Chapter 3

Families and communities

Chapter overview
During our lifespan, we will develop from childhood to adulthood, and the process is different for each of us, often according to things that are out of our control, such as the structure of our family. Within our family unit, we will adopt various roles and responsibilities, which will in turn have an impact on how the family is run.

Over time, communities will also develop and grow. A community is defined in a number of ways and can exist at a local, state, national or global level. It is important we understand not only the meaning of community but the many reasons that people form communities.

In this area of study, we recognise that our socialisation is a lifelong process that is influenced by both our family and other groups within the community. In this chapter, we explore not only the relationship between the individual and the family or community but research methods, role adoption in groups, decision making, management of change and recognition of support.

Module focus
→ Families
→ Communities
→ Management of change
→ Socialisation of individuals within families and communities

Figure 3.1
Socialisation is a lifelong process.
Table 3.1 Core 3 syllabus.

<table>
<thead>
<tr>
<th>Students learn about:</th>
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<td><strong>families</strong></td>
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<td>family</td>
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<tr>
<td>▪ defining family</td>
<td>▪ examine definitions of family and propose reasons for the variations</td>
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<td>▪ the Australian Census Dictionary glossary</td>
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<td>definition of family</td>
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<td>family structures</td>
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<td>▪ adoptive</td>
<td>▪ compare and contrast different family structures</td>
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<td>▪ blended</td>
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<td>▪ childless</td>
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<td>▪ communal</td>
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<td>▪ de facto</td>
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<td>▪ extended</td>
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<td>▪ foster</td>
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<td>▪ nuclear</td>
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<td>▪ same-sex couple</td>
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<td>▪ sole parent</td>
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<td>▪ kinship</td>
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<td>roles individuals adopt within families</td>
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<td>▪ satisfying specific needs</td>
<td>▪ outline the roles within families</td>
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<td>▪ building relationships</td>
<td>▪ analyse how different family structures can influence the roles individuals adopt</td>
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<td>▪ promoting wellbeing</td>
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<td><strong>communities</strong></td>
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<td>communities</td>
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<tr>
<td>▪ definitions of a community</td>
<td>▪ use data from the Australian Bureau of Statistics (ABS) to identify the groups that make up their local community</td>
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<tr>
<td>▪ reasons for community formation, e.g. common interest/purpose</td>
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<td>questionnaires as a primary research method</td>
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<tr>
<td>▪ developing reliable questions</td>
<td>▪ construct a questionnaire that could be used to identify the demographics of their local community</td>
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<tr>
<td>▪ collecting and recording data</td>
<td>▪ use tallying to record research data collected from numerous questionnaires</td>
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<td>▪ advantages and disadvantages</td>
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<td>levels of community organisation</td>
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<tr>
<td>▪ local</td>
<td>▪ analyse ways that groups within communities can meet the specific needs of people from a local to a global level</td>
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<td>▪ state</td>
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<td>▪ national</td>
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<td>▪ global</td>
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### Table 3.1 Core 3 syllabus. Continued…

<table>
<thead>
<tr>
<th>Students learn about:</th>
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<tr>
<td>roles groups adopt within communities</td>
<td>investigate how groups have assisted individuals to overcome adversity through the roles they have adopted within the community. Consider groups such as:</td>
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<td>- satisfying specific needs</td>
<td>- charity groups</td>
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<td>- building relationships</td>
<td>- religious groups</td>
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<tr>
<td>- promoting wellbeing</td>
<td>- health services groups</td>
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<td>- emergency services groups</td>
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<td>decision making in communities</td>
<td>explain how each factor influences decisions within the community</td>
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<tr>
<td>- influences on decision making</td>
<td>explore the processes used to make decisions in the community, e.g. local council meeting, resident management groups, tribunal</td>
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<tr>
<td>- legislation</td>
<td>examine a local community decision or proposal by:</td>
</tr>
<tr>
<td>- environmental factors</td>
<td>- identifying the roles of individuals and groups</td>
</tr>
<tr>
<td>- lobbying and community petitions</td>
<td>- the factors influencing the decision-making process</td>
</tr>
<tr>
<td>- protesting</td>
<td>- the processes employed to make the decision</td>
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<td></td>
<td>- the outcome(s) or potential outcome(s) of the decision</td>
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<tr>
<td>- processes</td>
<td>explore examples of change within families and communities and determine:</td>
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<tr>
<td>- arbitration</td>
<td>- the nature of the change</td>
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<td>- consensus</td>
<td>- the impact of the change</td>
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<td>- election</td>
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<td>- voting</td>
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<td>- referendum</td>
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<td>managing change in families and communities</td>
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<td>nature of change</td>
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<td>- internal and external</td>
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<td>- planned and unplanned</td>
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<td>- temporary and permanent</td>
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<td>impact of change on families and communities</td>
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<td>- family and community wellbeing</td>
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<tr>
<td>- roles individuals adopt</td>
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<td>- environmental</td>
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<td>- legislation</td>
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<td>- technology</td>
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Table 3.1 Core 3 syllabus. Continued…

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
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<tr>
<td><strong>types of support</strong></td>
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<tr>
<td>informal, e.g. relatives, friends, neighbours</td>
<td>investigate how informal and formal support assists to manage change</td>
</tr>
<tr>
<td>formal, e.g. government agencies, community organisations</td>
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</table>

| **socialisation of individuals within families and communities** | |
| **stages of the life span** | |
| infancy | adulthood |
| childhood | the aged |
| adolescence | |
| | analyse the specific needs that are of greatest significance to the individual at each stage of the life span |

| **literature review as a secondary research method** | |
| accessing sources of data | access sources of secondary data in order to conduct a literature review on socialisation throughout the life span |
| advantages and disadvantages | |

| **influences on socialisation** | |
| relatives | assess how family and other groups within the community contribute to socialisation during infancy and childhood |
| peers | analyse how the socialisation of children influences the construction of gender |
| paid carers | explain how socialisation aims to assist individuals to adopt positive roles within families and communities |
| health professionals | |
| online networks | |
| media | |
| print and digital information | |

**Using a matrix**

Students of all abilities and learning styles can use a matrix to demonstrate their knowledge and understanding. The matrix is designed so that all learners can engage with it, because it encompasses various activities based on various levels of learning.

Depending on the teacher’s teaching style and the student’s ability, the teacher can use the matrix by:

- having the students complete all the activities by the end of the unit
- having the students select a combination of activities and accumulating the activities to a specific number of points, so that lower-level verbs are worth fewer points and higher-level verbs are worth more points
- selecting the tasks for the students, based on the students’ ability.
### Table 3.2 Matrix of learning and understanding.

<table>
<thead>
<tr>
<th>Knowing</th>
<th>Understanding</th>
<th>Applying</th>
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</thead>
<tbody>
<tr>
<td>Define the term ‘family’.</td>
<td>Explore the difference between the internal and external</td>
<td>Make a list of the roles your family members adopt. Compare and contrast the roles one of your peer’s family members adopt, and explore why similarities and differences exist.</td>
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<td></td>
<td>nature of change.</td>
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<tr>
<td>Identify what occurs at each stage of the</td>
<td>Compare the various decision-making processes that occur</td>
<td>Explore the types of support that are suitable for people at each stage of the lifespan.</td>
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<td>lifespan.</td>
<td>within communities.</td>
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<tr>
<td>Outline the levels of community organisation.</td>
<td>Discuss the reasons that communities are formed.</td>
<td>Explain how family and community members can promote the wellbeing of a child who is between five and 10 years old.</td>
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<thead>
<tr>
<th>Analysing</th>
<th>Evaluating</th>
<th>Creating</th>
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<tbody>
<tr>
<td>Analyse how a person’s socialisation can</td>
<td>Evaluate the effectiveness of using a literature review as</td>
<td>Design two questionnaires, one qualitative and the other quantitative.</td>
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<td>change during each of the life stages.</td>
<td>a secondary method of research.</td>
<td>Ask five of your peers to complete each survey, and reflect on the</td>
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<td>usefulness of the results.</td>
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<tr>
<td>Analyse how the media can have an impact on</td>
<td>Research a contemporary change that has occurred in</td>
<td>Create a thesis that is based on family structures that exist in your</td>
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<tr>
<td>socialisation both positively and negatively.</td>
<td>legislation, and explore how the change has come about.</td>
<td>community, and find three pieces of literature that are suitable to</td>
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<td></td>
<td></td>
<td>review. Explain what each piece of literature is about.</td>
</tr>
<tr>
<td>Choose three types of family structure, and</td>
<td>Reflect on a time in your life during which you went</td>
<td>Design a PowerPoint presentation or a similar type of presentation in</td>
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<tr>
<td>analyse how they differ from each other.</td>
<td>through a crisis. Evaluate how you dealt with the crisis.</td>
<td>which you evaluate each type of family structure. Use images, statistics</td>
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<td></td>
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<td>and videos to improve the quality of the presentation.</td>
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<tr>
<td>Analyse how change in the community can be</td>
<td>Access a contemporary news article in which the journalist</td>
<td>Construct a questionnaire that could be used to identify your local</td>
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<tr>
<td>either planned or unplanned and either</td>
<td>explores either a person or a group of people who is/are</td>
<td>community’s demographics.</td>
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<tr>
<td>temporary or permanent.</td>
<td>going through a family crisis. Write a letter to the family</td>
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<td>in order to explain ways in which they can access support.</td>
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Families

There are three main types of family: the ‘couple’ family, the lone-parent family and other types of family.

**Couple families** are based on a relationship between two people who are either married or in a *de facto* relationship. Couples can be ‘straight’ (heterosexual) or ‘gay’ (homosexual), and their children, or dependants, can also be members of the couple family if everyone constitutes the one household.

**Lone-parent families**, also known as sole-parent families, are based on a person who is not in a couple relationship but who forms a parent–child relationship with at least one other person in the household. Couple families can exist without children; that is, only two people are living together in a couple relationship. Lone-parent families, on the other hand, cannot exist without children, because a family is formed from at least two people.

**Other types of family** are based on a family relationship that is neither a couple relationship nor a parent–child relationship, such as when a brother and sister are living together without any dependants.

In some cases, the household will contain more than one family, such as when a single mother and her child are living with her parents and have thereby formed two families: the parents and their daughter are one family, and the daughter and her child are another. In that case, the members of the household are separated into two family units.

**Source:** Australian Bureau of Statistics, 2011, Census Dictionary, catalogue number 6224.0.55.001.

**Family**

One of the tasks undertaken by the Australian Bureau of Statistics is to ‘paint a picture’ of the average Australian family.

Family consists of people an individual is related to either through ‘blood’ (genetically) or by way of marriage. Individuals will have both ‘immediate family’, which comprises the people who are closest to him or her, and ‘extended family’, which comprises everyone else he or she is related to.

**Immediate family:** parents, brothers and/or sisters, husband and/or wife, and children

**Extended family:** grandparents, aunties, uncles, nieces, nephews and/or cousins

*Figure 3.1* Families come in all shapes and sizes.
Defining family
The term ‘family’ means two or more people, one of whom is at least 15 years old, who are related by blood or by way of marriage (registered or de facto), adoption, step-parenting or fostering and who usually reside in the same household. The basis of a family is identification of existence of a couple relationship, a ‘lone parent’–child relationship or another type of blood relationship. Some households will therefore contain more than one family.

According to this ‘household family’ definition, families can comprise couples who do or do not have co-resident children of any age; single parents who have co-resident children of any age; grandparents who are caring for grandchildren; and other families of related adults, such as brothers or sisters who are living together whereby no couple relationship or parent–child relationship exists, although under this definition, relatives beyond first cousins are excluded.

“The term ‘family’ means two or more people, one of whom is at least 15 years old, who are related by blood or by way of marriage (registered or de facto), adoption, step-parenting or fostering.”

However, it is important to keep in mind that the concept of ‘family’ is neither unitary nor unchanging; it involves drawing of boundaries in order to delineate ‘who is in’ and ‘who is out’, whereby the boundaries change as the individuals move through the lifecycle. The boundaries that analysts and policy makers draw will vary according to the purpose behind the analyst’s or policy maker’s focus on families, and even members of the same household can hold differing ideas about whether a co-resident is a member of their ‘family’. This difference between viewpoints arises, for example, when a parent re-partners.

Virtually all people also have family members who are spread across households and communities. Grandparents, for example, are very likely to view their adult children and grandchildren as being ‘family’, even if they are separated from them by vast distances, and also probably include their own siblings and wider kin in this ‘extended’ sense of family.

Formation of two households during the process of parental separation is another clear example of how the concept of the family can cross household boundaries. It is especially challenging to define the boundaries between Indigenous families, because some Indigenous communities adopt kinship terminology that differs from that of other Indigenous communities. Especially in remote areas, households that comprise Indigenous people tend to have a composition that is complex and fluid, whereby kinship networks overlap and adults and children often move between households.

The Australian Census Dictionary glossary definition of family
There are many general definitions of the term ‘family’, but the one that is most commonly referred to is that from the Australian Bureau of Statistics, as follows:
A family is defined by the ABS as two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who are usually resident in the same household. Each separately identified couple relationship, lone parent–child relationship or other blood relationship forms the basis of a family. Some households contain more than one family.


Learning activity
Examine various definitions of ‘family’, and propose reasons for the variations.

Family structures
Families are constituted in one of a plethora of ways, which is called family structure, and the various family structures are widespread throughout Australian society. The living arrangements of Australian families are complex and changing continuously. There are numerous types of family, including families that are referred to as adoptive, blended, childless, communal, de facto, extended, foster, nuclear, same-sex couple, sole parent (lone parent) and kinship.

Adoptive families
The term ‘adoptive family’ means a family in which parents or carers have legally obtained parental rights in relation to another person. Carers can adopt a domestic newborn, adopt a child from a foster-care situation or adopt internationally from a list of countries. In Australia, state and territory specific adoption authorities are responsible for the legislation, policies and practices associated with the adoption process.

The Australian Institute of Health and Welfare defines adoption as follows:
Adoption is one of a range of options used to provide care for children who cannot live with their birth families. It is the process whereby the legal relationship between a child and their biological parents is severed, and the legal rights of the child are as if he/she had been born to the adoptive parents.

Figure 3.2
An adoptive family.
During the 2012–13 financial year, Adoptions Australia found that:

- adoptions in Australia declined by 77 per cent over the previous 25 years
- two in five adoptions were inter-country (overseas, international)
- one in two adopted children were younger than five
- 84 per cent of the adopted children who came from overseas were from Asia
- in 2012–13, five years was the typical wait time for families who were adopting a child from overseas, and the period had increased by two years since 2007–08
- three in five of the Australian birth mothers were younger than 25
- all the Australian adoptive parents were older than 30
- 87 per cent of the Australian adoptions were ‘open’; that is, all the parties agreed to having some contact
- 52 per cent of the ‘known’ adoptions were by non-relative carers, such as foster carers, and 45 per cent of the ‘known’ adoptions were by step-parents.


### Blended families

The term ‘blended family’ means a family that comprises biological children and stepchildren who are living with their parents or step-parents.

A blended family is formed when sole parents move in together with their children or when a person joins his or her partner’s family.

Blended families can operate in various ways; for example, stepchildren might live together at all times, or some of them might move between their biological parent’s home and their step-parent’s home.

Parents can have additional children, so that the existing children have half-siblings.

Generally, blending of families entails complicated issues that have to be addressed, such as coping with the past and moving forward, and negotiating new and different family roles and relationships.

### Childless families

The term ‘childless family’ means a family that does not include children. Many couples do not have children for various reasons, such as that they have no desire to have children or are physiologically unable to.

In 1997, 41.2 per cent of Australian couples were childless (out of 4.09 million couple families). In 2007, the figure had grown to 47.1 per cent (out of 4.77 million couple families). Of the childless couples, 78 per cent of the partners who were between 18 and 24 and 75 per cent of the partners who were between 25 and 29 expected to have children sometime in the future.

**Source:** Australian Bureau of Statistics, 2006, Census Dictionary, catalogue number 2901.0.
Because Australia’s population is ageing, the Australian Government is encouraging people to procreate. A notable example is the government payment of a tax free Baby Bonus, which was set at $5000 or $3000 depending on an applicant’s situation. The government has now changed this policy and the Baby Bonus is not available for children born after March 2014. Parents and carers that meet the criteria can apply for Parental Leave Pay or the Newborn Upfront Payment and Newborn Supplement.

### Communal families

The term ‘communal family’ means the members of a group of families who join together, share human and non-human resources, and look after each family’s children as if the children belong to the group. Communal families often share religious and moral beliefs, which the members use to guide themselves in relation to their everyday life and their living conditions.

It is common to find a communal family in a remote or secluded location so that

> “It is common to find a communal family in a remote or secluded location so that the groups of families can work together to maintain their quality of life.”

the groups of families can work together to maintain their quality of life. It is less common to find a communal family in an urban area, because in that type of area, families have access to the necessities of life and can function on their own more easily. Some families are forced into communal living because they have been facing various challenges such as lack of resources, a natural disaster or migration to Australia. It is common for families to live communally in a developing country.

### Learning activity

Research a family or group of people who live communally. Compare and contrast the differences between the group’s family dynamics with your own family’s dynamics.

### De facto families

The term ‘de facto family’ means a family that comprises people who are living together as a couple and are unmarried. The people are of the same sex or the opposite sex, are living together in a genuine domestic situation and might or might not have children.

De facto relationships are encompassed in *The Family Law Amendment (De Facto Financial Matters and Other Measures) Act 2008*, under which law *de facto* couples are treated similarly to how married couples are treated.
A family is considered to be *de facto* due to various circumstances, including the duration of their relationship, the nature of their residence, the financial agreements they have in place, and the care and support they provide to any children or other dependants. Other reasons whereby people are influenced to participate in a *de facto* relationship rather than marriage are their cultural beliefs, their morals and their values; for example, many couples announce that they will not marry until gay marriage has been legalised, whereby they are categorised as being a ‘*de facto* family’.

**Extended families**

The term ‘extended family’ means two or more adults from a family’s different generations and that the family members have a household together. An extended family comprises more than parents and children: it can comprise family members such as parents, children, cousins, aunts, uncles, grandparents and foster children. The members of this type of family can live together for many reasons, such as to help raise the children, provide support for an ill relative or help solve financial problems. The most common type of extended family can be one in which the grandparents are living with the family members for a variety of reasons, such as to be closer to them or that they are dependent on each other, whereby the grandparents are able to look after their grandchildren while the parents are at work or the parents are able to take the grandparents to appointments.

In various cultures throughout the world, the extended family is the most common family structure. In collectivist cultures, which are cultures in which people focus on being inter-dependent, the people favour the extended-family structure over other types of living arrangement.

**Foster families**

The term ‘foster family’ means a family in which children are being raised by unrelated carers because no natural parents, adoptive parents or step-parents are able to look after them. In many situations, foster care is not permanent, and a foster child might stay with a family for only a short time. In some situations, foster parents can apply to adopt their foster child or children.

Depending on which life stage children are at, they have various needs that must be met so the children can develop in a healthy way. Foster parents are responsible for ‘fostering’ the child’s or children’s development by meeting those needs and providing them with nutritious food and adequate clothing, shelter and security. In Australia, foster parents have to be older than 21, in good physical condition and emotionally healthy.
Nuclear families
The term ‘nuclear family’ means a family that comprises a mother, a father and their biological or adoptive children, and is often referred to as the traditional family. In this type of family, both the adults are the biological or adoptive parents of their children. In Australia, the number of nuclear families has been slowly declining over the past decade, a fact that might be due to the increasing number of divorces and remarriages or to the fact that more people are having children out of wedlock. In 1997, of Australia’s 4.89 million families, 43 per cent were a nuclear family that included children who were 15 or younger. Over the next 15 years, the number of households that comprise a nuclear family is forecast to plunge from its 2006 level of 33 per cent to only 22 per cent.

Source: AIHW 2011–12.

The nuclear family can have a nurturing environment in which to raise children as long as it is characterised by love, time spent with children, emotional support, low stress and a stable economic environment.

Same-sex couples
The term ‘same-sex couple’ means a couple in which the people are of the same sex. Same-sex marriage is legal and socially acceptable in countries such as The Netherlands, Belgium, Canada and South Africa. Although social debate about the issue is substantial, at the time that this textbook was being written, same-sex marriage was not legal in Australia.

In the 2011 Census, 6300 children were counted as living in a ‘same-sex couple’ family, and the number had risen from its 2001 level of 3400. Children who are living in a ‘same-sex couple’ family constitute only one in a thousand – 0.1 per cent – of all children who are living in a couple family. The vast majority of the children who were living in a ‘same-sex couple’ family – 89 per cent – were living in a ‘female same-sex couple’ family. The children in a ‘same-sex couple’ family might be born when one of the partners has an earlier, opposite-sex relationship; conceived with the help of reproductive technology; adopted; or fostered.

Source: ABS: Australian Social Trends, July 2013, catalogue number 4102.0.

Sole-parent families
The term ‘sole-parent family’, or ‘lone-parent family’, means a family in which one parent is raising his or her child or children in a household. Sole-parent families are often the result of divorce, separation or a spouse’s death.
People are increasingly choosing not to marry or be in a long-term relationship with someone and are therefore having children on their own, by way of methods such as *in vitro* fertilisation (IVF). In the past, being the parent in a sole-parent family might have been frowned on, but in today’s society, the choice is more acceptable. Of the Australian children counted in the 2011 Census, 24.3 per cent were living with one natural or adoptive parent – an increase from the 1986 level of 18.8 per cent.

**Source:** ABS: Australian Social Trends, July 2013, catalogue number 4102.0.

**Kinship**

The term ‘kinship family’ means a family in which a biological or adoptive parent has no longer been able to care for his or her child or children and the responsibility for the care has therefore been passed to someone the parent knows. This type of family might be due to a range of reasons, such as an accident, death, an illness, or a birth parent’s inability to be present because he or she is in prison.

The care of the child or children might be passed to one or more other family members, such as the grandparents or an aunty and/or uncle. The care might instead be passed to someone in a parent’s social network, such as a friend, a work colleague, a neighbour or a member of the parent’s religious group.

These relationships have an important role in the life of many Aboriginal and Torres Strait Islander people, because they constitute a three-tier social-network system in which the tiers might overlap but individual boundaries are retained. In general, community relationships have a large role in the life of many Aboriginal and Torres Strait Islander people because great emphasis is placed on having connections with other people.

**Internet activity**

Visit [www.babyzone.com](http://www.babyzone.com), and search for the article entitled ‘Choosing Pregnancy without a Partner’ by Deborah Pardo-Kaplan. Read the article, and comment on the statistics in relation to single mothers.

**Internet activity**

Visit [www.aifs.gov.au](http://www.aifs.gov.au) for information about Australian families. The AIFS periodical *Family Matters* is an in-depth study of Australian family-related matters, and abstracts from each issue can be read on the website.

**Learning activity**

1. Compare and contrast the various family structures.
2. Choose one family structure, and research how common it is in various cultures.
3. Predict what types of family structure are likely to increase and decrease in Australian society in the near future. Justify your response.
4. Write a story about a kinship family. Think of one yourself, use the Internet or think about movies you have watched. Explain who is looking after the children and why.
Roles individuals adopt within families
In all families, people will consciously and subconsciously adopt specific roles. This role adoption occurs in all groups and often occurs in families much more naturally, because traditional-family roles have been similar for hundreds of years. Nowadays, because society encompasses a variety of family structures, the roles that family members adopt might not be as traditional and can vary dramatically from one family to another.

Satisfying specific needs
Everyone has specific needs that should be met. Some of them can be met by ourselves, but at other times, we rely on our family to help us through the process. For example, a child might be dependent on her parents for meeting her specific needs such as provision of shelter. Similarly, an adult might be responsible for meeting the specific needs of his or her fellow family members; for example, a parent is responsible for meeting his or her children’s specific needs such as provision of food and water.

“‘The term ‘building relationships’ also means demonstrating how to act appropriately in relationships, whether it the relationship is with family members, friends, teachers, colleagues or strangers.”

Depending on the family’s structure, the family member who is responsible for meeting specific needs will vary. For example, in ancient times, the ‘man of the house’ was considered to be the ‘bread winner’ and provided an income for the family, and the ‘woman of the house’ cared for the couple’s children and kept the house clean and tidy. Nowadays, by contrast, gender norms are being challenged and it is not unusual for the woman to go out to work and the man to stay at home.

Building relationships
The way in which people interact with each other is a process they learn by way of many factors, including how they are treated in their relationships, watching other people interact and what they are taught. If the family includes infants or younger children, the parents and any older siblings are often responsible for helping build relationships by nurturing the infants or younger children and enabling them to feel loved. Parents and older siblings are not only responsible for making the infant feel loved; they should role model healthy relationships with each other.

The term ‘building relationships’ also means demonstrating how to act appropriately in relationships, whether it the relationship is with family members, friends, teachers, colleagues or strangers. An example of this type of demonstration occurs when a parent is telling his or her children to share their toys and is thereby helping enable them to build relationships in which they share and are not greedy.
Promoting wellbeing
The term ‘promoting wellbeing’ means role modelling healthy behaviours that lead to wellbeing. This promotion can be evident in all types of relationship, not only family-based relationships. When we are an infant, our parents will provide us with food. If our parents give us healthy food and, for example, tell us that eating fruit and vegetables is healthy, they are essentially promoting our wellbeing and giving us valuable knowledge about what foods are healthy.

As children grow up, promoting wellbeing includes enrolling them in sports and teaching them how to communicate efficiently so they have their needs met while remaining considerate of other people’s needs. Promotion of wellbeing means any interaction between family members whereby one member helps another achieve and practise a healthy sense of wellbeing. An example of having a sibling promote wellbeing occurs when he or she role models a healthy relationship with his or her girlfriend, boyfriend or same-sex friend.

Learning activity

1. Outline a range of roles that family members adopt.
2. Analyse how the various family structures can influence the roles that family members adopt.

Communities
A community is a social unit of any size in which the members share values. Communities can be characterised by common intent, beliefs, resources, preferences, needs and risks and a number of other common conditions that affect the members’ identity and the extent of their cohesiveness as a community.

Communities
In communities, a number of people are grouped together because they have something in common, such as their location, religion, age or interests. People form communities for many reasons, and within communities, both individuals and subgroups will adopt specific roles to ensure that the community is being looked after, that the members’ needs are being met and that everything is running smoothly.
Definitions of community
The term ‘community’ can be defined in a number of ways, depending on the context. A community can be a group of people who reside close together or a group of people who have similar values and/or shared interests. Within communities, there is commonly a group of people who interact with each other, share resources and participate in joint activities.

As people become members of groups, they also become part of communities. Individuals might belong to a number of communities throughout their schooling, in their social life, in their cultural life and during their sporting activities. Groups regularly emerge because the members have a common geographical location and shared interests.

Across our lifespan, the communities we are involved in will change. Three examples of this type of change are changing from primary school to high school, moving houses and joining or leaving a sports club.

Reasons for community formation
People form a community for many reasons or as a result of many factors. Communities are being formed every day due to accessibility to information via the Internet, as can be seen in the advent of communities in the form of, for example, fan pages and activist groups. There are also several traditional reasons for community formation, outlined as follows:

Geography: A community that is based on geography is one in which the members come together because of where they are located. Communities are being formed as geographical locations are becoming increasingly urbanised. For example, when people started inhabiting various parts of Sydney, their choice of location influenced the need for housing and transport in those areas. As the community of individuals living in close proximity increased, so did their need for resources and services, and in turn, they developed the geographical location in order to meet their needs and wants.

Interests and needs: A community that is based on interests and needs is formed by people who have similar likes, dislikes, goals or aspirations. This type of group is commonly formed by a specific group of people, for example sporting fans, car enthusiasts or fashion-conscious people, all of whom share the interest in question.
People often form a community group for a number of other reasons. Other common community groups that are emerging are based on culture or ethnicity, or sexuality.

**Culture or ethnicity:** A community that is based on culture or ethnicity is formed because the members share beliefs and values. Members of cultural or ethnic groups might be part of a community in which the members promote and builds on the shared cultural or ethnic identity. The community might promote the traditions and customs of the culture or ethnicity and promote participation in them.

**Sexuality:** A community that is based on sexuality is formed by a group of people who have the same sexual beliefs, orientation and preferences. The people might have been seeking both a sense of belonging and recognition of their choices and beliefs and will have been able to find them by joining various sexuality-based communities.

**Questionnaires as a primary research method**

Questionnaires are a useful research tool when researchers require answers to specific questions asked of a variety of people or groups. Questionnaires can be identified as being a qualitative research method and/or a quantitative research method.

When researchers are using the qualitative research method, they can use a questionnaire to ask the respondents open-ended questions when an in-depth answer is required. In asking open-ended questions, they enable the respondents to convey their own values, ideas and opinions. When the members of a wide enough group have answered the open-ended questions, the researchers can analyse the responses in order to identify any recurring values, ideas and opinions that are either in support of or in opposition to the researchers’ research hypothesis.

**Developing reliable questions**

When you are developing the questions for your questionnaire, you must consider many points so you can make sure your research is as effective and objective as possible. Always adhere to the following guidelines:

1. **Make the questions clear and concise:** Your respondents will need to understand them and answer them appropriately, so if the questions are not clear, the respondents might give confusing responses because respondents’ perceptions can vary.
2. **Do not use leading questions:** It is important you do not force your respondents or encourage them to answer in a specific way, so you need to ensure that the questions – and the supplied responses to closed questions – are objective and not indicative of bias.
3. **Establish trust with your respondents:** Do not ask them embarrassing or controversial questions, otherwise they will be less inclined to answer the questions truthfully and will lose interest in completing the questionnaire.

Use data from the Australian Bureau of Statistics (ABS) to identify the groups that constitute your local community.
Collecting and recording data
When you are conducting questionnaires, it is of paramount importance that you explain to the respondent, or subject, the purpose of the questionnaire and the intended use of the person’s responses. You need to explain the privacy parameters in relation to his or her responses, for example, whether the answers will be made public, whether the person will remain anonymous, whether the person has to answer all the questions, and whether the person will be able to withdraw from providing responses to the questionnaire if he or she feels uncomfortable doing so.

When you are recording the data, you should categorise it so you make it easier to draw conclusions from. For example, you might categorise it based on the person who completed the questionnaire, according to his or her age, sex and location. You can also categorise it according to the responses or themes that become relevant from the answers; for example, in a questionnaire that is based on the types of family that are most common in a community, you might categorise the data according to which type of family the respondent is a member of, for example a nuclear family, a foster family or a childless family.

Advantages and disadvantages
Table 3.3 contains an outline of the advantages and disadvantages of questionnaires as a primary research method.

**Table 3.3** The advantages and disadvantages of questionnaires as a primary research method.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ They are inexpensive.</td>
<td>▪ The response rate can be low.</td>
</tr>
<tr>
<td>▪ They are an effective tool for reaching a large audience.</td>
<td>▪ Inclusion of ineffective questions can result in inappropriate responses.</td>
</tr>
<tr>
<td>▪ The data collection can be uncomplicated.</td>
<td>▪ Misunderstandings cannot be addressed.</td>
</tr>
<tr>
<td>▪ The analysis can be straightforward.</td>
<td>▪ The researchers cannot investigate or explore the responses.</td>
</tr>
</tbody>
</table>

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Learning activity

1. Construct a questionnaire that could be used to identify your local community’s demographics.
2. Use the method of tallying in order to record the research data that has been collected from numerous questionnaires.
Levels of community organisation
Communities operate at many levels and can meet the needs of individuals and groups on various levels. At various levels, people will be responsible for specific communities or for running specific sectors within a community according to the people’s power, skills, abilities and resources. Similar to how the government functions, communities can act at a local, state, national or global level.
Table 3.4 contains an explanation of how the needs of people in the community are met by way of the various levels of community organisation.

Table 3.4 How the needs of people in the community are met through the different levels of community organisation.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| Local     | Social needs are met by way of development and maintenance of community centres and sporting activities.  
Local communities elect individuals to represent the community members and to ensure that the members’ wellbeing is considered.  
Members of the local community collaborate and form a team in order to make decisions and implement strategies for ensuring that the community members’ needs are met.  
Local communities offer support to people who need it in relation to being supported financially and emotionally and being helped to access resources. |
| State     | State, territory or provincial communities provide a range of sporting facilities and areas for people to use for exercise.  
Emergency support services are offered by state, territory or provincial communities, in the form of ambulance, police and fire services.  
State, territory or provincial communities build and maintain parks and land for the purpose of engagement in social activities.  
Festivals and celebrations are organised and conducted by state, territory or provincial and territory communities; in Australia, three examples are the annual events held for New Year’s Eve, Australia Day and NAIDOC Week. |
| National  | National communities, which in Australia is the Australian Government (the Federal, or Commonwealth, Government), are responsible for funding various community groups and providing economic support for them.  
National associations are developed in order to enhance people’s wellbeing; one Australian example is the National Breast Cancer Association.  
National initiatives are developed in order to promote positive health and wellbeing; one Australian example is the Medicare Levy. |
| Global    | Global communities meet the needs of the international community.  
The world as a whole develops programs and associations that are aimed at meeting the ongoing common needs of all people; one example is the worldwide initiative against the HIV–Aids virus.  
Community members and government bodies join and work as a united body to make policies in order to ensure the wellbeing of individuals; one example is the United Nations. |
Roles groups adopt within communities
Because communities and the reasons they are formed are vast, various groups within the communities adopt a plethora of roles. The roles might change according to a group’s current objective or goal. Alternatively, the role might be fixed and the person or group who has adopted it might change.

Satisfying specific needs
Individuals and groups within communities will be responsible for meeting specific needs, and if those needs are not met, people might be left feeling anxious, neglected or confused, or even unsafe. These feelings can lead to disruption to community harmony, and the effects can be damaging and long term. The needs can be either the needs of other people within the community or group or the needs of people beyond the community or group. For example, within a local community such as a town or suburb, specific groups will exist that will be in charge of meeting the members’ need to feel secure. Some examples of the groups that are responsible for meeting this need the police, security firms, local-government authorities and ‘lolly-pop ladies’.

“Within a local community such as a town or suburb, specific groups will exist that will be in charge of meeting the members’ need to feel secure.”

An example of meeting the needs of people who are outside the community or group occurs during government elections, when the party leaders have to try to meet the needs of people who do not follow the party in question, so that the leaders can make sure they gain more votes and appeal to a wider constituency.

Building relationships
Within communities, specific groups are responsible for building new relationships and strengthening existing ones. When we consider all the areas of any given community, such as the local grocers, schools, religious groups and sporting clubs, we can appreciate how important it is for a group to ensure that the relationships between all the areas remain positive.
One way in which groups build relationships is to publish articles and advertisements in their local newspaper in order to educate the community members about the services and subgroups that exist within the community. For example, in placing an advertisement about joining a sports club, the club members would be promoting building of relationships between the club and the people who wished to join it. Similarly, groups can place advertisements about various projects that are undertaken within the community and how various people or subgroups can get involved. One example of this type of advertising is the advertising used for ‘Clean Up Australia’ Day, whereby local businesses are able to both participate and network and thereby build their professional relationships.

**Promoting wellbeing**

Various people and groups are responsible for promoting wellbeing within communities and can often promote it subconsciously. One example is modification of a school canteen in order to promote a healthy diet among the students and help them choose healthy foods and drinks. Two other examples of how wellbeing is promoted among school students are school visits by Healthy Harold and the school’s promotion of physical activity.

Some other examples of how wellbeing is promoted within communities are establishment of incentives such as bulk billing for medical services, reduction of the price of prescription glasses for people who need them and reduction of fees for gym membership for people who need to improve their fitness after having an operation.

The government will sometimes run a campaign in order to target areas of wellbeing that are not very strong. For example, due to the rise of cyber bullying, government organisations have created resources that individuals such as parents, teachers and youth leaders can use to help promote healthy use of the Internet and therefore help promote wellbeing.

**Learning activity**

Investigate how groups have helped individuals overcome adversity by way of the roles the groups have adopted in the community. Consider groups such as:

- charity groups
- religious groups
- health-services groups
- emergency-services groups.
Decision making in communities

Community-level decision making is very important and can very easily influence and affect members of the community in question either positively or negatively. It is essential that the individuals or groups making decisions on behalf of an entire community be equipped to do so and have the community’s best interests at heart.

Influences on decision making

Individuals and both small and large groups can substantially influence decision making processes. Individuals and groups are able to use a number of strategies for conveying their ideas and opinions whereby the aim is to have an effect, whether they either support or oppose a proposed decision. Individuals are free to influence decision making by using various means such as writing a letter, creating a petition and organising a protest.

Community decision making is mostly influenced by way of four major areas: legislation, the environment, lobbying and community petitions, and protesting.

Legislation

The State Parliament of New South Wales, which comprises of two houses – the Legislative House and the Legislative Assembly – passes Bills, which are proposed laws, in order to create legislation. The laws and regulations that are associated with the legislation then greatly influence individuals, groups and communities.

Environmental factors

Over recent decades, humans’ impact on the environment has been identified and extensively analysed. The term ‘carbon footprint’ was introduced to explain the impact that human existence has on the environment. Issues that are associated with habitat loss, waste disposal and pollution are influencing individuals and groups to become environmentally aware and responsible. Environmental groups are becoming increasingly influential, from national organisations such as Greenpeace to small environmental groups that are formed locally.

Lobbying and community petitions

Use of lobbying and community petitions is widespread in local-governments areas whereby an individual or a group wants to influence various council proposals and decisions and does so by communicating with the councillors. Lobbying and community petitions can be either appropriate or inappropriate. ‘Appropriate lobbying and community petitions’ means effective communication between concerned individuals and the government, whereas ‘inappropriate lobbying and community petitions’ means improper influence exerted by individuals or councillors.
Protesting
Protesting involves a gathering of a group of individuals who share a belief or view about a specific topic. Protesting often occurs when the belief or view is being ignored, and protests are used to spark awareness about specific issues such as workers’ rights, climate change and marriage equality. Nowadays protesting doesn’t necessarily involve people rallying on the streets and holding signs, because technology allows concerned individuals to protest every day from the comfort of their own home by using social-media sites.

Processes
A ‘process’ is defined as being the way in which something is undertaken. In relation to decision making, people can use many processes in order to come to a final decision. Decision making within a community occurs by way of co-operation and collaboration between a variety of community groups.

If a change is being made or is needed, various groups in the community can support or oppose it in many ways. Individuals can express their support or opposition by using a decision-making process such as arbitration, consensus, election, voting or a referendum. Depending on the nature of the decision and the possible outcomes, people will use various processes in order to make various decisions.

Arbitration
Arbitration is a form of alternative dispute resolution (ADR) whereby the parties use a neutral third party to manage and settle the conflict. It is a legal conflict-resolution technique whereby both parties in the dispute are represented equally in order to come to a resolution. Arbitration is legally binding, whereby the parties must accept and follow the agreement the arbitrators or arbitral tribunal make.

Consensus
Consensus is the process whereby the majority of the involved parties come to an agreement. When parties are undergoing the process of consensus, the opinions and ideas of all of them must be considered and assessed. Ideally, reaching of consensus serves as a compromise in relation to a decision; that is, the result is a win–win situation for everyone involved.

Election
Election is a process whereby individuals are given the opportunity to vote for whomever or whatever they like, depending on the topic they are voting on. It is a democratic process, because all the people who are electing, known as electors, are given free will over whom or what they elect.

Voting
Voting is a process whereby individuals are given a set of options and then vote for the one that best suits them. The process is evident in local voting, during which community members are presented with a list of candidates and vote for their favourite candidate.
Referendum
Holding a referendum is a process whereby all the involved parties vote either ‘yes’ or ‘no’. In a referendum, all the parties are equally represented by way of their vote. The outcome of a referendum is by way of a majority; that is, the majority wins. Referendums are often held in complex situations when the decision making is multi-faceted.

Learning activity
1. Explain the difference between election and voting, and cite specific examples.
2. Explain how each decision-making factor influences decisions within the community.
3. Explore the processes used for making decisions in the community, for example a local-council meeting, a resident-management group and a tribunal.
4. To examine a local-community decision or proposal, identify:
   a) the roles of the individuals and groups involved
   b) the factors that influence the decision-making process
   c) the processes used to make the decision
   d) the outcome/s or potential outcome/s of the decision.

Managing change in families and communities
Within both families and communities, it is inevitable that things that are under and out of human control will occur whereby change is forced on the group. Changes can occur internally or externally, be planned or unplanned and be temporary or permanent. Changes in the family are often related to the family’s structure, whereby, for example, what was originally labelled a nuclear family – two parents living with their children – might change to being a sole-parent family if one parent leaves or dies. The same sole-parent family might then change to being a blended family if the parent meets another sole parent and the two families eventually merge.

“It is inevitable that as the family goes through its life cycle, there will be both causes and effects in relation to change.”

When, for whatever reason, the change occurs, it is essential it be managed efficiently so no disruption is caused to the family or community.
**Nature of change**

Various factors and influences cause the nature of a family to change. It is inevitable that as the family goes through its life cycle, there will be both causes and effects in relation to change. The family will pass from one ‘state’ to another as it undergoes changes and modifications.

The types of change are identified as being internal, external, planned, unplanned, temporary and permanent. Table 3.5 contains an outline of how these types of change can have an impact on the traditional roles and responsibilities of the family unit.

Table 3.5 The nature of change that can impact on the traditional roles and responsibilities of the family unit.

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal</strong></td>
<td>Changes that occur within a family. They are changes that are contained within the family, and the family members have control over them. A common example occurs by way of divorce, whereby the decision to divorce is in the parents’ control and the family goes through changes associated with divorce, such as having to modify their living situation.</td>
</tr>
<tr>
<td><strong>External</strong></td>
<td>Changes that occur outside the family unit but that have various effects on the family’s functioning. A common example occurs by way of a natural disaster. Families have little control over disasters such as bushfires, storms, floods or droughts but can be very affected by them. The family members might lose their possessions and/or their home or be forced to flee or change residence, and all those outcomes will affect the family’s functioning.</td>
</tr>
<tr>
<td><strong>Planned</strong></td>
<td>Change that result from outcomes that a family arranges or prepares for. Before the family members make a change, they commonly propose changes and take into account the various functions of the family unit. Some common examples of planned changes are when parents decide to have a baby, elect to study rather than work, or decide to purchase a home.</td>
</tr>
<tr>
<td><strong>Unplanned</strong></td>
<td>Unexpected or unintentional changes. The family members are affected by any unplanned change and need to deal with it effectively in order to protect the family’s functioning. Some common examples of unplanned changes are when people lose their life, lose their income, involuntarily move house, or suffer various accidents or mishaps.</td>
</tr>
<tr>
<td><strong>Temporary</strong></td>
<td>Changes that are impermanent. They might be internal, external, planned or unplanned, but they affect the family only temporarily. Two common examples of temporary changes are when people are recovering from an accident or illness and when people are taking a holiday from their job.</td>
</tr>
<tr>
<td><strong>Permanent</strong></td>
<td>Changes that are lasting and that usually cannot be reversed. Some common examples of permanent changes are when a family member dies, divorces or secures full-time employment.</td>
</tr>
</tbody>
</table>
Adam and Lea had been together for six years and had two young children. Lea fell pregnant with their third child, and they decided to get married before the birth. Because their family was expanding, they decided to move into a bigger house that was located closer to Lea’s parents’ home, so Lea could receive support from her parents.

Soon after they moved, Adam and Lea’s new home was hit by a severe hail storm, so they had to move somewhere else while the repairs were being completed. The family members decided to rent a house that was located in a neighbouring suburb. While they were living in the rented house, Adam had an accident whereby he slipped off a ladder and injured his vertebral discs. He was unable to work for three months. Adam, Lea and the children then moved into Lea’s parents’ home because they could no longer afford their rent and mortgage repayments.

They planned to stay at Lea’s parents’ house until their home repairs had been completed; however, Lea’s mother was diagnosed with cancer and became very ill. Adam and Lea decided to stay at Lea’s parents’ house permanently so they could care for her sick mother. They decided to sell their original house and invest their money in a long-term savings account.

1. Identify the changes that occurred in the family.
2. Classify the changes as being internal, external, planned, unplanned, temporary or permanent, and note that some of them might be a combination of classifications.
3. List how the changes that occurred had a positive or negative impact.
4. Propose management strategies that Adam and Lea could have implemented to help themselves manage the changes they went through.
5. Predict the changes the family was likely to be affected by in the near future.

Impact of change on families and communities
Change occurs every day in families and communities and can often be either life changing or quite trivial. Occurrence of change can also be a time for either happiness and celebration or sorrow and sadness. Depending on the change and also on the type of person someone is, the impact of change on families and communities will vary.

Family and community wellbeing
Change can have a great impact on family and community wellbeing. For example, if we presume that a family member has asthma, that the family lives in a town located in a rural area that has only one pharmacist, and that the
The pharmacist has gone out of business, the change could have a great impact on the family’s wellbeing.

**Roles individuals adopt**
The roles that individuals adopt within families and communities can alter suddenly when change occurs. For example, within the family unit, if the father, who is the main income earner, falls ill and can no longer work, the other family members will have to be adaptable and adopt different roles so the family can continue to have an income. The changes might include having the mother work extra hours or having the older siblings start casual jobs.

**Environmental**
The most common time for seeing environmental change and the impact it has on families and communities is during natural disasters. During times of drought, communities might introduce water bans and restrictions, and similarly, during periods of extreme heat, communities might introduce fire bans.

**Legislation**
Many things at local, state, national and global level can require legislative change, which will in have an impact, both positively and negatively, on families and communities. An example of a positive impact from a legislative change is the Baby Bonus, which was an incentive for couples to have babies in order to help address the issue of Australia’s ageing population.

**Technology**
New technologies have the potential to influence families and communities both positively and negatively. In a densely populated area such as the heart of Sydney, technological advancement can have a positive impact on the city; for example, provision of more buses and trains has been made possible for the two daily ’peak hour’ periods. In more remote areas of the state, however, technological advancement might be detrimental to both the families and the communities, whereby In the case of many professions, it entails a discontinued need for skilled workers at the local workplaces because machines now exist that can do the work for less money.

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**Learning activity**

1. Explore examples of change that occurs within families and communities, and determine:
   - the nature of the change
   - the impact of the change.

2. Research a recent legislative change that has a negative impact on families and communities. Compare the change with one a partner has researched, and discuss why you found the change you identified to be a negative one.
Types of support

In order to help deal with change that might occur, communities have various avenues for providing support to the people who need it. Various formal and informal support networks exist in which people provide care and support for both individuals and families in need. Depending on the challenge the people are facing, it will have an impact on whether they seek formal support or informal support.

Informal

An informal support network comprises family members, friends and acquaintances that help individuals and groups unofficially, and might be identifiable in family and peer groups. People use them in order to be less reliant on formal support networks for help and often find their members easier than strangers to confide in about personal problems.

Informal support networks are beneficial because their members can meet the needs of the individual or group in relation to love, care and protection. An example of this type of situation occurs when parents who are looking for childcare ask a family member or friend to help meet the need rather than approach the manager of a childcare centre. Another example occurs when a sister asks a brother to drive her somewhere, whereby he will be providing her with both a service and support without her having to seek the support from someone else or a stranger.

Formal

A formal support network comprises a number of organisations and community groups that are external to the individual or family and are there to help individuals deal with and cope with change. It supports individuals and groups in a number of ways, both monetary and non-monetary.

Formal support networks are governments, businesses, organisations and charities, and individuals and families can access the support by using health services, welfare agencies, community groups and government agencies.

An example of provision of help during a time of change occurs when a woman uses a counselling service after one of her loved ones has had a serious accident or illness or has died. Another example occurs when a man seeks workers’ compensation after suffering an injury at his workplace whereby his ability to work in his trade or profession becomes limited.

Internet activity

Research the types of community support service that NSW families have available to them. To aid your research, visit www.community.nsw.gov.au and www.families.nsw.gov.au.
The scenarios outlined in Table 3.6 are about families in need, and include suggestions for a variety of formal and informal support networks for the families to access.

### Table 3.6 Scenarios of families in need, and a variety of formal and informal support networks the families can access.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Formal support networks</th>
<th>Informal support networks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A father loses his job and is worried about financially supporting his family.</td>
<td>He could access financial support from Centrelink in the form of, for example, the Newstart Allowance so he could support his family while looking for work. He and/or his partner could also use Centrelink to access the Family Tax Benefit or use Centrelink’s job-seeking and job-placement services.</td>
<td>He could borrow money from some of his family members while looking for work and could take on the responsibility of caring for his dependants so his wife would be able to work and provide an income for the family.</td>
</tr>
<tr>
<td>The members of a farming family who are living in a regional town are experiencing hardship as a result of drought.</td>
<td>They could access financial assistance through a range of government agencies, such as the drought-assistance packages offered by Centrelink. They could access support through Drought Force (offered by the Department of Agriculture, Fisheries and Forestry) to help meet their workforce needs such as the need to hire workers.</td>
<td>They could access support from some of their family members and friends by borrowing money from them and/or asking them to help out on the farm in order to complete various tasks and roles, whereby they would be able to continue operating the farm without having to hire workers.</td>
</tr>
<tr>
<td>A couple’s only child has recently been diagnosed with cystic fibrosis and now requires full-time care.</td>
<td>They could contact Cystic Fibrosis NSW for service and support in the form of, for example, financial assistance. They could access support through Home Care Services (offered through the Department of Ageing, Disability and Home Care) to be better able to complete their caring tasks and responsibilities within the family home. They could also access respite care, such as that provided by the Home and Community Care Program (HACC).</td>
<td>They could approach some of their family members and friends to ask them to help meet the caring responsibilities, so that as the child’s primary carers they could work; complete tasks to meet the child’s needs, by way of, for example, cooking meals and cleaning the house; or have a break in order to support their wellbeing.</td>
</tr>
</tbody>
</table>

### Learning activity

1. Investigate how people can use informal and formal support in order to manage change in their life. Provide specific examples to support your response.

2. Research a range of formal support services that are available for individuals and families requiring support in order to meet the following needs:
   a) A family who has lost their home due to a natural disaster
   b) A sole parent who requires financial assistance in order to meet her child’s needs
   c) A teenage boy who is considered to be independent, who is studying full time and who requires financial support so he can meet his basic needs
Socialisation of individuals within families and communities

The term ‘socialisation’ means the behaviours we have learnt by associating with our family members and the people in our community. As humans, we progress through life from infancy to childhood, adolescence and adulthood and then right through to our senior years. It is at these developmental stages we learn behaviours that are either acceptable or unacceptable.

In a loving family, during children's infancy, they will be loved, nurtured and cared for. As they go through the stages of childhood and adolescence, their parents or carers should discipline them but show them the same amount of love and compassion. Children who are raised in this way will turn out very differently from children who grow up in a broken family in which the parents or carers are dysfunctional and never show them any love or affection. Factors such as these lead to socialisation of individuals, which is why it is important that specific individuals adopt roles within the family, such as meeting of specific needs, building of relationships and promotion of wellbeing.

Stages of the lifespan

Throughout each stage of the lifespan, we develop at our own pace. As we grow and age physically and mentally, we naturally move through each stage. Some of the stages can be scary or confronting, because they involve having to adapt to new challenges and expectations.

“...The term ‘socialisation’ means the behaviours we have learnt by associating with our family members and the people in our community.”

Throughout each stage, we must have various specific needs met, and before we can successfully move on to the next stage, we must have them met.

Infancy

Infancy is the life stage that spans the period between our birth and when we are approximately 18 months old.

Our growth and development at this stage are rapid. As infants, we express our needs by crying, which is our main way of communicating with our carer. By crying, we express our need for food, comfort or stimulation.
In relation to babies’ need for food, for the first few months of their life, they must be fed milk every three to four hours. This need can be met by way of breastfeeding or feeding via a bottle. As babies develop physically, their need for food changes and they start to require foodstuffs that are more substantial and nutritious. The parent or carer is responsible for meeting the baby’s food needs by feeding him or her the appropriate types and amounts of food at the appropriate times.

In relation to babies’ need for comfort, they need to be physically comfortable at all times. Comfort can be associated with cleanliness (wearing clean nappies and clothing), warmth (wearing clothing that is appropriate for the climatic conditions) and various other necessities such as having an adequate and comfortable shelter to sleep in. Comfort is also associated with the baby’s needs in relation to love and affection. Babies need to be comforted regularly by their carer and need to feel safe and secure in their surroundings.

In relation to babies’ need for stimulation, they require stimulation from their environment so they can develop properly. Depending on their position during the infancy life stage, they need to be stimulated by way of various activities and objects. Carers can use numerous toys and objects that aid infant stimulation. Generally, carers use stimulation to improve the baby’s level of curiosity as well as his or her attention span and memory and to aid development of his or her nervous system.

**Childhood**

Childhood is the life stage that spans the period between when we are approximately 18 months old and 13 years old.

The needs of infants continue throughout this life stage because children also require food, comfort and stimulation. A parent or carer has to meet the child’s physical needs by providing nutritious food; adequate shelter; frequent exercise; and specific medical treatments and precautions such as immunisations, as outlined in Table 3.7.

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**Internet activity**

Visit [www.cyh.com](http://www.cyh.com), and select ‘Growth and Development’. Choose one of the fact sheets about ‘Child Development’ and create a PowerPoint presentation, or a similar type of presentation, that is based on the content.
Table 3.7 The program for Australia’s national immunisation program.

<table>
<thead>
<tr>
<th>Age</th>
<th>Disease immunised against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B</td>
</tr>
<tr>
<td>Two months</td>
<td>Diphtheria, tetanus, acellular pertussis (whooping cough), haemophilus influenza type b, poliomyelitis, pneumococcal conjugate, and rotavirus</td>
</tr>
<tr>
<td>Four months</td>
<td>Hepatitis B, diphtheria, tetanus, acellular pertussis, haemophilus influenza type b, poliomyelitis, pneumococcal conjugate, and rotavirus</td>
</tr>
<tr>
<td>Six months</td>
<td>Hepatitis B, diphtheria, tetanus, acellular pertussis, haemophilus influenza type b, poliomyelitis, pneumococcal conjugate, and rotavirus</td>
</tr>
<tr>
<td>12 months</td>
<td>Haemophilus influenza type b, meningococcal disease, measles, mumps, and rubella</td>
</tr>
<tr>
<td>18 months</td>
<td>Measles, mumps, rubella, and varicella (chickenpox)</td>
</tr>
<tr>
<td>Four years</td>
<td>Diphtheria, tetanus, acellular pertussis, poliomyelitis, measles, mumps, and rubella</td>
</tr>
</tbody>
</table>


Children also require adequate amounts of sleep so they can grow and develop properly. As we develop throughout each life stage, our sleep requirements change. A newborn baby – who is between one and 15 days old – requires approximately 16 hours of sleep each day. That amount decreases to 10 hours for children who are between 10 and 13, and the amount continues to decrease as the person ages.

Children also have needs in relation to their mental and emotional health and development. They need love and support in order to develop healthy self-confidence and high self-esteem. They need to feel safe and secure both in their environment and with the people they come into contact with. They also require guidance and discipline from their parents or carers as they start to be more independent and to learn about the consequences of their actions.

Adolescence
Our adolescence begins as we go through puberty, which commences at different times between girls and boys. For girls it usually commences between the ages of 12 and 15, and for boys it usually commences between the ages of 13 and 16. We go through various physical, social and emotional changes when we are experiencing puberty, as outlined in Table 3.8.

Visit [www.childdevelopmentinfo.com/child-toys.htm](http://www.childdevelopmentinfo.com/child-toys.htm), and read the information. Choose three toys from the suggested lists, and describe how they would be contributory to a school-age child’s growth and development.

Figure 3.18
Girls usually begin puberty between the ages of 12 and 15.
Table 3.8 The changes that people go through when experiencing puberty.

<table>
<thead>
<tr>
<th>Physical changes</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Breasts start to develop.</td>
<td>▪ Hair starts to grow on the face, under the arms and in the pubic area.</td>
</tr>
<tr>
<td></td>
<td>▪ Hair starts to grow under the arms and in the pubic area.</td>
<td>▪ Height and weight might increase rapidly.</td>
</tr>
<tr>
<td></td>
<td>▪ The menstrual cycle begins.</td>
<td>▪ Muscles start to develop.</td>
</tr>
<tr>
<td></td>
<td>▪ The uterus, vagina and other sexual parts enlarge.</td>
<td>▪ The voice ‘breaks’ and becomes deeper.</td>
</tr>
<tr>
<td></td>
<td>▪ The hair on the legs grows.</td>
<td>▪ The penis and other sexual parts grow.</td>
</tr>
<tr>
<td></td>
<td>▪ The hips become wider.</td>
<td>▪ Sperm is produced.</td>
</tr>
<tr>
<td></td>
<td>▪ Nocturnal emissions begin, colloquially referred to as wet dreams.</td>
<td>▪ Nocturnal emissions begin, colloquially referred to as wet dreams.</td>
</tr>
<tr>
<td></td>
<td>▪ The hair on the arms and legs grows and becomes coarser.</td>
<td>▪ The hair on the arms and legs grows and becomes coarser.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social changes</th>
<th>Making new friends</th>
<th>Joining new peer groups</th>
<th>Experiencing relationship breakdown</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Emotional changes</th>
<th>Experiencing changing emotions</th>
<th>Engaging in risk-taking behaviour</th>
<th>Feeling embarrassed if you look different</th>
<th>Experiencing mood swings</th>
</tr>
</thead>
</table>

Adolescents need support in response to their puberty. They need guidance and assurance so they can cope with the physical, social and emotional changes they are experiencing.

**Adulthood**

Adulthood is the life stage that spans the period between approximately 25 and 65 years of age. During this stage, we continue the friendships and relationships we developed in during the previous life stages. The stage can also be characterised by breakdown of relationships, for example in the form of divorce, and development of new relationships, for example in the form of a second marriage. People who have children will watch them move through the lifecycles and meet their needs as required.

Adults still have to have the basic needs met, as identified for each stage of the lifecycle: food, comfort and stimulation. Their way of meeting their needs will differ from their way of meeting their needs during the previous life stages. Generally, adults are independent and are responsible for providing for themselves and their family.
They use their sources of income to purchase food, provide shelter (such as by paying rent or paying off a mortgage) and provide stimulation (that is, by providing access to leisure and recreational activities). They are also responsible for preparing for meeting the needs they will have during the next stage of the lifecycle, and might use various means to prepare in that way, such as investing in superannuation.

**The aged**

Elderly people are people who are older than 65. Naturally, physical deterioration becomes evident throughout this stage. Elderly people might experience the following short- or long-term health issues:

- Alzheimer's disease
- Bowel cancer
- Cataracts
- Dementia
- Glaucoma
- High cholesterol
- Insomnia
- Osteoarthritis
- Osteoporosis
- Parkinson’s disease

During this stage, people need medical assistance in order to prevent and/or treat their various health issues. The afore-mentioned health issues are commonly associated with lack of physical activity and poor nutrition, for which reasons elderly people need to maintain a healthy lifestyle so they can support their body through this life stage. They might need to take various medications and supplements as prescribed by our doctor.

Apart from maintaining our physical health at this stage, elderly people have various social and mental needs. Generally, people who are older than 65 are retired or no longer working full time. They need to participate in leisure and recreational activities in order to support their mental and emotional health. Elderly people might join groups and clubs or volunteer their time in the community, whereby they can use their involvement to support their mental health by way of staying stimulated and finding satisfaction in belonging to a group.

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**Learning activity**

Analyze the specific needs that are most significant for a person at each stage of the lifespan.
The Browns family's life cycle

Jake and Amanda met each other at a friend’s party, having both just completed their university degree. Jake left home when he began his studies, and Amanda left home halfway through hers. When they met, both were financially independent because they were working part time in order to pay their rent and associated living costs.

After dating for three years, Jake proposed to Amanda and they got married. They had both been working full time and saving for a deposit on a unit. After they married, they moved in together and started planning for their future.

At first, they saved their money and went on an overseas trip each year. After five years of marriage, they both decided to settle down and have children. Their first child, a son, who they named Ethan, was born a year later.

Jake and Amanda had to greatly adjust their lifestyle when they had Ethan. Their focus now had to be on providing for their family and ensuring they could nurture Ethan through his development. Amanda became a ‘stay-at-home mother’, and Jake continued working. Over the next six years, they had two other children, both daughters, who they named Peyton and Sage. They moved from their two-bedroom unit, first into a three-bedroom villa and then into a four-bedroom house. Jake worked long hours to ensure they had enough money to pay off the mortgage and buy the essentials, such as food and clothing.

Jake and Amanda also received money from the government to help meet their living costs. Once all the children were at school, Amanda took on a part-time job to supplement the family income and save for their annual family holidays.

As the children grew, she continued working more hours, until she was eventually working full time and Jake’s parents were looking after the children both before and after school. She and Jake continued to provide for their children, and because of her increasing income, they could save for their children’s future. Once their Ethan finished school, he decided to become an apprentice mechanic, and moved out to live with a group of friends in a house that was closer to his workplace.

Peyton finished school a few years later and decided to go to university. She studied nutrition and did not have much time for a part-time job. She decided to stay at home until she finished her degree. Sage left school early and began a hairdressing apprenticeship. She met Matt, and they soon moved in together. Four years later, when Peyton had finished her studies, she was offered an interstate cadetship, and decided to take it up.

A few years later, Jake and Amanda decided to retire. Jake took up golf, and Amanda did volunteering work at their local community centre. They spent their time visiting their children and looking after their grandchildren on a regular basis. At first, they moved into a smaller unit but they eventually decided to reside in a retirement village.

1. In relation to the traditional model of the family lifecycle, briefly describe each lifecycle stage the Brown family went through.
2. For each stage, identify the family members’ needs.
3. For each stage, identify the family’s functions that were evident.
Literature review as a secondary research method

A literature review is a piece of writing that is aimed at comparing and contrasting the work of other people. The writer should compare and contrast the other writers’ arguments by way of analysing and fusing material. The literature review should be a critical review of a specific area of study.

“A literature review does not have a defined structure as can be identified in other pieces of writing; instead, the writer should structure it according to the information and arguments the other writers have presented.”

Ideally, the writer will group authors who focus on similar subjects, note where the authors’ arguments either overlap or stand alone, highlight the gaps in research, and summarise what is stated in the literature. A literature review does not have a defined structure as can be identified in other pieces of writing; instead, the writer should structure it according to the information and arguments the other writers have presented.

Accessing sources of data

When you are writing a literature review, there are a few things you need to look out for. First, the literature you are reviewing should be credible – in other words, the person or people who wrote the literature should be trained professionals and not just anyone posting something online without either qualifications or accurate statistics and data.

In order to write an interesting review, you need to ensure two things. The first thing you need to ensure is that there is enough literature out there about a specific issue or topic for you to be able to effectively compare and contrast the information. If you can find only one or two articles about a topic, your review will be basic because you cannot analyse findings from a healthy range of sources.

The second thing you need to ensure is that the review is interesting. It is important you find an issue that has inspired quite a bit of literature but that you tackle the issue from a different angle. If the writer composes the literature review but the findings he or she makes are already common knowledge, he or she has not really told the reader anything new.
A literature review has an introduction, a body and a conclusion; well-formed paragraphs; and a logical structure. However, in other types of expository writing, the writer uses relevant literature to support the discussion, whereas in a literature review, the literature itself is the subject of the discussion.

There are a number of steps to follow when you are writing a literature review:

1. Conduct the literature research.
2. Note the bibliographical details.
3. Find the literature.
4. Read the literature.
5. Write the review.

If you are accessing the literature online, make sure the information you access the information from reliable websites such as Google Scholar or websites that have a ‘.gov’ or ‘.edu’ extension.

**Advantages and disadvantages**

Using a literature review as a secondary research method has both advantages and disadvantage, as outlined in Table 3.9.

**Table 3.9 The advantages and disadvantage of using literature reviews.**

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research has already been done.</td>
<td>You might have to do a lot of reading and researching.</td>
</tr>
<tr>
<td>Once you have decided on a thesis, you can use a literature review to help</td>
<td>You might do a lot of researching only to find that the thesis you wanted to</td>
</tr>
<tr>
<td>yourself know whether the thesis has already been answered (responded to).</td>
<td>focus on has already been answered (responded to).</td>
</tr>
<tr>
<td>In using a literature review, you highlight any gaps in current research.</td>
<td>You cannot use any first-hand research.</td>
</tr>
<tr>
<td>You build your knowledge of an issue by reading various pieces of literature.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning activity**

Access sources of secondary data in order to conduct a literature review about socialisation throughout the lifespan.
Sari is writing a report about the instance of teenage pregnancy in Australia. She decides to interview girls in the neighbourhood surrounding her own neighbourhood and to interview girls who had fallen pregnant while at school. She also develops a questionnaire that she posts to various schools around the country and with which she encloses a letter to ask for anonymous participants to complete the questionnaire and post it back to her. Once she has received the completed questionnaires, she interprets the data and looks for trends in her interview and questionnaire responses. She presents her findings in the form of a report, in which she includes quotes from her sources.

Clarissa is also writing a report about the instance of teenage pregnancy in Australia. She collects a variety of data from various studies that have already been conducted about the subject. She reads a collection of journal and newspaper articles about the prevalence of teenage pregnancy in Australia. She accesses teenage-pregnancy statistics from government sources, especially the Australia Bureau of Statistics (ABS) and the Australian Institute of Health and Welfare (AIHW). She interprets the facts and figures, and presents her response in the form of a report in which she includes statistics.

1. Is Sari undertaking primary or secondary research? Justify your response.
2. Is Clarissa undertaking primary or secondary research? Justify your response.
3. Suggest whose findings you believe represent the issues of teenage pregnancy in Australia more effectively. Justify your response.
4. Explain how a balanced understanding and representation can ensue from the combination of primary and secondary research.

Influences on socialisation

Many factors can and do influence our socialisation. If we spend enough time around a person, we might pick up his or her way of acting, speaking, behaving and even thinking. In spending time with a person, we can be influenced to be like him or her or to draw ourselves away from acting the way he or she does because we do not want to be associated with that type of behaviour.

Relatives

Our immediate-family members and other relatives have the potential to greatly influence our socialisation. Relatives are often viewed as being people we look up to and show respect to, so the simple acts of being polite and showing respect influence our socialisation. Simple acts such as giving aunties, uncles and grandparents a kiss and a hug when we are greeting them, asking them how...
they have been and making them a coffee all have an impact on our character and how we interact with other people in society. If the occasions during which we are around our family members and relatives have a positive tone, whereby everyone uses proper etiquette and manners, our socialisation can be influenced positively. Alternatively, if the occasions during which we are around our family members and relatives have an inappropriate tone, whereby we are exposed to behaviours such as smoking, swearing, abuse or alcoholism, our socialisation can be influenced negatively.

**Peers**

Our interactions with our peers greatly influence our socialisation, and the things our peers do can influence us to behave in a specific way or share specific views. For example, if a friend of ours starts a new diet whereby he or she eats food that is not only healthy but tasty, we might be influenced to start our own diet. Another example would occur if we have a friend who is rude to people, including strangers on the street and on public transport. In witnessing that type of behaviour, we could either be influenced to act in the same way or allow ourselves to empathise with the people our friend is being rude to and then actually cause him or her not to act in that way with strangers.

In peer groups, the members will often practise similar behaviours such as listening to the same music, going to the same places or wearing the same style of clothing. As we move through various peer groups throughout our development, the way in which we socialise might vary and change.

**Paid carers**

A paid carer can greatly influence our ability to socialise whereby they can have an impact on our health in numerous ways. More often than not, people who need a paid carer suffer from some sort of illness whereby they are prevented from being completely mobile. If they do not have a carer’s support, help and interaction, on an emotional level, their life might seem a lot less full. A carer will often become someone a person confides in, shares his or her news with and socialises with. Carers also enable people who are dependent on other people to get outdoors and out into the community, whereby the people’s wellbeing is increased and they are potentially able to live a happier and longer life.

**Health professionals**

Health professionals are similar to paid carers in that they provide us with the opportunity to live a healthy and longer life that is free from illness or disease. Some examples of health professionals are doctors, nurses, general practitioners, dentists, counsellors and psychiatrists. In combination, the members of these professions target all health areas, so when we use them effectively, they can
have a positive impact on our socialisation. For example, if a boy has a speech impediment and cannot speak properly, without help from a speech pathologist, his level of socialisation might be vastly less than his peers', because he might not be able to communicate properly and might not be accepted socially. Another example would be when a girl is suffering from a mental-health illness such as anxiety or depression. Without the help of a psychologist, she might refrain from going out and socialising, whereby her condition has a negative impact on her wellbeing. Health professionals provide us with education and knowledge so our life can be healthier and more fulfilling, whereby they will have a positive impact on our socialisation.

**Online networks**

Online networks can have both a positive impact and a negative impact on our socialisation, depending on how we use them and how often we use them. The term ‘online network’ means anything online, including social media such as Facebook, Instagram and Twitter; gaming and chat rooms; and online support networks. If we use social media or gaming sites excessively and allow them to cut into the time we would otherwise be spending with friends or family members, or during which we would otherwise be exercising, doing homework or sleeping, they might be viewed as having a negative impact on our socialisation. Also, children and adolescents who use online networks can be subjected to cyber-bullying, which can also have a negative impact on their socialisation.

Alternatively, adolescents who do not have many friends might turn to online gaming and chat rooms so they can meet likeminded people they can converse with and socialise online with.
People can also use online networks as a support group. For example, if a man develops cancer and is having trouble connecting with people after the diagnosis, or is feeling alone, he might turn to online networks and support groups so he can talk with other people who are going through a similar struggle and who can provide each other with support and strength.

**Media**

Like online networks, the media can be viewed as being both a positive influence on socialisation and a negative influence on it. The media is an avenue for provision of specific news and information that we find useful and that can have a positive influence on us. Electronic media used to entail limited interaction with the viewers or listeners and limited opportunities for them to talk back, but nowadays, people can call in to radio talk shows, follow TV shows online and Tweet while the show is being broadcast. The media has become the foundation of a global network whereby people on one side of the earth are able to connect with and socialise with people who live thousands of kilometres away from them. However, it is important that we evaluate what we hear and see in the media before we accept it as being true, because after all, most media content is created for the purpose of selling a product, a service, a belief or a way of life that might not be the best thing for everyone who encounters it in the media.

**Print and digital information**

Print and digital information has become much more readily available over the past 20 or so years, whereby we are able to access information a lot more easily. For example, if we want to find out something, we can simply look it up on the Internet, which is potentially available everywhere. As members of society, we are thereby better able to equip ourselves to handle situations, because we can access information about how to do so. Communities that do not have fast access to information that is either in print or in digital form can quickly become ‘left behind’, and communities that have access to more information are often wealthier.

<table>
<thead>
<tr>
<th>Learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess how families and other groups within the community contribute to socialisation during their members’ infancy and childhood.</td>
</tr>
<tr>
<td>3. Explain how the aim of socialisation is to help us adopt positive roles within our family and community.</td>
</tr>
<tr>
<td>4. Think of an advertisement you have seen in the media, and evaluate its purpose. Explore whether the ad is suitable for everyone who encounters it and the types of impact it can have on people’s socialisation.</td>
</tr>
</tbody>
</table>
Revision questions

1. Reflect on your friendship group, and explore the types of family that exist among your friends and the reasons for them.

2. Use ABS studies and publications to gather data about the family structures that are evident in Australia.

3. Explore what might happen in a family if the members do not adopt roles and responsibilities.

4. Provide an example of one community you are part of, and explore the reasons for its formation.

5. Reflect on a time during which you either completed a questionnaire or distributed one for other people to complete. Discuss the benefits of undertaking research in this way and the limitations associated with the method.

6. Provide an example of an organisation that is operated at local, state, national and global level. Explain what roles people have at each level.

7. Using your school as an example, analyse the groups and individuals responsible for:
   a) meeting specific needs
   b) building relationships
   c) promoting wellbeing.

8. Explore the processes that community members use to make decisions, for example by way of a local-council meeting or a resident-management group.

9. Outline the process of constructing and conducting a questionnaire.

10. Analyse the advantages and disadvantages of using a literature review as a secondary research method.

11. Access sources of secondary data in order to conduct a literature review in relation to socialisation throughout the lifespan.

12. Differentiate between internal and external changes and give examples of each.

13. Create scenarios for each of the five areas that change has an impact on. In the scenarios, outline the change that has occurred and how it has had an impact, positively, negatively or both, on the family and/or the community.

14. Discuss the importance of having both informal and formal support.

15. Reflect on a time during which you needed informal or formal support, and discuss:
   a) how you felt before you received the support
   b) what type of support you received
   c) how you used the support to help yourself deal with the change in question.

16. Create a list of the support networks that exist in your local community. Include each organisation’s aim as well as other relevant background information and contact details.