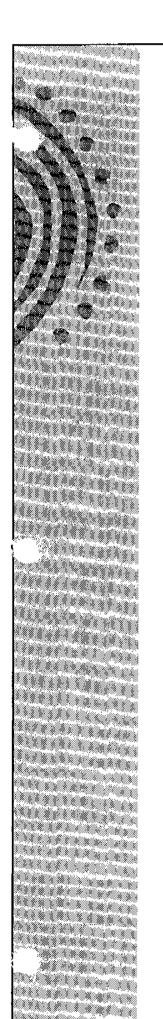


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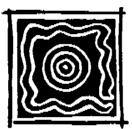




WHAT IS THE COORONG TONGALA?

Coorong Tongala is a curriculum that embraces community and culture. It is a holistic approach that encourages participants and their communities to deliver curriculum in ways that best suit their needs and dreams.

There are five core modules that are aligned with the Certificate in General Education for Adults (CGEA Levels I-III) and various industry training packages. Coorong Tongala modules can also provide credits towards the Victorian Certificate of Applied Learning (VCAL).



The five core modules are:

- Where Are you Going?
- · What's the Story?
- Talk Up Listen Up
- So What's Happening?
- What's Your Number?

These modules provide a culturally relevant and appropriate framework and content, with mainstream outcomes. Participants' learning is tied to Managed Individual Pathway Plans (MIPPs). The MIPPS clearly state further education, training, employment and mentor links during and post Coorong Tongala participation.

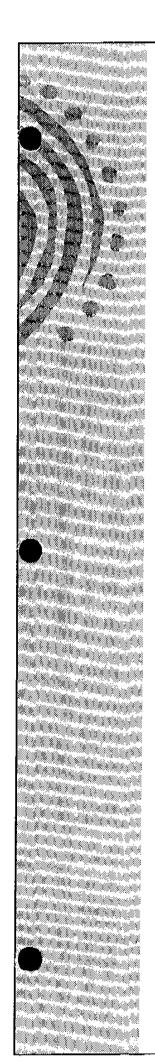
It is a holistic delivery model that happens in environments best suited to the MIPP identified outcomes.

WHAT IS MEANT BY HOLISTIC DELIVERY?

Holistic delivery is about taking into account all areas of a person's life when supporting their learning and employment goals. It's also about teaching in ways that acknowledge connections between different content areas.

A strong theme within the Coorong Tongala is integrated and negotiated curriculum. The modules and the learning resources reflect particular skill and knowledge areas. However participants and communities are encouraged to integrate or connect learning outcomes across the modules.

For example, in designing, delivering and evaluating an 'Indigenous Games Day' for the local primary school, participants may cut across skills and knowledge from a number of modules such as 'Talk Up, Listen Up' (literacy and personal development), What's Your Number (numeracy) and What's the Story? (Cultural Studies).



DOESN'T THIS 'WATER DOWN' CURRICULUM?

The challenge for Coorong Tongala providers is to create rigorous approaches to curriculum and pathway planning.

Participants should experience measurable skill, knowledge and personal development outcomes through highly creative and relevant approaches to learning and development. It's for this reason that Coorong teachers/trainers and other stakeholders are invited to work together.

Coorong Tongala is not about rushed, 'superficial' learning: it's about real learning and progress that participants know they can take to the next stage of learning, or employment. It's about learning to learn as much as 'what is learned'.

HOW IS COORONG TONGALA A LEARNER CENTRED CURRICULUM?

Each participant is assisted to create a 'Managed Individual Pathway Plan' (MIPP) that is supported by a group called 'Community Advocates and Learning Partners' (CALP), as well as those delivering the program. The MIPP also provides an opportunity to identify the right support and learning options for the individual.

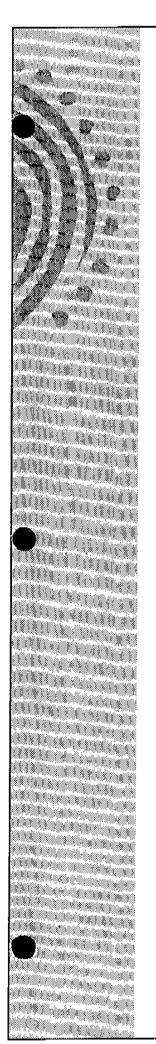
In this way learners experience a highly personalised approach to learning. Learning is not separated from 'the person' and their life situation.

For example, if housing or health is getting in the way of learning and employment goals, those challenges are openly and formally addressed as part of the Coorong Tongala process through 'Where are You Going'?

This unit pulls together the dreams, challenges, personal development and other needs of the participant. It may, for example, identify poor health as a blocker to progress and address it through health-focussed learning and support.

Those delivering Coorong Tongala are strongly encouraged to use a case management, team-based approach to the support of students and the development of curriculum strategies.

The rest of this resource provides tools and activities for your community as it plans Coorong Tongala programs and supports that meet its particular needs.



WHO IS THE COMMUNITY?

The term 'community' refers to traditional owners, people who have lived on country and identify with it. Community is people who have contributed at the local level.



The community is people.

Within the education system in Victoria, Local Aboriginal Educational Consultative Groups (LAECGs) represent local Koorie Communities in all education and training matters. The Yalca policy reinforces the role of LAECGs as the primary source of advice on all matters relating to education and training at the local level.

The LEAECG is the first point of contact for those wanting to plan and deliver a Coorong Tongala program.

Non-indigenous community members may be representing education, employment, business, human services and other community based organisations. They may also be people the Indigenous community accepts as those who can provide insight and support to their Coorong Tongala projects.

There are specific protocols and actions required from Coorong Tongala providers. These exist to make sure communities are consulted, professional development occurs, and participants achieve the best possible outcomes.

The following is a summary of actions and protocols for implementation planning.



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IMPLEMENTATION ACTIONS

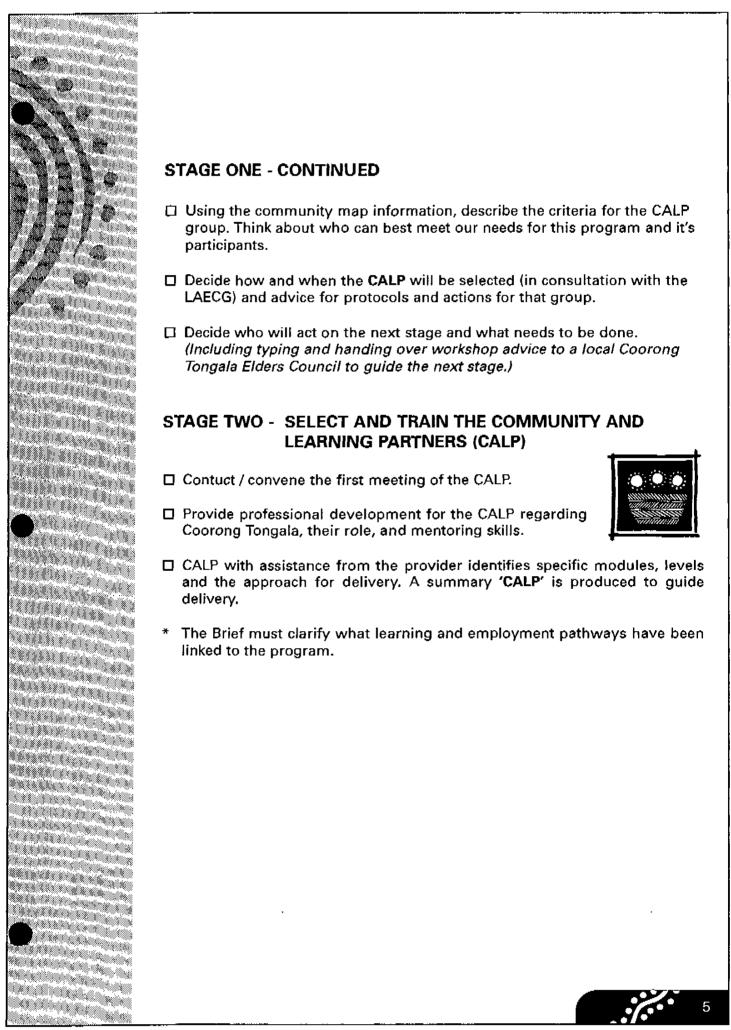
A Statewide Coorong Tongala (Steering Committee) will provide guidance and support to local programs and councils. This group will consist of people within the wider community who have a demonstrated commitment to and understanding of issues relating to education, employment and the underlying issues preventing progress for many.

They will be a mixture of Indigenous and non-Indigenous people.

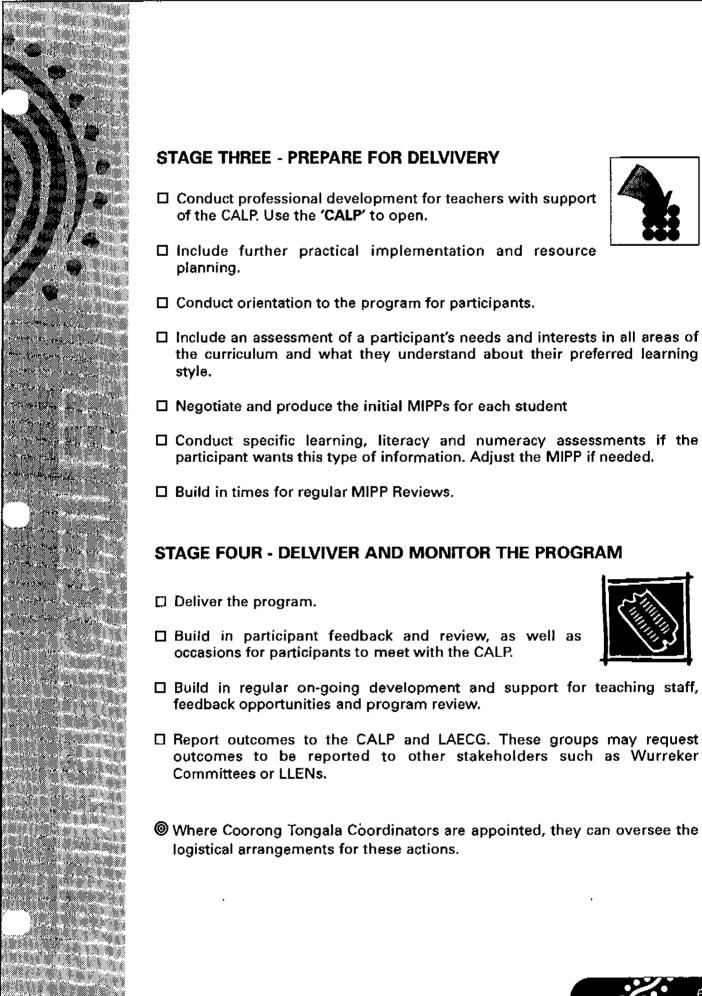
STAGE ONE - PREPARE & DELIVER A COMMUNITY WORKSHOP

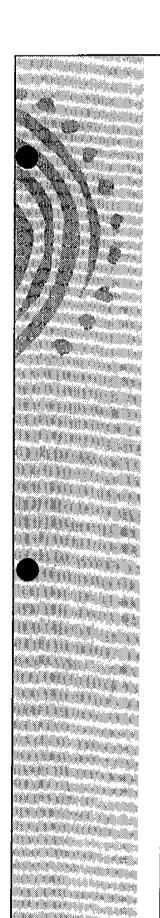
	Provide a brief concept proposal for discussion with the LAECG.
	With LAECG advice and support, prepare a marketing campaign about a community workshop to provide direction for a potential Coorong Tongala program and community.
	Prepare the workshop and materials. (This document provides workshop format advice & some materials)
	Conduct the workshop. LAECG members, Wurreker Committee and Brokers, and Local Learning and Employment Network representatives should be included.
□	Provide an overview of the proposed Coorong Tongala program and the purpose of the workshop.
	Get their feedback. What they like and what they have concerns about.
□	Map the Community: its strengths, needs and issues. (LLENs have good profile information on communities - present a summary of that information, as well as Indigenous specific profile information)
	Profile the potential participants and their needs.
	Generate ideas for projects and delivery within the Coorong Tongala framework, including who might deliver and what they could focus on.
	Decide what form the CALP group will take and its relationship to the

LAECG.



Page 6





IMPLEMENTATION ACTIONS IN DETAIL

STAGE ONE - 'THE COMMUNITY WORKSHOP'

Building Strong Foundations for Coorong Tongala

This part of the learning resource was designed to assist you in setting the scene for success. It's based on 11 principles as advised by major policy documents and consultations with communities, including young people.

Your community workshop will begin the implementation planning process. It will provide an opportunity for community representatives to have their say about how the program is delivered.

Community workshops may be arranged by or through LAECGs. They can be run in partnership with Wurreker Committees, community organisations, and employment and education providers.

The following is a suggested approach for workshop activities.

ACTIVITY 1

WHY WE NEED COORONG TONGALA

After an official welcome to the workshop, participants are presented with the Fact Sheet overhead.

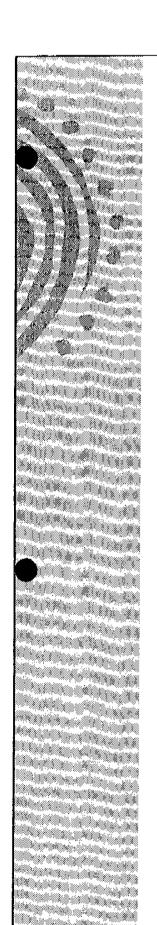
Facing the facts (OH 1)

Facilitators, preferably an Elder included, work through facts relating to employment, education and training, socio-economic, health and other life factors for Indigenous people.

They then move to 'What We Want' (OH 2) from a personal and policy perspective, including the Wurreker Strategy:

WHAT WE WANT'

- Self-determination
- Equality of participation and outcomes from education and employment programs
- Young people staying on at school
- Culturally relevant educational experiences
- · What else?



ACTIVITY 2

WHAT IS THE COORONG TONGALA? (OH 3)

Participants hear the Coorong Tongala is a holistic, competency-based curriculum that is aligned with the CGEA, industry training packages and can provide credits for the VCAL.

Fictional case studies are presented of Coorong Tongala in action within an ACFE, TAFE and secondary school setting. (See Attachment A)

Participants are asked to:

- · Provide feedback on case studies
- Note any questions they still have about how Coorong Tongala works

ACTIVITY 3

THE 11 PRINCIPLES FOR COORONG TONGALA DELIVERY

These 11 Principles are consistent with the Yalca policy; the Wurreker Strategy; best practice research in program design and delivery to Indigenous people; and consultation with LAECGs and young people throughout the state.

Facilitators explain that all programs and communities benefit from strong foundations. The 11 Principles were taken from consultations, research and policy advice. They are provided as a set of standards for design and delivery.

Participants are asked to consider the 11 Principles in relation to their own experiences, and to identify any local community principles they might like to include.

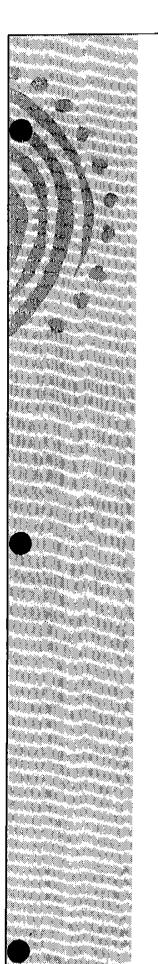
This can be done in small groups after the facilitator provides an overview of each.

The 11 principles are:

PRINCIPLE 1

Communities are best able to determine their needs and preferred approaches to Coorong Tongala delivery.

LAECGs participate as equal partners in the planning, development, operation, monitoring and evaluation of education and training programs.



They also work with Wurreker Committees and Brokers to guide programs within the TAFE sector. Coorong Tongala providers need to consult and collaborate with their LAECG representatives when initiating programs.

This protocol respects the principles as outlined in the Yalca partnership agreement for successful program outcomes, knowledge and 'ownership' at the local level is critical.

PRINCIPLE 2

Everyone involved in Coorong Tongala benefits from informed decision-making, and time for planning and review.

This principle again reinforces self-determination. It also supports good information, planning and review. Through consultations many were concerned that Coorong Tongala not be 'rushed'.

Teachers and others described the temptation to 'schedule' the program without genuine consultation and planning for success. Many also wanted to build in review and sharing of program strategies and outcomes with others, for example other Coorong Tongala providers.

Coorong Tongala Implementation Plans reflect the particular needs and interests of program participants in the context of their communities. They are focused on bringing the right approach and supports together to achieve the best learning and pathway outcomes for participants.

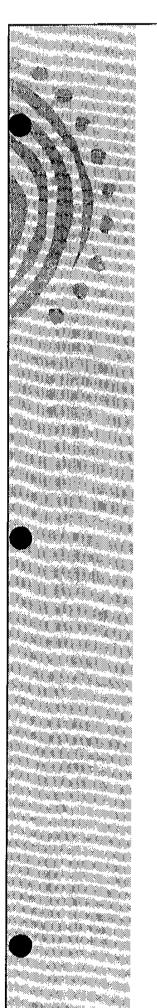
PRINCIPLE 3

Use what is known about what works in education for Indigenous and other learners.

The comprehensive research project and its resulting document: What has Worked (and will again), provides information about success factors for programs targetting Indigenous students. The key message in this document is we know what works - let's start doing more of it!

Success factors include high levels of:

- Respect, including approaches that build self-esteem and self-respect
- Culturally relevant and affirming content and teaching approaches
- Excellent teaching practice
- Regular attendance



Coorong Tongala providers understand and accept these success factors. They work hard to integrate them into every part of what they do, from induction through to 'hand-over' to employment or further study providers.

The Professional Development resource looks closely at each of these factors. It provides tools and supports to assist Coorong providers to build these factors into their programs.

PRINCIPLE 4

Provide high expectations and real outcomes from learning activities.

Numerous policy and other statements informed by Indigenous people clearly express their desire to gain real learning and employment outcomes. During consultations, many expressed frustration at doing numerous courses without resulting employment.

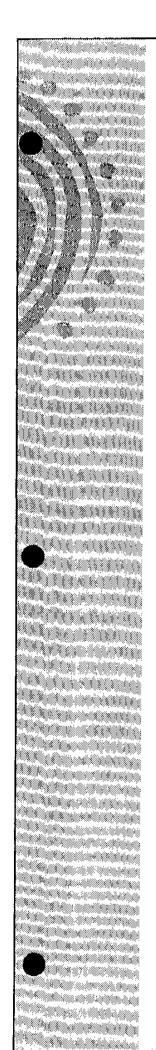
Parents too expressed their interest in seeing young ones supported in their learning and career goals. Sometimes reading, writing and other learning, or behaviour challenges are put down to 'cultural' causes, when students need the right assistance from specialists in this area.

This principle supports the Coorong Tongala underpinning belief that 'all students can learn'. Coorong educators are self-reflective and self-responsible people. If they do not understand a student's learning challenge, they get help to do so. They do not compromise themselves or their students with 'negative' and 'deficit' focused labelling.

Coorong educators understand that 'high expectations' relates to their own behaviour. 'High expectations' refers to approaches and language from teachers that indicate to students their strengths, potential, and ability to work through challenges if they choose and with the right support.

High expectations are also about negotiating highly relevant, achievable and challenging learning opportunities.

Real outcomes includes the alignment of Coorong Tongala modules with Training Package Competencies, the Certificate in General Education for Adults and credits towards the Victorian Certificate of Applied Learning. They also relate to clearly articulated further education and employment pathways from Coorong Tongala programs.



PRINCIPLE 5

Look after teachers/trainers. Build their knowledge, skills and cultural awareness.

Despite numerous initiatives to support attendance and retention rates, Indigenous students still experience higher levels of absenteeism, and drop out of schools earlier. In TAFE colleges, Indigenous students are attending in greater numbers but choose mainly 'unskilled' courses.

This principle relates to the provider's capacity to create safe, culturally appropriate and challenging learning environments.

Teachers are at the front-line of learning. If they feel supported, informed and well trained to do their jobs then students are looked after too.

Coorong Tongala teachers receive cultural awareness and other Coorong Tongala training. It is not negotiable.

They are also 'locked into' an action learning professional development model that provides opportunities for them to de-brief, create and reflect on their successes and challenges with their peers in other programs.

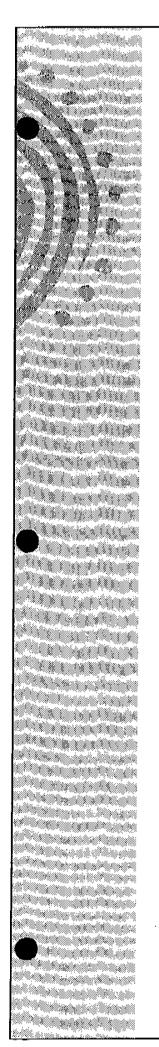
The Statewide CALP Group supports teachers/trainers and employers too.

PRINCIPLE 6

Encourage delivery by Indigenous teachers. If not yet possible, work as partners with non-Indigenous people in learning programs.

Coorong Tongala is best delivered by Indigenous teachers and trainers when possible, or if not possible in partnership with Elders and other community members. What's the Story? (Cultural Studies) is always delivered and assessed with an Elder/s supporting.

The co-delivery option provides an opportunity for informal learning about teaching and assessment. Whenever possible, Coorong Tongala providers build pathways for potential Indigenous teachers, trainers and assessors.



PRINCIPLE 7

Make sure learners feel and understand the relevance of what they study. Help them to own their learning experiences.

"If you can't explain how what you are teaching is useful, or relevant then don't do it" (Consutations with young people)

Relevance is the bottom-line for Coorong Tongala delivery. Young people particularly described schooling experiences that left them feeling confused and bored. They described frustration at not understanding why they had to learn certain skills and knowledge, such as algebra.

Their advice to providers was clear: show us how this has some meaning in our lives and we'll feel more motivated to learn.

Young people and adults also described years of sitting in classrooms that denied their cultural backgrounds and the history of Australia from an Indigenous perspective. Some described how it felt like: "after the white people came Aboriginal people disappeared".

Many described both sadness and frustration at not knowing more about their culture and the history of their people.

Coorong Tongala curriculum aims to balance the books. It's about two-way learning that always begins from the Indigenous and the learner's perspective, rather than from the mainstream 'intellectual' one. It's about clearly showing the personal relevance of anything that is provided in the curriculum.

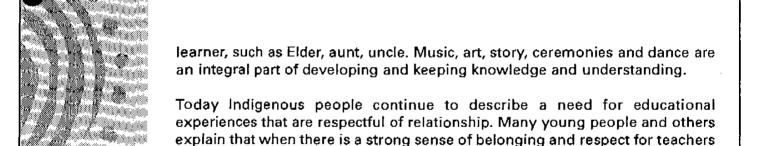
It does not exclude mainstream skills and knowledge, it simply provides a more balanced emphasis and a valuing of Indigenous knowledge, skills and history too.

PRINCIPLE 8

Relationships between learners and their teachers are an important part of building a successful Coorong Tongala experience.

Traditional and contemporary approaches to learning and teaching are based on relationship. Those with knowledge and skills had a responsibility to pass them on at the right time, to the right people, and in the right way.

Traditional learning and knowledge is highly prescribed. The learner's job is to watch, listen and take advice or follow instructions. There are opportunities to practice and get feedback from 'teachers' who have some relationship to the



Approaches that separate 'people' from the community and learning are likely to fail. Coorong Tongala teachers build relationships with students that are based on mutual respect, understanding and two-way responsibility.

They also understand their role as 'cultural agents'. They hold the keys to mainstream pathway knowledge, skills and opportunities. They model, and openly discuss 'mainstream cultural demands' not as being 'right', but rather as important to know or understand as you work towards goals relating to employment and further study.

PRINCIPLE 8

Everyone learns differently.

then learning happens better.

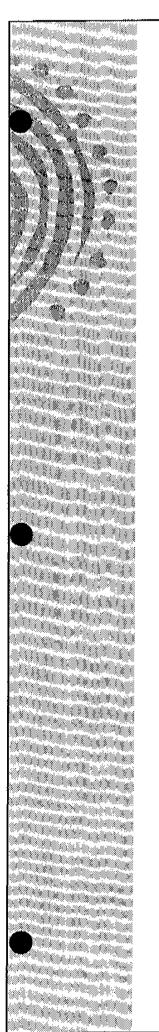
Coorong Tongala teachers understand and are skilled at providing learning opportunities that respect different learning styles. They know everyone has a preferred way of learning. They also know that many are unaware of how their learning style impacts on their education and employment outcomes.

Teachers too may teach to one style while invalidating others. They may unknowingly be invalidating those styles that are closely aligned with Indigenous ways of learning and knowing.

Sometimes they and students themselves explain 'failure to learn' as a problem with the student, rather than exploring style factors first.

Coorong teachers understand that building their own knowledge and skills relating to learning styles can make their 'lessons' more exciting and successful. It also provides a solid foundation for relationship building with students as each works towards greater self-awareness.

Coorong Tongala teachers have a solid grasp of the work done by Kathleen Butler PHD on Teaching and Learning Styles.



They have also listened to and incorporated into everything they do advice from Indigenous people, and their students about what works and what does not. They know how to create learning experiences outside of the four walls of the classroom.

PRINCIPLE 9

Young people need to feel connected to their communities, their spiritual life and to traditional values such as respect and cooperation.

Elders were particularly strong about wanting to see community-based projects as part of this curriculum. Many felt that poor self-esteem is directly related to young people, and others, not feeling 'connected' to those around them.

'What's Happening?' (Community Project) is the curriculum response to this need. They felt through bringing to the surface traditional values such as respect for each other, for Elders, and taking part in your community as a 'giver' not just a 'taker' was an important step in growing strong people and communities.

They also felt the 'spirit' is nurtured through a chance to create something for others and for the environment. Many expressed a strong desire to see the young looking after the land, the environment and their cultural heritage.

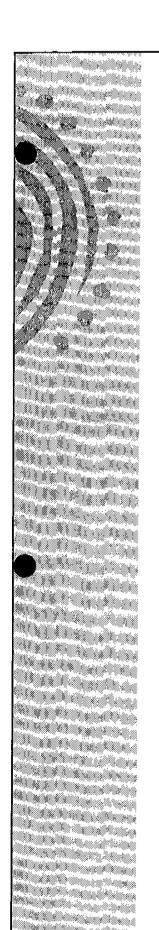
PRINCIPLE 10

Cooperative action at the local level and between all those with a stake in education, training and employment is what is needed to support individuals.

There was widespread frustration at the number of stakeholders in education, training and employment. Many expressed 'tiredness' with the 'bureaucratic landscape'.

Coorong Tongala providers work with the local community to understand and manage that landscape, always in the interests of participants. They profile or map what and who is out there, and what they can do to assist participants' pathway plans.

They are vigilant and proactive, not just about education and employment supports, but any services and people that may support participants' dreams and challenges.



PRINCIPLE 11

All of us sometimes need another voice and support in our lives.

Coorong Tongala communities are realistic. Young people and Elders described the need to provide another focused and accessible support option that could help participants stay on track with their dreams. This included being able to talk informally at times and when life situations are particularly challenging.

One young person described how: "Sometimes things are so intense at home, and I don't want to create another problem. I know they've got enough worries about money and stuff but you need to talk sometimes".

The CALP Group and other mentors have a specific support role. They are the friends who can give direct feedback, link participants to support services of all kinds, and generally offer encouragement.

They also support those providing the program.

ACTIVITY 4

HOW WILL COORONG TONGALA WORK IN OUR COMMUNITY?

Once a community is clear about the foundational principles, it can begin to work on the practical side of implementing the Coorong Tongala.

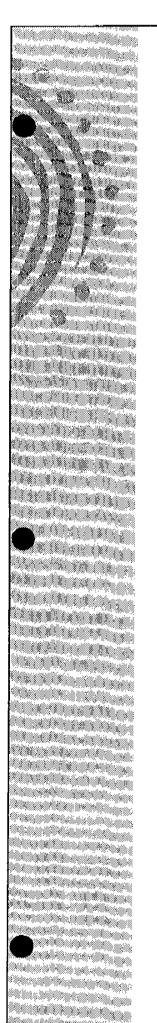
Facilitators can provide plain English information regarding the local area profile, including employment, education and training trends, needs and issues.

Participants are asked to construct a visual map that shows:

(OH 5)

- The Coorong Tongala target groups
- Their needs, issues and dreams
- Potential Coorong Tongala providers and partners
- · What needs to happen to make sure they are ready to deliver according to the 11 Principles
- Employment and education pathways and supports
- The types of projects that could support Coorong Tongala learning outcomes





Projects could cover:

(OH 5)

1. Community Based Activities

Building cultural trails, putting on performances, producing information... anything that benefits the community while building participants' skills, knowledge and networks in the key learning areas.

2. Employment and Work Experience Strategies

Incorporating CDEP, engaging employers or industry representatives as 'teachers', ... anything that opens up opportunities for participants to experience the range of options out there for work and test their interest and skills.

These projects are particularly important at Levels II and III.

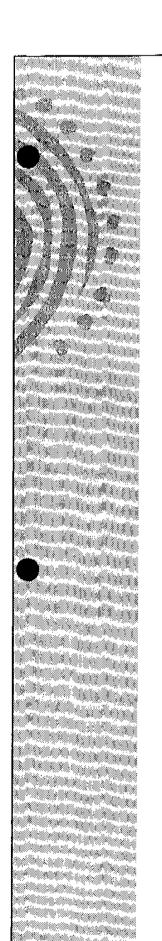
3. Partnerships with Employers, Government Departments, Local Government and Business

Developing partnerships that may provide mentors, work experience, traineeships, project sponsors and other arrangements that add value to Coorong Tongala learning and pathway outcomes.

For example, national parks are the best 'classroom' when learning about cultural heritage, cultural sites and their protection. They can also be used to explore the range of work that is done in land management related industries. Cultural Heritage Officers, Parks Victoria and Natural Resources and the Environment would be logical partners and supporters for these outcomes.

4. Cultural Studies Projects and Field Trips

The community is best placed to indicate what places and people should be included in studies of the local area's history and current issues. It may also recommend actual 'Field Trips' and activities at a local level, and for statewide trips for Levels I & II What's the Story?



ACTIVITY 5

HOW WILL WE MOVE OUR PROGRAM FORWARD? (OH 6)

Participants are provided with a summary of workshop outcomes, including feedback on local area/needs profile. They are then asked to consider the selection process and criteria for membership to a CALP Group.

The Community Advocates and Learning Partners (CALP): (OH 7)

- · Provides guidance and support to participants and providers
- Keeps the focus of programs on the 11 Coorong Tongala Principles
- · Links participants to support services and mentors as needed or wanted
- · Provides a 'sounding board' for new initiatives, ideas and community issues
- Advocates for supports and resources to ensure quality programs
- Works in cooperation with the LAECG (or may be a sub-committee of the LAECG), Wurreker Committees, their Brokers and the LLEN

Participants are then asked to advise:

- 1) criteria for membership to this group, including for non-Indigenous members
- 2) how many Elders is a workable number, and the balance of Indigenous and non-Indigenous
- 3) initial protocols for the group
- 4) how nominations and selection might happen
- 5) how young peoples' views will be represented in this forum

Membership of the CALP should be based on the needs and interests of participants and their communities as identified in the community mapping exercise.

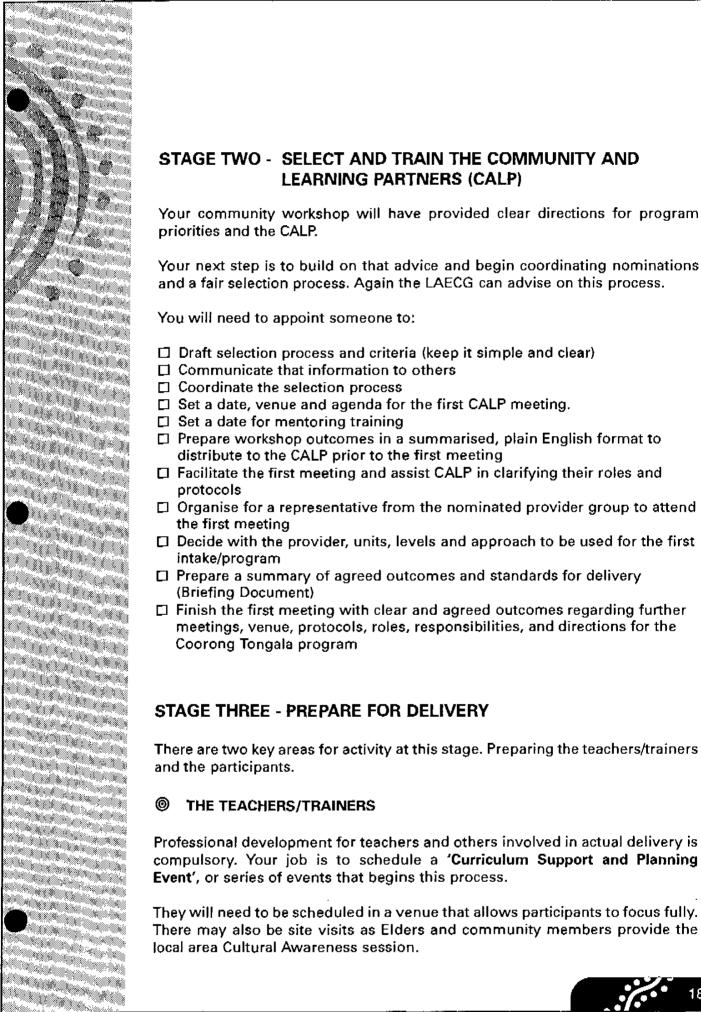
ACTIVITY 6

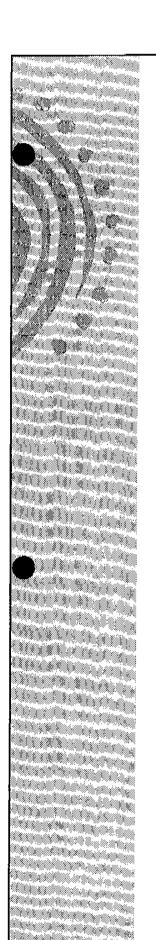
FINISHING UP - WHERE TO FROM HERE?

Facilitators thank participants for their input and work throughout the day. They finish by asking how they would like to maintain interest and communications about the progress of the program.

Some may like to volunteer as mentors, or in other capacities.

It may be useful to consider a 'community event' at a later date to showcase outcomes, and hear directly from participants.





VAEAI has prepared a Professional Development Kit that can be used to support this activity. A list of organisations and guest speakers is included in the resource guide of this manual.

Professional Development should cover:

- What is the Coorong Tongala, including the 5 Core Modules
- Competency Based Assessment & the CGEA, Training Packages & VCAL
- 11 Principles Underpinning Delivery
- Why We Need Coorong Tongala: Our 'CALP'
- Cultural Awareness, including history from the Indigenous perspective and learning and teaching styles
- LAECGs, Wurreker Committees and LLENs their roles and responsibilities
- Managed Individual Pathway Plans
- Creating Community Partners for Project Based Learning
- Responding to Special Needs
- Working with the CALP
- Further Practical Implementation Planning
- Using the Coorong Tongala Learning Resource Kit
- Managing On-Going Professional Development
- Evaluating Our Program

Professional development does not finish. Teachers and others involved in delivery are encouraged to plan the activities they need, or are interested in, to build the best outcomes for the program. For example they may decide to bring in a specialist group to guide literacy and numeracy assessment, or to deliver a specific cultural awareness activity.

The CALP can actively support these initiatives.

Coorong Tongala Coordinators have a key role in supporting teachers/trainers and keeping up with their needs and interests.

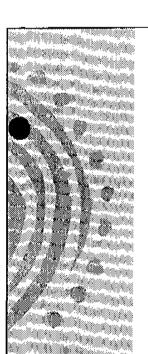
THE PARTICIPANTS

Students too will need orientation to the program. This is ideally done by teachers/trainers with the support of the CALP.

An orientation event that covers:

Welcome from the CALP

- What the Coorong Tongala is and how it works
- The 11 Principles
- · What's expected of participants and providers (teachers/trainers...) The 3 Rs
- Learning styles



- Creating Your Managed Individual Pathway Plan
- CALP and Mentors
- What to do if you have a problem, conflict or just want some more support (special needs & supports)
- Getting Started Practical Information about venues, times, communication...
- Close with a Celebration of the new program with the community & CALP

Participants will be asked to give input to their own program, including their particular areas of interest and guidelines for behaviour/action.

Elders give their views on the 3 Rs (respect, responsibility and real outcomes). They may ask participants to describe how they see the 3 Rs happening for them, their teachers/trainers, mentors and other Elders who are supporting their pathway plans.

In this way participants themselves are encouraged to explore what each word means, and to create their own benchmarks for personal action within programs.

It's important to remind participants there is a strong emphasis on personal growth and development in this program, that's why the 3 Rs.

- Respect
- Responsibility
- Real outcomes

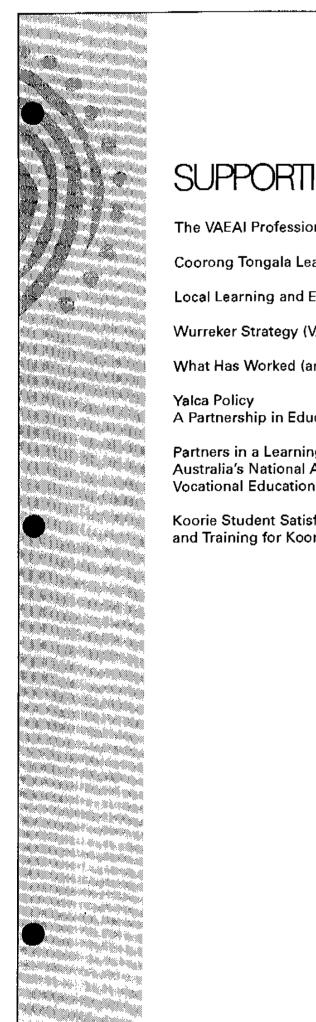
This information is recorded and visually displayed for the life of the program.

Participants also decide how they will arrange with their teachers/trainers times for regular feedback to the CALP, problem-solving and team-building. They are ideally encouraged to take a lead on these activities, all of which can be included as evidence for their assessment in various modules such as 'Talk Up Listen Up'.

Finally, it's important to remind participants and teachers that this is a new approach to learning and development. It is highly likely there will be 'hiccups' along the way.

They are only a problem if those involved get stuck and negative, instead of looking at what can be learned or changed to make things better.

Good Luck!



SUPPORTING RESOURCES

The VAEAI Professional Development Manual

Coorong Tongala Learning Resources

Local Learning and Employment Network and Website

Wurreker Strategy (VAEAI)

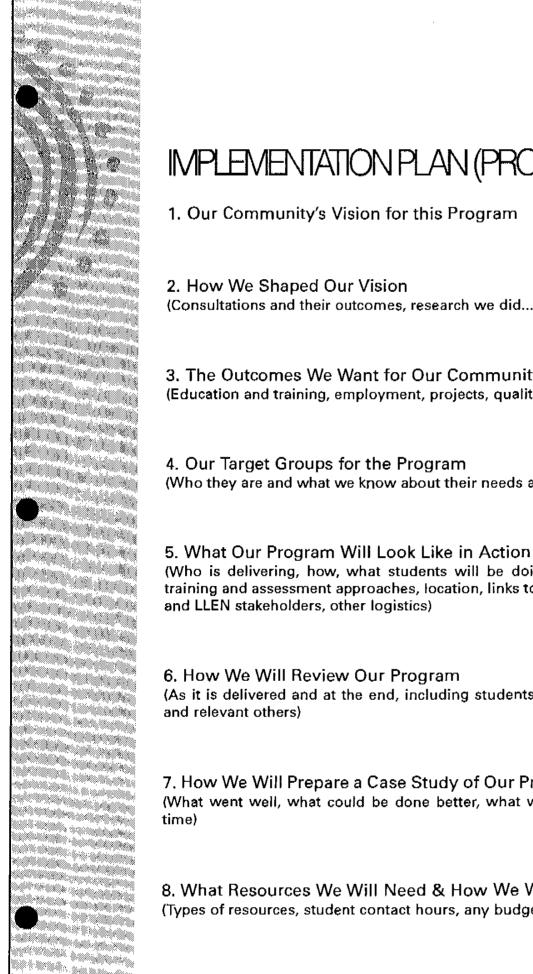
What Has Worked (and will again) DEST 2001

A Partnership in Education and Training for the New Millennium, VAEAI 2001

Partners in a Learning Culture

Australia's National Aboriginal and Torres Strait Islander Strategy for Vocational Education 2000 - 2005

Koorie Student Satisfaction Survey Evaluation of the Outcomes of Education and Training for Koorie People in Victoria (VAEAI 2000)



IMPLEMENTATION PLAN (PRO-FORMA)

- (Consultations and their outcomes, research we did...)
- 3. The Outcomes We Want for Our Community and Participants (Education and training, employment, projects, quality teaching/learning...)
- (Who they are and what we know about their needs and interests)
- (Who is delivering, how, what students will be doing, modules and hours, training and assessment approaches, location, links to LAECG, Wurreker, CALP
- (As it is delivered and at the end, including students, teachers/trainers, CALP
- 7. How We Will Prepare a Case Study of Our Program (LAECG Target Audience) (What went well, what could be done better, what we would like to do next
- 8. What Resources We Will Need & How We Will Access Them (Types of resources, student contact hours, any budget item...)

(Insert Lizard on cover page titled Resource Directory)

Professional Development

VAEAI: Victorian Aboriginal Education Association Inc

www.vaeai.org.au

CGEA: Certificate in General Education for Adults- contains hundreds of

learning resources to support CGEA

www.tafevc.com.au

VCAL Victorian Certificate of Applied Learning

www.vga.vic.gov.au/vga/vcal

www.otfe.vic.gov.au/media/vcal/fqa.htm

NTIS National Training and Information Service

Provides all competencies and available accompanying learning

resources for all training packages.

www.ntis.gov.au

E-Wadu An excellent e-learning resource for Indigenous curriculum related to

career and workplace. Allows trainers and teachers to share information and request help from other practitioners on-line

www.ecef.com.au

Click on Site map and then e-wadu under e-communities

ATSIC Aboriginal and Torres Strait Islander Commission

www.atsic.org.au

ANTA Australian national Training Authority

All courses, qualifications, competency standards, training packages

training organisations, relevant training materials

www.anta.gov.au

NATIEW National Aboriginal and Torres Strait Islander Education Website

www.natsiew.nexus.cdu.au

Bookshelf The Bookshelf website has a large selection of resources about

Australia's Indigenous people. www.aboriginalbooks.com.au

ABS Australian Bureau of Statistics

www.abs.gov.au

Australian

Museum Wealth of information, history, culture

www.dreamtime.net.au

LAECG's Chairpersons

Murray Valley

Mildura

Len Slabb

Koorie Liaison Officer Sunraysia Institute of TAFE

PO Box 1904 MILDURA 3500

Phone: (03) 5022 3673 Fax: (03) 5022 3694

Email: <u>Islabb@sunitafc.edu.au</u>

Robinvale

Lillian Petit

PO Box 784

ROBINVALE 3594

Phone: (03) 5026 3578 Fax: (03) 5026 4794

Loddon Campaspe

Bendigo

Sue Allengame

15 Lobb St BENDIGO 3350

Phone: (03) 5441 1873 Fax: (03) 5441 6472

Echuca

Melva Johnson

305 High St ECHUCA 3564

Swan Hill

Stephanie Charles

PO Box 695

SWAN HILL 3585

Goulburn Valley

Shepparton

Mary Atkinson PO Box 6294

SHEPPARTON 3630

Phone: (03) 5831 5479 Fax: (03) 5831 5769

Wodonga

PO Box 1535 Wodonga 3698

Phone: (02) 6024 7599 Fax: (02) 6056 0376

Email: <u>mungab@albury.net.au</u>

East Gippsland

Bairnsdale

John Baxter

37-53 Dalmahoy St Bairnsdale 3875

Phone: (03) 5152 1891 Fax: (03) 5152 5051

Lakes Entrance

Nicky Moffatt

Eastern Vic Educ Centre Cnr Dalmahoy & Service St BAIRNSDALE 3875

Phone: (03) 5152 5739/521 922

Fax: (03) 5153 1584

Email: nicky.n@edumail.vic.gov.au

<u>Sale</u>

Daphne Yarram

PO Box 1459 SALE 3850

Phone: (03) 5144 2935

Email: <u>dyarram@hotmail.com.au</u>

Central Gippsland

Drouin

Terrylene Marks

13 Grant St DROUIN 3818

Phone:

(03) 5625 3358

Fax:

(03) 5625 4300

Healesville

Dot Peters

22 Mc Grettons Rd HEALESVILLE 3777

Morwell

Vera Briggs

Koorie Educ Development Officer

PO Box 381 MOE 3840

Phone:

(03) 5127 0400

Fax:

(03) 5126 1933

Traralgon

Doris Paton

3 Mc Millan St TRARALGON 3844

Phone:

(03) 5122 6332

Fax:

(03) 5122 6359

Warragnl

Rhonda Hood

4 Trumpy St

WARRAGUL 3820

Phone:

(03) 5622 0086

Metropolitan

Broadmeadows

Eden Hamilton

PO Box 395 DALLAS 3047

Phone:

(03) 9302 2724

Fax:

(03) 9309 2695

Email:

enmaraleck@yahoo.com.au

Dandenong

Roslyn Gardner 16 Waygara St DOVETON 3177

Phone: (03) 9637 2308 Fax: (03) 9637 3110

Melbourne Metro

Leslie Bamblett

C/- Northlands Secondary College

PO Box 8041 Northlands Centre

Werribee

Wendy Kemp

4 Bittern St MELTON 3337

Phone: (03) 9743 9025

Email: kemp@wendysmail.com.au

South Western

Framlingham

Wayne Harradine

C/- Pumim Post Office PURIM 3278

Phone: (03) 5567 1213 Fax: (03) 5567 1003

Hamilton

Thomas Day

43 Grey St

HAMILTON 3301

Phone: (03) 5572 3545 Fax: (03) 5571 1319

Heywood

Daryl Rose

PO Box 215

HEYWOOD 3304

Phone: (03) 5527 2051 Fax: (03) 5527 2052

Email: windamara@ansonic.com.au

Geelong

Sue Lovett

PO Box 402 NORTH GEELONG 3220

Phone: (03) 5277 0766 Fax: (03) 5277 2544 Email: <u>waco@tjlink.net</u>

Portland Christine Cooktown

PO Box 764 PORTLAND 3550

Warrnambool

Linda Haynes

C/- South West TAFE PO Box 674 WARRNAMBOOL 3280

Phone: (03) 5564 8985 Fax: (03) 5564 8846 Mobile: 0409 972 381

Email: <u>hyanesle@swtafe.vic.edu.au</u>

Central Highlands Wimmera

Ballarat

Wayne Muir

University of Ballarat PO Box 663 BALLARAT 3350

Phone: (03) 5327 9795 Fax: (03) 5327 9545

Email: w.muir@ballarat.edu.au

<u>Horsbam</u>

Cherie Houldcroft

143-145 Baillie St HORSHAM 3400

Community Organisations

Aboriginal Advancement League

Alf Bamblett - CEO/Administrator 2 Watt St THORNBURY

Community Legal Centres (on NACLC web site)

CEO/Administrator

www.naclc.org.au

Community Builders

CEO/Administrator

www.communitybuilders.nsw.gov.au

Djeetgun Kurnai

CEO/Administrator

http://www.aboriginalaustralia.com/artcentres/kurnai/home.cfm

Toot-rong Aboriginal Corporation

Email: santha@tpg.com.au

State Organisations

ATSIC

Aboriginal & Torres Strait Islander Commission Chairperson Tumbakka & Binjirru Regions

www.atsic.gov.au

AAV
Aboriginal Affairs Victoria
CEO/Administrator

Arts Victoria

Private Bag No.1 City Road Post Office 3205

Parks Victoria
Mark Stone
Chief Executive

Administration
Level 10 535 Bourke Street
Melbourne 3000
Phone (03) 8627 4699
Facsimile (03) 9629 5563

http://www.parkweb.vic.gov.au/index.cfm

Koorie Heritage Trust Incorporated

CEO/Administrator

http://home.vicnet.net.au/~koorieht/

Aboriginal & Torres Strait Islander Women's Legal and Advocacy Service -Brisbane

CEO/Administrator

www.crossland.com.au/aboriginal.html

Indigenous Law Centre, Uni of NSW

CEO/Administrator

www.law.unsw.edu.au/centres/ilc/

Aboriginal Affairs Department of Western Australia

CEO/Administrator

www.aad.wa.gov.au

Williamson Community Leadership Program

CEO/Administrator

www.leadershipvictoria.org/fprogram

Leadership Victoria

CEO/Administrator

www.leadershipvictoria.org

Victorian State Language Committee Songlines - CEO/Administrator

www.songlines.com.au/

VAEAI - CEO/Administrator

http://www.vaeai.org.au/regions/index.html

Djeetgun Kurnai CEO/Administrator

http://www.aboriginalaustralia.com/artcentres/kurnai/home.cfm

State Library of South Australia - Aboriginal Family History CEO/Administrator

http://www.slsa.sa.gov.au/lib_guide/fh/fhss6in.htm

Heads of Aboriginal Health Units

Ron James Manager Koori Health Unit Department of Health and Community Services PO Box 4057 MELBOURNE VIC 3001

www.dhs.vic.gov.au/phd/hdev/koori/overview.html

Victorian Aboriginal Community Controlled Health Organisation (VACCHO) - CEO PO Box 1328 COLLINGWOOD VIC 3066

Victorian Musuem

-Bunjilaka

http://melbourne.museum.vic.gov.au/exhibitions/gallery_bunjilaka.asp

Email: bunjilaka@museum.vic.gov.au

Federal Organizations List

ATSIC

Aboriginal & Torres Strait Islander Commission

Chairperson Tumbakka & Binjirru Regions

www.atsic.gov.au

Phone

(03) 8627 4699

Facsimile

(03) 9629 5563

Australian Institute of Aboriginal and **Torres Strait Islander Studies**

www.aiatsis.gov.au

Aboriginal Hostels Limited (AHL)

Mr Alan Liddle

Director

Casselldon Place

26/2 Lonsdale street

MELBOURNE 3000

Songlines Australia Foundation

www.songlinesaustraliafoundation.nct.a <u>u/</u>

National Network of Women's Legal Services

www.nwjc.org.au/wlsn

National Women's Justice Coalition

www.nwjc.org.au

Aboriginal and Torres Strait Islander Legal Services (clickable location map)

www.powerup.com.au/~atsils/index.htm

KooriNet

-Conferences listings

www.koori.usyd.edu.au/conf.html

Indigenous Law Bulletin

www.law.unsw.edu.au/centres/ilc/ilb/ind ex.html

Reconciliation Australia

www.reconciliation.org.au

Aboriginal Studies Virtual Library

www.ciolek.com

A Room for Aboriginal Australia

www.gn.apc.org

Indigenous Peoples of Australia: Arts

www.ldb.org/oz_a.htm

Aboriginal Art Online

www.aboriginalartonline.com/index.htm

NAIDOC

National Aboriginal Islander Day Observance Committee

Mr.G.Brown

Email: chairperson@naidocvic.com

www.naidocvic.com/

Legal Aid Commissions

www.nla.aust.net.au/

Message Stick

www.abc.net.au/message

The National Archives of Australia

www.naa.gov.au

Indigenous Law Resources – Austlii

www.austlii.edu.au/au/other/IndigLRes/FATSIL

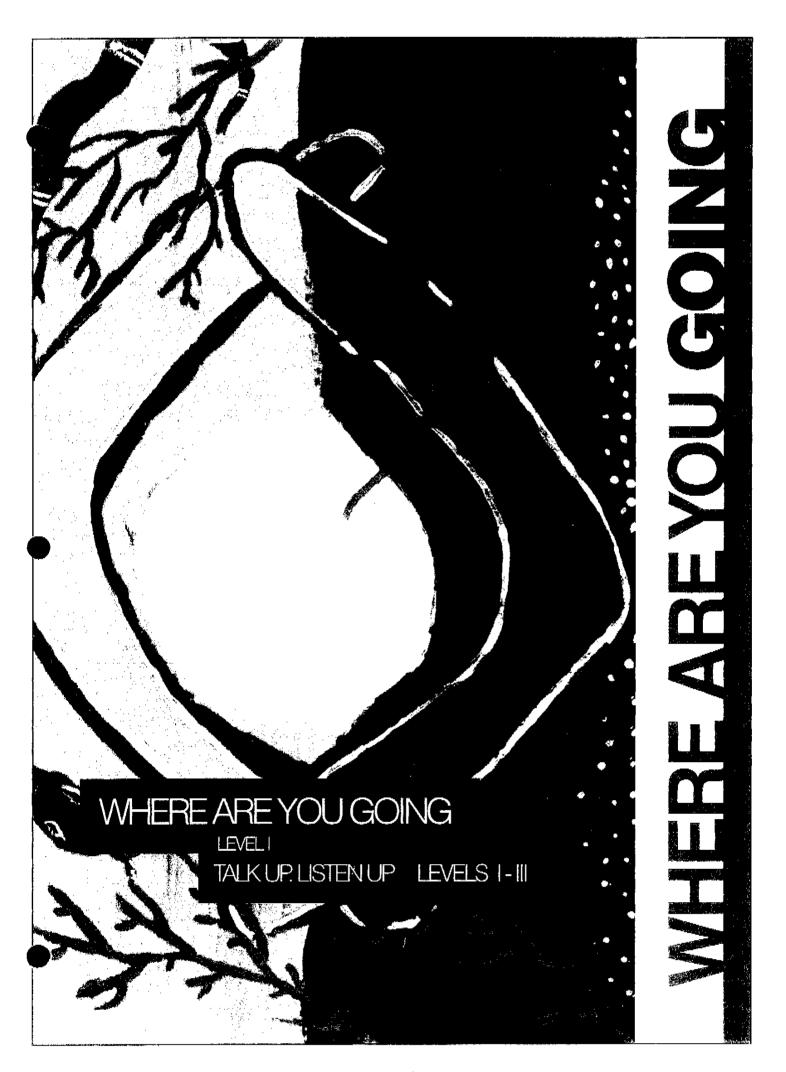
Aboriginal and Torres Strait Islander Corporation of Languages

Email: fatsil@dcc.net.au

AILF

- Australian Indigenous Languages Framework

Email: tony@ssabsa.sa.gov.au



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The units 'Where Are You Going?' and 'Talk Up Listen Up' (Levels 1-111) support each other. These manuals were designed to build your learning across each of these units.

In Level 1 you'll be learning about:

- Personal goal and action planning
- Managing your time and responsibilities
- Talking and listening to others
- Keeping physically, emotionally and spiritually well
- Following instructions
- Reading for information
- Writing and using computers

You'll demonstrate your skills and knowledge through:

- Small group activities such as presentations, discussions and group planning
- Producing your Managed Individual Pathway Plan (MIPP)
- Discussing what you know about goal setting and action planning
- Demonstrating what you know about how you learn and study best
- Showing how you manage your time

Your learning 'coaches' will be a combination of teachers/trainers, workplace and other mentors, and guest speakers from specialist areas such as health.

These units are a way for you to sort through your life goals, and the obstacles to achieving them.

At Level I they are about getting sorted personally and setting some goals and actions. At Level II they're about having at look at all the options for work and further study that might suit you. At Level III they're about you beginning to focus on your specialist area, doing some extended work experience and learning about working with other people.

Let's start!



The second second A-1

7

CREATING YOUR MIPP

When you joined the Coorong Tongala Community, you made a commitment to working hard to clarify and achieve your personal goals. Your tasks throughout 'Where Are You Going?' will help you do this.

It's okay if you still feel 'goal less' because your work in these units will help you get clear. You will be able to explore the possibilities for you out there in the world of work and further study and what may be getting in the way.

There are six key areas you were asked to set goals and actions for:



- Employment (dream job)
- Further Study
- Health (physical, emotional and spiritual)
- Financial
- Community
- Life Situation

You might be wondering why some of those areas were included. You might even be wondering why you had to create your MIPP in the first place. The first part of this manual will help you answer those questions.

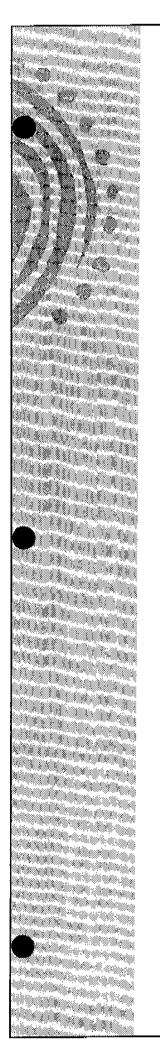
Why do I have to set goals?

When you set a goal, you help your mind to focus on actions that support what you want, not what you don't want.

For example, a footballer or rugby player needs to know where the target is to be able to reach it. They need to make sure everything they do is about reaching that target. Their coaches will have game plans that the whole team works to.

The same goes for everyday life. You may have big goals:

- I want to be wealthy
- I want to be the best possible parent



Or small goals:

- I want to pay my bills by the end of the month
- I want to have a great day with the kids today

Having goals sets up your vision. It helps you to see where you want to go and how to get there.

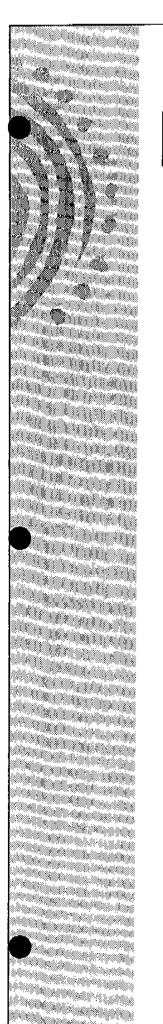
Smart People Get Help if They Need It!



Smart people who can't see what it will take to reach their goals get help to work it out. They are willing to take advice from people who understand their goals and what's needed to make them a reality.

They also understand to reach a goal you need to take focussed action. In other words just dreaming about something is not enough. Smart goal setters do these things:

- Get clear about what they want
- · Collect information about what it will take to get there
- Plan and take some achievable steps to help them get there
- Get help if they need it (coaching, training, mentors...)
- Accept there may be obstacles or errors along the way, and plan for a positive response to them
- Regularly check their progress
- · Reward themselves for achievements along the way





Interview someone in your community who has been successful at one of the following: sport, art, performing arts, studies, their job, or any area you are interested in.

Find out what they think about having goals and making plans to achieve them.

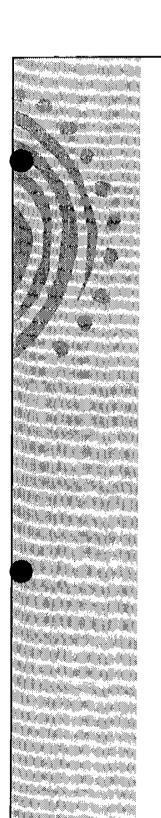
Tell their story to the rest of your learning group.

What about when things don't go right?

So now you're clear about why goals are important, it's also important to know that often obstacles present themselves. Sometimes these obstacles are our own thoughts and behaviours. Sometimes they come from the outside, for example you may have a family member who thinks your studies are of no value and they make it difficult for you to study at home.

Ultimately though, with all obstacles you have a choice. The choice is about what you do with them - how you respond. Do you whinge, whine and blame others for your misfortune, or do you find a way around them?

For example, have a look at these case studies with your group and share what you think it tells us about goal setting. What are your thoughts about each person's response to the obstacles that greet them?





CASE STUDY 1 - 'I QUIT!'

Joe decided to quit smoking. He picked the day to give up. He brought some patches to help with withdrawal and cravings. He made sure he had plenty to do so his mind was focussed.

He went for three weeks without a smoke. Then came the invitation. Joe was invited to a social event where smokes were handed around and everyone was smoking. His friends laughed at his half-hearted explanations that he had quit and kept offering him a smoke. "Come on" they said "You gotta die of something"

Joe caved in, and had a smoke. He then spent the next few days feeling guilty and criticising himself for being weak.

He decided it was too hard to give up and gave up on his goal.



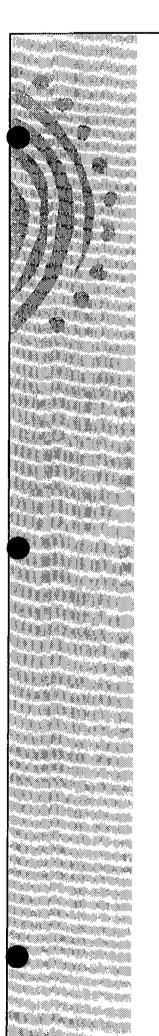
CASE STUDY 2-1 CANT DO IT!

Anne had always wanted to be a Child Care Assistant. She decided she would enrol in a course, even though she knew she would struggle with the written work. Anne had difficulties reading and writing, but she kept going without asking for help.

Anne was a very determined person who had overcome many difficulties in her life. She did not like to look weak.

Anne started to miss classes because she found the work too difficult. When her tutor approached her to see if they could talk, Anne said there wasn't a problem. Anne felt embarrassed about not keeping up with the work.

Anne dropped out saying childcare wasn't for her, even though she still wanted to work in that field.





CASE STUDY 3-THE GOAL POSTS HAVE SHIFTED

Ben was a talented footballer. He wanted to play AFL football. He started a Sport and Recreation program at the local TAFE because he thought it was important to build some skills for work in case he didn't make it, or for after he had finished playing.

He thought he would work best in a Sport and Recreation industry.

Ben didn't make the AFL list. He was very disappointed, as it was his life long dream. Ben turned his attention to his TAFE program where he had discovered he was really good at coaching and training. He decided after TAFE to enrol in a Physical Education program and become a teacher. He also decided to keep doing some voluntary work with an AFL Club while he was studying.

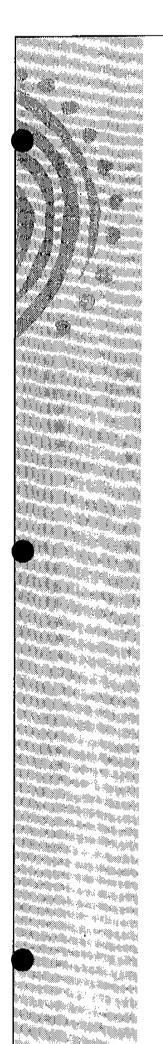
After he qualified, Ben was approached by the AFL Club he worked with to join the Fitness Support staff.

Ben enjoyed his role, and he also began work privately as a fitness coach for elite athletes.

Today Ben has a goal to travel overseas with the Australian Olympic Team as a fitness/health instructor.

 What does Joe, Anne and Ben's stories teach us about goal setting? Tell us about each one.

How do their stories relate to you and your goals?





YOUR MIPP AND THE SIX KEY GOAL AREAS

'MANAGE YOUR LIFE - DON'T LET IT MANAGE YOU!'

Now you're clear about why you set goals and actions, it's a good time to look again at the six key areas in your MIPP.

Coorong Tongala is about building pathways for you into employment and further study/training. It's also about getting clear about other areas in your life that might be competing with those goals. For this reason, you are asked to think about what may be getting in your way, or is competing with your goals.

For example, you may have found that Joe's feelings of 'guilt and a low selfesteem' were getting in the way as he tried to give up smokes. He was also competing with a friendship group that didn't value his goals. In fact they actively tried to stop him being successful.

Anne was competing with her own thoughts about being a strong person. She thought it was weak to ask for help. Her shame and a low self-esteem was stopping her from moving forward. She did want to be a child care worker but the fear of owning up to her learning challenges got in the way.

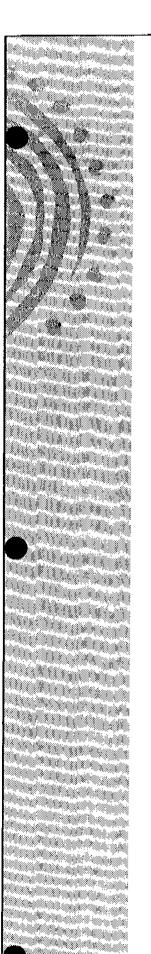
Drug and Alcohol counsellors often say to their clients when they set goals about beating addiction:

"If you don't want to get wet, don't stand in the rain"

They also understand:

"You have to name it to change it"

They realise when people set goals, they need to give themselves the best possible chance of succeeding. This means holding the mirror up to yourself and taking a good hard look at how you behave, think, speak and live.



The Six Key Areas are often given as reasons why many people don't achieve their goals. So in this program they are discussed up front, not hidden. You're asked to plan goals and actions for each.

Let's go through each one.

1. EMPLOYMENT

Most of you will work in a number of jobs, and in different areas of work throughout your lives. Being clear about the sorts of work you might like to do, and what needs to happen for you to get there will get you off to a good start.

You may find your employment goals change as you move through the program. Sometimes when you know more, you find you have more choices than you thought. That's okay.

Having a starting employment goal will help you and your coach get clear about projects, work experience, mentors and training that is right for you.

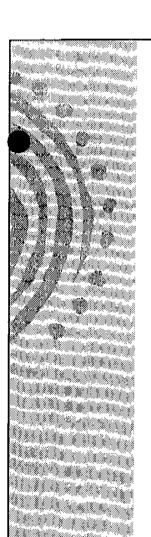


STOP!

What kinds of work do you see work yourself doing in the future?

How much do you know now about what you need to get there?

Draw a pathway to that work. Include any, work experience, and other activities that will help you get there?



_

2. EDUCATION AND TRAINING

Learning happens better when you have a reason for doing it. Linking your education and training goals to your dream job/s, and your life situation makes the learning easier and faster for you.



Record what you know about how you learn best.

Think about your favourite subjects, teachers, learning activities, learning you've done outside of schools/TAFES. For example, you may have learned from relatives, sport coaches, friends...think about what worked for you and why it did.

Your Coorong coach will also provide a learning style questionnaire that can help you understand what works best for you.

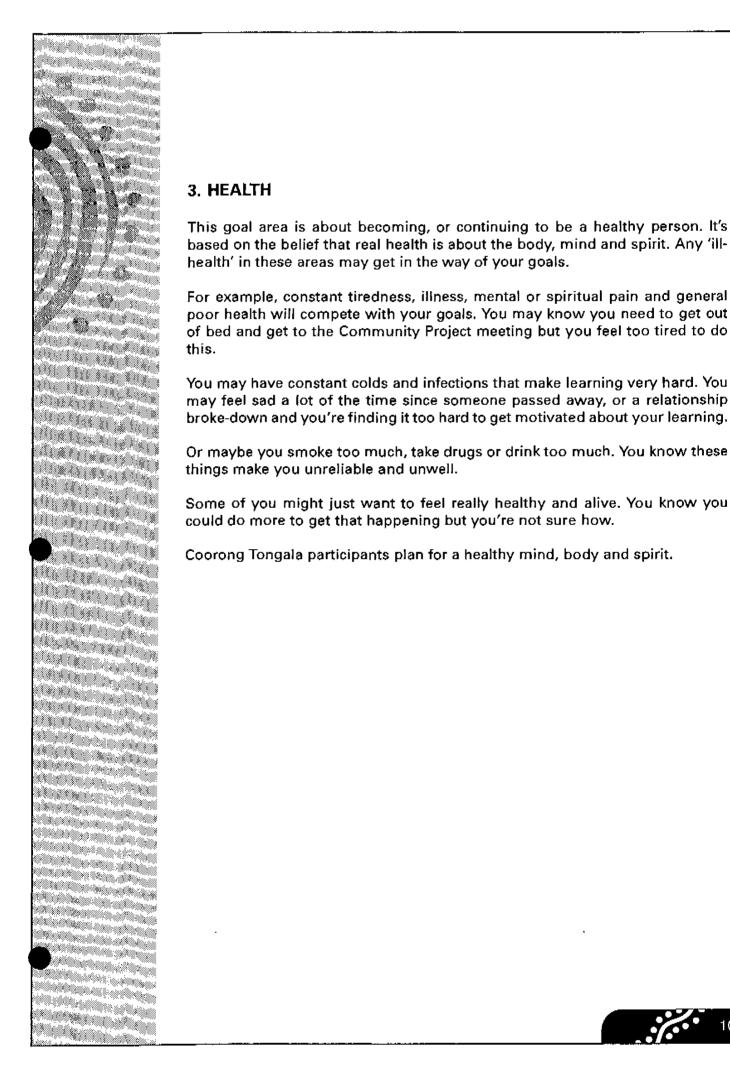
- 2. How will you use this information to help you with your education/study goals?
- 3. Now focus on study skills. How do you organise your time and study activities? How much do you know about note-taking, reading, writing and remembering what you learn?

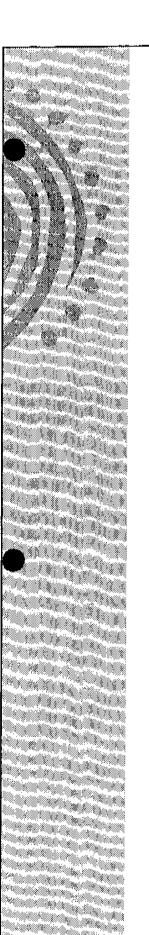
Your Coorong Coach will arrange for sessions on:

- organising your time and study commitments
- taking notes using mind-maps
- reading for the information you want or need
- writing short responses to questions
- speaking and listening in small groups
- remembering information



Record what you learn about each.







Organise with your learning group a 'Health Expo'. Bring in guest speakers and organise visits and activities that build the group's knowledge about:

® PHYSICAL HEALTH

Nutrition, fitness, massage, physical fitness programs and other preventative health options...

Make sure you don't just cover Western medicine and approaches to health. Remember Indigenous people all over the world kept themselves strong, healthy and treated illness for centuries before colonisation.

There are all sorts of approaches to good health you may want to look at such as: herbal/plant remedies, homeopathy, naturopathy...Some of you may even find the career you've been looking for as you explore health in a total way. Your Notes on What you Would Like to Know About

MENTAL HEALTH

Depression, suicide prevention, grief, stress, time managing, relationship problems, drug and alcohol awareness, types of counselling and other supports and any topic your group is interested in.

For example, a womens' group might be interested in looking at women's health issues.

Your Notes on What you Would Like to Know About

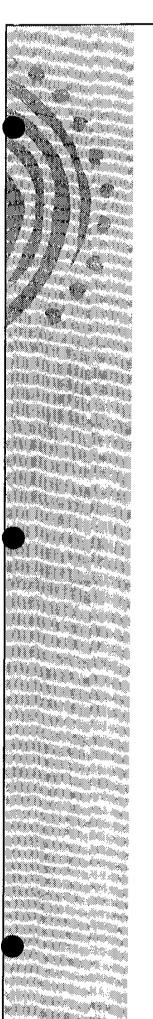
© SPIRITUAL HEALTH

What spiritual health is, it's relationship to identity and sense of purpose in the community. How it is different from religion.

Hear from people who keep the spirit alive through activities like community work, cultural and/or religious activities, the arts, music, healing work, caring for the land...

At the end of these activities, you may want to adjust your MIPP as you build your knowledge of health, and the supports available to help you reach your health goals.

Your Notes on What you Would Like to Know About



4. FINANCIAL HEALTH

Struggling to find enough money to clothe, feed and shelter yourself is definitely a barrier to achieving your goals. Coorong Tongala participants learn how to manage their finances, and even to plan for 'extra' money for social and other goals.

They do this so that money does not get in the way of their Coorong Tongala education and employment goals. The unit 'What's Your Number' (Level 1) supports your learning about managing the money side of your life.

It shows you how to take charge, rather than letting money take charge of you!



Work now to prepare a personal budget. The activities you need are found in the 'What's Your Number? manual.

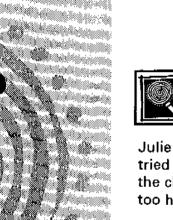
Your Notes on What you Would Like to Know About

5. LIFE SITUATION

There are all kinds of 'life situations' that might compete with your goals. They may range from having abusive relationships in the home to not being able to arrange child-care while you're studying.

Coorong Tongala participants are supported in all sorts of life situations in a respectful and confidential way. They are asked to 'get real' about what's getting in the way, 'own it' and set some goals and actions to help them change, or manage what they cannot change.

Your Notes on What you Would Like to Improve





CASE STUDY 1 - JULIE'S STORY

Julie had two small children and found studying really hard. When she had tried studying before, she was often late for sessions, or missed them because the children were sick. Julie had no family living close by, and found studying too hard.

Julie joined the Coorong Tongala program because she wanted to give studying another go. She wanted to build her independence through a career as an Office Manager. Julie's life situation goal was:

To complete my studies while still providing good care for my children

Julie's discussed and put into action these strategies:

- Arranging childcare through the TAFE College
- Joining the local mothers' group where she met other single mums who were also studying
- Meeting a mentor who had experienced similar challenges to Julie, and who was an Office Manager

Julie continued her studies and found she also had a better quality of life.



CASE STUDY 2-RED HOT

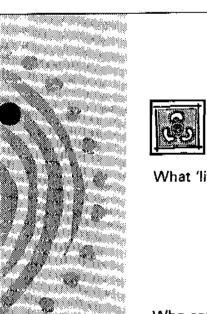
Dan identified through his MIPP discussion that his 'bad temper' got in the way of all sorts of things he wanted to do. He accepted he was quick to 'lash out' at others and blame them for anything that went wrong for him.

Dan didn't want to feel like this. He knew people were scared of him, including his children. He also didn't want his temper to poison new relationships with Coorong Tongala participants.

Dan agreed to anger management counselling and one of his Community mentors gave him personal support and encouragement to do this. Dan also knew his temper was worse when he drank, so he worked with a Drug and Alcohol Counsellor to sort that part of his situation out.

Dan's Life Situation goal was:

To control my anger and find better ways for it to be released so that it doesn't hurt others.



-



What 'life situations' would you like to change or manage better?

Who could help you make these changes? If you don't know, how will you find out?

Re-visit you MIPP Life Situation Goals. Is there anything you want to change?

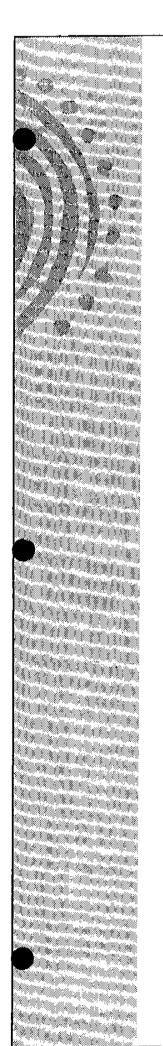
Sometimes looking hard at these areas can be painful. Your Coorong Tongala Coach can give you advice about where to get the help you want, or need.



6. COMMUNITY

Coorong Tongala participants are asked to give something back to the community. This is done to build their spiritual health as they connect with those around them. They can be small goals and actions or big ones.

These goals and actions can also be included in your Community Project studies unit: 'So What's Happening?'





1. What do you do now that benefits other people? (only activities that you do not have to do, and that are unpaid)

2. Media personality Oprah Winfrey organises 'Do a good turn days'. Ian Thorpe and other Australian media personalities also front television shows about doing 'good deeds'.

There are organisations that are set up to make life easier for people in disadvantaged groups, for example: 'Make a Wish Foundation' and 'Canteen – Kids with Cancer'.

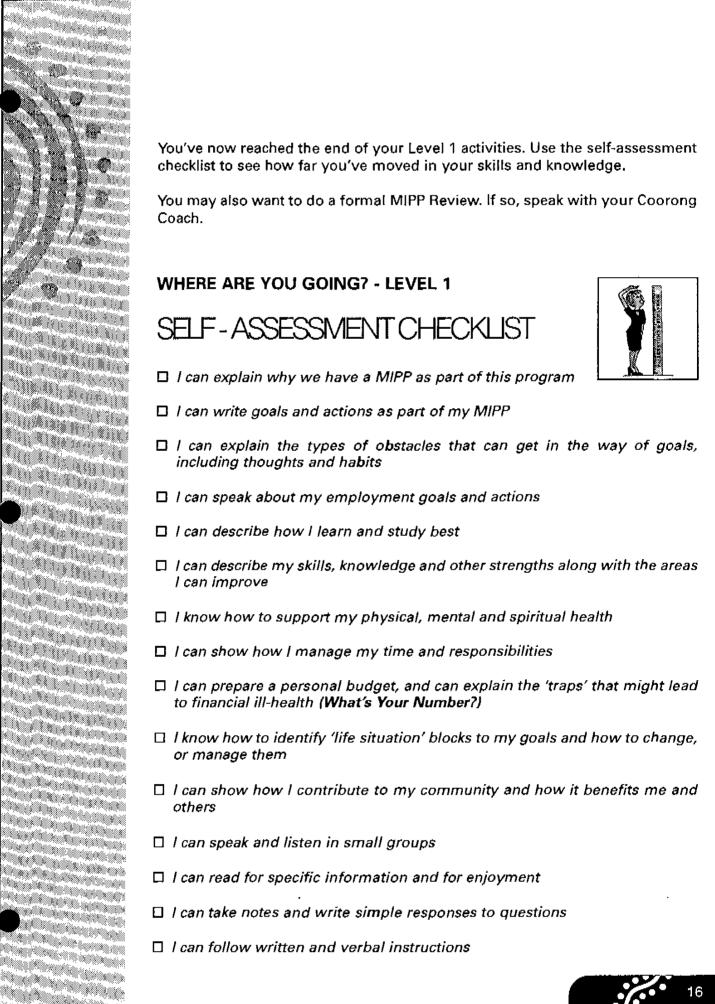
There are also people called 'philanthropists'. These people to do something for others with the wealth they have. They believe one good turn always creates others. In other words you get a personal and a community benefit from doing 'good turns'.

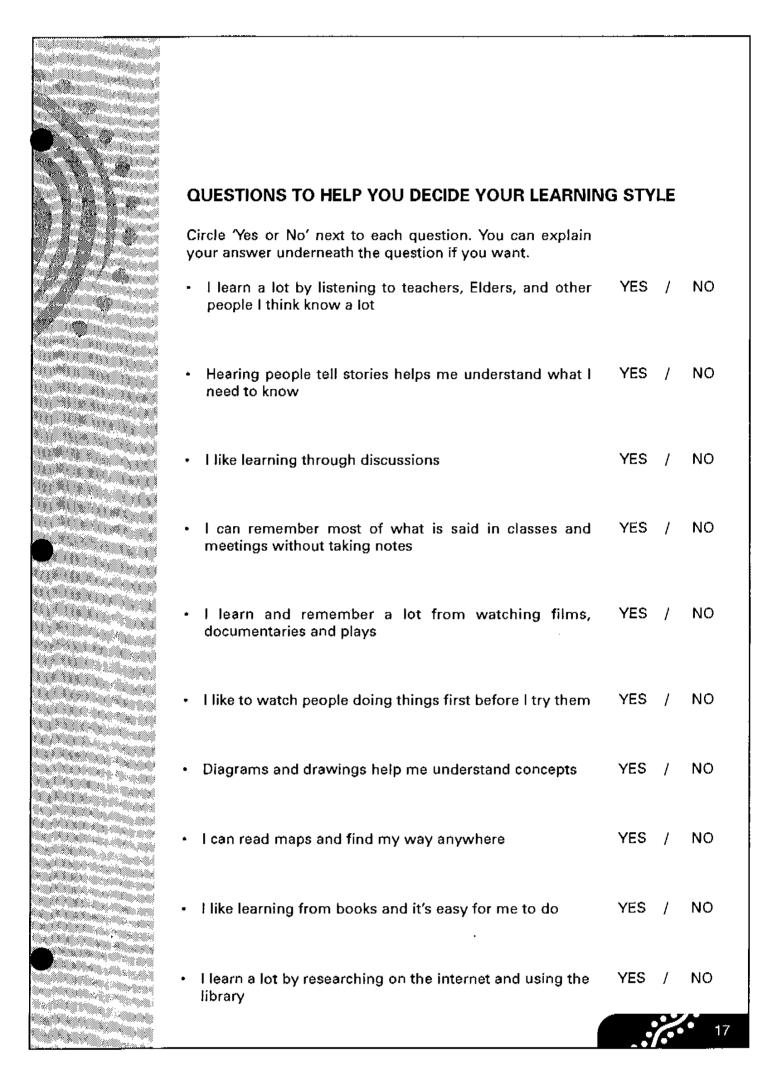
You don't need wealth though to do a good turn.

What's your dream 'good turn' and how will you make it happen? (can be big or small, you can do it alone or with others, it can be about people or the environment...)

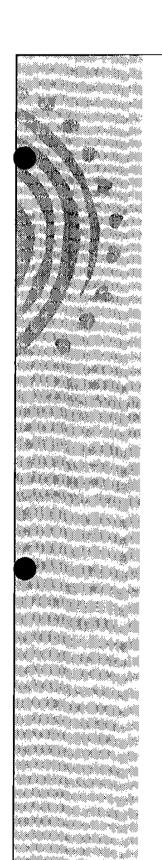


Record what you decide here:





	When people give me directions I need them to give places to watch for like buildings, signs, and other landmarks.	YES	1	NO
a))	Maps are not easy for me to read	YES	/	NO
	I figure out things best by getting a chance to do them, making mistakes, then trying again	YES	/	NO
•	The lessons I was best at school were about sport, physical activity and movement	YES	/	NO
	The lessons I was best at school involved reading and writing	YES	/	NO
	The lessons I was best at school were about making things, art and craft	YES	/	NO
	The lessons I was best at school were about creating,	YES	/	NO
	interpreting and understanding people and events			
•	The lessons I was best at school were about using numbers and solving problems	YES	/	NO
	I can read and follow instructions easily	YES	1	NO
	I don't need instructions to put something together	YES	/	NO
			%	18



WHICH ONE OF THESE DESCRIPTIONS SOUNDS MOST LIKE YOU?

Looking at my answers I can say:

· I like team work and group projects.

I like talking, sharing ideas and hearing stories.

Hike interpreting what I see, hear and experience.

I like expressing myself in creative ways too like creative writing, art, music or dance.

I like teachers who are good communicators and who I feel care about the students.

I like learning through reading, research,

Debating ideas and listening to experts.

I like to ask why and to see proof or evidence in debates and discussions.

I like to use the internet, watch documentaries and use the library to build my knowledge.

Hike to get good results.

I like teachers who really know their stuff and who can challenge my thinking and knowledge.

 I like project-based learning where I get a chance to follow my ideas through.

I don't need to work with other people, and if I do I prefer to take a leadership role.

I like exciting but practical goals.

I don't mind taking risks.

I get bored easily because I like a challenge.

I hate doing routine tasks like filing, checklists...

I like teachers who let me make some choices about what I do.

I like doing practical work, even work with my hands.

I like being organised and I like organised teachers too.

I like to know exactly what I have to do and I like to plan the steps in all my tasks.

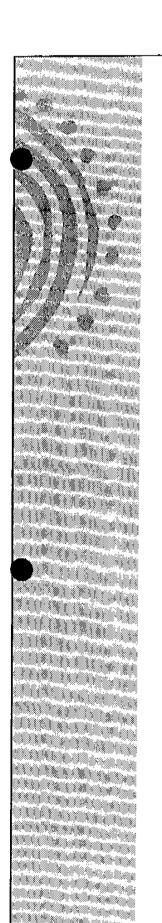
I like really clear instructions

I need to know how I'm going with my tasks.

I like to do things right and to get feedback.

What else do you know you are a natural at? Write your own description here:

Add this information to your MIPP Learning Style Information.



RESOURCES

RESOURCES FOR YOU

- The New Age Study Guide, John Wade, Dellasta
- Life Strategies for Teens, Jay McGraw
- Life Strategies Workbook, Dr Phillip McGraw
- **CGEA Support Materials**

COUNSELLING SERVICES

These services can provide guest speakers, activities and information about audio-visual and other available resources. They can also advise on one-to-one counselling options, or group programs.

HEALTH

- Aboriginal Health Services have doctors, mental health nurses and a range of other health support options available.
- Mainstream hospitals and doctors can also provide support to your program and are often positive about doing so. They often have Indigenous Liaison Officers you can work through if you choose.

DRUG AND ALCOHOL

These organisations can advise on counselling, residential withdrawal and harm minimisation programs.

- Ngwalla Willumbong
- **Turning Point**
- Aboriginal Health Services

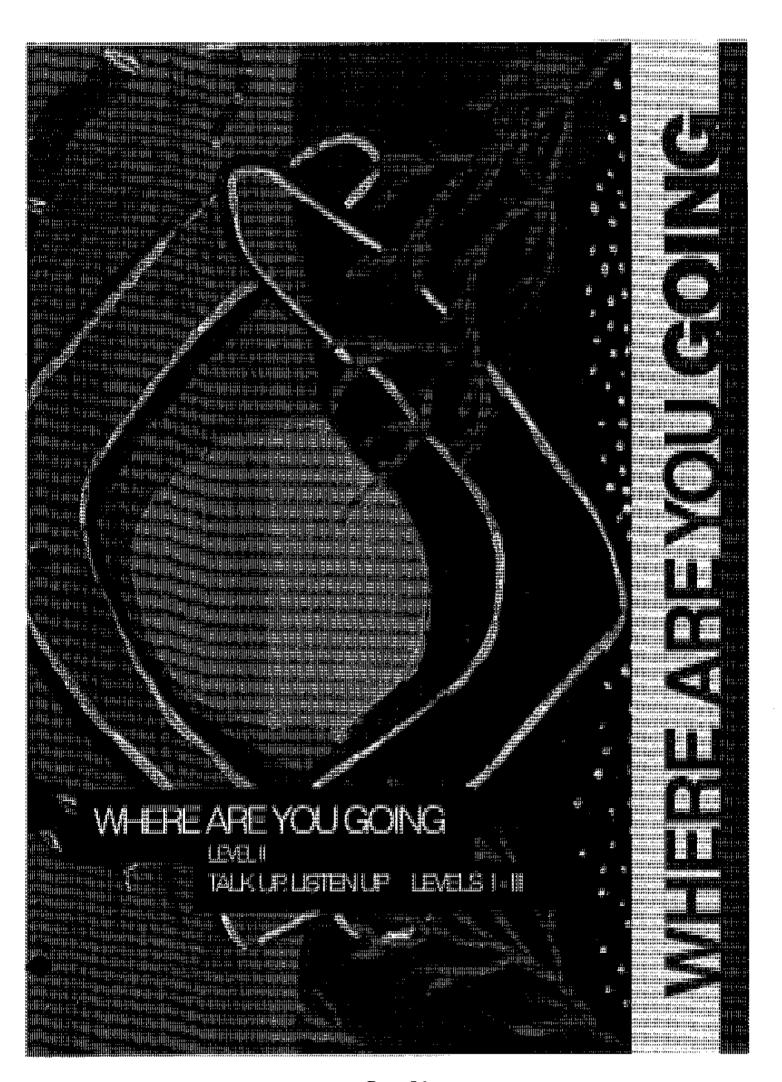
FINANCIAL HEALTH

Counsellors and guest speakers can be arranged through 'First Nations Bank'.

TAFE Colleges also often have financial advisors through their Student Services.

LIFE SITUATIONS

- Aboriginal Housing Board
- Aboriginal Hostels
- Social Workers and Counsellors Linked to Health Services and the Organisation You are Studying In.
- Link Up*
- Aboriginal Child Care
- Aborigines Advancement League



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In this unit you'll be exploring the world of work and further study. It's about getting a feel for different work roles and industries without the responsibility of doing 'work experience'.

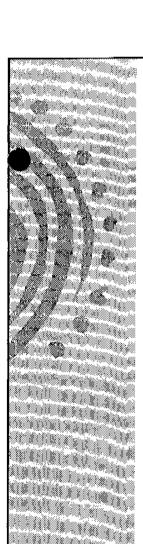
Again, your learning in this unit cuts across 'Talk Up Listen Up' Level 2. You'll be learning about:

- · Reading job advertisements and job descriptions
- · Identifying job criteria
- · Preparing job applications
- Investigating job options, industries and pathways to them
- · Interviewing others for information, including over the phone
- · Preparing basic reports
- Writing letters to attach to job applications
- · Preparing resumes
- Using the computer for workplace tasks

You'll demonstrate your skills and knowledge through:

- Preparing reports and presentations on various jobs and workplaces, including small businesses
- Showing how you can use the computer, phone and newspapers to get information about employment options
- Creating a pathway plan for three employment areas, showing training, further study, or work experience actions that might help someone get there
- · Responding to a job advertisement
- Preparing your resume
- Writing a covering letter to put with your resume.
- Preparing and participating in 'mock job interviews'

You'll also be asked to identify a 'mentor' who can provide you with information and support regarding the employment and/or further study area of your choice.





CHOOSING YOUR JOB/INDUSTRY FOCUS

During your MIPP process in Level 1, you identified the areas of employment and further study you can see yourself doing in the future. This unit builds on that knowledge and asks you to add to your main area of interest two others.

For example, Joe identified 'Sport and Recreation' as his industry of interest. He has added the following:

- Youth Work Human Services (because I like working with young people)
- Office Administration (because I'm good with people and I like the idea of running an office in a gym, or sports centre)

Take some time now to discuss three industries/job areas you would like to focus on for this unit.



It's okay to include your big dreams here. If there's something in your heart that you've always wanted to do, or find out about, now is your chance. It's also okay to write things like:

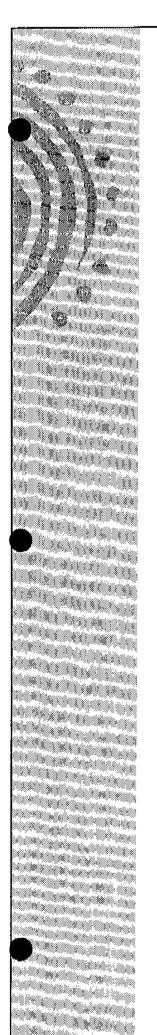
"I'd like one of those jobs where you're travelling around fixing cars and you're your own boss"

Your industries in this example might be: automotive and small business. Record your choices here:



1.

Coorong Coaches will discuss your choices with you. They will also arrange whole group and individual sessions with Careers Counsellors.



Careers Counsellors have information about the:

- types of jobs that exist
- skills, experience, study needed to get that work
- sorts of questions you need to ask yourself to check if you are suited to that kind of work
- areas that might suit you based on the personal information in your MIPP

You can use your Careers Counsellor throughout this unit to advise you on where to get information too.

The following two activities are lined up with your 'What's Your Number? and 'Talk Up Listen Up' computer skills.

- (i) Use the computer to design a spreadsheet that shows the choices across your Coorong group. Record information about gender and age with their industry choices.
- (ii) Work with your 'What's Your Number?' coach to find out:
- · What were the main areas of interest for the whole group?
- · What about each gender (male and female)?
- How about age, did you notice any trends?
- If gender and age information exists for that industry

For example, if automotive was selected find out:

- What percentage of the workforce is male or female?
- What's the average age of people working in this industry?

Prepare a short report on what the group found, and how you find that information interesting or useful.



_

CREATING A PATHWAY

Now you have your three industries to focus on, your task is to research all of the jobs that exist in that industry. You can do this through using the Internet, Careers Counsellors, literature and visits to or from Industry Training Advisory Boards (ITABS).

For example, if you chose automotive you will ask and find out:

- What types of jobs are there in this industry?
- What are those jobs about?
- What do you need to do to get those jobs?

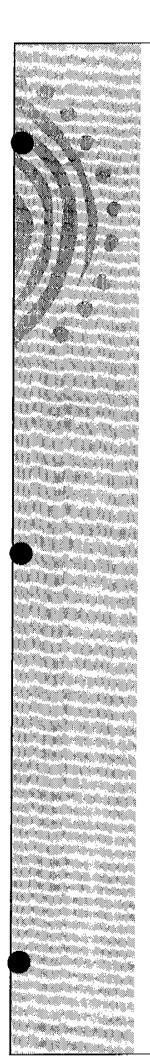
You can do this alone, or with a small group of people who have similar interests. You need to present what you find to the group. Here's a guide for your short report and presentation:

® INDUSTRY REPORT

- Tell the group what 3 industries you looked at and why you chose them
- Show them the list of jobs you found (give them the typed list)
- Tell them about those jobs focus on the ones you found most interesting
- Tell them how you will use the information to help you decide your employment and training goals

WHOLE GROUP ACTIVITIES

- Invite in industry specialists to talk with the whole group about their work. Or organise visits to their workplaces.
- Find out if there are Indigenous people working in the industry and if they would like to talk to the group.
- Practice your questioning and note-taking skills when they are with you.
- Prepare a mural for a presentation to the Elders Council and community members that shows the types of industries and jobs your group explored. Show what you were able to learn about them.



© GETTING PERSONAL

Now you're clear about the options out there for you, it's time to prepare yourself. You'll need to know how to:

- Create your personal pathway to your ideal job
- · Respond to job advertisements and job criteria
- Prepare a resume
- · Prepare a letter to go with your resume
- Prepare for an interview

© CREATING THE PATHWAY

You can do this visually, for example using a visual map, or as a series of steps in writing. If those tasks are not right for you arrange a discussion with your Coach to explain what you know about your pathway.

Pathway Plans have all of the information and actions that could help you get where you want to go. They will include:

- The knowledge, skills and experiences you already have
- The personal qualities you can bring to study and a workplace
- The knowledge, skills and work experience you need to reach your goals and how you will get them (courses, work experience...)
- The names of mentors who can support you as you move towards your goals
- An action plan with clear steps for you to take to reach your goals

Here's an example of Jim's Action Plan.



MANAGED INDIVIDUAL PATHWAY PLAN

ACTION PLAN

Name: Jim Green

Industry I'm Aiming For: Automotive

Job: Car Detailing

Education/Training Pathway: Traineeship

Actions:

- Arrange an interview with staff in Automotive School at TAFE
- Investigate traineeships with local automotive businesses

Work Experience Pathway:

Three two week blocks in a large, medium and small business automotive or panel beating business.

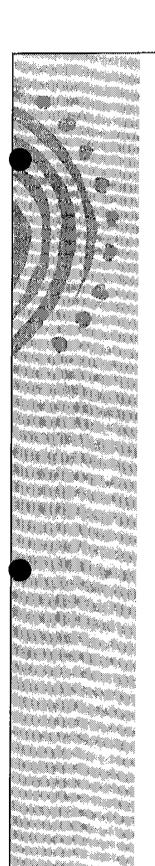
Actions:

- 1. Prepare letter of introduction and resume to support potential work experience placement
- 2. Contact Heritage Holden to arrange work experience focused on support in car detailing area and arrange an interview
- 3. Contact RACV local Panel Beaters and arrange an interview
- 4. Contact a mobile car detailer to arrange placement focused on detailing work and working with customers and managing a small business and arrange an interview
- 5. Prepare for work experience interviews
- 6. Confirm dates and arrange for pre-work experience interview with employer and Coorong Coach
- 7. Coorong Coach to assist with administration, occupational health and safety requirements and reaching a Work Experience Agreement with Employer

Mentors:

Dave Edwards from the local car dealership. He'll help me with interview practice, give me a reference and help me to get to know the industry better.

6





MANAGED INDIVIDUAL PATHWAY PLAN

ACTION PLAN

Name: Jan Burns

Industry I'm Aiming For: Performing Arts

Job: Choreography

Education/Training Pathway:

Actions:

Complete TAFE Indigenous Performing Arts Program Gain entry into mainstream program at the Victorian College of Arts in 2004

Work Experience Pathway:

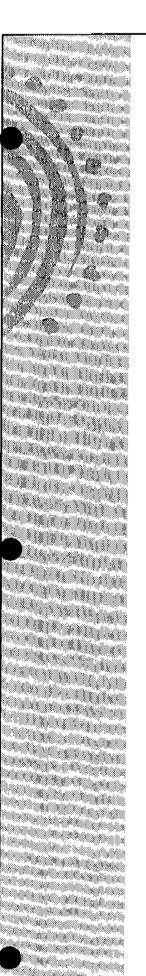
Gain work experience with the Australian School of Ballet in 2003 Continue voluntary work for Bangarra Dance Company Help out with the local secondary college dance eisteddfod

Actions:

- 1. Prepare folio of work, resume and letter of introduction to accompany my work experience application
- 2. Gather references from Bangarra, the local secondary school and TAFE Performing Arts Course Coordinator
- 3. Find out as much as I can about the Australian School of Ballet and Victorian College of the Arts
- 4. Match what I've got with what they are looking for, find out if I have any gaps and do something about them
- 5. Make an appointment at the local gym to get a fitness plan (my fitness is not helping my energy levels and I want to look healthy)
- 6. Approach a choreographer about mentoring me as I work towards these goals

Mentors:

- Investigate who is out there and who might also be interested in supporting my career goals.
- · Re-visit my MIPP actions in two weeks





say 'I' too much

Practice writing some goals and actions for your self now.

RESPONDING TO JOB ADVERTISEMENTS AND JOB CRITERIA

Reading and understanding job advertisements is an important part of preparing for work. Most advertisements provide information about the organisation; where the job is located; salary range; what the job is about; and the sort of applicant they are looking for.

Your job is to work out if you have what they want and if you are interested in applying. You also need to know how to give your application the best chance of success.

If you discover a position that interests you, you will need to:

Read the advertisement carefully and pay particular attention to what they are saying you must have (this information might be about qualifications through to personal qualities)
Make notes using the key words they use in the advertisement
Make sure you understand the key words they are using
Get a copy of the application forms and other available information
Write a checklist for yourself of the job criteria and how you measure up against it
Have a chat to your Coorong Coach, or someone you know who is good at responding to job ads and check you have understood what they are looking for
Find out what you can about the organisation

☐ Use their words in your application including in the covering letter, and don't

Prepare your resume if they want to see one



Read the following advertisement from the National Indigenous Times and:

- Highlight the key words used throughout
- Put those key words into plain English, for example what is meant by 'demonstrating initiative' or 'having sound interpersonal skills'?
- Prepare a checklist for the person who will apply for the job headed 'What they Want' with a space for a tick and comment against each criteria
- Find out what you can about each organisation and prepare some advice to the applicant

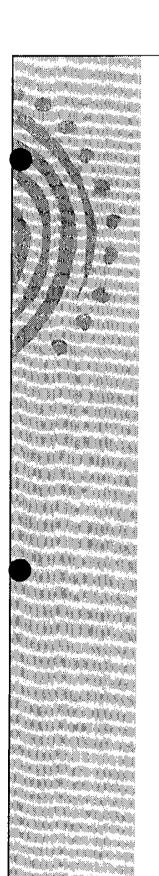
Customs Trainee (Insert ad)

Find an advertisement that would interest you. Repeat the above tasks imagining that this is the job you really want. Record what you do here:

PREPARING YOUR RESUME

Often organisations will ask you to send a resume with your application. There are two types of resumes: general and targeted.

Targeted resumes only have information that is relevant to the job and the organisation. General resumes tell the 'whole story' about you.





STOP!

Jim wanted to get a resume together. He couldn't believe his eyes when his friend Michelle showed him an ad for a job with 'Prestige Cars' in their detailing shop. He knew he needed to get a targeted resume and accompanying letter ready.

He started with his resume. This is the ad Jim was responding to.

ETAILER

Career Opportunity with 'Prestige Cars'

We have a full time position for experienced detailer in our prestige car workshop. The successful applicant must have an eye for detail and a demonstrated commitment to 'perfection' in their detailing work.

This person will be able to work well with others, including customers and show a high degree of drive and enthusiasm.

Call Ms Trudi Senior on 9785 0000 for more information.

His friend Michelle had recently visited the Careers Advisor at her TAFE College. She gave him the questions she used to guide her resume writing.

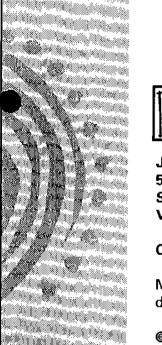
Jim took notes after each question and then used the format Michelle used for her resume.

Here are the questions Jim used to get the right information together. Fill them in as you go.

What is your name, address and telephone number?
 If you're not around much it's a good idea to have an answering machine, or a reliable alternative number.

What is your educational background?
 Always include the dates you attended, and certificates, diplomas, degrees and awards you may have. If you are still at school, what year you are completing.

3. What work experience have you completed? List your previous jobs, employer names and addresses. This includes for Community Development and Employment Programs (CDEP), school work experience, traineeships, self-employment or project work.
4. What community, volunteer work have you completed? Make sure you include activities that relate to the job you want.
5. Who can speak on your behalf? Gather testimonials/references from people who can speak about your strengths in relation to the job you want. This doesn't mean they should have seen you at work.
6. What hobbies or other interests do you have?
Now here's what Jim's resume looked like when he used the computer to lay it out. Jim took special care to make sure he followed these rules:
 ☐ Use simple, clear words (plain English) ☐ Keep sentences short (maximum 21 words) ☐ Get to the point, don't write long descriptions
 □ Be very clear when describing the duties you had, or have in work experience □ Make it look good
 Keep it to 2-3 pages maximum Start with the most recent dates for work history and education/training and work back
☐ Make sure there are no spelling or grammar mistakes, for example 'their' when it should be 'there'
☐ Get someone else to check it for you
0 11





Jim Green 555 Elm Street Shepparton Victoria 3630

CAREER GOAL

My ambition is to work with a leading, prestige cars sales company in the car detailing area.

WORK HISTORY

1999-Present

Northern Holden Traineeship

After a work experience placement in 1998, Northern Holden offered me a traineeship in their auto shop. My duties included analysing detailing requirements for traded vehicles, preparing detailing work plans and assisting with detailing tasks.

This included cut and polish; industrial buff; steam cleaning; minor paint and scratch repairs; stain removal; colour matching.

1997-1998

CDEP Project

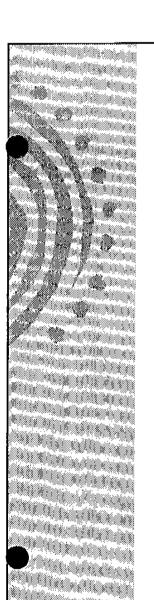
I worked with the local Community Development and Employment Program (CDEP) in the 'Community Automotive Repairs Project'.

During the project we were provided with training and mentors in all areas of automotive repairs. This included:

1995-1997

BP Gas Station - Casual

I refuelled vehicles. Assisted mechanics with minor service and maintenance to customers' vehicles. Sold car accessories. Assisted with car wash facility. Kept the store and auto-shop clean.



I was expected to demonstrate high levels of customer service. I had to answer phones promptly, deal with enquiries, record and pass on accurate information, and handle cash payments from customers.

We were also expected to follow occupational health and safety procedures and to work with supervisors and CDEP participants in a highly cooperative manner.

EDUCATION AND TRAINING

1998- Present

Traineeship with Northern Holden supported by Rosebank TAFE. Courses I am studying are Car Detailing and paint and Preparation.

1997 - 1998

Completed CDEP 'Community Automotive Repairs Project', including Occupational Health and Safety Level 1 & 2 and Customer Service Training with Rosebank TAFE.

During this time I completed work experience with Northern Holden. I assisted in the car detailing area with cut and polish; stain removal; steam cleaning.

1993 - 1997

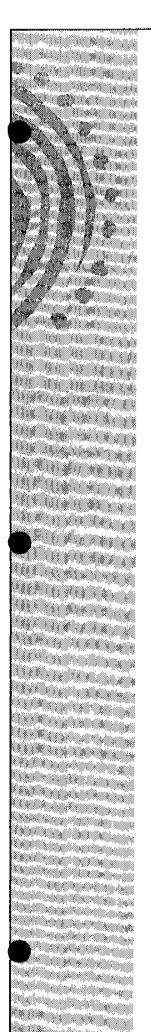
Completed Year 11 Rosebank Secondary College, including Vocational Education and Training (VET) subjects in Automotive Studies, Metalwork and Panel Beating.

© OTHER INTERESTS

I assist local racing drivers to prepare and fix their vehicles. I enjoy watching car racing and I play basketball regularly. I also visit the gym three times a week for a work-out.

REFERENCES

Available on request.





Now prepare your resume using the information, layout and rules for expression that Jim followed.

© FINISHING UP

Once Jim had finished his resume he made a promise to himself to keep it up to date.

Then he prepared his covering letter.

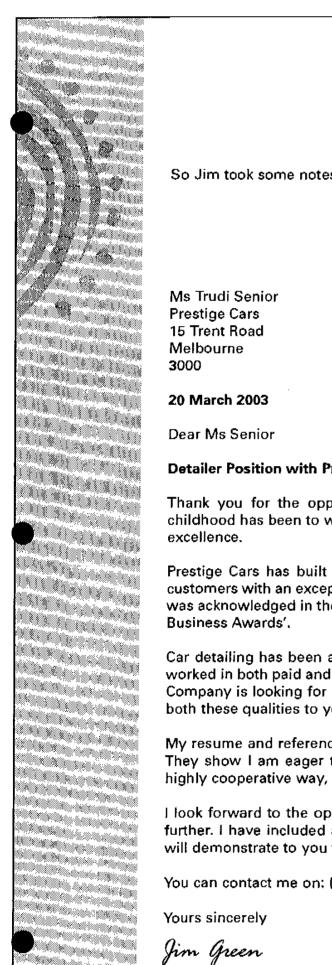
® WRITING A COVERING LETTER

Jim really wanted to get the job at 'Prestige Cars'. It was his dream job. So he knew his covering letter had to catch their attention. Before writing he listened to Michelle's advice again. She said go and find out these things:

Who is running the company?
How old or big is it?
How many people work for it?
Is it a local, national or international company?
Where is the head office?
Has the company been growing steadily over the past 5-10 years?
What values does it tell customers and others it has?
Has the company had any special achievements?

Then Michelle said:

"Think about how what you've got matches some of that information. Remember you don't want to tell them about their company, they know their company, you need to tell them what you have that is good for them".



So Jim took some notes and wrote this letter:

Jim Green 555 Elm Street Shepparton Victoria

Detailer Position with Prestige Cars, Herald Sun 20 March 2003

Thank you for the opportunity to apply for this position. My dream from childhood has been to work with a Company that is committed to car detailing

Prestige Cars has built a reputation for treating its cars and the Company's customers with an exceptional standard of care over a long period of time. This was acknowledged in the Company's recent success during the 'National Small

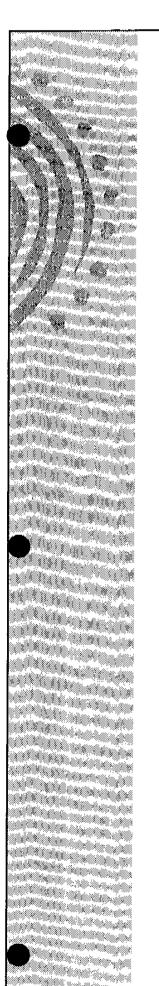
Car detailing has been a passion of mine since childhood. I have studied and worked in both paid and unpaid roles to further this dream. I am clear that your Company is looking for people with 'drive and initiative'. I believe I can bring both these qualities to your workplace.

My resume and references support my determination to work in this industry. They show I am eager to keep improving my skills and that I can work in a highly cooperative way, two qualities you seek in Prestige Car employees.

I look forward to the opportunity to meet with you to discuss my application further. I have included a few photos of the work I've completed. I hope they will demonstrate to you the eye for perfection and detail I have in my work.

You can contact me on: (03) 999 9999 or 0411 111 1111

Jim Green





Now have a go at drafting a letter about you. You don't have to be responding to an advertisement. You might be sending a letter to find out if any work is coming up, or for a work experience placement.

Remember these rules:

	State y	your	purpose	uр	the	front	of	the	letter	
--	---------	------	---------	----	-----	-------	----	-----	--------	--

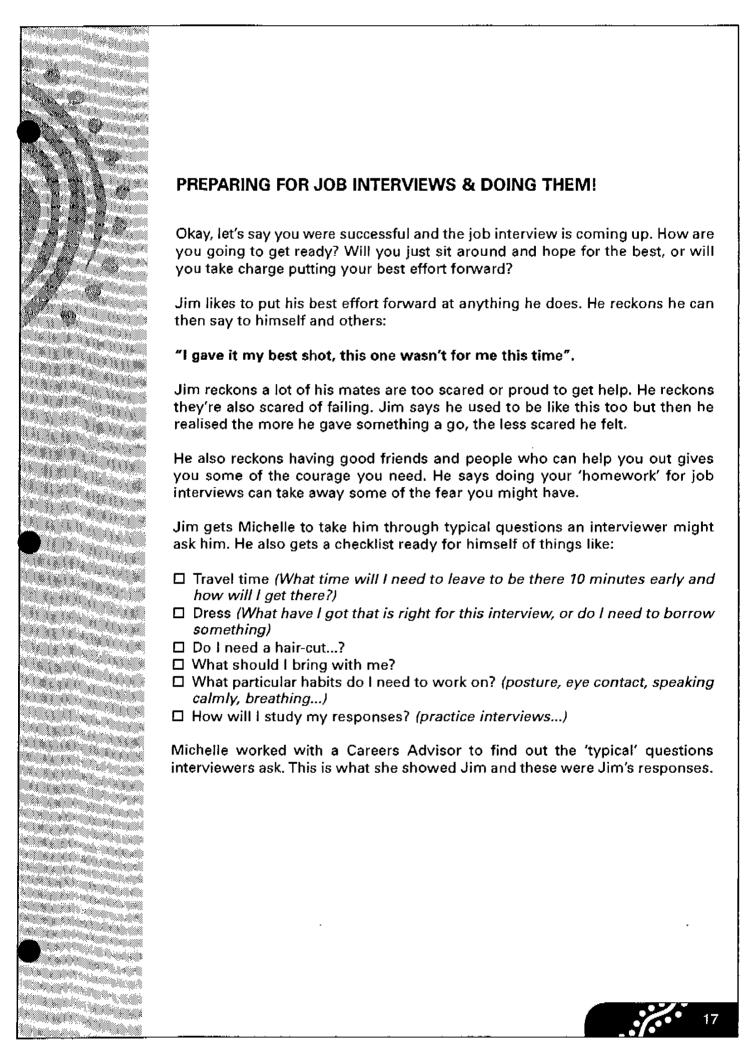
- ☐ Then tell them why you want the job (background)
- ☐ Show them how you fit what they want
- □ Include only relevant information
- ☐ Don't repeat yourself
- ☐ Use plain English (use the Guide to Plain English in your Resource List)
- ☐ Finish up with a closing line that tells the reader you will be available for an interview. Don't sound bossy though. (see Jim's letter)
- ☐ Close with 'Yours sincerely'

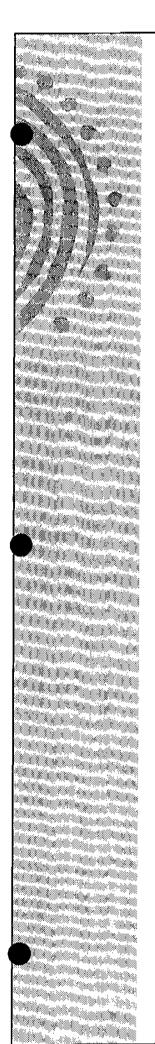
What if I'm not successful at getting an interview?

There are all sorts of reasons why you may miss out on an interview. Some of these reasons are out of your control. For example, perhaps there are really strong contenders who already work for the organisation. They can be hard to beat.

The most important thing to do is to find out why you missed out. Then you can use this information to plan your next approach. Remember too, some companies keep applications on file and if something comes up later they may look at your application again.

Particularly if you've given them a good letter and resume, and you've taken the time to find out how you missed out - in a positive way. They may even point you to other employers and opportunities.





BE READY FOR THESE!

WHY SHOULD YOU GET THIS JOB? (Or they might say, Why have you applied? What do you have to offer?)

I've spent most of my life preparing to do this job. I haven't just dreamed about detailing prestige cars, I've studied and worked hard to build my skills and knowledge to do this well. I also know I can bring the qualities you are looking for as I have the energy and initiative and I respect the reputation your Company has built over many years.

© CAN YOU TELL ME ABOUT YOUR PRESENT JOB?

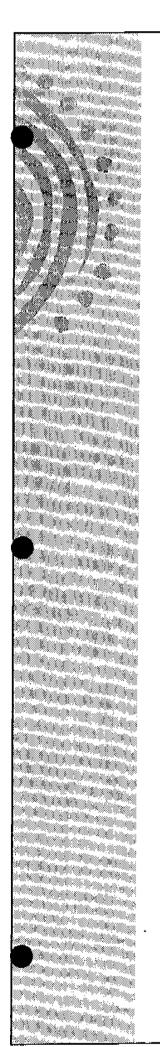
I work with Northern Holden where I completed my traineeship. They've supported me since my schooling days and have always been aware of my ambition to work with prestige cars. I cover all areas of work there from preparing job sheets for detailing work, including costs to doing the actual detailing work. Recently, I've also been supervising a new trainee. I've enjoyed my time there and I value the opportunities and responsibilities they've given me.

WHAT DO YOU KNOW ABOUT OUR COMPANY?

I know your Company has a passion about detail similar to my own. I know that passion has resulted in you winning a loyal customer group, and many customer service awards. I know your Company is growing and I'm eager to be part of its growth. I also know you support your employees in their skill development and are looking for people who are good team players.

® TELL ME A BIT ABOUT YOURSELF?

I've always liked a challenge. I also like seeing people happy as a result of my efforts. Nothing gives me more pleasure than to see someone's face after I've finished with their car. I also like sharing my ideas and helping others to learn too, that's why I coach a junior basketball team. The young ones also like hearing about the cars I'm working on. My nephews play on this team and I like to think I'm a good role-model for them all.



WHAT ARE YOUR STRENGTHS?

I think my greatest strength is determination. School wasn't that easy for me but I was determined to keep at it so I could get my Year 11 and show my nephews they could do it too. I also knew it would help me with my career and personal dreams.

I'm not afraid to do the hard work and to keep at something until I get it right.

WHAT WOULD YOU LIKE TO DO BETTER? (What are your weaknesses?)

I would like to learn more about the computer. I have basic skills but I think it would be good to learn how to use it better for job sheets and so on.

TELL ME ABOUT A PROBLEM YOU HAD AT WORK AND HOW YOU SOLVED IT

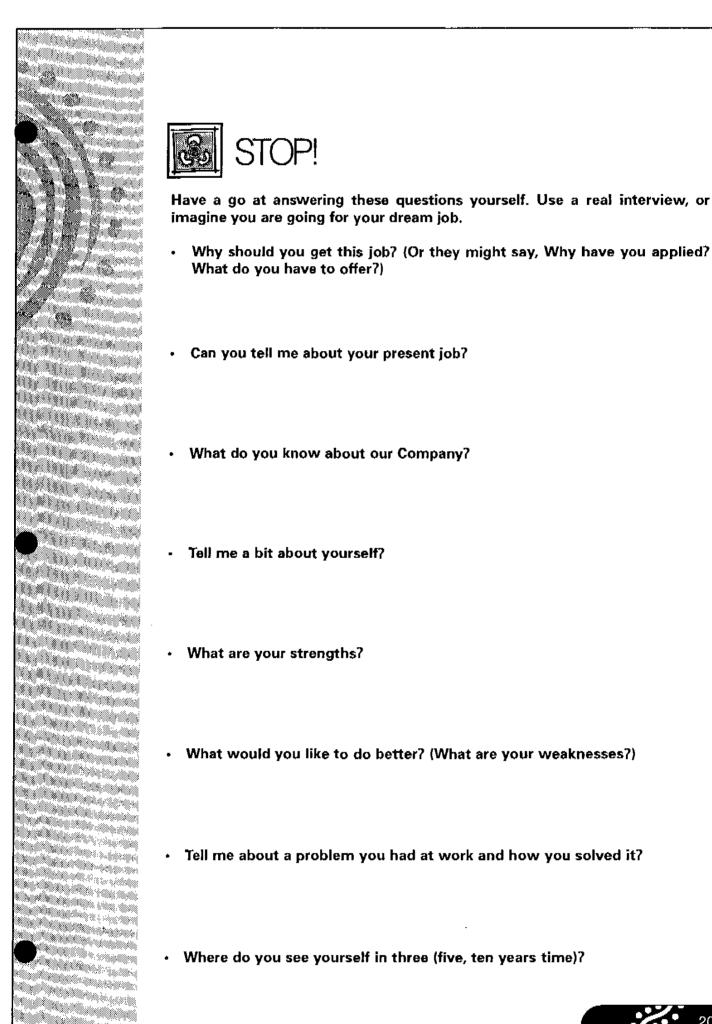
I remember a customer came in once saying they needed a job done by the end of the day. I knew we didn't have the staff on to manage it, but the following day was realistic.

I listened to what the customer had to say and found out he had no other way of getting to an appointment that evening. Then I explained each step of the job he needed. I explained that for his car to be serviced properly, we would need it until the following day and offered a courtesy vehicle.

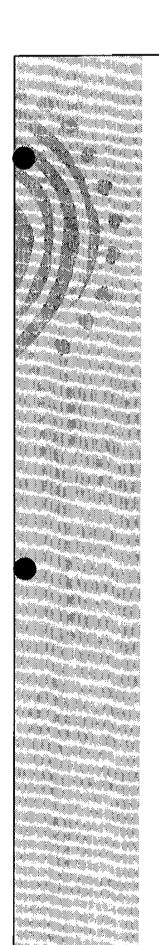
WHERE DO YOU SEE YOURSELF IN THREE (FIVE, TEN YEARS TIME)?

Give a personal response rather than a specific one. For example:

"I see myself being happy and working to my fullest potential. Working with a positive team is important to me too, and being regarded as a valuable team member. I see myself enjoying my work so much that it doesn't feel like work".







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WHAT ELSE CAN I DO TO GET READY?

Interviews are a performance. They tell interviewers who interviews best, not necessarily who is best for the job.

Those who interview well, usually work to a script. They research what might be asked and prepare their responses. They also rehearse things like their entrance, opening remarks, posture, breathing, voice tone and handshake!

Here are a few tips!

Interviewers can form their impression of you in the first ten seconds. They will look at:

Your Clothes

Wear a suit, or suit jacket and a tie for men. Women usually wear a suit or dress. Check what you are wearing looks neat and tidy. Things that can make a bad impression are scuffed shoes, untucked shirts, or stained clothing.

If you need to, borrow something to wear. For example, suit jackets can be expensive. If you don't have one, borrow one from a mate or check the Op Shops. Make sure it's a good fit and is clean on the day.

Grooming

Sounds old fashioned, but check your fingernails, hands and hair all look neat and that your posture is straight and confident. Believe it or not, many employers believe the way you present yourself tells them how much care you'll take with your work.

Handshake

A firm, full handshake is often what's expected. Make sure you're not too weak or too forceful with it.

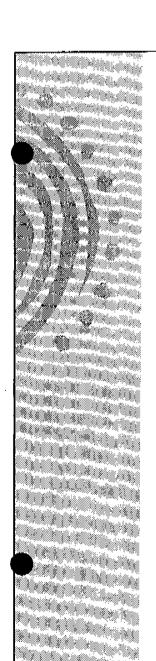
What You Carry

Make sure your bag, or briefcase if you're carrying one, looks neat. Any document holders or folios should also look neat and tidy.

During the Interview

Remember the point of an interview is for the interviewer to work out whether your past and present skills and achievements match the needs of the Company. Interviews are not about applicants rambling on about themselves.

	So do the following:
	☐ Be well prepared and well rehearsed. Know what you want and what you have to offer. Know the job and the organisation.
$\mathcal{F}_{\mathcal{F}}$	☐ Enter in a positive and relaxed way, making sure you make eye contact with people in the room.
	 Be confident but not overly assertive. Don't rush an answer. If you're unsure, ask for the question to be repeated.
	☐ Be clear in your responses. Don't ramble.
	 □ Be relaxed. Remember they're usually nervous too. □ Speak at a comfortable volume. Not too loud, not too soft.
	□ Be a good listener. This shows you are focused. You may be able to 'hear' information too you can sue in your responses.
	☐ Use active language and examples of your achievements (don't rely on just
	stating positions or work experience you've had)
	For example:
	"I understand you're looking for someone who works well with Indigenous
	communities. When I was working with the CDEP Automotive Project I had to regularly travel into communities in Victoria to share our success. This meant I
	had to talk to Community Leaders before I went about their needs and interests
	and what they would like most from me on the day. These visits always got very positive feedback and allowed me to build a good rapport with
	communities across the State"
	QUESTIONS YOU MIGHT LIKE TO ASK AT THE END OF THE INTERVIEW
	Some interviewers close with an opportunity for you to ask questions. If you think everything has been covered say so:
	"No, I feel we've covered everything. Thank you."
	Alternatively, you may want to ask questions like:
	"I'm interested to know your view of an ideal employee?"
	"How does the Company review and measure performance?" "What is the vision for the organisation?"
	22



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FINISHING UP - FIND THE RIGHT MENTOR FOR YOU

Remember the better prepared you are, the more confident and relaxed you'll feel. Your 'knock backs' will teach you lots about what works and what doesn't as you go about finding the job that suits you.

Most of us will change jobs often as we go through life. This means we'll be researching and preparing job applications, resumes and interviews often too. The more we practise and improve what we do, the less fear we'll feel as we approach the unknown in a new job and workplace.

Another valuable support to have is a strong mentor.

A mentor is a 'critical friend'.

This means they are people who can listen and ask the right questions about your thinking and your approach. Their job is to help you get clear about your strengths and your weaknesses. Your job is to listen.

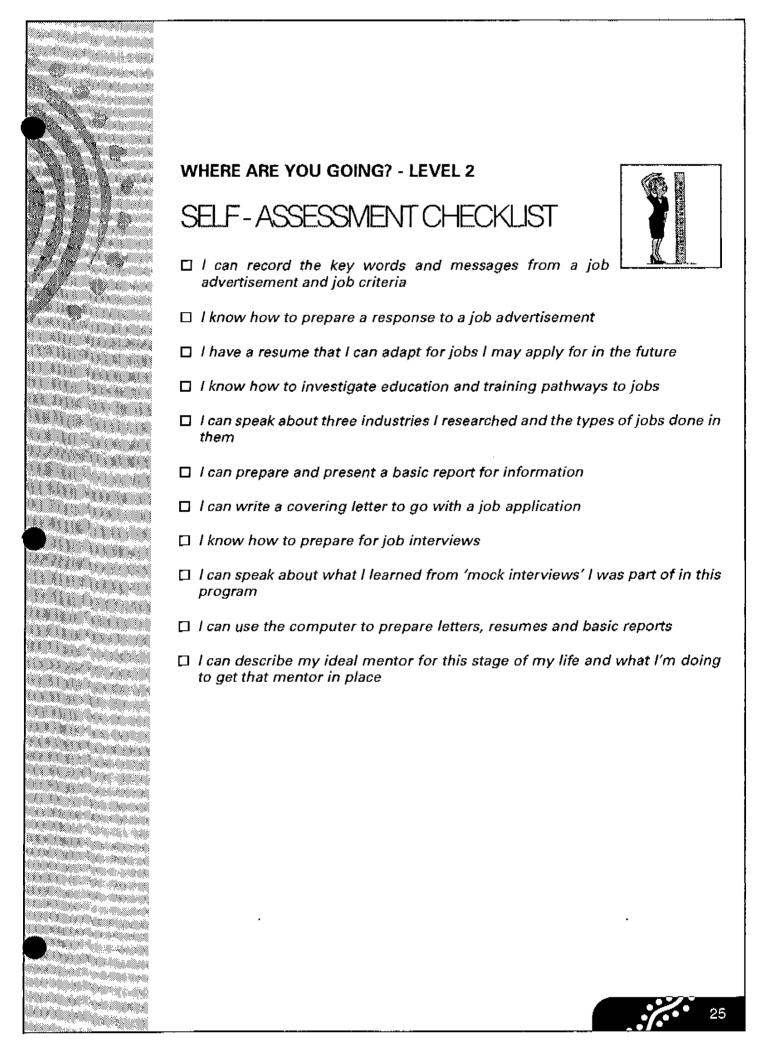
Mentors are 'sounding boards'. You don't have to take their advice, but a strong mentor is someone whose advice is worth taking. You may have a mentor to help you with a specific goal such as getting a particular type of job in an industry they know well, or you may have a mentor who is supporting your 'whole of life goals'.

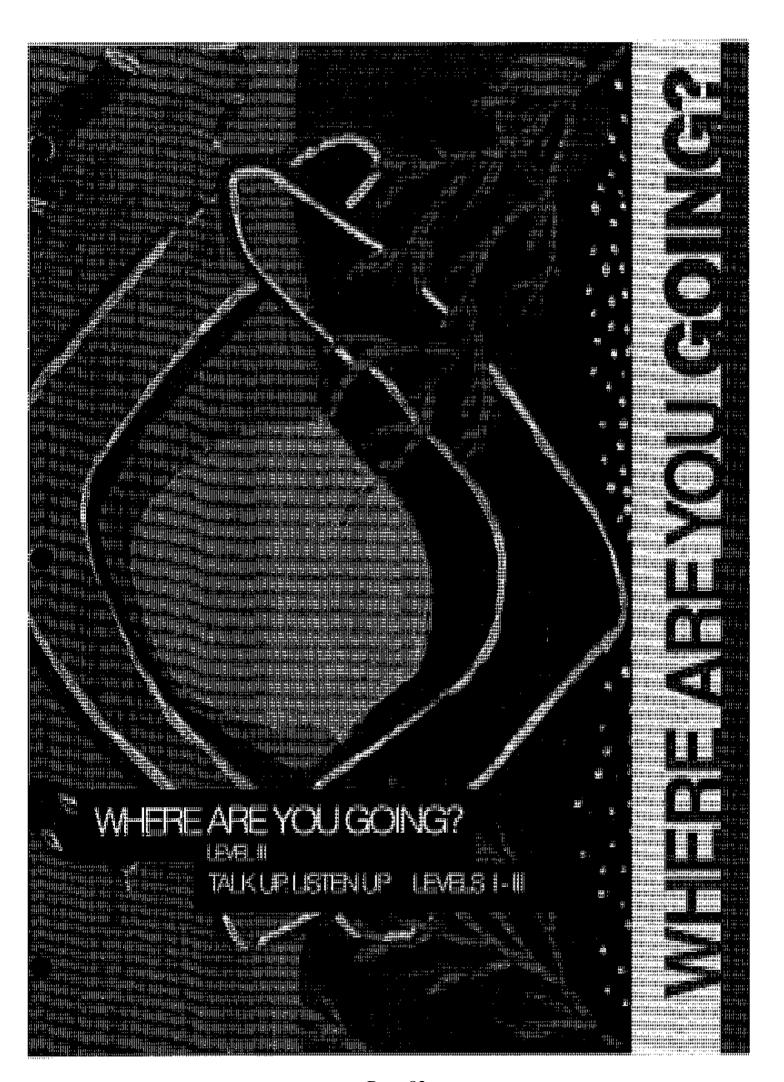
It's up to you to decide what you need most.



Use the 'Ideal Mentor' form to prepare your criteria for your ideal mentor and what steps you'll take to find that person in the next month.

MY IDEAL MENTOR What they will know how to do What sorts of knowledge they'll have The personal qualities I would like my mentor to have What I Would Like How the Arrangement Could Work How I Will Know When I Don't Need My Mentor Any Longer Three Things I Will Do To Get My Ideal Mentor in Place By the End of the Month





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This unit is about you being a positive and valued member of a workplace. It's also about the sorts of behaviour, skills and knowledge you need to work and study well no matter what the job, or course of study.

You'll be asked to do work experience, or you may already be working part or full-time. Voluntary work is okay too, as this is how many of us end up building skills, knowledge and contacts while we're waiting for paid employment.

Once again this unit will also help you with skills and knowledge expected in "Talk Up Listen Up', 'So What's Happening?' and 'What's Your Number?'

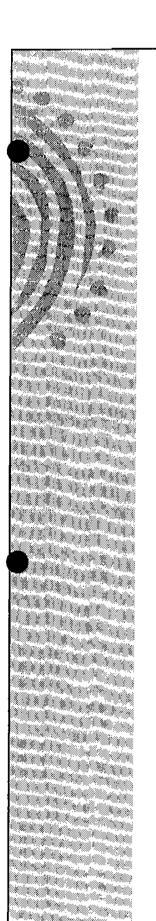
Your teacher/trainer will show you how your work in this unit may fit against the Cerificate in General Education (CGEA), Front Line Management Level 3 competencies and various other industry training package units.

You'll be learning about:

Working with other people Solving problems Following instructions Managing your tasks and time Gathering and organising information Reading and writing workplace documents Reading and writing for study Speaking and listening in the workplace Using numbers in a workplace Using computers in the workplace and for study

You will demonstrate your skills and knowledge through:

Preparing a report on your workplace Giving examples of how you solve problems Showing what you understand about working with other people Testimonials from supervisors about your work and study skills Testimonials from teachers/trainers about your study skills Using the computer to prepare your report Showing how numbers are used in your workplace Completing the tasks in this manual





BECOMING A VALUED EMPLOYEE

In Level 1 and 2 you looked at what it takes to get a job. In this manual you'll look at what it takes to keep a job and be happy in it. Of course there are some situations that are out of our control like when a company 'downsizes' (gets rid of staff for economic reasons). You'll be focussing on the actions that are within your control.

Most unhappiness and conflict in the workplace happens because people are unsure about what they're supposed to do. They also may be unclear about what other people are supposed to be doing. Many organisations try to prevent this happening by providing good induction programs and a 'workplace buddy' for the new employee.

No you are working, or doing some work experience, you'll need to make sure you're clear about your role and responsibilities and what the people working with you are expected to do too. Here are some questions for you to get answered. Explain you are asking them as part of your studies.



Ask your Supervisor if you can interview them as part of your studies. You'll need at least 20 minutes. Take notes and then record their responses here:

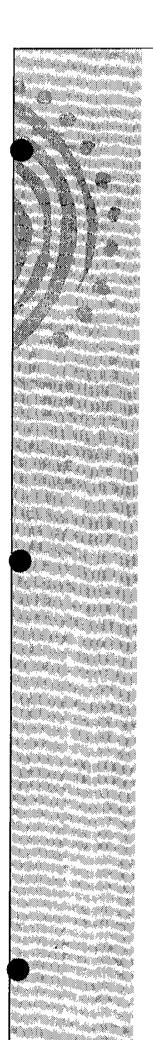
What are my duties?

What do you expect to see most from me?

What do others in my team or area do?

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	!
	i
	Where do I fit in the organisation? (You may ask to see an organisational
	chart if one exists)
	chart if one exists)
	- Are there any Codes of Conduct I should know about and where would I find
	them?
	them:
and the state of t	
agiliation of a	
	 How do I find out about my Occupational Health and Safety responsibilities?
	- now do I find out about my Occupational health and Safety responsibilities:
The second second	i i
	· ·
	How should I get help if I need it?
	- now should i get help it i need it?
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The second secon	
	 How will I get feedback about my performance? Is there anything I can do to
	prepare for performance feedback?
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	and a share and other many and the last the form of the same and the same
	 Is there anything else you think is important for me to know?
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	 By now you should be clear about your role and responsibilities. The next
	step is about organising your tasks and time so you get the job done well.
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PERSONAL MANAGEMENT

The skills you'll look at here apply to both work and study. Students, just like employees need to be clear about the tasks and behaviour that's expected of them. They also need to organise what they do so they use their time well,

If you want to use your time well, then youl need to have a good idea of the sorts of tasks you have to do and how long they usually take. You'll also need to understand the sorts of interruptions and unplanned tasks that can 'invade' your day. This will help you to be realistic when you create a 'Personal Management Plan'.



Keep a Time Log for one week of your work and/or study actions. Decide if what you did was 'Urgent' and 'Important'.

Urgent tasks are those that must be done now!

Important tasks are those that play an important part in you achieving your work performance or study goals

Here's an example of Debbie's log for half a work day.



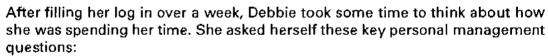
Debbie Wales

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Constitution of the second ho by the state of

Date: 27/8/02

Tasks	Urgent	Important
9.00 Met with Supervisor		✓
9.15 Met with Supervisor		
Took answering machine messages Responded to 5 messages	v 2 urgent	\$
9.45 Opened mail & redirected		✓
10.00 Typed letter for supervisor Answered phones	\$	
10.15 Typed letter for supervisor Answered phones		
10.30 Checked email & responded 6 messages	✓ 3 urgent	2 important
10.45 Took minutes for Team Meeting	✓	✓
11.00 Took minutes for Team Meeting		
Typed Minutes Answered Phones	✓	✓
11.30 Typed Minutes Answered Phones		
11.45 Typed Minutes Answered Phones		
12.00 Sent minutes to team members with memo. about OH&S Training	✓	✓
12.15 Went to lunch		



Debbie's Questions

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- How many tasks did I set out to do, and how many were 'dumped' on me at the last minute? (Urgent)
- How many tasks did I do that were not important and not urgent?
- How many tasks did I do that were not urgent but important?

Good time managers get to those tasks that are not urgent but they are important. This is what Debbie was looking for. She realised she could do better at this part of her organisation. For example, she never seemed to get around to the timesheets for staff until the last minute which meant they were often missing or wrong.

Debbie also realised she had to tell the difference between 'really urgent tasks' that are also important, and urgent tasks that are not important at all. Debbie found it hard to say 'no' to people, so this was her biggest challenge.

For example, Debbie realised she spends a lot of time reading and responding to all her emails, even those that are not important and not urgent! After completing her log Debbie realised she needed to change this habit. She decided she could:

- Respond later when she had 'down-time'
- Send a courtesy brief response (we received your email)
- Choose not to respond to those that didn't need or expect a response!

Debbie decided she was going to spend the next month working on improving her personal management skills. She asked her friend Tom if he wanted to work with her because she knew he was struggling with his study commitments too. Tom agreed.



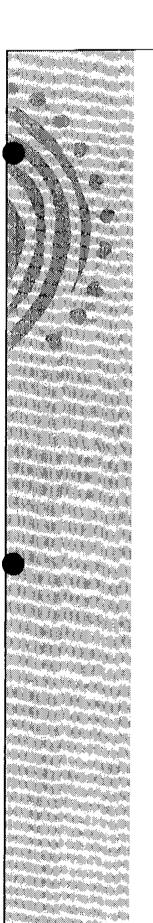
BURNING THE MIDNIGHT OIL

Tom used Debbie's diary approach to sort out his study habits. He was always tired and handing work in late. He would spend a lot of time on the phone to Debbie complaining that there wasn't enough time to get his study done. He kept a log for one week to see where his time was going. This is what half a day in Tom's life looked like:

Tom's Study Diary

· ·

- 11.15 Got out of bed, ate and left for College
- 1.00 Went to Community Development Lecture
- 2,00 Went to History Class
- 4.00 Visited Uncle Ricky on the way home
- 6.00 Got home & watched television
- 7.00 Ate dinner
- 7.45 Spoke to Jan, then Robbie on the phone
- 8.30 Watched more television
- 9.30 Started my History essay (due next week)
- 10.30 Got ready for Community **Development Tutorial**
- 11.15 Went to bed, listened to some music





- What do you notice about Tom's study habits? (Positives & Negatives)
- What questions would you like to ask him?
- What changes would you suggest to him?
- How about you? What did you notice about how you spend you time after looking at your log for a week?

TAKING CHARGE OF YOUR LIFE

Both Tom and Michelle decided they needed some help. Both of them had a habit of 'blaming others' and events rather than taking charge of their lives. For example, Tom would say:

"It's too noisy to study at home, and someone's always calling me on the phone"

Michelle could be heard saying:

"How am I supposed to get anything done when the phone keeps ringing." (Even though answering the phone was part of Michelle's job!)

They decided to book some time with a personal management coach. His name was Sam. Sam looked at their time logs and said it was great they had that information to work from. He explained that good personal managers must have good information and be prepared to change.

He asked them to spend the next week working on locking in four simple habits.



SET SMART GOALS AND DEADLINES

Sam explained both lacked goals and boundaries for their tasks. He asked them to begin each week and day with a plan, including for unplanned interruptions!

A 'to do' list that had tasks in order of their priority, making sure you get to 'important and urgent' tasks, and build in time for those that are important but not urgent yet!

An example from Tom's log of an important but not urgent yet tasks was his history essay. It was good to see Tom was thinking ahead.

Sam explained that having goals and realistic timeframes for goals, helps everyone make good decisions about their time. He also said a SMART 'To Do' list will help Michelle and Tom get better at sorting out 'important' activities from 'unimportant' ones.

He also said to put in time for recreation, like watching television or visiting relatives, just make sure what's there is balanced.



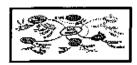
STOP!

Record your 'To Do' List for tomorrow.

Show how you prioritise your work or study actions starting from important and urgent. Remember you can build in time for recreation/health and other responsibilities outside of work and study.

For example, if you're a single parent then your time is absolutely precious. You may opportunities to study only after children are sleeping! If you're lucky you may have friends or family who can help you out.

'To Do Tomorrow'



CHUNK THE BIG TASKS

Sam asked Tom and Michelle to start breaking their big tasks down into smaller ones. For example, Tom would often get 'freaked out' about big essays. Sam explained that a big essay is really just a group of small essays.

He said, "Think of it like this Tom;

You're given a 1500 word essay on Identifying Cultural Sites. Take out approximately 300 words for your introduction and conclusion. Then think about dividing the rest into mini-essays on parts of the topic, for example 3 \times 400 words, or 6 \times 200 words on parts of the topic"

Sam showed Debbie and Tom how to use a mind map to get a picture of the smaller parts of the big task. Debbie thought she could use the mind map to plan her week, and to get a report ready. You can see a copy of Tom and Debbie's maps at the back of this manual.

Sam then asked them to put a part of the 'big task' on each day's 'To Do' list. He said that if you don't do that you can fall into the trap of saying:

"Well it's not due yet, so I don't need to panic, or do anything now"

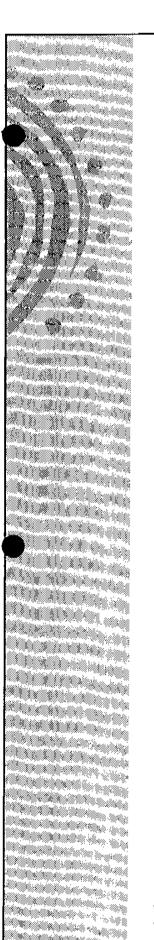
"Problem is you end up panicking because you're up at midnight finishing the essay, or doing the staff timesheets!" Debbie added.



STOP!

Use the instructions at the back of this manual to draw a mind map for one of your big tasks. Show how you can break it down into smaller tasks, and in what order each task should be done.

Put your map here:





FIND THE BEST PLACE & TIME TO DO YOUR TASKS

Sam said some people are morning people and others are later afternoonevening people. He told Debbie and Tom to think about when they do their focussed work best. Debbie said:

"I'm definitely a morning person, That's probably when I should do my staff timesheets and reports, but that's when I tend to get stuck on the phone, or on the email."

Tom said:

"I'm no good in the mornings, but maybe that's because I'm in bed late. I'm not sure really. I've just always studied late at night when the house is quiet, but I do feel stuffed. So maybe I need more sleep".

Sam asked them to rearrange their activities so they matched how they felt physically. Debbie chose to do phone and email work later in the morning, and to schedule meetings in the afternoon whenever she could.

Tom decided to see how he went getting to bed before 10pm, and getting up earlier. He decided he could leave for College earlier and do some study there. He also decided to clear his study space at home so he felt more organised and had no distractions around him.

Sam thought these were good suggestions. He then asked them to think about what 'temptations' could block these changes.

Tom decided his biggest temptations were the phone and his own tendency to 'give up' easily.

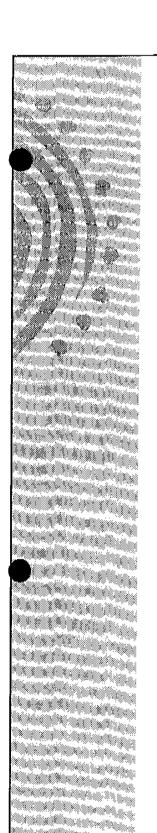
Debbie decided her biggest temptation was her habit of saying yes, to avoid conflict.

Each put a plan in place and asked others to help them with it. Tom asked his family to say: "He would call back later" and Debbie volunteered to help him with a two-minute daily encouragement call.

Debbie learned this line:

"Yes I can see you feel this is important, but I'm unable to do that for you now"

Both Debbie and Tom decided to make a bigger effort to work in an area that was suitable for the task. They took charge of clearing their desk of all other tasks when they needed to focus on one. They also learned to use their 'phone message banks' better.





Record here what changes you need to make to your work, or study habits. Focus on no more than 3, For example:

- I will get more regular sleep so that I can focus better during the day.
- · I will organise for two childfree study sessions during the week.

Your Turn!

How will you make these changes? For example:

- I will purchase an alarm clock and use it to get up earlier, so I feel like going to bed before 10 each night. I'll ask my family to help me by reminding me I need to get up.
- I will use the local childcare cooperative to care for my children while I study two afternoons per week.

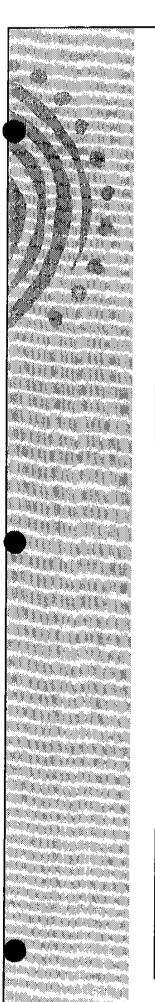
Your Turn!

What could get in the way of my new goals and how will I manage these things? For example:

- When I drink alcohol during the week I feel like partying, not studying. I'll save my drinking for Friday night because I don't need to get up early the next day.
- I feel guilty about leaving my children in childcare so I can do my study. I'll
 make sure it's a good childcare option and that I spend time playing with the
 children when I pick them up.

Your Turn!





Debbie and Tom began to feel much better about their personal management. They felt less stressed, and actually began to enjoy solving the problems they met as they tried to be good personal managers.

They both became good at grouping similar tasks together, and doing the 'worst' tasks first. Sam said some people do their favourite tasks first all the time knowing they've got to the one they don't enjoy soon. So why not get them out of the way first so you don't spoil your day?

Now they were managing themselves better, Sam said their next coaching session would focus on how they solve problems.



SOLVING PROBLEMS

Tom had a big problem. He couldn't pay for his car repairs so getting to TAFE was going to be much harder. He was upset because he was just beginning to feel on top of things when his car broke-down.

Debbie and Sam listened carefully to Tom and asked him few questions. They agreed with him that he must be feeling really frustrated. Then Sam asked:

"Do you want to hear my thoughts Tom?" Tom did.

So Sam began to talk:

"The think about problems Tom is that we have to want to solve them. To do this we have to believe a solution is possible. Do you?"

Tom thought about this and said:

"I want to solve it for sure but I can't see how. I just don't have the money".

Sam the said: "I want the two of you to follow these steps and come back to me next week with your solution"

- 1. Get some facts. Describe exactly what the problem is.
- 2. Find out who the problem affects and how.
- 3. State the problem as a goal.
- 4. Explore ways to make that goal happen.
- 5. Check your solutions are specific and achievable. (Test them)
- 6. Decide what you will do, when, where and how

Here's what Tom and Debbie came back with:



*

THE FACTS

- The car will cost \$250 to repair
- It can be fixed in a week.
- Tom's relatives can't cover the cost
- Public transport to TAFE takes two hours each way



WHO IS BEING AFFECTED BY THE PROBLEM'

- The mechanic is holding the car waiting to get approval for repairs.
- Tom is missing classes and so falling behind in his studies.
- Tom's trainers need to know when he can make classes again.



© 'THE GOAL'

To get my car back on the road as soon as possible.



- Get a short-term student loan to pay for the repairs.
- Speak to Tom's trainers about the situation and ask if lectures can be taped while his car is in the autoshop.
- Check if there are other students who live in Tom's area who could give him a lift.



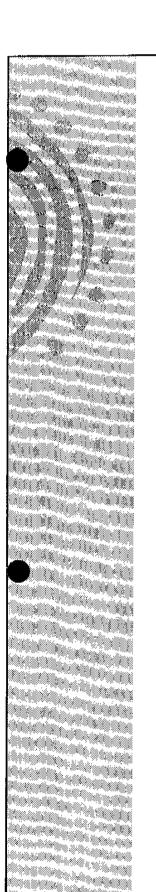
(a) 'HOW I RATE THE SOLUTIONS'

- All solutions are possible and realistic.
- Tom can pay the loan amount back in the expected timeframe.



© 'WHO NEEDS TO DO WHAT'

- Tom needs to make an appointment with Student Services and ask for the loan
- He needs to work out with the financial counsellor how he can repay the loan
- · Tom needs to find out if there is another student living near him who could give him a lift while his car was being fixed.
- Tom needs to speak to his trainers to make sure they understand what is happening and to see what suggestions they have about not missing lectures





- Student Services approved Tom's loan and helped him work out a reasonable repayment schedule
- Tom found a student who lived near him and who was happy to give him a
- They agreed to car pool after Tom's car was fixed, so they could both save on petrol.
- Tom used his savings to pay off the loan faster and to put some in the bank in case it broke-down again
- · Tom' trainers didn't need to tape lectures as Tom had found a way of getting to College without his car.

Sam was really pleased with the way Debbie and Tom worked through this problem. He said their efforts showed that problems are best managed by:

- Staying cool headed
- Being prepared to solve the problem.
- Getting the facts straight
- Exploring some solutions
- Thinking through those solutions
- · Deciding what's the best solution
- Deciding who needs to do what, when where and how to make it happen (having a plan)

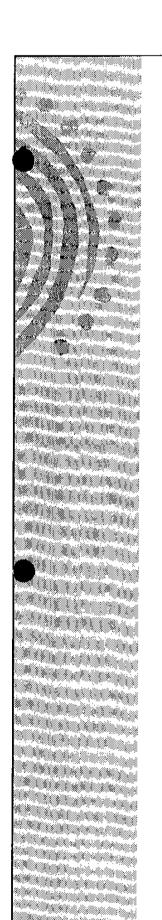
Debbie and Tom were pleased to have these steps to use in the future. Tom said:

"The only thing that could get in the way for me is my temper"

Sam said:

"That's what happens to lots of us, It's okay to feel angry. It's just not very useful when you want see solutions. Take some time to cool off Sam. Work out exactly why you're feeling that way. Don't fight it. Sometimes your anger is trying to tell you something. Then when you feel more relaxed begin to use your steps".

Tom felt good hearing this. He always felt bad about his anger. Sam's message was don't try and push it away, or let it control you, take charge of it and release it in a safe way.

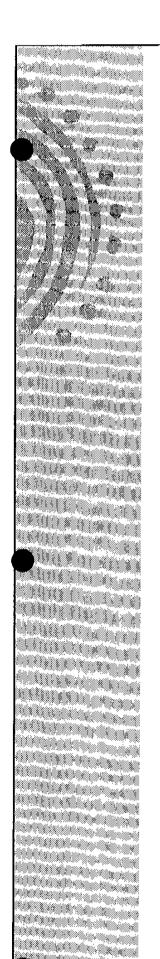




Think about a problem you have at the moment. Use the steps Debbie and Tomdid to plan a solution that's right for you, and anyone else involved.

Get the facts. Describe exactly what the problem is.
Find out who the problem affects and how.
State the problem as a goal.
Explore ways to make that goal happen.
Check your solutions are specific and achievable. (Test them)
Decide what you will do, when, where and how

Your Turn!



WORKING WITH OTHER PEOPLE

You'll find all kinds of people in the workplace and in your study groups. Getting along with people doesn't mean you have to like them. It does mean you have to treat them in a respectful and clear way. You have a right to be treated respectfully too.

Debbie and Tom wanted Sam to help them build their 'interpersonal skills'. Debbie described how she was expected be an excellent communicator and team member. She wanted to know more about the sorts of skills she could be building.

Sam explained that for both of them there are two key areas to get right:

- Speaking and listening (meetings, telephone, presentations, conflict situations...)
- Writing study and workplace documents (messages, letters and reports...)

Sam decided to begin with listening and speaking. He asked each person to record all the situations they speak and listen in at work or College. He also asked them to think about who receives these messages and what they often need.

Here's an example of what Debbie said about one of her tasks:

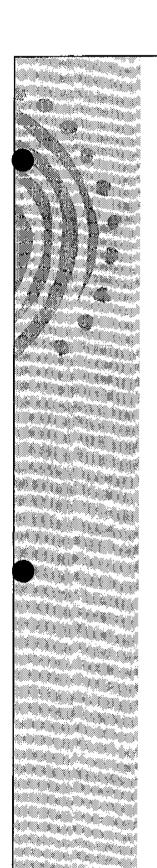
Meetings Staff, Supervisor, Students, Suppliers

What they need? Information, ideas, feedback

After they compared notes, Debbie and Tom were asked to say what they know about good communicators. They agreed good communicators:

- Get to the point quickly
- Make you feel like they care about your needs
- Are clear and easy to understand

Sam agreed. He then asked them to use these guidelines for their speaking and listening tasks over the following week.







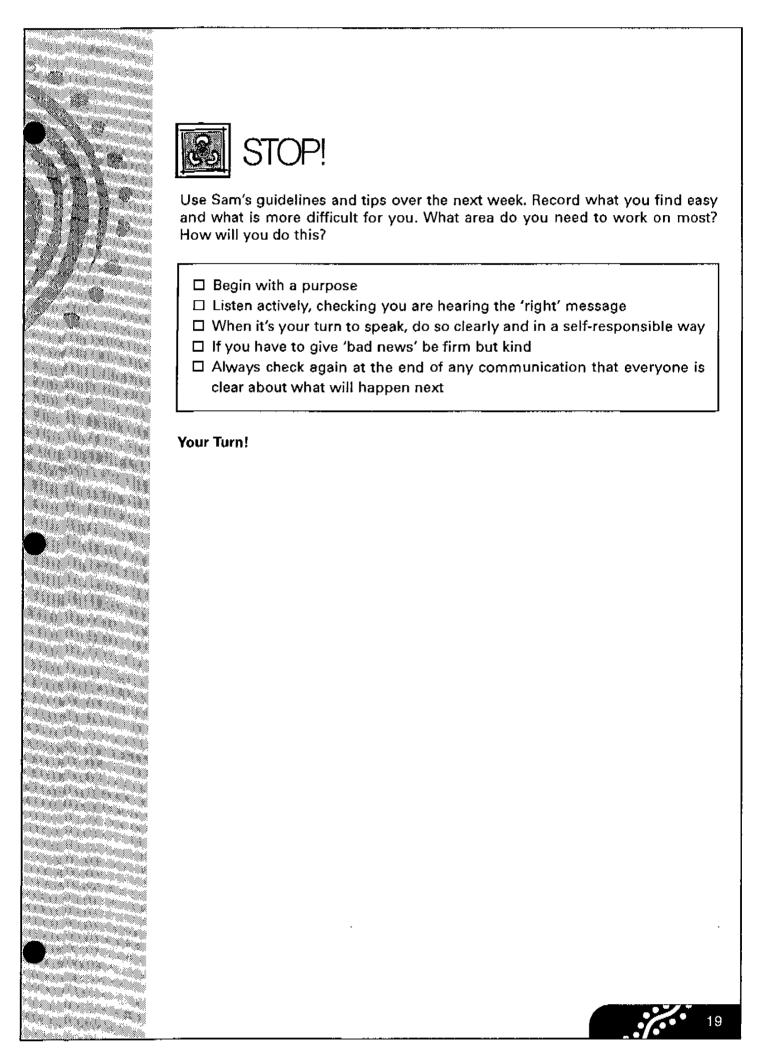
COMMUNICATION GUIDELINES

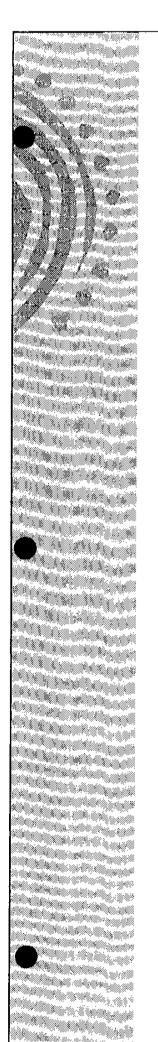
- Sort out the purpose of the communication up front? (Why are you having the meeting, talking on the phone, writing the letter, giving the presentation...)
- Listen actively and with empathy. Focus on what the person is saying and how they are feeling NOT on what you want to say next.
- Check that you hear the right message. For example: "Are you saying you think your forms were misplaced?"
- Use plain, self-responsible language when you speak. For example: "I see
 you feel we've overlooked your needs. Let's see what we can do about
 this..."
- If you have to give a 'bad news message' do so clearly and with care. For example: "Unfortunately we're unable to offer you a place this semester. However, we would like to encourage you to apply again next semester".
- Finish all your communications by checking everyone is clear about what was agreed and will happen next. For example: "Before everyone leaves I just want make sure we're all clear about what will happen next...?

Tom and Debbie practised these steps in all of their communications. They said it wasn't easy, particularly giving bad news. Debbie also found it hard not to interrupt when listening to people. Sam gave her a few tips:

- Put you hand over your mouth
- Take notes for later when it's your turn to speak
- Watch the body language of the speaker to pick up how they are feeling
- Tell the voice in your head to take a breather

Debbie found this worked. Her Supervisor noticed she appeared far more confident and relaxed with people. She also noticed Debbie seemed to remember better. Perhaps this was because Debbie was now taking charge of the voice inside her head!







LEARNING TO SAY 'NO' POLITELY

Debbie found she was really improving, but there was one area she still found difficult. She explained to Sam that she still found it hard to say 'no' to people, even when they were clearly abusing her willingness to help.

Tom added he found it hard to say no to a drink with friends during the week too. Sam checked first:

"Do you want this situation to change? Are you 100% with this goal"

They agreed they wanted to change they just found it hard to do. Sam said the last thing he wanted them to do was to practise saying 'no' or disengaging from calls, meetings, friends and visits. He asked them to practise these lines, even when they didn't really need to:

"Hello, It's great to see you. Are you going to be around later because I've got to finish this..."

"Hi. I'd love to talk now, but I'll need to call later. I must finish this task"

"That would be great, but I can't make it tonight. I must finish...How about we meet...?"

"It would be great to chat more about this, but we'll need to make another time as I've got to..."

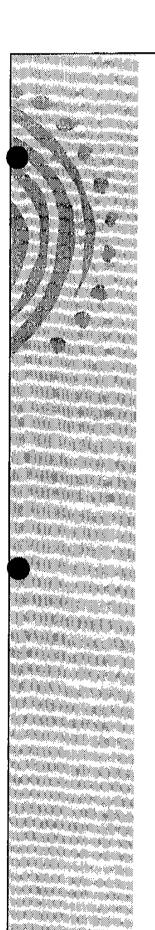
They practised with each other until they found the words that were right for them, then Sam said: "Go get 'em and report back to headquarters in a week's time!"

Both Debbie and Tom had some wins mixed up with some near wins! Sam got them to focus on what they had done well, and how they could do even better next time. Tom became really good at picking the right time to say 'no' and saying it.

Debbie improved too. She also decided to get some counselling as she realised there were all sorts of situations in her life where she needed to be more assertive. Sam helped her find a good counsellor and encouraged her to go regularly. Twelve months later Debbie said:

"I feel like a new person. Like I've got rid of a heavy load I've been carrying around for years. My stomach even feels better".

Both Tom and Debbie said that becoming a good personal manager and communicator is really about knowing yourself better. It's also about having some practical skills to use in different situations.





MANAGING A CONFLICT

Debbie and Tom's final session with Sam was about managing conflicts. They had already covered some important skills and Sam just wanted to check how they might approach a conflict situation.

Sam explained that many people lose large amounts of time and get ill as a result of conflict in their workplaces, at College or school and in other areas of life.

First thing Sam asked them to do was to go and check if there are any 'rules' or protocols about conflict in their organisations. Debbie found there were all sorts of protocols and policies about things like:

- Unfair treatment, harassment and discrimination
- Keeping people 'safe' not just physically but psychologically
- Being respectful to employees and customers

Tom found that his College had rules and protocols too that are there to keep people safe, and to give them some steps to use if they have a conflict. These included things like:

- · Rules about continual absences
- · Copying another student's work
- What to do if you think a tutor has marked your work unfairly
- Codes of Conduct for Students and Staff

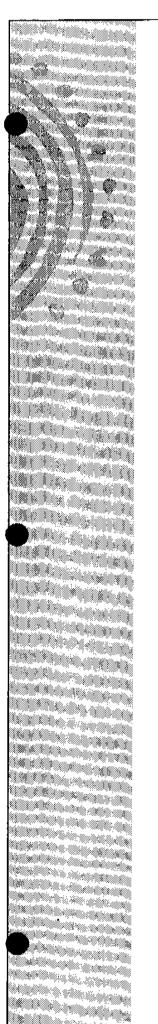
Sam explained that these sorts of rules and protocols are there to protect everyone.



STOP!

Investigate the rules and protocols in your organisation that are there to help avoid conflict or manage it when it happens. (Some rules will be tied to laws, protocols are about 'expected' behaviour like acknowledging traditional owners when you enter their country)

Record what you find here:



*You might like to see what others in your group think about these rules and protocols.

So Sam had helped Debbie and Tom to see that if everyone has a few fair rules and protocols to work within then conflict can be kept to a minimum. But what if the people who are supposed to use them don't? Or what if the personal skills of the people around you are poor? What if your own skills are poor?

Sam said having rules is one thing, but believing them and having good interpersonal skills in a conflict situation is another. He explained that a lot of conflict happens because of these things:

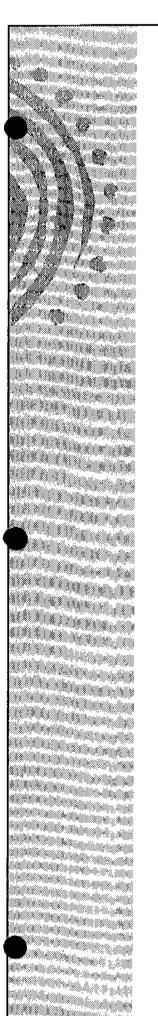
- · People don't listen to each other
- · People are unable to manage their strong emotions
- · People don't want to solve the conflict

They may even want to bring a conflict on in a negative way! They have an agenda that might be about making the other person suffer...

Sam asked Debbie and Tom to think of a time in their life when they did this. They could remember many from their childhoods and from their adult lives, although Debbie said she really like to avoid conflict if she can. She said:

"I don't yell and scream at people. I sort of just stew, you know give them the 'daggers', go quiet on them, maybe I won't be as helpful as I could. Like there's someone at the moment that's always coming in late and I have to pick up her work. She just breezes in saying sorry, but then does it again the next day. I can't even look at her now".

Sam looked delighted much to Debbie's surprise. He said that's exactly what many people do instead of seeing that the conflict may need to be brought on in a positive way! Sam told them the story of the Lion, Mouse, Owl and the Chameleon. He asked them to think about which one was more like them.













THE LION, MOUSE, CHAMELEON AND OWL

There was a big decision to make in the Forrest. There was limited water and the Forrest creatures had to decide how they would get through the long hot summer. One Lion, who thought he was the Chief, demanded that everyone meet at his cave when the sun came up the next day

So the next day many creatures walked towards the cave. Some other Lions said:

"Why should he tell us what to do, we'll have our own meeting. He's not the boss"

So the Lion group was split. The creatures were divided too between each lion group depending on which group they were more scared of.

The mice hid behind trees as the meeting began hoping the lions and the other creatures would not ask them anything. But they did. The lions told the mice to go and round up other creatures and they did straight away, even though they knew the Kookaburras were better at this job because everyone liked them and could hear them.

"What if the Kookaburras helped us Chief" one brave mouse said. The Lion roared:

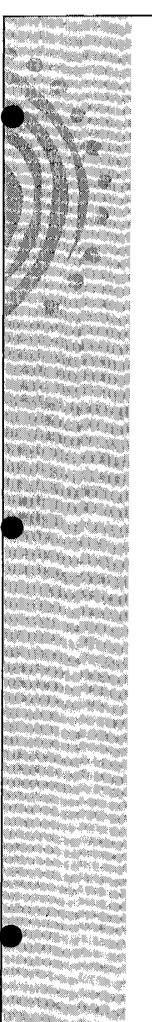
"Are you telling me what to do? Get out of here now"

The Kookaburras laughed as the mice scurried into the bush. The Lions like to hear them laugh. The mice were scared as the Kookaburras took turns to swoop down on them to make them run faster. The mice thought they were going to eat them, but the Kookaburras were just having fun they said.

The chameleons moved between the two groups. They smiled at the lions in each group agreeing and nodding, even when the lions were speaking ill of the other group. The chameleons were playing it safe.

The owls decided they would sit high in their trees watching the proceedings in both groups. They decided they needed to know the whole story before they agreed to any actions. They had known about the water problem for a long time because they had been watching all the goings on with the human people. The humans were worried too. The owls had also noticed the tops of the trees were dry and brittle.

The first lion group decided water would be rationed. He would make a team of other creatures who would follow his instructions about distributing the water. Some were not happy about this but they didn't say anything. The mice just sighed because they knew they would be the 'team' doing most of the work.



The Chameleons said:

"What a great idea" and then they sneakily went to hear the other lion group. That group decided the strongest and most important creatures should have the biggest rations, and that some creatures might die but the survival of the strongest ones was important. The Chameleons agreed with them too saying what a silly idea to look after everyone the same.

The Owls looked on with disgust. By now the creatures were curious about what the owls had to say. They had been very quiet. The Lions in each group asked them what they were thinking. An Owl replied:

"We've listened. We understand we all need water. We understand water will continue to be scarce this summer. We understand the lions want a plan of action. We believe a way to look after everyone and the earth, as our trees are very dry too, is to move to another area where water is plentiful. This is what we've always tried to do and we think we need to do it now. This land needs a rest. This is what we will do; we've already found a place to go. You're all welcome to follow if you wish"

The owls then left. The creatures began to follow very slowly, watching the now silent lions. As more left the lions began to roar and the creatures began to run faster helping each other on the way. Some were left behind, too scared to move. So the lions were left with the mice to order around! The chameleons continued to move between the two groups and even visited the owls in the new land.

When the rains eventually came the creatures began to move back. Some of the lions and mice had died. Some were still trying to roar commands to the others, but the creatures now preferred to watch and hear what the owls had to say and that is how they live to this day.

Sam explained that these descriptions are not very flattering, but we've all done them at some stage of our lives. This is because avoiding or managing conflict is a skill that demands that you watch closely how you feel and behave in all sorts of situations.

Most of our conflict avoidance and management teachers were our parents. We learned very early to 'attack', 'run', 'manipulate' or 'assert' in conflict situations. These really early lessons can stay with us for life unless someone we respect says:

"Hey, there's another way to do this. How about I teach you?"

Sam said: "Changing from mouse, lion or chameleon to 'owl' can be done. It takes time, practice and the 'guts' to fail sometimes. If you keep practising something the 'right' way then your brain stores up new experiences for you. These can cancel out old feelings, thought and behaviours. Want to try?"

Debbie and Tom agreed. Tom was tired of comments from other people about him being a 'bit of a bully', and Debbie knew she was a mouse about all sorts of things. They agreed to use the following tasks to begin a new approach, and hopefully feel better along the way.



STOP!

After telling this story, Sam asked Debbie and Tom to think about when their actions looked like these creatures. He asked them to give an example, even from childhood if they wanted. He also asked them to say what it felt like when they behaved this way.

LIONS



Do you roar like a lion, demanding that your views be heard, using fear and intimidation to get your way? Doing things that cause everyone around you to feel scared and tense. Being a bully about your needs and views.

My example and how I felt:

MICE



Do you run and hide like the mouse. Doing things you don't really want to because you are scared, or feel uncomfortable in a conflict situation. Never really meeting your own needs just keeping everyone else happy.

My example and how I felt:

CHAMELEON



Do you agree and nod even with everyone, keeping in good with them all. 'Covering all bets'. Saying one thing to one person and the opposite to another just to keep them liking you. Do you sometimes use the information you have to play one person off against another?

(be manipulative).

My example and how I felt:

OWL

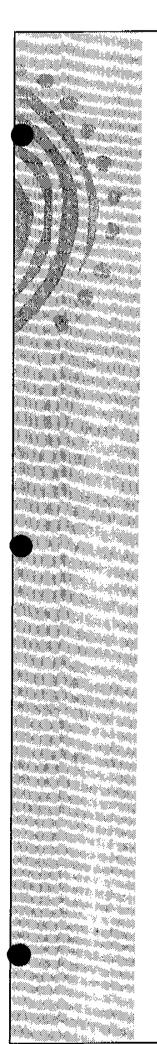


Do you try to hear all sides of a situation? Get the facts. Respect and expect to be respected in a conflict situation. Try to find a solution that is right for everyone.

My example and how I felt:

bearing and Sam then asked them to think about which creature they behaved most like and why. Debbie's response was: "I'm most like the mouse, although every now and then I think I'm like the owl. kilibalija_{joj} When I'm not it's because I'm scared I'm going to upset or offend someone if say what I think" Tom's response was: "I'm definitely like the lion, although I don't like to hurt people, but I do yell a lot when I get angry. I know it makes everyone around me upset. I don't do this at College. I just storm off 'cause I know if I stay around I'll really lose it. It's like a red-hot fire in my stomach and head that makes it hard for me to think. I just want to lash out". Your Turn: Sam was really pleased to hear both Debbie and Tom knew these things about themselves. He reminded them that counsellors help people understand why they react the way they do, and help them to make changes. If they didn't feel like they needed that kind of help at the moment then he said these tips are important: Security Security SAM'S TIPS FOR CONFLICT MANAGEMENT Accept these principles: Everyone has a right to be treated with respect and dignity Everyone sees things from their point of view and their experiences Conflict can be positive if everyone involved is prepared to learn from the experience

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PRACTICE THESE SKILLS

Active listening (learn to really hear what the other person is saying, keep checking with them that you are on track)

For example: "So you called and left a message and no-one got back to you?"

This lets the other person:

- say 'yes' (you're hearing me correctly), or 'no' (that's not what I meant, I meant, ...)
- feel listened to and more ready to listen to you then when it's your turn
- let off some steam (There's no point trying to argue or reason with someone who is upset. Let them talk until it's all out and they're ready to hear you)

Manage your emotions and your language

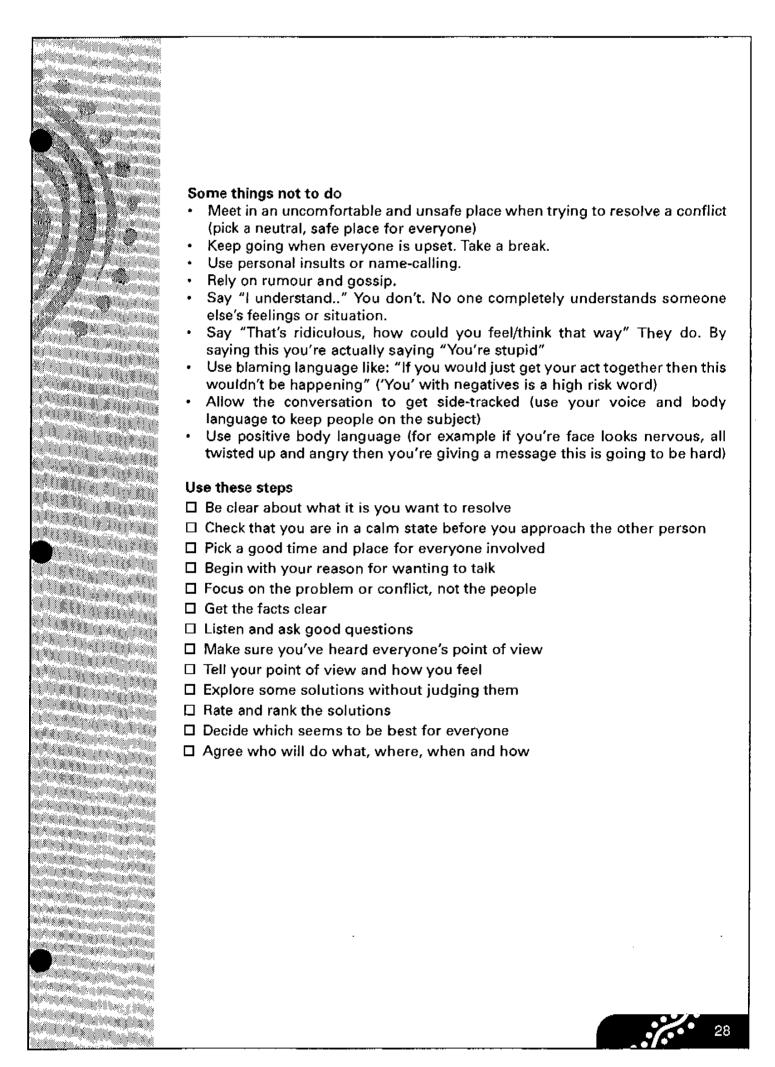
If you're feeling too upset, angry or frustrated to listen, speak and think well then take some timeout. Do this for other people too because they might say or do things they regret in a highly emotional state. Practice responsible language like:

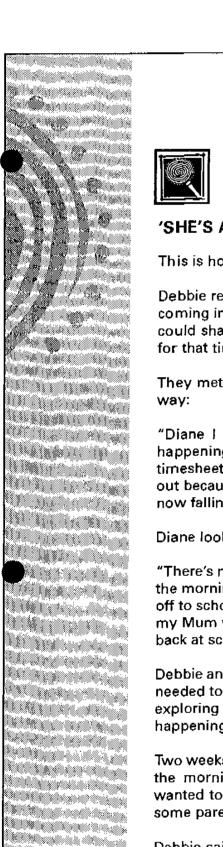
"I can see you're upset. Let's take a breather for five minutes and come back to this"

"I'm feeling like I need a break. How about we stop for a while?"

"That's sounding really tough for you. How about we take a break and then come back and see how we can sort it out?"

"When everyone talks at once, I can't hear what you have to say. Could we all lower our voices please?"







'SHE'S ALWAYS LATE'

This is how these steps looked for Debbie and her co-worker:

Debbie really wanted to fix this situation about a trainee worker, Diane, always coming in late. So she decided to talk with her about it. She asked Diane if they could share morning-tea together the next day, and got their phones covered for that time.

They met in a coffee shop and Debbie explained her reason for meeting this way:

"Diane! wanted to talk with you because I really need to sort out what's happening with your lateness each day. You can see here from these timesheets that it has been every day for the last three weeks. I need to sort it out because I have to pick up your calls and other tasks and so my workload is now falling behind. Can you tell me if there's any reason for this happening?"

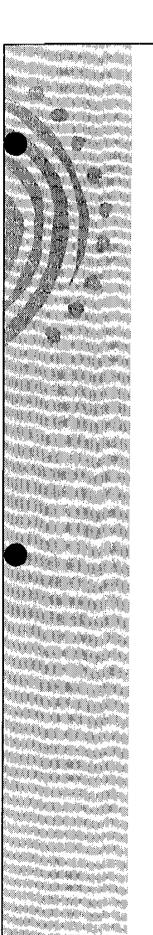
Diane looked relieved. She said:

"There's no real good reason Debbie. I just can't seem to get things together in the mornings well enough. By the time I feed the kids, dress them and get them off to school, I'm often behind. When I started work they were on holidays and my Mum was coming over to mind them. But now it's just me because they're back at school. I'm not sure what I can do".

Debbie and Diane continued to discuss the morning situation. Diane agreed she needed to get some help. Debbie agreed they would spend the next two weeks exploring some solutions, but by then they would need have some changes happening.

Two weeks later, Diane's Mum and her friend had helped her find ways to make the mornings easier on her and the children. Diane had also decided she wanted to learn more about how to get the children to help her. So she took some parenting classes.

Debbie said it really helped for her to try and see things from Diane's point of view, but to stick to her goal of getting Diane to work on time. Otherwise she would have once again been a 'mouse', putting Diane's needs ahead of hers.



•



Sam was really pleased with Debbie's growing assertiveness. He said she could see she was feeling much more in control of her life, and not so scared of conflict.

What do you think of the way Debbie handled this situation?

 Tell the story of a conflict you've see handled well. Tell us how the people involved used some, or all of Sam's Tips and Skills.

 What do you know now about what to do when you have a conflict to sort out

So far, Sam, Debbie and Tom have helped you work through some personal management tips and skills. Now you're going to spend some time them learning some reading and writing tips and skills.

Sam suggested that they both attend a 'Literacy Skills Workshop' to pick up a few tips. Debbie said this would be really good for her because her supervisor said she needs to do more writing, including reports. Here's what they brought back.



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READING AND WRITING FOR WORK AND SCHOOL

GET TO KNOW YOUR BRAIN - LEAD WITH THE RIGHT

Your brain is basically two-sided. The right side likes to deal with the 'big picture', stories, metaphors and symbols, colour, movement and the imagination.

The left side prefers to deal with the detail. Step by step learning, clear, practical instructions and information. It also likes order and sequence (1,2,3,4.....)

When you read and write you start by giving the right side of your brain some direction. You do this by telling it **why** you are reading or writing the document. For example:

- "I have to find information about Cultural Heritage Legislation" or
- "I have to write a report that will help the Committee decide how to spend its funds this year."

TAKE GOOD NOTES THAT YOU CAN USE LATER - USE A MIND MAP

The mind map note-taking technique makes the left and right side of the brain work. When we take notes on lined paper and take every word down, the right side is going to sleep because the left side has taken over!

The right side likes to see the 'whole picture' and how the parts fit together. The left side just wants to deal with detail. So use the mind-map because it makes them both work.

Debbie and Tom noticed in the course that the mind-map was a bit like dot painting. They liked the way you could use pictures and symbols to store information. They told the trainer: "Indigenous people have been mind mapping for centuries".

USE A THREE-STAGE PROCESS WHEN READING AND WRITING

Tom found this bit of advice most useful. He was always getting criticised for rushing his work. This is what he found out:

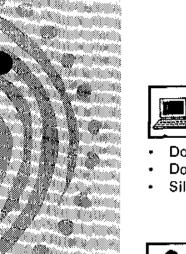


WRITING

Stage One

- Make sure you have a purpose
- Break the task down into its parts
- · Use a mind map to prepare your notes and a plan
- If it's a big or small job, know the parts of it and put them into an order (See Tom's Mind Map for his essay on ...)





*



Stage Two

- Do a draft
- Don't worry about spelling and grammar
- Silence the judge just get the words down

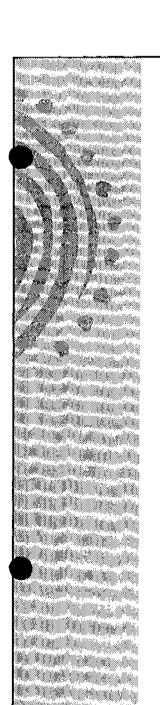


Stage Three

- Look back at what you wrote
- If you can, put a time gap between writing and editing
- Pretend you are the reader now, not the writer
- Check it answers the question, or the essay topic...
- Make sure the information is correct
- Make sure your spelling and grammar is okay
- Don't rely on the spell check but still use it (it won't pick up words like from and form when you've used them incorrectly)
- Make sure your document looks good. Give it plenty of white space and use pictures or graphs if it makes understanding easier for the reader
- Give it to someone else to read. They'll pick up things you won't.

Here are the plain English grammar rules they gave them to use:

- State the purpose of your writing up front
- Order the rest of your information from Most Important to Least Important (upside down triangle)
- Make sure you only include relevant information
- Don't repeat yourself
- Make sure your sentences are no more than 21 words
- Use plain, clear and direct language. Don't use jargon and big words, or if you have to make sure your readers understand them
- Use the active voice, for example "The Committee decided to finish the project" not the passive voice "It was decided that the project would be finished"
- Use strong verbs (action words). For example: "We warned the ganger that the train was on its way" not "We facilitated a warning to the ganger so that she knew the train was on its way"
- Use the correct or accepted layout for the document type.
- For letters, memorandums and phone messages always remember details like names, date, time and the main message you need to pass on.





STOP!

They were given these documents to fix up using the rules above. See if you can fix them up too.



CASE STUDY

'WHOOPS I FORGOT TO PLAN AND EDIT'

Ms Kerry Bell Manager IGA Supermarkets

Dear Kerry

I shop at IGA regularly and always find your staff highly cooperative and helpful, as well as knowledgable about the products on the shelves. So when I saw the job advertised there I thought straight away I would apply, as I think I can do the job really well. I finished Customer Service Training last week and I've also worked at Safeways before, although that was a while back now.

So if you think I might suit your position you can call me on xxx xxxx.

Jill Jacobs

Your Response



'BUT WHAT DO YOU MEAN?'

To All Staff

On the twenty-first day of this month it was decided that the library would be closed on alternate Wednesdays in the morning from 9 am until 12 PM as this will give the librarians a chance to do stock-take work in readiness for the new year. Could you make sure you let others in your area know so that we do not inconvenience anyone?

Jim Smith

Your Response



'WHAT'S MISSING AND WHAT'S WRONG?'

Penny

Joe rang and said cl'd you send the AB files ASAP to the group and something about catching up Tues, for a meeting with the CEO, or maybe could you arrange that.

Your Response



'WHERE'S THE FACTS?'

 The Team Leader in a Customer Service Unit wanted a report from one of his staff members about an incident that had happened that day. His staff member gave him ten pages. He wanted one. He also became upset about the way the information was expressed. Here's a paragraph. See if you can work out why he was upset.

"It is a situation to be avoided at all cost: staff members being unfairly attacked by a member of the public for simply doing their job. We must endeavour to stamp out opportunities for these unruly people to take advantage of our vulnerability in a front counter situation. I recommend we put security cameras and screens in place immediately as Joe Dodds was badly abused today while doing his job".

Your Response

Finally, in their course Debbie and Tom were told all these products broke lots of rules. They were given some examples of good workplace writing. You can find those at the back of this book.



READING

Tom and Debbie were also shown how to read better for work and study. Some of the information was similar to writing. The main points they picked up were:

Check your purpose for reading. Give yourself a practical goal. For example: "I'm reading this because I have to find out why the project failed"

Skim the document first. Take in chapter headings, diagrams and pictures and key words. When you do this you can work out what parts might be useful to you.

Have a closer read. Focus on the opening lines and finishing lines in each section because that's often where writers put the most important information.

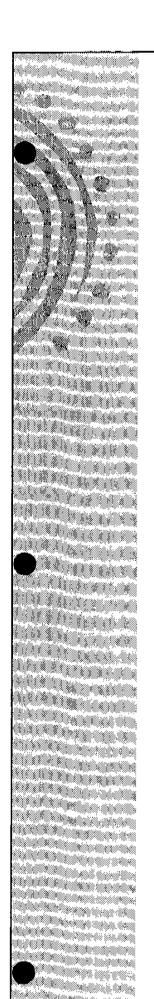
Use a mind map as you go to record the writer's main message and support information.

Use the questions: 'What is this writer's main message?'

What reasons or evidence do they give to support that message?'

If you can answer these after reading any document, you're doing very well.

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Debbie and Tom were asked to get three different newspaper articles, one from 'The Age', one from 'The Local Paper' and one from the 'Indigenous Times'. They were asked to answer the two questions using these articles.

Now it's your turn!

Article 1

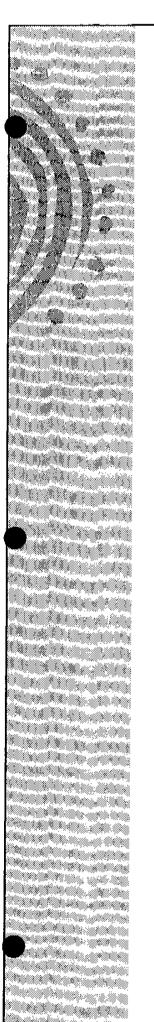
Article 2

Article 3

FINISHING UP

Debbie and Tom's final task was to prepare a report on their workplace. They were to look back on their experiences and analyse what they had learned. They were given some headings to use. You can use them now to prepare your final report.

You can add or change headings if you want, and present the information in another way too, for example on video, tape or as a presentation.



WHERE ARE YOU GOING?

FINAL REPORT

· Remember you can use pictures, stories and case studies too.

Title: 'Give it a catchy title'

Purpose

Tell the audience/readers what your report is about.

Background/History

Find out when the workplace began and who started it. Find out about any achievements or major changes that have happened in the workplace since it began. Tell the reader why you chose to work there.

What Sorts of Jobs Exist in this Workplace?

Help the reader to understand the different kinds of jobs that happen in your workplace. Give them a summary of the skills you need to do them.

Profile Your Job in this Workplace

Tell the reader/audience what your job is. Explain the skills, knowledge and attitude that's expected from you in this workplace. What have you learned?

Where Can Your Job Go?

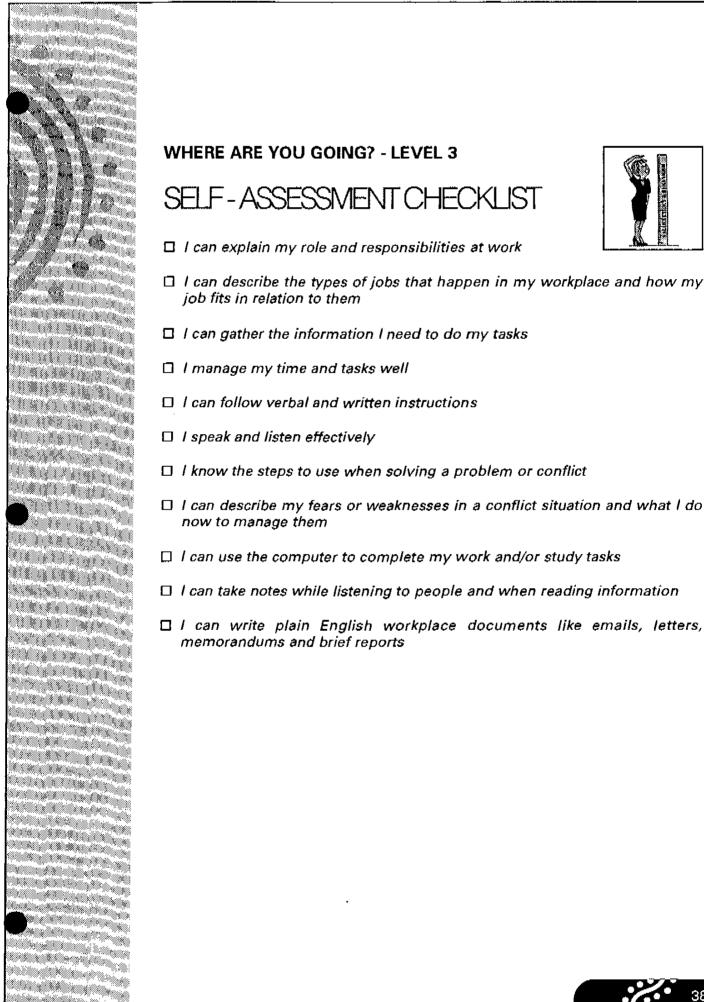
Explain what you could do if you wanted to build a pathway into another job from the one you're in now. How would you use your current experiences? What sorts of training or further study might you need to do?

Summary

Sum up what you've learned from being a part of this workplace and doing this unit. Include 'technical' and 'non-technical skills' like getting along with people, solving problems and managing your time and tasks.

Debbie and Tom presented their reports to the group and to Sam. They felt really pleased with themselves and sure that they were better placed now to manage all kinds of workplace and study demands.

It's time for you now to take a look back too using your Self-Assessment Checklist.







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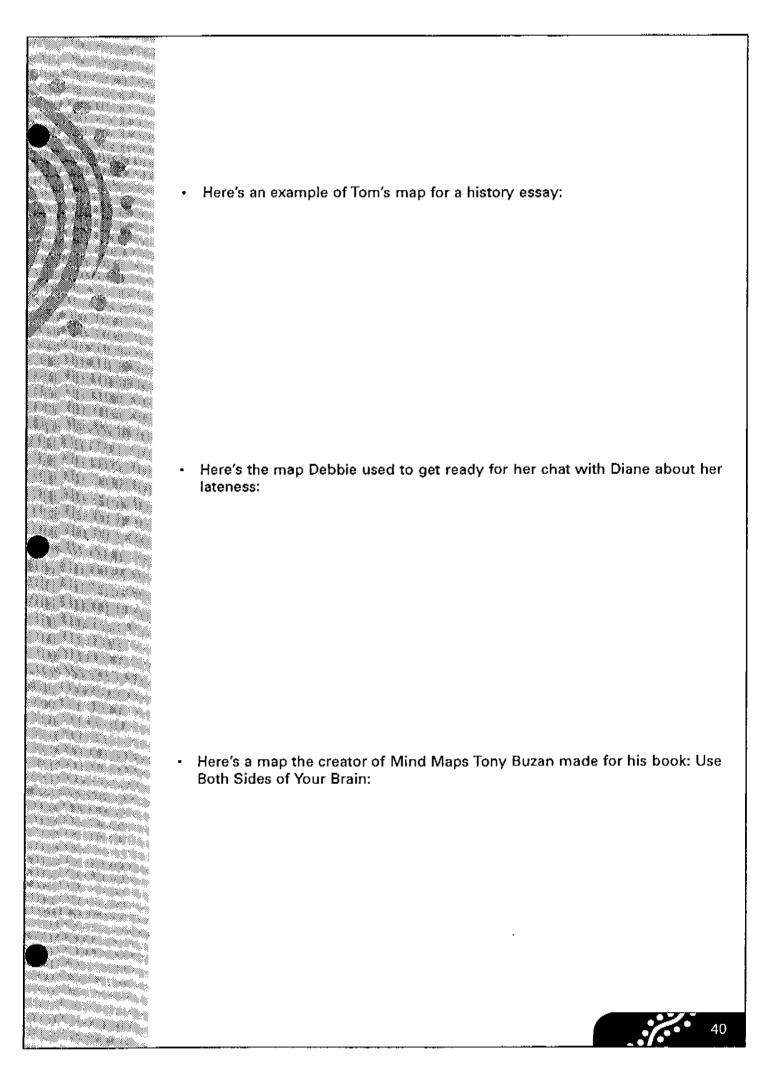
USING MIND MAPS

INSTRUCTIONS FOR NOTE TAKING USING A MIND MAP

- Use Blank Paper (visual art diaries are really good for keeping notes about one project together)
- Start with the subject in the middle of the paper (For example: Workplace Final Report or Art Exhibition)
- Use different coloured pens to breakdown the different parts of the subject (For example: purpose, my skills, my experience, needs & interests...)
- Make sure you always have an arm that says PURPOSE
- Use key words only (1-2) not sentences (Too much information or words will clutter your brain)
- Work within each theme/chunk, attaching more detail as you go
- If one theme/chunk is getting too big, create a separate map for it
- Brainstorm, don't criticise or make judgments until you are finished
- For writing or presentations, you can look at the whole map when you are finished and give it some order (place numbers against what you say first, second, third...)
- You can also check for: gaps in information, links between ideas, if what you have answers the question or task
- Use maps to:
 - Make a plan for writing anything (letters, resumes, reports, essays...)
 - Record notes while reading, listening, or watching an event or film
 - Record phone conversations
 - Record minutes in meetings

If you are using maps for study, remember you can attach quotes you want to use and page references at the back of a map about an article, chapter...

This will save you HEAPS of time later. Monash Indigenous students in 1998 used this system. It saved them time and the anxiety of having to go back later and try and find a quote and page number they wanted to use.





Wombat Repairs Inc. 20 East Road, Newtown 3333, Victoria Telephone: (03) 999 9999 0r fax (03) 999 9991

20 August 2002

execution.

Ms Jonie Clark 60 Main Road Newtown 3333 Victoria

Dear Jonie,

Overpayment for Repair Work

Our records show that you recently made a payment to us of \$143.50 for repairs to your vehicle. This payment was twenty dollars in excess of the actual bill for service.

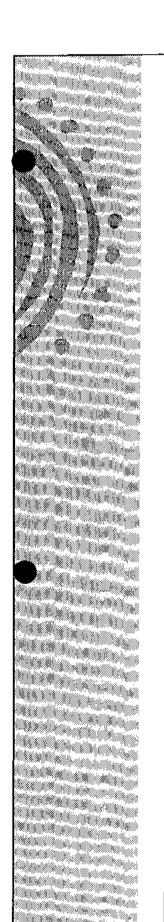
I have enclosed a cheque to cover that amount.

If you have any queries regarding that payment you can contact me directly on: 999 9992.

Yours sincerely

Dan Watson

Dan Watson (Accounts Manager)



SAMPLE GOOD MEMORANDUM

To:All Staff

From: Chris Clark

Date: 26/8/02

Subject: Tea-Room Cleaning Duties

Please remember that we don't have cleaners for our tea-room, so it's up to us to keep the area clean.

Staff need to wash their own cups and dishes. Thanks in anticipation of a 'sparkling' place for us all to eat.

SAMPLE INCIDENT REPORT

Date: 25 September, 2002

Prepared By: Team Leader Brian Anderson

Location: View Street, Melbourne

Incident Type: Physical Assault

On the 25/9/02 at 10.30 am Officer Jacobs was on duty in View Street. While recording the registration number of a vehicle parked on the left side of View Street facing north, Officer Jacobs felt a blow to the back of his head.

Officer Jacobs lost consciousness for approximately five minutes. On waking an ambulance had been called and a witness to the incident was already speaking with police. The Police are pursuing the attacker. The Police Officer in charge of the investigation is Sergeant Smith. He can be contacted on: 999 9999

SAMPLE PHONE MESSAGE

To:Anne Jennings

Message Taken By:

Sue

Date: 8/8/02

Time: 10.15

Caller:

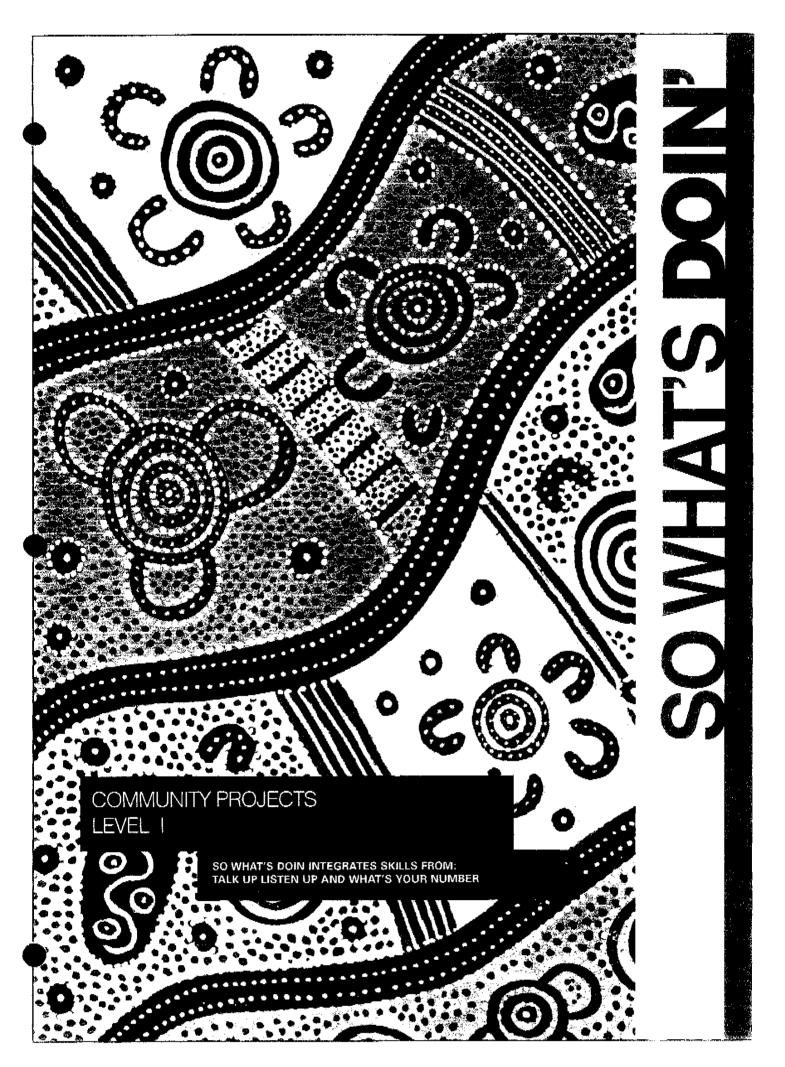
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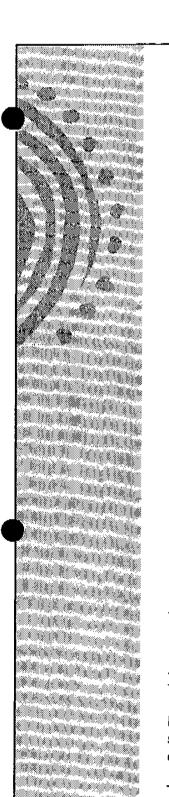
•

Paul Keating

Message:

Will attend meeting with the LAECG on Tuesday 3/9. Will be able to stay on for dinner. Please call with venue details (02) 999 9999.







This unit is about getting a community project together. You'll look at how others get their projects together, so you can create your own in the future. It's also about being part of a community project team.

As you work on community projects, you'll also be learning about using computers, numbers, literacy and communication skills. If you have any problems in these areas, that's okay. Your Coorong Tongala trainers will look at ways to support you in the learning you want for this unit.

You'll learn about community projects by:

- Reading about them on the internet
- Talking and listening to people who organise them.
- Being part of a local community project team
- Talking and listening to others in your project team.
- Keeping a record of what you learn as you go

WHAT IS A COMMUNITY PROJECT?

Community projects give others something good. They usually happen because individuals, organisations, or groups of people get together to make a difference. They see a need or opportunity in a community and they go and do something about it.

The Victorian Aboriginal Health Service (VALS) started as a community project.

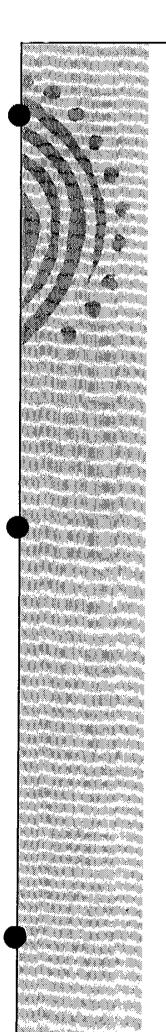
In 1973 some Aboriginal community members were worried about the many Aboriginal people who needed serious medical attention but who wouldn't use the mainstream services. So they started one themselves.

Eventually this community project grew into the big service it is today, and got some financial support from the Government. This often happens from community projects: from small things big things can grow.

The Purple Sage Project is another example of a community project that was about the celebration of women's achievements throughout history in Victoria. This was a major celebration that included the achievements of Indigenous women through one community based organisation working with another (Victorian Women's Trust and Koorie Women Mean Business)

There are many types of community projects from people planting trees in their neighbourhoods through to international teams that work on poverty or the environment. Whatever the project, there's usually been someone who had an idea and followed it through.

This unit is about you getting out there and exploring what makes them work.



HOW WILL MY TEACHERS/TRAINERS KNOW I'M LEARNING?

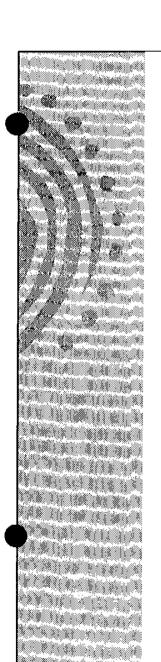
You need to keep a log-book for this unit. In it you'll keep a record of your participation in a local community project. Your log-book will show what you've been doing as a regular local community project team member.

The Project Leaders can also provide a letter for you that describes how you participated in the project. This kind of letter is great to have in your resume.

In your log book your notes will cover:

- · What the project is
- · How the project started
- · Why the project started
- Who is involved
- What is their job in the project (role and responsibilities)
- What do they want to achieve (their goals)
- How are they going to achieve their goals (the plan)
- What you think about this project (positives & improvements you would make)

The rest of this guide also has activities you can do to contribute to your learning and assessment. The activities also get you ready to participate in a project by looking at the kinds of projects out there and what you might like to get involved in.





HAVE A GOAL AND MAKE A PLAN

Projects are about goals and plans. They're about turning an idea or dream into reality. You've probably been involved in a project without even knowing it. For example, have you helped someone to get a gathering together for a few people, or a visit to a special place?

If you have, you'll know someone had an idea and then thought about how to make it work.

This part of a project is called a plan. Many people say:

'People who plan can make things happen'

They don't sit around and wait for things to happen. They have a go, even if they're scared or they think others might make fun of them. This guide is about giving your projects the best chance of working out well.

HAVE A GOOD PLAN

Good plans have a clear goal or dream. They put you on the right track to that goal.

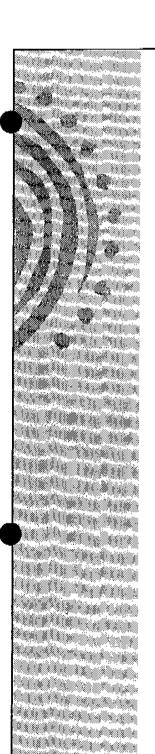
A bad plan takes you down the wrong track, or no track at all. The plan might be missing important information, it might be the wrong actions for the goal. For example, your plan might not have covered how much money you need to buy the food for a celebration, or where to have it.

A good plan covers everything you need to do and have in place to make your goal come true. They also tell you what might go wrong and have a 'back-up' organised.

For example, just imagine you organised Cathy Freeman organised to speak at your special event. On the day Cathy becomes sick. What will you do? A good plan tells you what you can do. You won't be able to predict everything, but good plans cover the main problems that could happen and they make a plan for if they do.

The technical word for this is: CONTINGENCY.

The best plans help you get where you want to go.



HOW DO YOU MAKE A GOOD PLAN?

First thing you'll do is dream up your goal.

Good planners start at the end. They imagine their goals have already happened. They see themselves and other people very happy. Then they go back and see what happened to make their goal become real.

They imagine each step as they moved towards the goal. This is called visioning or 'dreaming up'.

Have a read of Jim's 'dream up'.



CASE STUDY 1

BULLSEYE!

Dreaming Up

Jim wanted to have the best ever darts carnival in his community. He loved to play darts and knew other people did too. He wanted to do something special for the community because everyone was a bit down about the drought.

So Jim imagined what would be the best darts competition for his community. He talked to other people and listened to what they thought too. In his dream he saw young ones and old ones all playing darts together.

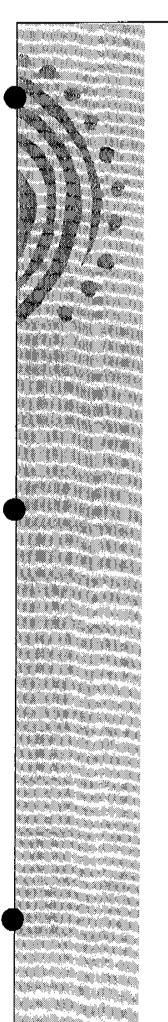
He saw people telling others to come along. He saw an advertisement in the Cooperative, in the local paper and in The Indigenous Times. The community radio station was interviewing him about the event. People were really looking forward to it.

He saw fair rules, judges and prizes. He saw some people making sure everyone was safe -no accidents. He saw some playing just for fun, and others for a big prize.

He saw a big party to celebrate at the end. Everyone was saying what a great competition it was and how they'd like to do it again next year. Some of the young ones were even thinking about becoming Olympic champions one day. Jim was talking to them about other people who could help them with that dream.

Jim saw a small group of people who helped him make the carnival a success They got along and enjoyed their work. They were well organised. Even problems they had were sorted out without people getting nasty or sulky.

When Jim finished dreaming up he began making his plan.





STOP!

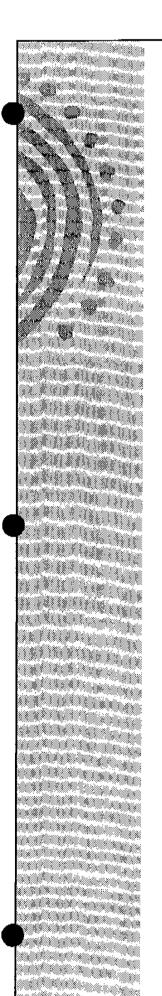
What do you think of Jim's dreaming up?

Have you ever dreamed something up?

What happened with your dream? Did you follow through with a plan and action, or did you let it go?

Do you know someone else who 'dreamed up' and followed through? What's their story?

Now would be a good time to get some people to talk to your group about how they made their dreams happen. What did it take?



COMMUNITY PROJECTS ARE ABOUT PASSION!

Many people let their dreams go because they seem too big, or maybe they're scared. Maybe they think they're not good enough to make it work. The best 'dream ups' are about the things that we really care about, or that make us happy. This is called a 'passion'.

Passion is about something we feel really good about like playing guitar, helping someone else, singing or learning. It doesn't feel like work when we're focussed on our passion. For example, Cathy Freeman loves to run. It's part of her soul and who she is, so when she's training real hard she doesn't mind because it's her passion.

Cathy knows every small step she takes in training will help her reach her goal. She once said: "It took me two years of training for one two minute race"

Lots of people make their passion their life's work, like Cathy. This is a great situation to be in, but if they don't then they follow their passion in other ways. There's a fella called Kevin who does a desk job during the week, but on his weekends he's out there bush walking and camping outside because that's his passion.

This makes it easier for Kevin to do his desk job during the week.

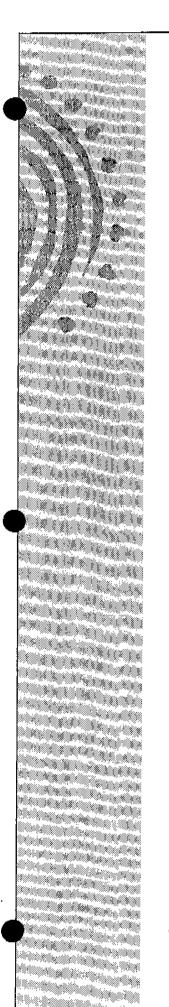
THE WORLD IS FULL OF COMMUNITY PROJECTS!

Community projects are another way people bring their passions to life. Think about it. Why would someone put a whole lot of their time, effort and often money into something they're not paid to do?

There has to be a bit of passion there somewhere.

This part of the unit is about you researching different types of community projects. It's also about you learning to use the internet, or even the computer if you haven't already. Your Information Technology (IT) and Coorong Tongala instructors will help you with this task.

You'll find there's a whole world of community projects out there.





STOP!

Here's what you need to do.

Go onto the Internet and start to research three community-based projects. Then fill in information about them in the spaces provided.

Your trainers might also organise a visual group presentation that shows the rest of the group, or your community, the different types of projects that happen in Australia and around the world. This sort of event often inspires great ideas for others.

Here are some examples of local, national and international organisations that organise community projects:

Minyamaku Arts Aboriginalart@minymaku.mtx.net
Oxfam Community Aid Abroad www.caa.org.au
Koorie Women Mean Business (KWMB) kwmb@eisa.net.au
Djeetgun Kurnai Women' Aboriginal Corporation www.auscharity.org/djwwtgun.htm
Balkanu Cape York Development Corporation www.balkanu.com.au

Tell us about the three projects you found on the internet. You can do this in pairs if you want.

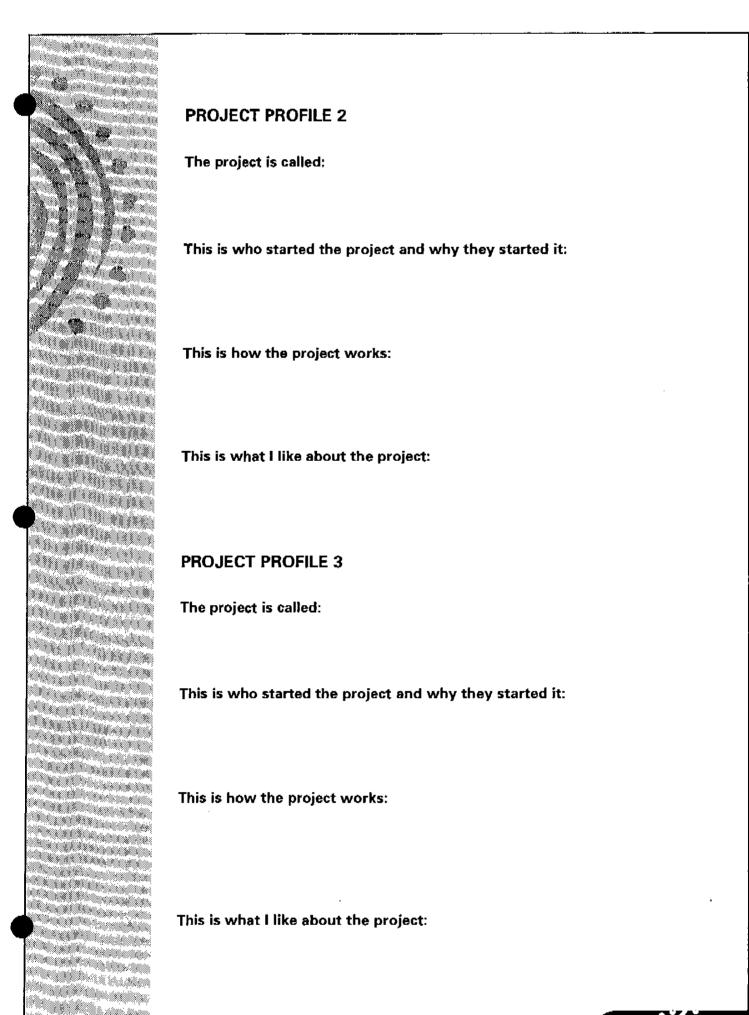
PROJECT PROFILE 1

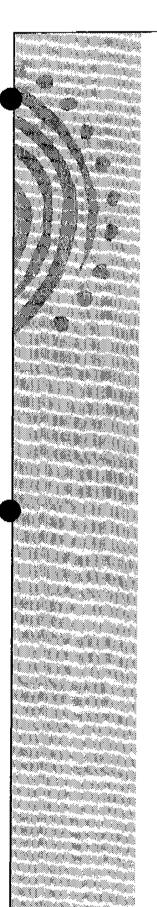
The project is called:

This is who started the project and why they started it:

This is how the project works:

This is what I like about the project:





NOW JOIN A LOCAL COMMUNITY PROJECT

Now it's time to look at your local community.

You'll be searching your local community for a project you can become part of. It can be an Indigenous specific project, or a mainstream project like a one-off special event, or a longer-term project that supports the community at the local level.

A good Indigenous example is the 'Rumbalara Football Club' in Shepparton. Many Cooperatives run community projects too. Local Councils, or organisations like Rotary, often support mainstream projects like 'Meals on Wheels'. This project brings food to the elderly and is staffed by volunteers.

Task

Get out there and have a look with your Coorong Tongala team at all the kinds of local community projects, and the people who make them happen.

Select one you would like to spend some time in. This means you'll ask permission to contribute as a team member to the project for the life of this unit. For example a semester, or 10 weeks.

You can find a letter of introduction at the back of this guide that will help you 'break the ice' with a group.

As the letter describes, you won't just sit around. You'll expect some real tasks to do. This way you get to know more about the project, and a lot about being part of a team. At then end of your time there, you'll bring your experiences back to the group. You can negotiate with your trainers how you might do this.

For example, you might like to invite people in from your community project so others can hear about it, including your experiences there. You might like to get a set of photos together that tells their story and yours working on the project.

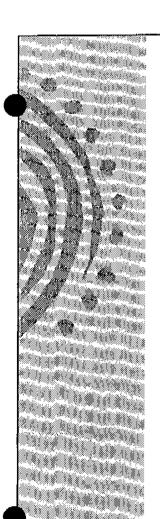
There are lots of ways you can show:

- What the project is
- How the project started
- Why the project started
- Who is involved
- What is their job in the project (role and responsibilities)
- What do they want to achieve (their goals)
- How are they going to achieve their goals (the plan).
- What you think about this project (positives & improvements you would make)
- · What you've learned by being part of their team

Remember, this task is an important part of you assessment for this unit.

HOW DO PEOPLE GET THEIR PROJECTS HAPPENING?

When Jim was getting his darts carnival together, he made a plan. A plan answers the questions you need to ask when you want a project to work. These are the questions Jim used to help him write his first plan.



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CASE STUDY 2

JIM'S FIRST PLAN

Jim asked around to find people who wanted to help him organise the event. He soon had his team together and they began planning using these questions.

What's the project?

To organise the best-ever one-day darts carnival for the community.

Why is the project important or needed?

People are feeling very low because of the drought. Darts is a sport enjoyed by many people in the community and all ages. We also have some young people who show real talent at the sport, but there's no competition for them.

We can invite players from other communities to compete against them. This might motivate them to keep playing. It gives them something positive to do as there's not much happening around here.

How will the project work?

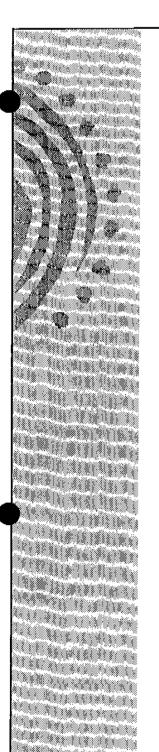
We'll have a mixture of events and categories. People will sign up as they arrive. The best of three games will win the big prize in each category.

We'll have some really good players teaching some of the little ones and an Elders competition too.

The Judges will use the same rules that happen in the Olympics.

To get this project happening, who needs to do what, where, when and how? (This was the team's first list)

- Get some donations for prizes (Sandra & Tony March)
- Find out about the Olympic rules & writing them for the day (Jim -March)
- Prepare the information for advertising (Sandra & Tony March)
- Organise the catering (Jim talk to 'Indigfood' about menu & budget Next Meeting)
- Prepare & set up the equipment (tables, pens & scorecards for judges, dart boards, markers for distance) (Ben, Derek & Marlene)
- Organise supervisors for the games/talk to local Drats Club officials (Jim March)
- Prepare a proposal for funds for catering, venue & equipment to the Local Council & Coop'. Keep the budget for the project and records of what's spent to submit with report when the project is finished. (Starting now-Marlene & Jim)



BEING THE LEADER OF A PROJECT

Once Jim had his team he had to make sure they could work together. To do this Jim knew he had to make sure everyone:

- Understood the project and wanted to be involved.
- Knew what their job was about
- Knew what to do if there was a problem, or they didn't understand something
- Had the resources they needed to do the job

So when Jim brought the team together he described the project, and then he talked to them about what needed to be done. He asked them for their ideas about how to get the different jobs done.

He also asked them to think about ways they could make sure the team worked well together. He explained that with any project, especially one that hasn't happened before, there would be problems.

He said the best thing for this team would be to sort out how they could avoid problems, but if not to work them out in a positive way. They came up with these goals:



CASE STUDY 3

THE DARTS CARNIVAL PROJECT TEAM

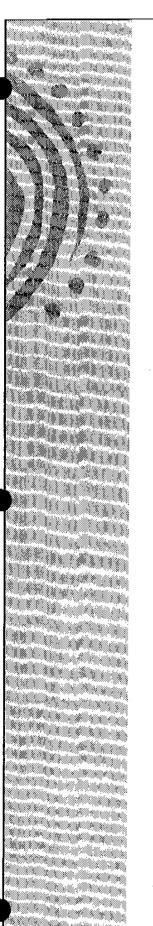
Our Goals:

- We'll make this the best darts championship ever
- Everyone will have a special job they're responsible for and do it well
- We'll meet once a week and each person will say how their job is going
- We'll ask for help when we need it
- We won't blame people if things go wrong, we'll just fix it
- We won't go behind each other's backs, if we have a problem with someone we'll go to them first and try to solve it. If we can't we'll go to Jim.
- We'll keep good records of our meetings and what we do, so next time is easier

BEING A GOOD TEAM MEMBER

Being part of a team is about learning to share. There are all sorts of situations in life that happen better for everyone if we share. Here's a list for you to think about. Why is sharing in each case better?

- Housework
- Sporting games
- Learning
- Working
- Getting a project together





Sharing in each case is better because:

Housework

Sport

Playing in a band

Learning

Working

Getting a Project Together

You've probably noticed that the reasons for sharing or teamwork are basically the same. Just imagine if the lead singer in a band decided during a concert she wanted to sing a new song the band didn't know very well. Is this teamwork?

SOME PEOPLE ARE NATURAL TEAM PLAYERS

Some people find sharing easy. They love to work with others, hear their ideas and share the load. Others think they may lose something if they share. Or they prefer to work alone. Or they prefer not to work at all!

Isn't it frustrating when someone is meant to do something and they don't? This often means the same people end up doing all of the work. Or in a sporting team, the game plan fails and the game is lost because someone doesn't like following an agreement.

Real teams have everyone agreeing what they will do and they do it!

They look out for each other too. If they see or hear something that might help another team member's job they pass it on. They chip in too if someone is struggling. They don't just blame and whinge about them, they sort out what's up and try to support them not tear them to shreds.



STOP!

- 1. Interview the Project Leader in your Community Project. Record here what they have to say about teamwork and team players. Here are some questions to get you going:
- Could you tell me about how the project team works?
- What do you think helps build teamwork?
- What qualities and actions would you see in a good team player?
- What's sorts of things do you do as the Project Leader to help build teamwork?

FINALLY

The Dart's carnival was a great success. Jim made sure everyone was clear about the project and their jobs. He kept an eye on the project and the people who were helping him make it happen. Jim had taken on the role of Project Leader.

The next level of 'So What's Doin' is about the Project/Team Leader's job. You'll follow through Jim and Marlene as they take on leadership roles.

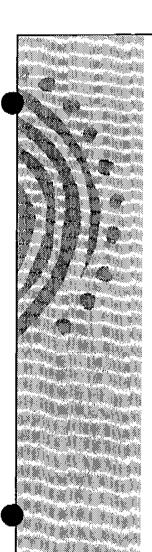
During Level 1 you've had a good look at the sorts of community projects that happen in the world and in your local community. You learned about a particular community project and what it takes to be a good team member.

At Level II you'll see what it takes to go from team member to team leader. This is so you can prepare for Level III in this series where you will start and follow through your own project from scratch!

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and the second s SO WHAT'S DOIN'? - LEVEL 1 SELF-ASSESSMENT CHECKLIST ☐ I can explain what a community project is ☐ I completed a profile of three community projects that happen outside of my local community ☐ I can use the internet to find the information I need . • ☐ I have successfully participated in a local community project over 10 weeks ☐ I kept a record of my participation in that project and what I learned ☐ I can speak in some detail about how the project I participated in works ☐ I can provide evidence of my contributions to the local community project team I can demonstrate I understand what it takes to be a team player in a community project ☐ I can describe how goals and plans play an important part of successful community projects

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SAMPLE LETTER

INTRODUCTION FOR LOCAL COMMUNITY PROJECT

Date

Name Title Address

> Your Learning Organisation's Address

Dear (Name)

I am studying Community Projects as part of my studies in the Coorong Tongala, Coorong Tongala is an accredited curriculum that supports personal development, cultural studies, literacy, information technology and numeracy development.

My Community Projects study requires that I spend a minimum of ten sessions contributing to a local community project. Sessions may last for four hours (half a day) once a week. This is part of my learning what it takes to get a community project happening and also how to be a team member.

Your community project provides a great service to the community. I feel I can learn a lot from your team while also contributing to the work you do. My particular strengths and interests are (put a little in about yourself that is relevant to the project you want to work in)

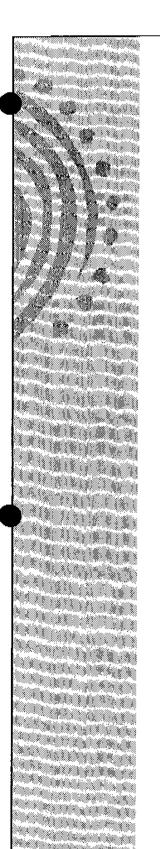
If you are interested in my joining your team for ten sessions, you can reach me through my Coorong Tongala Coordinator (name) on: (phone number)

Thanks you for considering my proposal.

Yours sincerely

(Your name)

APAGRAME UK. B. B. BERKAN HANDER BERKER BERK





This unit is about learning to lead a small community project team. It's about planning, conducting and reviewing small-scale local projects.

You'll learn about leading projects by:

- Having regular discussions with an experienced community projects leader that will mentor you through each stage
- Preparing a plan to guide your project
- Working with a small team of people to get the project happening
- Putting your project on (implementing)
- Reviewing how the project went
- Reviewing how you went guiding and supporting the team members

What does my project have to be?

Your project is up to you.

As long as you keep it safe and manageable you can focus in any area you wish. If your project involves Culture in anyway, you'll need to get approval from the right people. Your Coorong trainers and the Community Advocates and Learning Partners (CALP) can guide you on protocols.

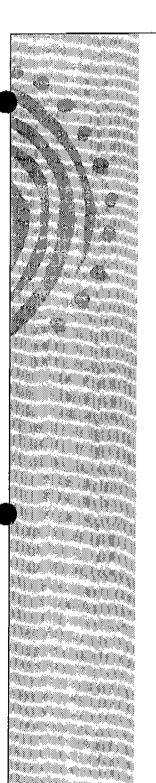
Examples of projects are photographic or art exhibitions; books on the local area and people; recording the stories of Elders; Indigenous Sports Days for local schools; art workshops; cross-cultural events; music events and many тоге.

Don't rush. Remember learning from Level I was about focussing on a passion. The best projects bring together people who really care about something. They are of the one mind and heart as they meet a real need or interest in the community.

SKILLS AND KNOWLEDGE

In this unit you'll learn how to:

- Prepare a plan to guide your project
- Build a positive community project team
- Deal with conflict in the team
- Keep your project on track
- Review the project's success.
- Review your own performance as a Project Leader



MAKE THE GOAL CLEAR AND MAKE A PLAN

Your work in this unit begins with finding a focus for your project. What do you want to do? Remember keep it small and manageable.

You may want to join with some others in your group. That's okay as long as you take turns to lead the group. Your goal is the starting point for a plan. This might need some research.

Remember if your goal is going to rely on others you better make sure they support what you want to do. Here's an example of someone who didn't check what others thought:



BUT YOU DIDN'T TELL US!

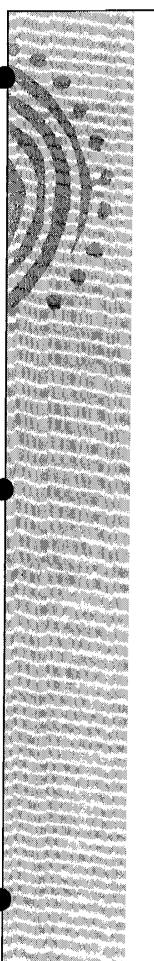
Marlene was helping her friend Jim with a local darts carnival. She was organising the financial support for it. Marlene went to the local Cooperative and ATSIC looking for support. She found they were already supporting a sports carnival that had a darts competition included.

They weren't happy with Jim and Marlene's plans to run a separate event.

After much discussion they decided Jim's team could run the darts event with budget from them. This meant they became part of the bigger carnival.

While Jim's team had a different vision, they agreed it might be good for the darts competitors to be part of a bigger event with lots of profile, especially given the many young ones who wanted to compete at national and international events.

So everybody won.





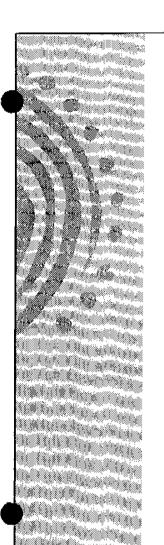
STOP!

Marlene learned it's best to talk with people who might be involved in a project. This is called **consultation**. They may see opportunities or possible blocks you miss. For example they might tell you someone else is already working on a similar project, or there's funding available for your type of project.

You don't know unless you ask.

Also they're more likely to support you if you have a chat with them and really listen.

- Here's a way to have this chat. Try it with at least three people who might be involved in some way with your project.
- Explain your idea for a project. Tell them what you want to do and why. Then ask these questions:
- Can you tell me what you like about our idea?
- Can you see why this project is needed or important?
- What suggestions or advice can you give us about making this work?
- Can you see any problems, or blocks that might happen for us?
- Who do you think we should be speaking to as we put this project together?



You should have a better idea now about your project. The interviews will have helped you do some thinking through. Now you'll need to put your thinking into a plan and finding the right mentor to help you with it.

The technical word of this kind of research is a SWOT Analysis. This means you think through:

Strengths:

(What's strong about your project idea, your team and the approach you want to use?)

Weaknesses

(What gaps or weaknesses do you have like limited resources, not enough knowledge or skills...?)

Opportunities **Opportunities**

(What opportunities are out there for support, links to other projects, funding opportunities or giving your project extra outcomes...?)

Threats

(Are other people doing the same? Could there be any conflict of interest? Maybe the funding bodies don't see the value of your project?)



Have a discussion now using the SWOT Analysis. Keep a record in your journal of what people decided against each heading.

Remember if you are leading this kind of discussion your job is to:

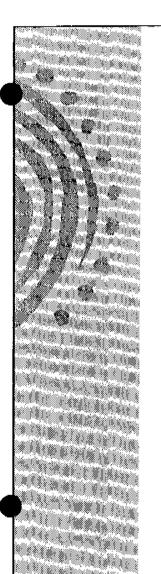
- 1) State the purpose of the discussion and how it will happen
- 2) make sure everyone can have a say
- 3) check you have understood people's comments
- 4) record the main points people make under each heading

PLANS AND MENTORS

You'll have two guides for the remainder of this unit: a written plan and your mentor. Your mentor will help you prepare your written plan and give you advice throughout the project.

You need to select a mentor who is:

- Experienced at planning, implementing and reviewing community projects
- · Willing to spend approximately one hour every two weeks coaching you and your team
- An excellent communicator



 Your mentor won't necessarily have to understand the technical part of your project. For example if your project is an art exhibition, they won't have to be an artist! More importantly they are people who know how to get things happening in a quality way, and who you feel comfortable speaking to.

Your Coorong Tongala trainer will be able to support you in your search. At the back of this unit is a sample agreement for your mentor and you to sign.



Record your ideas for a mentor here.

What are you looking for in particular?

You might like to consider what you want to learn most. For example, some people want to get really good at the budgets part of community project management. They would look for someone who is really good at that task.

YOUR WRITTEN PLAN/PROPOSAL

Once you have your mentor, you'll prepare a plan in writing with them. The mentor's role is to coach you, not to do the plan for you. If you're worried about your writing skills, your Coorong trainer will arrange the right support, or negotiate another way of you presenting a plan.

These are the key areas you'll be working through with your mentor.

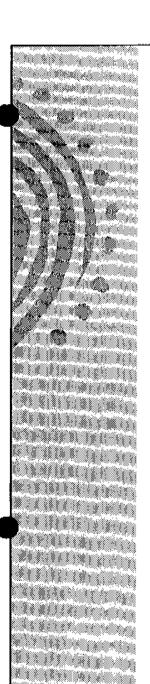
Purpose

This is where you will explain what the project will achieve. You will need a clear and simple statement like: "The Indigenous Games Day will build relationships between Indigenous and non-Indigenous sports participants in our local area"

Background/Research

In this part of your planning, you'll look at why the project has come about. What's been happening? Why is there a need for the project?

You might consult with people who will be affected by your project. You might read reports or statistics that support your project and help you work out the best way to make it happen.



Approach (in detail)

This is where you sort out who needs to do what, where, when and how? You put the details together. Many people use call this 'Task Analysis'. You have to cover every step of the project and who will be doing what.

You also need to cover time-lines for actions and resources. For example, if you're going to create an art exhibition, here are just some of the actions and resources you might have to plan for:

- · Collecting and hanging the art
- Finding a venue with good light and the hanging space
- · Making the descriptions for each piece
- Organising a welcome to country
- · Advertising the event
- · Keeping the paintings safe and protected

You can imagine how each one of these actions can be broken down into smaller steps. For example collecting the art might involve:

- Finding the art
- · Finding a suitable vehicle to transport the art
- · Getting a driver
- Getting petrol for the driver
- Getting the locations for pick-up and delivery
- Covering the art during travel

This is called task analysis or chunking. Some people love to 'chunk', others do not. Whatever, all project leaders must learn to task analyse. This activity gives them the practical knowledge needed to get the project done.

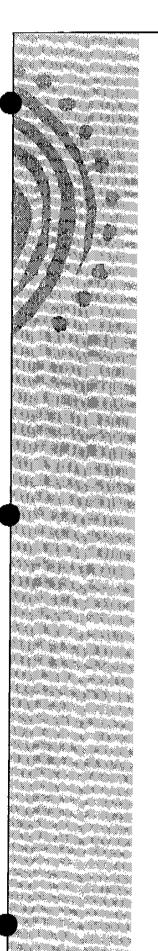
People (roles & responsibilities)

This part of your planning is about looking after the team. Did you know the main reason there's conflict in teams is because people aren't sure what they're supposed to do?

If your project involves other people helping you, then it's you job to make sure they know what's expected and they have the support they need to do the job.

One way Project Leaders do this is through working through roles and responsibilities. They also have formal and informal meetings to check in on how things are going.

If conflicts or problems do happen, they have agreed ways of handling them. This is sometimes called a 'Grievance Process'. This just means everyone



knows what they can do if they are experiencing difficulties with the job or people, including the Project Leader.

Reporting

It's a good idea to work out how you'll know if the project is working, or is successful. You don't want to leave this until the end. If you get information along the way, you may be able to make changes so the project stays on track.

There are several ways Project Leaders keep an eye on progress. They run regular meetings where everyone reports how they're going. They ask for brief written progress reports in more formal situations. They may talk one to one with team members on a regular basis.

Good Project Leaders don't want people hiding problems. They want to know about them so they get a chance to work with the team to fix them. They also want to know if they are being effective as leaders. They ask people to give them feedback too, not just the project.

Your mentor will work with you to find the best way for reports to happen in your project.

Timelines

Timelines are just about giving everyone a framework to work in. The most important part of timelines is that they are realistic. In another words 'don't bite off more than you can chew'.

You'll only disappoint yourself and others if you don't get this part of your planning right. If you think there's not enough time to do something, say so. You might need to scale back you expectations or think about a longer timeline.

Project Budget

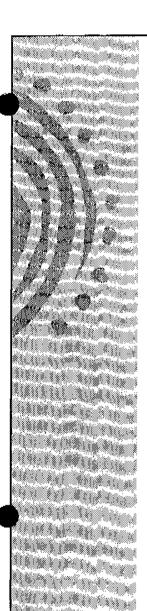
This part of your planning looks at the financial realities. What have you got? What do you need? If you haven't got it how are you going to get it?

You'll also need to look at how you will keep a check on any monies that come in and how they are spent. This is so you don't go over budget, and to make sure it's spent how it was supposed to be spent.

This is really important if you're using funds from somewhere else. When you are given funds for a project they're meant to be spent according to the agreed budget. It's a criminal offence to spend them any other way. This is called fraud.

If you want to change any of the expenditure agreements, you can negotiate with the people who funded the project. They are usually open to changes.

So keeping good records keeps you safe and your project on the right financial track





STOP!

Your mentor and your Coorong Tongala trainer will have worked with you in each of these areas. Now it's your turn to prepare your Project Plan. You can use other headings if you like, just make sure you cover all of the information above.

- Project Purpose
- · Background
- Approach
- People (Roles & Responsibilities)
- Reporting
- Timelines
- · Project Budget

MY JOB? YOUR JOB?

Your project plan is a great start. Now you'll need to sort out how to communicate the plan to others in the project team. Just like actors in a film, everyone in your project needs to understand the part they are to play.

Jim and Marlene did this for their Darts Carnival team.

They had to sort through what team members could expect from Jim as the Project Leader, as well as each person in the team. This was so everyone knew what to focus on and what was someone else's business. A bit like if the full back in a football team kept roaming down to full forward because they want a kick leaving the opposition's goal square undefended.

Project leaders help team members understand and do their job.

They give feedback and direction. They work with those who aren't putting in. They don't punish when this happens, they find out what's happening for the person or the group and work out a solution together.

Here's an example.





CASE STUDY 2

BROKEN PROMISES

Jim and Marlene had to organise catering for the Darts Carnival. They approached a local group to do this. After arranging three meetings where the group did not turn up Jim was fed up! On each occasion Jim had tried to find out what happened and made another time for a meeting.

Jim had to make a decision. Marlene agreed. Jim knew Project Leaders sometimes have to give feedback that's not pleasant. He also knew he was responsible for making sure the catering was organised. He felt very uneasy about the group's ability to follow through.

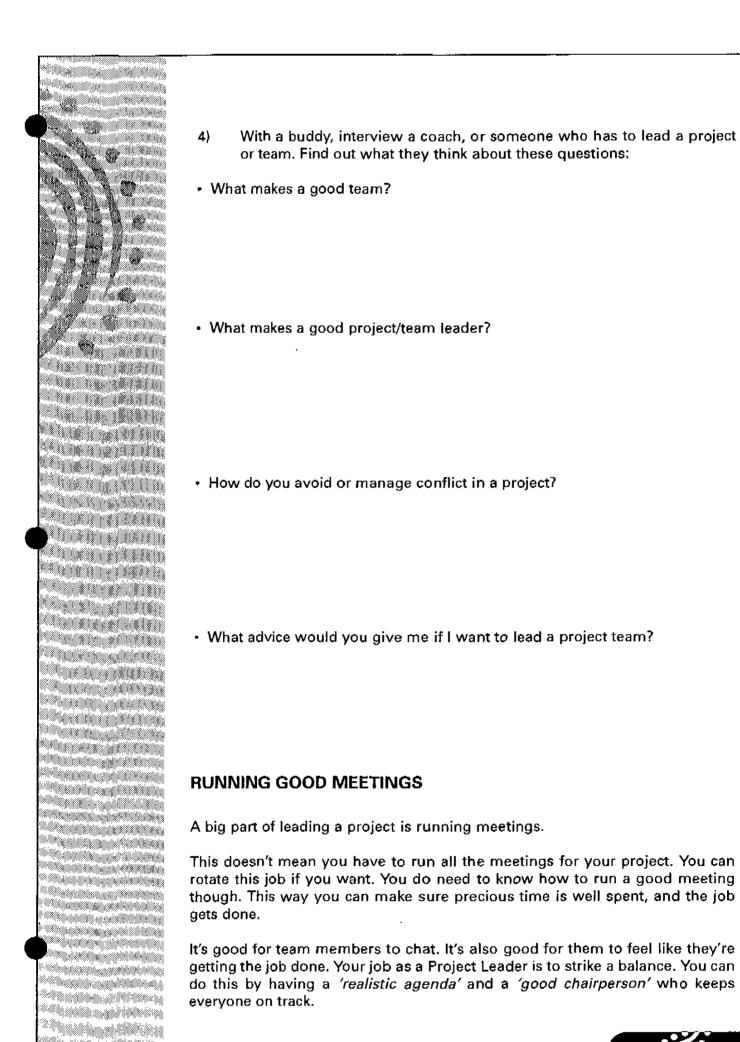
Jim picked up the phone and spoke to the head caterer. He explained he was going to look around for another caterer. He explained he had wanted to use the local group but felt frustrated at being let down three times for a meeting. He also explained the funding body was relying on him to make sure the catering was right.

The person agreed it was a shame this had happened and she understood his frustration. She asked for one more opportunity to prove they could do the job. Jim agreed but only with conditions. If those conditions weren't met Jim would look for another caterer.



STOP!

- 1) What would you have done if you were Jim and Marlene?
- 2) Would you have given the catering group another chance? Why?
- 3) How could Jim have avoided this problem in the first place?



Another piece of advice is to allow some time at the start of the meeting for informal chat, especially when people are volunteering their time and effort.

Realistic Agendas

Agendas give people a guide for the meeting, like a script. They tell everyone what they're there to talk about and do. They put an order to the discussion. Usually, you'll speak about apologies and any leftover business first, and then 'house-work' like new contact details.

Then you'll move through each item up that needs discussion. Those items will be ordered from most important to least important.

Here's an example of Jim and Marlene's agenda. They made sure everyone had it a week before they met.



CASE STUDY 3

Date:

12 March 2003

Venue:

Advancement League, Board Room

Chairperson:

Marlene Smith

Minutes:

Andrea Harrison

Purpose:

To get an update on everyone's activities.

To gather decide rules and regulations for judging the event.

Item 1

Team member's reports.

(15 minutes)

Item 2

Contract with the Catering Group

(Jim)

(5 Minutes)

Item 3

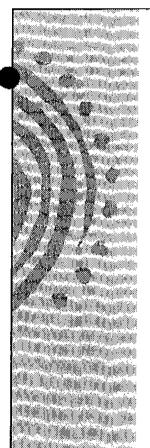
Presentation from Darts Club Officials Decide approach for the carnival.

(20 minutes)

Item 4

Next Meeting & Agenda

(5 minutes)



Property of the second



Prepare an agenda for a meeting with your project team. Record it here. Make you consider the purpose for the meeting and each item on the agenda. That way you give your chairperson and those attending the best shot at staying focussed.
Date:
Venue:
Chairperson:
Minutes:
Purpose:
Item 1 (add more if you need them, but make sure you're realistic with your timeframe)
item 2
Itam 2

TAKING MINUTES

This job can be scary in really formal meetings. However in small community projects you just need to make sure ideas, concerns and agreements are recorded against each agenda item.

People don't want to read every word that was said. They just want you to capture the main points as they are said, not what your opinions of what is said.

It's a bit like how investigators write. They stick to the facts, not their thoughts and feelings. Have a practice doing this in a small group.



- Divide your learning group into two.
- One group will discuss 3 separate topics in 15 minutes. For example: drugs in sport, police community relations and lowering the driving age.
- Someone will chair the meeting making sure people take turns to speak. They'll also call time after 5 minutes for each topic.
- 4) The other group will be record the minutes.
- They'll report back using the minutes.
- 6) Remember reporting back doesn't have to be every word. Just a summary of key points and who made them.
- · What happened? How accurate were your minutes? Was it easy or hard to do?

USE A MIND MAP

Your Where Are you Going? Manual has advice on mind-mapping. This is a visual way to record information. You use an unlined paper turned sideways. In the centre you have the subject:

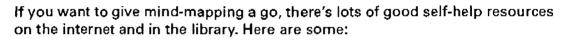
Community Police Relations

To the sides or on branches you'll have the main parts of the discussion. For example:

- Racism
- · Cross-Cultural Training
- · Changing Laws

Attached to each of these are the points people raised and their names when writing minutes. You can use symbols too (drawings) to help you remember and stay focussed. The great thing about mind mapping is that it recognises how Indigenous people have remembered complex information for centuries through art/symbols.

You only record key words, not whole sentences. This keeps you focussed on listening and understanding, not on mindlessly recording every word. If you want to do that get a tape recorder and transcribe from tape. This is usually only ever done for very formal and high level meetings.



Creativity Web

www.ozemail.com.au/~caveman/Creativity/mindmap

Learning Resources: Mind Mapping

www.cimm.jcu.edu.edu.au/netshare/learn/mindmap/

Buzan Centre Australia

www.buzan.com.au/

CHAIRING A MEETING

A good chairperson keeps a meeting moving and focussed.

They need strong listening and feedback skills. They work to an agenda and make sure the purpose of the meeting and each agenda item is clear. They open each item and summarise actions at the end of each too.

If people get off track, they redirect the conversation. They might say things like:

"That's interesting. We should make a time to discuss that later"

or

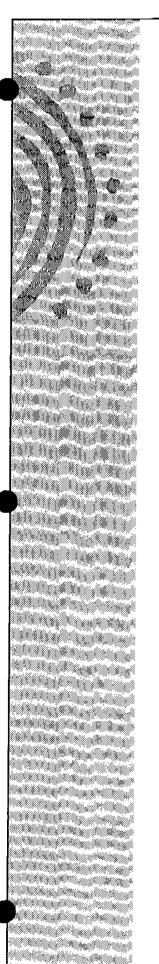
"How about we discuss that later because we really need to get to..."

They won't allow people to dominate, and they will make sure everyone's views are heard. They might say:

"How about we hear from Gary and Joan? What are your thoughts on this subject?"

OF

"Thanks Bob for your contribution. It's really valuable. Let's sees what the others think about it"



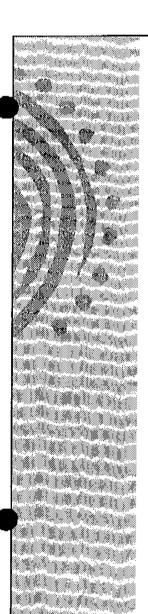


STOP!

Record in your journal, or below how you managed to chair a meeting.

You might like to ask your mentor to help you plan a meeting and then observe you conducting it. This way if you can get direct feedback from someone who knows what they're talking about! These questions will guide your review.

- · Did you use an agenda? Was it helpful?
- Did you open and close each item? Was this effective?
- How did you manage the discussion?
- · Were there any difficult moments? What did you do?
- How would you rate your performance? Don't be shy. Poor, Good, Very Good.
 Explain why. Where do you need to improve?
- Did those at the meeting feel it was effective? Why/Why not?
- What would you improve for next time?



FINISHING UP

Your last task for this unit is about preparing a 'final report'. This report will tell people how successful or not your project was and how you reached your conclusions.

This is important for you, your project team, any groups or individuals that supported you, and for future projects the meet a similar need or opportunity. You are providing a written record of what you achieved, how you achieved it and what improvements would be good to make next time.

Here are some questions and headings can use to guide you:

FINAL PROJECT REPORT

Purpose

Remind people what the project was and why you did it

Approach

Tell them what the project team did

Outcomes

Tell them what positive and negative results came out of the project. You can include feedback from the people involved in the project.

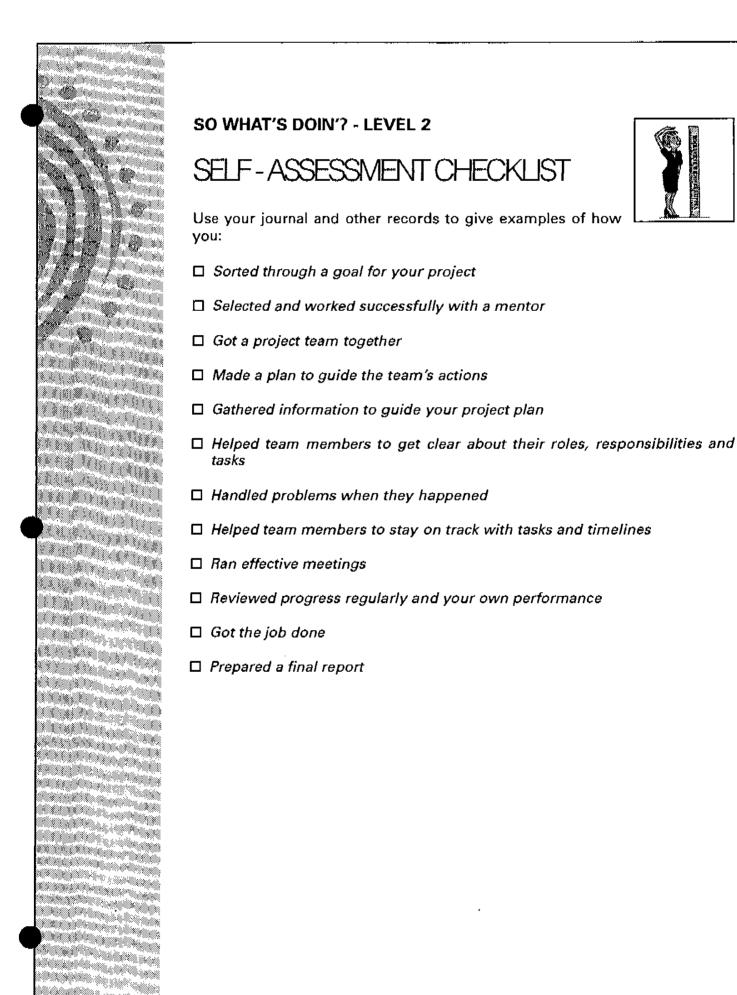
Recommendations

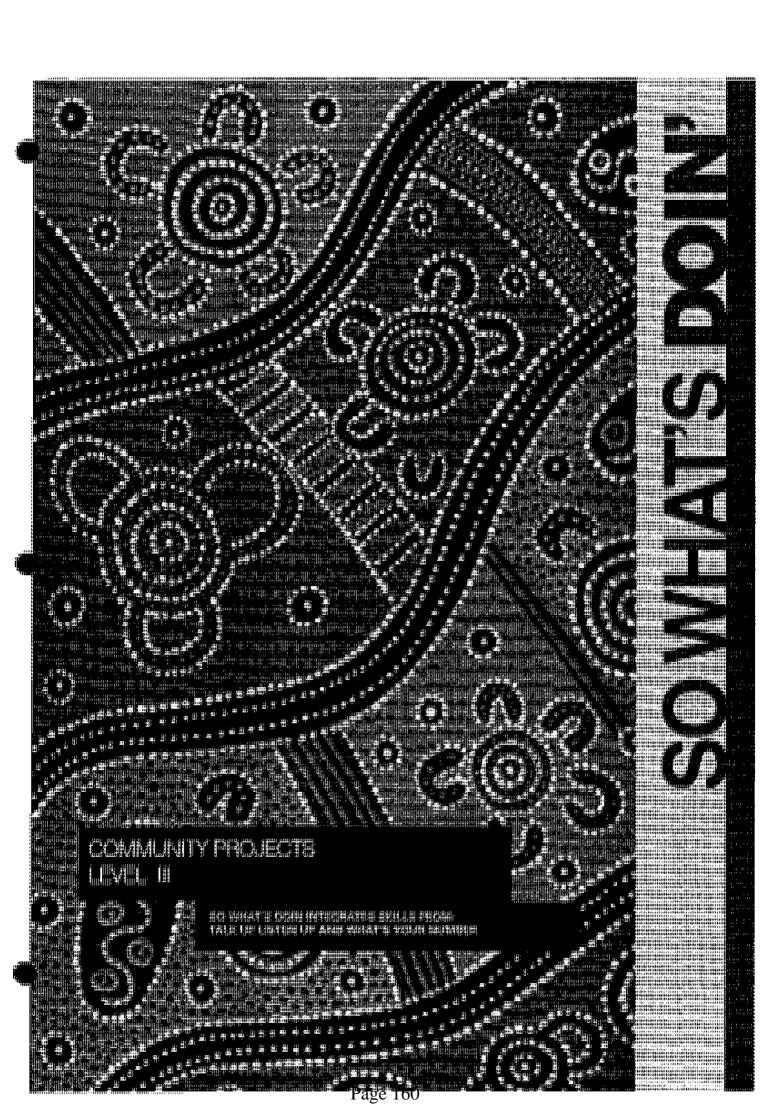
You can suggest future projects that deal with some of the issues that came out of the project

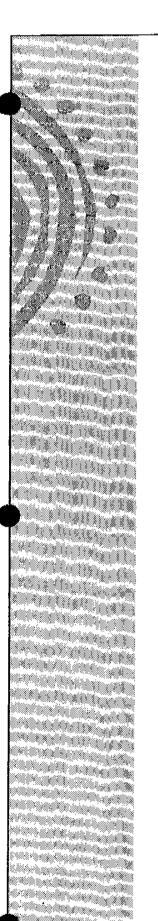
Budget

Describe in detail what money you received for the project (income) and how you spent it (expenditure).

You'll provide your final report to your trainer as part of your assessment. Your mentor can assist you in preparing it. You can present its main points as part of a whole group presentation too so others get to learn from your experiences.









This unit is about exploring larger community projects. In Level II you experienced leading a small-scale project. This unit is about shadowing someone who is managing a large project and a project team.

Shadowing means you'll be learning about project management and leadership through watching how someone else does it. You need to watch someone good, otherwise you may learn bad habits. So spend some time choosing wisely.

You'll learn about project management by:

- Having regular opportunities to observe a project manager at work
- Talking through learning activities and questions with the project manager
- Seeing and discussing the project plan
- Listening to how the project manager supports individual team members and solves problems
- Listening to the project team reviewing their progress
- Seeing how financial and other reports are put together.

Again it doesn't matter what the project is; the important thing is that you and the person you are shadowing feel comfortable. You might like to agree at the start of the unit how and when you will 'tag along' and have conversations that will support your learning.

This might include the protocols for you shadowing, and particularly any information about confidentiality. You might even need to sign an agreement about confidentiality.

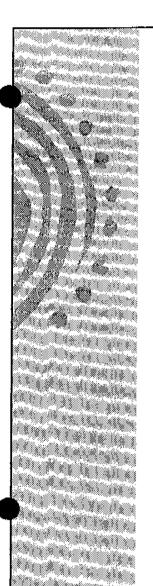
SKILLS AND KNOWLEDGE

In this unit you'll learn how to:

- Listen to and take advice from someone with the skills and knowledge you
- Identify the important parts of a plan for a larger scale community project, including consultations
- Keep a project on track
- Review a project's success
- Review the performance of people delivering the project

Assessment

As you move through this guide, you'll be asked to collect the information you need to support your assessment. Your responses to tasks in this guide will form part of your assessment. You'll also prepare journal records and a final report that profiles the Project Manager's work and approach, as well as your learning.



SO WHAT'S THE PROJECT?

The first part of this unit is about you selecting a project and someone to shadow. Large projects often involve funding, peak bodies or organisations and a team of people working on the project. They can also happen over longer periods of time.

Community-controlled organisations often deliver large projects. They are organisations that are run by Committees of Management who represent the community. The Victorian Aboriginal Health Service is an example of a community-controlled organisation.



STOP!

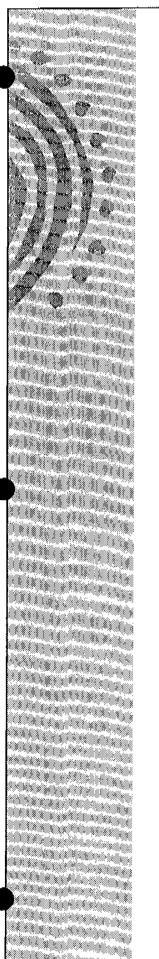
See if you can create a list of community-controlled organisations in your State. Most of them will have information on the Internet. See if you can find three and list their projects.

2. Now research a project you have some interest in.

This is also a good opportunity to explore the kind of jobs that exist in organisations focussed on community projects. For example, if your ambition is work in the Arts, why not find a larger community project in the Arts?

Again use the Internet, the library, or Local Council to find out what larger community projects are out there that you might like to explore. Then make contact with one of the Project Managers to see if you can meet to discuss you shadowing them as they complete some tasks.

Whatever you decide, make sure you can meet your 'shadowing commitments' without fuss or stress. You don't want to let a busy Project Manager down by not turning up when you said you would.





Record your decisions here:

MY PROJECT

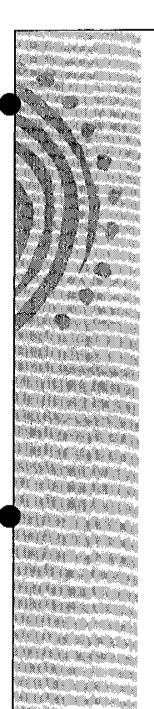
-	1	chose	this	project	because
	•	011030	LIII3	$\rho_i o_j o o c$	

The project's goals are to

I choseas a Project Manager to shadow because

This is what we agreed about how the shadowing will work

This is what I want to learn most



EVERYONE LEARNS DIFFERENTLY

Shadowing is about learning through observation. This is one way learning happened, and continues to happen in Indigenous communities throughout the world.

When you shadowing someone, you show them respect. They are passing on to you their knowledge, experience and skills. They do this because they want you to learn.

Some people learn very well this way. You will hear them saying: "I have to see it, or hear it many times in action before I understand". These people learn well by watching real situations. They may copy words or actions used. This is smart, especially if they are good techniques.

Some sports people watch film of themselves performing well over and over again. They want to lock in what works. This is a powerful learning tool.

Other people need to talk about what they are observing. Others will want to read about and think about what they see. Even others will benefit from the person they are shadowing giving them some challenging questions or problems to solve.

We all learn differently.

Take some time to explain to your Project Manager how you learn best. This will help the communications you have with them.

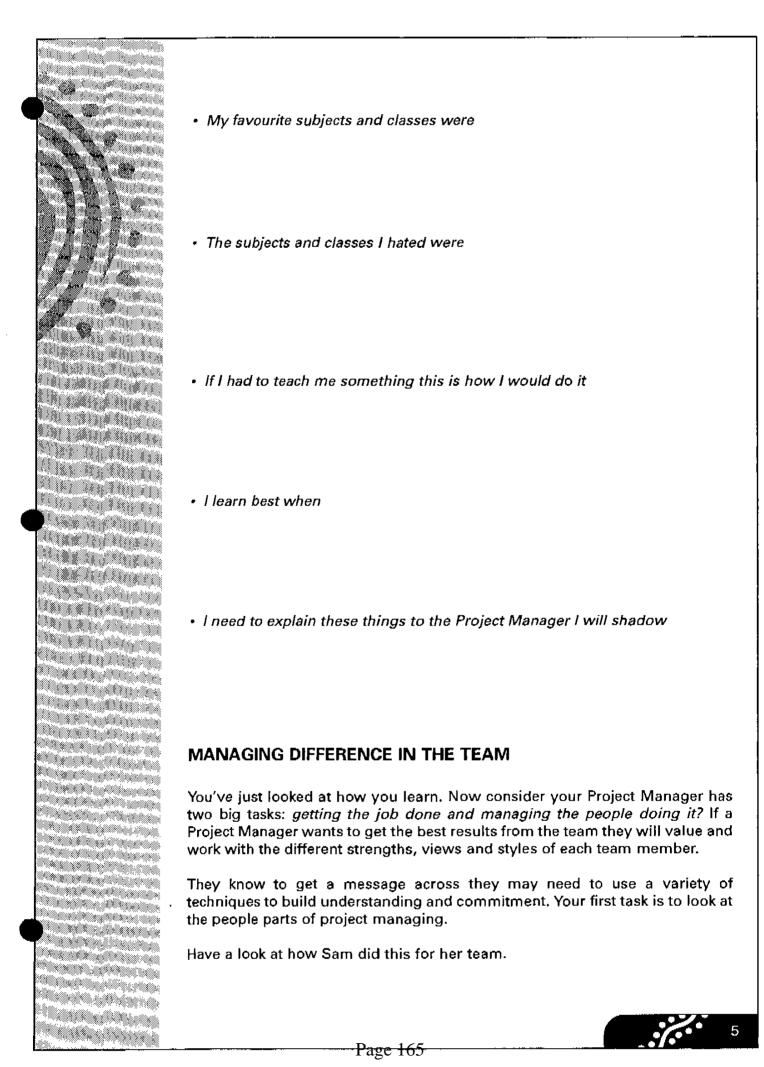
Your Coorong teacher/trainer can help by providing a learning style questionnaire. Take some time to complete these unfinished sentences. They will give you some clues about how you prefer to learn.



STOP!

My favourite teachers helped me learn by

The teachers I didn't like would





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PLANNING FOR DIFFERENCE

Sam was the Project Manager for a large community project focussed on emergency housing. The Committee of Management decided to make changes to the way information was reported. Sam knew the change would challenge the team.

Sam prepared a simple explanation of the change and a diagram to show how it worked. She prepared a demonstration for a meeting she would run.

Sam also hired a trainer to coach staff on the job.

Sam negotiated a longer timeframe for the next report to give staff more time to get used to the change. When Sam finally got the team together she had all the learning styles covered. Her staff could get the learning by:

- Seeing and hearing her presentation
- Observing a demonstration of the new system
- Having a chance to 'try it' with support during coaching sessions
- Having access to a plain English procedure manual
- Practising the new system during the extended timeline

Sam avoided a lot of resistance and conflict by paying attention to the particular learning styles of her team members.



- Talk to your Project Manager about how they manage the different learning styles and needs of team members. Record what you find out here:
- Find out how conflicts or problems are managed. Are there formal policies and procedures? Is so tell us about the main points.
- 3. What does the Project Manager do in conflict situations?

WHAT'S THE PLAN?

In Level II, you saw how important a good plan is. You also saw that a good plan happens when people do this work first:

Sort out the goals they want to achieve (purpose) Develop a plan that's based on good research, information and advice Test the project concept through a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats)



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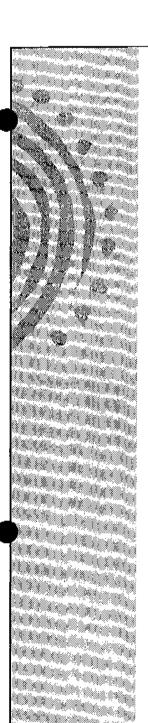
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- Have a discussion with your Project Manager now about the work that was done to set up the project.
- · How were the goals identified?

What research, including consultations, were done?

- How was the Project Plan developed?
- Did they do a SWOT Analysis?
- 2. Find out if there is a formal project plan document. If so, list the key areas it covers and what's in them. Also check how the plan is presented.



HOW DOES YOUR PROJECT MANAGER KEEP AN EYE ON THE PROJECT?

Now you've seen and discussed the Project Plan it's time to look at the ways your Project Manager reviews progress. You need to find out how they monitor the project through:

- Meetings
- The computer, telephone and other communication tools
- Reports

Project managers use a variety of techniques and tools to keep an eye on progress. This is not about 'checking up' like a spy. It's about making sure everyone has the information and feedback they need to keep the project on track. Just imagine how Debbie felt when she found out halfway through her project the budget had disappeared!



CASE STUDY 2

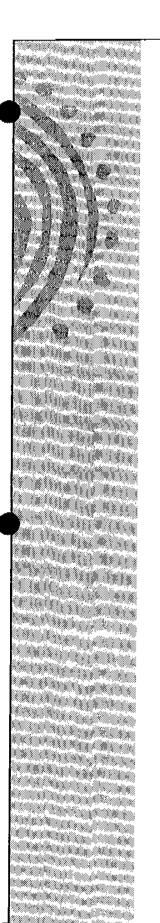
SORRY FOLK'S, ITS ALL GONE!

Debbie was the Project Manager for a large Arts Festival. She delegated (gave out) tasks to team members and the budget they needed. She even allowed some team members to sign cheques. This is called an authorisation.

Halfway through the project she got a call from the organisation's bookkeeper. She asked Debbie how she was going to meet payments for the remaining part of the project as funds had all been used.

Debbie was confused. She knew the Project Plan had covered all expenses. When she investigated she found a team member had gone ahead with a purchase of an item that had increased in price. Debbie was furious as she thought the team member should know better.

When she cooled down Debbie realised she hadn't been clear about what should happen in this case. Debbie had to ask for more funds and cut back expenses in other areas. She also decided to meet regularly with her team, including on finances, and to keep a better eye on income and expenditures.





1. How could Debbie's problem have been avoided?

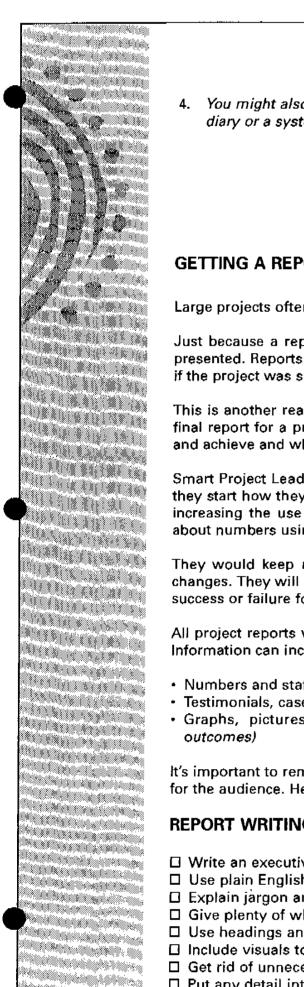
2. What does your Project Manager do to keep an eye on the project, including the financials?

3. Ask your Project Manager to share how they use the following communication tools to keep an eye on the project and the team?

Meetings

The Computer, phone and other tools

Reports



4. You might also like to find out how they manage their time. Do they use a diary or a system of any sort? If so, how does it work?

GETTING A REPORT TOGETHER

Large projects often involve large reports.

Just because a report is big, it doesn't mean it has to be boring and poorly presented. Reports are written to give everyone a chance to look back and see if the project was successful in meeting its goals.

This is another reason why Project Plans are important. When you prepare a final report for a project, you'll go back and see what you said you would do and achieve and what actually happened.

Smart Project Leaders collect this information as they go. They decide before they start how they will measure success. For example, if a project was about increasing the use of a particular service, they might start with information about numbers using it before the project began.

They would keep records of numbers using the service and watch for any changes. They will use these numbers as key performance indicator (proof) of success or failure for the project.

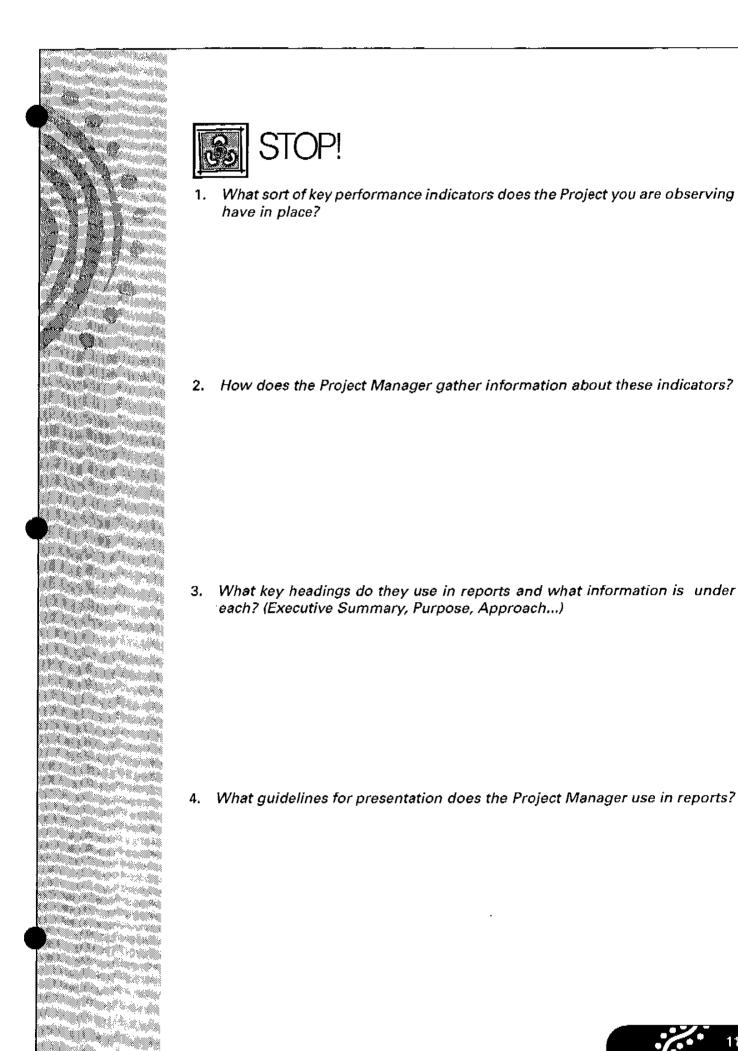
All project reports will provide information about key performance indicators. Information can include:

- Numbers and statistics (Quantifiable information)
- Testimonials, case studies and consultation outcomes (Qualitative)
- · Graphs, pictures, diagrams (Visual and even audio-visual records of

It's important to remember someone has to read a report. Make that job easier for the audience. Here are some guidelines.

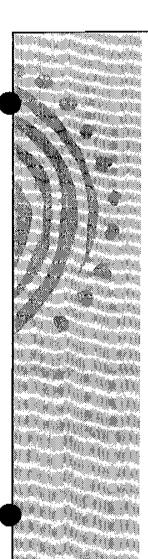
REPORT WRITING GUIDELINES

☐ Write an executive summary if the report is longer than five pages	
☐ Use plain English throughout	
☐ Explain jargon and acronyms	
☐ Give plenty of white space	
☐ Use headings and sub-headings to break the information down	
☐ Include visuals to make understanding easier	
☐ Get rid of unnecessary information	
☐ Put any detail into the attachments, not in the main body of the rep	C



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11



REVIEWING PERFORMANCE

Finally, during a project and at the end of it a Project Manager is responsible for reviewing performance. This means it's their job to make sure team members get feedback about their individual performance.

Feedback recognises effort and achievements and it catches problems before they get too big. Sometimes individuals have problems getting the job done. Here are some reasons this might happen:

- They are unclear about what they're supposed to do
- They don't have the skills or knowledge to do the task
- They don't have the resources needed to do the job
- They feel unsupported and unmotivated

Occasionally, personal problems might be getting in the way of the job. It's a Project Manager's job to sort through these issues and support people to do the best they can.

Project Managers must also review their own performance. They will do this by keeping records about:

- The progress of the project against its goals
- Issues or problems that happen and how they handle them
- Team member's views about how the project and the team is managed

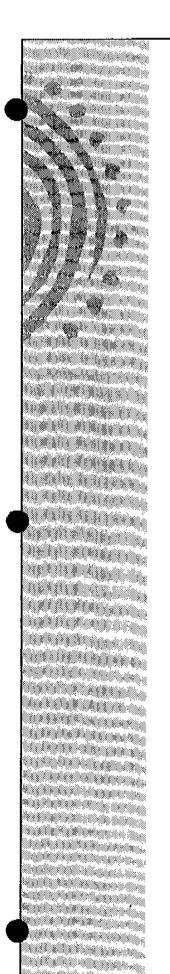
This last action is scary for some as it means hearing 'bad news' sometimes. Fearless Project Leaders seek this kind of information and advice about how to make improvements to their own performance.

Many organistions delivering large community projects have formal performance review systems. Your final task in this unit is to discover how the Project Manager in your project reviews performance.



How does your Project Manager provide feedback to team members on progress for the project?

.w. 2. How does the Project Manager review individual team member's performance? Is there a formal performance review system and if so how does it work? ----How does the Project Manager review their own performance? YOUR FINAL REPORT – A PROFILE OF YOUR PROJECT MANAGER Use your journal and other records of your observations and discussions with the Project Manager to respond to the following questions: What is the project's goals and how is the team working towards them? Who are the groups they must consult with as they deliver the project? · What are the challenges for your Project Manager and the project How does this Project Manager keep the project on track? · What skills and techniques do they use to support team members? What did I learn most about? How will I take this learning into work I do in the future? Finally, please remember to find a way to thank the Project Manager for their support to you. Letters, or certificates of appreciation are a great idea, You. could even invite them in for a lunch with your learning group. Whatever you decide, make sure they know what you learned and how it will support you into the future.



SO WHAT'S DOIN'? - LEVEL 3

you learned

SELF-ASSESSMENT CHECKLIST



Use your journal and other records to give examples of how you:

them about your learning activities
Observed and discussed the Project Manager's actions in a variety of situations related to managing the project and the team
Discussed activities and questions in the Learning Guide with the Project Manager, or relevant others
Looked at the Project Plan and discussed it with the Project Manager
Observed and recorded how meetings happen for the project team
Observed and recorded how problems are handled by team members and the Project Manager
Checked how final reports are written and presented
Prepared a final report profiling your Project Manager and describing what

☐ Selected a Project Manager to shadow and arranged an agreement with





This module uses number and maths in real situations. It is designed to show how numbers work in the workplace, in Community organisations, with your own finances, when buying anything and any other situation that applies to you and your goals.

APPROACHES TO MATHS IN COORONG TONGALA

"Life related and life inspired" (Jim Robinson, Aboriginal Maths Teacher)

The key elements are:

- Practical, experiential first theory later
- Always show why a particular area of maths is relevant to them (contextual)
- Cooperative and experiential learning approaches
- Plain language

The key requirements of teacher/trainers are:

- Creativity
- Open mind.
- Resourcefulness

Example

Fractions are often difficult to grasp for any learner. To show how a fraction is part of a whole, begin with experiential activities and examples from their own lives.

- · Show a football or basketball game split into quarters and halves. Ask, quarter of what? Half of what? The whole game. So four quarters equal one and two halves equal one.
- Set up the home economics area or bring equipment into class to divide one piece of food into fractions
- Bring in a child's jigsaw with say 30 pieces. Take out one piece and ask what fraction it is of the whole picture
- Build something together and point out when fractions have to be used
- Tell a story about sharing out money amongst family members

Teaching Styles that support Indigenous Learners

- Use and encourage peer tutoring
- Cooperative learning

- Project based learning with real outcomes
- build, create, organise, measure, plan, budget
- Research and self paced learning
- Negotiated content and assessment within the framework of the course
- Relaxed, safe environment
- Role play, simulations
- Use assessment that rewards cooperation
- Use self assessment
- Use models, examples from studnets life and environment
- Use charts, images, maps, diagrams
- Use computers and video as well as pen and paper
- Practical manipulation of materials
- Demonstrate the meanings of words
- Avoid public criticism, personal questions
- Direct questions to whole or small groups
- Allow time for students to respond

LEARNING OUTCOMES

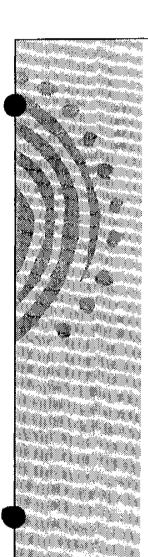
After working through this Module you will be able to:

- add, subtract, divide and multiply
- use fractions, decimals and percentages using real quantities
- keep score in a number of different sports
- measure time and number in sports
- calculate percentages on a calculator
- compare performance using numbers
- · communicate scores on a board or on a sheet
- draw up a ladder of teams based on their points and percentages
- check accuracy of your scores, percentages, win margins etc using a calculator

WHY LEARN ABOUT NUMBERS?

Numbers are connected to nearly every part of your life.

- · What time is it?
- When are we going to get there?
- How much is this?
- How much money will I have left?
- Is there enough to go around?
- How old are you?



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- Is this enough material for the job?
- How many kilometres until I need to service the car?
- Have we got enough time to get there?

We use numbers to:

- Measure things
- Make money
- Lose money
- · Design and decorate
- Build
- Fix things
- · Adjust things
- Score in games or in tests



STOP!

In groups of three, come up with more things from daily life where we need to use numbers.

NUMBERS AND YOU

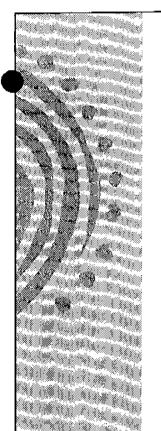
Before we get into numbers and how they relate to things, we will have a look at what they might tell us about you!

Pythagorus (pie-thag-oar-us)

A famous mathematician (math-a-ma-tish-un) by the name of Pythagorus believed that numbers could tell us about ourselves. He added the numbers of a person's birthdate to calculate their birth number and described the qualities of each number from 1 to 9. He called this 'Numerology'.

It is an interesting activity to find out your Birth number and see what Pythagorus says this tells us about ourselves. Whether you believe in it or not, it is a good activity for adding.

- 1.Add each single number of your birthdate, making sure you use the full birthdate, for example: 10/9/1991 is added up as 1+0+9+1+9+9+1 adding up to 30. To bring it to a number between 1-9, you add 3+0 and that comes to 3. So this person is a Birth Number 3
- 2. Now do yours, remembering to write out your birthdate with the '19' in front of the year you were born AND put a plus sign between every number before adding up.
- 3.If you find a 'Numerology' book in the library, you will see some more ways you can add up the numbers of your birthdate and your name to tell you more about yourself and your potential.



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- 4. A brief description of the qualities that each number represents is:
 - 1: independent, fearless, adventurous, good humoured, pioneering, moody, aloof
 - 2: intuitive, sensitive, hard-working, peacemakers, reliable, lack self-belief,
 - 3: witty, humorous, quick learners, curious, critical, impatient
 - 4: practical, flair, doing rather than talking, organisers, trustworthy, overwork
 - 5: artistic flair, intuitive, risk-takers, work best when alone, poor selfdiscipline
 - 6: creative, unselfish, humanitarians, fight injustice, over-anxious, possessive
 - 7: active, deep thinkers, spiritual, give advice but don't take it, rebellious
 - 8: financially smart, leader, strong energy, self-confident, independent,
 - 9: artistic, humanitarian, love an argument, strong mind, critical
- 5.To find out your Soul Number, Personality Number and Destiny Number you use the numbers given to each letter of the alphabet below to add up the: Vowels (a,e,i,o,u) = Soul

Consonants (all the other letters that are not vowels) = Personality Vowels + Consonants = Destiny

You need to use your full name as it is on your birth certificate. For example:

Bill Thomas becomes William John Thomas because he was named William not Bill and he was given a middle name at birth. You do not count middle names given later in life.

1	2	3	4	5	6	7	8	9
Α	В	С	D	E	F	G	Н	I
J	κ	L	M	N	0	Р	a	R
s	Τ	U	V	W	х	Υ	Z	

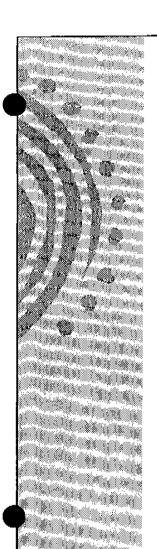
So William John Thomas has:

Vowels of i,i,o,a,o,o,a which equals 9+9+6+1+6+6+1 adding up to 38, 8+3 = 11=2Soul Number 2

Consonants of w,l,l,m,j,h,n,t,h,m,s which equals 5+3+3+4+1+8+5+2+8+4+1=44Personality Number 44 which becomes 8

Destiny number adding 11 + 8 = 19, 1+9 = 1

This is a very brief explanation of numbers and how they relate to people in numerology. If you read further on it you will see many ways numbers can be used and other key numbers apart from those between 1 and 9.



USING A CALCULATOR

A calculator is something that helps us add, subtract, multiply and divide with accuracy and speed.

Businesses use calculators to keep account of what money comes in and what goes out as well as figuring out how much tax they need to pay.

Engineers and scientists use them to solve very complex maths problems.

Statisticians use calculators to figure out averages and percentages.

For the Maths we do in this module we need a calculator that can add, subtract, divide and multiply.

Get used to your calculator

To add two numbers you need to:

Press the first number Press the + button Press the next number Press the = button

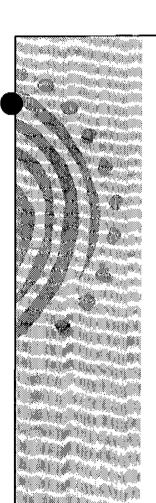
The answer will show on the screen.

To add more numbers just keep pressing the + button after every number you add.

The same steps apply for subtracting '-', multiplying 'x' and dividing '-'

Do the following calculations using your calculator.

- 1. 16 + 8
- 2. 28+86
- 3. 24+7
- 4. 109+16
- 5. 257+890
- 6. 23×67
- 7. 43x6
- 8. 9x9
- 9. 15x7
- 10. 30x8
- 11. 209-76
- 12. 24-8
- 13. 243-98
- 14. 12-9
- 15. 99-87
- 16. 16-4
- 17. 240-8
- 18. 166-2
- 19. 84-4
- 20. 96-16



After doing them, check with a fellow student that you got the same answers. If you didn't, figure out where the mistakes were made and correct them.

After this, check them with your teacher/trainer.

USING A CALCULATOR FOR PERCENTAGES

If you need to find the percentage of something, for example, 23% of 284, just multiply the number by the percentage number BUT put a decimal point (the button with the square dot on the bottom right hand side) before the percentage number.

So the sum is now $284 \times .23$

That means the steps in this example would be:

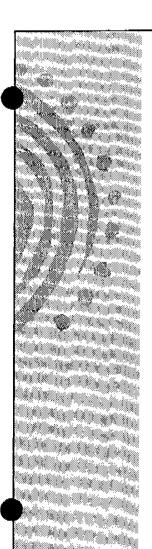
- Press 284 1.
- 2. Press x
- 3. Press.
- 4. Press 23
- 5. Press =

The answer will show on the display as 65.3 (sixty five point three)

Now you do it

- 1. 18% of 67
- 2. 22% of 98
- 3. 33% of 16
- 4. 95% of 10
- 5. 99% of 100
- 6. 54% of 77
- 7. 46% of 87
- 8. 88% of 8
- 66% of 12 9.
- 10. 19% of 56

To find the amount of GST owed in the new tax system in Australia, you multiply the amount earned by .1 (point one). This gives you 10% of the number. For example \$2000 x .1 = \$200



COOKING WITH NUMBERS

Now you get to eat the rewards of your calculation skills!

To cook you need to use the right amounts of each ingredient to get the tasty result you want. If you put in 5 kilograms of salt instead of 5 grams, you'll need 5 litres of water to wash it down.

Once you measure and weigh ingredients a lot, you will become so confident that you can estimate the amount by looking at it or holding it and you won't need to measure each and every thing before putting it in the mix.

But for now, we will practice following recipes and measuring the ingredients to perfection.

Your teacher/trainer will arrange access to a kitchen area.

Remember the following measuring guidelines:

- Weighing is in grams and kilograms (one thousand grams equals one kilogram)
- · Liquids are measured in cups with special cups for the purpose (not coffee mugs!) or using litres and millilitres (one thousand millilitres in a litre)
- Other amounts such as grated cheese etc may also be measured in cups, depending on how the recipe is written
- A tablespoon is a spoon slightly larger than a desert spoon
- A teaspoon is the same spoon used for putting sugar in cups of coffee etc.

ACTIVITY

Find two recipes and follow the instructions to make the food or drink.

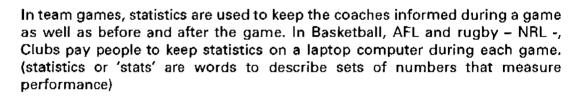
- One recipe is for an Indigenous food or drink
- One recipe for any other type of food or drink

Remember to have all of the equipment you need before starting such as measuring jug, spoons, measuring cup, wooden spoons, beater/food processor, pans, and the ingredients. If you watch one of the many cooking shows on TV you will see how they have everything within reach before they start.

SPORTS NUMBERS

Players, supporters, coaches and the media all use numbers to understand:

- How a game was won and lost
- Who played well and who didn't
- · Where the win or loss leaves them compared to other teams/individuals in the competition



During a game, coaches may want to know how many possessions an oppostition player has had. The 'stats' person presses a button and within seconds the answer is given. Before and after a game, the statistics can be used to prepare players as well as look at areas they need to improve on based on their performance in the game.

ACTIVITY

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 Visit an AFL, NRL, Basketball or Netball Club to see how statistics are kept and what statistics are seen as the most important.

The public and the newspapers, television and radio people involved in sport all use numbers to talk about the game. In AFL they talk about how many:

Kicks Handpasses Inside 50s Tackles Hitouts Shepherds Marks Long kicks Short Kicks

And many, many more!

ACTIVITY

Check your newspapers to see how scores are recorded in one of the main sporting competitions in your State or Territory. Describe in words how the ladder is put together.

Compare two different newspapers covering the same game and what statistics are different and what is the same.

THE LADDER

The other major part of numbers in sport is the ladder. The ladder shows us where each team is ranked according to the times they have won and how much they have scored and had scored against them. To create a ladder you need to add, subtract, divide, multiply, use percentages and decimals.

ACTIVITY

*

- Find a current ladder from a team sport here or overseas. Work with your teacher/trainer to figure out how teams are separated if they have won the same amount of games. Share what you have found with someone who looked at a different sport.
- 2. Make a ladder from the scores of games in your school sports or local football/basketball/hockey/netball etc.

MEASURING TIME

A very important part of using numbers and calculation in sport is keeping time.

In basketball, a game can be lost in the space of point five (.5) of a second. There has been a game in the NBL where a team was seven points in front with 13 seconds to play and lost. In Championship basketball, the clock stops for every whistle and doesn't start again until a player has touched the ball from the pass in. So that 13 seconds of game time lasted about four minutes, including time outs called by the coaches.

You can imagine how nervous the timekeeper is in a close game where every fraction of a second counts.

In soccer and AFL, time is added on for breaks in play like injury or blood rule. If the timekeeper/referee doesn't add up properly, they could either give the team in front an advantage because the game ended too soon, or the team behind the chance to win because the game went too long.

Coaches and players need to estimate how long it takes to score so they can 'run down the clock' to the last second before they have to shoot/kick/throw etc. That way they give their opposition less time to get back up the other end to score.

ACTIVITY

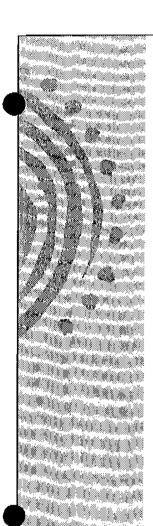
Be the timekeeper for a game at school or in your local competition or sit with a timekeeper in your local or Championship competition and watch how numbers are used. Report back to the group.

WORKPLACE CALCULATIONS

Workplace calculations are often similar in different workplaces. However, depending on what the business does, there are many variations.

In a chocolate manufacturing business, calculations are used for:

Weighing



....

- Measuring
- Speed of machinery
- Pay slip
- Work Schedules
- Keeping stock up to date
- · Clock on/Clock off
- Adding
- Subtracting
- Dividing
- Multiplying
- Timing

In an office at a medical centre, calculations are used for

- Weighing
- Measuring
- · Work schedules
- Adding
- Subtracting
- Multiplying
- Dividing
- Pay slip
- Patient fee
- Storing files
- Keeping stock up to date

These are two totally different workplaces, but they both require skills in:

- · calculating weight
- measuring amounts
- adding how much needs to go into the product (chocolate or pill)
- adding and multiplying the number of patients/chocolates each day, over a over a month and so on week •
- Subtracting stock used from stock purchased to see how much is left
- Dividing how much stock is used every day into the amount of stock available to see how long it will last
- Calculate how much tax needs to come out of each person's pay
- Create work schedules that make sure everyone gets the work hours they are supposed to have

OVER TO YOU

Discuss with your teacher/trainer a workplace you would like to visit so you can find out the sort of calculations they do every day to get the job done. You can do this alone or in pairs.

Go there with a notebook and pen to write down the types of calculations you find. You can also ask staff for copies of any examples you see, including a sample of a pay slip. Arrange some time to sit down with the manager so they can give all of the types of calculations they use every day.

PRACTICE

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 Use the related activities found in:

- · Maths 7 and Maths 8 text books
- www.bigchalk.com
- Other resources provided by your teacher/trainer to practice calculations in:
 - weighing
 - measuring
 - estimating
 - rates of speed, flow
 - simple volumes
 - checking wages, overtime (use examples from the workplaces you visited)
 - · working out work schedules

These calculations will need use of fractions, percentages, decimals.

WHAT'S YOUR NUMBER'? - LEVEL 1

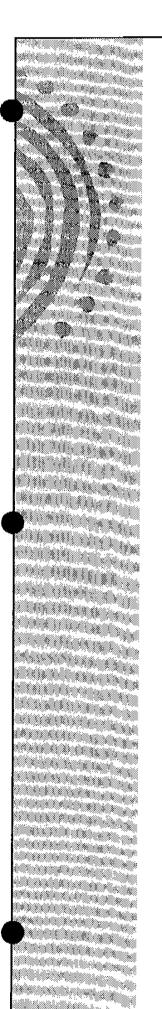
SELF-ASSESSMENT CHECKLIST

- Sea of the season of the seaso
- ☐ I can add, subtract, divide and multiply basic numbers
- ☐ I can use basic percentages
- ☐ I can measure weight, length and volume
- ☐ I can understand and use basic fractions
- ☐ I can keep score in two different sports
- ☐ I can measure time and number in sports
- ☐ I can use a calculator
- ☐ I can compare performance using number
- ☐ I can create a ladder using number to calculate highest to lowest
- ☐ I can communicate scores on a board or chart
- ☐ I can check the accuracy of my maths by using a calculator

RESOURCES

Year 7 Maths Book Maths 300, Charles Lovitt, Curriculum Corporation www.bigchalk.com

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Certificate II and III in 'What's Your Number?' takes you to the world of work to apply your number and calculation skills. It also takes you through the important aspects of personal finance and managing money for a Community project.

You can link these Modules to 'So what's Doin'?' where you are required to work on a community project. You can also create a project specifically for developing these number and calculation skills. Talk about the possibilities with your teacher/trainer as well as your mentor or members of the CALP. You can make what most people see as a boring subject into a highly interesting and relevant subject.

LEARNING OUTCOMES

After working through these Modules you will be able to:

- measure length, perimeter, volume, weight, time, temperature, area
- · add, subtract, divide and multiply complex numbers
- use fractions and mixed numbers
- use estimating techniques
- calculate ratios and proportions
- · read charts and graphs
- produce charts and graphs
- · use statistics to compare work flow, stock levels, read customer surveys
- · create flow charts and spread sheets
- · interpret trends and graphs
- · produce graphs

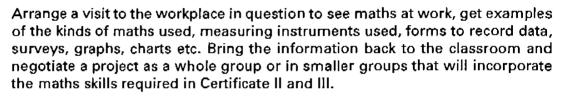
Certificate II level is at the level of understanding how to use the above maths skills. Certificate III is at the level of creating your own graphs, spreadsheets, flow charts etc and interpreting what the numbers tell us.

PROCESS

The most effective way to learn these skills is through a practical application of them.

This can be done through developing a project around a particular workplace as a whole group or several workplaces if the group is divided into smaller groups. The workplaces could be from manufacturing, office/public service, local government, trade, Indigenous Community Arts, Health, Cultural, Sports organisation or anywhere else you and the students draw from.

Once you have negotiated what workplace to explore, you could brainstorm what students expect to find there in terms of the maths needed to do the work.



These could include:

Building project

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- · Arts project mural, tapestry, weaving
- · Sports training project
- Community Development project link into 'So What's Doin?' Module

Whatever project is chosen, work with the students to ensure that they cover all of the maths skills required in Cert II and/or III as they plan their project with you.

Give plenty of time to the planning stage to ensure:

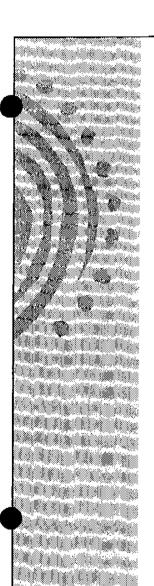
- Students understand exactly what they will be doing
- All resources are in place to begin
- · All areas of maths are covered relevant to the Certificate level they are working towards
- Each student understands their role in the group
- · Identify areas of maths that may need specific instruction/revision (underpinning knowledge)

ASSESSMENT APPROACHES

When using project work as the main approach to developing skills, you need to have specific assessment approaches to determine whether each student understands the maths concepts and can perform the maths skills involved.

Some assessment tools include:

- Individual journals for students to record what they did each session and what they learned in relation to particular maths skills
- · Informal discussions with each group and individuals in the group to determine how well they understand the skill
- Take-home worksheets of maths tasks that reflect what they are doing in the project, to see if they can transfer to the skill
- Observation of the students at work on their project
- Student demonstration of how they perform the new maths skill
- Peer assessment of each other's contribution, cooperativeness, resourcefulness, initiative



PROJECT BUDGET AND FINANCE MATHS

This area of Maths could be incorporated into the 'Where are You Going? And 'So What's Doin'?' modules.

It is important that we understand how to manage both our own money as well as project money in an organisation. This is an area that is often lacking in Indigenous Communities and one identified in Community consultations as a high priority for the development of Indigenous Community organisations as well as the econoomic base of individuals and Communities generally.

Personal Finances

- · You need to understand:
- · What a budget is
- How credit cards work
- How cheque books work
- · How savings work
- How layby works
- What your pay advice tells you
- · How to read a bank statement
- · What is a debit and what is a credit

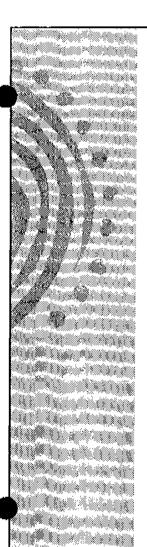
Again, the best way to understand this kind of maths is to relate it to our own finances.

ACTIVITIES

Personal finance project ideas:

Create a fortnightly budget mapping what you spend money on each week and what money you get each week. Make sure the budget covers:

(note: where an expense relates to a once a year payment like insurance or registration, divide the payment by 26 to come up with a fortnightly expense. For example, house insurance is \$260 per year, dided by 26 equals \$10, so \$10 goes next to house insurance expenditure in a fortnightly budget.)



MONEY IN

Money coming in from your own work, pension, study allowance, child support etc

Money your partner gets (if relevant)

Total Money in every Fortnight

MONEY OUT

Food: groceries, cigarettes and alcohol, take-away/eating out

Housing: rent or mortgage, council rates, water rates, house and contents insurance, electricity, gas

Telephone: mobile, home, internet

Transport: fares, petrol, registration, repairs, insurance

Health and Medical: chemist, doctor, vitamins/minerals

Education: books, pens, paper, school fees

Lifestyle: clothes, entertainment, sport, hobbies, magazines, birthday gifts

Other repayments: personal oan, car loan, credit cards, store accounts, rentals, layby

Savings: Christmas Club, special purpose

Total Money Out Every Fortnight:

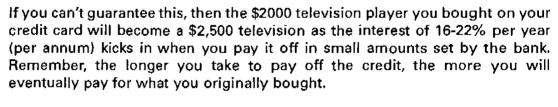
Money In minus Money Out tells us whether we are in debt or not. Laying it out like this makes it easier to see where cuts can be made to make sure we a re not in debt at the end of every fortnight.

HOW CREDIT CARDS WORK

This is a very important part of maths. Understanding how interest rates on credit cards and loans works will help us make better decisions about what financial agreements we make with banks and other places offering 'easy money'.

The golden rule of credit cards is:

Only own a credit card if you will make sure the amount put on credit is paid back within a month.



That is why you win and the banks lose if you use credit only to cover you for a few weeks while you get the money together and then pay it off within the month. If you do that you get the product for the price it is worth and you get it when you want it.

If you treat credit cards as a form of long term loan to be paid off over years, that's when Banks laugh all the way to themselves and make billions of dollars of profit from millions of people making the same mistake.

ACTIVITY

Invite a Financial Advisor from First Nations Bank to your class to explain what you would end up paying for a \$2000 television if they used their bank's credit card and paid it off at the amounts set by the bank. Compare that to what it would cost if you paid it off within a month of purchasing it.

As a group, map the advantages and disadvantages of credit cards. Talk to the First Nations Financial Advisor to discuss what you came up with and get their opinion.

Cheques

Cheque books are a good way of keeping a running record of what you are spending and how much you have left in your account. They also make it easier to identify work expenses so they can be included in your income tax return.

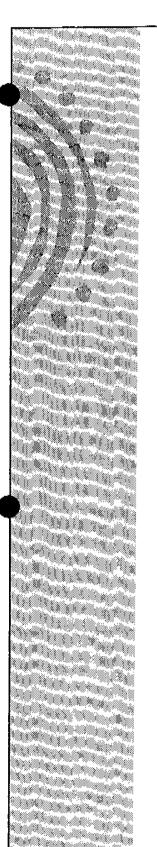
These days most banks charge a fee for use of cheques, some having the first five per month free then 25 cents for each one after that.

Every business has a cheque book to record who they have paid, when, the amount and what is left in the account after paying. Cheque books also usually have deposit slipps in the back of them so cheques received can be recorded and deposited in the account.

When you write a cheque you can write it as a:

Cash cheque: next to 'Pay' you write 'Cash' and do not cross the cheque or make it not negotiable. The person using this cheque can be paid the amont no questions asked – so don't leave one lying around!

Not Negotiable Cheque: has two lines across it and the words 'not negotiable' written between them. This means the cheques has to be deposited into a bank account so cannot be cashed immediately.



A dishonoured cheque: is a cheque that is rejected by the bank because the account it comes from does not have enough money in it to cover the cheque amount. This is where the cheque is said to have 'bounced'.

Cheques in an Organisation

All organisations have rules about who can write a cheque for the organisation. In many cases each cheque requires two signatures.

ACTIVITIES

- Get sample bank books from your local bank or First Nations Bank to practise writing cheques and recording the information on the cheque 'butt'.
- Find out from an Indigenous organisation what their rules are using their chequebook.

BANK STATEMENTS

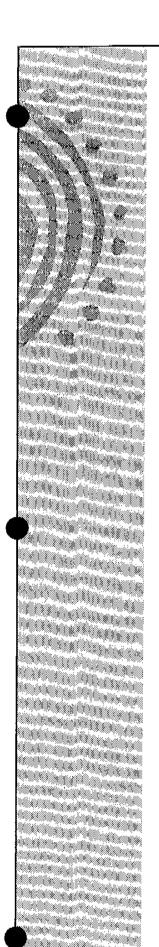
The bank will send you a monthly statement of what has come in to your account and what has gone out, including the many bank fees and government taxes that go along with having a bank account. These are on the Debit side of the statement.

The Credit side of the statement tells you what money has come in that month through deposits made into your account.

This statement will tell you which of the cheques you have paid people with have been banked by them, and which ones are not yet banked.

You will need to tick off the ones that have been banked and then add to them the ones that have been written to pay for something but not yet banked by the payee. This will give you the Debit amount to subtract from the total Credit amount. If you don't add the un-banked cheques you have paid out, you will get the wrong idea about how much money is left in the account.

For example, you may have \$2,300 Credits and \$1500 Debits as stated in your Bank Statement and think you have \$800 left. But you didn't check the cheque book to see what cheques you wrote that month that have not yet been banked by the payee. If you had, you would see that another \$500 was going to be taken out of your account to cover these cheques when the payees finally banked them.



ACTIVITY

In groups of three, organise to visit the Finance Manager of an Indigenous organisation to see how they keep track of what money comes in and what goes out. When you come back, share what you have found with the rest of the group.

For Project Budgets and Finances students need to know

- How to record money coming in (income) and money going out (expenditure)
- What is a project expense and what is not a project expense
- · How to create a project budget to submit for funding

PROJECT BUDGETS

Project budgets are put together as part of submitting for money to run an activity, do research, employ a project officer, run an event etc. They cover all costs and all money coming in as a result of the project –this is usually just the amount you receive to run the activity/event/research.

When you are putting together what costs will be involved in a project, you need to make sure that all possible costs are included. If you forget some and you have already received the money for the project, you will usually not be given any further money to cover them. That leaves the organisation to cover them – and that doesn't make Committee of Management very happy.

- Step 1. Brainstorm all of the costs associated with doing this project
- Step2. Break them into categories such as Office, Materials, Venue, Catering, Consultants etc
- Step 3. Set out the budget:



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 Youth Conference Project

INCOME

Grant from Department of Justice 20,000

EXPENDITURE

Consultant	10,000
Venue	800
Catering	2,600
Public relations/advertising	1,500
Marketing materials	1,700
Conference Materials	1,180
Phone/Fax/Internet	720
Transport	400
Office/stationery	900
Insurances	200

Total expenses \$20,000

These figures do not include GST.

The Expenditure figure should equal the Income figure because you are not trying to make a profit. If your expenses do not equal your income from the Grant, then the people giving you the money for the project will only give you the total under Expenditure.

Receipts

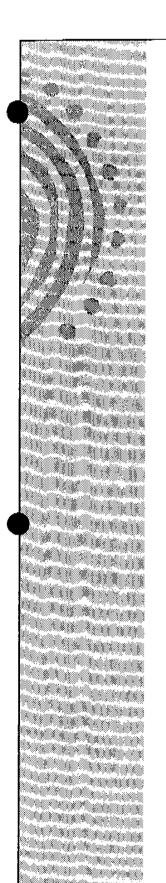
You will need to keep all receipts given to you by the people you pay during the project so you can prove the money was spent on what it was supposed to be spent on. The amount you pay out for each expense should also be recorded in the organisation's chequebook.

Project Expense

A project expense is any money you pay out to get the project done. Any payment you make has to come under the headings you had in your original project budget.

For example, when you pay for the people who provided food for the conference, you would put that down under Catering under the Expenditure heading.

You cannot use money set aside for Catering to spend on employing someone, for example. The people who funded you expect the money to be spent as it was set out in the proposal. The only time you can use the money differently to how you originally



And the second second

 planned is to ask the people who funded you and give them some strong reasons why changing the original plan is necessary.

ACTIVITY

Create your own project (or use your Community Project) and make a Project Budget that will cover all of the expenses in achieving project outcomes.

Ask someone in the Community who puts together project submissions to help you put together a submission for funding to cover the costs of your idea. Submit your idea to the relevant Government Department, Indigenous organisation, other funding body after you have had an expert help you put it together and check it over.

Get a copy of how they record the money coming in (Income) and the money going out (Expenditure) for any project they have done or are doing. Use this to create you own record sheet of Income and Expenditure for your project.

WHAT'S YOUR NUMBER'? - LEVEL 2 & 3

SELF-ASSESSMENT CHECKLIST



	1	çan	measure	length,	perimeter,	volume,	weight,	time,
	temperature, area							
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- ☐ I can use fractions and mixed numbers
- ☐ I can use estimating techniques
- ☐ I can calculate ratios and proportions
- ☐ I can read charts and graphs
- ☐ I can produce charts and graphs
- □ I can use statistics to compare work flow, stock levels, read customer surveys
- □ I can create flow charts and spread sheets
- ☐ I can interpret trends and graphs
- □ I can produce graphs

RESOURCES

Year 9 and 10 Maths Curriculum

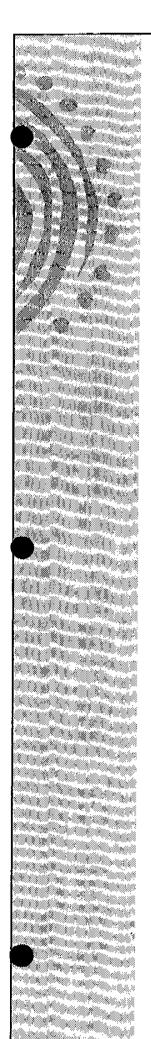
First Nations Bank, 1300 658 958, www.firstnations.com.au (for financial maths samples and materials)

www.bigchalk.com

Frontline Management Learning Guides, Prentice Hall, 2000 (for project budget and finance curriculum)



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WHATS THE STORY?

CULTURAL STUDIES 1

This unit is about getting to know the people and events that shaped your local area. It's about seeing how the past is linked to what's happening today. Sometimes we get the wrong idea about history. We might think it's just about facts and events that have passed us by. We might wonder why those events mean anything to us today.

You may hear people saying 'why do we need history, it's in the past?'

What they haven't understood is how the past is linked to what's happening today. When we understand it, we can live better, if we want, in the present day.

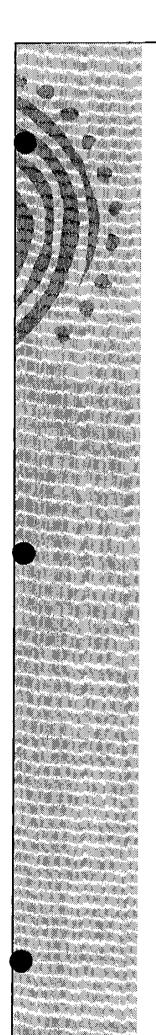
What's the Story? is about looking at history through the stories of the people who were there at the time. It's also about asking people who are with us today about their thoughts, or interpretations of those events.

This includes the stories of Aboriginal and Torres Strait Islander people, and the many different groups of people who were forced or chose to live in Australia.

As you move through the unit, your knowledge and understanding of the people who lived, and live now in your community will grow.

WHAT WILL I BE ABLE TO DO AFTER THIS UNIT?

- Talk about English and Irish culture and life situations in the 1800s
- Explain why they came here & why they described Australia as a land without people 'terra nullius'
- Describe how Indigenous people in your area were living before the English arrived
- Help others to understand how indigenous people were of many different groups, not just one big group
- Explain how Indigenous and non-Indigenous people were different in their cultural views and practices
- · Find similarities and differences between the two groups
- Help others to understand what happened when the two groups met or clashed in your area



HOW WILL I DO THIS?

You could:

- Create a web-page for you and your tribe's story, or a tribe of your choice
- Make a video that tells the local area story
- Create a power-point or art presentation
- Present a report to the local community on what you find (many community organisations run cultural awareness sessions now and your presentation might be a great help)
- Record the stories and views of Elders in your community (seek permission and check protocols first)
- Write a play or produce a dance performance that helps others understand what life was like before invasion in your local area and what happened afterwards

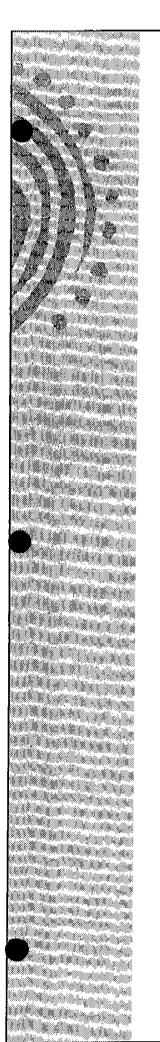
This module is aligned with the Certificate in General Education for Adults (CGEA) and the Victorian Certificate of Applied Learning (VCAL). Your learning coach can explain how this works.

· Skills Bank

The reading, writing, listening, speaking and personal skills you'll build are about:

- Thinking through where to get the information you need
- Writing sentences that clearly express your ideas
- Reading short texts that have a strong personal interest for you
- Listening for the information you need on videos, oral presentations and in learning situations
- Building positive relationships with other members of the learning team
- Setting goals for your learning and a plan to make them happen
- Organising your tasks and time so that you meet your learning goals
- * It doesn't matter if you have difficulty reading and writing, or if you feel you can't read and write at all. Your learning coach will find the right path for you if you would like to build these skills.

If you don't, your learning coach will talk with you about other ways you can be assessed at the end of the unit.





Now you are clear about what you need to do, the rest of this manual has been created to help you get there. There are tasks, information and lists of good references to help you out.

BEFORE THE INVASION

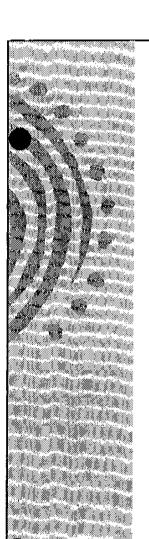
You're going to hear people use different words to describe what happened here when the English arrived. Some will use the word 'settlement', some 'invasion', others will move between the two.

You'll also hear people arguing about whether Indigenous people were here for 40,000 years or more and how many people were here. The facts are there were at the very least 750,000 people here for a long time before the English and others arrived. These people had lived well for many years and gathered much knowledge and skills.

They had ways of organising themselves, keeping well, hunting and gathering for food, looking after the land, getting work done, and keeping order within the group. All of these systems were based on their spiritual beliefs about the land and everything on it.

They believed they belonged to the land, not that the land belonged to them.

Everyone and everything on the land had a purpose and was linked together. When the English came they couldn't see this. They had a different view of the land. They believed the land was the servant of the people, and could be owned and controlled.





In a small group:

☐ Find out more about Aboriginal people in your area and how they lived before the invasion. Make sure Elders understand and are okay about you working in this area.

See if you can get a picture of the following:

- Dreamtime stories and how they shaped what people did
- Tribe and Clan boundaries
- Languages spoken
- Totems
- Laws
- Animals and plants hunting and gathering
- Work and how it was divided
- · Family and social relationships (men and women, children and adults, family members, Elders...)
- Beliefs
- · Tools and other technology
- Anything else you think is interesting

Do the same for your tribe, if living on another's country.

If you are a non-Indigenous student, focus on the clan/s where you live. You may also like to look at your own family's history.

- Where were your people from?
- · What did they believe?
- · How did they end up in Australia?

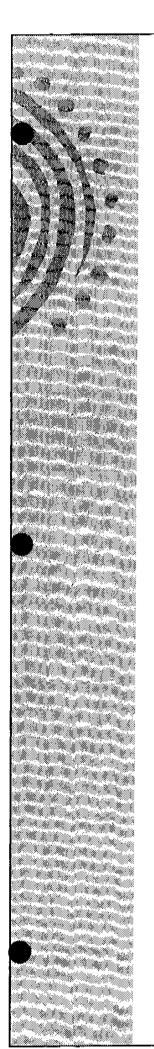
WHO CAN HELP US?

Cultural Heritage Officers, Elders, staff at the museum, librarians, local historians, Aboriginal Affairs or Cultural Heritage staff, and local cooperatives often have this type of information.

Tell us what you found out here, use pictures or dot points if you want.



Record



THE INVADERS

How much do you know about why the English invaded and claimed this country? What about the Irish, do you know much about them?

What were these people doing getting out there on ships looking for land to conquer? What did they believe about the world, people, power and land? What were their beliefs?

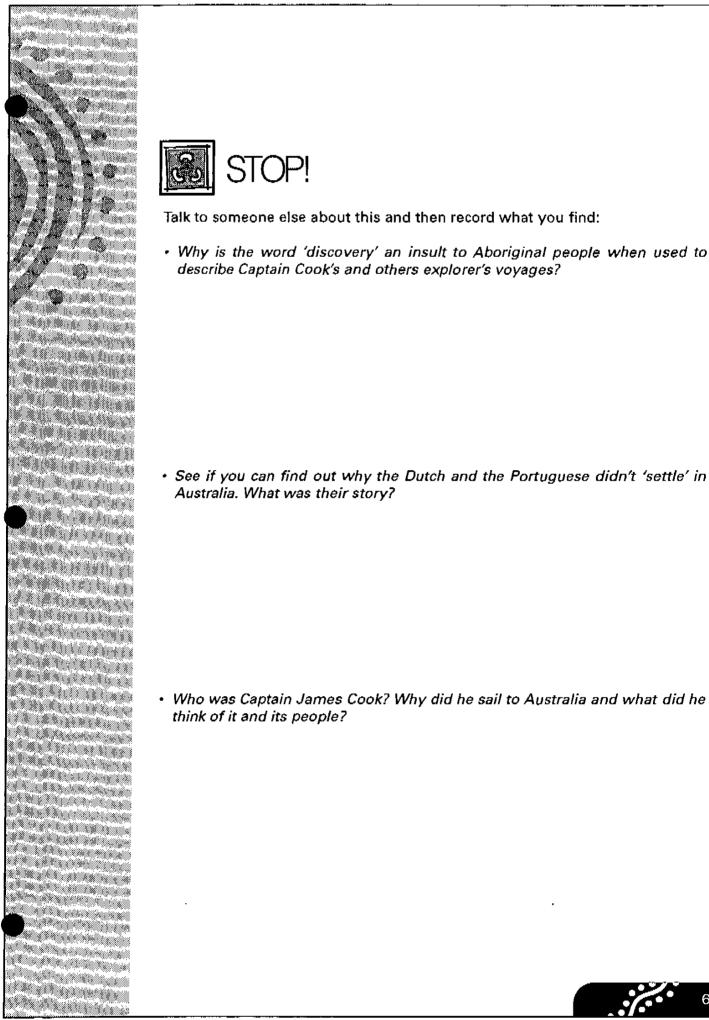
Did you know for many centuries people thought there was a *Terra Australis Incognita (unknown southern land)?* So when ships were invented and navigational aids were developed, the European explorers got busy exploring the land south of the equator.

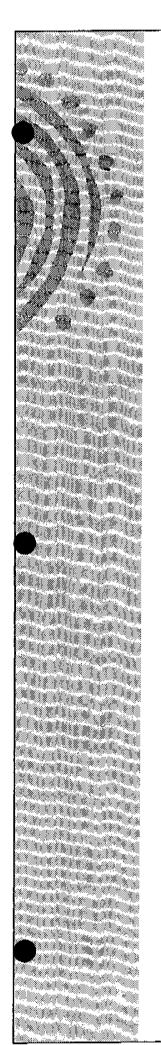
Australia is a long way away from Europe, and some say that kept Indigenous people and their cultures protected. They continued to live largely uninterrupted, while other groups of people closer to the superpowers of Britain, Spain and France were not so lucky.

For example, the Aztecs in South America were devastated physically and culturally by the Spanish in the 1500s.

Many made the voyage prior to Cook's famous landing at Sydney Cove in 1778. They included the Dutch, and the Portuguese. They even began mapping the coast in the seventeenth century, and the Dutch even called the land 'New Holland'!

All of them claimed they had 'discovered' the great southern land.





WHAT DID THE INVADERS BELIEVE?

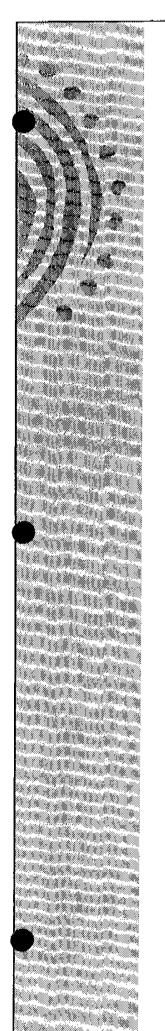
It's hard to believe now days that a group of people could just sail up to someone else's country and say, "hey this is good for us, we'll take it!" In fact that's what the British did. They had a problem and they thought they found the solution by taking ownership of the great southern land.

The British like the other superpowers believed in 'might is right' or 'the survival of the fittest'. They believed in one God, and that their rulers were close to God. Also, there was a new thinking called *science* that was growing. Science gave them other reasons for taking over lands like Australia.

Before science came along, the British and other European cultures explained the world through religion. Everything that happened they thought was the work of God. They believed they were close to God, and that their rulers were 'Godlike'. This gave much power to the Churches and to the rulers.

The British 'ruling classes' already thought they were superior. Science gave them more reasons

By the time Cook landed in Australia, both science and religion were used to guide and explain all actions and events.



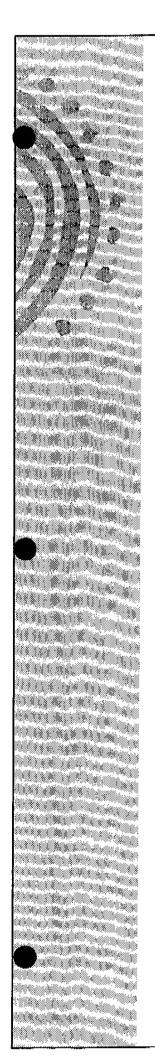


In small groups:

 Find a creative way to show the differences between Aboriginal and Christian beliefs about creation.

 Share some Dreamtime stories. Some can be found on the Internet and in the library.

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THE PROBLEM

So far you've seen how the British and other European groups thought they were superior. They believed their God was the only God. They believed they were more intelligent and theirs was the only way to live.

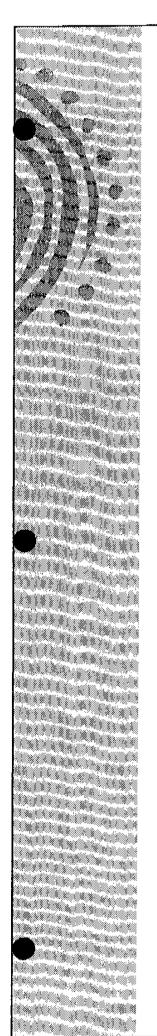
The British also knew they had a problem - the Irish and the growing numbers of criminals. The jails were overcrowded, the population was increasing, people were moving to the towns, industry and farming technology was developing, and America had won independence so they couldn't dump convicts there any more.

They had a huge problem to solve.

The Irish were also fed up with English rule and were rebelling. There were many more Irish prisoners but the judges were not giving the death penalty as much, so prisoners were often held on old ships called Hulks.

This was not working and they didn't want to build more jails. The public was not happy. They had to find a way out.

Joseph Banks, Cook's botanist, recommended Botany Bay New South Wales as an ideal solution to the problem.

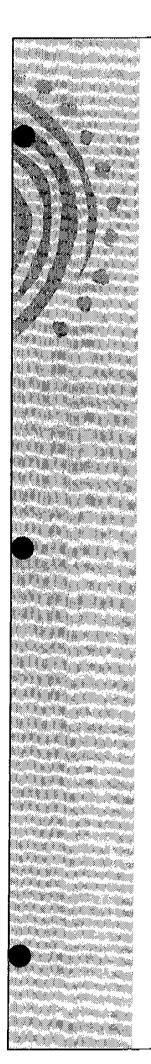




In small groups:

Tell these people's stories:

- An Irish convict Why were they rebelling? What was going on in Ireland?
 What was their culture all about?
- A British convict How were ordinary people living in Britain, especially the poor. What was life like for them? What was their culture all about?
- What was life like in the Hulks? Tell that story.
- See if there were any other reasons why the British decided to send convicts to New South Wales. Tell the Government's story.



THE CLASH

So slowly, but surely an almighty clash of cultures happened. In 1786 a Governor was appointed for the 'new colony'. His name was Arthur Phillip. He commanded the First Fleet of convicts and soldiers to the new colony.

The convicts had been locked away in the hulls of the ships for two months. Imagine that! Away from family, and knowing they would be sailing soon, most likely never to see their homeland and family again.

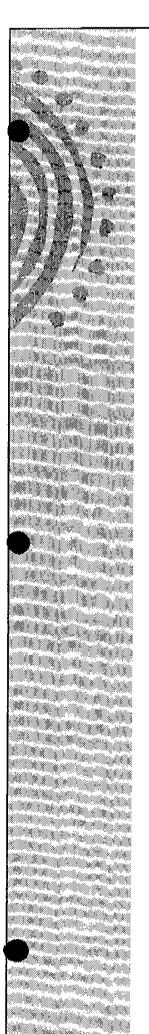
They were miserable, sick and scared.

Meanwhile Governor Phillip had been instructed to make friendly relations with the Aborigines and to stop the British from interfering with their way of life.

Governor Phillip tried to keep the convicts away from the Aborigines. He also tried to convince them the British had better weapons, so there was no point fighting them. Phillip's other tactic was to try and understand their culture and language and explain British culture and language.

Slowly the Aboriginal people realised the British were not going away. This scared and angered them as they realised their water-holes, food supplies, health and women were in danger.

They began to fight back. Over time disease and violence devastated the Aboriginal people. For example, over half the Aboriginal population in Port Jackson, which was the place the British decided to settle, died of smallpox.





In pairs

Find out and present to the group:

- When the first contact happened in your local area.
- What happened when the two groups met?
- How the contact changed the way Aboriginal people were living.

FIGHTING BACK

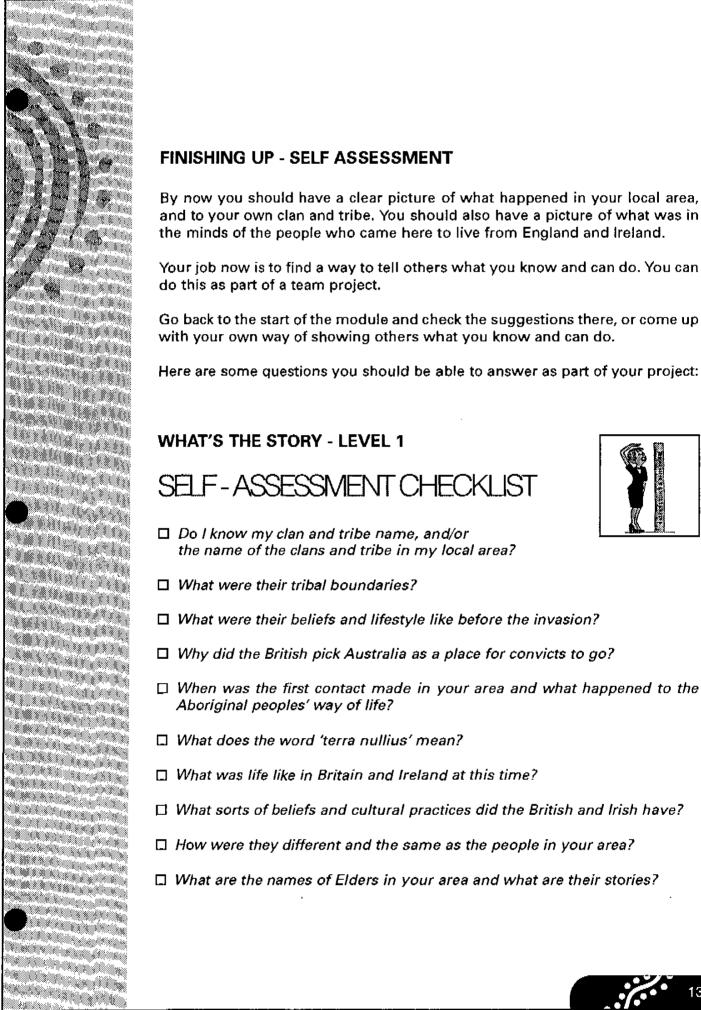
There are many examples of Indigenous people fighting back. Some say these people were the first activists. There are also examples of non-Indigenous people who were angry at the treatment of Aboriginal people.

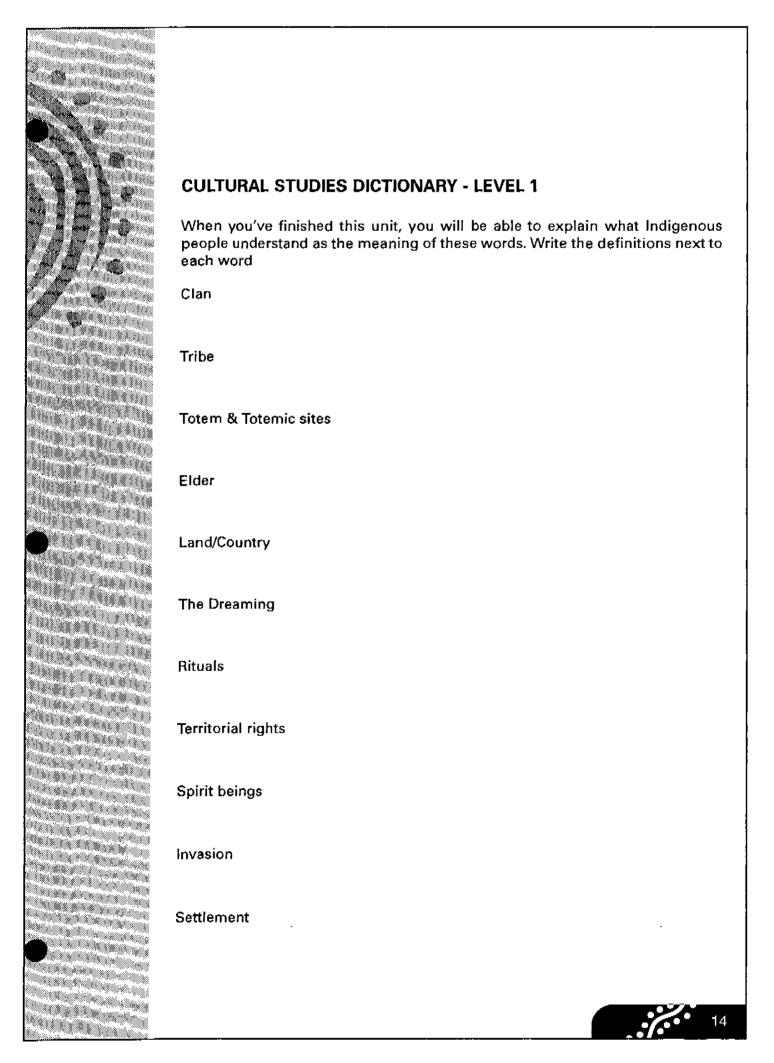
One example of an early activist was Pemulwy. He was a fierce warrior. He led attacks on white settlers along the Hawkesbury River. Governor Phillip and Governor King were at a loss to know how to stop Pemulwy.

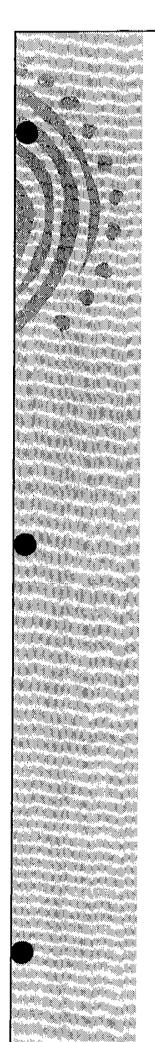
Other Aboriginal people stole sheep to feed themselves, or came onto the land to get to the waterholes and sacred sites. Some tried to shelter their people by moving further away to another tribe's country.

There were many ways Aboriginal people tried to protect their land, people and culture. In the next unit we'll see how their efforts were often met with violence and eventually the 'law' and 'religion' as the settlers' way of life began to take hold.

In the next module you will hear their stories.







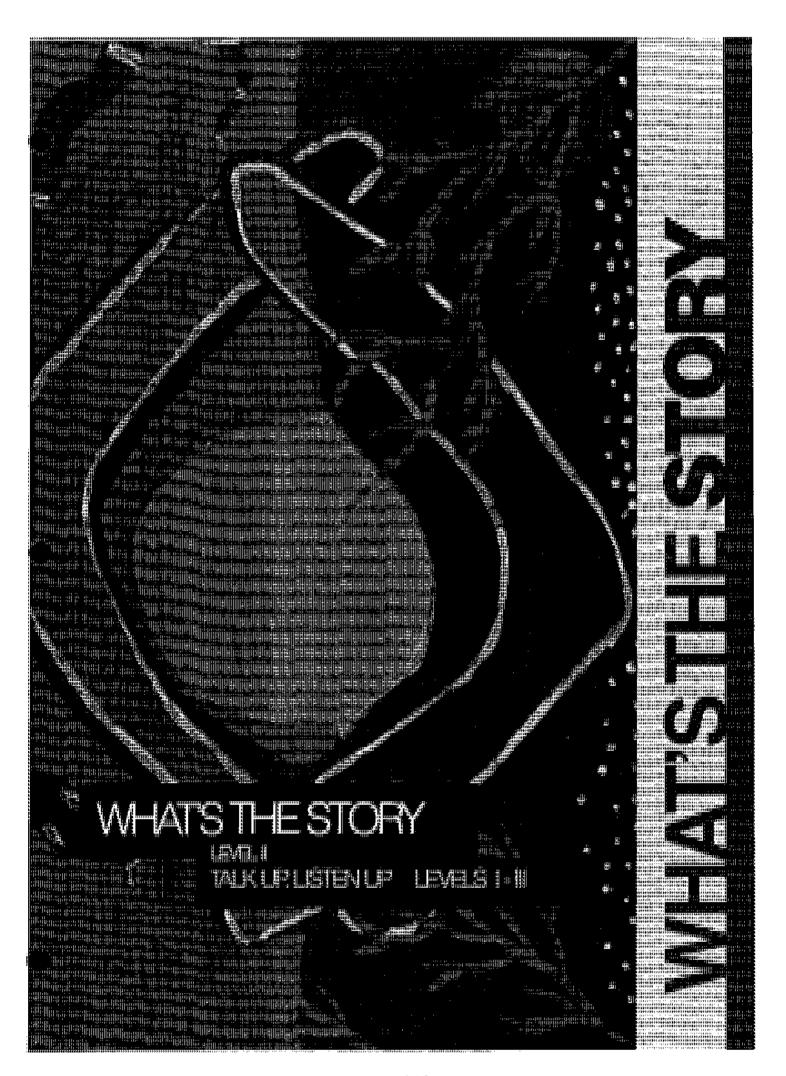
STRETCH

HERE ARE SOME ACTIVITIES TO STRETCH YOUR KNOWLEDGE AND SKILLS

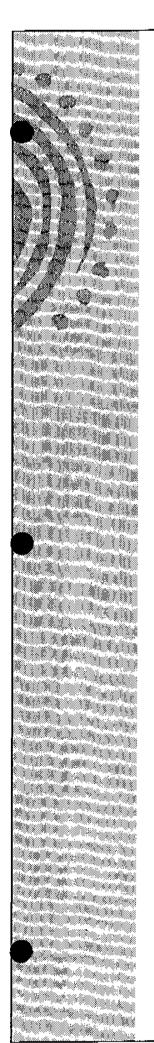
- Collect the oral histories of Elders in your area. Present them to the community in an interesting way. (always get permission for this type of work from the Elders themselves, that includes how you use the information)
- Work with Elders to plan and conduct a cultural field trip for young people and other community members
- Visit the museum, and the local Keeping Place if one exists, and communicate what you find to the group
- Work with the local librarians to list all the information that exists about Indigenous people in your area.
- Organise site visits with Elders and Cultural Heritage Officers. Find a powerful way to tell others why cultural sites must be protected.
- Visit the National Parks in your area with the Indigenous Parks Officers
- Find any audio-visual resources about your local area and its people. Share them with your group.
- Visit the Art Gallery to see paintings done about your local area and community
- Build a cultural trail that tells the story of the local people

Here are some references you might like to look at, or listen to:

Insert Leanne's info when available



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WHAT'S THE STORY?

CULTURAL STUDIES 2

HOW DID INDIGENOUS PEOPLE SURVIVE?

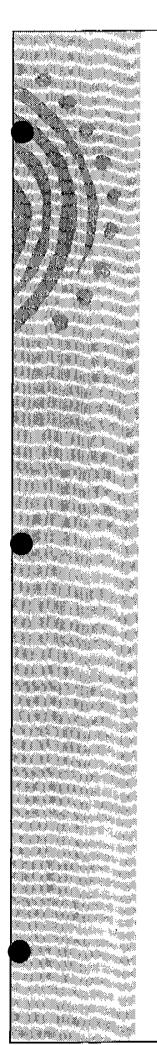
This unit asks you to look at the survival stories of Indigenous people in your State or Territory. You'll get to know the different policies Governments used to 'manage' Indigenous people and how they affected them. It also asks you to hear the stories of the many Aboriginal people who fought back.

You'll also be asked to look at how the Australian political system works today and how Aboriginal people are taking action to fix the results of a long history of disadvantage and injustice. This includes looking at organisations like ATSIC and local Cooperatives.

WHAT WILL I NEED TO SHOW I KNOW AND CAN DO AFTER FINISHING THIS UNIT?

You will need to:

- Tell us about the five major government policies and how they affected people in your community
- Describe how people fought back, including resistance actions and the work of activists like Bill Onus and William Cooper, Margaret Tucker, Pastor Doug Nicholls, Charles Perkins and Eddie Mabo
- Show you can speak about major historical events described in your timeline from the Indigenous perspective (time-line at the back of this manual)
- Describe how Government works today, including Indigenous organisations like ATSIC, local cooperatives, state/local and federal departments.



HOW WILL I DO THIS?

You might like to:

- · Create a mural
- Write a story
- Write and put on a play
- · Put a power-point presentation together
- Write a report

Skilis Bank

At Level 2, the reading, writing, listening, speaking and personal skills you can build are about:

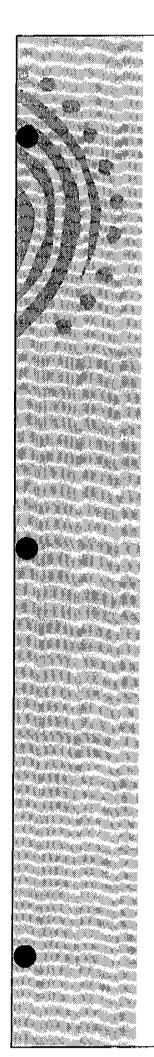
- · Selecting and reading short simple texts that relate to the topic
- Finding the information you need in those texts (they can be computer based too)
- Taking notes that relate to the tasks you need or want to do
- Writing about the topic, and your areas of particular interest in it, using a plain English and simple sentence structure
- Being a positive member of a team, including sorting out problems with the team and working cooperatively to get a project done
- Creating learning goals and strategies to achieve them
- Demonstrating courage and persistence in achieving your goals, including asking for help when you need it

Your Coach

Treat this book as your coach. You will find information, activities and resources you can use that will help with your learning.

An important activity for this module is a *state/territory field trip*. During the field trip it's your job to get to know the important places, events and people that have shaped the lives of Indigenous people.

There are sample field trips and activities for Victoria at the back of this book.



AFTER THE INVASION

Many Australians today will tell you they know very little, if anything, about what happened to Aboriginal people after the invasion. 'John' works for the State Government in Victoria. He says:

'When I was at school, it was like the Aboriginal people disappeared after the English arrived. We went quickly from Captain Cook and settlement to the gold rush and stuff, but Aboriginal people weren't really mentioned again'.

So what happened? What were Aboriginal people doing and why weren't we told what happened in our history lessons? The story continues...

PROTECTION (CO-EXISTENCE 1788 -1845)

The British King gave Captain Cook instructions to take possession of the land only after getting 'the consent of the natives'. However, under British law consent was only necessary if the land was occupied in a European way.

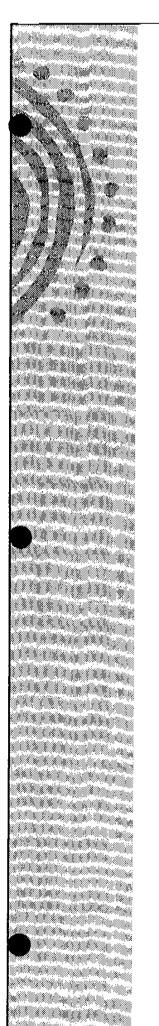
They decided the 'new land' was uninhabited land - terra nullius, because they could not see evidence of people living like the Europeans with houses and fences!

This meant they took possession without asking. No treaties were made, even though they had done this with the Indians in North America, the Maori people of New Zealand and in many other parts of the world.

They were off to a poor start.	
(Insert Cathy Wilcox cartoon - The Age)	
'Protect the Natives'!	

After the British decided they would start the new colony, they made Captain Arthur Phillip the first Governor of Australia. They gave Governor Phillip a direct order to 'protect the natives'. He was to make sure the needs of the Aboriginal people were respected, and any English subjects who hurt the Aboriginal people were punished.

The English thought they could live side by side the Aboriginal people as they settled the new colony (co-exist).



Back in England, there was even an 'Aborigines Protection Society'. These people put pressure on the King and the British Parliament to look after the Aboriginal people as they made the new colony. The English had made many colonies before, this just means they took over other parts of the world and ruled them from England.

It was a matter of time before they also moved into other parts of Australia. However, the people on the eastern coastlines were the first to feel the force of the invasion.

These people suffered disease and slaughter. The Governors and the King attempted to protect them through punishing some violent acts, and appointing official 'Protectors', but these people couldn't stop the murders, poisoning, rapes and massacres of Indigenous people.

The estimated death toll of what became known as the frontier wars between 1830 and 1890 was 20,000 Aborigines and 2,000 'colonisers'.(Henry Reynolds, Why Weren't We Told, 1999)

The Squatters

There was also the problem of the squatters.

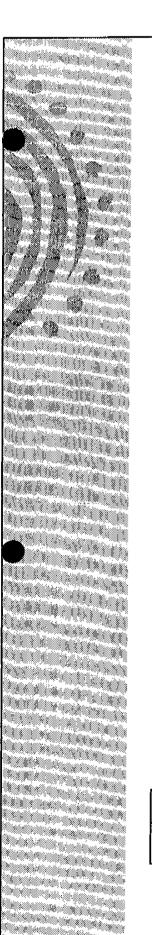
Squatters leased land to raise sheep on. They found the Aboriginal people to be a nuisance. They fenced *their* properties and with it the water-holes, food and sacred sites of the Aboriginal people. The result was the Aborigines lived on the fringes of properties and towns. They were left to beg or steal food and water. They were unable to look after their sacred sites.

This situation starved their bodies and spirits.

Aboriginal Resistance

Some tribes organised raids on the squatters' sheep, cattle, horses and food stores. They also took revenge for any killings of their own people. However, as they were pushed further and further away from their country, life became miserable and many were also dying of disease.

Reports were getting back to the King that the situation was devastating for Aboriginal people and a solution was needed. Co-existence had failed.





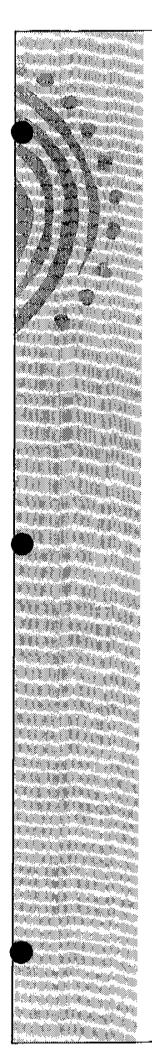
In pairs or a small group:

☐ Have a look at information from this time. Write a simple job description for a Protector.

- ☐ Work together to find out about these people and events. Write some notes about each. Who were they? What happened?
- Pentulwy and the Darug Resistance 1790-1802
- Calyute, Yagan and Weeip and the resistance against colonial forces in Western Australia
- · Jundamurra of the West Kimberley
- · Dandali in Brisbane
- · Truganini of Tasmania
- Wiradjeri Resistance 1803
- Myall Creek Massacre 1838



Record why your group thinks the Protectors failed in their jobs. Share what you find with the bigger group.



PROTECTION THROUGH SEGREGATION 1845 -1930

'We must smooth the pillow of a dying race'

The British thought that the Aboriginal people would die out. Remember they believed in the 'survival of the fittest'. Some also thought they should make their last days comfortable, particularly the religious people.

So, they looked at another way to 'protect' the Aboriginal people. This time they rounded them up and forced them to live on 'missions' and 'reserves'. There they got shelter in some cases, and rationed amounts of food and blankets.

They also made laws stopping Aboriginal people from entering the towns, trading with non-Indigenous people, and working (unless they had special permission).

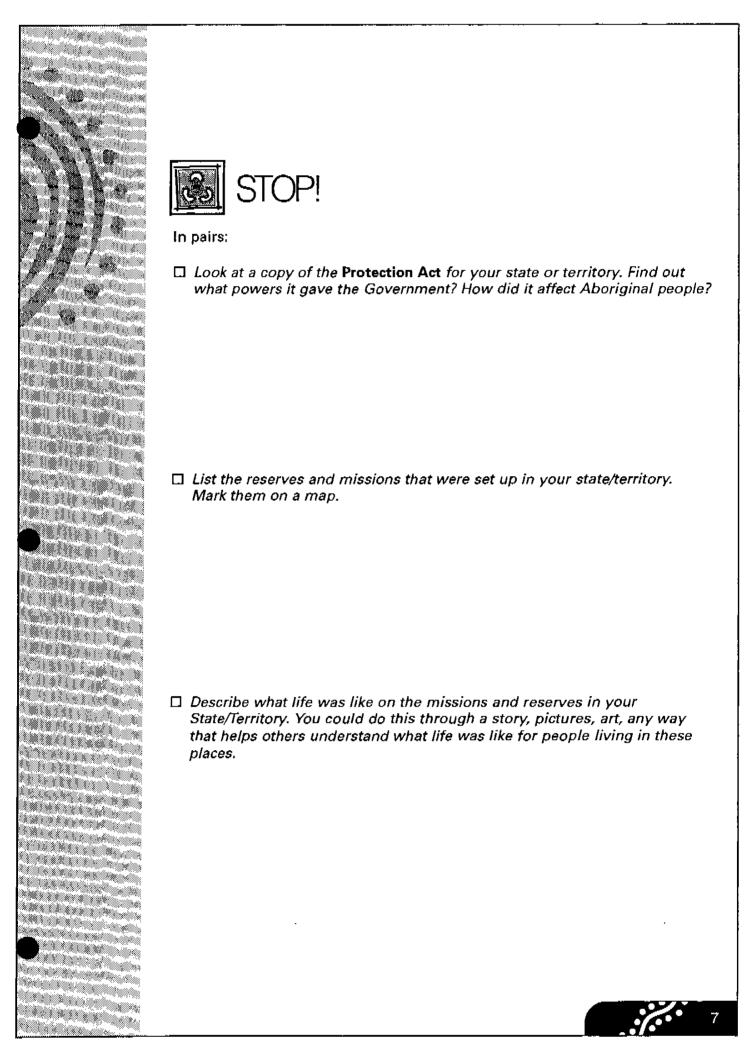
This, they said would protect them from the convicts and squatters too, who had committed acts of violence against them.

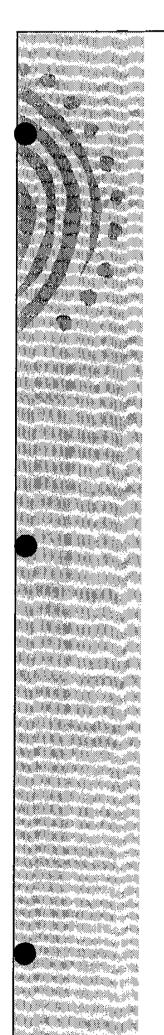
Each State and Territory controlled the lives of Aboriginal people through their protection policies and laws. These laws made it 'illegal' for Aboriginal people to leave the mission or reserve without permission. They were unable to practice their cultural ceremonies, or to speak their languages.

The Government controlled every part of their lives.

They also had to live with clans and tribes they were not supposed to mix with. The result was many languages and cultural practices were lost. Kinship systems broke down.

The Native Police were also formed to help track down and 'discipline' the Aborigines. They were Aboriginal people from tribes outside the local peoples' community. They also helped track down convicts and bushrangers. They were a hated group of people.





THE NEXT SOLUTION - ASSIMILATION (1930 - 1960)

'The policy of the Government is to breed out the colour as far as possible' J.A.

Carrodus Secretary of the Department of the Interior, 1933

The next Government policy separated 'full-bloods' from 'half-caste' people. The Chief Protectors thought they had a responsibility to the 'white' part of Aboriginal people. They believed it was possible to 'breed out colour' and assimilate 'half-caste' people into the white society.

These people were now using science to support their actions. They were listening to scientists and anthropologists who were measuring skulls, and doing culturally biased IQ Intelligence tests to prove they were superior to the less 'civilised' cultures, like the Aborigines.

Insert cartoon from Sydney Punch ñ Scientific Investigations)

So because white was superior, they believed the more white blood you had the better off you were. This was the start of what many call 'cultural genocide'.

The Governments of the day began to make laws about the removal of half-caste children from their families. They were placed together in 'children's homes' or adopted out to white families. Marriages were arranged between half-caste women and white men. The Churches and missionaries helped the Government with this work.

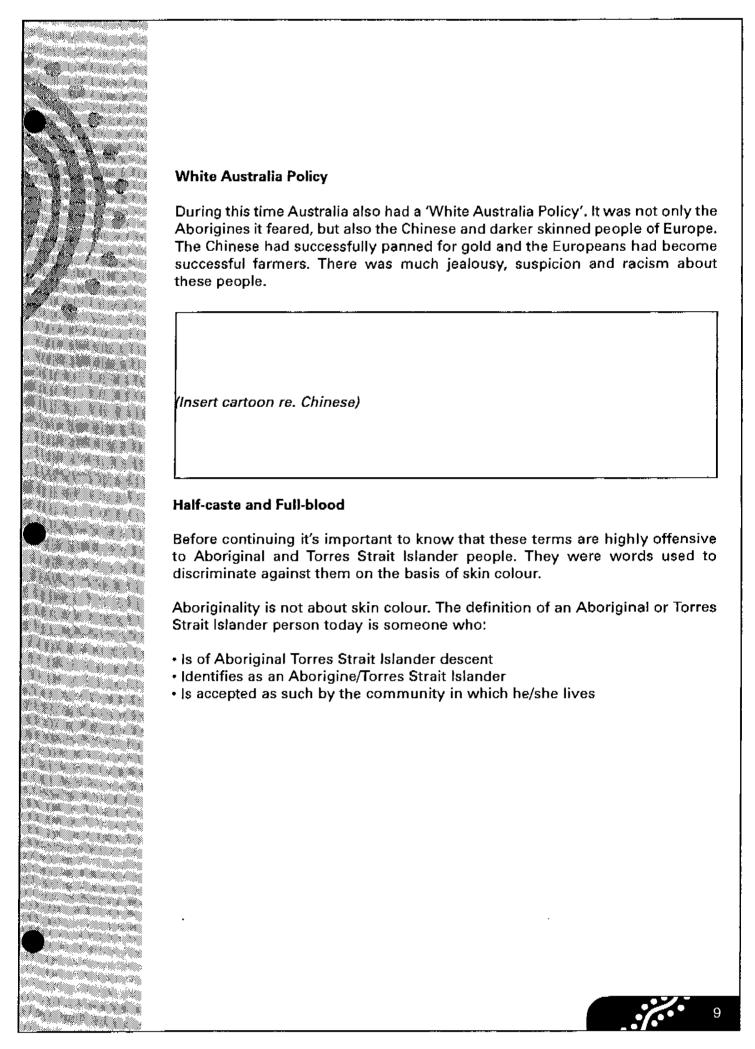
The Churches believed they were 'saving' the half-caste children.

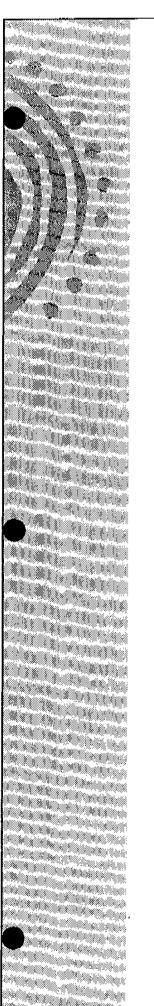
All States and Territories had these policies, and the practice of removing half-caste children spread quickly throughout the country. Governments continued to control every part of the Aboriginal person's life, even their children as several States made the protectors their legal guardians.

The Protectors chose places for children to be housed and ordered removals. The Chief Protector of Aborigines in the Northern Territory said in 1911:

"No half-caste children should be allowed to remain in a native camp"

The State and Territory Governments through their protection policies did not need consent from mothers to remove children until the 1950s.





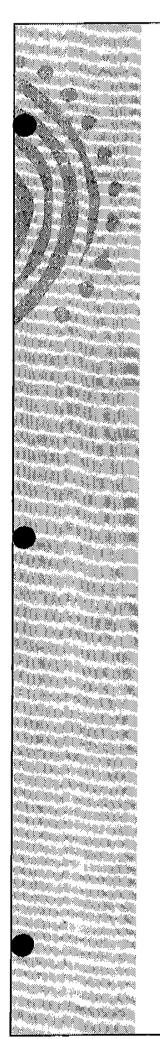


In a small group:

- ☐ Find out the names of the places 'half-caste' children in your State or Territory were sent.
- ☐ Prepare a presentation to the group that explains:
- What was done in the missions and Government homes to make the children 'white'
- What conditions were like on the missions and reserves in your State or Territory
- What the Cummeragunja walk-off was all about and who was involved

You could use music, dance, art, poetry, power point...any way of communicating that helps you and others understand your message.

10



INTEGRATION (1960 -1970)

By the 1960s the world was changing. Martin Luther King was organising protest marches in America. Television and mass media had arrived. Non-Indigenous and Indigenous people worldwide were demanding equal rights for all.

Australia was now populated by a diverse group of migrant peoples who remained proud of their heritage and culture.

People who had previously struggled to be heard were now finding a voice.

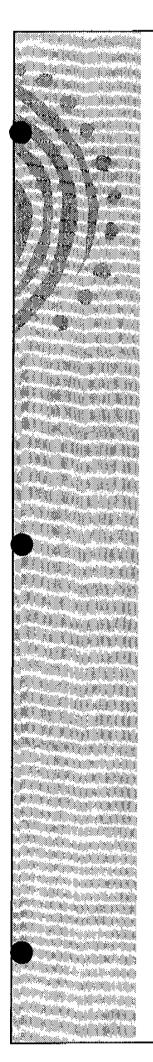
Insert picture form the sixties of a protest march & Freedom Ride)

Aboriginal people were also getting together. They joined with non-Indigenous friends and organisations to demand equal rights. They wanted the Protection Acts abolished.

They no longer wanted the States and Territories to make laws on their behalf. They wanted full citizenship rights, and the Federal Government to oversee their affairs. They wanted their own people in parliament.

Activists like Charles Perkins, and politicians like Kim Beazley Snr, worked together to pressure the Government for the same rights as all other Australians. In 1967 they were successful in winning a 95% YES result to the following questions:

- Should Aborigines be included in the census statistic collections?
- Should the Federal Government be able to make laws regarding Aboriginal matters?



YES-WE EXIST!

The **YES** result was the beginning of a new era. Most people thought the best result for everyone was *integration* - the melting-pot theory had arrived. This was about everyone being the same and being treated the same. The theory was also used for migrant peoples as an argument against the White Australia Policy.

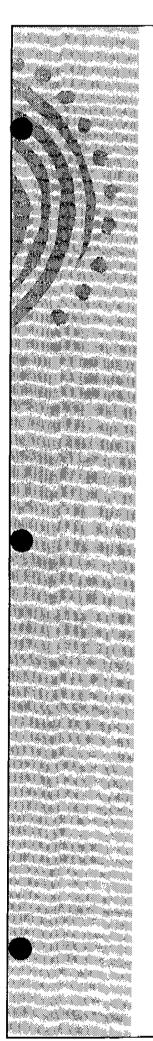
There were many major historical events during this time. For example the first national organisation was set up in 1964 - the Federal Council for the Advancement of Aboriginal and Torres Strait Islander People (FCAATSI). They pushed for equal pay for the people of Wave Hill Station who walked off the job in 1966.

While there were great leaps forward during this time, it was not enough. Aboriginal people had experienced nearly 200 years of dispossession, trauma and a total loss of control over their lives. They wanted the right to control their own destinies on their country.

It was no longer just about equal rights, it was about balancing the scorecard. Aboriginal people wanted the right to live as they chose on their country: to find their own solutions to the problems caused by years of injustice and dispossession - **Self Determination**.

They also wanted land rights.

In the new Government they found people who were prepared to listen.

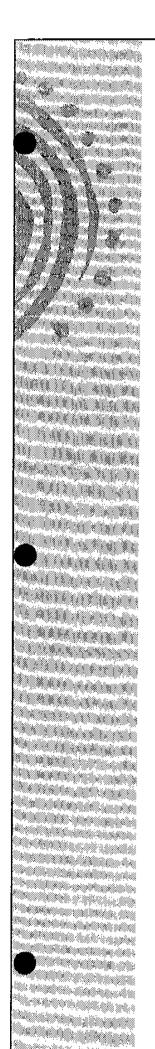




Small group tasks:

- ☐ Find video and pictures about the Freedom Rides. The ABC made a great documentary about them. Share with the group information about who organised them and why. What did they achieve?
- ☐ There were huge numbers of migrants coming to Australia in the fifties and sixties. Share the stories of three people who migrated to Australia at this time. Why did they come and what happened to them when they got here?

(Your group could organise speakers, or visits to organisations that can share with you the stories of migrant people. For example, in Victoria the Migrant Museum is a great place to visit)



SELF-DETERMINATION (1970 -)

In 1972 a new Government and Prime Minister Gough Whitlam was elected. This Government agreed that Aboriginal people had a right to determine their own futures. They began to change policies and to look at ways to include Aboriginal people in decision-making.

They started looking at Land Rights, and funding community controlled organisations. They also began employing Aboriginal people in the Public Service, and inviting them into various committees.

There was a great deal of activity during this time:

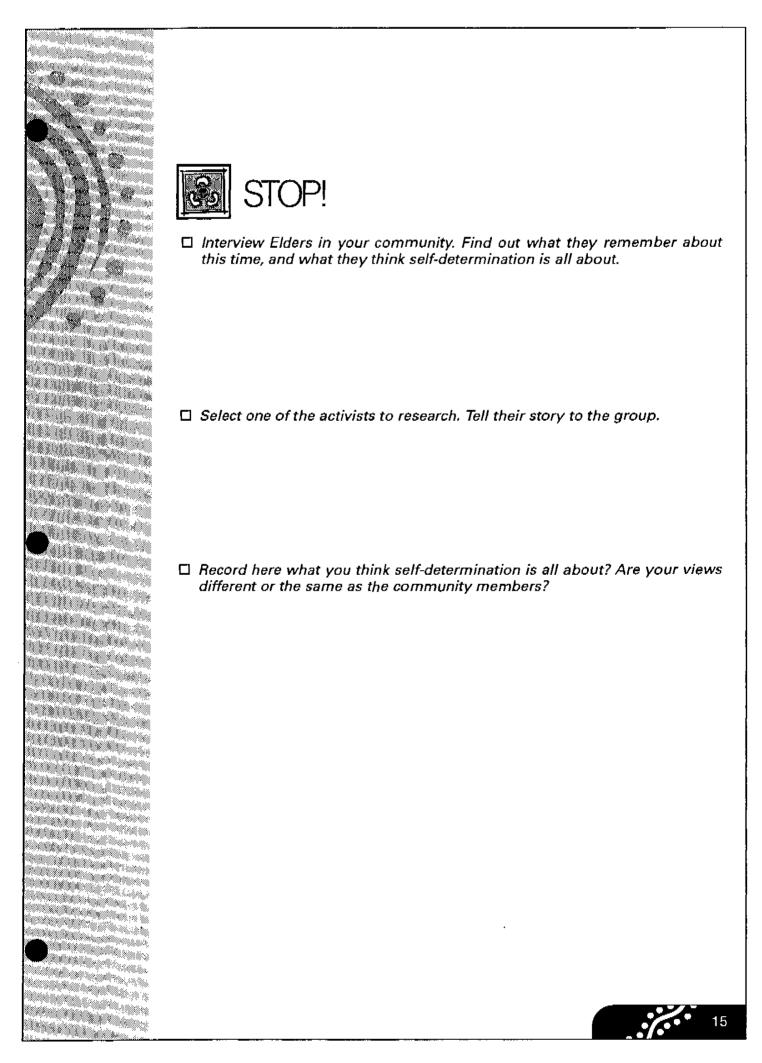
- Harold Thomas created the Aboriginal flag
- Neville Bonner was elected to Federal Parliament (1971-1983)
- The Tent Embassy was set up outside Parliament House in Canberra (1971)
- The Racial Discrimination Act (1975) was introduced (it made it an offence to discriminate against anyone on the basis of race, skin colour or culture)
- The Northern Territory Land Rights Act 1976 was introduced
- Aboriginal people set up the Community Development and Employment Program CDEP (1976)
- Bicentennial Celebrations saw Aboriginal people celebrating 200 years of survival
- The Aboriginal and Torres Strait Islander Commission (ATSIC) was set up in 1990

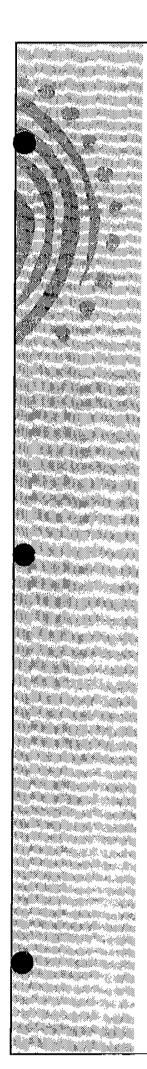
During this time many Aboriginal artists, musicians and activists continued to educate the wider public through their work. They included people like:

Pearl Gibbs Margaret Tucker Charles Perkins Geraldine Briggs Kath Walker Sir Doug Nicholls Fr Frank Roberts Bill Onus Bill Thaiday Snr Dennis Walker Evelyn Scott Vincent Lingari Joe McGuiness Billy Craigie Chika Dixon Burnum Burum Jack Davis Faith Bandler Kevin Gilbert Paul Coe Gary Foley

(You may be able to add to this list.)

Each chose their own way of communicating their views of self-determination and the situation for Aboriginal people in this country.





RECONCILIATION (1991 -)

In 1991 the *Council for Aboriginal Reconciliation* was created. The Government was now beginning to talk about working in "partnership" with Aboriginal people to "fix" the results of over two hundred years of disadvantage and suffering.

In 1989 a Royal Commission into Aboriginal Deaths in Custody had embarrassed and shamed the Government and the Australian public. It was clear from that study of 99 lives that the effects of past policies were still being felt today.

Typically those studies showed very poor health, they had left school very early, and over half had been removed from families. All had experienced regular episodes of discrimination and trauma.

The world was now watching. Australia's record of treatment of its Indigenous people was not looking good. Poor health, education, housing were just some of the examples of inequality of life outcomes.

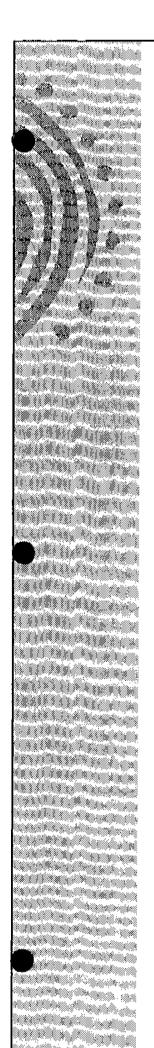
Many felt this situation would not improve without genuine efforts on the part of Indigenous and non-Indigenous Australians to work together.

Some Australians though felt reconciliation, treaties and 'saying sorry' were unnecessary. The new Prime Minister of the day, Mr John Howard, felt people today are not responsible for the past.

Aboriginal and Torres Strait Islander people explained that an apology is about recognising something should not have happened. On the Apology Australia web-site they assert:

'An apology says; "This should not have happened; this should never happen again." It does not say "I was there and let it happen; I am guilty". It says instead "I want my peers and descendants to know I am aware of these wrongs and am doing something to redress in part, some of them". (www.apology.west.net.au)

On the 28 May 2000, thousands of Indigenous and non-Indigenous Australians came together for Corroboree Walks for Reconciliation. These walks happened in States and Territories as people joined together to acknowledge the past and express support for a better future.

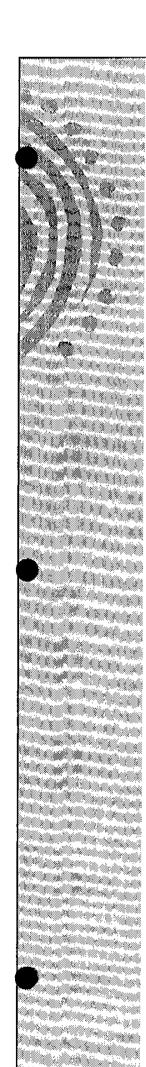




STOP!

☐ Record what people in your community feel reconciliation is about.





THE ACTIVISTS

Imagine the anger and resentment many people lived with every day. To see 'the law' used to deny you any rights. On missions you were not allowed to speak your language or practise your culture. You could not take your sick child to the doctor without the Mission manageris permission.

If you worked, it was not for wages, or for less than other workers. You had to have permission to work. If you were a girl, the work you could expect to do outside the mission was domestic service for wealthy white families. If you were a boy you could expect to do be a stockman or manual farm helper.

You had no rights to anything.

Yet many Aboriginal men were allowed to fight in the World Wars. Equal on the battlefields but without any citizenship rights when they returned home. (Check this website for their stories...)

Eventually, a group of Aboriginal political activists and organisations were born. They worked hard to build up Aboriginal people and cultures, after years of devastation. They also fought for equal rights and better living conditions. Here are just some events and people that are important to know.

MALOGA PETITION FOR LAND 1881

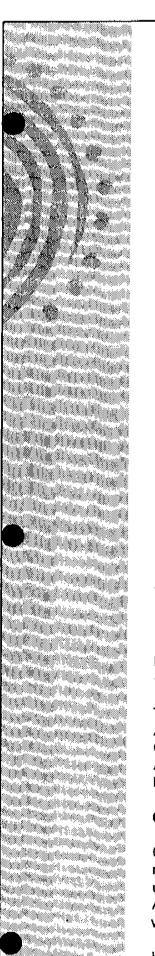
Forty-two Aboriginal men from Maloga Mission signed a petition for land in 1881. They were simply asking for a grant of land to use to support themselves and their families. Their petition went to the Governor of New South Wales.

This is an example of early political activism.

THE CORANDERRK STORY

A Presbyterian preacher called John Green, helped the Wurundjeri, Taungerong and Bunurong peoples of Victoria to petition for land. In 1863, they were eventually successful in gaining 2,000 acres on condition they looked after themselves, and the 'half-caste' orphans that would be sent there to live.

Their home, Coranderrk, was a successful agricultural community for many years. However in 1886 amendments to the Protection Act forced all 'half-caste' people to be regarded as 'legally white' and unable to live on Coranderrk. This devastated the workforce.



 After World War 1, the land was reassigned to soldier settlement and forty-three of the Aboriginal people were moved to Lake Tyers. Nine old people were allowed to stay.

The remaining land was given up for private purchase in 1948.

WILLIAM COOPER & BILL ONUS (1930s)

These men walked all over Victoria and New South Wales in 1933 collecting signatures for a petition to King George V demanding better conditions for Aboriginal people on missions. They collected 2,000 signatures but the petition never reached the King.

William Cooper was in his seventies when he made his journey. He also founded the Aborigines Advancement League in Victoria with other leading Aboriginal activists like Margaret Tucker, Pastor Doug Nicholls, Geraldine Briggs and Bill Onus.

Jack Patten, William Ferguson, Pearl Gibbs, Margaret Tucker, Pastor Doug Nicholls, William Cooper and Bill Onus (1930s)

These men and women organised the 'Day of Mourning' protest in Sydney in 1938 as an alternative to Australia Day 150 years celebrations. This was to let people know that 'settlement' was not a time to celebrate for Aboriginal people. They also established the Aboriginal Progressive Association (APA) to work for 'full citizenship rights', representation in Parliament, and the abolition of the NSW Protection Board.

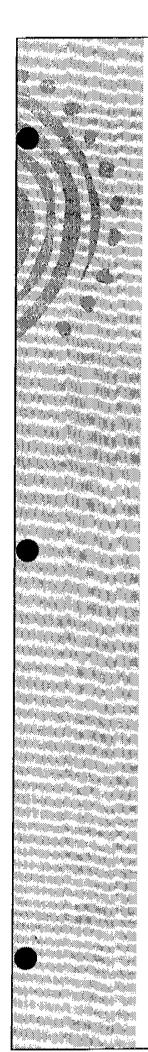
Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) 1964

This organisation was made up of trade union, churches and other concerned Australian citizens. They applied pressure on the Government to change the Constitution to give the Federal Government the power to legislate for Aboriginal people. Aboriginal people joined them in their effort to win the Referendum.

CHARLES PERKINS (1960s - 2001)

Charles Perkins had completed a law degree and understood the power of the media. He is best known for his 'Freedom Rides' through country NSW. He and university friends would organise for bus loads of Aboriginal and non-Aboriginal people to arrive at public swimming pools where 'black' people were not allowed to swim.

His work was spectacular in winning the attention of the Australian public, and helping to influence the successful result of the referendum.



THE TENT EMBASSY ACTIVISTS (1970s)

These activists were angry at Prime Minister McMahon's idea to 'lease' land to Aborigines and Torres Strait Islanders. They were insulted that their demand for land rights was met with a possible lease! They wanted the Government and the world to sit up and pay attention to the situation the Indigenous peoples situation.

They set up a tent and flag outside Parliament House in Canberra. Their actions scared the Government as they used words like: Aboriginal Embassy, sovereignty and compensation for land alienation, water and mineral rights.

Their work was extremely effective in gaining the attention of people throughout Australia and the world. Gary Foley and Bill Craigie were among the activists who set up the Tent Embassy.

There were many attempts to close the Embassy down, but Aboriginal and non-Aboriginal people stopped this happening. It remains in Canberra today.

OODGEROO NOONUCCAL (KATH WALKER)

Oodgeroo Noonuccal campaigned for Aboriginal rights throughout Australia and the world. She worked tirelessly as an actor, writer, teacher and artist. While she was happy with the result of the 1967 Referendum, she was soon disappointed at the slow pace of change.

She returned to Stradbroke Island, her home, to work with children from all cultural backgrounds.

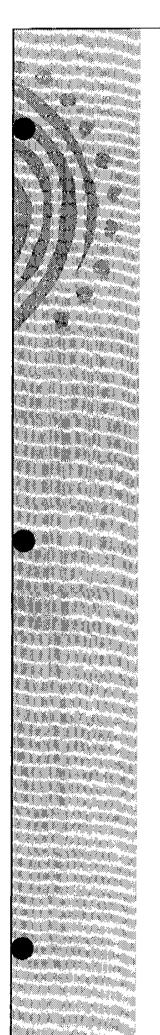
COLLEEN SHIRLEY SMITH (MUM SHIRL)

Mum Shiri was born on Erambie Mission in Cowra NSW. She worked hard for Aboriginal people in prison. She was the only women in Australia to be given unrestricted access to prisons in NSW. She also co-founded the Aboriginal Medical Service in Redfern. She could speak 16 different Aboriginal languages. She received many honours and was much loved by all Australians.

EDDIE MABO (1980s - 1990s)

Eddie Koiki Mabo was a Torres Strait Islander. He was the chosen leader of the Murray Islanders in their challenge to 'terra nullius' in the High Court. Remember terra nullius was the term used to say the land belonged to no-one.

After a ten-year battle, and five months after he died of cancer, the High Court decided Native Title did exist. The land did belong to others first and it was up to them to decide who owned what land. Eddie Mabo was buried in the traditional way and as a King of his people.



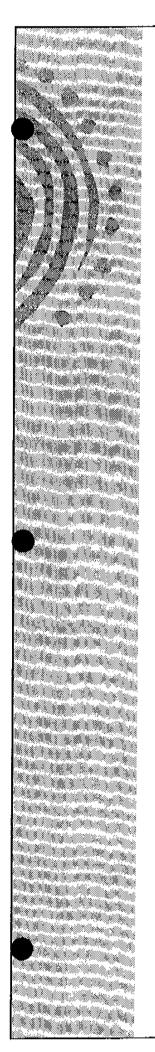


In a small group:

☐ Prepare a list of the activists in your state or territory? Tell their stories.

On your own:

☐ Select one activist to research in detail. Share their story with others in your group.



THE AUSTRALIAN GOVERNMENT

You will often hear people say Indigenous people are suspicious, or scared of Government officials. You can see how this suspicion is based on experience over a long period of time.

Under Protection and Assimilation policies, Government officials could remove your children without consent. Consent was not needed until 1950! This means there are people alive today who were taken, or who are the parents and family members of those children.

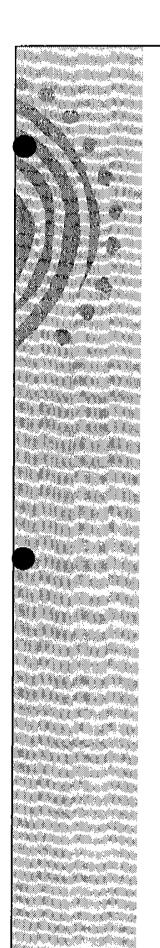
You've also seen how the Government controlled all parts of Indigenous peoples' lives. From the earliest contact, Government worked with its interests and people as a top priority. Many people today have witnessed and felt the impact of unfair and unjust Government actions.

So what is Government all about?

Government in Australia is about making and acting on laws and decisions that are good for everyone. It is about looking after the country and its people not just for today, but for the future. The British passed on their system of government when they decided to set up colony.

When the British arrived they continued to rule from London. There were 'six' colonies that governed themselves until 1900. These colonies ruled Indigenous people until 1967, and the British Parliament ruled the colonies!

In the 1890s, a group of Australians began talking about governing themselves. They wanted to be independent. So they drafted up a Constitution. This document described the powers that a new central government would have and the States.



The Constitution also gave information about how laws would be made and changed. There were three types of powers described for the new Central Government in the Constitution:

Legislative

This gave them the power to make laws

Executive

This was about carrying out the laws, and the business of government like through Government Departments (Human Services...)

Judicial

This was about deciding parts of the law, like through the courts when someone has committed a crime

The British Parliament passed the Constitution. The British monarch stayed on as Head of Parliament, and so a Governor-General was appointed. This person was and is the monarch's representative in Australia.

So now there were powers for the Commonwealth and powers for the States and Territories. Later there would be another level of government called local government. These governments would take care of local community needs and laws.

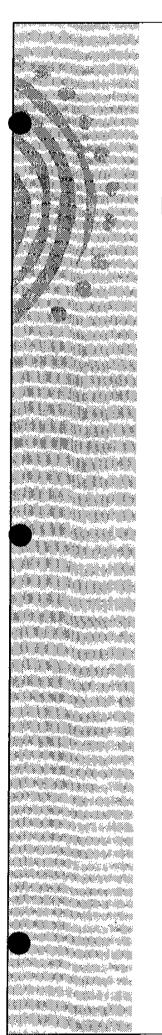
How do decisions get made?

Depending on whose job it is, State, Territory or Commonwealth Parliaments put up proposals for laws (Bills and Acts) for debate and decisions.

Parliaments are made up of two Houses of elected representatives: the Senate and the House of Representatives. Each State has the same number of senators, but numbers in the House of Representatives depends on the size of the State. Proposals have to go through both houses.

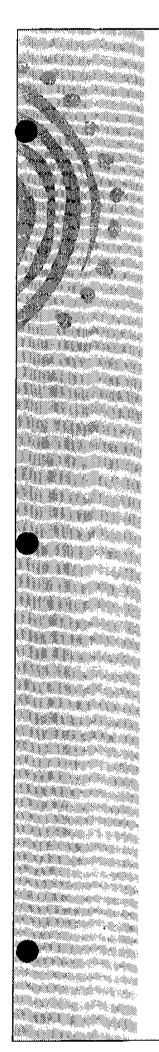
The final 'tick-off' for a Bill goes to the Governor-General who signs it on behalf of the English Queen or King.

Neville Bonner was the first Aboriginal Senator. Pastor Doug Nicholls was the first State Governor.





☐ Find out why these men chose to go into politics. Tell their stories.



POLITICAL PARTIES

Elected representatives usually belong to a political party, or they can be independent. Political parties try to persuade you - the voter - that their ideas and ways of doing government are best.

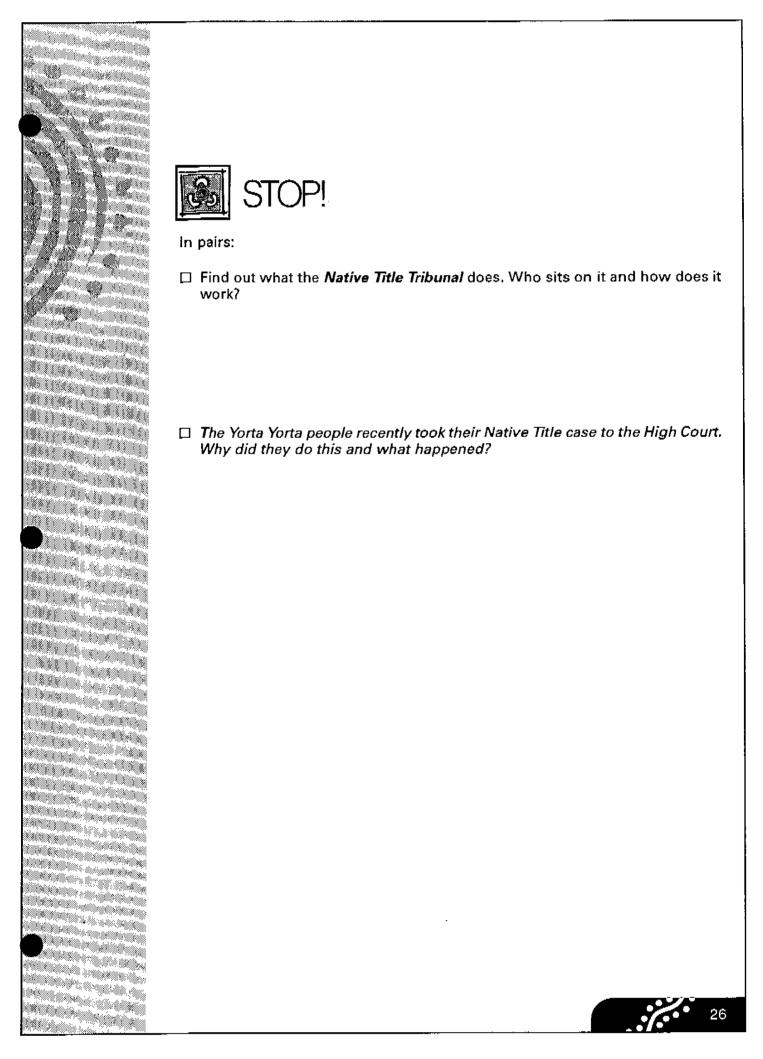
In Australia there are laws about setting up political parties. Also everyone must vote, but they do not have to belong to a political party.

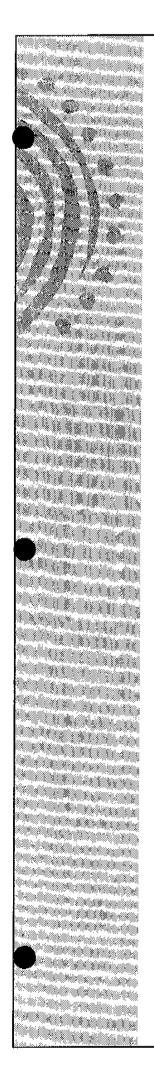
THE COURT SYSTEM

Judges and courts interpret the law. They are independent of Government. Remember Government representatives are often political party members, and while they are elected to represent all the people they may have their own views at heart.

The Court system gives an independent voice and decisions when there is disagreement about the law, or when there has been an offence committed.

There are different court systems for different purposes, the highest being the High Court of Australia where Eddie Mabo's case was heard.





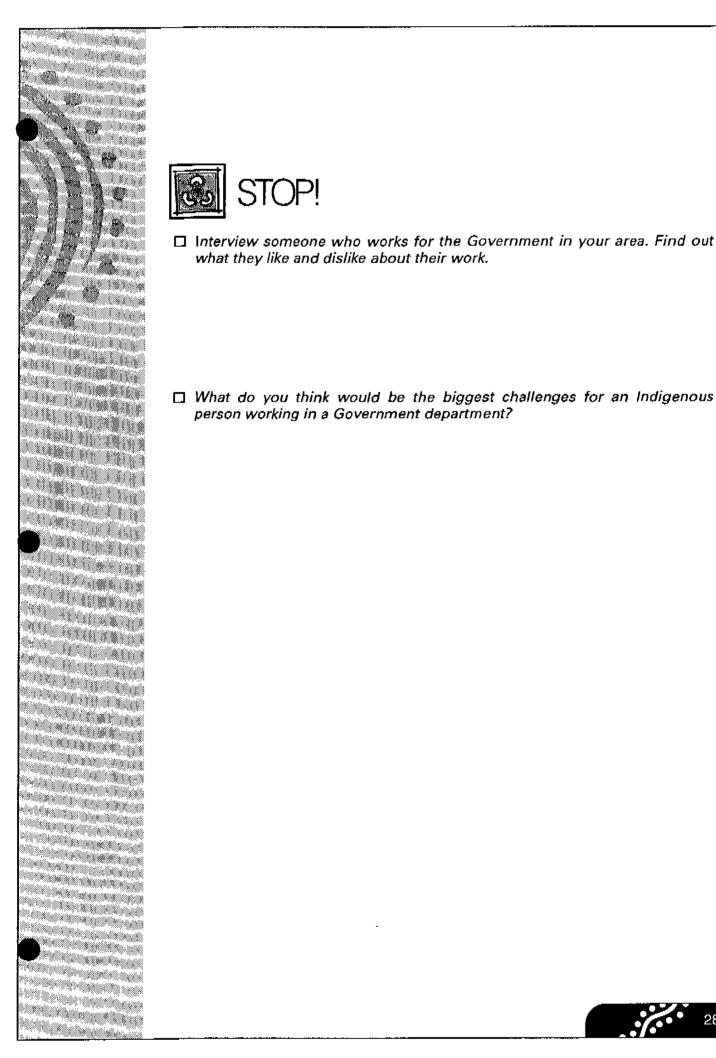
GOVERNMENT DEPARTMENTS

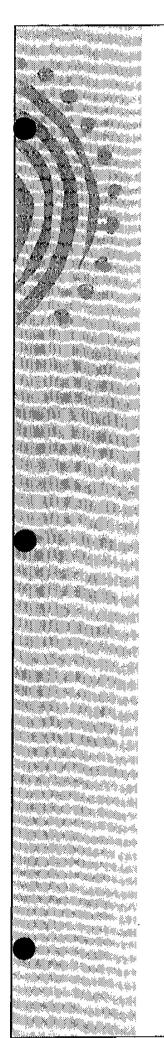
Government Departments do the work of the elected government. They are like the engine in the car, if you don't have one it won't go.

The people who work in these departments are called public servants. They are meant to put what the Government says into action.

They may be sitting in offices or be out there in the field. They could be managers of people, scientists helping to care for the environment, police officers, or rangers in a national park. They can be found in all sorts of areas.

Most Government Departments, both the State and Commonwealth, have Indigenous Liaison Officers and Indigenous people working in different roles. While the numbers are still very low, this is an area many Governments are trying to improve. In Victoria, the Government is setting employment targets for Indigenous people.



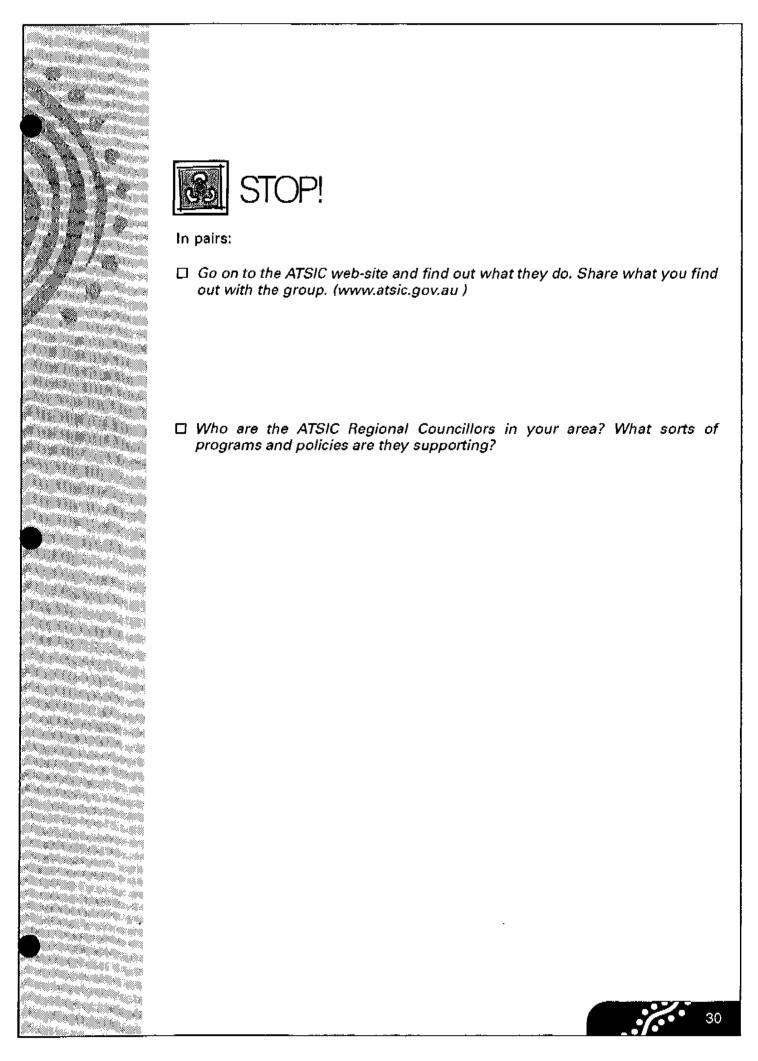


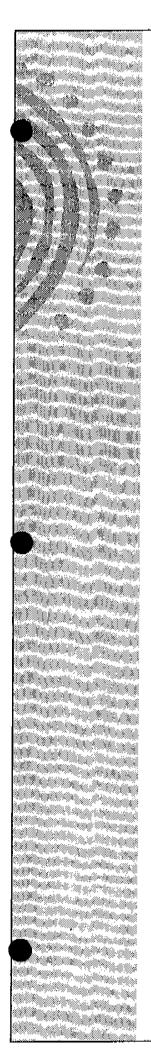
THE ABORIGINAL AND TORRES STRAIT ISLANDER COMMISSION (ATSIC)

In 1990 after years of protest by Aboriginal people for self-determination, the Commonwealth Government finally established ATSIC. This organisation is made up of elected Regional Councillors and a Board of Commissioners who have power over decision-making on policy and funding within Aboriginal and Torres Strait Islander Affairs.

ATSIC is an independent statutory authority. This means it has its own ATSIC Act (principles) that it does business by. It also has public servants that do ATSIC business on the ground in communities.

The ATSIC Act (1990) describes how ATSIC's job is basically about making sure Aboriginal and Torres Strait Islander people are listened to when policies and laws are made that affect them. It's also about working with communities to take control of their own affairs.





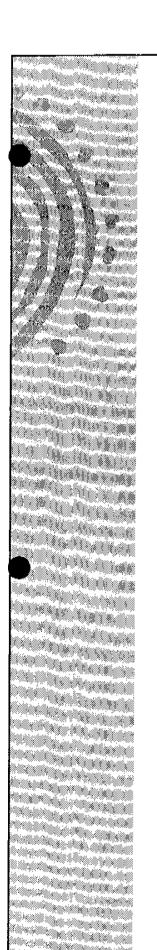
COMMUNITY CONTROLLED ORGANISATIONS

All over Australia, there are organisations that are owned and run by local Indigenous communities themselves. These organisations are usually overseen by elected Boards of Directors. These Directors have a legal responsibility for making sure the organisation runs smoothly and works within the law.

Community organisations are sometimes called Cooperatives, they may also be hostels, legal or medical centres. Many of these organisations were set up because Indigenous people were uncomfortable and felt unwelcome in the wider community, or they were being unfairly treated in those environments.

The Aboriginal Legal Service, Aboriginal Hostels and the Aboriginal Medical Service that was first set up in Redfern, are good examples of Aboriginal people wanting to take charge of their own lives.

Community organisations were also set up to promote cultural and economic development. Many of these places have become the main meeting place for people in a community, including artists, musicians and people who care about cultural heritage and sites.





As a group:

- ☐ List the names of the community-controlled organisations in your area. Find out:
- Who set them up and why?
- · What sorts of business do they take of?
- How does business get done?

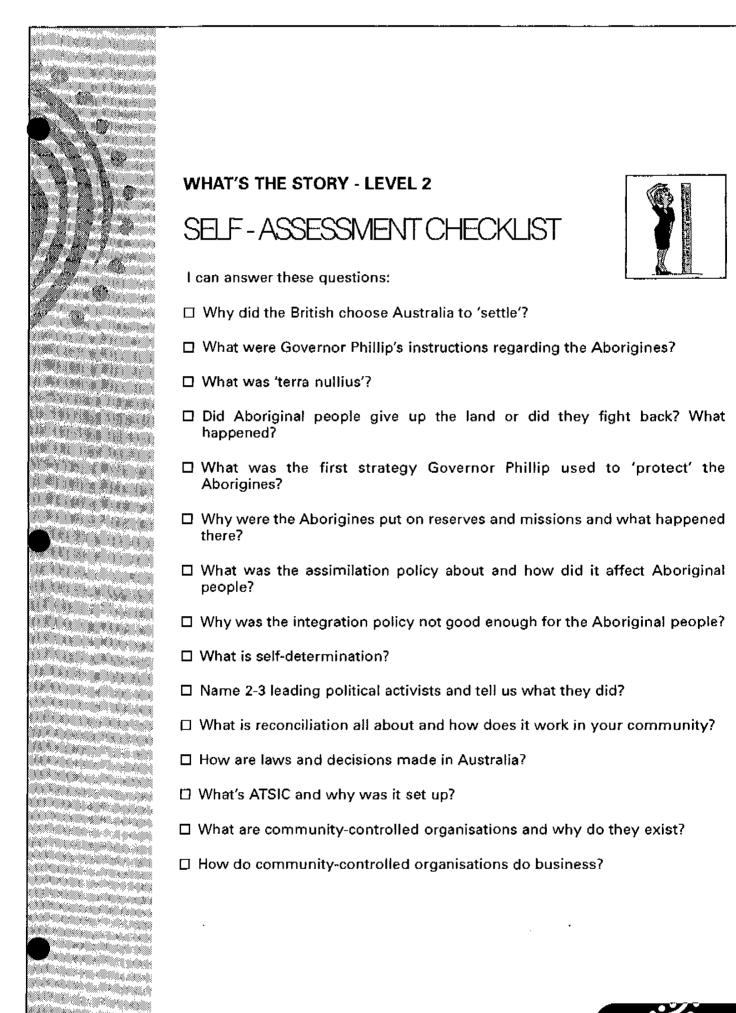
FINISHING UP!

By now you should be able to tell anyone what's been missing from history lessons in Australia. Perhaps, you can better understand why some Australians don't seem to know much - they simply were not told.

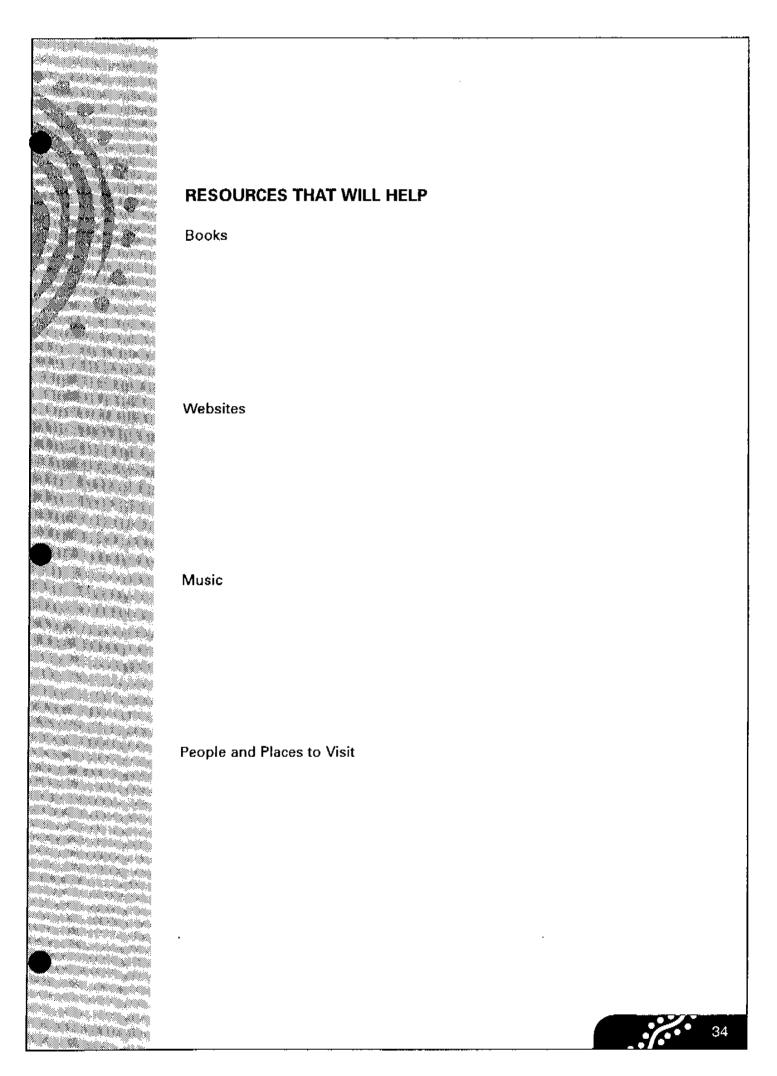
To round off this unit, you have a challenging group task. You are to choose a creative way to 'teach' others about the history of Australia from an Aboriginal and Torres Strait Islander perspective.

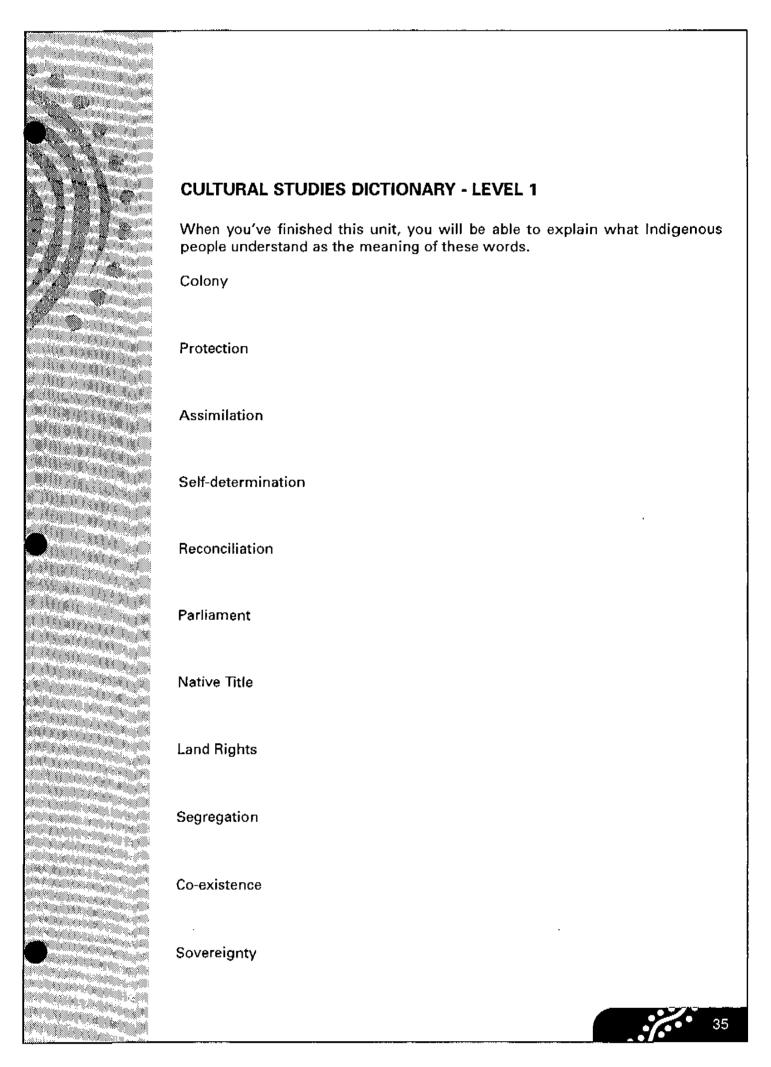
Here's your self-assessment checklist and resource helper for this module.

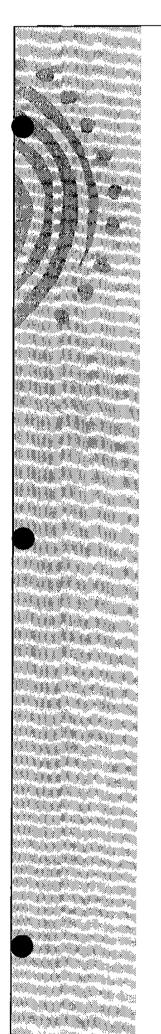
Have fun!











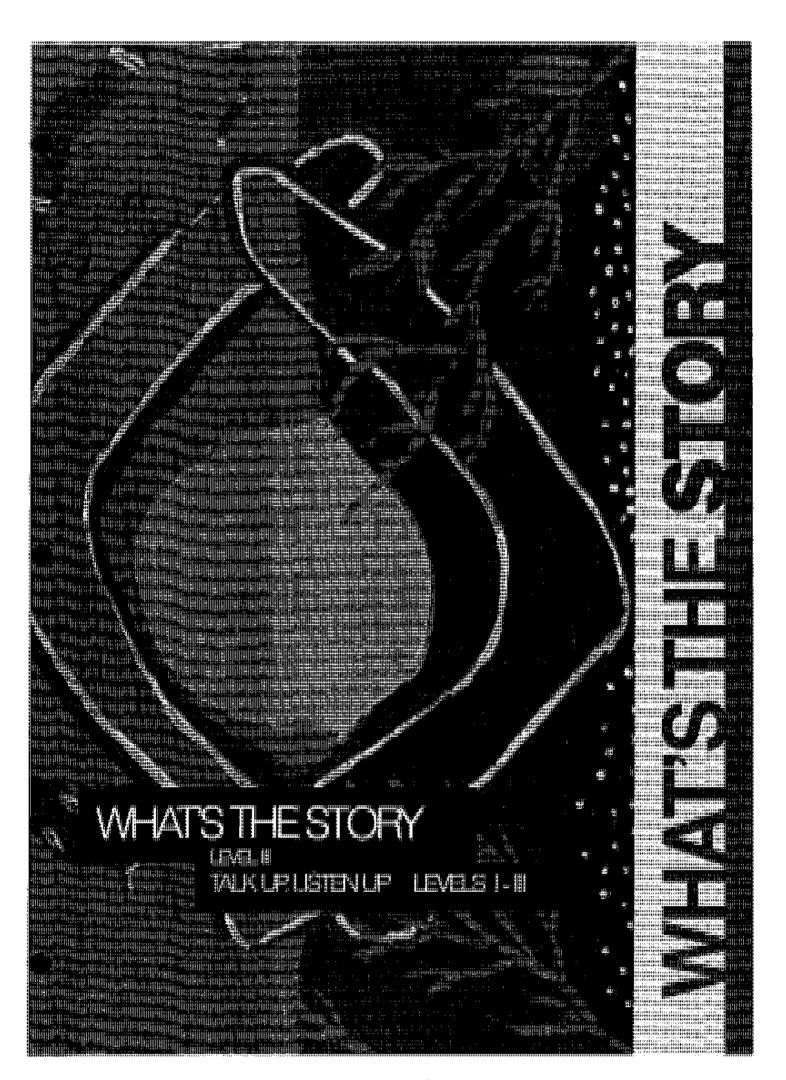
STRETCH

IF YOU REALLY WANT TO STRETCH YOUR KNOWLEDGE AND SKILLS, TRY THESE ACTIVITIES WITH YOUR TEAM

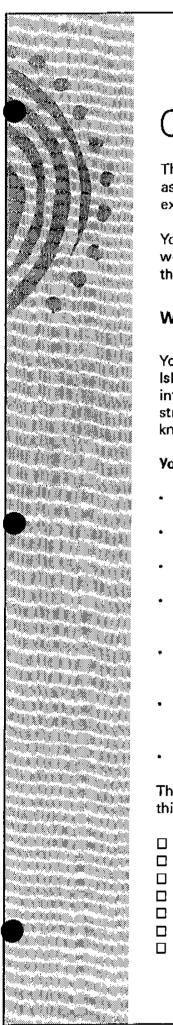
- Organise a dance, drama or music performance for the community that tells the story of Australia from an Aboriginal perspective
- Raise funds to visit your peers in other states and territories as a cultural and history exchange
- Put on a photographic exhibition for the local community that tells the whole Australian story
- Produce an art exhibition focused on helping people understand about Government policies and their impacts on Indigenous people
- Collect and play music or cartoons etc from each era. Show how they tell a story.
- Record interviews with activists about their recollections and hopes for the future

What else?

Be creative. There are many ways to bring your knowledge and skills together for others to share.



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CULTURAL STUDIES 3

This unit looks at Aboriginal and Torres Strait Islander societies today. It also asks you to investigate Indigenous societies in other parts of the world, for example Canada, North America or New Zealand.

You'll see the impacts of dispossession are similar throughout Australia and the world. You'll also see the many ways Indigenous people have taken charge of their cultures and destinies today.

WHAT WILL I NEED TO SHOW I KNOW AND CAN DO?

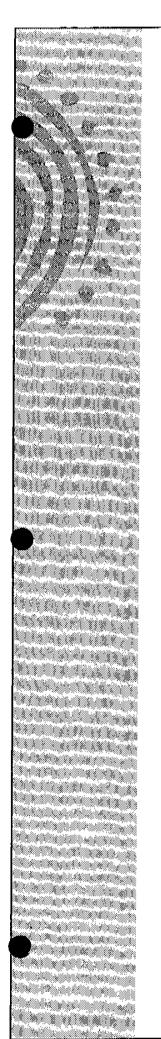
You're not expected to be an expert at interpreting Aboriginal and Torres Strait Islanders cultures. Instead you'll be learning about researching and sharing information with the community. It's really important to show you have a strong understanding of the diversity of Indigenous cultures, and that you know how to research and share information in a respectful way.

You will show how you:

- find information relating to Aboriginal and Torres Strait Islander societies
- use written sources of information, including those found on the internet
- research and share information in a culturally appropriate way
- understand what the current issues and challenges are for Indigenous people in Australia, and in one other place outside of Australia
- know about programs and initiatives that happen in your community and throughout Australia
- share what you've learned in a way that builds cultural awareness for others (school mates, people you work with, local community...)
- Skills Bank

The reading, writing, speaking, listening and personal skills you will build in this unit are about:

Reading and making sense of more complex texts, and comparing what they say
Working out what the writer of a text is trying to do
Checking how evidence is given in texts in diagrams, graphics and visual ways
Communicating your ideas in writing in a clear and logical way
Listening, recording and presenting ideas in oral presentations
Being really strong in how you set learning goals and strategies
Demonstrating how you can lead and influence a project team in a positive way



HOW WILL I DO THIS?

The best way to demonstrate your knowledge and skills in this unit is through negotiating a worthwhile activity for the community.

Elders or others in the community could help you decide what project would be of benefit to your particular community.

You could negotiate:

- Putting on a presentation in your college, workplace or community
- · Making a short video covering the key areas
- Producing a resource for the community library, or Co-operative
- Creating the script for a radio program, or television interview that captures the key themes
- Drafting protocols for people working in this area that Elders can check and sign off
- Interviewing Elders and others here and overseas and telling their stories and concerns today, and what they would like to see happen now and in the future

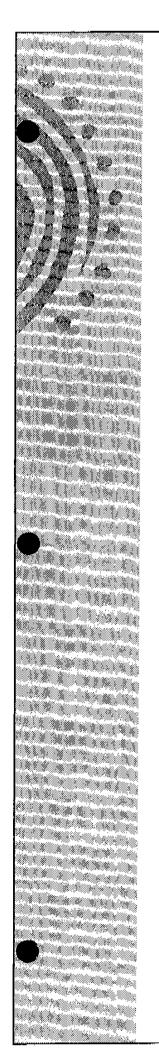
Accreditation

This unit is aligned with the National Tourism Industry Training Package Units:

THT 02 and THTFT GO7A

Research and Share General Information on Aboriginal and Torres Strait Islander Culture

It is also aligned with the Victorian Certificate in Applied Learning (VCAL)



RESEARCHING INFORMATION ABOUT ABORIGINAL AND TORRES STRAIT ISLANDER CULTURES

There were approximately one million Indigenous people living throughout Australia when the British arrived. They shared 250 language groups and 600 dialects, identity was decided in relation to language, country and descent.

The diversity of cultures was great. Going from one tribe to the next was like going from one country in Europe to another. This is still the case. Great care needs to be taken when beginning to work or study in any particular community, even if they appear to have similarities.

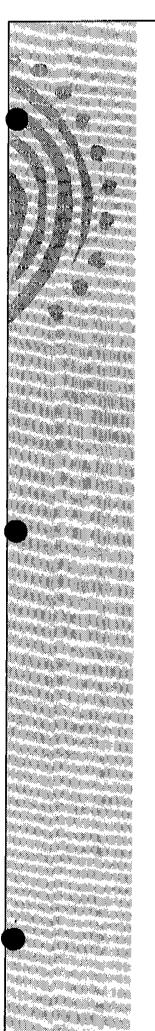
Each tribe and the clans within it had their particular, and complex ways of organising all parts of their lives, from hunting and gathering food to law and order. It was, and still is a spiritually based way of living that centred on their Dreaming. (creation stories and laws).

When the British arrived they saw only one group: 'the Aborigine'. Since that time Aboriginal and Torres Strait Islander people have fought to make their diversity clear, including between Aboriginal and the Torres Strait Islander people. It's important to know that each identifies separately even though they may come together for Government related initiatives.

It's also important to know that some Aboriginal people do not like to be labelled as 'Aborigines'. The British colonisers used this term to group all tribes together. Aboriginal people today may prefer to be known by the local group or language name.

Some States have taken up alternate names that are linked to Indigenous language such as Koori in the Eastern States. It's good to check what names and language people in your community, and those you meet elsewhere, prefer to be called.

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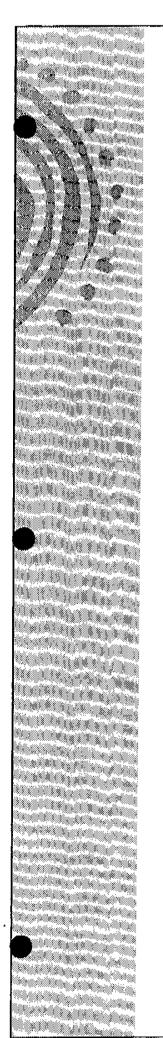


Learning Group Task

- ☐ Compare an Aboriginal and Islander language or tribal boundaries map of Australia with a standard one.
- ☐ Discuss what these maps tell you about the diversity of Indigenous cultures
- ☐ What problems can you see in the Government imposing its boundaries of States and Territories?



Record what you find.



INDIGENOUS VIEWS OF KNOWLEDGE

So far, you've found that Indigenous cultures were, and are diverse. While there are similar cultural beliefs and practices among Indigenous people throughout Australia, knowledge about one cultural group may not apply to the next.

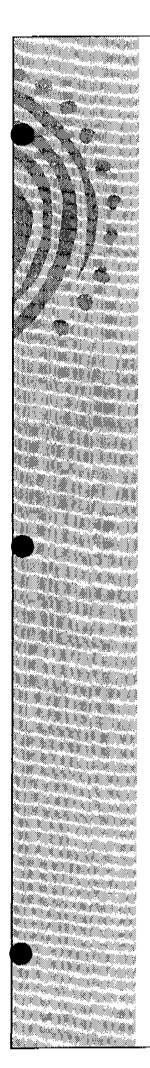
This means you need to treat each cultural group separately, and check the rules, or protocols for research work and interpersonal relationships before you begin.

It's also important to know Indigenous cultures share a particular way of looking at 'knowledge'.

For example, in Indigenous cultures knowledge wasn't and isn't for everyone. There is knowledge for particular people, and groups of people such as women and men.

Culture and knowledge are passed on through a spiritually based system of education that is focused on Dreamtime stories and laws for a particular country and its people. Knowledge is stored in dance, art, stories, ceremonies, rituals, language and people.

Today knowledge is still kept this way in many parts of the country, and it is also kept in cultural sites and artefacts that tell of life before the invasion. Some cultural groups today choose to store their cultural knowledge in 'traditional' and 'contemporary' ways such as books, CD ROMs and on the Internet.



WESTERN VIEWS

The Western view of knowledge is different. Knowledge is divided up and owned by groups of people or specialists like scientists, or judges. These people study their area and get qualifications to teach or work with the knowledge. It is kept in books, computers, films, libraries and museums.

Education is not spiritually based. It is an intellectually based system that identifies 'knowledge and skills' children and adults need to pass certain levels at school or in tertiary studies, or to be able to do a particular job.

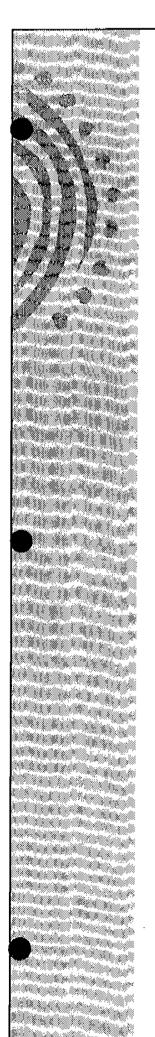
The Government says what knowledge children will learn at school. Just think for a moment about the 'subjects' you studied, or are still studying at school.

In Western education children are sent away to 'learn' and with people called 'teachers' who do not necessarily have a relationship with them other than to make sure their learning gets done. The family and community members are usually not part of the educational experience for learners.

Within Indigenous cultures learning happens within the family and community. It is the community that decides what knowledge and skills are important for children and others. It may be your Aunt, or Uncle who has the job of making sure you know and can do something and when that will happen.

This is still the preferred way of learning for many Indigenous cultures.

So you can see there are many differences about how knowledge and skills are handed down.





In your learning group:

☐ Map 2-4 things each person feels they know and can do well. Get them to describe how that learning happened? Then ask, "Is how we learned closer to the Indigenous or Western ways of learning?"



Inset Chart

☐ Record what you think are the positives and negatives of each system of learning and passing on knowledge.

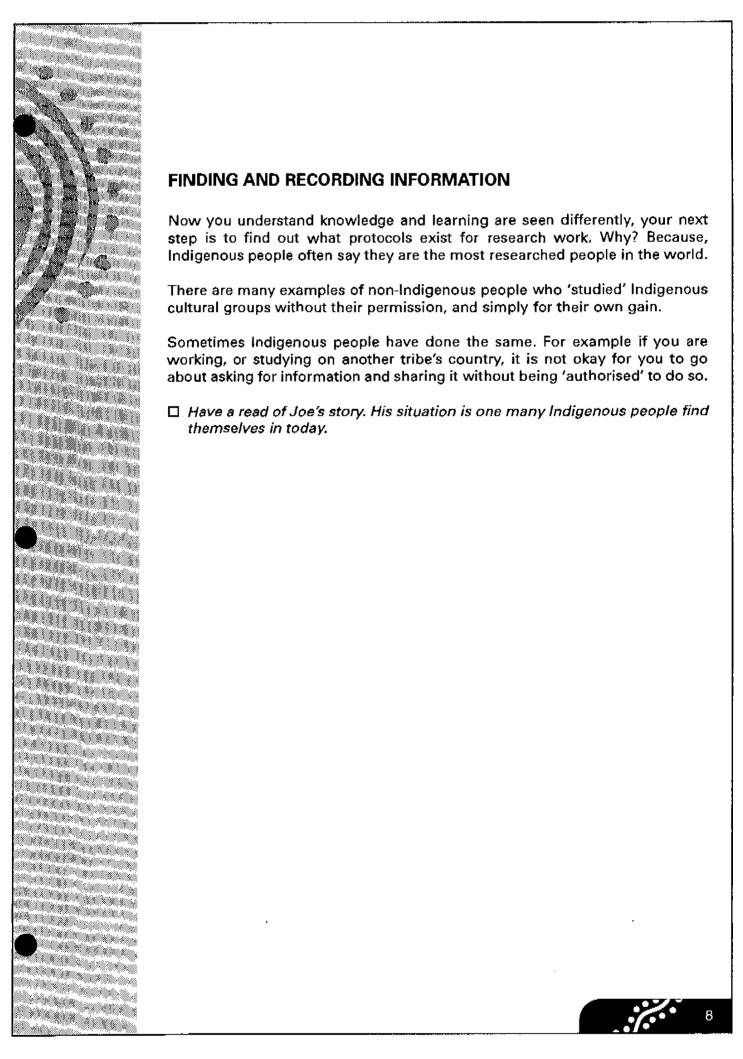
Positives		Positives

Negatives

Indigenous

Negatives

Western





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100 May

CASE STUDY

Joe works for the Cultural Centre in a National Park. His employer has asked him to take visitors for guided tours of sites. Joe is not from this country. Joe has a strong knowledge of his own country and people. He also studied Aboriginal cultures and heritage at university.

So Joe went and studied the books and pamphlets on the local country and people in the Work Centre. He was about to take a tour group when an Elder heard about it.

The Elder approached Joe and scolded him for not speaking with him and other Elders first. The Elder said:

"We have people from country who should be taking these tours. If you had come to us we would have told you this. If they can't we might have asked you to do this on our behalf, but you must be educated first, not from the books"



On your own record:

What does Joe's story teach us about protocols and 'education' in this community?

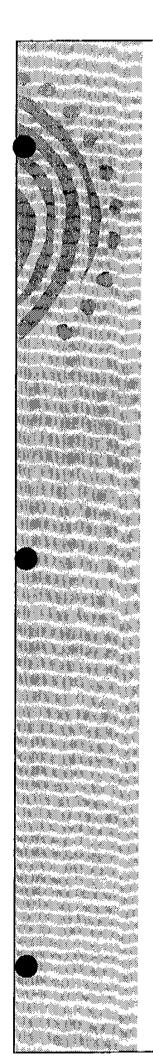
With your learning group:

- ☐ Invite the relevant Elders, community members and Cultural Heritage Officers into your group, or visit them where they choose to meet. Find out:
- · What are the protocols for researching and sharing local knowledge, including about archaeological sites?
- What do they think can happen when people 'study' a community without their consent or input?
- Have they any examples or stories that support their views?

Record what you find to use later.







PROTOCOLS

So by now you know, protocols are like rules that keep everyone safe and feeling respected. They guide how people behave. They are really important to know when working in, or studying a local community and its cultural practices.

Looking at Indigenous cultures and history can benefit everyone. **But** the way you go about getting information and how you use it can spoil many of those benefits. So it's best to find out what is the most respectful and culturally appropriate way to do this work in the community you are studying.

You'll probably find there are protocols that are the same for all communities, and some that are only for a particular community.

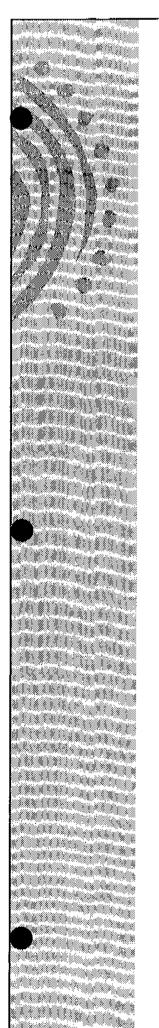
COMMON PROTOCOLS

Here are some common protocols.

Some of these have laws attached to them, for example about 'intellectual property'. This is very important in the tourism and arts industry where many communities have had their cultural material and knowledge copied and used for commercial gain - money.

Just like you can't steal someone's money, or car, you can't steal their ideas or cultural material either. That's what intellectual property is about.

- ☐ See if you can add to these common protocols:
- Check with Elders, or their representatives in a community about protocols for finding and sharing information
- Check how people prefer local knowledge to be used. For example, is it for public use or community only?
- Always say where you get your information and thank people who helped you, including in anything you write
- Get names and spelling right and learn how to pronounce traditional words and names that are used often
- Never reproduce art, words or images without permission
- Do not visit a cultural site, or speak about it, without having permission from the authorised community.





Jan is a non-Indigenous person who was on holidays in Tasmania. She stopped at a 'private beach' that had been handed over to the State Parks Service. A Parks Officer was on the beach at the time giving a talk on the area.

She heard a visitor ask:

"Where are the Aboriginal sites of significance that are noted on the signage"

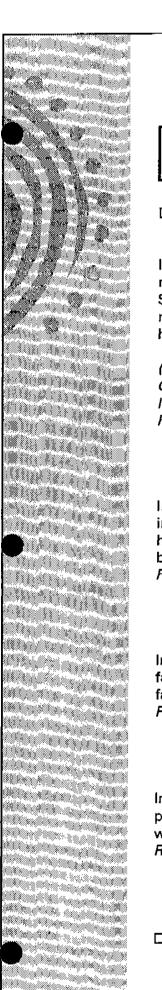
The Parks Officer replied:

"I can't share that information. There are middens here but I'm not the right person to share that information with you".

Discuss Jan's story with your learning group and then record your thoughts about these questions:

☐ What did this Parks Officer know about protocols?

☐ Why do you think it's important for a local community to have control over how knowledge about them is collected and used, and over their cultural material/sites like middens?





TEAM TASK

☐ Discuss these case studies with your group. Record their thoughts about each example. What lessons do they teach us?

In America, school sport teams use Indigenous (Native American Indians) tribal names and symbols as their mascots, for example Apaches and the Fighting Sioux (University of Dakota). This is highly offensive to many Indigenous and non-Indigenous people. Indigenous and non-Indigenous teachers and others have formed 'lobby groups' to have them banned.

(Lobby groups are people who have come together to put pressure on the Government or any organisation for change Go on to the Internet to see what lobby groups are doing about this issue)
Responses

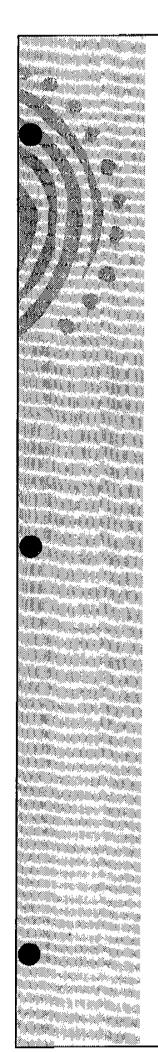
In many parts of the world non-indigenous business investors have taken information about indigenous peoples' use of plants for healing and created huge industries. Many have done this without the community seeing any benefit, or giving consent about the use of their knowledge.

Responses

In Sydney Australia, six pieces of art carrying the name of an internationally famous Indigenous artist were sold for \$35, 000 each. All were identified as fakes. An art dealer had sold them to a gallery. *Responses*

In Australia, it is now illegal to disturb a cultural site, unless you have permission from the authorised local community. For many years cultural sites were damaged, or wiped out by developers and other groups of people. Responses

☐ Use the library and Internet to find 3 examples of how Indigenous people here and overseas are protecting their cultural heritage.



FINDING THE CHALLENGES FOR INDIGENOUS SOCIETIES TODAY

Anyone wanting to study Indigenous cultures today needs to build their historical and 'contemporary' (now) knowledge before proceeding.

In Levels 1 and 2, you saw what happened to Indigenous people when the British decided to make a colony in Australia. You saw there was much violence and destruction, and that Indigenous tribes and leaders fought back over many, many years.

Today Indigenous societies are working hard to make sure what is left is protected, and that people grow stronger in their cultural knowledge each day. They continue to fight for self-determination and recognition as the traditional owners of this country.

This part of the unit is about building your knowledge about the challenges Indigenous people themselves say they face today. It's also about looking at the many different ways communities across Australia and the world are meeting these challenges.

You will make a study of a particular community in Australia, and one overseas. Your aim is to get a picture of that community's situation dreams and strategies.

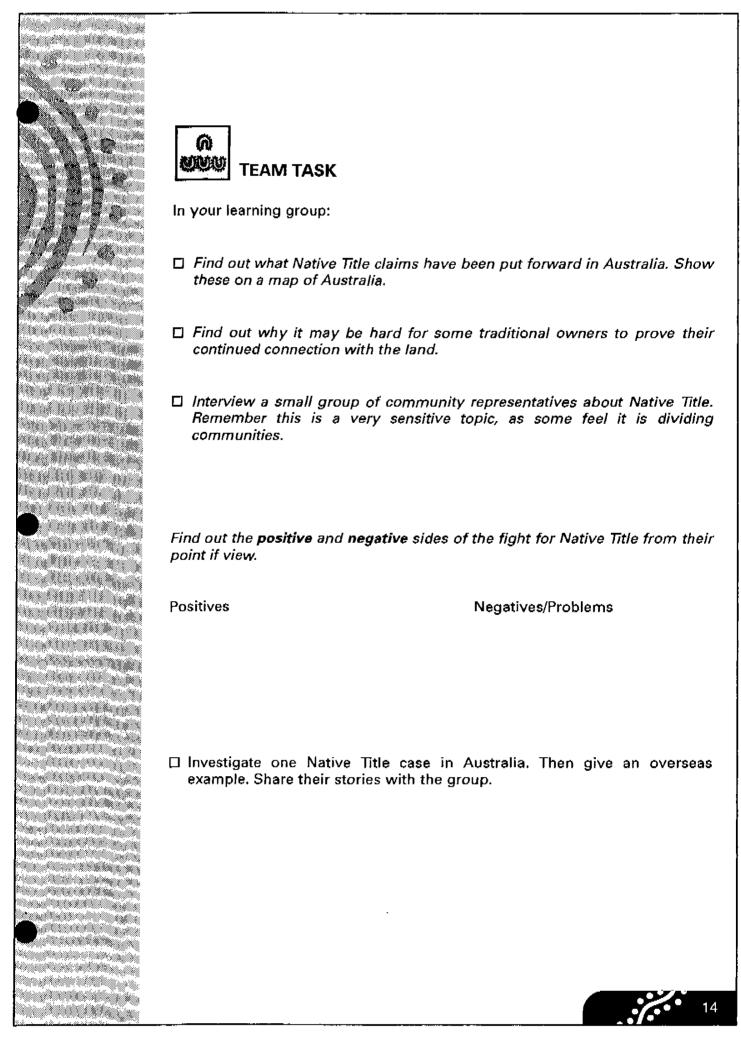
The following is a summary of some of the areas you will need to cover. You might think about the area that is of particular interest to you. This will give you a clue for the group project task that finishes your work in this unit.

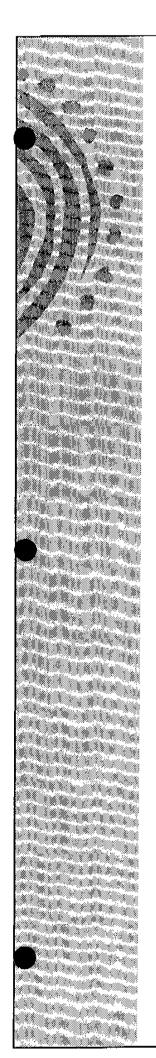
NATIVE TITLE

In 1992 the High Court supported a writ by Torres Strait Islander Eddie Mabo. He had worked over many years to have the Indigenous people of the Murray Islands recognised as the original inhabitants - 'owners'.

The British had claimed the land belonged to no one - 'terra nullius'. The MABO decision recognised Indigenous Australians as the original owners of the land. This paved the way for similar court actions and mediation.

So Native Title exists. Today 'traditional owners' of an area must prove their 'continued and unbroken connection with that land' through the courts or mediation. These cases relate to Crown Land, not freehold land as in someone's home.





LAND RIGHTS

Land rights is about having title deeds to areas of land. This means a community can decide what will be done with that land.

In 1974, the Woodward Royal Commission on Aboriginal Land Rights in Federal Territories recommended that:

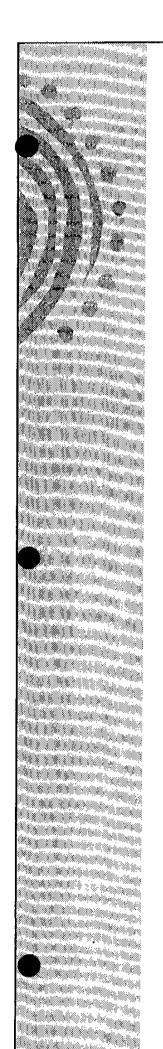
- Two land councils be set up to provide legal support for land claims
- Crown land be open to land rights claims
- Aboriginal people be recognised as owners of their reserves
- Mining companies should pay royalties to Aboriginal people for minerals taken from Aboriginal land
- Aboriginal people deal directly with mining companies in any discussions if they choose

The Woodward Commission and its recommendations only related to the Federal Territories as the Government did not want to have conflict with the States.

In 1976, the Liberal Party under Malcolm Fraser passed the Aboriginal Land Rights Bill (Northern Territory) allowing traditional owners to claim Crown Land and reserves BUT only on land 'no other person or government had use for'.

Aboriginal communities that controlled land could also refuse mining UNLESS it was in the national interest. During this time Uluru was also returned to its traditional owners.

Since the 1970s there have been many examples of 'land rights activities'. One successful claim was in 1975 for the Gurindji people who had been denied their land earlier in the Gove Land Rights Case.





TEAM TASK

In a small group:

☐ Research and tell the story of one Land Rights claim in Australia.

CULTURAL HERITAGE

Throughout Australia, and the world Indigenous people worked very hard to protect their cultural heritage. Culture is about all the ways of living built up over time by a group. It's what keeps them together, surviving, and clear about their identity and history.

Heritage is about what comes to you, or belongs to you because of the group you were born into.

Sadly, for many years the European 'settlers' did not acknowledge Indigenous cultures in Australia. This was true for other parts of the world too. Often languages, dances, ceremonies and rituals were made 'illegal'. Sacred sites were damaged or destroyed.

Indigenous people over the years were expected to take on the cultural values and practices of the dominant group. This left many individuals and communities feeling a great sense of loss, physically and spiritually.

Cultural heritage laws and protocols are about preserving what's left, and building more knowledge about what was lost. It's about passing on cultural knowledge in a respectful and culturally appropriate way. It's also about building identity and spirit today through maintaining cultural values, knowledge and traditions.

On your own:

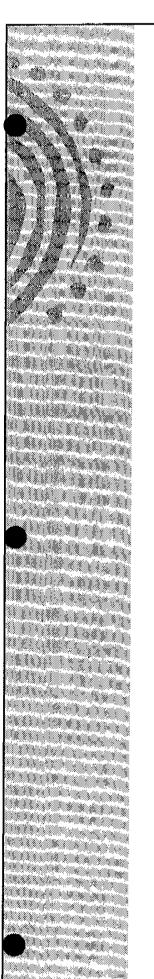
☐ Record here how your community protects and builds cultural heritage.



EDUCATION AND TRAINING

Today, there are still many issues in education and training. While Indigenous people are encouraged to participate in the system, attendance rates and completion rates are low. For example, only 32% of Aboriginal and Torres Strait Islander children complete schooling compared with 73% of the total group.

In post-school vocational education and training programs there has been real improvements in participation rates for Indigenous people. However, these are



still in the 'unskilled' and preparatory programs, with only a small number of Indigenous adults going on to diploma and degree studies.

Over the past twenty years Indigenous people have worked hard to achieve 'two-way' schooling and further education opportunities. This means that throughout the education experience young people and others become strong in both worlds (the mainstream educational experience and their own culture).

It's important to remember that education was used to 'wipe out' Indigenous languages and cultures through official assimilation policies. Today Indigenous people continue to fight for educational experiences that don't deny or invalidate Indigenous ways of learning, and that instead promote them as part of the educational experience.

□ Discuss these case studies with your group and record what they tell us about education for Indigenous people today.



CASE STUDY

'LEARNING OUR LANGUAGES'

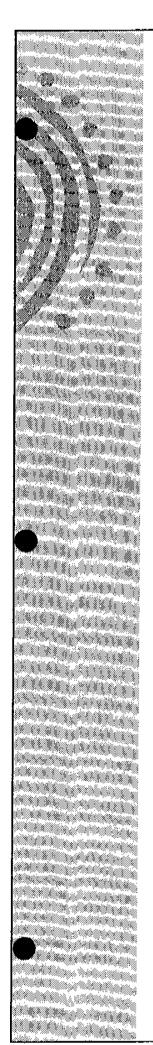
At Batchelor College in Alice Springs an Arrernte woman, Majorie Petrick, is learning to read and write Arrernte in braille. Majorie developed trachoma when she was four years old. She can see light and dark and has a clear memory of some colors.

Majorie used a Mountbatten braille machine to complete a two- week unit for a *Diploma in Language Studies.* She is now able to communicate in her mother's language. She says:

"I can now learn to read my language by myself. I have a dictionary, a song book and a work book in my language. I can work independently". (The FATSIL Newsletter, Vol 13, December 1999)

'LEARNING TOGETHER'

In Healseville in Victoria, Indigenous adults from various workplaces have joined together to complete their Certificate IV in Workplace Assessment and Training. They are using their workplace experiences as the focus for learning about how to train adults and assess their learning. They have included a focus on Indigenous ways of learning and assessment of cultural knowledge and skills.



CULTURAL RELEVANCE "ON-LINE"

In Western Australia, Trinity Boys Catholic College, have developed a web learning option that includes Aboriginal and Islander history and a range of other culturally relevant areas. This was done with the community and includes current issues, protocols and specialist areas like cultural heritage and the arts. Have a look at the site:

www.trinity.library.wa.edu.au

Tell us what you think of these case studies.

- ☐ What do you like?
- ☐ What do you have concerns about?
- ☐ What is happening in your community in education?

EMPLOYMENT

Employment is one of the most challenging areas for communities. Unemployment for Indigenous people is 22.7% nationally compared to 9% for a total unemployment rate. The Community Development and Employment program (CDEP) caters for a large number of people. If it did not exist the unemployment figure would be closer to 50%.

Indigenous incomes are also two-thirds the national average. Many communities are working hard and creatively to open up employment opportunities. Some communities have begun small business enterprises as a way of creating work too.

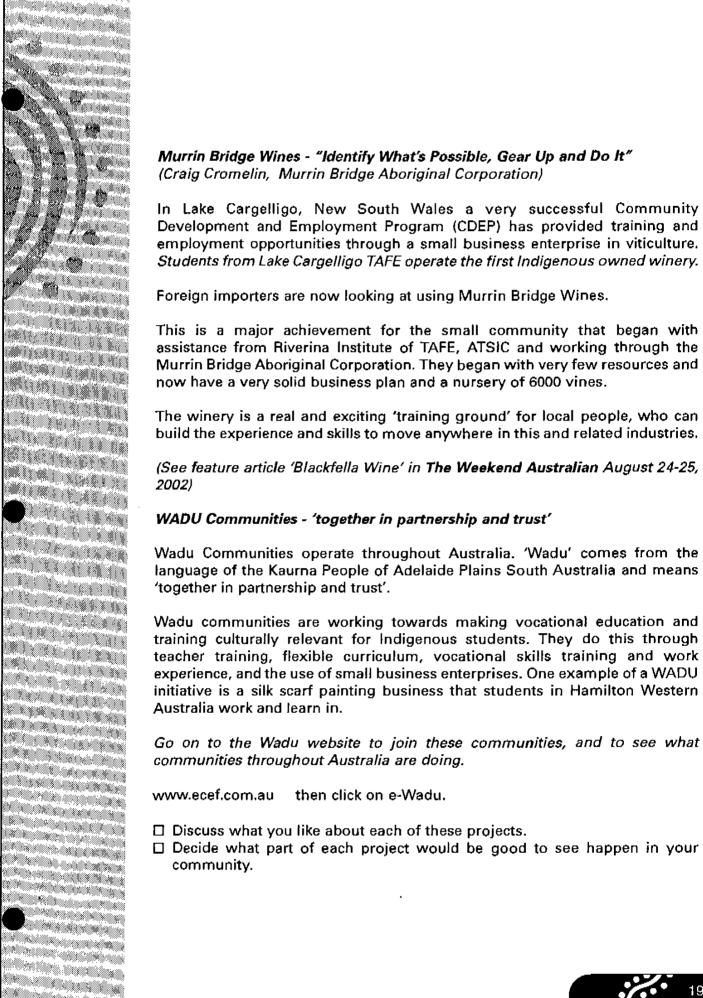


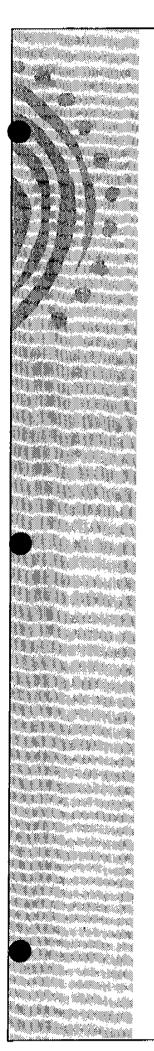
'GETTING TOGETHER' - LOCAL LEARNING AND EMPLOYMENT NETWORKS

In Victoria communities are working together in groups called 'Local Learning and Employment Networks' (LLENS). These groups bring all the people and oranisations together that have a part to play in learning and employment.

So schools, job network providers, TAFE Colleges and other community members sit at the same table creating and following through strategies to build learning and employment opportunites.

There are also Wurreker Committees that advise the LLENS at a local level on the needs of Indigenous people. (web details for LLENs & VAEAI - Wurreker)





JUSTICE - DEATHS IN CUSTODY

In 1989 the Commonwealth Government decided to act on the high number of Aboriginal people who were dying in police custody. There were also concerns over a long time about the high numbers of Aboriginal people in prisons.

They ordered a Royal Commission of Inquiry into Aboriginal Deaths In Custody (RCIADIC). A Royal Commission is about investigating an issue or problem in an in-depth way and coming up with recommendations. It's about hearing all sides of the situation too.

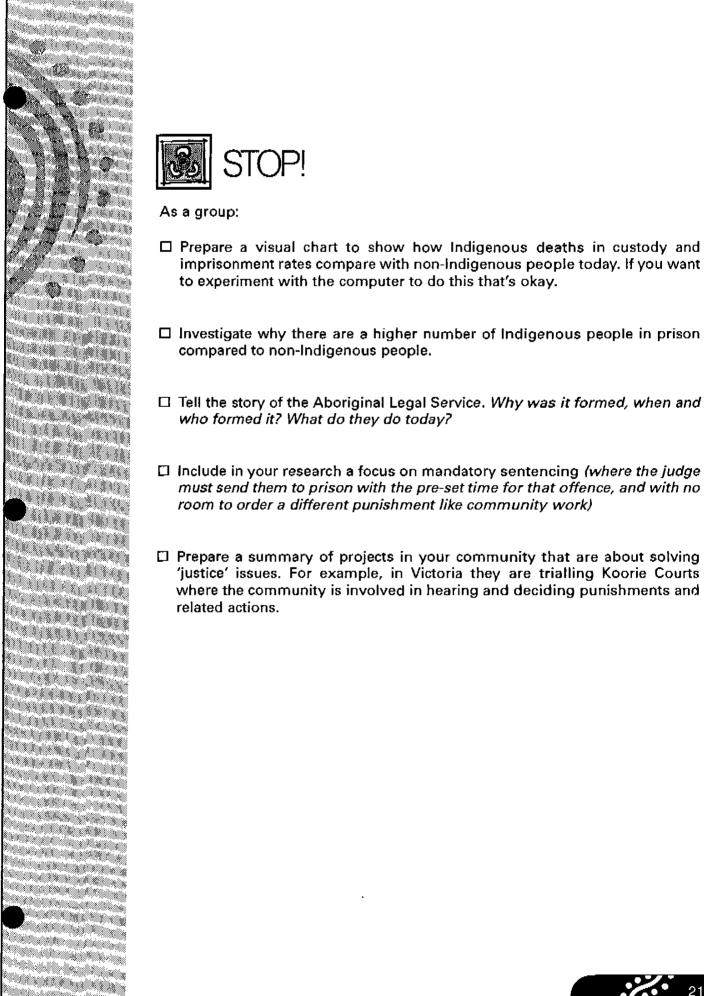
The RCIADIC investigated the lives of 99 Aboriginal people who had died in custody and the circumstances surrounding their deaths. It found underlying issues in the majority included:

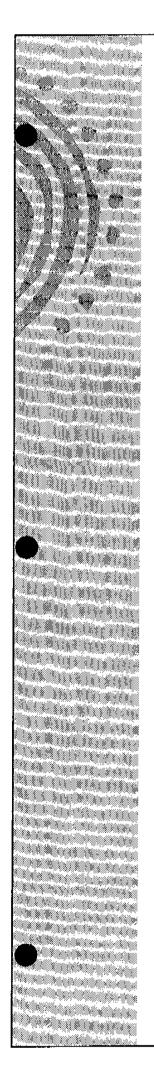
- Dislocation from family and community (over 50% had been removed from families as children)
- · Poor to very poor health
- · Lack of or poor educational experiences

They also found negative and racist attitudes of many police officers, and overpolicing contributed to many of those deaths, as well as fear and mistrust of police by community. There have been many programs and other initiatives since the report was released to turn this situation around. You may know of some in your community.

Today deaths in custody have decreased from 21% to 18% (1990-99), but deaths in prisons have increased from 35% to 81% of all deaths in custody. Indigenous young people are placed in custody at a rate 26 times that of non-Indigenous people. (Human Rights and Equal Opportunity Commission)

Communities across Australia work with a range of initiatives to not only address the legal and policing part of this situation, but the underlying causes of poor health, education, housing and economic disadvantage. One of the earliest initiatives was the creation of the Aboriginal Legal Service which was set up in Redfern, New South Wales in the 1970s to support Indigenous Australians in the justice system.





HEALTH

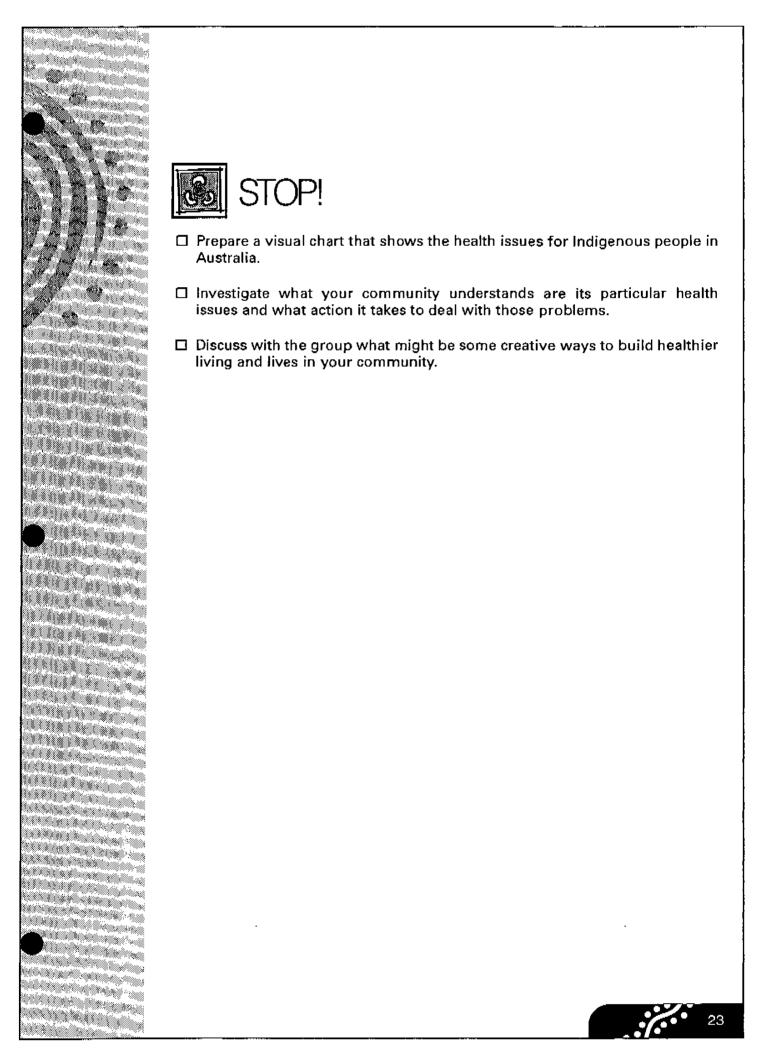
The impact of dispossession and disadvantage on Indigenous peoples' health has been devastating. The 'invaders' brought diseases never before experienced by Aboriginal people, including smallpox, which wiped out two-thirds of the Western Districts people of Victoria.

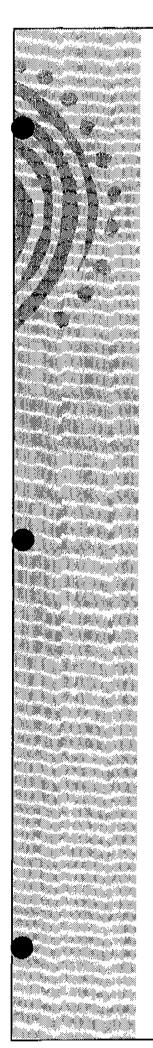
They also brought with them new foods and substances like alcohol that radically changed the nutritional make-up of people, and their lives. They were forced to live in areas without their traditional food and water supplies and so for many, many years their health declined and many lives were lost.

Today health continues to be a major challenge for Indigenous people. Indigenous people die 15 to 20 years earlier than other Australians. They also have much higher rates of non-insulin dependent diabetes, coronary heart disease and other preventable diseases like trachoma, which causes blindness. Professor Fred Hollows, who has now passed away, spent most of his working life trying to fix the trachoma problem in communities.

While alcohol is consumed less by Indigenous people than non-Indigenous people, the small number who do drink often do so with disastrous consequences to their health and lives. Communities are also dealing with new drugs like 'petrol sniffing' that has become a problem in the wider community too, but which is seriously affecting young people particularly in northern and central Australia.

Similar to action in the justice system, Aboriginal people established their own health services in the seventies. These community based health services deal directly with health issues, and provide a safe and culturally sensitive approach to health care.



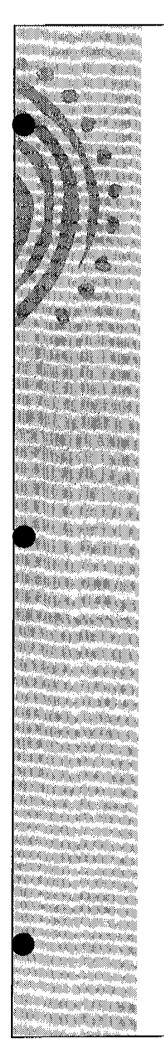


HOUSING

You saw in units one and two how Indigenous people were moved off their lands and forced to live on the fringes of towns and in reserves or missions. The Europeans also failed to see how Indigenous people had managed to shelter themselves for centuries.

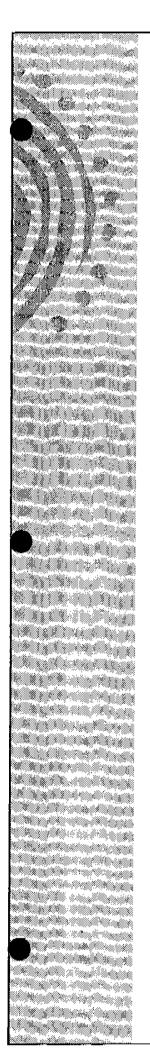
So when Governments finally decided they should do something about shelter, they acted alone and with their cultural viewpoints about what housing should be like. In the 1950s they built low standard houses that were meant to get Indigenous people used to living like the white people! Remember this was the era of assimilation policies.

Poor housing has continued to be an issue for communities. In the 1970s community leaders began to demand government funding to fix what was, and is a shameful situation. This sometimes meant long needed upgrades to poor quality housing, creating new housing in community environments with access to modern facilities, or purchasing existing homes for rent to Indigenous people.





Investigate the programs in your State or Territory that are about 'solving' the housing problem. This could include programs that support home ownership, rental or community based housing.



COMMUNITY AND IDENTITY

So far, you've covered what Indigenous people themselves have identified as major challenges in communities today. There is another challenge emerging and that is to do with identity and definitions of community.

Because there was massacre, forced movement and removal of children from families, there are many Indigenous people today who are searching for their links and sense of self. Communities emerged as groups of people, or individuals, were located with others outside their country.

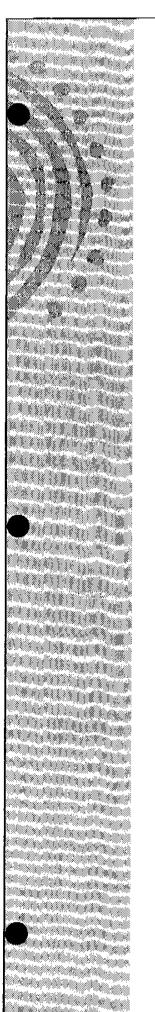
As time moved on, increased movement through the opening up of the country through transport brought others to communities that had formed over time.

Some of these communities have traditional owners still living with them, some have not, and others are unclear, particularly in the south-eastern states where the devastation was greatest in the early years.

For many too there is the challenge of movement between two worlds: the community and the wider society and its cultures. This some say is causing spiritual and identity issues for many, including drug taking and alcohol issues for young people to relieve spiritual pain.

Today individuals and communities are taking control on these issues too. They are searching their links; sorting out who they are as a community; building their cultural knowledge and understanding in the two worlds; and creating programs that excite and engage the spirit. These include programs in the arts, performing arts, healing, ecotourism and culturally based small businesses.

The new leaders emerging from these programs are excited about who they are and the strengths and resilience of the people in their communities. There are many examples throughout Australia of individuals and communities leading the charge on spiritual healing, community development and identity.





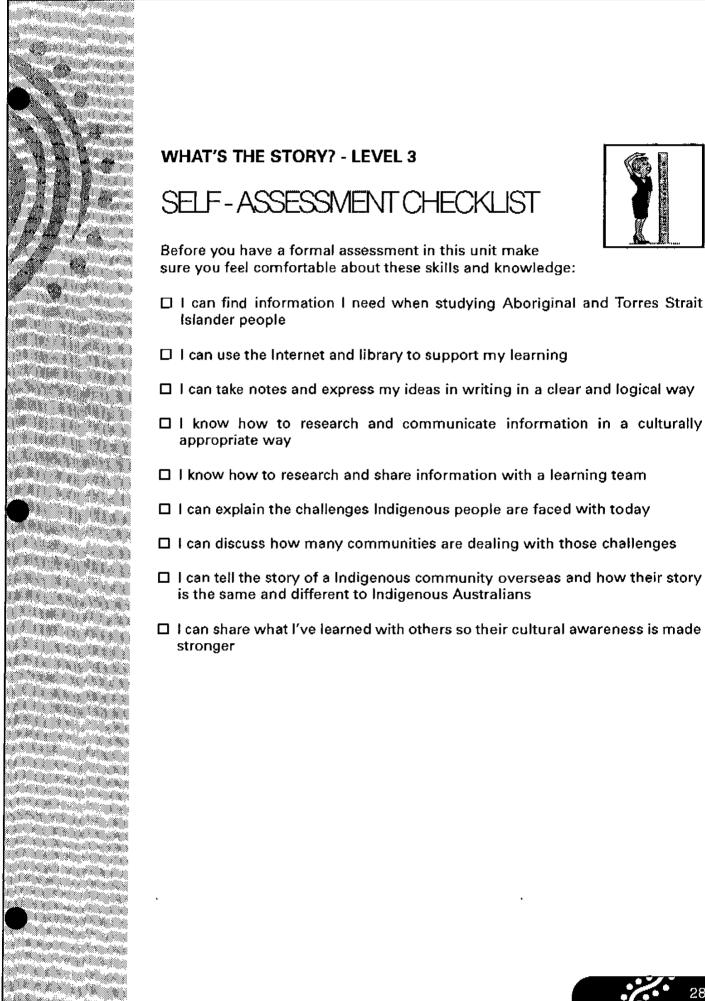
TAKE A TRIP OVERSEAS!

- ☐ Work together to get an example from each state and territory of successful programs that are working towards building cultural and spiritual strength. It can be in any area from performing arts to business.
- ☐ You've covered many challenges for Indigenous Australians today. Now your job is to compare their experiences with one other Indigenous group overseas.

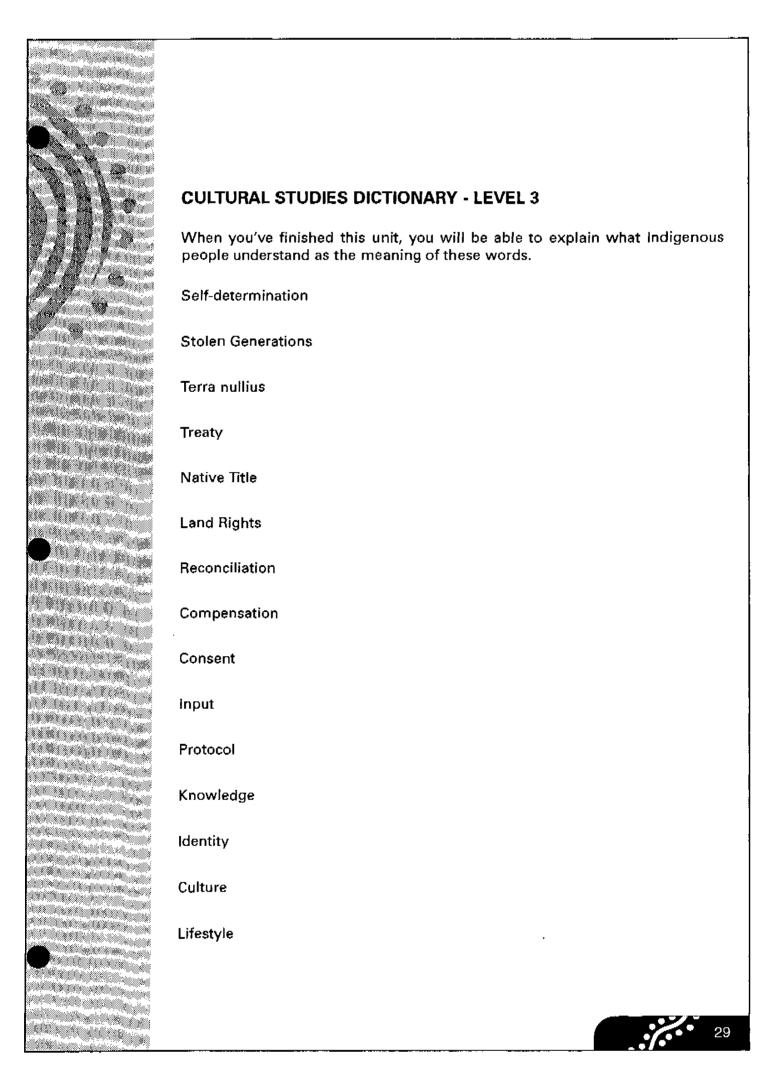
You can use the Internet, library or even the Embassies for that country in Australia to get a picture of the following:

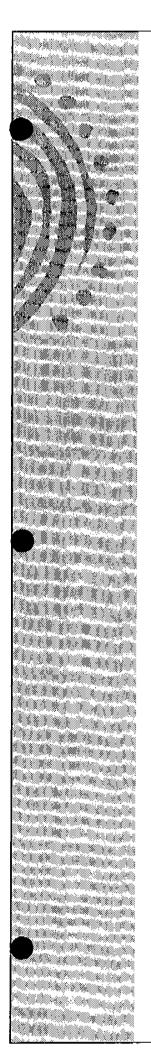
- Who are they? What's their country and traditions/culture?
- What was their history? Who invaded, why and what happened?
- What are their challenges today?
- What are they doing about them?
- How are their experiences similar of different to Indigenous Australians?

Present what you find in any way to the learning group and interested others.









STRETCH

This unit is a great foundation for a community project. After moving through the challenges for Indigenous Australians today, your learning group may decide to action in relation to one of them.

This is also the unit that may trigger for you a special interest area like health, housing or the arts. If so, make sure you include a focus on that area when you look at your overseas example, and make some contacts through the net.

You may also like to look at employment and training pathways related to your interest area.

If you want a really big stretch, how about finding a way to meet people in one or more communities in other parts of Australia. See and hear first hand their stories, the aim being to get out of your immediate state or territory to do so.

If you do go down this path, then use the community project module to help your planning. Also remember to be especially respectful of protocols when visiting others.