their family
- Full care, if required; in such cases, an individual may lose their sense of identity
- The ability to pass on cultural traditions to grandchildren

Employment

- Phased retirement or complete retirement; phased retirement requires flexible working patterns
- The opportunity to offer skills training, education and mentorship to young workers

Adequate standard of living

- Financial stability, required to achieve an adequate standard of living; this can be difficult, as this group is typically phasing out of employment
- Suitable housing, including home care, assisted living or nursing home care
- Nutritious meals that reflect health needs; for example, increased calcium for bone strength
- Clothing that is suitable for the elements; typically, the aged feel the cold more, due to poor circulation

Check for understanding

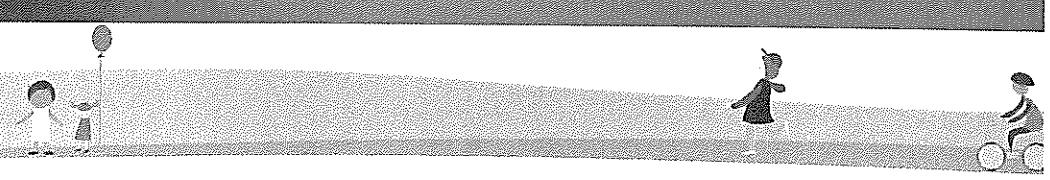
- 1 Name one stage of an individual's life span.
- 2 Describe four needs for this individual.
- 3 Explain how the satisfaction of these needs can lead to wellbeing.

Think it through

This activity is based on 'think, pair, share' (see the table below). Each stage of the life span is allocated to different pairs in the class.

Think	Work individually to consider your responses to Questions 1 and 2.
Pair	Discuss and negotiate your ideas with a partner to achieve a single response to Questions 1 and 2.
Share	Share your paired response with the whole class.

- 1 Identify the specific needs of an individual for one life span stage. Write them on a piece of paper.
- 2 Cut the paper into sections (one for each need) and then arrange the needs into priority order for your chosen life span stage. Attach the list to a large piece of paper using Blu Tack.
- 3 Share your priority list with a partner and agree on a list of priorities together, reordering the needs as required.
- 4 Share your final list with the class. As each pair shares their response, complete Step 5.
- 5 Copy the following table headings into your notebook and write the answers from each group into the appropriate section of the table. A sample entry has been completed for the first stage.



Life span stage	Category of need	Specific needs (in order of greatest significance)
Infancy	Adequate standard of living	<ul style="list-style-type: none"> • Nutritious diet, including breast milk if possible • Clothing that is size specific and suitable for all weather • Appropriate shoes that assist in the development of walking • Safe housing, with safe bedding including a cot and air circulation to reduce the chances of Sudden Infant Death Syndrome (SIDS).
	Health	<ul style="list-style-type: none"> • Adequate rest • Immunisation against diseases such as hepatitis B, diphtheria, tetanus, whooping cough, measles, mumps, rubella, polio and chickenpox • Activities, such as swimming lessons or gymnastics, to help develop gross motor skills and muscle development
Childhood		
Adolescence		
Adulthood		
The aged		

6 Using the information from the table above, write an extended response to this task: Analyse the specific needs that are of greatest significance to the individual at each stage of the life span.

Literature review as a secondary research method

Literature reviews are logical and methodical ways of organising the already existing body of knowledge about a topic. They are commonly found at the beginning of essays, research reports or theses and are able to 'set the scene' to show what the researcher has been able to find out before beginning their own research. A literature review is known as a secondary research method, as the data has been gathered and recorded by someone else.

The steps involved include:

- searching and collecting information in your given area
- making a summary of the information
- critically analysing the information and identifying any areas of controversy
- presenting the information in a logical and organised style.

Accessing sources of data

Carefully reading information acquired from the internet, videos, databases, reference and textbooks, magazines, pamphlets, statistical reports, previous research projects and influential literature is known as secondary research. This is because the information has previously been researched or found by another person.

When undertaking a literature review for your Preliminary course, you will likely use a search engine such as Google, as well as one or two other sources. When accessing data sources, it is important that you evaluate the quality and reliability of all information. Avoid user-created websites, such as Wikipedia, unofficial YouTube videos, blogs and forums as these sites can be edited by anyone, at anytime – this can make them unreliable.

As you research, you will need to take notes. The scaffold below has been designed to guide you in your note taking regarding socialisation throughout the life span.

literature review

A secondary research method involving a search and evaluation of existing knowledge on a particular topic

Create a column for each stage of the life span.

Secondary data	Issue 1: Socialisation during infancy	Issue 2: Socialisation during childhood	Issue 3: Socialisation during adolescence	Reflection
Source 1				
Source 2				
Source 3				

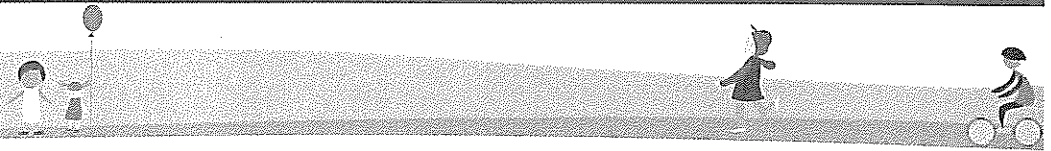
Draw a similar table in your notebook, and follow the steps below to create your literature review.

- 1 As you read through a data source, collect and record information – words, phrases and main ideas – in the appropriate column.
- 2 After each reading, reflect upon what you have learned and record this in the 'Reflection' column.
- 3 Review your table of notes, identify suitable headings for a summary, then condense your notes into 1–2 sentences or points per heading.
- 4 Critically analyse your information, noting whether there was anything controversial in your research. Write about this and include an example.
- 5 Record the name, source and publication details for your bibliography.

Access appropriate sources of data to conduct a literature review on socialisation throughout the life span. Present your literature review as brief, logical and well-organised text.

Advantages and disadvantages of literature reviews

Advantages	Disadvantages
Literature reviews are versatile. They can be conducted for almost any topic and can provide information either at the overview level or in-depth. The points can be organised into issues or themes that relate to a research proposal.	An effective literature review requires high-level literacy skills to identify resources, analyse sources to identify relevant information, and to write a meaningful summary.
They demonstrate that the researcher has carried out background reading as a means of becoming familiar with their research topic.	It can be demanding reading other people's research and making sense of it.
They provide a historical context and identify the authors that have been engaged in similar work. They show what has been found previously and set a framework for information that can be identified in the new research.	Literature reviews are limited to collecting information about what has happened in the past, and usually within organisations outside of the researcher's own 'space'.
They save time, as others have carried out the primary (previous) research. No scheduling or coordination is involved. The cooperation of others is not required.	Sometimes, students may not have access to certain information. They may spend unnecessary time and resources searching for sources to include in a literature review.
They provide clarity and direction for the researcher to carry out their own research.	The data are not about current actual behaviours.
They are relatively inexpensive and efficient. A large amount of data can be collected quickly at minimal cost. The only resources needed are a good library or online database and a competent reviewer.	
Previous sources of data can be both quantitative and qualitative so a balanced perspective may be identified.	



Influences on socialisation

It is important to ask the following questions in order to understand the influences on socialisation.

- What and who shapes us into the individuals we are today?
- How do we understand what the social norms are in different situations?
- How do we learn to fit into society and adapt to the social norms?

For an individual, socialisation is about becoming a productive member of society, and making the relationships we have and the roles we adopt in life meaningful. The family is the greatest influence in an individual's life, but there are other people and sources of information that aid in the socialisation process.

Relatives

Relatives are blood relations. Relatives in the extended family include grandparents, cousins, aunts and uncles.

Relatives in the extended family:

- usually share the same values as the immediate family
- share the same culture
- share in a similar upbringing
- may live in the same household
- are usually the first people parents will rely upon when looking for child care.

Peers

Peers are people who are generally the same age, share the same interests and live in close proximity to an individual.

Peers aid in the socialisation process by helping an individual to:

- feel acceptance and belonging, which may contribute to a positive self-concept
- learn independence and decision-making away from the family unit
- learn communication skills
- learn to problem-solve and resolve conflict through dealing with situations such as peer pressure
- learn gender roles
- learn empathy and sympathy through observing others' situations.

Paid carers

Paid carers are those people who are paid (through employment) to care for young people. They may come in the form of nannies or babysitters, or employees at family day care, long day care or preschool centres. They could also be considered teachers at primary and high school.

Paid carers influence socialisation through:

- setting clear and appropriate rules and establishing boundaries for behaviour
- fostering learning
- encouraging communication
- providing opportunities for positive risk taking
- providing opportunities for leaderships and independence
- applying appropriate discipline
- tolerating differences
- teaching about gender roles.

Health professionals

Health professionals are people within the community who have studied to care for the community members' health. There are many types of health professionals. Some examples include doctors, nurses, dentists, physiotherapists, psychologists and counsellors. Health professionals have access to specific data, and are knowledgeable and inherently trusted.

Health professionals aid in the socialisation process through:

- checking on the development of infants and children to ensure they are meeting their developmental milestones; if these milestones are not achieved the socialisation process may be delayed, or need extra support

- offering confidentiality and accurate information regarding sexuality, sexual relationships and other, often taboo, subjects; this makes health professionals a common choice for young people going through the socialisation process
- counselling – specifically, providing clear and practical advice that helps young people to think about their behaviour in real situations; counsellors are often employed at schools to help young people navigate issues that arise in their lives
- the use of online networks and telephone hotlines, which help them access young people and provide them with accurate information.



The internet is an important method of communication for friends and social groups.

In January 2014, there were 167.2 million blogs on Tumblr, and 74 billion posts (Tumblr front page, 2014). In 2013, one in five young people were spending at least 20 hours a week on social networking sites (Mission Australia, 2013).

Cybersmart

Online networks

Online networks use the internet to allow people to meet up in cyberspace. They include social networks, such as Facebook, Snapchat, Twitter, Instagram, Kik Messenger, Ask.fm, Tumblr and Skype, and study forums, such as Bored of Studies. These networks foster interconnections between people based on interests. The interconnections may be with 'invited' friends or with strangers. It is important for teens to understand the privacy settings in online networks to ensure security and safety.

Online networks influence the socialisation process through:

- online profiles that enable people with similar interests and backgrounds to connect, regardless of physical proximity
- a sense of belonging achieved through online groups; meeting like people can enhance self-esteem and confidence
- fostering an understanding of other people, by exposing people to others of different cultures or socioeconomic statuses
- providing instant gratification, which can be both positive and negative; the ability to receive instant responses and 'likes' can enhance self-esteem and self-concept, but can also cause negative feelings if the desired response is not received

Online networking can also hinder the development of some individuals. Anonymity can really help people (especially those in minority groups) to open up to others, but can also allow for mindless judgement and bullying to occur. A lack of supervision can lead to the misuse of this type of technology.

Check for understanding

Access the Cybersmart website. You can link to it directly via <http://cfs.nelsonnet.com.au>.

- 1 Examine the safety advice on the website.
- 2 Identify three of the most useful messages.
- 3 Are there any messages that you consider unrealistic? Why?
- 4 Explain how these safety messages contribute to the socialisation of children and young people.

Media

The media allows for communication to a large number of people in a relatively short time. Examples of the media are television, newspapers and radio. From a young age, children are exposed to the media, whether they are directly engaged with it or it is present in the background. There are now 24-hour channels on TV devoted to children's shows, some with and some without advertising.

Technology enables communication to cross the globe in seconds. Society is aware of global triumphs and injustices, which enables people to model or repel behaviours that they do or don't relate to; for example, students who see news coverage on a natural disaster may model the charitable work they see depicted in the news stories and set up a blood drive at their school.

The media influences socialisation by:

- creating and reinforcing, or breaking down stereotypes
- creating an awareness of global issues and campaigns; for example, recycling or skin cancer awareness

- providing role models that behave in a certain way or align with a certain image
- creating an understanding of others by showing different cultures and people of differing socioeconomic statuses
- creating or dispelling fallacies or incorrect information
- establishing or breaking down gender roles.

Print and digital information

Print and digital information comes in many forms, including newspapers, magazines and pamphlets. It is important for young people to scrutinise both print and digital information and sources. Given that the internet is the number one source of information for young people (Mission Australia, 2013), this becomes increasingly relevant for digital sources.

Print and digital information contributes to an individual's socialisation through:

- current and accurate data; for example, information given to new parents helps them to make informed decisions – this may be especially true for new parents who are learning which behaviours are normal and which need to be checked
- moulding and shaping young people's behaviour; children as young as five are taught to read print information, and to use the internet.

Check for understanding

- 1 Who spends the most time with infants and children?
- 2 Who may be most likely to influence an infant's or child's socialisation?
- 3 What/who are other influences on an individual's behaviour (socialisation)?

Check for understanding

- 1 Imagine you are a piece of plasticine, and the socialisation process has pulled and moulded you into the person you are today.
 - a Identify aspects of socialisation that have had the greatest influence on you.
 - b Now complete the activity again, but think back to your childhood, or ask your parents/significant people in your life about your time as an infant/child.
- 2 Discuss the influence family structure may have on the socialisation process.
- 3 Explain how family and other groups in the community contribute to socialisation.
- 4 Does socialisation assist people to adopt positive roles within families and communities? Explain your response.

The socialisation of children and its influence on the construction of gender

Socialisation plays a role in understanding what it means to be a male or a female. Biologically, we are differentiated by our sexual organs; socially, we are differentiated by the roles and behaviours we are expected to assume because of our sex. Therefore, socialisation contributes to the perception that individuals will behave in a certain way because they are male or female.

For individuals, gender roles dictate:

- the colours they wear
- the toys they are given
- the activities they do
- the sports they play
- how they are treated by others
- the careers they choose
- the roles they undertake in a family.

Gender role stereotypes have been established over time and reinforced by family values, culture, the media, schools, peer groups, the workplace and popular culture.