Making

More

Of Me
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The initiative to prepare and publish this document was generated by Dr Brian Noad, Principal, Inmate Education Programmes. To him and to the people listed below I offer my thanks for the help and support offered throughout the project.

Jenny Schowe, Education Officer and cartoonist

Graeme Frankenberg, BA (Leisure) Dip Teach (Tech) B.Ed (Tech)

Diana Simmons, MA (Syd) Registered Psychologist

Kathryn Julie Lockwood, RGN PGN, HIV/AIDS Resource/Educator

Anne Young, BA (Hons), Senior Psychologist, South West Region

My thanks also to the numerous inmates of the NSW Department of Corrective Services who provided ideas and to the young people of Forest Lodge who offered ongoing suggestions.

Suzanne Wilde
Senior Education Officer
NSW Department of Corrective Services
Foreword

This book "Making More of Me" has been developed by Suzanne Wilde, Senior Education Officer in wide consultation with experienced practitioners in the respective program areas.

The overall aims of this book are:

* To provide inmates with the opportunity to develop skills which will assist them in dealing with themselves as individuals and community members.

* To provide a resource for teachers teaching Life Skills Programs within N. S. W. Correctional Centres.

* To provide a personal reference book for inmates' use.

The booklet is "student centred" as it recognises that each student brings knowledge, skills and attitudes to the learning situation which can be used as a basis for further development.

Suzanne Wilde is to be congratulated for her initiative, enthusiasm and leadership in creating and producing this student book. I commend this document to all students.

Dr B M Noad
Principal
Inmate Education Programs
What is a Community?

A community is a group. Most people belong to many different communities at the same time. The communities which we belong to may change throughout our lives. You may, at the moment, belong to any of these communities:

- Gaol Community
- Peer Group
- Family
- Australian Community
- Sports Team
- Education Class Group
- English Speakers
- Library Users
- Gamblers
- Sweepers
- Global Community

Make a list of the communities which you belong to now.

___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________
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___________________________________________________________________
___________________________________________________________________

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What is a Community? (cont.)

Throughout your life you may belong to:

- School Community
- Small Town
- Large City
- Trade Union
- Senior Citizens
- Tennis Players
- Church Group
- Divorcees
- Pre-schoolers

Make a list of other communities to which you have belonged in the past.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Each community to which we belong has its own set of rules and regulations. Some of these are written, formal rules but many of them are informal and unwritten.

The formal, written rules of the community have usually been decided as those rules which will benefit the most people. They are usually decided by community leaders and many started with the religious beliefs of the community.

Formal rules usually belong to large communities like cities or states.

Informal rules usually belong to small communities like families.
Challenge

See if you can work out which communities these rules come from and whether they are formal or informal.

1. You must wear a tie.
3. The speed limit in built up areas is 60kph.
4. It is not polite to burp at meals.
5. Fathers watch their sons play football.
6. The rent is due on Tuesdays.
7. Do not inquire about a man’s wife, sister, daughters.
8. Do not give any information about another person.
9. Men should not wear dresses.
10. Children should be seen and not heard.
11. Thou shalt not steal.

Rules which are not written usually mean more in our lives than those which are written. They become the expectations which our communities place on us and sometimes, when they are unreasonable, expectations become pressures.

When we try to meet the expectations of too many communities at the same time we may feel pressured and may end up unable to meet any expectations at all.

Sometimes our communities have expectations which we do not, as individuals, agree with. Our own expectations may be different from the community’s expectations. When this happens to us we feel pressured and dissatisfied with life.
Communities

We all belong to many different communities at the same time.

James is a shirt salesman for a large manufacturer. His job takes him around many retail stores where he demonstrates his company's goods and collects orders for them. James' Thursdays start with an early trip to Balmain pool where he drops his son and his daughter off in time for swimming training before school. He then goes to his office within the factory at Silverwater to collect his list of appointments for the day. His Thursday appointments are usually in the inner city and he has lunch at a Greek restaurant on George St. After his afternoon appointments James goes home via the Riverview in Balmain, where he has a couple of drinks. When he gets home James hands his pay packet over to his wife, who has also returned home from work, and watches some T.V. before dinner. On Thursday nights the people from the flat downstairs usually call in for an hour or so.

James belongs to a number of different communities. We already know he belongs to:

- Family
- Work
- Drinkers at the Riverview
- Parents at the pool
- Group who live in his block of flats
- Fathers
- People who eat at the restaurant
- Drivers
- T.V. Viewers
- People who live in his suburb
- People who live in Sydney
- Men

You know a lot more about yourself than you do about James. List the different communities to which you belong.

Choose one of the communities to which you belong. It may be your family, your class group, your gaol wing or any other. How are you expected to behave as part of that community?

Do the expectations of one of the communities to which you belong conflict with the expectations of any of the other communities to which you belong? e.g. Does your teacher want you to work on an assignment at the same time as your mate wants you for a game of cards? How do you choose which of these expectations you are going to meet?
Stereotyping

Because people belong to a particular group they are often assumed to take on what other people see as the characteristics of that group. This is stereotyping.

We place people into categories without ever really looking at the people as individuals.

Many people in other countries stereotype Australians as tall, blond and athletic. Does this fit your image of what you know of Australians?

Women are often categorised as mothers, cooks and housewives. Do all the women you know fit into this category?

People who are overweight are often categorised as slow, mentally and physically. Is this true in your experience?

**What are the stereotypes associated with each of these communities?**

<table>
<thead>
<tr>
<th>COMMUNITY</th>
<th>STEREOTYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholics</td>
<td></td>
</tr>
<tr>
<td>Athletes</td>
<td></td>
</tr>
<tr>
<td>Deaf People</td>
<td></td>
</tr>
<tr>
<td>Kooris</td>
<td></td>
</tr>
<tr>
<td>Muslims</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td></td>
</tr>
<tr>
<td>Salespersons</td>
<td></td>
</tr>
</tbody>
</table>

Do you know people who belong to these groups?

Do the people you know match the stereotype for their group?

Why do you think we stereotype people?

Do you think that being stereotyped effects the expectations people have of us?
Challenge

Make a list of some of the communities YOU belong to and beside them write the stereotyped image for the community. Do you fit the stereotype for this community? The first one is done for you.

<table>
<thead>
<tr>
<th>Community</th>
<th>Stereotype</th>
<th>Is This You?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inmate in Correctional Centre</td>
<td>Tattooed, Shaved head, Male, Stupid,</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Violent, Dirty,</td>
<td></td>
</tr>
</tbody>
</table>

Meeting Expectations

There is only one person whose expectations really matter and that is YOU.

If you find that you spend all your time running around meeting the expectations of others and are not feeling good about it then you are being pressured.

Work out your own expectations.

What do you want to achieve in your life today, this month, this year?

Have a good look at your expectations and see if they are realistic. If you have placed an expectation on yourself to be a good parent and you are in gaol then this expectation is unreal and will only make you and others unhappy. Try changing this expectation to being the best parent possible under the circumstances.
### Challenge

Make a list of expectations placed on you by your communities.

<table>
<thead>
<tr>
<th>Expectations placed on you by the communities to which you belong.</th>
<th>Do you agree with these?</th>
<th>Are these expectations or pressures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents expect me to visit them every week-end.</td>
<td>No. Sometimes I want to do other things.</td>
<td>Usually they are expectations but if I don't visit they become pressures.</td>
</tr>
</tbody>
</table>

Now work out which of these expectations you can reasonably expect to meet and work on those. Don’t worry about the others. If you try to meet unreasonable expectations you will fail and no one should set themselves up to fail.

Work out your goals in meeting expectations by tackling the big picture in small chunks. Nobody would try to stuff a whole pizza in their mouth at one time but you can eat the whole pizza by biting off a chunk at a time.
Planning your goals:

Make a list of the goals which you feel you can meet either while you are still in gaol or on release. Beside each goal write the way you can break it down into smaller, more easily achieved bites. When you have finished your list start working on it.

<table>
<thead>
<tr>
<th>Goal To Be Met</th>
<th>Smaller Bites Of This Goal</th>
</tr>
</thead>
</table>
| To be the best possible parent. | 1. Talk to my children.  
3. Listen to my children.  
4. Spend time doing things my kids like to do.  
4. Know what my kids are doing when I’m not with them. |
Samples of Communities
The Gaol Community

One of the communities which you belong to is the gaol community. Even within the gaol community you may also belong to many smaller communities at any time.

The gaol community can be very complex. Like most other communities it has its formal rules and its informal rules.

While you are in gaol there are expectations placed on you by a number of other communities of which you are a member.

The State has expectations that you will serve your sentence and obey a body of written rules which apply to all inmates.

The gaol authorities have both written and unwritten rules and expectations which you must learn.

Your family has unwritten expectations that you will behave in a certain way when they visit or when you phone them or write to them.

Your peer group (other inmates) have unwritten expectations that you need to learn and be aware of.

When you fail to meet any of these expectations you run into problems. Sometimes the problems are big, sometimes they are small but they are still problems.

When the expectations conflict with one another they become pressures.
Challenge

Make a list of the expectations placed on you by any three of these different communities.

<table>
<thead>
<tr>
<th>COMMUNITY ONE EXPECTATIONS</th>
<th>COMMUNITY TWO EXPECTATIONS</th>
<th>COMMUNITY THREE EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Family wants me to be at home.</td>
<td>e.g. Gaol wants me to do my time.</td>
<td>e.g. Peer Group wants me to play touch.</td>
</tr>
</tbody>
</table>

Is there any conflict between the expectations which your different communities place on you? If there is conflict, you need to look at why, and at what you can do about it. Sometimes resolving this conflict is quite easy. You simply decide which one you agree with personally and follow it.

Sometimes the conflicts between expectations have no resolution. A child may expect her parent to come home every time she visits. There is no resolution to this because the parent probably wants the same thing but is not able to do it because the state expects him to stay where he is and finish his sentence.
The Family Community

The family is one of the most important communities to which we belong. Family rules are almost always informal. Family rules also change with circumstances e.g. the role of the father may change from wage earner to child carer if this is convenient at certain times. The roles of individuals within the community seem to be clearly defined until we look at them closely.

Within the family we play many different roles at different times in our lives. We may also play many of these roles at the same time.

Challenge

Make a list of all the different roles which you play as a member of your family.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

We may have parents who place parental expectations on us even though we are adults. We may, at the same time, be parents ourselves with children who have their own expectations of us. We may also feel we have to live up to the expectations of our husbands or wives.

If we have too many of these expectations to meet we become pressured.

We have to make decisions about what our own expectations are of ourselves as family members and work towards meeting them. Sometimes doing this will cause conflict within the family. No one lives happily in a conflict situation so we need to use all our conflict management skills to handle potential conflict when it is first recognised. Don't let the situation get out of hand.

Talk about the potential conflict. State your own priorities and listen to other peoples. Always try for a WIN/WIN situation.

If you feel that you would like more information on conflict management see if there will be a program running in your Centre soon, or if there is
individual counselling available.

The Family Community (cont.)

Conflict within a family can mean that the individuals lose the most supportive community they have.

Since all family members are expected to conform to the family's informal rules it is only fair that all family members have an opportunity to decide on which of those rules should be priorities.

Challenge

Develop a set of informal family rules for your family. You may include eating rules, television rules, work rules, wage earning rules or any others which you think are relevant.

Next list your rules in priority order. Which ones are too important to change and which ones do you think could be changed with changing circumstances.

<table>
<thead>
<tr>
<th>FAMILY RULES</th>
<th>PRIORITISED RULES</th>
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Changing Communities

At times throughout our lives we move from one community to another because we move house, find a new partner, change jobs or for a number of other reasons.

When you are released from gaol one of these changes in communities will happen.

You may believe that you are returning to the same community with the same expectations and rules that you left but this is not usually the case.

You may be returning to the same people but some things will have changed while you were away.

Re-establishing Relationships

While you have been part of the gaol community you have been changed by your experiences. While you have been part of the gaol community your family and friends have also been changed by their experiences and so the situation you return to will be different to the one you came from.

Challenge

Make a list of some of the experiences which you have had that your family and friends have not shared.

________________________________________________________________________

________________________________________________________________________

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Have you learned anything from these experiences?
Have these experiences changed you in any way?

Changing Communities (cont.)

Now make a list of some of the experiences which your family and friends may have had that you have not shared.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Do you believe that the experiences your family and friends have shared without you could have changed them in any way?

One way in which your family may have changed is that they may be less dependent on you. This is only natural since you have not been around for them to depend on for a while. You may find that they make decisions without talking to you about them first because this is what they have become used to doing.

You may begin to feel that your family and friends are shutting you out. They are not likely to be doing this on purpose. Just as your experiences have changed you, their experiences have changed them. You will need to take time to get to know them all over again. Be patient and take the time to learn your new role.

No matter how good your gaol visits are they are no substitute for actually living with people and they do not give you the opportunity to really know everything your family and friends are experiencing.
Module Two
Living With
Myself
The Most Important Person In Your Life

The most important person in your life is not your lover, your child or your mother. The most important person in your life is YOU. Unless you get on with yourself well you can't expect to get on with other people well.

Everyone has faults and problems which they hope other people will never find out about. Other people's opinions become very important to us. If we can improve our opinion of ourselves we can stop worrying about what other people think.

What is the thing you worry about most in yourself? It may be a dependency on drugs, alcohol or gambling. It may be always needing your peers to tell you how great you are or making you feel part of their group. It may be that you have never had a good job or that you don't have any money.

You need to deal with this problem, whatever it is, and you may need help to do so.

Time spent in gaol can either be positive or negative. If you decide to take advantage of this time to deal with those parts of yourself that you really don't like it can be a positive time. If you leave gaol with the same problem you came in with then the time is worse than negative. It is dead time. A gap taken out of your life with no results.

Make a list of the positive and negative ways in which you can spend your time in gaol.

<table>
<thead>
<tr>
<th>NEGATIVE ASPECTS</th>
<th>POSITIVE ASPECTS</th>
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</table>
Getting Help

There are services available to all inmates which may help you with your particular problem, but no one can help you unless you are prepared to help yourself. Helping yourself is easier than you think. There are only three things you need:

You need to admit you have a problem.
You need to be prepared to talk about the problem to a person who can help.
You need time.

Challenge:

Take some time now to decide if you have a problem and if you need help with it. Do something about it.

What problem do you need help with?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are you going to do about it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who could you get to help you with your problem?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Had a Bad Day?

Do you ever have days which you might as well write off from the very beginning? By the time the first four things have gone wrong do you just admit that the rest of the day is going to be a disaster?

Often we create these days for ourselves by our own negative attitudes. So what if you have a fight early in the day! This does not need to colour the rest of the day for you. Instead of being upset by this first negative event try to handle the event as best you can and then tell yourself "Well I've done my best with that!" Then get on with the day and put the event behind you.
Dealing With Negative Feelings

None of us are born able to deal well with negative feelings. Most people learn how to do it to some extent by the time they are about thirty. Some have more trouble learning because no one bothers to help them. Which of these groups do you fit?

Are You An Aggressor Or A Wimp?

Many people believe that showing their anger or annoyance is bad. They feel that if they express these feelings they will hurt or upset someone else. These are passive people and they nearly always lose out.

Others believe that they have a right to express their negative feelings in any way they want regardless of the consequences to other people. These are aggressive people and they too nearly always lose out.

There is a middle line where assertive people take control of themselves and the situation and express their feelings in a way which will help rather than damage other people. This is the healthiest way to deal with these negative emotions.

If you are not sure where you fit into these three categories ask yourself "How do I feel when I have had negative feelings?" If the answer is "I feel good about myself!" then you have handled yourself, your feelings and the situation assertively. If you have any other answer then you still have something to learn.
Basic Communication Skills

When we are taking part in the two way process of communication there are some techniques which we can use to make sure that the communication is effective. This means that the real message and all the real message is being transferred:

Paraphrasing... This does not mean repeating what you or the other person has said like a parrot. When we paraphrase something we put it into different words. It may be something which we have said or something which the other person has said. This has the effect of giving us a second chance to understand the message.

Feedback... This is responding to the message in a way which shows that we have (or have not) understood it. Feedback comes not just in the words we use but also in our tone of voice and our conscious and unconscious body language. Most of us use feedback ourselves all the time but do not always look for it in other people.

Look at this sample phone call:

Jones "I am calling about the position for a storeman you had advertised in Saturday's paper"

Smith "Do you mean the part time or the full time position?" (using feedback).

Jones "The full time position. Has it been filled yet?" (using paraphrasing and feedback).

Smith "No! Would you like to give your particulars to my secretary?" (Using feedback)

Jones "Yes I would. Thank You" (Using feedback)

The use of good communication skills has made sure that the real message has gone through.

Can you see places where this message would have got confused if different responses had been given.
Basic Communication Skills (cont.)

Now you try to see what techniques are being used in this conversation.

Teacher "Mr Jones, I am calling you about Johnny."

Mr Jones "Has he been playing up?" (____________________)

Teacher "No! Nothing like that. It's just that he's had a little accident in the playground and has hurt his leg."

____________________

Mr Jones "Is he all right?" (____________________)

Teacher "He's fine it was only a bit of a bump but I thought you might like to take him to the doctor to have it checked."

____________________

Mr Jones "I'll be there in about half an hour to collect him."

____________________

Would You Listen To You?

Next time you are talking to someone try to answer these questions.

<table>
<thead>
<tr>
<th>Am I speaking clearly?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I come to the point?</td>
<td></td>
</tr>
<tr>
<td>Do I give my listener feedback?</td>
<td></td>
</tr>
<tr>
<td>Am I interesting?</td>
<td></td>
</tr>
<tr>
<td>Am I saying what I mean?</td>
<td></td>
</tr>
<tr>
<td>Do I make sense?</td>
<td></td>
</tr>
</tbody>
</table>

If you can answer YES to each of these questions then you're doing O.K.
Opportunities For Communication Breakdown

There are five places any communication can breakdown.

Basic communication goes like this:

1. What the speaker wants to say.
2. What the speaker actually says.
3. What the listener expects to hear.
4. What the listener actually hears.
5. What the listener understands by what he/she hears.

When two people are from different backgrounds (cultures) they may have quite different ways of interpreting a situation. All communities have their own cultures, and things can have one meaning in one culture and an entirely different one in another.

Try a game of "Chinese Whispers", sometimes called "Rumours". To do this you need a group of people. The first person whispers a message to the second person, this person passes it on to the third person and so on until it has been right around the group. Then the last person repeats what he or she has understood by the message.

Different Interpretations of Words

Often the culture which we come from leads us to misunderstand the way in which another person uses words. Many words are used slightly differently in different parts of the country and many words also have emotional attachments which are different for different people.

If we use the word "WING" in front of a football player, an inmate and a pilot they will each understand something different. Their different understandings do not mean that any particular one is right or wrong, just that their own cultures have influenced the way they interpret the word.

The word "MACHO" when used by a man usually means someone strong, both physically and mentally, a real leader. When women use this word they usually mean someone who is wrapped up in themselves, overbearing and generally unpleasant.

If we are using words which have a different meaning for us than they do for the person, or people, we are talking to; then the message which we want to send may be quite different from the message they are receiving.
Challenge

How would or could each of these words be interpreted by different people?

Teenager ____________________________
______________________________

Gentleman ____________________________
______________________________

Screw ________________________________
______________________________

Unit ________________________________
______________________________

Sweeper ______________________________
______________________________

Community ____________________________
______________________________

Teacher ______________________________
______________________________

Game ________________________________
______________________________

Unless we know something about the person we are communicating with we are likely to misunderstand the way they use words. This misunderstanding can be cleared up if we use the techniques of paraphrasing and feedback.
Listening With Brain Power

Often when people are trying to convince us of something they use some dirty tricks. Instead of just giving us information they also try to play on our emotions or to convince us with logic.

You can often find examples of both these tricks in newspaper headlines and in politician’s speeches.

Playing With Emotions

Which of these headlines has the most impact?
Which of them will sell the most papers?

GIRL STRUCK BY CAR

A three year old child who ran into traffic at St Mary’s station today was injured when she was

TODDLER HIT BY SPEEDING DRIVER

A three year old child was injured when she

The second headline is intended to appeal to our emotions and make us angry before we even read the article.

Playing With Logic

Logic can often be used to appear to prove a point. Early this century a study in England found that people who owned refrigerators were more likely to have heart attacks than people who did not own them. Using logic the research people were then able to say that there was a direct link between refrigerators and heart disease. In fact, at that time, only very wealthy people owned refrigerators and these people were likely to be bankers and businessmen who already had a lot of work related stress in their lives and who could afford to eat richer foods and drink more alcohol than other people and were therefore at increased risk of heart disease.

We are inclined to believe something which has the appearance of logic without looking at it to closely. Often we really need to look at something two or three times to see if the logic makes sense.
Challenge

Look at the apparent logic in these statements. Are they giving information as facts, or are they twisting the information to try to convince you of something?

1. The cost of electricity is rising. Soon we will not have any heating.

2. Mrs Smith must be extremely rich. She has an enormous diamond ring.

3. Aborigines are over represented in the prison system. Roy is Aboriginal so he must have been in gaol.

Listening with more than your ears.

When we are really interested in finding out what the other person is on about we use a lot more than our ears. We all know that Body Language can tell us a lot, but sometimes it can mislead us too if we don’t know enough about it.

We have often been brought up to believe that someone who doesn’t look at us while they are talking to us is probably lying. This is not even close to true. A person who does not look at us may be very shy or may be thinking hard on the words he or she is going to use next. They may also have been brought up in a culture where it was considered very rude to look at someone who was older or more important than them. In other words they may be showing respect.

As with the words we use, our culture can have quite an effect on the way we use and interpret body language. In Australia we feel threatened if someone comes too close to us without an invitation. We like to protect our own personal body space. For most people this is about the length of their arms. People brought up in a culture where everyone lives closer together do not feel threatened by physical contact and may often touch one another in the course of a conversation to indicate that they are really listening.
The body language people use gives us all some sort of message. We just need to interpret it well. Try to interpret the descriptions set out below and then go through them with a friend to see if you agree.

<table>
<thead>
<tr>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting with shoulders slumped</td>
</tr>
<tr>
<td>Standing with hands in pockets</td>
</tr>
<tr>
<td>Smiling</td>
</tr>
<tr>
<td>Leaning towards another person</td>
</tr>
<tr>
<td>Nodding head up and down</td>
</tr>
<tr>
<td>Frowning</td>
</tr>
<tr>
<td>Scratching head</td>
</tr>
<tr>
<td>Closed hand with thumb up</td>
</tr>
<tr>
<td>Hand up with palm away from body</td>
</tr>
<tr>
<td>Hand up moving palm towards body</td>
</tr>
<tr>
<td>Leaning towards the person who is speaking</td>
</tr>
<tr>
<td>Blushing</td>
</tr>
</tbody>
</table>
How do you use body language?

You don’t have to be a great speaker to get the message across well. In fact people who speak really well are often not very good at other types of communication. Often the very best "speakers of" and "listeners to" Body Language are those who are not very good with words. They have developed other effective communication skills.

We all know people who always seem to be very active when they are talking. They may move their hands a lot and even move their bodies as they make a point. They usually speak loudly and often get so close to us when they are speaking that they invade our personal space. These people may be very nice but we are so exhausted by being with them that we try to avoid them. Everything they do is theatrical and we find it hard to get a word in when they are speaking.

We may also be able to think about other people who are the exact opposite. They come into a room very quietly and rarely interrupt others even when they have something valuable to contribute. Often they slump so that they even appear to be smaller than they are. They don’t often show any expression on their faces and they keep their hands quite still.

Neither of these types of people are representing themselves well. In fact we don’t often take any notice of either type.

If we want our opinions to be recognised the way we present them with our whole bodies can be very important.

Presenting Ourselves

First impressions do count and this means not only the first time you meet someone but also every time you meet them. Be sure that the impression you give someone of yourself is your best.

Sit or stand straight. This way you take advantage of your full height and you look to be in control of yourself. Apart from that it’s better for your health.

Look at people when they are talking to you. (Don’t stare them in the eye, this makes them wary) When people see that you are looking at them when they speak they feel that you are interested in what they are saying.

Smiling helps us to feel happier and also gives that impression to the people we are with. This doesn’t mean that we need to go around with a grin on our faces all the time but try to remember to control your face and keep your expression pleasant. One of the really interesting things about smiling is that it is highly contagious. When we smile at some-one they almost always smile back.
How Do You Feel

The way you feel about yourself is shown in your body language for anyone to read.

It is O.K. to feel good about yourself and this is a sure way to win the respect of others. This does not have to mean that you have a big ego. Just that you feel O.K. being you.

If you don't feel good about yourself people will soon know.

Have a good look at yourself and decide how you feel.

How do you look at yourself?

If you don't like the way you look at yourself then this will show in the way you deal with people. Sometimes the way we look can be changed if we don't like it. At other times we simply have to learn to accept who and what we are.

Answer YES or NO to these:

1. Are you happy with your face? (If your answer is NO then put a smile on it. There is no such thing as an ugly face, only ugly expressions.)

2. Are you happy with your hair? (If your answer is NO brush it, wash it, cut it and at least be able to tell yourself that you have done your best.)

3. Are you happy with your height? (If your answer is NO because you think you are too short then stand straighter and THINK TALL. If the answer is NO because you think you are too tall still stand straighter and remember that tall is often compared to regal.)

4. Are you happy with your weight? (If your answer is no then change your weight by exercise and careful eating habits. If you cannot change your weight standing straighter will still help you feel better about it.)
How Do You Look At Yourself? (cont.)

5. Are you happy with your general fitness level? (If your answer is NO now is the time to act. Join a fitness class or take up walking. Exercise your individual muscles in everything you do. When you are sitting you can still be flexing.)

6. Are you happy with your health? (If your answer is NO then look at exactly what is wrong. Is your health so poor that you can't effect it by some change of lifestyle? Remember that mental health shows too and you need to feel good.)

7. Are you happy with the way you get on with people close to you? (If your answer is NO then ask yourself why? Is there something you can do about it or do you feel it is all their fault? Even if you do feel it is all their fault go over the information on assertive behaviour and put it into practice.)

8. Are you happy with the way you get on with other people? (If your answer to this is NO then have a look at how you feel about yourself. Remember that if you think you are valuable then other people will value you more highly.)

9. Are you happy with your job? (If your answer to this is NO then you either have to change jobs or change your attitude towards the job you are in. Look for something good in your job (it may be something very small) and make the most of it.)

10. Are you happy being in gaol? (If your answer to this is NO then you are perfectly normal.)

If you could answer YES to most of the questions then you already present yourself well to others. If you answered NO to most of the questions then you are a mess and you need to start changing your attitudes about yourself. You are really the only one who can judge who you are. You are also the only one who can see where change is needed and make the commitment to change. What you can't change you need to look at in the most positive way possible. No one in their right mind is really happy to be in gaol so make it the most positive time you can. Use the time to work on any other things about you that you don't like.

When you think positively about yourself it will show in the body language which other people observe in you. It will increase the respect which other people have for you.
Body Language Giveaways

Some silent language can give us a lot of information about a person and how they are feeling about us or about the conversation.

Fidgeting, by playing with a pencil, button or other small object or by continually moving their feet or fingers may indicate that they are uncomfortable. They may want to avoid us or to avoid what we are talking about. They may also be people with a high level of personal energy who simply find it very difficult to stand or sit still.

Looking down or slumping the body down are usually signs of submission.

Aggressive eye contact where someone tries to stare you down is usually an attempt to dominate you or the situation.

A very rigid stance (not just standing straight) often indicates tension. The person may be afraid of something he thinks you are going to say or it may be leftover tension from an earlier encounter.

Challenge

Try interpreting how the people around you are feeling right now by watching their body language. Then check with them to see how right you are. Remember that culture can influence silent language as well as spoken language.
How Well do You Think?

Changing habits in communication does not have to be all hard work. Often we only need to learn to think in a different way so that we are not relying so heavily on our own past experiences and on the attitudes which we have been taught by our environment.

Have a friend get a piece of paper and a pencil and try to describe to him the following patterns while he draws them without being able to see them. Because there are no already learned words to describe these shapes you will need to think of your own ways to describe them. Check the finished drawings against the originals and discuss with your friend the places where the communication worked and the places where it didn't work. Try to work out what could have been done to improve the communication and then try again using a shape or pattern which you have drawn.

[Images of patterns A, B, C, D]

Challenge:

Now take a problem within your life at the moment. It doesn't have to be a big problem but it does have to be a real one. Try to describe the problem in a totally new way. Use words that you haven't used on the problem before. Try to describe the problem from some one else's point of view. This technique often helps you to see ways of solving the problem which you haven't thought of before.

Would you believe that a really good solitaire player can get the game out about once in every three games because they THINK about the options before they make each move. Grab a deck of cards and see how you go. Practise!!!
BARRIERS TO EFFECTIVE PROBLEM SOLVING

IMPULSIVENESS
Taking the first decision which comes to mind without exploring the possible consequences.

INFLEXIBILITY
Having very fixed opinions which do not allow you to see other options.

LACK OF FOCUS
Solving only part of the problem without solving the overall problem.

HABIT/VALUES/ATTITUDE
Taking a decision based on your own attitudes and which does not reflect the real problem or goal.

Most decisions made are based on Fear, Anger or Laziness. This does not always make them the correct decisions.

SEVEN WAYS TO NOT WIN AN ARGUMENT

1.) Attack the person instead of the argument e.g. "You are stupid. You have always been stupid. Therefore your argument is stupid."..........  

2.) Make the person an extension of the argument e.g. " You don't agree with me so that makes you a fool!"

3.) Win by remaining totally rigid. Don't move from your stand. Don't even listen to what the other person is saying in case you agree with them.

4.) Don't expand or change your argument in any way. Stick to your original argument.

5.) Go straight to a stand-off position. It saves having to develop one later.

6.) Don't use your creativity or ingenuity to try to win. Just concentrate on defeating the other side.

7.) Make sure that the idea which wins is the stronger idea. It doesn't matter if it's not the best idea. In fact if you can shout your ideas louder than the other person it may make your idea sound stronger than it is.
Challenge

Now try to work out seven ways to come out of an argument as a real winner.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

7. __________________________________________

Try your methods out at the first opportunity and compare them with what you're doing now. Maybe they will still need working on but if you have thought hard enough about the methods you should come out of your next argument feeling good. If you don't, don't give up. Just keep working on it.

Remember that a real winner is not always the person whose argument is acted on. A real winner is a person who comes away feeling good about the whole situation.
Module Four
Maintaining Our Bodies
Maintaining Our Bodies

Most people are not as fit or as healthy as they would like to be.

There are many reasons for wanting to be fit and healthy:

We look more attractive.
We may live longer.
We save money on medical bills.
We are better able to deal with everyday stresses.
We feel better about ourselves.

Add to this list with reasons of your own for wanting to be fit and healthy.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Being fit and healthy is another habit we can develop if we are prepared to do some work on it.

Maintaining our bodies requires food and exercise. Most of us pay more attention to the state of health of our cats and dogs than we do to our own. We give our pets balanced meals and exercise them daily but don’t bother to do the same for ourselves.

Physical Exercise

A hundred years ago ordinary people did not need exercise programs. By the time they did a day’s physical work they fell into bed at night without having to do 100 pushups first.

Nowadays we travel in cars instead of walking and our jobs are likely to be ones where we sit down for most of the day. When we get home at night we have television to entertain us.

None of us would seriously want to work as hard as people did in the past but we have lost a lot of the normal exercise which our bodies need. We need to be aware of this and to fit some physical work (exercise) into every day.
How Much Exercise Do You Do?

Unless we are planning to be Olympic athletes we don’t need a tough training regime. We should be aiming for general fitness.

Do you sit for most of the day?  
Do you sit or lie at night?  
Do you walk a kilometre or more to and from work?  
Do you attend a fitness class?  
Do you have a daily exercise routine which you follow?

You Be The Judge

If you have answered these questions honestly and feel that you need to do something about your state of fitness, then start now. Not tomorrow.

Keeping Fit

Fitness is more than physical exercise. Our mental state can influence how fit we are. If we feel depressed or anxious we will not feel so fit. If we don’t eat properly then we will not be able to maintain fitness or health.

Many people take up yoga or meditation to maintain their mental health and keep themselves fit. It is not necessary to do this but it helps them. Physical and mental health are closely tied together. If you feel fit you feel good about yourself and are more able to handle stresses and conflict. If you are having trouble with stresses and conflict you often use so much energy on them that you don’t have any left for a fitness program.
Keeping Fit (cont.)

There are some gentle things which you can do to get started on your way to physical and mental fitness and which will help you stay that way.

1. Keep your cool. Don't waste energy on anger and frustration.

2. Start your physical exercise program gently, with proper warm-ups. Don't burn yourself out on the first day.

3. Stand taller. This will help to prevent back and shoulder aches and help your breathing.

4. Think before you act. This saves wasting energy on kicking yourself later.

5. Shower daily and after exercise. Not only will you feel better if you are clean but a shower on your neck and shoulders helps to relieve tension.

6. Set achievable goals in your fitness program. If you decide to run ten miles on the first day and can't, you won't feel that you have achieved anything.

7. Cut down (or better still give up) smoking. The fitter you get the less you will feel like smoking.

8. Swap your addictions. Start becoming addicted to the notion of a fit and healthy you and use this to replace your addiction to sugar, heroin, salt, alcohol, chocolate etc.

9. Be prepared to do a little work on yourself. the result is worthwhile.
Fuelling Up

We all remember things which we have heard often:

You are what you eat!
Breakfast is the most important meal of the day!
Reduce cholesterol!
Eat more fibre!
Cut back on sugar!
Eat foods rich in iron!
Reduce Fat and Salt!

So why do most of us eat badly?

Most people are lazy when they can be and eating is one area where it is much easier to be lazy than not.

Changing a habit is hard work and takes time.

Changing our eating habits is harder than changing most other habits because of three things:

1. We are addicted to the high sugar, high salt taste of our foods.

2. We are subject to advertising pressure.

3. A nutritionally sound diet is more difficult to prepare than one which is high in sugar, salt and fat because it cuts out most of the fast or convenience foods we can access.

Make a list of foods which you really like to eat or drink:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Your list of foods probably includes some of the following:

Pizza, chocolate, potato chips, hamburgers, coffee, beer, ice cream, pavlova, soft drink, chocolate cake, biscuits.

It would be very unusual for someone to list their favourite foods as fruit and vegetables.

Our favourite foods are usually high in sugar and/or salt because these are flavours which most people become addicted to as children.

Our favourite foods are often take away or convenience foods because the people who manufacture these foods want to sell more of them so they make them to feed our addictions.

Our favourite foods are usually processed before we get them so they require little work on our part. Just open the packet and dig in.

**Our favourite foods also cost us a lot more to eat.**

These foods cost us money in several ways.

1. They are expensive because we pay extra for the attractive packaging which makes us want to buy them.

2. They are expensive because we are paying other people to prepare our foods for us.

3. They cost us extra because very often they are empty calories so we eat them and still need to eat other foods as well.

If we were fuelling up our cars we would not look for the petrol station with the highest prices and the lowest fuel value for money, but we do it continually to our bodies because we are too lazy to change our habits.

**Fresh is Best**

The more food is processed (prepared before you get it), the more it costs and the less likely it is to contain the nutrition you need. Processing actually removes a lot of the good things in food. Food which is sold as "enriched" or "fortified" has usually had so much value removed from it that food value has had to be added back in to make it saleable.

Food which has not been processed, like fresh fruit and vegetables, still has all the food value it started with and we don’t have to pay someone else to process it.
Eating on the Cheap

While You’re In

If you look at the foods and drinks you buy on your buy up you will probably find that you are throwing away several dollars each week. Most people buy soft drinks, chocolates and biscuits.

Read the contents of the packages you buy and make a decision to refuse to buy anything your body doesn’t need. Most soft drinks are sugar and water with no nutritive value at all. You’re much better off just drinking water which your body needs. Chocolate is almost all fat with sugar and salt added.

When you consider the amount of money we spend on food each week we really can’t afford to spend it on fuel with no value. Usually you can reduce your food bill by about one third by not buying valueless foods and drinks and still buy plenty of the type of fuel your body needs.

When You’re Out

Try to plan ahead what you are going to eat for the week and look at your overall plan. Does it include proteins (meat, fish and eggs or high protein legumes), cereals, dairy products, fruit and vegetables?

Invest $1.00 each week on saving money by buying the Wednesday newspapers. These have lists of food "specials" and also often include recipes for using seasonal fruit and vegetables. A bit of planning where to buy to get the best value for money can save dollars.

Think ahead each day so that you don’t suddenly find yourself without a meal prepared and hungry. When this happens it is all too easy to head for KFC or Mackas.

Learn to read the labels on all packaged foods so that you know what you are really eating.

Turn Your Day Upside Down

That old tale about breakfast being the most important meal of the day is really true. Your body uses most of its fuel supplies during the day. Not at night when it is at rest. Fuel your body up at the start of the day and cut back what you eat in the evening meal if you want to function at your best. This is particularly important if you are trying to lose weight. Don’t take on extra food at night when you aren’t going to use it. The reason most people skip breakfast is only laziness. Get out of bed ten minutes earlier and spend the time fuelling up.
What Does The Packaging Really Tell You?

There are some tricks to being a good package reader. Look at the serving sizes listed on the packages. On a 400g jar of Peanut butter you will find the serving size listed as 5g. That means that one small jar of peanut butter would need to be spread over eighty slices of bread. If you look at the ingredients for each serve they don't look too bad but when you double or triple them to get a realistic serving size they are deadly.

Sugar is often disguised on the packaging as fructose or glucose. Basically any word ending in "ose" in the ingredients list is sugar.

Salt is usually called sodium.

The ingredients are listed with the largest ingredient first and work their way down to the smallest ingredient.

Try to work out the food value of these lists:

**CHOCOLATE DRINK**
Ingredients: Extract of malt and other cereals, Milk Solids, Sugar, Cocoa, Mineral Salt (341), Emulsifier (Lecithin), Minerals (Iron Pyrophosphate), Vitamins (Vitamin C, Vitamin A, Thiamine (B1), Riboflavin (B2)).

**PEANUT BUTTER**
Nutritional Information:
Servings per package-80 (approx.)
Serving size 5g (1 teaspoon)

<table>
<thead>
<tr>
<th>Per Serving</th>
<th>Energy (kJ)</th>
<th>125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein (g)</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Fat (g)</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>-Total(g) 0.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Sugars (g) 0.23</td>
<td></td>
</tr>
<tr>
<td>Sodium(mg)</td>
<td>14.5</td>
<td></td>
</tr>
<tr>
<td>Potassium(mg)</td>
<td>32.0</td>
<td></td>
</tr>
</tbody>
</table>

**BRAN CEREAL**
Ingredients: Wheat Bran, Sultanas (28%), Malt Extract, Sugar, Salt, Caster Sugar, Vitamins (Thiamine, Riboflavin, Niacin) Mineral (Iron)

**BAKED BEANS**
Ingredients: Navy Beans, Tomatoes, Salt, Onions, Flour, Vegetable Gums (412, 466) Thickener (Modified Maize Starch), Spices, Natural Flavour (Wood Smoke)
Keeping Healthy

Your physical health needs care and attention at all times. Some people need to take regular medication to maintain their health. Conditions which need regular medication do not mean that the person has any less skills or knowledge than other people. They just mean that the medication is needed to prevent them becoming ill and to help them maintain health.

Stereotyping Illnesses

Some people are discriminated against because of their illnesses and because they need to take regular medication. This is because they have been stereotyped. Asthmatics are often pictured as people who cannot do exercise but many great athletes have asthma. Epileptics are often seen as people likely to have fits at any time and with no judgement, but many epileptics are able to drive cars and take part in sports. Using regular medication helps these people maintain their own health.

If you need to use regular medication for any reason then you need to work out a system to be sure that you don’t forget a dose or take one at the wrong time. Some people use dosette boxes where they put all their medication for the week into the box and can tell by looking at the box if they have taken their medication or not. Others wear alarm watches to remind them that it is medication time. Regular medication is sometimes a nuisance but its better than the alternative of less than good health.

Reducing Risks

To maintain physical health people need to be aware of certain risks and avoid them. Dependence on drugs or alcohol not only sends you broke but can leave you in poor health. You don’t deserve to function below your best possible standard so if you have a dependency do something about it. Try to keep away from situations which can place your health at risk. This includes fights where even if you win you are likely to end up damaged and at the risk of contamination by someone else’s blood.

The Best News About STDs

STDs are Sexually Transmitted Diseases and the good news is that no one has to catch them. STDs range from HIV (Human Immunodeficiency Virus) to pubic lice (crabs).

STDs can lead to pain, infertility and even death.

YOU don’t have to catch them. A few precautions can look after your own health and that of your partner.
The Ultimate Precaution

The best way to avoid catching any Sexually Transmitted Disease is to go without sex. This is the ultimate precaution and it will always work. Most of us don’t think much of this as a precautionary measure so we choose some other method. Sometimes people decide that celibacy (no sex) is OK for them at a particular point in time. They may be between partners and just being careful.

The Next Best

The next best way of avoiding STDs is also something which suits most people very well. It is to stick with one partner who you know for sure is healthy and for them to only stick with you. If either of you plays around all the safety has gone out the window. Sometimes you will stay with the one partner for years. You may be married to them or have a permanent relationship (these can often last for life). Sometimes, even after years of living with the one healthy person, the relationship can end. When you start to think about a new partner it is time for precaution number three.

The Emergency Measure

When you change partners for any reason always use a condom. Condoms are great protection against most STDs and also act as a contraceptive because they do not allow fluids to pass between partners. If your new relationship becomes more permanent then both of you should have some fairly simple tests from a doctor you trust. If they come up clean then you can throw away the condoms unless you still want to use them as a contraceptive.

STDs And What They Mean To You

Everyone knows that HIV/AIDS is a killer disease, but what people don’t realise is that it is one of the more difficult STDs to catch. The virus which causes HIV is very fragile and cannot live for very long in air. It also needs to be present in sufficient quantity when it enters a body to infect that person.

Much easier to catch than HIV are the hepatitis strains. We know a fair bit about Hep B and Hep C. Enough to know how quickly they can spread through a group of people and how they are spread. There is a vaccine available to prevent Hep B and if your partner has had Hep B it is a very good idea to be vaccinated. Hepatitis attacks the liver and sometimes can be so mild that the person suffering from it doesn’t even know he or she has it. At other times it is a severe and debilitating illness. Some people remain actively infected with Hep B for the rest of their lives. They are carriers.
STDs (cont.)

HIV and Hepatitis are both carried in bodily fluids. Not just in vaginal fluid and semen but also in saliva (spit) and especially in blood. Any body fluid can carry the virus which causes these diseases. Even if you know a person well you should avoid contact between body fluids until he or she has been tested to prove that they do not have these diseases. This means that you not only need to use a condom but you should not share a needle, toothbrush or a razor with them and should be careful never to come into contact with their blood or other body fluid without some protection between you and them.

To get more information about these viruses which are carried in body fluids sign up for the next HIV/AIDS Peer Educators course in your centre.

Symptoms

If you have any symptom which may indicate an STD you should have it checked immediately. This may be a bit embarrassing but it's better than being sick and better than spreading the disease to other people. Symptoms you may notice are:

- Discharge from the vagina or penis.
- Stinging or burning when passing urine.
- Blisters, ulcers, or any sort of rash or sore in the genital area.
- Pain during intercourse.
- Pain low in the abdomen.
- A rash that doesn't itch on the soles of the feet or the palms of the hands.

Any of these symptoms should be checked as soon as you notice them.
Common STDs

It is much easier to catch the STDs which are easier to cure than to catch the ones which are harder to cure. However, just because something is easy to cure, doesn't mean you want it. If some of these easily curable STDs are not treated they can cause long term health problems.

**Urethritis** is a common name for an infection of the urine passage in men. If not treated it can lead to further infection. In women the most common equivalent is **Chlamydia** which is also very easily treated with antibiotics but can lead to ongoing problems if left untreated. These diseases are fairly easy to catch during sex, so use a condom.

There are a number of other STDs which you don't need to catch. They include **Herpes** which can be treated but not cured, **Syphilis**, **Gonorrhoea**, **Warts** and **Thrush** which can be cured if treated properly. None of these are fun so you and your partner should have a check up if you think there is any chance either of you could have them.

Some people do not like to talk to their partners about the possibility of STDs. They feel that their partner will feel offended or insulted. If you trust someone enough to sleep with them you need to also trust them enough to talk to them.
Module Five

Parenting
The Family Community

As a member of the mini community known as the family we may play different roles at different times and may also have to meet different expectations at different times.

Sometimes we are the child, even when we are quite old. Sometimes we play the role of wage earner with its expectations. Sometimes we play the role of husband or wife.

There is sometimes conflict between these roles just as there is between the other roles we play as part of different communities.

At some stage there is an expectation that an adult will become a parent.

There Is No Such Thing As A Perfect Parent

Most people realise that no family really works like "The Brady Bunch". A family is a community of individuals who all have different needs. Parents who have been influenced by the idea that they should have perfect children will only become frustrated when they find that not only are their children normal, and not perfect, but that they themselves are not perfect parents. Parents are individuals too and some parents seem to fit the role of parent much better than others.

If you accept that you can do no more than your best then you can feel that you have done a good job.

Babies

Many parents feel inadequate and even guilty because they do not instantly love their brand new baby. In fact this is quite normal. Mothers are exhausted from childbirth and fathers are confused by having to share their partners with this small, and very demanding, intruder. Don't worry about it. It happens to everyone! Within a few weeks you will feel very differently about the new baby.

Babies needs are simple:

They need warmth, food and love.

It is not spoiling a baby to nurse it or to pick it up frequently.
Most new parents feel that they can't cope. The baby will cry for no apparent reason, often when parents are having a well deserved rest time and make the parents feel even more inadequate than they already do. For the first three to four months many babies suffer from colic which is extremely painful and makes them scream in agony when an attack occurs. Even babies who do not suffer from this condition will cry often. Babies really do not have any other means of attracting your attention.
Coping With Babies

Crying can often be stopped by nursing and cuddling.

If you are really concerned consult a doctor or the Community Health Centre.

Babies are a full time job and it is not failing in the job to take some time off. Use a reliable friend or family member as a sitter sometimes and take some time out.

Toddlers

Once parents have the situation nicely under control and are starting to feel that they are able to cope with a baby the rules change and the baby becomes a toddler bent on driving parents to distraction.

Toddlers are highly active (often when you think they are asleep), extremely destructive of themselves and others and very noisy.

They wreck the furniture, the curtains and the parents and are able to reintroduce that feeling of inadequacy in parents.

This is frequently an age of "Temper Tantrums". Toddlers often act out because they see things and want them NOW. They have not learned to wait. They also become frustrated by attempting to do things for and by themselves which are beyond their physical limits.

How To Cope

While toddlers can be a handful there are some strategies which parents can use to reduce the degree of mayhem.

Consistency

Being consistent means not making unexplained change in the toddlers routine or in your own expectations of the toddler.

Children like an environment which is structured so that they know what to expect. This means meal and sleep times should be as regular as possible and behavioural rules should not change. There is no point in stopping a toddler from doing today what you allowed him or her to do yesterday.
Play it Cool

Often when the toddler gets out of control so does the parent. Keep your own cool. It sets an example for a start but it also means that a minor battle does not develop into outright war.

If you, as a parent, feel you are starting to lose your cool then take yourself out of the situation. Walk into the next room and take five. You should come back better able to cope.

Common Sense

If you place unrealistic expectations on your child they will not be met and you'll end up with a frustrated parent as well as a confused child. If you expect your child to be dry all night before his or her bladder is well enough developed to make this possible you are only giving yourself problems which you don't need. If you really think a two year old will not get dirty just because you want them to stay clean then you're having yourself on.

Make your expectations realistic and everyone will be happier.

The Battle Zones

1. Mealtime: The toddler won't eat what the parent thinks is appropriate. Unless the toddler is actually losing weight or suffering from malnutrition just keep putting a variety of food in front of him or her and hope for the best. Children rarely starve themselves to death.

2. The Public Spectacle: The toddler waits until he has the parent exposed to public view and throws a tantrum to gain everyone’s attention. Whatever you do in this situation the parent will not win. Try picking the child up under your arm (with feet pointing backwards so you don't get kicked in the face) and removing him or her from the audience.

3. Bedtime: The toddler will not stay in bed, or go to sleep. Eventually sheer exhaustion will overcome the toddler and if the parent makes this a battle zone it will overcome the parent too. Keep your cool and try to keep the child in his or her own room.

4. The Toilet: There is no fixed age when a child should be toilet trained. If you keep trying it will eventually happen but don't get frustrated with either the child or yourself if it doesn't happen fast.
Challenge

Take some time now to work out some strategies for coping with toddlers. Make a list of your ideas:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Now go over your list with another adult and see if they agree.

The School Child

If you have managed to survive the first four or five years of your child’s life and the child has also survived then you get a few years of relative peace.

Between about four and puberty children are reasonably self sufficient. They no longer need a full time body servant (but they do need careful monitoring), they can usually feed and dress themselves and they have settled into a routine of sleep, school and play. They also develop some abilities to monitor their own behaviour.
Danger Zones

It is very easy to relax at this time and to allow problems to develop because the children seem to be coping so well.

Young children are very easily influenced by their peer group and this is probably the first real influence which your child will have other than the family. Because the child is widening his communities he is experiencing a broader range of expectations.

At this time a child who is confident that he has the support of his parents will usually talk to them about this range of expectations (they may be very simple; Johnny wants me to go to the movies and I want to play football with Jim) and the parent can then offer advice.

Do not assume that because your child does not tell you about any problems that he or she does not have any. It is part of the parents role to ask the right questions.

Often parents do not know what questions to ask. They may ask "Why did you............?" The trouble is that often the child does not know why or is not able to explain why. Questions like "Do you think this was a good thing to do?" may allow the child more scope to think about his/her actions and their effects on others.

Parents who already spend time with their children doing things they both enjoy have a better opportunity to talk about potential problems than those parents who don’t have this sharing time.
Puberty

It can be quite a shock when your well regulated child becomes a lunatic adolescent. At this time the battle lines are drawn and unless you are very careful full scale war can erupt.

Adolescents are caught in the trap of trying to fulfil the expectations of all their communities without yet having reached the stage where they can develop expectations of their own.

They are exposed to cultural changes ahead of their parents and usually regard their parents as too old to know anything about anything.

Sometimes a session of true confessions can help if you feel very sure of your ground. Every parent has been an adolescent once and can remember the pressures. If there are things which you did and which you really don’t want your kids to do then maybe you will be able to discuss these things with them honestly.

In many ways having an adolescent in the house is similar to living with a toddler. The mess, the activity and the noise level have a lot in common. The strategies of keeping your cool and being consistent which work with toddlers also work with adolescents.

Parents who are trying to do their best by their children are often exposed to the wail of "But everybody else is doing it/has it!" The best answer to this is "Name three." Everybody else usually turns out to be one other person.

Discipline

There are as many views on appropriate discipline as there are parents and no one has yet found the perfect solution.

Physical Punishment: If we are trying to teach our children to keep their cool then this doesn’t seem to make a lot of sense. Children tend to treat others as they have been treated themselves.

Reasoning: This sounds ideal if you can figure out how to reason with a tantrum throwing two year old.

Time Out: Sending the child to his or her room, at any age, allows some time for the situation to defuse.
Challenge

Organise a class or group discussion or debate on disciplinary measures and come up with a list of appropriate measures to use with children of different ages. Make a list of the best measures your group suggests here.
Reducing Risks

Small children seem to be bent on self destruction.

Too many childhood deaths are caused by accidents which could have been prevented.

From the time that Toddling Terror is mobile until he or she reaches the Age of Reason (probably at about thirty plus) they will spend a lot of time finding more and more creative ways to damage themselves. Because they are so creative it is not possible to give a full list of dangers but there are some basic areas that need to be considered.

Falls and Spills

As soon as the toddler begins to toddle he or she starts to find things to climb on. Put away all the valuables at this time and don't ever believe that something is out of reach simply because it is placed up high.

Toddlers will pull over light weight chairs (usually on top of themselves), television sets, stereos, side tables and washing baskets.

Be particularly wary and remove anything obvious. Don't leave chairs or tables near windows or balcony edges where they can be used as ladders. Don't use tablecloths unless you particularly want the toddler to pull them and anything on them on top of themselves. Take a good look around your home and never assume that anything is safe.

Choking

Small children are very ingenious at finding new things to choke on:

- Bits of food
- Buttons, marbles, hairpins and beads
- The eyes off teddy bears and dolls
- Lego blocks
- Anything small enough to go in their mouths

It can be quite a challenge to keep all this stuff out of reach especially if you have other, older children.
Poisoning

Given that it is the right of every toddler to put everything they find into their mouths some things simply have to locked away. These include:

- All medicines
- All cleaning products
- Insecticides
- Garden products
- Paints, thinners and strippers
- Petrol and other fuels

Burns

The most common burns are from hot water (scalds) and are caused by toddlers reaching up to pull at a coffee cup, a kettle or a hot saucepan. Keep these things out of reach. Once a toddler can reach the lowest hot tap in the house (usually the one over the bath) they can be expected to turn it on and burn themselves. Keep the bathroom door shut and locked if necessary.

All open fires and heaters need to have fire guards and you need to watch your toddler very carefully whenever you have the kitchen stove, kettle, toaster or frypan in use.

Electrocution

Get rid of any worn power cords before they get rid of the toddler and use safety covers on power points (children will insist on poking things into those little slots). Be especially careful of electrical appliances around water. Take the hairdryer and the shaver out of the bathroom.
Drowning

Children have been known to drown in a bucket of water. Make sure that there is no water available in containers for them to fall or climb into.

The most dangerous place can be the bath. Never leave a child alone in the bath or in the bathroom if there is water in the bath.

If you have a child with you at the beach or the pool or near a river there is really no way other than absolute vigilance to stop them from falling in.

Cars

Never leave a child unattended in a car. Use an approved child restraint in the back seat of the car. Never have a child unrestrained or in the front seat.
Do You Need

More

Information
Do You Need More Information?

If you feel that you have a need to look at any of the areas covered in this book in more depth there are places where you can get more information.

In Gaol

Ask your S.E.O., Drug and Alcohol Worker or Psychologist if any of these programs are due to be run in your centre or if individual counselling is available:

- Conflict Resolution
- Communications
- Hiv/AIDS
- Parenting
- Anger Management

Often these programs are part of an overall pre-release program.

Out of Gaol

Many programs are available through Community Health Centres. These are not hard to find but you may need to look up a phone book. If you think you would like to do some more work after your release it's a good idea to get it organised while you are still in gaol.

Any Inmate Development Services staff member should be able to help you with a list of addresses to contact and many will be able to make appointments for you before you leave the centre.

Anywhere

There are a number of useful books which you can read. A few of them are listed in the bibliography of this book but you should be able to look at a much wider range in any library by looking under Personal Development, Relationships or Communications.
GLOSSARY

Adolescent A person who is not yet fully mature but who is past puberty.

Assertiveness Stating your needs clearly and confidently without putting yourself or the other person down.

Body Language The silent language which helps us to understand meaning.

Categories Groups which have something in common.

Communication The transfer of meaning between one person or community and another.

Community A group who live under common conditions or in the same locality or who are alike in some other way.

Conflict A lack of agreement at the personal, interpersonal or global level.

Consistent Unchanging.

Coping Dealing with a person or situation with the minimum of stress

Expectations Ideas of what is right, normal or necessary.

Global Involving the entire world.

Goal An aim. Something you want to achieve.

Individual A single person, animal or thing but in particular a single human being.

Influence The power or the process of having an effect on a person.

Paraphrasing Using new words with the same meaning

Peer Group A group who have a common factor e.g. age, workplace, income.

Stereotyping Labelling people into a category.

Strategy A plan of attack to meet a situation
BIBLIOGRAPHY

Anderson, T., Berne, E., Cairns, J., Cava, R., Cosby, B.,


Nutrition Kit: Eating Sensibly in the 1990s, Science Press, Marrickville N.S.W.


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EVALUATION SHEET

To be filled in by students on completion of the program.

1. What part of this program did you find the most useful?

________________________________________________________________________

________________________________________________________________________

2. What part of this program did you find the least useful?

________________________________________________________________________

________________________________________________________________________

3. What other things do you think should be included in a program of this type?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Would you recommend this program to other inmates?

________________________________________________________________________


Please return this evaluation to your S.E.O. who will forward it to Inmate Education Programs.
Other Publications

Guideline Notes for Education Staff Working in Prisons

Fitness Literacy Package

Horticulture and Landscaping Curriculum

"I'll Need A Job When I Get Out" - Employment Skills Program

Inmates Physical Fitness and Recreation Curriculum

Literacy and Numeracy Curriculum

Literacy Package for Inmates from Non-English Speaking Backgrounds

NSW Prisoner Education Course Handbook

Opportunities to Learn: A Guide for Prisoners (available in 9 languages)

Prisoner Literacy Resource Package

Vocational Art Studies Curriculum

About Face - Inmates Handbook "This is The Most Important Time Of Your Life"

Inmates Personal Development Curriculum

Tournament Draws: Inmate Handbook

Further Information

The Principal
Inmate Education Programmes
NSW Department of Corrective Services
GPO Box 31
Sydney NSW 2001
(02) 289-1333