Time Out Programme

TOP

"The Whole Person Approach"

D.J. ALLANSON R.L. CARUANA

(Co-authors)

August 1986
It is possible to dodge one's responsibilities. It is not possible to dodge the consequences of dodging one's responsibilities.

Lord Stamp 1854
ACKNOWLEDGEMENTS

We wish to extend our thanks to the following people for their assistance and co-operation:

Dr. Jan Westerink - Ex-Senior Psychologist, Western Region. (Corrective Services)
David Andrews - Regional Education Officer, Western Division (Corrective Services)
Cliff Houldsworth - Psychologist (Corrective Services)
Eric Wright - Probation & Parole Officer (Penrith)
John Murphy - Production Manager Tip-Top Bakery
Louise Fenely - Outreach, Blacktown T.A.F.E.
Dr. Garry Egger - Co-ordinator Health/Recreation N.S.W. Dept. Sport and Recreation.

We are also indebted to Dr. Egger for allowing us to use some ideas from his book "The Sport Drug" published by Allen & Unwin.

Aidan Daley - 1st Class Officer, Emu Plains T.C.
Frank West - Prison Officer, Emu Plains T.C.
The above officers are responsible for the development of the 'New Horizons' Programme.

Holly Bannister - Social Worker, Y.A.C.S.
Richard Moss - Training and Development Consultant

The "Parole Game" Core I, Unit 7, has been solely developed by Mr. Eric Wright (Probation & Parole Officer, Penrith). Any enquiries should be directed to him.
PREAMBLE

The Corporate Plan and various Strategic Plans have already had a marked effect within the institutions. In particular, they have demanded that each institution scrutinises the programmes that are being offered and the methods adopted in initiating and delivering them.

At Emu Plains Training Centre we are moving towards a "team approach" in most areas and particularly in initiating and designing programmes. This led to the co-authors of the 'Time Out Programme' (T.O.P.) [Psychologist and Senior Education Officer] viewing the overall needs of the trainees and attempting to construct a structured programme based on sound aims, objectives and philosophies. With this in mind two areas were considered:

(1) Basic Education
(2) A programme preparing the trainees to meet the demands and pressures that will confront them when released from prison.

For the former, (1), a qualified adult educator/tutor is employed for three days per week. In these classes Basic Literary, numeracy and English as a Second/Other Language is taught.

To cater for the latter requirements (2), the Co-authors have developed the 'Time Out Programme'.

Before we proceed further, it should be noted that the T.O.P. is based on a set of aims, objectives and philosophies which is the mortar which binds the whole programme together. These in turn dovetail with the broader aims, objectives and philosophies contained in the Emu Plains Strategic Plan. This emphasises the importance of the Strategic Planning Committee at Emu Plains T.C. It is through this committee that all programmes are introduced, scrutinised and accepted. It also results in programmes being attuned to the broader aims, objectives and philosophies of the institution.
APPENDICES

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&quot;How do people feel about being unemployed&quot;&lt;br&gt;A Cartoon Exercise</td>
<td>99</td>
</tr>
<tr>
<td>2.</td>
<td>(a) Where to go for a job&lt;br&gt;(b) Finding Vacancies&lt;br&gt;(c) Scanning a Newspaper</td>
<td>101&lt;br&gt;102&lt;br&gt;106</td>
</tr>
<tr>
<td>3.</td>
<td>Job Advertisements</td>
<td>108</td>
</tr>
<tr>
<td>4.</td>
<td>&quot;Strengths and Weaknesses&quot;&lt;br&gt;A Cartoon Exercise</td>
<td>111</td>
</tr>
<tr>
<td>5.</td>
<td>&quot;Payes&quot; Booklet : Simple Exercise</td>
<td>115</td>
</tr>
<tr>
<td>6.</td>
<td>(a) Job Vacancy Abbreviations&lt;br&gt;(b) Exercise on Abbreviations</td>
<td>116&lt;br&gt;117</td>
</tr>
<tr>
<td>7.</td>
<td>List of Job Descriptions</td>
<td>118</td>
</tr>
<tr>
<td>8.</td>
<td>&quot;Don't be Conned&quot; Exercise</td>
<td>126</td>
</tr>
<tr>
<td>9.</td>
<td>Written Application for a Job</td>
<td>128</td>
</tr>
<tr>
<td>10.</td>
<td>Job Application Form</td>
<td>130</td>
</tr>
<tr>
<td>11.</td>
<td>Process Taken in Phoning for a Job</td>
<td>131</td>
</tr>
<tr>
<td>12.</td>
<td>What to Look for in Gaining Information about a Job</td>
<td>133</td>
</tr>
<tr>
<td>13.</td>
<td>Preparing for the Interview</td>
<td>134</td>
</tr>
</tbody>
</table>
# APPENDICES (Continued)

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>'T' Game</td>
<td>136</td>
</tr>
<tr>
<td>16</td>
<td>'Values' Exercise</td>
<td>138</td>
</tr>
<tr>
<td>17</td>
<td>Maslow's Heirarchy of Needs</td>
<td>141</td>
</tr>
<tr>
<td>18</td>
<td>&quot;What are You Interested In?&quot; Exercise</td>
<td>142</td>
</tr>
<tr>
<td>19</td>
<td>Resource List</td>
<td>144</td>
</tr>
<tr>
<td>20</td>
<td>Useful Reading</td>
<td>145</td>
</tr>
<tr>
<td>21</td>
<td>Useful Agencies and Addresses</td>
<td>146</td>
</tr>
</tbody>
</table>
2. **Legal**

All trainees at E.P.T.C. have one thing in common - they have transgressed the law in one way or another. Many are naive as to the law, whilst others see no wrong in adopting such a lifestyle. One of the themes running through the 'Time Out Programme' is to make the trainees aware of the legal implications which will result from a **REFUSAL TO ACCEPT RESPONSIBILITY FOR ANY ACTIONS OR DECISIONS THEY MAKE**.

3. **Psychological**

The psychological input of the programme is to highlight the fact that the individual needs to modify his/her behaviour. The programme will hopefully provide them with some internal resources. The aim throughout the 'Time Out Programme' is to attempt to focus the trainees attention on the fact that they CAN **TAKE RESPONSIBILITY AND HENCE, ACTIVELY CONTROL SOME SITUATIONS**.

The 'Time Out Programme' is not to be viewed as rigid, or prescriptive, but rather as flexible and dynamic, catering for the individual and group needs.

This will mean that the emphasis in various units will likely change according to the composition and needs of future groups and individuals.

In order to achieve the above aims of making the programme flexible and dynamic, it is imperative that the groups' perception and view of each topic be canvassed. This will have a twofold

a) The trainees will actively participate and will therefore view themselves as having a positive and constructive input into the programme.
(b) It will enable the Group Facilitators to pitch the unit subject matter at the correct level and ensure that the material being dealt with is relevant to the group needs.

Hopefully, this approach will ensure that the trainees will realise that they are not passive observers, but rather active participants, who have a positive and constructive input in fashioning the direction the programme takes.

An approach such as this should lessen the chance of T.O.P. falling into the trap of assuming that the group has a 'middle-class' background. This should ensure that the units, or any material or resources, are not solely influenced by middle-class philosophies and attitudes.

The fact that the trainees will be required to ACTIVELY PARTICIPATE throughout the programme should have the following effects:

(a) enhance self-esteem and confidence;
(b) require them to collect and collate information about themselves in a practical, concrete way;
(c) reinforce skills and strategies developed throughout the programme;
(d) prepare trainees to utilise the skills and strategies following their release from prison.

RESPONSIBILITY

A common feature of inmates, particularly those with a dependency problem, appears to be their inability to accept responsibility for actions and decisions they undertake. Although the theme 'responsibility' has not been dealt with per se, it is a common underlying thread which runs through the Time Out Programme.

It is also intended to highlight the fact that one can be responsible and in control of the situation without being aggressive. It seems to be a common misconception among trainees that the only way to be
assertive, is through aggressive behaviour. An important strategy of T.O.P. is to show trainees that it is possible to be assertive in a non-aggressive way. On release from prison, this will hopefully have a carry over effect in making them aware that there are VIABLE ALTERNATIVES to their past lifestyle. This will however demand that they ACCEPT RESPONSIBILITY for their future action and decisions.

The fact that T.O.P. is a 'Whole Person Approach' Programme, catering for the needs of all trainees, will hopefully mean that the 'junkie' or 'alco' will not feel conspicuous, or singled out by his peer group, or institutional staff, when he attends the programme.

It is a worry that sometimes the person who has a dependency wears the 'junkies' or 'alcos' label quite happily. Besides sometimes increasing their status within their peer group, it often provides a 'ready ade excuse' for failing or refusing to accept responsibility. Possibly, if the individual is given the chance or opportunity to peer below the label, then she/he might give him/herself a chance of exploring alternatives which could greatly benefit him/herself.

In particular, Core II and the Satellite Programme, attempts to broaden the trainees narrow view of him/herself and the outside world, by providing POSITIVE ALTERNATIVES which they can substitute for their negative and dependent behaviour.

An important strategy in developing the T.O.P. has been to have an interlocking of units which will hopefully reinforce the skills and strategies already highlighted in other units. Each unit however, is complete in itself and can be used as such. The interlocking of the units takes place at two levels:

(a) On the surface there are obvious links between the unit's subject matter. These links are stated in our specific aims and objectives for each unit.

(b) On a psychological level the links are less obvious, but nevertheless present. These invisible threads run through each unit, but are not as apparent as the links between the stated subject matter. The psychological links have been specified in our aims and objectives for each unit.
THE FUTURE

The 'Time Out Programme' with its 'Whole Person Approach' dovetails in with the overall philosophy contained in the Emu Plains Strategic Plan. It has been designed to be dynamic and ever-changing to meet the needs and demands of the trainees as they arise.

It is a major objective of those directly concerned with programmes at Emu Plains, to provide 'THROUGH CARE' for trainees and we are moving towards this in the following way:-

STAGE 1 IDENTIFYING/ASSESSING NEEDS OF TRAINEES ON RECEPTION
Through Emu Plains Case Management
(a) Review Team ('Psychologist, Senior Education Officer, Parole Officer & Welfare Off. Initial interview after 2 weeks at E.P.T.C. Also case review meeting at Penrith Parole Office. Set up programme for trainee e.g. Basic Ed, T.O.P.
(b) Input from ALL staff.

STAGE 2 ONGOING MONITORING OF PROGRESS
(a) Case Management Review Team - interview trainee every 4-6 weeks depending on progress & needs.
(b) P.R.C. - Review
(c) Input from ALL staff.

STAGE 3 POST RELEASE PLANS
(a) Case Management Review Team - Interview re post release plans. Contact various agencies for trainees through Parole/Welfare Officer. e.g. Civil Rehabilitation Committee, Local TAFE, Attendance Centres run by Parole Division.
(b) P.R.C.
(c) Individual Staff

STAGE 4 RELEASE
Trainees already 'plugged in' to necessary support agents/agencies.
The above four stages of 'through care' at E.P.T.C. means that every trainee who enters the institution is assessed for his needs, is given the encouragement and direction as regards the programmes he can follow whilst he is at the centre and will be 'plugged in' to the various programmes available in the outside community. In essence, it means that we are not only interested in the individual whilst he is in our care, but endeavour to assist him when he is released.

EVALUATION & FEEDBACK

It is intended to have the 'Time Out Programme' reviewed at the completion of each course by those who have participated in it. This will enable Co-Directors to evaluate the relevancy and effectiveness of the programme and whether or not, the group's needs are being met.

We therefore envisage the programme as being dynamic. This would necessarily mean that the programme would be modified and updated on a regular basis. To facilitate this objective, we intend to hold post Core Meetings with the Group Facilitators. Hopefully, this will provide an open forum for discussion on the feedback received from the T.O.P. participants. It also follows that the Group Facilitators' opinions will be canvassed. Although the aims, objectives, rationale and philosophy will remain constant, the content of each succeeding Core programme is likely to change, according to the findings gleaned from the feedback and evaluation sessions.

An evaluation of the possible *long term effects of the T.O.P. will be carried out by the Co-Directors provided time is made available for them to do so.

* Long term effect is seen as being SIX to TWELVE months following release.
8.

SELECTION PROCEDURE FOR TIME OUT PROGRAMME

As only twelve people can participate in any core programme at one time, it is important that those selected will be the ones most in need.

Core I is particularly aimed at those trainees who need assisting in the Life/Social Skills area. Usually, these individuals have had a poor record in formal education and often have difficulties with basic literacy/numeracy and are poor communicators lacking in confidence and self-esteem.

Core II is a Personal Development Programme, particularly relevant to those who have a 'dependency problem'. It provides 'positive alternatives' which the individual can explore.

Again, the 'team approach' being adopted at Emu Plains Training Centre, is evidenced in the method used to select trainees for Cores I or II of the T.O.P. The 'team', the CASE MANAGEMENT REVIEW TEAM, (C.M.R.T.) consists of a Psychologist, Senior Education Officer, Parole Officer and Welfare Officer. The C.M.R.T. interview trainees two weeks after they arrive at Emu Plains and then about every six weeks. It is at these meetings that trainees can be assessed and identified as being candidates for Core I or Core II of the T.O.P. The C.M.R.T. can also advise trainees that they would benefit from one or more of the Satellite Programmes e.g. Driver Education, Self Awareness etc.
TIME OUT PROGRAMME

CORE I

Rationale & Philosophy

The Core I of the Time Out Programme (T.O.P.) deals with WORK & MONEY MANAGEMENT SKILLS. It is particularly aimed at those individuals who are lacking in the Life/Social Skills areas, with an emphasis being placed on Employment (Work) and skills and strategies involved in obtaining employment.

Many of the individuals who will be selected for the Core I of T.O.P. will already be experiencing difficulties with Basic Literacy/Numeracy. This will be catered for in the Basic Literacy Classes and therefore, the content of the Core I of T.O.P. will be pitched at that level.

One of the main strategies incorporated into Core I, is to make each unit as ACTIVITY ORIENTATED as possible. This will cater for the relatively short attention span of this type of individual and will also provide concrete experience which they would be more likely to understand and retain.

Please refer to the overall Rationale and Philosophy preceding this section. The Rationale and Philosophy presented there applies to Core I of T.O.P.
# JOB SEEKING

**Aims & Objectives**

<table>
<thead>
<tr>
<th>General: To acquaint the group with the processes involved in obtaining employment.</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To instill the idea that the programme will be an 'activity orientated' one, rather than just passive information gathering sessions.</td>
<td>Introduction: Elicit group's perception of employment/unemployment. To view employment/unemployment from the 'group's side' (See Appendix 1). Also discuss community attitudes to unemployment and the unemployed.</td>
</tr>
<tr>
<td>2. To elicit from the group their perception of the state of being employed and unemployed.</td>
<td>* This might prove useful feedback when dealing with Unit 12 'Handling Rejections'.</td>
</tr>
<tr>
<td>3. To make group aware of the sources available in finding employment.</td>
<td></td>
</tr>
<tr>
<td>4. To reinforce the concept that the individual can to some extent initiate the process of finding employment, rather than rely on others to do it for him.</td>
<td>1. Some points to consider about 'Labour Market' -</td>
</tr>
<tr>
<td>5. To build up self-confidence by requiring the trainees to go through the various processes of seeking employment, e.g. reading advertisements in newspapers, telephone directions, C.E.S. etc.</td>
<td>2. Sources of finding vacancies:—</td>
</tr>
</tbody>
</table>

* (See Appendix 2a and 2b) 

| (i) newspapers - national and local (See Appendix 2c) | (i) competition |
| (ii) yellow pages | (ii) seasonal changes |
| (iii) local CES | (iii) geographical variations |
| (iv) local community groups etc. |  |
| (v) Government Employment Programmes (Y.E.S., P.E.P.) |  |
### JOB SEEKING (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To bring to that group's attention that other more unorthodox methods of obtaining/locating employment exists, e.g. sports clubs, RSL's etc.</td>
<td>(vi) step by step procedure on how to apply for a job. (vii) contacts - informal (clubs, RSL's etc.) (viii) self advertising (ix) bulletin boards</td>
</tr>
</tbody>
</table>

3. How to read job advertisements. (See Appendix 3).
13.

Unit 2

KNOWING YOURSELF

Aims & Objectives

General: To bring to the group's attention that they can initiate the process of self appraisal as regards their own strengths and weaknesses relating to specific job applications.

1. For the individual to determine the internal resources he possesses. He needs to identify not only his strengths, but also his weaknesses and accept these as part of his personality. Further, he needs to be made aware that all individuals possess both strengths and weaknesses.

Such an awareness of one's weaknesses will make the individual conscious of his limitations and thus will hopefully ensure that he does not over extend himself, which would inevitably lead to rejection.

Content

1. Self Evaluation - Strengths and Weaknesses
   Use cartoons (see Appendix 4a and 4b) and PAYES Booklet (see Appendix 5).

2. Open Discussion - 'What have you found out about yourself?'

3. Scrutinising Advertisements - Use variety of job advertisements from newspapers and job cards—each individual should attempt to pick out specific work skills and qualifications needed for the job.

4. Job Vacancy Abbreviations - (see Appendix 6 - to be given to group for their information).
Unit 2

KNOWING YOURSELF

Aims & Objectives

2. This unit should be linked with Unit 1 as regards to job vacancies - e.g.: newspaper ads and use the knowledge they have discovered about job specification requirements and marry them to their own ability and preferences.

This is aimed at REINFORCING what they have learnt in Unit 1 and this unit.

Content

5. Pick out Vacancies which would suit you best. Trainees can be shown a list of occupations and description cards. Trainees required to USE new knowledge they have found about themselves and marry them to job vacancies available. Provided in Appendix 7 is a list of job descriptions.
CONTRASTING VIEWPOINTS

3(a) Commonwealth Employment Service

Aims & Objectives

General: This unit has been divided into two parts:-
(a) dealing with the C.E.S. and part (b) with the employer's viewpoint. These have been deliberately linked in order to give the group a balanced picture of the employment market. The C.E.S. session will be seen as acting on the employees behalf, whilst the employers viewpoint speaks for itself.

1. To familiarise trainees with services offered by the C.E.S.

2. To give practical advice on how to approach staff at C.E.S. centres - develop ideas that each individual can control situations and make them work to their advantage.

3. General advice on the state of the job market and the areas and opportunities available for job retraining.

Content

1. C.E.S. services provided - Outline process taken in seeking employment through this Service.

2. Retraining schemes

3. Late apprenticeships

4. Dealing with C.E.S. staff

5. General open discussion in regard to this Service.
### CONTRASTING VIEWPOINTS

#### 3(b) Employer's Point of View

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>General: see Unit 3(a)</td>
<td>1. Why the employer/entrepreneur is in business.</td>
</tr>
<tr>
<td>1. For an employer from the Private sector to explain reasons for being an employer.</td>
<td>2. Relationships of employer to the employee. How he views the employee (cost, profits, etc.).</td>
</tr>
<tr>
<td>2. The employer can discuss relationships re-employer/employee.</td>
<td>3. Essential requisites for gaining a job.</td>
</tr>
<tr>
<td>3. To acquaint the group on how an employer views an employee - 'as a resource'. Detail what the employer wants and expects from an employee.</td>
<td>4. Future trend in employment. Where the job market will lie.</td>
</tr>
<tr>
<td>4. To involve the group in exploring/questioning what an employee should expect from an employer.</td>
<td>Hopefully, this session will broaden into a general discussion, with the group gaining a different view and perspective of an employer's role.</td>
</tr>
<tr>
<td>5. To encourage a two way discussion between employer and group.</td>
<td>6. One of the aims of this unit is to further develop Units 1 and 2 and should complement Unit 11 (Relationships) Unit 12 (Handling Rejections).</td>
</tr>
</tbody>
</table>
# Unit 4

**ECONOMICS - MONEY MANAGEMENT**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
</table>
| **General:** This unit is mainly an information-giving session aimed at providing basic, practical advice on a Low Cost Budget. | 1. **Surviving Outside** -  
   (i) Budgeting on the dole  
   Rent, Food, Transport etc. |
| 2. **Onus to put responsibility back on to individuals to keep to a budget. Living beyond one's means does not justify the individual resorting to unlawful actions (e.g. fraud) which will result in conflict with authority.** | 2. **Handling Your Finances** -  
   (i) Where to put your money: Bank, Building Society Account.  
   (ii) Flexi teller.  
   (iii) Consumerism Buying Goods Resisting Pressure to Buy Consumer Protection. |
| 3. **To explore alternatives to 'not living within one's budget', namely transgressions against the law.** | 3. **Is credit too easy to obtain?**  
   Various ways of obtaining Credit.  
   (i) Overdraft  
   (ii) Bankcard  
   (iii) HP |
| 4. **To put group in touch with current prices of the necessaries of life - e.g. food, shelter, transport etc.** | 4. **Establishing or Maintaining a Credit.**  
   Keeping out of debt  
   Getting out of debt  
   Obtaining help/advice when in debt. |
Unit 5

Time 1½ hours

(A) SOCIAL SECURITY

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong>: This unit will be essentially an information giving session. It will deal mainly with the following:-</td>
<td>1. How to obtain the 'DOLE' and Social Security.</td>
</tr>
<tr>
<td>a. Rights of the individual</td>
<td>(i) Applying for the dole.</td>
</tr>
<tr>
<td>b. Responsibilities of the individual</td>
<td>(ii) Unemployment benefit - Amount.</td>
</tr>
<tr>
<td>c. Other support agencies available</td>
<td>(iii) What to do if the cheque doesn't arrive. Home visits by D.S.S. Officers.</td>
</tr>
<tr>
<td></td>
<td>(iv) How to appeal.</td>
</tr>
<tr>
<td>1. To make the individual aware of his rights as regards payment of social security, appeals, being inspected by S.S. Officers etc.</td>
<td>2. Clothing - Worktools etc.</td>
</tr>
<tr>
<td>2. To make the individual aware that he is responsible for</td>
<td>3. Medicare -</td>
</tr>
<tr>
<td></td>
<td>(i) Rights under Medicare</td>
</tr>
<tr>
<td></td>
<td>(ii) What am I covered for?</td>
</tr>
<tr>
<td></td>
<td>(iii) Community Health Centres.</td>
</tr>
</tbody>
</table>
Aims & Objectives

if assistance. This will hopefully circumvent the process of the 'means justifies the ends'. In short, assistance is available without the need to resort to crime.

Content

Provision will be made to provide information for minority handicapped/groups. The relevant agencies will be contacted where the need arises e.g.: Aboriginal Employment & Training Branch, Commonwealth Dept. of Employment & Youth Affairs, Prisoners Aid Ass., Youth & Community Service, Adult Deaf Society etc.
## Aims & Objectives

**General:** To make group aware of the existence, functions and services provided by C.R.C., whilst they are in prison and also when they are released.

In keeping with one of the main objectives running through T.O.P. it is intended to promote the idea that the individual will be responsible for initiating interviews, keeping appointments etc.

This unit will be mainly an information giving one. This should not, however, preclude individuals from actively participating.

1. Bring to group awareness an understanding of the C.R.C. -- its structure, philosophy, funding etc.

2. Highlight the following:
   (i) Who can take advantage of C.R.C. services.

### Content

| **Introduction** - An open forum on the C.R.C. - What it is and what services it provides. The objective is to ascertain the group's knowledge of C.R.C. |
|---|---|
| 1. Video on C.R.C. |
| 2. (i) Group facilitator to cover points contained in aim and objectives. (ii) Open forum - question and answer session. |
| 3. Handouts - How to contact C.R.C. How to use C.R.C. services. |
(B) C.R.C - CIVIL REHABILITATION COMMITTEE (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii) Services offered by C.R.C.</td>
<td></td>
</tr>
<tr>
<td>(a) Court support scheme</td>
<td></td>
</tr>
<tr>
<td>(b) Job file</td>
<td></td>
</tr>
<tr>
<td>(c) Family Support Centre</td>
<td></td>
</tr>
<tr>
<td>(d) Day Leave Sponsors</td>
<td></td>
</tr>
<tr>
<td>(e) Accommodation</td>
<td></td>
</tr>
<tr>
<td>(f) Transport to prisons for families</td>
<td></td>
</tr>
<tr>
<td>(g) Courses - Basic Literacy</td>
<td></td>
</tr>
<tr>
<td>(h) Pen Pal Scheme</td>
<td></td>
</tr>
</tbody>
</table>

3. Processes of initiating any of the above services to the outlined in a step-by-step manner.
#### Aims & Objectives

**General:** A major aim of this unit is to illustrate that the individual can live within his family's means and provide himself with an adequate and healthy diet. This will in turn provide the individual with a SENSE OF CONTROL over this situation -- that is, 'limited funds does not equal an unhealthy diet and therefore, become an excuse to supplement one's income by resorting to crime.'

1. To demonstrate it is possible to provide LOW COST nourishing meals on LOW BUDGET.

2. Make the group aware of health and the nutritional value of food.

3. To bring to the group's notice community agencies who will advise on providing such meals e.g. TAFE.

4. This unit will hopefully, reinforce the practical knowledge gained from Unit 4.

#### Content

The main purpose of this unit is twofold - one, to give trainees some ideas about providing low cost, nourishing meals for themselves and to make them aware of the health/nutritional value of food.

1. Managing on a shoestring budget. Buying food, costing of basic food items.

2. Basic cooking techniques

3. Nutrition & Health:-- fallacies, food values etc.

4. Diets - Open discussion on popular diets. Contrast sensible approaches to dieting with harmful ones.

5. Diet and Exercise.
### Unit 7

The Parole Game

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General:</strong> To introduce the group to the idea that they will have some control over the process of parole.</td>
<td>This is simulated Role Playing designed by the Mr. E. Wright, Probation and Parole Officer, Penrith.</td>
</tr>
<tr>
<td>It is hoped that this unit in particular, will reinforce one of the major themes running through the Core I Programme - &quot;Control over one's life, and decision, equal being responsible&quot;.</td>
<td>The Game requires the attendance of at least three Parole Officers. Trainees are required to pick a card at random, and act upon the instructions given. The instructions are open ended enabling the individual to make one of a number of decisions. On the basis of this decision making he/she will choose a particular Parole Officer. The outcome of the session with the Parole Officer determines how successful or otherwise the individual has been.</td>
</tr>
<tr>
<td>1. An exercise in communication between Parole Officer and Parolee. The fact that it will be a simulated game should lead to a more relaxed and frank exchange between the two parties, especially on the part of the future parolee.</td>
<td></td>
</tr>
<tr>
<td>2. To give the parolee the opportunity to experiment with alternatives without the possibility of risking the loss of his parole.</td>
<td></td>
</tr>
<tr>
<td>3. To raise the group's awareness that they do have some control over their parole.</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 7

**Time** 2½ hours

**THE PAROLE GAME (Continued)**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. To reinforce the themes running through all units that the individual:-</td>
<td></td>
</tr>
<tr>
<td>(a) can control situations</td>
<td></td>
</tr>
<tr>
<td>(b) can make his own decision</td>
<td></td>
</tr>
<tr>
<td>(c) is responsible for the decision he makes.</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 8

**ECONOMICS - LEISURE**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General:</strong> The basic aim of this unit is to bring to the group's attention that it is their responsibility to initiate the process of constructively occupying their time. The unit will explore the alternatives to the constructive use of time - i.e. alternatives to crime which for some individuals appears to be the only method of occupying their time.</td>
<td>Contact Dept. Sport, Leisure &amp; Tourism Film – &quot;Good on Ya' Sport&quot;</td>
</tr>
<tr>
<td>1. &quot;Time on hands&quot; used in a positive way - use of time constructively with little or no cost.</td>
<td>1. Use of leisure time</td>
</tr>
<tr>
<td>2. To make clear that - 'no money doesn't equal no leisure'.</td>
<td>2. New/Low Cost Activities</td>
</tr>
<tr>
<td>3. To put responsibility for making decision onto the individual. To show there is an alternative to sitting back doing nothing. That there is an alternative to boredom, frustration and ultimately crime which is often an attempt to circumvent boredom.</td>
<td>3. Low cost Holidays</td>
</tr>
<tr>
<td>5. Self interest hobbies that might lead to an income or even full time self-employment. e.g.: Video, Pottery, Catering.</td>
<td>5. Self interest hobbies that might lead to an income or even full time self-employment. e.g.: Video, Pottery, Catering.</td>
</tr>
</tbody>
</table>
Aims & Objectives                                      Content
4. To explore group/family use of leisure time.       7. Recreation & Activity Centres.
5. To emphasise self-interest hobbies which can often lead to self-employment or a casual job.
6. To invite ideas, suggestions etc. from the group about their use of leisure time.

7. This will tie in with Unit 4 & Unit 6 (Living on a low budget) also to Unit 13 (Alternatives to Full Time Employment)
APPLYING FOR A JOB

(A) THE INITIAL PROCESS

Unit 9

Aims & Objectives

| General: One of the main aims of this unit is to lay down a framework which the individual will be able to use in applying for a job. The unit will provide a simulation of the interview session itself so that through these practical experiences the group develops skills and strategies which will foster confidence and self-esteem. | Content
---|---
1. The Initial Process of Applying for a job. | 1. One of the main threads running through this unit will be "ORGANISING ONESELF".
2. Compiling references and qualifications with a bias on trade and non-academic qualifications. (Includes job experiences etc.). | 2. Written Application – involve group from outset.
3. Written Application – involve group from outset. | 3. Request group to choose a vacancy they dealt with in UNIT 1 and write an application for it. It is probable that many in the group will find difficulty which can be used as a "lead in" to this subject – re: reinforcing what they have already learned from previous units. Trainees should be aware of their
Unit 9

APPLYING FOR A JOB
(A) THE INITIAL PROCESS (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>particularly their views/ideas on their experiences, strategies and observations in:--</td>
<td>strengths and weaknesses when attempting to select a job.</td>
</tr>
<tr>
<td>(a) applying for a job</td>
<td>(i) Bring to group's awareness the danger of deliberate false job</td>
</tr>
<tr>
<td>(b) the job interview itself</td>
<td>advertising. Work through exercise in Appendix 8.</td>
</tr>
<tr>
<td></td>
<td>(ii) Examples of letters of application needed here. This will</td>
</tr>
<tr>
<td></td>
<td>necessitate a more formal approach (see Appendix 9)</td>
</tr>
<tr>
<td></td>
<td>(iii) Example of application forms (see Appendix 10).</td>
</tr>
</tbody>
</table>

4. Phoning for a job. (See Appendix 11)
   (i) Outline process taken in phoning for a job.
   (ii) Role play may be set up here, with video used in order to provide group discussion.
### Aims & Objectives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Obtaining information about: (see Appendix 12) (i) Job itself (ii) Firm/Company - what it produces (iii) Wages, sick leave entitlements.</td>
<td></td>
</tr>
<tr>
<td>6. Casual Work: (i) How to apply and where. (ii) Advantages re permanent employment (iii) Moonlighting - legitimising the positive side of moonlighting.</td>
<td></td>
</tr>
<tr>
<td>7. Voluntary Work - (i) Explore with group whether or not voluntary work is a viable alternative. (ii) Highlight the idea that volunteer work may help build up self-esteem, job experience and</td>
<td></td>
</tr>
</tbody>
</table>
APPLYING FOR A JOB
(A) THE INITIAL PROCESS (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>possibly open up future prospects</td>
</tr>
</tbody>
</table>

8. Government Schemes -

Y.E.S. - How to find out etc.
This will be most helpful when linked to Unit 3 - C.E.S. It will give trainees some knowledge of the services C.E.S. may provide.
APPLYING FOR A JOB
(B) INTERVIEWING TECHNIQUES

Aims & Objectives

General: Provide the opportunity for the group to:

(a) prepare for an interview
(b) participate in a simulated interview
(c) critically analyse the interviewees' performance
(c) be made aware of the varying approaches adopted by interviewers.

1. To equip the individual with skills required in approaching the interview -- organising him/herself.

2. To highlight common pitfalls encountered in an interview situation.

3. To set up role plays of contrasting interviews to assist in confidence building in a relatively safe environment.

4. To develop observation skills (looking, listening and analysing)

Content

Introduction: Using Appendix 13, discuss the processes taken in preparing for an interview:

(i) questions to ask
(ii) mode of dress
(iii) location - how to get there on time

1. Discuss some pitfalls experienced from previous interviews. Possible list of "DO's" and "DON'T's".

2. Role Playing Session - Use of Video camera.

Set up an interview using knowledge elicited from group in regard to their interests in the area of employment. e.g. small workshop - owner/manager. Interviewer is owner/manager, interviewee is a group member and the remainder of the group observes.
Aims & Objectives

5. To encourage the group to become self-critical in a positive way. Hopefully, this will reinforce Unit 2, which encourages critical evaluation and later Unit 12, which looks at handling rejections.

6. To encourage individuals to "think on their feet". To become adept at reading verbal and non-verbal cues.

Content

(i) Allow interview to proceed unhindered.
(ii) Replay videoed interview - discussion on positive/negative aspects of the interview and where the interview fell flat.
(iii) Introduce body language at this stage. (Use of video.) Discussion on Basic Body Language, what to look for, cues to pick up and how this can be used to gauge the interviewer's reactions.

3. Set up role play with:-
   (i) An aggressive interviewer
   (ii) A member from the group
   (iii) An observation group.

4. Drawing together of knowledge gained in regards to interviewing skills.

5. This unit will probably introduce the important topic: "Do I tell the
**Aims & Objectives**

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how best to handle this question.</td>
</tr>
</tbody>
</table>

**prospective employer I have been in gaol?**
Aims & Objectives | Content
--- | ---
General: This unit is an attempt to prepare individuals to cope with work situation and to explore employer/employee relationships. It is an attempt to prevent "conflict situations" arising due to a lack of communication and mutual misunderstanding of each others expectations of their respective roles. | 1. Use of example of job interview in Unit 9. Question trainees perception of relationships - vis a vis interviewer/interviewee
2. Use of booklet PAYES II (see Appendix 14).
(1) Relationships in the workplace
(11) Employer/employee Reacting to senior management/owner manager in the workplace. (Draw on knowledge gained in Unit 3(b) Employer's Point of View).
3. Set up role playing session. Simulate a problem
(1) Discussion - "How problem can be handled".
(Reinforce previous skills acquired e.g.: look for body language - non verbal communication).
### Aims & Objectives

3. To set up a series of role plays simulating various situations involving conflicts/problems pertaining to relationships. Hence, this will actively involve the group.

4. To link this unit with Unit 10 with emphasis being placed on "Body Language" and Unit 12 Handling Rejections.

### Content

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Group singles out individual for special &quot;Negative Attention&quot;. How to acquire skills in handling such situations.</td>
<td></td>
</tr>
<tr>
<td>(ii) How to avoid relationships (1) Avoiding striking up relationships, but remaining friendly/professional. (ii) How to break off relationships.</td>
<td></td>
</tr>
</tbody>
</table>
**HANDLING REJECTIONS**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>General: To make the group aware that life itself is made up of rejections.</td>
<td><strong>Introduction:</strong> Open discussion on:--</td>
</tr>
<tr>
<td>1. To make the group aware that they should accept being rejected as NORMAL PART OF LIFE and in the employment area it is no different.</td>
<td>(i) Future trends of employment</td>
</tr>
<tr>
<td>2. To point out that a decrease in job/employment vacancies means there are going to be more people applying for fewer jobs, therefore there will be more rejections. <em>Reinforces 1 (supra) - it is a fact of life which one must accept and it is therefore an area over which they have little control.</em></td>
<td>(ii) Less full time employment. Use newspapers, magazine articles, advertisements to illustrate trends in employment and the job market.</td>
</tr>
<tr>
<td>3. To reinforce the idea that they are not alone -- others are also being rejected. Rejection per se is a personal thing -- e.g.: letters or verbal rejection is received only by the individual. However, others are also being rejected.</td>
<td>(iii) Discuss rejection on the basis that it is not solely due to individual having a criminal record, but the community as a whole are also experiencing a similar fate.</td>
</tr>
<tr>
<td>1. Expect Rejections - At school, disco's etc.</td>
<td>(i) Keep a Balanced View - Life is made up a series of acceptances and rejections - however, we find it difficult to deal with being rejected. We tend to remember them more vividly and over a longer period of time than the acceptances</td>
</tr>
</tbody>
</table>
HANDLING REJECTIONS (Continued)

Aims & Objectives

4. To point out there is a POSITIVE aspect to being rejected thus, illustrate that which appears to be a negative experience can have a positive aspect.

5. To attempt to link this unit with previous ones, particularly What Is Unemployment in Unit 1 and Unit 2 (Knowing Yourself) and Unit 9 (Applying for a Job).

Content

because they suggest a deficiency in our own personality which lowers our own self esteem. It is important to keep a balance and be aware that we do have many instances where we have been successful, but we tend to discuss these more easily than rejections. All negative experiences in life have a positive side -- they can TEACH US SOMETHING ABOUT OURSELVES.

2. Open discussion with group "How can we use a negative experience such as a rejection to our advantage? What can we learn from such an experience?"

Aim of the above is:-

(i) to make individuals realise that being rejected doesn't mean that they are inadequate
HANDLING REJECTIONS (Continued)

Aims & Objectives

Content

(ii) to make them view the rejection in a realistic way
(iii) to retrace the steps taken to appraise if they could have controlled and/or changed any individual part of the sequence and hence change the outcome.

3. POSITIVE LEARNING EXPERIENCE.
Changing a negative experience into a positive experience.

(i) It is important to recap on Units 1, 2, 9 and 10 dealing with "Job Seeking", "Knowing Yourself" and "Applying for a Job".

(ii) See 2(iii) above - "control and/or change individual part of the process to change the outcome". In short, could the individual have acted positively to change the outcome, or was the result inevitable?
4. Highlight the following:

(i) Need for realism - realistic view of job market, own abilities etc.
(ii) Need for honesty in appraising the situation and outcome. The need for OBJECTIVITY.
(iii) You all have something to offer (see PAYES BOOKLET II and look at Strengths and Weaknesses, Unit 2)
(iv) Bring out the following:
- underqualified
- overqualified
- legislation
- jobs for the Boys/Girls
- job already lined up
- knowing outcome of Job Application

Motivation in applying for a job - applicant doesn't really want job, but applies due to pressure from wife, Parole Officer, friends etc.
5. POST REJECTION STRATEGIES

Although some of the above deals with post rejection strategies, in this section we will deal with a simple guide on what to do if you have been rejected for a job.

(i) CONTACT EMPLOYER -- phone personally, letter requesting information on why you didn't succeed.
(ii) Read over job advertisements - determine what type of person (qualifications, experience) employer requires. Match it up with what you have to offer.
(iii) Reinforce (3) and (4) (supra)
Make a rejection a Positive Learning Experience.

6. Role Playing Session.
Simulated game on being rejected.
Examples of famous people who have been rejected.
e.g.: Forsythe, Author of "The Day of the Jackal" was
Aims & Objectives

Content

was rejected by over 20 publishers.

* Could be used as a possible opening to this unit.
Unit 13

ALTERNATIVES TO FULL TIME EMPLOYMENT

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General:</strong> To make the individual aware that changes are now taking place which will radically alter future working habits—i.e.: people will not remain employed in one occupation all their life. Periods of unemployment and job retraining will become the norm, (link this with Unit 1 -- &quot;What is Unemployment?&quot;)</td>
<td><strong>Introduction:</strong></td>
</tr>
<tr>
<td>1. To highlight the fact that there are viable options available to full time employment.</td>
<td>Open Discussion:</td>
</tr>
<tr>
<td>Options fall into two categories:—</td>
<td>(i) What are the alternatives to full time employment?</td>
</tr>
<tr>
<td>(i) those provided by government agencies</td>
<td>(ii) What does the future hold?</td>
</tr>
<tr>
<td>(ii) those initiated by the individual.</td>
<td>(Use Unit 1—What is unemployment, future trends etc.)</td>
</tr>
<tr>
<td>(iii) Draw out changes now taking place.</td>
<td>(iii) Draw out changes now taking place.</td>
</tr>
</tbody>
</table>

(i) **Government Agencies**
- (a) Retraining Programmes—C.E.S., Outreach etc.
- (b) Late Apprenticeships
- (c) Government Grants—Setting up a Business etc.
- (d) Study—Improve qualifications and job prospects.

(ii) **Individual Resources**
- (a) Volunteer Work—can lead to job experience
ALTERNATIVES TO FULL TIME EMPLOYMENT (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- to full time employment.</td>
<td></td>
</tr>
<tr>
<td>(b) Self Employment - interest hobbies etc.</td>
<td>part time employment.</td>
</tr>
<tr>
<td>(c) Self Employment - setting up a small business.</td>
<td></td>
</tr>
<tr>
<td>(d) Utilisation of skills - music, writing, sports coaching, etc.</td>
<td></td>
</tr>
<tr>
<td>(iii) Other - Part time casual work invite ideas from group</td>
<td></td>
</tr>
<tr>
<td>(iv) Setting up a Small Business Some of the strategies and pitfalls</td>
<td></td>
</tr>
</tbody>
</table>
### FEEDBACK AND EVALUATION SESSION

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>General: To evaluate the programme a regards its relevancy and effectiveness from the group's point of view.</td>
<td>Evaluating and Method of Assessing Core 1.</td>
</tr>
<tr>
<td>1. Effectiveness of Group Facilitators</td>
<td>(i) Written questionnaire</td>
</tr>
<tr>
<td>2. To evaluate the relevancy of each individual unit re the group's needs.</td>
<td>(ii) Open forum - two way discussion. (Record on tape?)</td>
</tr>
<tr>
<td>3. To explore spin-offs from the TOP.</td>
<td>(iii) Informal face to face conversation, particularly in the coffee breaks.</td>
</tr>
<tr>
<td>4. To pinpoint deficiencies in the programme and canvass opinions on how they can be improved.</td>
<td>(iv) End of unit appraisal between group facilitators and co-directors, once the date from the group's feedback session has been compiled.</td>
</tr>
<tr>
<td>5. Check that the duration of each unit is sufficient.</td>
<td></td>
</tr>
</tbody>
</table>
### TIME OUT PROGRAMME

'T.O.P.'

#### CORE 2

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Communication I - Verbal</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Communication II - Non-Verbal</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Relaxation - I. Stress</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II. Stress Management</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Pain and Pain Management</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Living Skills through Drama</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Street Transmitted Diseases</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>Children's Needs and Parental</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responsibilities</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>Your Legal Rights</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>There's More Than One Way</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A) Where Do I Come From?</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>(B) Drug Information, Counselling, Education, (D.I.C.E. - Penrith)</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>(C) Bourke Street Drug &amp; Alcohol Centre</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>Sports Drug</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>Personal Relationships</td>
<td>2 1/2 hours</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>Feedback and Evaluation Session</td>
<td>2 1/2 hours</td>
</tr>
</tbody>
</table>
CORE II

Rationale & Philosophy

The Core II of the Time Out Programme (T.O.P.) deals mainly with SELF AND PERSONAL DEVELOPMENT. It follows, therefore, that amongst other things a significant section of Core II will be directed towards those trainees who have a DEPENDENCY problem (drugs, alcohol, gambling).

The Co-Directors have advocated for some time (since May 1984) the importance of not viewing a person with a dependency problem in a narrow minded way - "Once a junkie, always a junkie". The danger of taking this viewpoint leads to the staff looking for a single cause for the dependency which can be cured, or alleviated by providing a DRUG EDUCATION programme. In short, look for the single causal affect of the dependency which can be remedied by a single treatment approach. However, we believe that such an approach is too simplistic, restrictive and often fails to attack the real problem/s which have led to the dependency. Further, it has the effect of 'labelling' the individual, (junkie, alco) which leads to the following:-

(a) the person within the jail system who has the dependency wears the label quite comfortably as it provides him with some status within his own peer group;

(b) it also provides such a person with a ready made excuse, thus removing the onus of responsibility to do something about the problem;

(c) enables the individual to lower his/her levels of attainment in any programme as he/she feels they can always justify partial failure or under achievement by claiming to be a 'junkie'.
(d) Quite often prison staff also hold the view that "Once a junkie always a junkie". Once again this reinforces the individual's perception of himself and provides the ready made excuse for not accepting responsibility, and/or under achieving in all areas.

Before proceeding further the reader's attention is directed to the Philosophy and Rationale of T.O.P. The rationale and philosophies of Core II are an extension of those presented there.

Again emphasis will be placed on the individual needs of the person, not only those who have a dependency problem but also those who present a broad range of needs and problems. This is important in order to have the T.O.P. accepted as a universal life and social skills improvement programme and not just one dealing with a specific subject area, i.e. drug dependency. Hopefully, this will have the effect of removing the 'junkie' label so that both trainees and staff will perceive the purpose of the programme in a different light.

Again we will be utilising the framework suggested by Dr. Jan Westerink (Ex Senior Psychologist, Western Region), which is as follows:--

'THE WHOLE PERSON APPROACH'

1. INDIVIDUAL
2. LEGAL
3. PSYCHOLOGICAL

INDIVIDUAL

The subject matter contained in Core II is quite varied in its approach to individual needs; however, the main theme in this Core is Personal Development and Personal Growth. This should enable each individual, irrespective of the problems or needs presented, to benefit from most of the Core II units.
LEGAL

All trainees at E.P.T.C. have had a negative experience of the legal system. Generally speaking, they have in the past attempted to manipulate the law for their own gain. This assumes the role of a game where they attempt to 'beat the system'. They become caught in a web of their own making where illegal activity becomes a way of life and therefore, normal acceptable behaviour. This encourages the individual not to accept responsibility for their actions as they are convinced that their behaviour should not be condemned. This philosophy often leads to their becoming aggressive, agitated and confused when they have been caught transgressing the law.

The T.O.P. has placed great emphasis on the underlying psychological themes of (i) accepting responsibility; (ii) accepting the consequences for their actions; (iii) actively controlling their life; (iv) making decisions. Thus, units dealing with their legal rights will also accentuate these underlying psychological themes.

An example of the above is to be observed in many trainees. For instance, a person with a dependency problem. Often, his perception of what is right and wrong is different from how the law and society view the same situation, e.g. the use of cannabis is illegal. However, there appears to be a movement within society to have it decriminalised. This fact, however, cannot be justified by the user as it is, in fact, illegal.

The unit on law/legal rights is again aimed at emphasising responsibility for one's actions and acceptance of the consequences.

Another area which commonly affects the trainees as regards their legal rights is the 'breakdown of relationships'. This is often brought about by the severe strains imposed by being separated and isolated from their family's. Many trainees face the prospect of relationships being terminated. This often leads to bitterness, aggressive behaviour and frustration. One of the possible ways of alleviating this pressure and frustration is to make the trainee aware of his legal rights and responsibilities as a husband (de facto) and father.
Following one of the major themes of T.O.P., i.e. the need to accept responsibility, is the fact that the trainee will therefore need to accept the reality of the situation and make decisions on the basis of his knowledge of his legal rights and moral responsibilities.

**PSYCHOLOGICAL**

As with Core I of T.O.P. Core II contains many underlying psychological themes. Core II contains many units centred on personal development and personal growth. Core II will emulate Core I in the fact that underlying psychological themes will not be dealt with per se, but will be an integral part of each unit throughout the Core II programme.

Again the psychological input in Core II is to highlight the fact that the trainees behaviour needs modifying. The programme will hopefully provide them with some internal resources to achieve this objective. The onus throughout the T.O.P. is to attempt to focus the trainees attention on the fact that they can take responsibility and hence actively control some situations.

It is a built in strategy of T.O.P. to have the trainees ACTIVELY participate in all units of the programme. This is seen as being a critical factor to the success of the Core II programme where personal development and growth are the main themes. Inclusion of this strategy should lead to a more effective environment when dealing with such issues as:-

(a) enhancing self esteem and confidence;
(b) collecting and collating information about themselves in a practical concrete way;
(c) reinforcing skills and strategies developed throughout the T.O.P.
(d) preparing trainees to utilise skills and strategies following their release from prison.

Units such as COMMUNICATIONS, STREET TRANSMITTED DISEASES, CHILDREN'S NEEDS AND PARENTAL RESPONSIBILITIES, LEGAL RIGHTS and THERE'S MORE THAN ONE WAY (dependency problems) lend themselves more readily to the use of underlying psychological themes of 'accepting responsibility for
actions taken' - themes which are also present in Core I. It follows therefore, that these themes will be further extended and developed in Core II, since these issues are more likely to be raised in this segment of T.O.P. due to the nature of the subject matter.

The theme of accepting responsibility perhaps assumes a greater importance in the Core II programme. In particular, it would appear when dealing with such matters as assertiveness, aggression, self-esteem/confidence, personal relationships and dependencies, the question of accepting responsibility will naturally arise. However, the theme 'responsibility' will still be a common underlying thread throughout the Core II programme.

Through a lack of understanding of themselves, trainees often resort to aggressive behaviour when dealing with a problem. An important aspect of Core II, T.O.P. will be to make the trainees aware that there are VIABLE ALTERNATIVES to this behaviour, i.e. to be assertive in a non-aggressive manner. Hopefully, the strategies and skills they acquire and develop in the personal development area, will enable them to more readily accept responsibility for their future actions and decisions. This could be a critical factor in assisting them to more readily adjust to the demands of the outside community.
# COMMUNICATIONS - VERBAL

## Aims & Objectives

**General:** To make the group aware that there are many forms of communication.

To make group become aware of a sense of identity - how to project this, how others perceive this projection. It is intended to provide basic communication skills which can be used throughout the course. An exercise will be given at the commencement of this unit to determine the perception of their own identity and how they think others perceive them - this exercise will be repeated in the feedback section at the termination of this Core 2 programme. It is hoped this will result in the following:

- (a) Allow individuals the opportunity to objectively measure any changes they have made in this area.
- (b) To assist in course evaluation

## Content

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) How do you see yourself?</td>
</tr>
<tr>
<td></td>
<td>(b) How do you think others view you?</td>
</tr>
<tr>
<td></td>
<td>(c) How would you like others to view you?</td>
</tr>
<tr>
<td></td>
<td>Make into game - i.e. papers mixed up, no names given.</td>
</tr>
<tr>
<td></td>
<td>Group has to identify each member from handout.</td>
</tr>
<tr>
<td>2. Elicit group's perception of what they think communication means.</td>
<td></td>
</tr>
<tr>
<td>3. Breakdown of component parts of communication - diagram from the &quot;Business of Communicating&quot; p. 15.</td>
<td></td>
</tr>
<tr>
<td>4. &quot;T&quot; - $50,000 Competition Game illustrating frustration and</td>
<td></td>
</tr>
</tbody>
</table>
### Aims & Objectives

An important aim of this unit is to build up individuals' self-esteem and confidence.

1. To define the nature of communication and its composite parts.
2. To convey to group that communication is influenced by the feelings, mood, attitudes, biases, barriers and blockages of both transmitted and received messages.
3. To make group aware of the complexity of communication and of the problems of transmitting and receiving messages.
4. To highlight the fact that the onus of responsibility is request clarification often falls on the individual when messages received are ambiguous or unclear.
5. To pitch the content at being "activity orientated" e.g.

### Content

- and misunderstanding in transmitting and receiving messages. (See Appendix 15)
- Role Playing - assertive vs. aggressive behavior. See p. 95, "Business of Communicating".
- Officer, trainee - new officer calls up trainee for a dressing down and attacks him in another area.
- Dealing with barriers and blockages in verbal communication:
  1. credibility
  2. status
  3. message overload
  4. bias & prejudice
  5. each of common goals
  6. no commonality of goals
  7. receiver not switched on
  8. break in chain of communication
  9. deliberate blocking
  10. moods and feelings
**Unit 1**

**COMMUNICATIONS - VERBAL (Continued)**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>introducing a variety of exercises in communicating. This hopefully, will build up</td>
<td>Suggest some games and exercises e.g.: Use of</td>
</tr>
<tr>
<td>confidence in the individuals' own ability to communicate, with particular</td>
<td>homonyms, whispered messages, etc.</td>
</tr>
<tr>
<td>emphasis being placed on assertive rather than aggressive behavior.</td>
<td>7. Draw conclusions.</td>
</tr>
</tbody>
</table>
## Aims & Objectives

**General:** To make group aware that there is more than one way of communicating, although they are only probably aware of communication taking place on a verbal level. It is hoped that this unit will highlight the fact that communication also takes place on a **NON-VERBAL** level and is often the first stage in any form of communication.

1. To illustrate the variety of gestures and signals that we utilise in our every-day communication.

2. To highlight the fact that non-verbal communication can reinforce or contradict our verbal messages.

3. To observe the cultural differences that exist in non-verbal communication and demonstrate that these could lead to misinterpretation.

### Content

Possible use of following books might prove beneficial:

- "MANWATCHING" by Desmond Morris
- "BODY LANGUAGE" by Alan Pearce

1. **GESTURES** -
   - (i) Mechanical - with secondary messages
   - (ii) Expressive - smiling, frowning etc.
   - (iii) Mimic - putting on a good face.
   - (iv) Cluster Gestures - combination of gestures to impart the true meaning which could otherwise be misinterpreted if each gesture is treated on its own.
   - (v) Yes/No signals

2. **CULTURAL DIFFERENCES** -
   - Non-verbal communication which could lead to misinterpretation (give examples)
## COMMUNICATIONS - NON-VERBAL (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Explore the concept of non-verbal communication being an innate or learned behavior.</td>
<td>3. NON-VERBAL COMMUNICATION - (i) Reinforcing verbal message e.g. sexual signals, gay behaviour etc., personal relationship indicators</td>
</tr>
<tr>
<td>5. To attempt to introduce role play whenever possible.</td>
<td>4. SIGNALS - (i) barrier signals (ii) stress signals (iii) pupil signals (iv) insult signals (v) intimidating signals</td>
</tr>
<tr>
<td></td>
<td>5. Discussion on &quot;Is non-verbal behavior inborn or learnt?&quot;</td>
</tr>
</tbody>
</table>
### Aims & Objectives

The main aim of this unit is to give the group a broad understanding of stress and tension. More specifically, we shall be looking at factors which elicit stress and anxiety and the various methods available to alleviate the stress caused by everyday living. Within the unit a specific relaxation technique will be taught.

Finally, it is hoped that all trainees will be made aware of the community agencies dealing with stress management.

(It is hoped that this unit will motivate the group to participate in a more comprehensive training programme as part of the T.O.P. Satellite Programme.)

1. Specifically outline the causes of stress and tension e.g.: the society we live in is a highly stressed one, where work and everyday living such as paying bills, going to work etc.

### Content

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Involve group in canvassing their understanding of what stress and tension are—the causes of stress and tension and methods of alleviating it.</td>
</tr>
<tr>
<td>2.</td>
<td>Expand on the symptoms and causes of stress as per aims and objectives.</td>
</tr>
<tr>
<td>3.</td>
<td>Measurement of tension in the frontalis muscle through the EMG 100 TM machine. This will provide each individual with concrete, visual data of his tension level.</td>
</tr>
</tbody>
</table>

* This could provide the opportunity to demonstrate through role playing, how stress levels can be measured through the EMG 100 TM and visible indicators of tension in the role player.
### RELAXATION (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>can produce high levels of stress. Generally, people are not consciously taught how to identify and reduce stress levels.</td>
<td>4. Highlight the various means of achieving relaxation, e.g. through the learning of a relaxation technique, listening to music, playing with kids, physical exercise, etc.</td>
</tr>
<tr>
<td>2. Describe ways individuals exhibit stress/tension, e.g. irritability, short temperedness, feelings of tightness, backaches, headaches, insomnia, stomach problems such as dyspepsia and ulcers, heart problems, also a lowering of resistance levels so that we become more susceptible to viruses such as the common cold.</td>
<td>5. To specifically teach the group a very simple relaxation technique, e.g. muscle (physical) relaxation.</td>
</tr>
<tr>
<td>3. Teach the group a basic relaxation exercise to help alleviate stress/tension.</td>
<td>6. To instil the idea in individuals minds that relaxation techniques should not be viewed as a separate exercise to be carried out in isolation from their everyday lives, but as an integral and regular part of it.</td>
</tr>
<tr>
<td>4. Bring to groups awareness of alternative methods that could be adopted to relieve stress. Emphasise the point that peripheral activities such as playing with the kids, talking to a mate, listening to music, going for a drive, etc. all play an important role in alleviating stress.</td>
<td>7. Emphasise that when an individual is tense, it not only affects him but also those around him, e.g. wife, children, family and friends.</td>
</tr>
</tbody>
</table>
Aims & Objectives | Content
---|---
5. To enable each individual to measure graphically their stress levels through the frontalis muscle by using the EMG 100 TM recording machine. | Tie this in with Units 1 & 2 on Communication and Unit 7 on Children's Needs and Parental Responsibility.
6 (i) Bring to the groups awareness the availability of other forms of relaxation such as Tai-Chi, Yoga and martial arts. | 8. To discuss private/government agencies which will provide relaxation, advice/programmes.
(ii) To emphasises the fact that one form of relaxation will not necessarily suit everyone and that each individual needs to experiment with a number of these to find out which one suits him best.
(iii) Provide the group with information on private/community agencies which provides relaxation programmes.
<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General:</strong></td>
<td><strong>Introduction:</strong></td>
</tr>
<tr>
<td>Many individuals participating in the Core II programme will possibly have a low self-esteem and perceive themselves as having little control over their life in general. Further, research has indicated that this type of personality is likely to have a low pain threshold and tolerance. This often results in them resorting to using artificial chemicals to both: a) give them a sense of control over their live, b) give them a sense of control over their pain.</td>
<td>Canvassing groups understanding of pain - “the traditional view”.</td>
</tr>
<tr>
<td>This is one of the classical characteristics of a dependent personality.</td>
<td>1. Introduce broader definition of pain. Open discussion.</td>
</tr>
<tr>
<td>It follows therefore, that the main objective of this unit is to familiarise the individual with the various components of pain and to provide them with strategies to control it.</td>
<td>2. Elicit from group techniques they have used for treatment of pain.</td>
</tr>
<tr>
<td></td>
<td>3. Identifying various pain management techniques and strategies available. How and why they work.</td>
</tr>
<tr>
<td></td>
<td>4. Practising some of the above techniques.</td>
</tr>
<tr>
<td></td>
<td>In this unit, the content will rely heavily on the group facilitator, however, the aims and objectives are presented in a specific way, for the facilitator to tailor the content to them.</td>
</tr>
</tbody>
</table>
Aims & Objectives

1. To broaden the group's perception of pain.

(a) The traditional view is:-
   (i) it has an organic basis
   (ii) has a biochemical and neurological basis
   (iii) causes tissue damage
   (iv) is only controllable by chemical substances

(b) A more comprehensive definition of pain:
   (i) that is it multifaceted and has a multidimensional process.
   (ii) it is effected by the levels of endorphines produced
   (iii) it is very subjective according to:-
      - previous experience
      - ability to understand the cause and the consequences of the pain (anxiety)
      - cultural learning
      - present interpretation placed on pain.
PAIN AND PAIN MANAGEMENT (Continued)

Aims & Objectives

(iii) that it has a sensory input
(iv) that our needs and drives influence acceptance/denial of pain.
(vii) it is controllable by learning pain management techniques.

2. To explain some possible techniques in the management of pain.

To use the new definitions of pain (see supra 1b) and work on these, re pain management techniques, i.e. that the traditional medical model only facilitates pain management through chemical substances, while the new definition enables the individual to adopt an alternative method in controlling it.

(1) Relaxation techniques
(ii) Hypnosis
(iii) Biofeedback
### Aims & Objectives

| (iv) Yoga |  |
| (v) Ti Chi |  |
| (vii) Therapeutic Activities | e.g. sport, craft, socialising, etc. |
| (viii) Acupuncture, alternative medicine treatments. |  |

3. To explain the functions and processes which take place when adopting pain management techniques.

   (a) it focusses attention on something else - dissociation
   (b) helps allay individuals anxiety levels.
   (c) there is the suggestion that those activities will produce pain relief.
   (d) provide the individual with a sense of control over pain.

4. To link this unit with Units 3 (Relaxation), Unit 12 (Sports Drug), and the general rationale and philosophy underpinning the T.O.P. - accepting responsibility and assuming control of situations.
### Aims & Objectives

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To increase repertoire of social skills of the group and through this process increase self-esteem.</td>
</tr>
<tr>
<td>3. Enable participants to learn by thinking, feeling and acting that ALTERNATIVE COURSES OF ACTION are available to them in any given situation.</td>
</tr>
<tr>
<td>4. To assist in developing internal personal resources that are necessary to meet the challenges of the ever-changing world.</td>
</tr>
<tr>
<td>5. To allow the group to explore the differences between rejection of a mode of behaviour and the rejection of an individual.</td>
</tr>
</tbody>
</table>

This unit will readily tie in with Unit II, Core 1 (Handling Rejections), Units 1 & 2 - Communications, Unit 11 - Relationships (Core 11) and indirectly with all units in Cores 1 & 2.
Unit 7

CHILDREN'S NEEDS & PARENTAL RESPONSIBILITIES (Continued)

Aims & Objectives                                Content

5. To show as adults we have both moral and legal responsibilities towards the child.

4. Explore media and general public's attitudes in the manner in which they deal with the subject of child abuse.
   (i) Draw out the fact that child abuse is often viewed by the public and media as being at the extreme end of a continuum. Bring to trainees' attention that there are varying degrees of child abuse.
   (ii) To make trainees aware that it is possible to identify child abuse, in its broader context, at an early stage.
   To bring to trainees' attention that agencies exist to offer assistance/education - e.g. Health Dept., Y.A.C.S.

5. Discuss parents/adults legal responsibilities towards children.
**LEGAL RIGHTS**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>1. General information giving as regards main legal rights - also with regards to Probation &amp; Parole.</td>
</tr>
<tr>
<td></td>
<td>2. Family Law - general discussion (see aims and objectives).</td>
</tr>
<tr>
<td></td>
<td>3. Community Justice Centres - general information, discussion &amp; advice.</td>
</tr>
</tbody>
</table>

Note: This unit will mainly be an information-giving session and therefore there probably will be less opportunity to involve the group at the role playing level. It is however envisaged that this unit will lend itself to an active, involved question and answer type session. Due to this fact, the aims/objectives and content sections have necessarily been kept short to facilitate the subject matter being pertinent to the needs of the group.

4. Who's to blame? Highlight the individuals responsibility to himself and the community. This should lend itself to an open discussion initiated by the following 'topic cards' where details are given of each situation:-

(i) Traffic accident  
(ii) Accident caused by alcohol  
(iii) Helping a mate!  
Storing stolen goods.
71.

Unit 8  Time 2½ hours

LEGAL RIGHTS (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1. To make the trainees aware of the legal/quasi legal agencies available in the community, e.g. Community Justice Centres, Legal Centres, Solicitors specialising in legal aid cases, etc. | (iv) Smoking grass *  
(v) Growing grass *  
* Legal implications vs moral right & changing values in society. |
| 2. To discuss common legal problems that ex-inmates face when released, e.g. arrest - a person's rights vs ex-inmates rights; harrassment. | 5. An open forum for any questions group may wish to pursue.  
6. Guest speaker to cover aims & objectives in relation to the Parole Board and its functions/workings.  
Open discussion on above. |
| 3. To compare legal rights with moral & legal responsibilities. | |
| 4. To look at family law:-  
(i) Separation  
(ii) Divorce  
(iii) Settlement  
(iv) Maintenance  
(v) Custody/Access. | |
| 5. To acquaint trainees with the Community Justice Centres - their role, functions, procedures, etc. | |
## Unit 8

**LEGAL RIGHTS (Continued)**

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To discuss conflicting opinion vs the law, e.g. marijuana vs alcohol vs tobacco.</td>
<td></td>
</tr>
<tr>
<td>7. (i) To acquaint the trainees with the workings of the Parole Board - its function, expectations and role within the legal system. (ii) To make the trainees aware that it is their actions, both past and present that will create the climate on which the Parole Board will base its decision. (iii) To bring to the trainees' attention that it is their responsibility to show that they have the ability to survive in the community. (iv) To illustrate that it is the function of the Parole Board to balance their duty of:- (a) protecting the trainee from himself; (b) protecting the community; (c) reaching an equitable decision.</td>
<td></td>
</tr>
<tr>
<td>8. To provide a forum for trainees to air their views, opinions and gather information regarding this topic.</td>
<td></td>
</tr>
</tbody>
</table>
Introduction

In today's society, the opportunity for the individual to experience adventure, independence, responsibility and develop a sense of identity is being restricted.

Over the past few decades the family and extended family unit has undergone radical changes. Society has moved towards nuclear family units at the expense of the extended family unit. This has had the effect of isolating families from each other and also places greater demands (social, economic and spiritual) on the heads of families.

The growth of single parent families and the need for 'both parents to work' to provide an income, has brought about many changes in attitudes towards family care. There has been a movement away from depending on the extended family unit for support when problems arise on the emotional, physical and financial levels. As a result of this, it appears that Government and Community Departments and Agencies have increasingly been called upon to meet these needs.

The drift away from extended family care and support seems to have led to individuals fulfilling their needs through peer groups. As the extended family carries a broad cross section of gender, age, experience, knowledge and interest, it can often provide a balanced, healthy resource for the individual to draw upon. The peer group in contrast, often comprises of individuals of similar ages, experiences and prejudices; this can often lead to it having an unbalanced view of society and the world in general. It can at times appear to be self-directing and rigid in its outlook on life. In striving for independence and recognition, the peer group may at times be placed in a position of conflict with society in general.

This is not to say that peer groups have no part to play in the individual's development and personal growth. It can at times have a positive and marked role to play in this area.
Successive governments since the post-war period seem to have assumed more responsibility for the individual's life. This appears to have led to there being a lack of incentive for some individuals to make decisions and, subsequently, this may lead to a lack of accepting responsibility for themselves or others. The lack of opportunity for some who have the need to be self-directing, has possibly led to their exhibiting rebellious and anti-social behaviour in response to this need.

With the advent of technology, communication skills in some areas have suffered dramatically. In the area of personal communication, the advent of television and electronic gadgetry seems to have curtailed general conversation, discussions and story-telling within family/peer groups. This may lead to individuals experiencing a sense of isolation.

The move away from the extended family, the need to be part of a peer group, and the lack of personal communication, may sometimes lead to feelings of isolation— the individual may lose their sense of 'belonging'. Often, this may result in anti-social behaviour, or she/he relies on a dependency of some description to fill this void.

The authors think that an understanding of the changes undergone by society and the restrictions placed on the individual must be understood before their dependency problem can be addressed. Once this has been understood, then it follows that the individual's needs and drives should be assessed. It is only in this way that alternatives to the dependency can be explored with the individual. All human beings have particular needs and drives (Maslow's Hierarchy of Needs, see Appendix 17) which require fulfilment. Some individuals satisfy these in a negative way - that is, through drug-taking, gambling, drinking and other forms of destructive behaviour. In contrast to this, other people satisfy similar needs and drives in a more positive and socially acceptable manner - i.e. sport, vocational training, therapeutic pastimes, etc.
The writers think that in attempting to help the individual cope and overcome his/her dependency, it is necessary to determine the drive(s) behind the dependency and attempt to replace this with positive substitutes that will fulfil them.

The writers wish to bring to the readers attention the fact that parts of T.O.P., including the Satellite Units, are generally aimed at attempting to provide some alternatives to abuse. As Dr. Garry Egger states in his book "Sports Drug" 'If the problem of drug abuse is to be attacked, valid alternate escape routes need to be made available to those in need'. (Pl14) We suggest that for 'drug abuse' the word 'dependency' can be substituted.

The following three units which come under the title of 'There's More Than One Way' (Unit 9 - 'Where am I coming from?; Unit 10 - D.I.C.E. Drug Information, Counselling & Education - Penrith; Unit II - Bourke Street Drug & Alcohol Centre) have three main objectives:

1. To attempt to aid the individual explore and identify his/her own personal needs/drives (See Table 1 attached p.76).

2. To bring to the group's attention those agencies which can offer assistance and to highlight the varying philosophies and treatments they offer.

3. To highlight the fact that not every individual will benefit from a programme offered by a particular agency, hence each individual needs to determine and sometimes explore which 'treatment' suits their particular needs best. In short, there is usually another alternative available if she/he finds one particular method/treatment does not suit them.
# TABLE I

## THERE'S MORE THAN ONE WAY - AN ALTERNATIVE TO DEPENDENCIES

What Makes Me Tick?

<table>
<thead>
<tr>
<th>Needs and Drives Motivating Individuals towards their dependency</th>
<th>Desired outcome of behaviour originating from individual needs and drives</th>
<th>Possible alternatives to dependency behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL</strong></td>
<td>Use up energy in physical activity</td>
<td>Team sports, aerobics, running, jogging, dancing, body building, swimming etc.</td>
</tr>
<tr>
<td><strong>SENSORY</strong></td>
<td>Need to experience another reality. An arousal and stimulation of senses and pain relief</td>
<td>Pain management, relaxation, meditation, jogging, music, dancing, Ti-Chi, yoga, saunas, sex, sunbathing, massage.</td>
</tr>
<tr>
<td><strong>EMOTIONAL</strong></td>
<td>Need to reduce anxiety in order to cope with life</td>
<td>Relaxation, Tai-Chi, problem solving techniques, counselling, group work, developing communication techniques.</td>
</tr>
<tr>
<td><strong>INTELLECTUAL</strong></td>
<td>Mental stimulation and cognitive arousal</td>
<td>Reading, debating, educational courses, chess, puzzles, philosophy, change of occupation.</td>
</tr>
<tr>
<td><strong>CREATIVITY</strong></td>
<td>Imagery and enjoyment and a sense of achievement in being creative</td>
<td>Creative arts - painting, pottery, screen printing, theatre, sculpture, music, cookery, woodwork, leatherwork, writing etc.</td>
</tr>
<tr>
<td>Needs and Drives Motivating Individuals towards their dependency</td>
<td>Desired outcome of behaviour originating from individual needs and drives</td>
<td>Possible alternatives to dependency behaviour</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td><strong>RISK TAKING/REBELLION</strong></td>
<td>Excitement, brinkmanship, pitting wits against authority, independence from parents and authority figures</td>
<td>Outdoor pursuits - abseiling, hang gliding, white water canoeing, flying - gliders, motor/trail bike riding, sky diving, ballooning, surfing, dress, hairstyle, acceptance of responsibility.</td>
</tr>
<tr>
<td><strong>SPIRITUAL</strong></td>
<td>Desire for inner peace; need for spiritual experiences. Discuss meaning of life and death</td>
<td>Religion - Orthodox/Non Orthodox (religions and philosophies), meditation, yoga, literature.</td>
</tr>
<tr>
<td><strong>ACCEPTANCE/COMPANIONSHIP</strong></td>
<td>Need to belong. Have friends/partner</td>
<td>Group work; clubs - 4 wheel drive, motor cycling, bushwalking, team sports, social clubs, pen friends, communal living/shared accommodation; communication skills.</td>
</tr>
<tr>
<td><strong>POLITICAL/SOCIAL DISSATISFACTION</strong></td>
<td>Need to be involved in process of change</td>
<td>Involvement in community - Parents &amp; Citizens Group, Voluntary Groups, Political Party, Toastmaster's, Lions Club, etc.</td>
</tr>
<tr>
<td><strong>ISOLATION</strong></td>
<td>Need for time spent with oneself to organise thoughts, ideas and withdrawal from hectic lifestyle in order to re-energise</td>
<td>Meditation, music, reading, quiet isolated environment, bushwalking, fishing, snorkelling, etc.</td>
</tr>
</tbody>
</table>
Unit 9 - There's more than One Way

Time 2½ hours

(A) "Where am I coming from"

**Aims & Objectives**

**General**

To implant the idea that 'dependencies' usually result from underlying needs/drives which require satisfying. Sometimes this leads to these needs/drives being fulfilled in a self-destructive manner; hence it is hoped to bring to the group's awareness the fact that there are positive alternatives to meeting these needs.

1. Highlight that dependencies stem from a variety of needs and drives.

2. Bring to group's awareness that all human beings have needs and drives (Maslow's Theory); however, we adopt different ways of fulfilling them - positive v negative mechanisms.

3. To explore personal needs and drives.

**Content**

**Introduction**

Handout - cartoons of activities, work, interests, etc. Group required to tick those they feel are applicable to themselves (See Appendix 18)

1. Group discussion on their perception of general needs/drives of human beings.

2. Introducing Maslow's Hierarchy of Needs (Appendix 17) Discussion.

3. Handout "What Makes Me Tick?" Use this T.O.P. Handout (Table 1) to broaden group's awareness of some needs/drives and possible alternatives to their dependent behaviour.

4. Bring to groups' notice those parts of the T.O.P. which might assist them in finding 'an alternative'.
Unit 9 - There's more than One Way  

(A) "Where am I coming from" (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. To put forward some positive alternatives to suit the individual's personality, i.e. replace old negative methods of fulfilling these needs/drives with positive ones.</td>
<td></td>
</tr>
<tr>
<td>5. To link this unit with the T.O.P. and Satellite Units as a whole, but more specifically with:-</td>
<td></td>
</tr>
</tbody>
</table>

**Core I**  
Unit 11 Relationships,  
Unit 12 Handling Rejections.

**Core II**  
Units 1 & 2  
Communications, Unit 3  
Relaxation, Unit 5 Living Skills through Drama, Unit 12 Sports  
Drug, Unit 13 Personal Relationships.

Many Satellite Programmes  
(See Plan of T.O.P.)

Time 2½ hours
Unit 10 - There's more than One Way

Time 2½ hours

(B) D.I.C.E. - Penrith (Drug Information, Education & Counselling)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>(i) To inform the group about D.I.C.E. - its functions, services it offers, etc.</td>
<td>Information giving in terms of the functions of D.I.C.E. and the services offered both in gaol and upon release.</td>
</tr>
</tbody>
</table>
| (ii) To provide trainees with a brief outline of the philosophies and treatments offered by the various drug rehabilitation centres in NSW; | 1. Open forum on 'Your Opinion of Rehabilitation Centres'
| (iii) Help develop skills in choosing a rehabilitation programme that best meets their needs; | (i) Explore groups perception of the role a rehabilitation centre should play. |
| (iv) To counteract the popular misconception often adopted by prisoners that 'one rehabilitation centre is the same as another'; | (ii) Positive and negative experiences of rehab' centres. Attempt to analyse why they were either. |
| (v) To provide a contact for these trainees who upon release, will remain in the Penrith area. | 2. Provide group with outline of the philosophies and treatment/programmes offered by the better known drug and alcohol rehabilitation agencies/centres. |
Unit 10 - There's more than One Way

(B) D.I.C.E.- Penrith (Drug Information, Educ. & Counselling (Contd))

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To inform trainees of the services made available by D.I.C.E. while they are in gaol and upon their release.</td>
<td>(i) Elicit from group the needs/drives they are attempting to satisfy and to identify the rehabilitation agency/centre which is most appropriate for them. *Possible exercise might be to write down on one side of paper their:- (a) needs/drives; (b) expectations of rehabilitation centres; (c) determine rehab. centre that would meet (a)(b).</td>
</tr>
<tr>
<td>2. To endorse the fact that the function of D.I.C.E. and similar agencies is to provide 'help/support', rather than one which polices and reports their activities.</td>
<td>(ii) Attempt to link up the knowledge gained in Unit 9, to this exercise.</td>
</tr>
<tr>
<td>3. Explore with group their expectations of the purpose and functions of rehabilitation centres.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i) Outline some of the philosophies and therapeutic approaches of:</td>
</tr>
<tr>
<td></td>
<td>Westmount D &amp; A Centre</td>
</tr>
<tr>
<td></td>
<td>W.H.O.s</td>
</tr>
<tr>
<td></td>
<td>Oddsey House</td>
</tr>
<tr>
<td></td>
<td>D.C.24</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
</tbody>
</table>
82.

Unit 10 - There's more than One Way

Time 2½ hours

(B) D.I.C.E.- Penrith (Drug Information, Educ. & Counselling (Contd)

Aims & Objectives

(ii) An appreciation that an individual needs to be more critical when selecting the Drug & Alcohol Centre and Programme they offer, to increase their chance of success.

4. To emphasise that the individual may need to compromise between his own needs and expectations and treatment/programmes that are available in the community.

* It is important to refer to Unit 9 - 'Where am I coming from?' This unit has attempted to give the individual the skills and knowledge in assessing his/her needs/drives and hopefully, giving them a better understanding of themselves.

Some of the above can be used and expanded in this unit.
Unit 11 - There's more than One Way

Time 2½ hours

(C) Bourke Street Drug & Alcohol Centre

Aims & Objectives

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
</table>

General

To inform the group about Bourke St D & A Centre - its functions, services it offers, etc.

(i) To provide trainees with a brief outline of the philosophies and treatments offered by the various drug rehabilitation centres in N.S.W.

(ii) To reinforce aim (iv) in General Aims & Objectives Unit 10 - 'that one rehabilitation centre is not the same as another'.

(iii) To highlight various treatments/programmes available, particularly methadone.

(iv) To provide a contact for trainees when they are released.

1. To inform the trainees of the location of the centre, the services, treatments and programmes it offers.

Introduction

Information giving in terms of:

(i) functions & services offered by Bourke St. Sydney D & A Centre;

(ii) programmes & therapeutic approaches offered by other D & A Centres in the Metropolitan Area;

(iii) programmes and treatments offered by Rehabilitation Centres in NSW;

(iv) provide information on the positive and negative aspects of the methadone programme.

1. Open forum for discussion on above topics.

2. Using knowledge of themselves gained in Units 9 and 10 (re their own needs/drives and the programmes/treatments offered in the community) and a discussion of the compromises that might be
Unit 11 - There's more than One Way

(C) Bourke Street Drug & Alcohol Centre (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To reinforce aim in Unit 10 - that Drug &amp; Alcohol agencies are there to &quot;provide help/support, rather than one which polices and reports their activities&quot;.</td>
<td>required for the individual to follow a particular treatment/programme.</td>
</tr>
<tr>
<td>3. Outline some of the philosophies and therapeutic programmes of various Drug &amp; Alcohol Agencies and Rehabilitation Centres in NSW.</td>
<td>3. 'Handling Failure' - Discuss strategies individuals can adopt and steps he/she can take if he/she has failed on a particular programme.</td>
</tr>
<tr>
<td>4. To assist individual in organising him/herself in being able to decide which type of treatment/programmes would be most appropriate for their needs. It is hoped that this would:-</td>
<td></td>
</tr>
<tr>
<td>(i) give an understanding of their own needs and expectation of treatments/programme/s (Draw from knowledge gained from Units 9 &amp; 10).</td>
<td></td>
</tr>
</tbody>
</table>
Aims & Objectives | Content
--- | ---
(ii) give a better understanding of treatment/programmes offered by Drug & Alcohol & Rehabilitation Centres;

(iii) give the trainee an opportunity of having a positive input into selecting treatment/programme/s that would best suit their own needs and drives;

(iv) reinforce one of the underlying philosophies of T.O.P. "accepting responsibility". This it is hoped would give the individual a sense of control over his/her future.

5. To emphasise that the individual may need to compromise between his own needs and expectations and the treatment programmes that are actually available in the community.
### Aims & Objectives

| 6. | To bring to trainees attention, those strategies and steps that can be taken when the individual has failed a particular treatment/programme. |

### Content
Introduction

For this unit we have leaned very heavily on Dr. Garry Egger's book 'The Sports Drug'. To our knowledge, many of the hypotheses put forward specifically relating to physical activities have, as yet, not been comprehensively researched.

Within the prison population, many inmates are sports orientated and as a significant percentage of these are incarcerated for drug related offences, then the opportunity of testing some of these theories presents itself. Perhaps a solution for some of these inmates would be to embark on a well structured exercise programme. This might prove to be a solution with some of these inmates who could satisfy their basic human desires for physical excellence. For some, this might prove to be a way of coping with their dependency problem, in a positive, acceptable way, rather than denying the need and dealing with it in a negative and anti-social fashion.

This unit also presents the opportunity of illustrating that the dependency problem will not be solved by taking a 'single shot treatment' approach, but rather it should be a multi-faceted approach, where the individual explores, chooses, from the options available alternatives that will fulfil his needs in place of the drug.

Dr. Egger states - 'Problems of modern society are people problems not drug problems' (p.127 The Sports Drug). It therefore follows that, 'Any potentially successful treatment of drug abuse must avail itself of the drive behind the need for such and attempt to find a positive substitute for this need' (p.127 The Sports Drug).

It is hoped that the Sports Drug and other units in the Time Out Programme will provide 'positive substitutes' for the need to use drugs.
### Aims & Objectives

**General Aim**

To make group aware that there are underlying needs and drives which are often the cause of their dependency. It therefore might be possible for them to find a 'positive substitute' to satisfy them. SPORT/EXERCISE may for some be that.

To motivate group to enrol in the T.O.P. Satellite 'Sports Drug' programme.

1. To understand the increasing importance of sport/exercise in today's society.

2. To have a basic understanding of the body and how it works.

3. To explore the possibility of sport/exercise in bringing about a consciousness alteration. An alternative that may offer similar physiological rewards to the drug state.

### Content

1. (i) Video - Sport/Exercise in today's Society.
   - The object of this is to bring to group's awareness the increasing importance that sport/exercise and sports personalities are playing in today's society.

   (ii) Possible discussion on such topics as -
   - Health, Diet, Team Sports v Individual Exercises, Role Models, etc.

2. What's in it for me?

   (i) Possible small group work to elicit positive and negative gains from participating in sport.
### Aims & Objectives

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Explore the mechanics which bring about the change of the state of consciousness.</td>
<td>(ii) What individuals/group hope to achieve/gain through sport.</td>
</tr>
<tr>
<td></td>
<td>Possible physical and psychological gains.</td>
</tr>
<tr>
<td>5. Making group aware of some ways of measuring fitness.</td>
<td>3. The body - basic physiology i.e. cardio vascular system and basic anatomy.</td>
</tr>
<tr>
<td>Emphasis need not extend/overreach beyond ability and hence lose motivation to continue.</td>
<td>4. Bringing about a 'CONSCIOUSNESS ALTERATION'</td>
</tr>
<tr>
<td>6. Bring to attention of group all agencies dealing in Sports/Fitness. Also possible areas of employment.</td>
<td>Discuss -</td>
</tr>
</tbody>
</table>

* This Unit will link up with Units 9,10,11 "There's More than One Way", Unit 13 Pain Management.

(i) Sport & Transcendence
(ii) Yoga - Cognitive (High Mental)
   - Emotive (Emotionally arousing)
   - Somatic (Physically stimulated)
### Aims & Objectives

<table>
<thead>
<tr>
<th>Content</th>
<th>5. Structuring your own exercise programme. Illustrate the methods and mechanics in making up own programme. Discuss such topics as:–</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Motivation</td>
</tr>
<tr>
<td></td>
<td>(ii) Not overreaching ability, i.e. making targets impossible to attain;</td>
</tr>
<tr>
<td></td>
<td>(iii) Frequency of programme;</td>
</tr>
<tr>
<td></td>
<td>(iv) People/agencies who can assist;</td>
</tr>
<tr>
<td></td>
<td>(v) Media as a resource - e.g. TV Keep Fit Programmes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6. How to measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Basic fitness</td>
</tr>
<tr>
<td></td>
<td>(ii) Improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>7. Employment is sport/exercise industry. Qualifications needed, courses available, etc.</th>
</tr>
</thead>
</table>
Unit 13

Personal Relationships

Aims & Objectives

General

To make the group aware that any relationship is a two-way process where both parties have to work at forming and maintaining that relationship. To also bring to their notice, that in most relationships there is an element of choice of whether to enter or maintain that relationship.

1. To explore the degree of responsibility each party shares in any relationship - i.e., for entering, maintaining and terminating.

2. To make the group aware that a growing relationship fosters varying degrees of trust which can lead to the individual being more open and therefore, possibly feeling vulnerable. This should be viewed as being part of the normal dynamics of forming a relationship and unless one is prepared to take such a 'risk', that relationship is likely to become sterile.

Content

1. Open discussion - various types of relationships within the institution.
   (i) Workmates - work area
   (ii) Peer group
   (iii) Close friends
   (iv) Acquaintances
   (v) Social, sport, meals, courses
   (vi) Non-association with others.

2. Video/film to highlight various types of relationships.

3. Role Playing - some suggestions to follow:
### PERSONAL RELATIONSHIPS (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To explore the two types of relationships that trainees may form:-</td>
<td>(i) Boss &amp; Worker</td>
</tr>
<tr>
<td></td>
<td>(ii) Wife/husband or boy/ girlfriend -</td>
</tr>
<tr>
<td></td>
<td>arriving late for important engagement (obvious he has been out with his mates)</td>
</tr>
<tr>
<td></td>
<td>(iii) Terminating a relationship -</td>
</tr>
<tr>
<td></td>
<td>(a) with girlfriend</td>
</tr>
<tr>
<td></td>
<td>(b) with boyfriend</td>
</tr>
<tr>
<td></td>
<td>(c) with mates</td>
</tr>
<tr>
<td></td>
<td>(d) with wife</td>
</tr>
<tr>
<td></td>
<td>(iv) Meeting ex-wife to discuss taking children on a day out;</td>
</tr>
<tr>
<td></td>
<td>(v) The home coming upon release -</td>
</tr>
<tr>
<td></td>
<td>(a) Wife</td>
</tr>
<tr>
<td></td>
<td>(b) Children.</td>
</tr>
</tbody>
</table>

Highlight the fact that in the above types of relationships, the individual will be required to interact on different levels depending on the depth of that relationship.
PERSONAL RELATIONSHIPS (Continued)

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. To prepare group for the possibility that they might find difficulty in reforming old relationships. To encourage individuals to understand some of the anxieties the other party is also experiencing in anticipation of recommencing the relationship. To make trainees aware that there could be difficulty in forming new relationships upon release due to the fact that they have been isolated from the general community for a period of time.</td>
<td>(i) Responsibility - Who is to blame;</td>
</tr>
<tr>
<td></td>
<td>(ii) Trust - each party can be more hurtful because they know the vulnerabilities of the other party;</td>
</tr>
<tr>
<td></td>
<td>(iii) Highlight the different types of relationships and the element of choice in forming or terminating them;</td>
</tr>
<tr>
<td>6. (i) To make group aware that all relationships will not necessarily last a life-time. Quite often, a relationship will reach its 'natural' time span and will be ended by a mutual termination. (ii) To highlight the fact that it is often the norm for many relationships to be terminated by one party, although the other party may feel it has still not been fully developed.</td>
<td>(iv) Relationships which have reached their natural conclusion;</td>
</tr>
<tr>
<td></td>
<td>(v) Rejections - handling them and learning from them.</td>
</tr>
</tbody>
</table>
### Aims & Objectives

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>(iii) To demonstrate the fact that it is in the individual's power to terminate an unwanted relationship (personal or peer group) by being assertive;</td>
</tr>
<tr>
<td>(iv) To briefly discuss relationships with children with particular emphasis placed on:—</td>
</tr>
<tr>
<td>(a) Separation — physical;</td>
</tr>
<tr>
<td>(b) Immediate post-release period;</td>
</tr>
<tr>
<td>(c) Separation and divorce.</td>
</tr>
</tbody>
</table>

7. It will be the aim of this section of the unit to indicate that it is quite normal to feel rejected, but a positive gain can be made from the experience.

Much of the above will tie in with Units 1 & 2 Communication; Unit 5 Living Skills through Drama, and Unit 7 Children's Needs and Parental Responsibilities.
FEEDBACK AND EVALUATION SESSION

<table>
<thead>
<tr>
<th>Aims &amp; Objectives</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Evaluation and Method of Assessing Core 2.</td>
</tr>
<tr>
<td></td>
<td>1. Written questionnaire</td>
</tr>
<tr>
<td></td>
<td>2. Open forum - two-way discussion (possibly recorded on tape).</td>
</tr>
<tr>
<td></td>
<td>3. Informal face to face conversation particularly in the coffee breaks in each unit.</td>
</tr>
<tr>
<td></td>
<td>4. End of unit appraisal between group facilitators and co-directors, once the data from the group's feedback session has been compiled.</td>
</tr>
<tr>
<td></td>
<td>5. Check that the duration of each unit is sufficient.</td>
</tr>
</tbody>
</table>
SATELLITE PROGRAMME

Function and Composition of the Satellite Programme

The Satellite Programme is an integral part of the 'Time Out Programme' and gives the whole programme its flexibility and dynamism.

It is structured around three main areas:

(i) Vocational - Units which have a vocational bias.
(ii) Therapeutic - Units which have bias towards creative arts
(iii) Self Development - Units which have a bias towards self development

Hybrid - Some units may have a mixture of two or more of the above, e.g. Video Course could satisfy both the Therapeutic and Vocational needs of the individual.

<table>
<thead>
<tr>
<th>Self Development</th>
<th>Therapeutic</th>
<th>Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self Awareness</td>
<td>Leatherwork</td>
<td>Basic/Adv Cookery</td>
</tr>
<tr>
<td>2. Psycho Drama</td>
<td>Silk Screen Printing</td>
<td>Welding</td>
</tr>
<tr>
<td>3. Dependency Groups A.A.</td>
<td>Pottery</td>
<td>Animal Husbandry</td>
</tr>
<tr>
<td></td>
<td>N.A.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G.A.</td>
<td></td>
</tr>
<tr>
<td>4. Small Group Counselling</td>
<td>Music</td>
<td>Woodwork</td>
</tr>
<tr>
<td>5. Driver Education</td>
<td>Painting</td>
<td>Correspondence</td>
</tr>
<tr>
<td>6. Money Management</td>
<td>Modelling</td>
<td>Courses</td>
</tr>
</tbody>
</table>

Establishing A Small Business

HYBRID
1. Basic/Adv. Video
2. Fitness Leaders Course
3. First Aid
4. Writers Workshop

Not all the Satellite Units will run concurrently. It may be that only six or more will run at any one time.
Some of the Satellite Units are ongoing and may take place with the same group over a number of weeks, e.g. SELF AWARENESS. Some units might only take place once a month and would be open to anyone in the camp, e.g. MONEY MANAGEMENT.

It is envisaged that some Satellite Units will be video taped and will be played over the Educational Channel at regular intervals.

It should be noted that attendance at Core I or Core II of the T.O.P. is NOT a pre-requisite for participation in the Satellite Units.

The T.O.P. Satellite Units at Emu Plains T.C. are only some examples of the Satellite Units that can be included in the programme. These units reflect the present needs of trainees at E.P.T.C.

Future units added to the Satellite Programme will fit in to the present structure of vocational, therapeutic and self-development areas.
APPENDICES
HOW DO YOU FEEL ABOUT BEING UNEMPLOYED?
HOW DO YOU FEEL ABOUT BEING UNEMPLOYED? (Continued)

**Video—**
"Boys from the Black Stuff"  
by Alan Bleasdale  
B.B.C. T.V

---

Yes Mister you want to claim the dole.  
How many dependents have you?

Er... I've two kids at school and two on the dole.

Those on the dole don't count Mister  
Listen love ---- No one on the dole counts!

Do you know how he feels? How would you handle the situation?

Perhaps the group could set up a role play session in which various members play an (a) Angry (b) downtrodden (c) confident person applying for the dole.
WHERE TO FIND A JOB

- Job Board
- Employment Programmes
- Tooteys New
  - Pub - Football Teams
- Railway
  - Council Works
- Harvest Calendar

C.R.C.
- Job File

<ES
- YELLOW PAGES DIRECTORY
  - Workmates
  - Relations & Friends
  - Social Contacts

C.Y.S.S.
- Daily Papers
  - Magazines
- Community Notice Boards
FINDING VACANCIES

Everyone know where to find job vacancies - in the paper and at the C.E.S. That's certainly true but if they're the only places that you're looking you are putting yourself a little behind the eight ball before you even really get started.

For example, lets just look at the newspaper. How many papers do you read ... just one or all of the metropolitan dailies? Did you know that the Public Service advertises on specific days as do local councils and hospitals.

This section deals with finding job vacancies. Read it carefully and you'll discover that there's more than one way to find a job.

THE DAILY NEWSPAPER

- Government/Semi Government Organisations (e.g. Water Board, Public Service Board, Garden Island) may advertise as early as August or September. The advertisement will often give you a name and address or phone number to contact for information and an application form.

- Many private employers often advertise around October/November. Read the advertisements carefully. If you have to send a written application keep a copy for later reference.

- Smaller local employers often wait until November/December to decide if they need an employee. These advertisements may be small and short, look carefully.

Remember - look in the papers, especially Mondays, Wednesdays and Saturdays in:-

- The NEWS section for large advertisements
- The CLASSIFIED section under POSITIONS VACANT headings:
  - Public Service
  - General
  - Women and Girls
  - Men and Boys
If you're looking for a secretarial type of job, don't just look under S for Secretary. Try T for Typist; O for Office Works; J for Junior; A for Assistant; G for Girl/Girl Friday; B for Office Boy.

THE LOCAL PAPER

This is the paper delivered free to everyone in your local area, and contains news about your suburb.

LOOK IN:-

- the POSITIONS VACANT as you did for the daily papers
- the COMMERCIAL and WORK WANTED sections for names of some local tradesmen or business people. These can be written to or phoned to ask if they are thinking of taking on an apprentice or other employee at the end of the year.

THE YELLOW PAGES OF THE PHONE BOOK

Look up the index at the front to get the page reference for possible employers, e.g. If you are looking for an apprenticeship in plumbing the index shows that you will find plumbers and plumbing consultants on Page 1317 and a list of plumber's suppliers on Page 1316.

When you check these pages you will be able to make a list of possible employers. You can then phone or write to them to ask about possible vacancies at the end of the year.

Remember - many employers do not need to advertise jobs, they have enough keen applicants CONTACTING THEM.
YOUR LOCAL COMMONWEALTH EMPLOYMENT OFFICE

- Visit it and get to know the YOUTH OFFICER. Be prepared to discuss at least 2 or 3 jobs you are interested in, not just one.

- Visit the YOUTH JOB CENTRE in MARTIN PLACE in the city.

Get some CONTACTS.

Talk to as many people as possible about your search for a job - build up an information grapevine”. Relatives, friends, neighbours, old school mates, parents, anyone who may just happen to hear about a vacancy you could try for. Check your contacts regularly - if you do not they may think you have found something.

Try some OTHER WORK.

Part-time, casual, weekend, holiday jobs may all open up some opportunities or at least develop more useful contacts - e.g. if you are keen on motor mechanics try a casual job as a driveway attendant. If nothing else you may at least get a reference you can show other employers.

Doing a COURSE

- contact your nearest technical college

- visit the TAFE INFORMATION CENTRE
  849 George Street (Railway Square)
  Broadway (Phone 212 4400)

- Get all possible information on their courses including full-time pre-employment courses. (If possible put your name on a waiting list).

- Make sure you have details about enrolment and closing dates.
MORE LETTERS

Sometimes when you're trying to find a job, it just seems that there are no suitable vacancies being advertised. Well, if the vacancies won't come to you, it may be time to find a few vacancies of your own.

As was mentioned earlier, try writing to some companies and enquiry as to whether they have, or may have in the near future, any suitable vacancies.

As a guide, have a look at this sample letter to employers. It may help to give you a few ideas.
If you're looking for a job the Sydney Morning Herald is probably one of the best places to start. It's sold daily and especially on Saturdays has a large section called "Employment" which is full of job vacancies. This guide is aimed to help you work through the Herald to give you the best chance of finding a suitable job.

To start with, the job vacancies are split into a number of sections. You'll find "Government Appointments", "University and Higher Education", "Colleges and Schools", "Hospital and Medical", "Men or Women (General)", "Men and Boys", "Women and Girls". If you're a male it's not worth your while to look under "Women and Girls". If you're a female the same applies to the "Men and Boys" section. Otherwise the job you want, regardless of what it is, could fall under any one of the sections listed. For example, a cook could be taken on by a college or university, a hospital etc. The same applies to just about any other job. So -

Rule No. 1 - Look through every Section!
In every section you'll notice how jobs are listed in alphabetical order. The job you want could come under just about any letter of the alphabet - e.g. if you're a school leaver looking for an office job as a clerk or clerical assistant, this could be advertised under "A" for "Assistant - Office", "C" for "Clerk" or "Clerical Assistant", "J" for "Junior", or "O" for "Office-Assistant", "S" for "School Leaver", "Y" for "Youth" or under any letter for the name of the company! So -

Rule No. 2 - Look CAREFULLY through each Section!
If you come across a job that seems O.K. circle it in RED ink. This way it will stand out when you try to find it again. Another trick is to place an arrow pointing upwards under each column where you've circled a suitable job.

Now that you've done all this and you have a number of jobs you can apply for - put in your application and, if you want to, come back and we'll talk over what you found.
The Manager
Blazer Advertising
1059 Miller Street
NORTH SYDNEY NSW 2060

15 September 1981

Dear Sir/Madam,

I would be grateful if you could advise me whether your agency is likely to have an opening for a junior artist in the near future.

Having just left school, where I particularly enjoyed studying art, I am keen to find a position which would give me the opportunity to learn and increase my ability in art, layout and design. During my final year at school my work was exhibited in an inter-school art display and I also recently won an award for graphic design in a community art competition.

I have enclosed a copy of my resume for your consideration and would be most happy to attend an interview and show you my portfolio.

Yours faithfully,

Jane Smith
APPENDIX 3

JOB ADS

'HOW TO READ JOB ADVERTISEMENTS'
JOB ADS

When looking through job advertisements, it is important to read the ad carefully and ask yourself questions about the position and your ability to do that type of work.

Think about the tone of the ad as well. You can often gain an insight into just what the company would be like from their ads.

Try making some notes on the ad, asking yourself questions and underlining the most important points.

This is a fairly good ad as it sets out the position's duties, what is required of the applicant both in ability and personality, and it gives you some insights into the type of work environment.

SECRETARY/TYPIST

Aggressive?--- Aggressive young firm providing secretarial services to financial/legal houses requires a competent young secretary/typist.

Would need to dress well

Can do 60wpm 65 wpm min, some shorthand, telex exp an advantage. Good grooming, sense of humour and ability to do 10 things at once essen.

May be worth a try

Good chance to Opp for training in word proc techniques.

Would I mind working late? This is definitely not a 9-5 job but offers excellent conditions for the right person.

Ph: 3397434 after 8.00 am

POWER EXECUTIVE SERVICES P/L
41st Level
Australia Square
Then there is a different type of ad. If you look closely at this sample ad, you'll see that it promises a lot but actually gives you no information about the job or the company.

This is the type of advertisement that you need to examine carefully. Sometimes this type of 'employment' can end up costing you more money than you earn.

**OPPORTUNITY**

**Marketing - Does this mean selling?**
For your people with international marketing company.

**Training in what?**
No experience nec. as full company training available.

**Why would I need to be single?**
Applicants should have H.S.C. be single and have good personality. Some travel opportunities.

**TOP MONEY AVAILABLE**

Phone 3397434 after 11 am

**Could be door to door sales work**

**Would I have to pay for training**

**Travel to where?**

**Would it be a salary or commission**

**Why so late?**
## STRENGTHS AND WEAKNESSES

<table>
<thead>
<tr>
<th>Good Talker</th>
<th>Poor Organiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can't Stand Heights</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wont Listen to Advice</th>
<th>Inventive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable?</td>
<td>Good at Writing Signs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Don't like working inside</th>
<th>Strong</th>
<th>Always Tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Leader</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Like making things</th>
<th>Thoughtless</th>
<th>Hate Regular Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like Animals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Need Smack</th>
<th>Enjoy Computer Games</th>
<th>Can Read Plans</th>
</tr>
</thead>
</table>

APPENDIX 4
STRENGTHS AND WEAKNESSES (Continued)

1 2 3 6
9

SCARED OF NUMBERS
LIKE WORKING WITH CARS
LIKE WORKING OUTDOORS

ARTISTIC
QUITE HAPPY ON THE DOLE
CAN'T GET UP EARLY
LIKE WEARING A UNIFORM

GOOD WITH HANDS
CARE FOR OTHERS
CAN'T HANDLE MONEY
HATE PAPERWORK

GOOD LISTENER
GOOD COORDINATION
AMBITIOUS
CAN HANDLE AN EMERGENCY

CAN'T WORK FOR A BOSS
LIKE FARM ANIMALS
SHIFT WORK
STRENGTHS AND WEAKNESSES (Continued)

Now ..... List Your Strengths & Weaknesses
STRENGTHS AND WEAKNESSES (Continued)

**Casual Labourer**
McGrath's Hill
Fetching Bush rock/loading it onto a truck.
Hrs: Daylight.
Pay: $6 p.h.
Fit & Active, strong build
Age: 18-20

**Packer**
Paper Stationary: Mainly
Pack tags into boxes
Hrs: 7-3.30
Pay: $11.5 at 17 $23.5 at 21+
Transport - Own preferred
Requirements - Nil
Experience - must be nimble-fingered

**Driver: Kingswood**
Driving UD, Acker, Dodge Vehicles.
Unloading spoke rock, Metropolitan area from Fairfield to Mountains.
Hrs: 7 to 4 Mon-Fri
Award rate per tonne + bonus %
Transport: Own Arrangements
Must have a C3 license.
25+

**Butcher**
New Butcher Needed for
Thad Butchers Shop at Penrith
Thad Money for Thad Worker
Phone: 540.3291491 Mon-Fri
8.30-3.30

**Driver**
20-35 years
Leading Textile Distributor
Situated near Central Railway
Offers Permanent Position
Deliveries in and around city
and Suburbs - Knowledge
These areas an Advantage
For Appointment Phone:
JAN ATKINSON 6999444 Att 4am

**Instructions**
Pick out a job that would best suit you—keeping in mind what you have learnt about yourself, that is, your STRENGTHS AND WEAKNESSES.
"PAYES BOOKLET" II

PAYES
(Australian experimental edition)

PLEASE PRINT

NAME
First...................................................................................................................

Last..................................................................................................................

School or Program..............................................................................................

City or Town.................................................................................................

State.............................................................................................................

LET'S TALK ABOUT HELPING YOU GET THE RIGHT TRAINING TO FIND A JOB.

Adapted and reproduced with permission.

Original version developed by Educational Testing Service.
Published by Cambridge, The Adult Education Company, New York, NY, USA.

No part of this work may be reproduced in any form without permission of the publisher.
When applying for a job from the newspapers, one of the difficulties is deciphering or understanding abbreviations used in advertisements. To help you decipher the code here is a list of common abbreviations and what they mean.

<table>
<thead>
<tr>
<th>JOB VACANCY ABBREVIATIONS IN NEWSPAPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPOINTMENT</td>
</tr>
<tr>
<td>NECESSARY</td>
</tr>
<tr>
<td>MANUFACTURING</td>
</tr>
<tr>
<td>GOOD</td>
</tr>
<tr>
<td>AFTER HOURS</td>
</tr>
<tr>
<td>APPROXIMATELY</td>
</tr>
<tr>
<td>AS SOON AS POSSIBLE</td>
</tr>
<tr>
<td>QUALIFIED</td>
</tr>
<tr>
<td>LOCATED</td>
</tr>
<tr>
<td>BUSINESS</td>
</tr>
<tr>
<td>COMPANY</td>
</tr>
<tr>
<td>CAPABLE</td>
</tr>
<tr>
<td>CONDITIONS</td>
</tr>
<tr>
<td>GENERAL</td>
</tr>
</tbody>
</table>
**EXERCISE ON ABBREVIATIONS**

**READING CLASSIFIED ADVERTISEMENTS**

Below in the left-hand column is a list of abbreviations that you will need to know when you read newspaper advertisements for jobs. Write the meaning of each of the terms in the second column. Choose from the meanings given in the box at the bottom of the page.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.h.</td>
<td>approximately</td>
</tr>
<tr>
<td>pref.</td>
<td>prefer</td>
</tr>
<tr>
<td>reqd.</td>
<td>required</td>
</tr>
<tr>
<td>typo</td>
<td>typing</td>
</tr>
<tr>
<td>approx.</td>
<td>approximately</td>
</tr>
<tr>
<td>p.t.</td>
<td>part-time</td>
</tr>
<tr>
<td>prev.</td>
<td>previous</td>
</tr>
<tr>
<td>conds.</td>
<td>conditions</td>
</tr>
<tr>
<td>neg.</td>
<td>negotiable</td>
</tr>
<tr>
<td>jnr.</td>
<td>junior</td>
</tr>
<tr>
<td>appt.</td>
<td>appointment</td>
</tr>
<tr>
<td>bus.</td>
<td>business</td>
</tr>
<tr>
<td>cap.</td>
<td>capable</td>
</tr>
<tr>
<td>14. ASAP</td>
<td>as soon as possible</td>
</tr>
<tr>
<td>15. essent.</td>
<td>essential</td>
</tr>
<tr>
<td>16. gen.</td>
<td>general</td>
</tr>
<tr>
<td>17. immed.</td>
<td>immediate</td>
</tr>
<tr>
<td>18. exp.</td>
<td>experience</td>
</tr>
<tr>
<td>19. loc.</td>
<td>located</td>
</tr>
<tr>
<td>20. Co.</td>
<td>company</td>
</tr>
<tr>
<td>21. mfg.</td>
<td>manufacturing</td>
</tr>
<tr>
<td>22. nec.</td>
<td>nec.</td>
</tr>
<tr>
<td>23. p.w.</td>
<td>per week</td>
</tr>
<tr>
<td>24. hrs.</td>
<td>hours</td>
</tr>
<tr>
<td>25. qual.</td>
<td>qualified</td>
</tr>
<tr>
<td>26. temp.</td>
<td>temporary</td>
</tr>
</tbody>
</table>

appointment, approximately, necessary, as soon as possible, manufacturing, qualified, hours, located, conditions, per week, immediate, junior, prefer, part-time, essential, after-hours, previous, typing, business, required, company, general, capable, temporary, experience, negotiable.
LIST OF JOB DESCRIPTIONS

1. ABATTOIR HAND 29. MESSENGER BOY/GIRL
2. ASSEMBLER IN A FACTORY 30. MODEL
3. BEE KEEPER ASSISTANT 31. MOTHER'S HELP
4. BREWERY WORKER 32. NIGHT PACKER/FILLER
5. BRICKLAYERS (BRICKIES) 33. NURSERY WORKER
     LABOURER 34. OFFSIDER ON A TRUCK
6. BUILDERS LABOURER 35. PET SHOP ASSISTANT
7. CANTEEN ASSISTANT 36. PHARMACY ASSISTANT
8. CAR DETAILER 37. PHONOGRAM OPERATOR
9. CARPET LAYER 38. POSTAL CLERK
10. CAR WASH ATTENDANT 39. PRINTERS ASSISTANT
11. CASHIER 40. PROCESS WORKER
12. CHECKOUT OPERATOR (Engineering)
13. CLEANER 41. PROCESS WORKER
14. CLERICAL/OFFICE ASSISTANT (Food & Household Prod.)
15. CONCRETE WORKER 42. RAILWAY MAINTENANCE WORKER
16. COUNCIL LABOURER 43. RAILWAY STATION ASSISTANT
17. DAIRY HAND 44. SALES ASSISTANT
18. DEMONSTRATOR 45. SERVICE STATION ATTENDANT
19. DOMESTIC WORKER OR DRIVEWAY ATTENDANT
20. FARM WORKER 46. SNACKBAR ATTENDANT
21. FACTORY HAND 47. STOREMAN/STOREWOMAN
22. FISHERMAN/FISHERWOMAN & PACKER
23. FRUIT PICKERS & PACKERS 48. STRAPPER
24. GARBAGE COLLECTOR 49. SUPERMARKET ASSISTANT
25. GREENKEEPERS ASSISTANT 50. SWIMMING POOL ATTENDANT
26. KITCHEN-HAND 51. TELEPHONIST
27. KENNEL HAND 52. USHER/USHERETTE
28. LAUNDRY WORKER 53. WINDOW CLEANER
1. **ABATTOIR HAND** - works in an abattoir, which is a place where sheep and cattle are killed or slaughtered for domestic purposes. You may be required to kill, cut up and package the meat.

2. **ASSEMBLER IN A FACTORY** - works alongside other people on an assembly line. The product, such as a motor car, a bicycle, a refrigerator, or furniture, is put together by a number of people doing different jobs and the product is finally completed at the end of the line.

3. **BEE KEEPER ASSISTANT** - helps a beekeeper to supply honey for sale in shops and for export, by helping to build and repair the bee hives; looking after the equipment; and looking after the bees themselves.

4. **BREWERY WORKER** - works in a brewery helping to make, pack and despatch the beer that is sold to the public. Your work could include unloading the empty bottles to be filled with beer; operating the filling machine, the labelling machine; and loading the cartons of beer on to trucks before they go out to customers.

5. **BRICKLAYERS (BRICKIES) LABOURER** - works with a bricklayer, preparing the mortar, (sand, cement, lime and water) and carrying the bricks to the building site, so that the bricklayer can concentrate on laying the bricks.

6. **BUILDERS LABOURER** - helps tradesmen on building and construction sites. Your work may involve unloading, carrying and stacking building materials; removing rubble from building sites; helping to put up and take down scaffolding; and general tidying up.

7. **CANTEEN ASSISTANT** - works in canteens of large offices, factories and any other large organisation. Your work would involve selling food and drinks and also cutting sandwiches.
8. **CAR DETAILER** - prepares, or smartens up, a motor car to make it look good before being sold or rented. This can involve engine steam cleaning; underbody treatment; polishing of the body paintwork; cleaning the inside.

9. **CARPET LAYER** - installs and replaces carpets on the floors of houses, shops and offices. They measure, cut and sew carpets as well as lay it.

10. **CAR WASH ATTENDANT** - usually works at service station washing customers' cars. Sometimes this involves operating the automatic car wash.

11. **CASHIER** - works in stores, hotels, restaurants and theatres. Your job would be to receive money for the sale of goods, accommodation, meals and theatre tickets, also balance the books and do the banking. You would operate a cash register.

12. **CHECKOUT OPERATOR**?

13. **CLEANER** - can work in factories, schools, offices, banks and the main job is cleaning the place before or after the working day.

14. **CLERICAL/OFFICE ASSISTANT** - does general clerical duties. You may keep the files in order, answer the phone, type addresses on envelopes, do messages, handle petty cash, stamp accounts and arrange posting. You need to be able to write neatly and be fairly accurate at simple mathematics.

15. **CONCRETE WORKER** - mixes and lays concrete for building projects, road and street making, domestic paving and ornamental work.

16. **CONCRETE LABOURER** - is employed by a local Council to make and repair roads, footpaths and gutters, installing drains, removing rubbish, and planting and looking after parks and gardens.
17. **DAIRY HAND** - works on a dairy farm, and the jobs include milking the cows, cleaning out the dairy, and helping with the fencing and ploughing.

18. **DEMONSTRATOR** - shows customers how certain articles can be used, such as household goods, workshop gadgets, or electrical appliances. You may work in a department store, a market, or hardware store.

19. **DOMESTIC WORKER** - works in motels, hotels, hospitals, or private homes, cleaning and tidying up rooms and wards, collecting dirty laundry, and changing sheets.

20. **FARM WORKER** - can be employed on a dairy farm, a cattle property, a pig farm, a poultry farm, a sheep property. The jobs may include mending and replacing fences, rounding up the animals, feeding the animals.

21. **FACTORY HAND** - may work in a meat processing factory, helping to produce a wide variety of fresh and frozen meat products for sale to caterers, hotels, restaurants and the general public. Your work could include unpacking bulk supplies of meat, cutting the meat into suitable sizes, placing the meat on a production line which may mince, chop or crumb the meat before being packed and often frozen.

22. **FISHERMAN/FISHER WOMAN** - works on a fishing trawler and supplies fresh fish to the public. The work involves not only catching the fish but also packing them in ice and unloading them.

23. **FRUIT PICKERS AND PACKERS** - pick and packs fruit on orchards and vineyards. You are only employed during the fruit picking season, so the work is termed seasonal work.

24. **GARBAGE COLLECTOR** - help to keep a district tidy of rubbish from homes, offices and businesses.

25. **GREENKEEPERS ASSISTANT** - helps the Greenkeeper prepare and maintain the greens for bowling, golf and law tennis clubs.
26. **KITCHENHAND** - assists the cook and chefs in hotels, cafeterias, restaurants. Your work would involve helping prepare the vegetables, etc.

27. **KENNEL HAND** - looks after the dogs and the cats of people who go on holidays. Feeding and exercising the animals and cleaning the kennels are important parts of the job.

28. **LAUNDRY WORKER** - usually works in a commercial laundry which launders articles for hospitals, restaurants and institutions. Your work could include sorting, classifying, washing, ironing and pressing and racking and packing.

29. **MESSENGER BOY/GIRL** - could be employed by a private firm, Telecom or Sydney County Council. Your job would mainly be to deliver documents, letter and messages to other organisations, usually by foot.

30. **MODEL** - is involved in showing off various goods, such as clothes, jewellery, shoes, to their best advantage. As a Fashion Model you would be walking and posing before an audience, as a Photographic Model you would be posing in front of a camera and, as a Promotional Model, your work would involve promotions and publicity of various kinds for, e.g. handing out samples of shampoo at a shopping centre.

31. **MOTHER'S HELP** - usually assist mothers with young children, or expectant mothers, to maintain their homes. This work would involve cleaning the house, cooking some meals, helping the mother care for the baby and minding the baby.

32. **NIGHT PACKER/FILLER** - works in a supermarket or grocery store. It would be your job to replace on the shelves all the products that have been sold during the day. This usually involves night work.
33. **NURSERY WORKER** - works at either a retail nursery selling plants and garden supplies to the public or at a wholesale nursery producing plants for the retail industries. In a retail nursery your work may involve giving advice on the care of the plants you sell, and watering and looking after the plants in stock. In a wholesale nursery you may have to prepare soil mixtures for plants, plant seedlings and cuttings, and weed garden beds.

34. **OFFSIDER ON A TRUCK** - works and travels with a truckdriver. You would have to help load and unload the trucks, and assist with emergencies on the road. Many truckdrivers begin as offsiders.

35. **PET SHOP ASSISTANT** - works in a pet shop, caring for and selling animals, birds and fish. Your work could involve, feeding the animals, fish and birds, cleaning out the cages or aquariums, giving advice to customers, selling pets to customers, taking money and giving change, and keeping the shop neat and tidy.

36. **PHARMACY ASSISTANT** - works in a pharmacy or chemist. You would have to clean and dust, type labels for prescriptions, sell products to customers, and look after the stock on the shelves.

37. **PHONOGRAM OPERATOR** - works for Telecom Australia receiving and sending telegrams.

38. **POSTAL CLERK?**

39. **PRINTERS ASSISTANT** - works with qualified tradespeople at newspapers, publishing houses and printing firms, making sure that the printing presses are running efficiently and on time. Some of your work may be loading and unloading of printing paper, stacking completed work and cleaning machines.

40. **PROCESS WORKERS (Engineering)** - would be involved in making a wide range of products - varying from steel frameworks for large buildings and bridges to smaller items such as stoves, metal furniture and drums. Your work may involve putting together parts either by hand or with the help of a machine, checking the product at various stages of production and packing the final product.
41. **PROCESS WORKER (Food & Household Products)** - is involved in carrying out of the many processes involved in changing raw or basic materials into finished products. The work may include the assembly of parts and pieces, such as attaching handles to brooms, packing and sorting, checking the condition of products before they are actually packed, and keeping watch over a machine.

42. **RAILWAY MAINTENANCE WORKER** - works as a member of a gang of workers who help keep trains running safely and smoothly. Your job would involve checking and repairing such things as railway signs and other railway property, and replacing broken and worn sleepers and tracks.

43. **RAILWAY STATION ASSISTANT** - works at a railway station selling tickets to passengers, checking and collecting tickets, keeping the station clean and tidy, answering the telephone and working in the parcels office at the station.

44. **SALES ASSISTANT** - works in a variety of stores, selling goods in clothing, food, toy, jewellery, spare parts, hardware, sports and department stores. As a sales assistant you would be helping customers when they come and buy a product, making out sales dockets, taking money and giving change, keeping the stock tidy and replacing stock.

45. **SERVICE STATION ATTENDANT** - serves petrol and checks the oil, water levels and tyre pressures of cars.
**OR DRIVeway ATTENDANT** - you may have to grease, change the oil and sell spare parts and accessories.

46. **SNACK BAR ATTENDANT** - works in a snack bar supplying people with various types of prepared food. Your work could include preparing the food, serving the customers, taking the money and giving them change, washing and drying dishes, clearing tables and generally keeping the snack bar clean and tidy.
47. **STOREMAN/STOREWOMAN & PACKER** - A Storeman/Storewoman checks goods into and out of warehouses. You may work in the warehouses of factories, retail firms and hospitals, as well as government departments. A packer works in a factory warehouse, packing cartons, crates, kegs and boxes. You would be required to sort articles.

48. **STRAPPER?**

49. **SUPERMARKET ASSISTANT** works in a supermarket, keeping the shelves well stocked with goods. Your job would be to carry the goods from the storeroom into the supermarket and then stamp the prices onto the goods.

50. **SWIMMING POOL ATTENDANT** - works at a public swimming pool, helping to run it safely and efficiently. Your work could include patrolling the pool making sure that all swimmers are safe and obeying the rules, giving first aid to sick or injured swimmers, taking swimming classes for beginners, and cleaning the pool, locker rooms and toilets and so on. It is recommended that you hold a certificate in first aid, be a good swimmer, and hold your Bronze Medallion.

51. **TELEPHONIST** - operates a switchboard and may be employed by Telecom Australia, or by large business offices, hospitals, factories or schools. You would mainly be using the keys, cords and dials of the telephone switchboard. If you were working for Telecom, you might be connecting local, trunk or international calls, answering enquiries and reporting emergencies.

52. **USHER/USHERETTE** - works either in cinemas, theatres or entertainment centres. Your work could involve greeting people as they arrive, checking their tickets, directing them to their seats, answering enquiries, and selling programmes in some theatres.

53. **WINDOW CLEANER** - may work privately or on a contract basis to suburban households or businesses, or may be employed by a large firm as their cleaner. Your work would involve washing, drying and polishing the windows, and working from a ladder of a high platform.
DON'T BE CONNED!

In periods of high unemployment some employers prey on the desperation of unemployed people to get work by advertising great sounding jobs, which are really only designed to con people into being ripped off. The classic example is an unemployed person answering a marvellous ad for selling wine or encyclopaedias. The person is led into buying the goods at greatly inflated prices and is then expected to go out and sell them. Of course they can't sell them, so they're stuck with useless articles and conned out of their savings. Here you can compare a dishonest ad with an honest one.

SAFE AND SORRY?

WHY SACRIFICE YOUR CAREER AND EARNING POTENTIAL FOR JOB SECURITY ALONE? AS PART OF A YOUNG SUCCESSFUL GROUP WE CAN OFFER YOU THAT AND MORE. WE HAVE THREE VACANCIES FOR YOUNG HIGHLY MOTIVATED SALES EXECUTIVES AGED 21-33. EXPERIENCE IS NOT NECESSARY AS FULL COMPANY TRAINING IS PROVIDED TO SUCCESSFUL APPLICANTS.

CONTINUOUS EXPANSION AND PROMOTION ONLY FROM WITHIN ASSURES YOUR FUTURE. A GREAT BASIC SALARY OF $18,000 PA PLUS COMMISSION AND CAR WILL BE OFFERED TO SUCCESSFUL APPLICANT.

FOR A CONFIDENTIAL INTERVIEW CALL .....
If you look closely at this sample ad, you'll see that it promises a lot but actually gives you no information about the job or the company.

This is the type of advertisement that you need to examine carefully. Sometimes this type of 'employment' can end up costing you more money than you earn.

<table>
<thead>
<tr>
<th>OPPORTUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing - does this mean selling? For young people with international marketing Co.</td>
</tr>
<tr>
<td>Training in what? - No experience nec. as full company training available. Would I have to pay for training?</td>
</tr>
<tr>
<td>Why would I need to be single? Applicants should be single and have good personality. Some travel opportunities.</td>
</tr>
<tr>
<td>No mention of company name or location</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>TOP MONEY AVAILABLE Phone 3397434 after 11 am</td>
</tr>
</tbody>
</table>
WRITING AN APPLICATION FOR A JOB

The Personnel Officer
Jennings Builders
GPO Box 14
SYDNEY 2192

Dear Sir/Madam,

I would like to know if there are any vacancies in your company for a carpenter.

I am 23 years old and I am a fully qualified carpenter, having served my time at B. Stanley & Co., Ashfield, Sydney. Please find enclosed a copy of my trade qualifications.

If you would like me to come for an interview, I would be available most days except Thursdays.

My telephone number is 696-4231.

Yours faithfully,

W. B. BYERS
Some important hints

1. Note that you put your address on the right hand side and the NAME of the person and COMPANY you are writing to on the left hand side.

2. Don't use lined writing paper - use unlined and place-lined paper underneath.

3. It is a good idea to send your application with a s.a.e. (stamped addressed envelope) to make sure of getting a reply.

4. Notice you use 'Yours faithfully' at the end of the letter.
JOB APPLICATION FORM

Job application

(Please complete in own handwriting)

1. Name: ________________________________
   Surname (BLOCK LETTERS) ________________________________
   Christian names ________________________________

  Maiden name or change of name ________________________________

2. Address: ____________________________________________

3. Telephone No.: (Private) ________________________________________ (Business) ________________________________

4. Date of birth: ________________________________ Place: ________________________________ Age last birthday: ________________________________

5. Nationality: ________________________________ Date of arrival from overseas: ________________________________

6. Marital status: ________________________________

7. Next of kin: Name ________________________________ Relationship ________________________________
   Address ________________________________ Telephone No. ________________________________

8. EDUCATIONAL QUALIFICATIONS

   Secondary Education: highest level achieved or being attempted:

   Name of examination or certificate: ________________________________ PERIOD OF ATTENDANCE: 19...... to 19......

   School/s attended: ________________________________

   Academic record:
   (List all subjects attempted & results)

   SUBJECT | RESULT | SUBJECT | RESULT
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. PREVIOUS WORK EXPERIENCE (Include part-time, casual or holiday employment.)

   Period of employment Position Name of employer Type of work Reason for leaving
   From ...... to ...... ________________________________ ________________________________ ________________________________ ________________________________

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

10. OTHER QUALIFICATIONS: (List any technical, business, or other skills.)

11. HEALTH: Are you in good health? YES □ NO □ Are you undergoing medical treatment? YES □ NO □

   If YES, give details: ________________________________

   Have you any physical disabilities? If YES, give details: ________________________________

12. MILITARY SERVICE: Have you served in a branch of the Australian Defence Forces? YES □ NO □

13. OTHER INFORMATION: (Give details or further information related to your application. Include details of further study, social or community interests, membership of clubs, societies or associations etc.)

   ____________________________________________________________

14. Give the names of two persons who have agreed to act as referees on your behalf:

   (a) NAME: ________________________________ ADDRESS: ________________________________ TEL. NO. ________________________________
   (b) NAME: ________________________________ ADDRESS: ________________________________ TEL. NO. ________________________________

   Declare that the above information is true and correct.
Helpful hints - phoning for a job

Often a job advertisement will require you to contact the employer by telephone. This may be for the purpose of arranging an interview or to request that a job application form be sent to you.

Whatever the purpose, the telephone call can be as important as a personal interview, especially if the person you are speaking to is the employer or a personnel officer.

If you have to telephone an employer to inquire about a job, the following hints could be of assistance:

- Some ads will just give a telephone number to call. Others will also give the name of a person to contact. If a name is given, be sure that you have it written down correctly, and keep it beside you when you make your call.
- If you have any inquiries about the job, prepare a list of questions to ask when you make the call.
- Make sure you have a pen and paper with you to take down any notes during the call.
- Be prepared to answer any questions you might be asked about your qualifications or experience.
- When you make the call, remember to introduce yourself clearly, and give your reason for ringing - for example, "My name is Pat Gilbert and I'm phoning in connection with your advertisement for a trainee manager. I was wondering if it would be possible to arrange an appointment for an interview?"
- Speak clearly and calmly.
- Before finishing the call, remember to thank the person to whom you are talking.
APPENDIX 11

TIPS FOR PHONING FOR AN INTERVIEW (Continued)

REMEMBER FIRST

- Have the ad in front of you
- Pencil and paper handy
- Prepare what you're going to say.. STOP AND THINK..
- Dial carefully
- Speak clearly but don't shout (and don't chew gum)

NOTE

- Keep the call fairly brief - the person may be busy.. BUT..
- Sound interested and keen
- Get all the facts you need, e.g. is the meat trade job an apprenticeship? What standard of typing is needed?
- When you are arranging the interview, WRITE DOWN
  * WHEN is the interview
  * WHERE is the interview
  * WHO will interview you.

Have these 3 questions on your notepad before you ring REPEAT the instructions, address, etc. to be sure you've got it all correct before you hang up.

- Try to fit in with suggested times etc. - you don't want to seem hard to get.
- END the conversation pleasantly - "Thank you Mr. Waddell, goodbye"
When looking at a job ad, what is the sort of information you are after?

A. Duties of the position  
B. Location  
C. Age of applicant  
D. Wage  
E. Qualifications required  
F. Work experience required  
G. Where to apply  
H. Closing date for application  
I. Starting date  
J. How to get further information.
PREPARING FOR THE INTERVIEW

- PERSONAL QUALITIES
  What are the physical requirements? Do you have to be a certain height, or age? Do you have to be physically fit? What if you wear glasses?

- EDUCATION
  What level of education is required? Do you have to have certain subjects? Can you enter the job from Year 10?

- TRAINING
  Is special training needed? Do you receive on-the-job training? Do you have to attend courses part-time? Are these courses held at night, or during working hours?

- CONDITIONS OF WORK
  Indoor or outdoor? Is there shift work? Is there any overtime available? Is there any travel involved? Is there any heavy physical work?

- EARNINGS
  What are the wages or salary when you begin work? Is there any chance of a bonus, or of commission? Is overtime paid? Are there any allowances for clothing or tools you may need?

- BENEFITS
  Is there a superannuation scheme? Is there a worker's compensation scheme? Do you get time off work to study? Are your fees paid if you study part-time and are successful in your course?

- PROSPECTS
  Are there promotion prospects? Do you need special qualifications to be promoted? Can the training and experience be used in other jobs? Is the job likely to be replaced by a machine?
APPENDIX 14

'PAYES BOOKLET III'

PAYES

(Australian experimental edition)

PLEASE PRINT

NAME .......................................................... Last

First

School or Program ..............................................

City or Town .................................................. State.


Original version developed by Educational Testing Service. Published by Cambridge, The Adult Education Company, New York, NY, USA.

No part of this work may be reproduced in any form without permission of the publisher.

LET'S TALK ABOUT HELPING YOU GET THE RIGHT TRAINING TO FIND A JOB.

Australian Council for Educational Research
"T" GAME (Continued)

INSTRUCTIONS

1. Using the 'T' pattern on page 136, cut out three 'T' s along the dotted lines. Suggest the three 'T' s are cut out in three different colours.

2. Paste one set of pieces on a piece of cardboard so that a complete 'T' is formed. ALL pieces on this should be of DIFFERENT colours. (This will be given to Person B).

3. In an envelope place enough pieces of the cut out 'T' so that it will form one 'T' shape. These pieces should be of the SAME colour. (The envelope will be given to Person A).

4. Select two people - Person A and Person B and sit them back to back. Give Person A the envelope and Person B the card with the completed 'T' pasted on.

   DON'T INFORM EITHER PERSON THAT ONE OF THEM HAS ALL THE SAME COLOUR AND THE OTHER MIXED COLOURS.

5. TASK

   There is a competition worth $50,000 to the winner. The winner is the first person to send the completed 'T' puzzle to the newspaper office who are running the competition.

   Person A has all the pieces of the puzzle, but cannot solve it. Person B knows how to solve the puzzle, but cannot get it to the newspaper office before the deadline expires.

   Person B rings Person A and they agree to share the $50,000 prize money, with B telling A how it is done and A sending it off to the newspaper on time.

   *** At this stage the group facilitator mentions to them that there is a fault on the phone line and ONLY Person B can HEAR and TALK. Person A is able to hear, but he CANNOT talk to Person B.

   Allow Person B to inform Person A how to solve the puzzle without A being able to ask B any questions.

   Suggest an observation group watches to observe the frustration that builds up when communication is ONE WAY.
VALUES EXERCISE

IS THIS CHILD ABUSE AND/OR NEGLECT?

e.g. For each situation, please rank your answer on the scale of 1 to 5, where 5 = extreme abuse or neglect and 1 = tolerable parent behaviour.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. A school teacher noticed an eleven year old girl was often bruised. She lacked concentration and avoided any sort of physical activity. The teacher gained the child's confidence and found out that her father often hit her for being home late from school. If she tried to tell him why she was late, he hit her for lying. The teacher contacted the District Officer who visited the home and found out that the father was kind and gentle in other ways. He loved his daughter and feared for her safety on her way home from school.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. A young mother with three children under 4 years left her children in the car while she did the shopping. She could not manage them all in the supermarket. During a heat wave, the baby of 6 months became unconscious. The mother drove straight to the hospital where the child was admitted with extreme exhaustion and dehydration.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. The community nurse discovered a family with 4 children, where the children were suffering from malnutrition. They had been fed a very high sugar diet since birth, given dummies dipped in jam as babies, and their teeth were so decayed that they couldn't chew fruit or meat properly. The deserted mother was very slow and seemed to survive on a diet of sweet biscuits and tea.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VALUES EXERCISE (Continued)

IS THIS CHILD ABUSE AND/OR NEGLECT? (Continued)

D. John is often hit across the face for misbehaving. He is 10 years old and seems to get into trouble a lot for lying, stealing and creeping out at night. Yesterday John turned his head as the slap was coming and his ear received the full impact. He cried all night and today the doctor found his ear drum had been damaged and his hearing permanently impaired.

E. The Parker family have always been uninhibited about being naked in their home since their children were little. Now the children are older, 10 and 12 years and they still wrestle with their father on the floor. Last week Mrs Parker talked to her doctor about an incident where Mr Parker got an erection while wrestling with Cathy. Mrs Parker intervened but wondered if it was the first time that it had happened and what would have happened if she had not been there.

F. Catrina and Fiona live in a large brick home in an exclusive suburb. They have many new expensive clothes and receive very expensive presents for their birthdays and Christmas. Their parents both work long hours at professional jobs and now that the girls are in high school, there is no need for baby sitters or after school care.

Often the girls are left to get their own meals from the well stocked fridge. They are never cuddled, never asked about school, and about their friends. They are never taken out by their parents and have never had a family holiday, picnic or even game.
G. Martin, aged 4, was punished by his father for playing with matches, by inflicting second degree burns on the palms of both hands. The father explained quite calmly and reasonably that he knew that the pain he had caused was horrible, but that Martin would remember this lesson and would not play with matches again.

H. Alice was a sickly child. She no sooner recovered from one illness than another one would attack. She was nearly 6 years old, very thin, lethargic and quiet. Her parents believed that human illness should be treated through faith. They had never taken Alice to a doctor and refused to allow the school medical officer to examine her.
MASLOW'S HIERARCHY OF NEEDS

- Physiological needs
- Safety needs
- Belongingness and love needs
- Self-esteem needs
- Self-actualization needs
WHAT ARE YOU INTERESTED IN?
RESOURCE LIST

RESOURCES AVAILABLE AT E.P.T.C.

T.V. Studio & Editing Equipment
½" Video Tapes - V.H.S.
Carousel Slide Projector
Portable Screen
Overhead Projector
Cassette Tape Recorder
White Board
Filing Cabinet
Box Files
Bean Bags
Individual Mats
Porta-Stove
Screens
EMC 100 TM Machine

Cost Factors to be considered

1. Payment Co-ordinator
2. Payment of Group Facilitators
3. Ancillary Equipment (Paper, Folders, etc.)
5. Finance for Purchase Books, Cassettes, Films, etc.
6. Refreshments (tea, coffee, biscuits)
USEFUL READING


USEFUL AGENCIES AND ADDRESSES

1. Commonwealth Employment Service
   Employment Counsellors.
   William Sayers and Valarie Gibson.
   Penrith- Mt Druitt- Windsor- Katoomba Area.
   Phone:- 02-625 1900
   02-313 000

2. "Outreach" Blacktown T.A.F.E.
   Louise Fenely
   Co-Ordinator
   Phone:- 02-621 0444

3. Penrith T.A.F.E.
   Phillip Blair
   Registrar
   Phone:- 047-329 777

   Gail Terrison
   Co-ordinator.
   Phone:- 047-312 598

5. Civil Rehabilitation Committee.
   Sheila Scott
   Director
   Station House
   Phone:- 02-217 8504

6. Probation and Parole Office
   Penrith
   Eric Wright
   Phone:- 047- 311511

7. Department of Social Security
   Penrith
   Phone:- 047- 329 333
8. Training and Development Consultant (Psycho Drama)
   Richard Moss
   Phone: - 02- 310 0151

9. Drug, Information, Counselling and Education. (D.I.C.E.)
   Betty Burke and Michael Burke.
   Penrith.
   Phone: - 047-313 944

10. Bourke St., Drug and Advisory Centre.
    David Twyman
    Phone: - 02-698 7688.

11. Westmount Drug and Alcohol Centre.
    Katoomba.
    Phone: - 047-821 327

    Dr. Garry Egger
    Phone: - 02-923 1382
           02-922-1696

    John Murphy
    Service Production Manager.
    Phone: - 02- 726 1100

14. Legal Aid Commission
    Sydney
    Phone: - 02- 219 5711

15. Community Justice Centre.
    Sydney
    Phone: - 02- 211 1600.
Colin Aitkin  
Co-Ordinator  
Phone: 02-624 5968.  

17. Traffic Authority N.S.W.  
Maben Douglas  
Phone: 02-633 8237  

18. Vocational Guidance  
Penrith.  
Phone: 047-21 0271.