

Parent guide // Let's have a conversation

RESPECT 101

It's time we talked

parentguides.com.au // a not-for-profit organisation

BUILDING TRUST WITH TEENS

"Parenting has never been easy and families face more challenges than ever as we navigate the 21st century. "The cyber age has provided enormous opportunities but also poses many challenges. We have countless communication tools, but this hasn't necessarily made it easier to communicate with our kids. Technology is changing how we interact and forcing institutions to be more transparent, inclusive, dynamic and personalised. Trust has shifted back to individuals, with profound implications for society.

"At the same time, trust and influence have grown among family, friends, classmates, colleagues and even strangers. No longer is the 'top down' influence of elites, authorities and institutions a given. That's why Parent Guides are so important. Our credible and easy-to-digest resources empower parents and carers to create trust and communicate with their children about what matters to them.

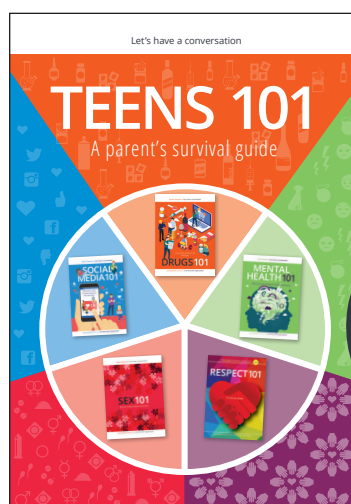
"This compendium of five Parent Guides – Drugs 101, Social Media 101, Sex 101, Respect 101 and Mental Health 101 – tells it like it is. Teens 101 is an evidence-based resource that offers parents and carers all they need to know about what their kids are doing and how to keep them safe.

"We want to encourage open and honest family conversations on topics such as drugs, sex, mental health, social media, respect, gambling and gaming. The aim is to inform, not alarm.

"Our comprehensively researched guides draw on the latest available data and expert advice to facilitate these important discussions and build confidence in families of all shapes and sizes.

"No-one has all the answers. But arming yourself with the best information and communicating openly with your kids is a great start. Together, we can maximise their chances of becoming healthy and happy adults."

From the Editor // Eileen Berry



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To purchase resources or for school subscriptions contact; **Eileen Berry // 0407 542 655 or visit // parentguides.com.au**

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Australian Government

*// Respect 101 is proudly funded
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RESPECT

WHAT IT MEANS TO US

WHAT IS RESPECT?

Respect is fundamental to any community. Without it we cannot successfully live, play or work together.

Respect involves positive feelings or actions towards someone held in high regard, and involves expressing admiration for them, caring for them and/or considering their needs or feelings.

In many cases, we respect people we admire because of their abilities, qualities or achievements. Acting respectfully says a lot about your character. Even if you disagree with a person's views and opinions, you can still engage respectfully with them.

RESPECT IN AUSTRALIA

Australia has long been known for its values of mateship and a fair go for all.

But we are also known for refusing to respect authority if we don't like those in charge, and rejecting those deemed "too big for their boots".

The way we demonstrate respect – or lack thereof – has also changed markedly in the age of social media.

Most Australians now have a public profile, so their views and actions are no longer confined to family, friends or work colleagues.

Our thoughts may be shared by thousands online, which makes it more important than ever to be respectful.

Online or off, modern parents and carers face a big challenge in ensuring their digital native children do the same.

DISRESPECTFUL BEHAVIOUR

Are we becoming more disrespectful as a society?

Recent political events in the USA and Australia may have diminished the respect many people had for some politicians and the political process.

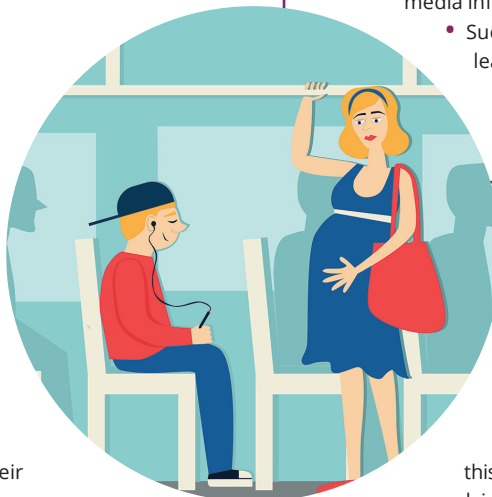
The rude and belligerent behaviour of leaders, such as US president Donald Trump, can filter down and enable extreme elements to mimic the disdainful way those who disagree with their views are treated.

In Australia, public figures, media personalities and social

// EXPERT TIPS

Australian National University Research School of Psychology Research Fellow Dr Diana Grace says parents should teach children to critically evaluate social expectation and social media influence.

- There are good and bad stereotypes, good and bad social expectations, and good and bad media influences.
- Talking about these issues encourages them to be discerning and allows you to discuss your (and their) values.
- Ask them how they would portray an attitude or belief if they were behind the advertising or other media influence.
- Such discussions provide opportunities to learn they are valued, have choices and should value and respect themselves and others.



media influencers can contribute to the "normalising" of negative talk about certain groups, such as asylum seekers. Parents and carers can help to counter this by modelling respectful behaviour and explaining why the inappropriate behaviour of others is unacceptable.

MODELLING RESPECT

How can parents and carers create an environment that encourages their children to respect others?

Modelling respectful behaviour and instilling values that promote empathy, equality, the acceptance of differences and the value of diversity are important. Racism, prejudice, homophobia, stereotypes and sexism must also be discouraged and called out.

No one is perfect. If you slip up, admit it. Explain why what you did or said was wrong and resolve not to do it again.



What is respect and what does it mean to us? Regardless of how it is defined and how that definition may change over time, respect is the cornerstone of a civilised society.



QUOTABLE

WE DON'T CHANGE // PINK

"Do you see me growing my hair?"

She said, "No, mama."

I said, "Do you see me changing my body?"

"No, mama."

"Do you see me changing the way I present myself to the world?"

"No, mama."

"Do you see me selling out arenas all over the world?"

"Yes, Mama."

"OK! So, baby girl. We don't change. We take the gravel and the shell and we make a pearl. And we help other people to change so they can see more kinds of beauty."

Pink's VMA's Speech About Body Image and Her Daughter (2018) // time.com/4918579/pink-vma-speech-daughter-transcript/

GENDER EQUALITY // MARY CROOKS

"You are more likely to respect another if you don't feel superior to them or feel the desire to dominate. You are not likely to hit or abuse another if you hold them in genuine regard. This is why the data now show that the countries with greater degrees of gender equality have less violence and abuse."

Executive Director, Victorian Women's Trust

GOOD SPORTS

Sporting organisations are encouraging respect in their athletes and families.

In 2018, Tennis Australia implemented a "handshake challenge" at many junior events. It means competitors shake hands with opponents and officials before each match. Parents/guardians, coaches and other spectators are also invited to participate.

In the lead-up to the 2019 Australian Open, Tennis Australia also held a Sporting Parents conference to help parents and guardians deal with the challenges for families involved in elite tennis.

The AFL has a Respect and Responsibility Policy that promotes gender equality and "a workplace culture that is inclusive regardless of gender, sexual orientation, gender identity or intersex status".

Such policies encourage respect and have consequences for those who breach them.

FOCUS ON RESPECT

Parent Guides wanted to know what young people think.

HERE'S WHAT THEY SAID

YOUNG PEOPLE AND RESPECT

What does respect mean to children and teenagers?

The first *Parent Guides* focus group asked 24 young Australians aged 9-19 what they thought about it and how it should be demonstrated.

THE FOCUS GROUP PROCESS

Participants were asked about the Australian Government's *Stop it at the Start* campaign (www.respect.gov.au), their perceptions of respectful relationships, their motivations and behaviour, and the *Parent Guides*' focus of "let's start a conversation" between parents and adolescents. Each student was encouraged to contribute, have a voice and test our material.

WHAT THEY REVEALED

The qualitative process revealed that young people see bullying as a big issue and are sensitive to some language but don't have a problem being open once they feel comfortable.

One participant acknowledged that their grandparents were racist, another was surprised that his father was sexist towards his sister, and the teenagers said they wanted "hard" boundaries.

A female teenager was angry that her father did not want her to go for a job because she was younger and "the boys wouldn't respect her", even though she was qualified.

Interestingly, racism with name calling was sometimes seen as acceptable within peer groups and family members.

TAKE-HOME MESSAGE – BE A PARENT NOT A FRIEND

The take-home message from young people is that there is a lot more that unites us than divides us. However, racism and sexism are cultural norms in some families.

The teenagers were a lot more accepting of cultural difference than we give them credit for and did not believe media headlines they considered to be fearmongering.

They were more influenced by peers than their parents and noticed when parents gave siblings contradictory messages. There was also a gap between children and parents when it came to social media. Young people also wanted their parents to be parents.

1 STOP IT AT THE START TELEVISION COMMERCIAL – DETENTION 30 SEC



STUDENTS WERE ASKED TO WATCH A VIDEO ...

Participants watched a *Stop it at the Start* advertisement, where a father dismisses his son getting detention for flicking up a girl's skirt only to hear his daughter say she will be harassed or abused one day too.

WHAT THE STUDENTS SAID ...

Asked for their reactions, the students said it made them feel sad and that the father had taught his son the wrong message, although it was felt he did realise this in the end.

Other words and phrases included "not all boys are boys", "unfair", "disrespectful to the girl", "misogyny values", "tone of voice", "equality", "daughter is too accepting", and "dad is a problem as he will pass this onto the kids".

It was also noted that such behaviour has become normalised by society.

Watch it here // www.respect.gov.au/the-campaign/campaign-materials

2 BREAK-UP TEXT MESSAGE

but I'm breaking up with u

what?

I'm sorry. Its just that I don't feel the same way about you anymore

I think u have the wrong number

Oh wow I'm sorry how awkward lol. But do you think that's a bad way to tell them?

THE STUDENTS DISCUSSED A BREAK-UP MESSAGE SENT BY TEXT

The students discussed whether a break-up text was disrespectful and why. They also talked about whether communicating via text had caused conflict with an adult, teacher or parent.

All agreed it was unacceptable to send disrespectful texts and, as there is no tone in text messages, lots of miscommunication had resulted. However, they were starting to master this.

Sixteen of the students took their phone to bed, two didn't, two had their phones on silent and four did not have phones. Four had experienced trolling.

GENERAL COMMENTS INCLUDED:

- Hate having "helicopter" parents.
- FOMO (Fear of Missing Out) is who we are as a generation.
- Phones are an addiction.
- "Keyboard warriors" hide behind phones.
- All agreed disrespectful texts are unacceptable.
- Parents are sceptical and don't understand social media.

3 IN THE MEDIA

WHAT DOES RACISM LOOK LIKE?

Anti Semitic incidents in Australia up nearly 10% over year, study says

THE GUARDIAN 27/11/2017

Gillian Triggs tells of alarm over 'demonising' of Muslims in Australia

THE GUARDIAN 11/05/2017

The Prime Minister and Opposition leader agree that racism persists.

SMH 28/05/2016

Students were asked what racism looks like in Australia, what they saw when they saw racism, and the first thing they noticed about a person.

THEIR RESPONSES INCLUDED:

- The media takes things out of proportion.
- Sensationalises and stereotypes people.
- Sensational and confronting stories.
- Not all racism happens everywhere.
- Older people don't have filters, especially grandparents about African gangs.
- Sexism is not gender based. Can be against men, e.g. "men don't cry".
- Things are taken to the extreme.
- Racism = don't believe the headlines i.e. African does not mean bad.
- A Muslim friend would not wear hijab because of bullying.
- Religious freedom is good but not if it violates the religious beliefs of others.
- Friendly racist banter is OK.
- Stereotyping is a reverse racism, e.g. "Asian = being smart". Alternatively: "white people = powerful + wealthy".

Continues // Page 8

// WHAT DID YOU LEARN BY ATTENDING THIS FOCUS GROUP?



Sam // 17

I found that many thoughts portrayed by other students were centred around similar morals as my own."



Polly // 14

"I was fascinated at how similar the other students' definitions of respect were."



Gianluca // 9

"I learned to respect women and people of different races, and also I learned not to let people bully me or anyone else."



Zalia // 14

"I enjoyed how interactive the group was and how safe it was to share our opinions ... which were valued."

Thank you // Piper, Lauryn, Liam, Laura, Despina, Nikki, Josie, Noah, Kyle, Liam, Caroline, Luca, Patrick, Alex, Judy, Mia, Jess, Fin, Chantel and Molly.

4 RESPECTFUL & DISRESPECTFUL



WHAT DO RESPECT AND DISRESPECT MEAN TO YOU?

The students were asked about language and phrases they had heard that allow people to behave badly and disrespectfully. They also brainstormed words associated with respect and disrespect.

These are some of the words and phrases they came up with:

SYMBOLS OF RESPECT

★ love heart ★ equal sign ★ holding hands ★ hands clasped in handshake ★ world globe ★ cross ★ scales of justice ★ Yin/Yang ★ circle connecting all people/genders ★ smiley face ★ word signs ★ groups of people ★ justice league symbol ★ heart and hands together.

RESPECT MEANS

★ validation ★ positive ★ great work ★ equality ★ encouragement ★ support ★ accepting difference ★ open-mindedness ★ consideration ★ empathy ★ fairness ★ listening ★ trust ★ encouragement in sport ★ engagement ★ kindness ★ manners.

DISRESPECT MEANS

★ ignorance ★ racism ★ prejudice ★ having a go (criticising someone) ★ disregarding viewpoints based on age and gender ★ desensitisation ★ swearing ★ normalising bad behaviour ★ normalising terms such as “spaso” and “nerd” ★ faggot jokes that reinforce racial stereotypes ★ bullying put-downs ★ jokes within a family because of mixed ethnic background.

Photo: Adobe Stock / chege

5 SEXISM

THE STUDENTS ALSO DISCUSSED SEXISM AND AMONG OTHER THINGS MADE THE FOLLOWING POINTS:

- Sexism is not gender based.
Can be against men, e.g. “men don’t cry”.
- Men don’t like raging feminists; a lot seen in the media.
- Sexism = The Liberal Party.
- Verbals = patriarchal system, e.g. boys go first; make the decisions.
- Gender = boys + girls – “ladies go first” = signal for a weaker sex.
- Equal pay in sport = progress in tennis/AFLW, but not enough.



Adobe Stock: nastia1983

HELPING PARENT GUIDES TO INFORM

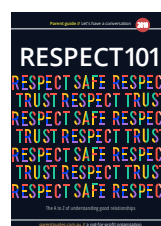
This qualitative evaluation was an important opportunity to assess and validate the information, format and design built into *Respect 101*.

Participants enjoyed the process, describing it as fun and educational.

★ The focus group was conducted by *Parent Guides* CEO Yvonne Lockwood, editor Eileen Berry and Kildare Ministries Executive Director Erica Pegorer. Thanks go to Kildare Ministries for providing their facilities and making the room neutral, and to the adolescents’ parents for entrusting them to our care.

// HOW THE COVER OF RESPECT 101 WAS DECIDED*

At the end of our focus group, mock-ups of suggested covers were put before the students. The graphic with a love heart and holding hands = symbols of respect was picked as the clear winner. In this case, the editor was happy to be “overruled”.



First Person

When I was a child, I was encouraged to use the adage “sticks and stones” against anyone teasing me. I remember trying it a few times, but I wasn’t impressed with the results. I’m not sure whether it would have been any more effective, but I recall thinking that a swift kick in the shins would have been a lot more satisfying.

Today, the expression “sticks and stones” feels about as relevant as the idea of prescribing smoking as a cure for a persistent cough. Because we now know that verbal bullying can have a real impact on our health and self-esteem.

As a result of this awareness, bullying has become a hot topic. It’s a perennial subject for everything from tabloid TV shows to think pieces pondering how we can encourage and nurture respectful



THE CASUAL CRUELTIES OF CHILDHOOD

What we say can have an impact on others, writes Monica Dux.

relationships. For parents, the threat of online bullying looms large, all the more terrifying because it can be so invisible – until it is too late. Yet, as has been pointed out, there is a danger that the term “bullying” might be overused as a go-to term for any and all poor behaviour.

I was thinking recently about a girl in my class in primary school who, over the years, endured relentless name-calling. I often wonder about what impact that might have had on her life.

I’m certain many of the kids I went to school with would at times have been victimised, humiliated or denigrated by their peers – made to feel different, wrong or ugly. Comparing those experiences with what that girl in my class endured would be an insult because there is a huge difference between persistent bullying and people simply being unpleasant to one another. Failing to acknowledge that distinction runs the risk of devaluing the profound, life-changing impact that real bullying can have.

Still, even the little barbs, the unkind comments and the casual cruelties that most of us endure as children can shape us, affecting how we see ourselves, our bodies and our place in the world. There are also some insults that have an impact on everyone who hears them, not just the victim.

My children occasionally report on the social dynamics of their schoolyard. It’s usually standard stuff, as pecking orders are formed and maintained, alliances made and broken. But sprinkled in with these andydyne reports, I also get a taste of the banter that modern children exchange, and I’m horrified to discover how little it has changed.

Children are still mocked for being “fat”, as if carrying a bit of extra body weight is an unforgivable sin. The term “gay” is widely and casually used as an insult, and then there’s that vile word

“retard”. These are insults that carry a message, to everyone who hears them, about what kind of person is acceptable – about who is valuable, and who isn’t.

Most adults wouldn’t put up with such banter from our peers and, if we did, it would be evidence that something was deeply wrong in that relationship. Yet there is a tacit acceptance when these insults are hurled by kids, a blithe acknowledgement that children are inevitably going to be cruel to one another and that there is nothing we can do to change that.

We cannot insulate our children from everything hurtful or unpleasant, and childhood should be a time of freedom and discovery without being subject to the same consequences, or the same rules, as adults. Kids, though, are not born homophobic, racist or with an innate disgust at bodily difference. The specific vocabulary of childhood cruelty is something that is learned and, if it is learned, then someone is teaching it.

No decent, well-socialised adult would use repugnant slurs such as “retard” or “fatty”. At least not openly. But in the privacy of our homes things seem to be different because anyone who has children knows that they soak up everything they hear and often repeat it at the most inopportune moment. Similarly, when children express views that are fat-phobic, racist, homophobic or ableist, they are almost certainly regurgitating attitudes that they heard expressed by their parents. Those attitudes don’t need to be overt. Kids are smart enough to read between your lines, to discern that fat is bad, even if you never speak those exact words.

Children can be cruel, but maybe that’s because we all are. Perhaps the only real difference is that they don’t censor themselves when they leave the house.

.....
// Copyright permission granted by Monica Dux, *The Age*, 4 October 2018. @monicadux

RESPECT YOURSELF

Before we can respect others, we must respect ourselves. This can be a challenge for teenagers struggling with peer pressure, social media and mental health issues.

BUILDING RESILIENCE

Instilling strong values, helping to build resilience and providing support when needed is critical in helping children to develop self-confidence.

This is equally important for girls and boys.

Resilience is about being realistic, thinking rationally, looking on the bright side, finding the positives, expecting things to go well and moving forward, even when things seem bad.

Those who demonstrate resilience cope better with life's ups and downs. We do our children no favours when we solve all their problems for them.

RESILIENCE IN TEENAGERS

- Self-respect grows out of setting standards for behaviour.
- Facing difficult emotions will help your child grow stronger.
- Social skills and connections (e.g. community groups, sport) can help to build resilience.
- Encourage empathy, respect for others, kindness, fairness, honesty and cooperation.
- Have a strong, loving relationship and stay connected with them.
- Keep things in perspective when they are upset.
- Encourage positive self-talk.
- Explain that difficult times are part of life, but things will improve.
- Have strategies for low moods, such as watching TV, time with friends, making a kind gesture, physical activity, looking on the bright side, reliving fond memories.
- Foster skills in planning, organisation, self-discipline, hard work and resourcefulness.
- Work with your child on solutions to problems.
- Let them try to fight their own battles before stepping in.
- Model positive and optimistic behaviour.

Source: raisingchildren.net.au – the Australian parenting website.

ROSIE ADVICE

Girls (and boys) can learn more about respect and self-esteem on the **Rosie website**, a national harm prevention initiative by the Dugdale Trust for Women & Girls.

Rosie has objective and research-based information on themes such as body and mind, work and study, relationships, activism, gender issues and the environment. It also contains tips and case studies.

See more // www.rosie.org.au





// PROMOTING SELF-CONFIDENCE

A key to respecting yourself is having confidence in yourself. As parents, we play a pivotal role in developing our children's self-confidence. Self-confidence can be encouraged at home through the acceptance of who a child is as a person and by promoting healthy eating alongside appropriate physical and mental activity. Help is also out there if needed. Many organisations work to reduce bullying and mental health issues that can affect the self-esteem of children and teenagers. Beyond Blue (www.youthbeyondblue.com) has a youth program and The Alannah and Madeline Foundation (www.amf.org.au) and the national Office of the eSafety Commissioner work to reduce bullying.

// WHAT YOUNG PEOPLE WANT TO KNOW

- Puberty and how the body works
- Healthy and respectful relationships
- Sexual feelings
- Sexual pleasure
- Personal values and beliefs about sexual relationships
- Gender roles
- Sexually transmitted infections (STIs)
- Safe sex (such as using condoms)
- Contraception, including emergency contraception (the "morning after pill")
- Intimacy without sexual intercourse
- Sexual problems
- Sexual orientation
- How to say "no" to unwanted sex and what to do if it happens
- What to do in a pregnancy
- How to have conversations with a partner, e.g. about condoms
- Sex, the law and consent

Source: Family Planning Victoria, www.fpv.org.au

BEING YOURSELF

Openly supporting diversity will help your child accept who they are, regardless of their sexuality or gender identity.

RAISING BOYS

Traditional gender roles have changed but society still often considers it a sign of weakness if a boy shows emotion.

It is crucial that boys (and girls) learn about empathy, expression and mental health strategies. They need to know it is OK to cry, how to articulate fears and anxieties, and to seek help if they need it. Programs such as The Man Cave offer advice and programs that facilitate healthy masculinity.

Find out more // www.themancave.life

RAISING GIRLS

Some teen girls still hear messages about what they can or cannot do, or how they are to blame for bad experiences, such as sexual harassment.

Teaching them that they can reject gender stereotypes and control their destiny can help boost their confidence.

RAISING CHILDREN

Self-respect is a great building block for resilience, says Associate Professor Julie Green, the Executive Director at raisingchildren.net.au.

"Teens can build self-respect by setting their standards for behaviour," she says. **"If your teen has self-respect, they believe they matter and should be treated respectfully by others."**

Associate Professor Green says parents and carers are role models, so their teen should see and hear outlooks that are positive and optimistic.

"One way to do this is by thanking other people for their support by saying something like, 'things will get better soon, and I can cope with this', and showing you expect good things are possible."

Good, honest communication is crucial. Tackling difficult conversations with your child indicates a healthy relationship.

"If you're warm, accepting, non-judgmental and uncritical, and also open to negotiating and setting limits, your child is likely to feel more connected to you," Associate Professor Green says.

If potential mental health issues arise, Associate Professor Green recommends talking to them and seeing a health professional together. This will also reassure them that they are not alone.

"You could start by talking to your GP, your child's school counsellor, teacher or other school staff. GPs and other health professionals can suggest strategies and give advice," she says. "Family members, friends and other adults that your child is close to might be able to help and support you and your child. Remember that support for your whole family can be just as important as help for your child."

SEXUALITY

Education and communication are key in helping young people embrace their sexuality, and to respect that of others.

Family Planning Victoria recommends parents and carers educate themselves and clarify their values and messages before talking openly and honestly with their young person.

It is also important to support their right to develop healthy, respectful and consensual sexual relationships and not assume everyone is opposite-sex attracted or the gender assigned at birth.

Accept that young people may have different views to yours and take a positive approach that acknowledges that sexual activity and experimentation can be a healthy part of adolescence.

Everyday moments, such as watching TV news or other shows, can be good starting points from which to ask your young person what they are thinking or feeling.

Photo: Adobe Stock / esthermm

DO UNTO OTHERS

Can we teach young people to respect others? It is a tricky age, but teenagers will respond to a message they can relate to.

RESPECTING OTHERS

Children who learn to respect others are well placed to do the same when they attend school, develop friendships and establish romantic relationships.

A solid foundation in moral and ethical behaviour will help them to develop and maintain respectful connections with others throughout their lives.

Parents and carers play a crucial role through modelling behaviour and providing advice and boundaries. They also need to respect themselves if they want their children to follow suit.

FRIENDSHIP

Feeling socially connected is critical to emotional and physical wellbeing throughout our lives, says Australian National University Research School of Psychology Research Fellow, Dr Diana Grace.

Diana says friendships provide children with social support and context to explore behaviours, such as being nice or not, and their consequences outside the family.

"For example, parents may put up with behaviours that friends wouldn't," she says. "This includes simple things such as not helping prepare a meal or simply being rude."

Diana says it's natural for parents to worry about their children's friends as most want them to be good, responsible human beings with similar friends.

She says most children do make friends with those who are similar in some way, so if they are nasty it is important to look at your child's behaviour.

RESPECTFUL RELATIONSHIPS

What is a respectful relationship? Dr Diana Grace says it simply has respect at its heart.

"Having respect for others involves valuing people for who they are, looking for the good in people, and not expecting others to be exactly like yourself, or others for that matter," she says.

"It is about working out what is important, for example having friends you can trust rather than the most ... 'likes' on Instagram."

Diana says a respectful relationship sees each person being valued, contributing and having responsibilities.

"A respectful relationship is one in which people feel safe," she says. "It is OK to be nice to people. Indeed, a simple thing to remember in a respectful relationship is to be kind."

If parents truly value their children and model good relationship behaviours, Diana says it is easier for young people to recognise a bad situation if it arises.

"Children who grow up in respectful environments are more likely to recognise lack of respect, but not always," she says.

"Many people (young and old) stay in abusive relationships because they believe they don't deserve better, or because they perceive that is the way relationships are."

Photo: Adobe Stock / Drobot Dean



SAFER SEX

Using condoms is a really important part of safe sex, but it does not stop there.

Parents and carers need to ensure their teenagers know that safe sex is about having sex when they are ready and having sex that's enjoyable, respectful and protected.

This means:

- having sex when the couple both feel ready
- having the kind of sex the couple both want and enjoy
- having sex at a time and place that both are happy with
- having sex that both feel good about afterwards.

It also means doing the things that need to be done to keep the people involved healthy.

This includes:

- protecting against sexually transmitted infections (STIs) and blood borne viruses (BBVs) by using barriers, such as condoms, having sexual health check-ups and being vaccinated against STIs and BBVs
- using contraception to avoid a pregnancy
- having strategies in place to respond when feeling pressured or unsure.

Source: Family Planning Victoria, www.fpv.org.au

BUSTING STEREOTYPES

Societal expectations and stereotypes, such as narrow expectations about gender roles, appearance and behaviour, can weigh heavily on the minds of children and teenagers.

Peer pressure can also encourage bullying or other disrespectful behaviour, such as sledging on the sporting field. Dealing with these issues starts at home, but resources are available if help is needed.

Groups such as Good Sports (www.goodsports.com.au), which works with sports clubs to reduce reliance on alcohol and other drugs, can help.

Campaigns such as *This Girl Can* aim to bust stereotypes and boost confidence for girls.

Find out more // www.vichealth.vic.gov.au

CONSENT

- Consent is mutual – everyone involved must agree to be involved or present for the sexual activity.
- Consent can be withdrawn at any time.
- Consent is never automatic.
- Sometimes consent can't be given, such as if a person is drunk or high, asleep, can't understand what is being consented to, or is feeling pressured.
- If there is an uneven power balance in the sexual relationship, e.g., if the partner was the young person's teacher, sports coach or doctor, consent may not be able to be given.
- A lack of no does not mean yes.
- No consent means STOP!

* Source: 'Rosie', a Dugdale Trust for Women & Girls national harm prevention initiative www.rosie.org.au

// UNDERSTANDING ENTHUSIASTIC CONSENT

Playing Right was developed in response to the Australian Human Rights Commission's *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. Published in 2017, it found that in 2015-16, one in five students were sexually harassed and 6.9 per cent were sexually assaulted on campus or at university events.

The program is tailored to school leavers and people in their late teens. Research suggests they receive a lot of information on the biology of sexual relationships, such as disease prevention and birth control, but not so much about the emotional and social issues of sexual relationships.

One of our key messages is "it's not a yes unless it's a hell yes", which is based on the idea of enthusiastic consent. Often young people haven't found their voice and aren't sure how to communicate consent, or to understand if consent has been given.

We emphasise that unless a person you are engaging in a sexual encounter with is enthusiastically wanting to be there, assume they don't want to be there. Young people are often scared to say no, or feel pressured into doing things they may not want to do. It's important to teach what consent is and what it looks or sounds like. It's more enjoyable for everyone if they understand the rules of the game and play the game with someone else who wants to be there.

We teach students basic things like checking in – and that can be repeating the question "is this OK?" If you keep asking that question during a sexual encounter, and the person you are with keeps saying "yes", then you can be sure they want to be there. There is no "grey" area in consent. There's an enthusiastic "yes" and everything else is a no.

We also show a simple way for parents to start the conversation about consent. We also emphasise that a "yes" cannot be given by someone under 16, if they are under 18 and with someone in a position of power, or if they are intoxicated. The absence of a no doesn't mean a yes, either.

The program also empowers bystanders to be active. After discussing consent, people are more likely to say or do something because they understand it is not all right.

We want sexual relationships to be enjoyable and nourishing for young people. The more we talk about concepts like consent and empower them to understand and play by the rules, the more we can help that happen.

// Isabel Fox leads a consent education and sexual assault prevention program, *Playing Right*, at Charles Sturt University



Watch // www.youtube.com/watch?v=h3nhM9Uljc

ALL IN THE FAMILY

Respect starts in the home, where Australian families continue to evolve.

Young people are shaped by many forces, including friends, classmates, teachers, the wider community and social media.

But the home is where children experience their first role models and learn how to behave.

The importance of parents and carers providing a respectful environment and modelling respectful behaviour cannot be overemphasised.

What parents do and say, such as how they eat, exercise and treat others, influences their children. A child's home is their reality.

The raisingchildren.net.au says parents influence their child's basic values, such as religious values, and issues related to their future, such as educational choices. The stronger your relationship with your child, the more influence you'll have.

Your child's friends are more likely to influence everyday behaviour, such as the music they listen to, the clothes they wear and whether they pick on or bully someone.

// IT'S OK TO DISAGREE, BUT ...

- Model respectful behaviour.
- Treat siblings and partners equally, regardless of gender.
- Set boundaries with consequences for breaking them.
- Be consistent.
- It's OK to disagree, but use respectful language.
- Don't criticise ex-partners in front of children.
- Minimise swearing and acknowledge inevitable slip-ups.
- Don't generalise about groups such as LGBTIQ+ or those with disabilities.
- Tell your children you love them regardless of their sexuality or gender identity.
- Don't call anyone useless, unattractive or too fat.
- Pull others up if they speak disrespectfully and explain why.
- Never use violence or aggression to make a point.

Photo: Adobe Stock / martialred

MODELLING GOOD BEHAVIOUR

It starts with creating a respectful and nurturing environment where all family members are respected, regardless of marital status, family composition, or gender or sexual identity.

This includes families with parents who no longer live together.

Language is crucial, and words matter. Children notice what adults say and how they say it. Disrespectful talk and actions teach children that this is how people treat each other.

Modelling respectful behaviour, having boundaries and calling out disrespectful behaviour all help children learn the importance of respecting others and how it can make a difference.

We all make mistakes. If you do, admit you've done the wrong thing and explain why.

TIPS FOR ROLE-MODELLING*

- Include your child in family discussions and allow them to give input into family decisions, rules and expectations.
- Try to practise what you preach. Teenagers can and do notice when you don't!
- Work towards a healthy lifestyle by eating well and exercising regularly.
- Avoid making negative comments about your body – and other people's.
- Show that you enjoy education and learning. If you make it seem interesting and enjoyable, your child is more likely to be positive about school.
- Keep a positive attitude. Think, act and talk in an optimistic way.
- Take responsibility by admitting your mistakes and talking about how you can correct them. Try not to blame everything on others or circumstances.
- Use problem-solving skills to deal with challenges or conflicts in a calm and productive way.
- Show kindness and respect to others.

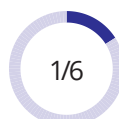
* Source: raisingchildren.net.au, the Australian parenting website.

// SIBLING RIVALRY

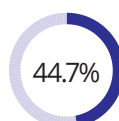
Siblings don't choose each other, which can mean personality clashes, disagreements and sibling rivalry. While we cannot expect them to be best friends, siblings should be taught to respect each other.

BY THE NUMBERS

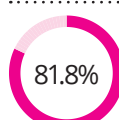
THE MODERN AUSTRALIAN FAMILY COMPOSITION



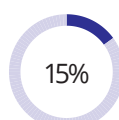
The "average" Australian family still includes Mum, Dad and a couple of kids, but many families have single and same-sex parents. One in six has a sole parent.



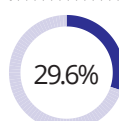
Families includes couples with children (44.7%), couples without children (37.8 per cent), single parent (15.8) and other (1.7).



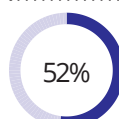
Of the 900,000 single parents, 81.8 per cent are female and 18.2 per cent male.



The 2016 Census counted 46,800 same-sex couples. Fifteen per cent have children, including one in four female couples and 4.5 per cent of male couples.



Australians are becoming less religious, with 29.6 telling the 2016 Census they had no religion, up from 19 per cent in 2006 and more than any single religion.



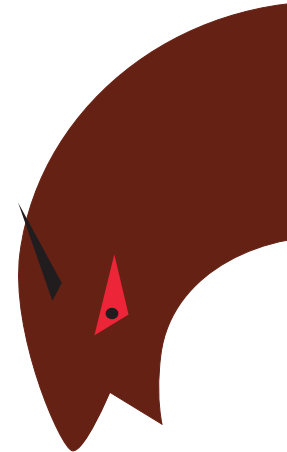
Christianity remains the most common religious affiliation (52 per cent), followed by Islam (2.6 per cent) and Buddhism (2.4 per cent).

Source: Australian Bureau of Statistics 2016 Census (abs.gov.au)



VIOLENCE OF ALL KINDS IS WRONG

No relationship is perfect. But physical and/or emotional abuse are never OK and can be devastating.



// WAYS TO IMPROVE YOUR RELATIONSHIP

- 1 Work to **REDUCE STRESS** that might be straining your relationship.
- 2 Discuss life stresses and how to manage them together. **SUPPORT EACH OTHER** in difficult times.
- 3 Try to make **POSITIVE INTERACTIONS** outweigh the negative, by five to one. Show appreciation, gratitude and care.
- 4 **SHARE YOUR VIEWS, IDEAS AND EMOTIONS.** Try to express frustration, disappointment and anger openly and constructively.
- 5 **CONSIDER YOUR PARTNER'S VIEW** and try to empathise with their thoughts, feelings and actions.
- 6 **ESTABLISH SHARED VALUES,** expectations and standards, and work to live by those important to you.
- 7 **REMAIN RESPECTFUL DURING CONFLICT.** Keep calm during any discussions. Ensure you both work to repair any hurt caused.
- 8 **APPRECIATE EACH OTHER'S ROLES,** the goals that link you, and how each of you contributes to and influences each other.
- 9 **ENCOURAGE YOUR PARTNER'S WORK,** friendships and activities. Celebrate successes.
- 10 **KEEP YOUR SENSE OF PLAYFULNESS,** affection and positive humour.

Source: Australian Psychological Society, psychology.org.au

Experts say a ratio of five positive interactions to every negative one indicates a relationship is functioning well (www.psychology.org.au).

When interactions involve disrespect, defensiveness or stonewalling, a family may be in crisis.

Recognising this can be difficult and those outside a relationship may not notice if it is well hidden.

A perceived need to control a partner, sexist attitudes and lack of self-control can increase the likelihood of abusive behaviour. Pregnancy can also trigger or worsen abuse.

Research has shown that domestic violence increases during big sporting events, such as the soccer World Cup, and, while alcohol can be a trigger, it is rarely the cause.

Any form of violence can lead to trauma. Trauma can have a debilitating, life-long impact on a person. In some cases impeding cognitive ability and social and emotional functioning.

RECOGNISING FAMILY VIOLENCE

Family violence is complex, insidious and involves much more than physical abuse.

Physical Assault // punching, kicking, slapping, choking or using weapons.

Sexual Assault // any non-consenting sexual act or behaviour, unwanted or disrespectful sexual touch, rape, forced compliance in sexual acts, indecent assault, and forced viewing of pornography.

// HELP

Support is available for families experiencing physical or emotional abuse.

Page 33 lists organisations that can help with counselling and referral to specialist services.

1800 RESPECT

Those affected by family violence can access 24/7 confidential information, counselling and support services through 1800 RESPECT // 1800 737 732 // www.1800respect.org.au

Illustration: Adobe Stock / aleutic // Photo: Adobe Stock / Syda Productions





Coercion and threats // telling the person she/he, the children, pets or property will be hurt or taken away.

Intimidation // making a person afraid by using looks, actions or gestures.

Psychological/emotional/verbal abuse // using words and other strategies to insult, threaten, degrade, abuse or denigrate the victim.

Using children // threatening to take them, or to report the partner to child protection authorities.

Control // preventing the partner from making or keeping connections with family, friends or culture; controlling what the partner does.

Economic abuse // controlling and withholding access to family resources.

FAMILY VIOLENCE HURTS EVERYONE

Children who are exposed to family violence experience significant trauma and are at high risk of psychological and emotional damage, says Domestic Violence NSW.

Lifelong impacts can include psychological and behavioural issues, depression, risk taking, abusing their own children, homelessness and health and wellbeing issues.

Domestic Violence NSW Policy and Research Manager Gayatri Nair says seeking help for family violence can be difficult and some women return numerous times before leaving. "Recognising it and being able to talk about it is important and the first step in addressing it," she says.

// WHEN CHILDREN ARE VIOLENT



Some families have children who physically abuse parents.

Psychologist, social worker and family therapist Eddie Gallagher has worked with more than 500 affected families and says people often unfairly blame the parents.

Eddie estimates that five per cent of children cross the line from misbehaviour to abuse that can involve repeated swearing, threats, intimidation, slapping and punching.

His book, *Who's in Charge* (Austin Macauley), deals with this complex issue and claims it has worsened over the past 20 years, partly because of western culture's lack of respect for authority and age, indulgent parenting and adult domestic violence (DV).

"The physical stuff ... goes hand in hand with a lot of verbal abuse and other forms of intimidation and attempts at control," Eddie says. "Sometimes it gets very serious, so don't let it escalate. If they're swearing and yelling at you at 11, don't wait until they're 15."

Eddie says it is important to seek help early. "If you've done your best you have no reason to feel guilty, even if it didn't work out as you'd hoped," he says.

If needed, a psychologist can help. Eddie also runs *Who's in Charge?* parenting groups in Australia and England.

// DEALING WITH ABUSIVE CHILDREN

- Take disrespect seriously.
- Producing feelings of entitlement in your child makes it easy for them to be abusive.
- Find someone to talk to. Yes, it's embarrassing, and you may be blamed, but ignoring it won't help.
- Have consequences for serious misbehaviour (e.g. any violence, swearing at you).

Source: Psychologist Eddie Gallagher, www.eddiegallagher.com.au

IF FAMILY VIOLENCE AFFECTS YOU#

- Disclose to a support service, friend or relative you can call if things escalate.
- Talk to someone, such as a trusted neighbour who would be able to call police, and create safety plans.
- Make an escape plan, e.g. pack a bag with key documents.
- Leave keys and important papers with a confidant.
- Plan and rehearse the fastest way to leave.
- Keep a record of all violence.
- Download the Daisy app (www.1800respect.org.au/daisy) to connect to local services, and stay in touch with them.
- 24/7 Family violence response phone line 1800 015 188.
- In an emergency call 000.
- For support call 1800RESPECT (1800 737 732).

Watch // The ChildTrauma Academy Channel (anything by Bruce Perry) on YouTube.

.....
// Relationships Australia www.relationships.org.au # Source Domestic Violence NSW, www.dvnsw.org.au

TWO SEXES ON ONE LEVEL

Since a bold group of women founded Australia's first female trade union in 1882 – The Tailoresses' Association of Melbourne – women have fought for equality with men. They have achieved it in many areas.

Women are no longer forced to give up their jobs or financial independence when they marry and are generally supported in juggling their career and family.

We even have a national AFL Women's competition.

Yet women still earn less than men and are at significantly higher risk of sexual harassment and family violence.

Women and girls continue to face hurdles at home and work, says Victorian Women's Trust executive director Mary Crooks AO.

Mary quotes a 2017 survey of more than 1700 Australian girls, The Dream Gap, which found that those aged 10–17 dreamed of being equal but knew they weren't in sport, the media, at school and at home. "Moreover, as they get older, their confidence decreases," she says.

Mary urges families to empower girls while working to improve equality in politics, workplaces and homes. Men also need to speak out against wage inequity, sexism and violence.

"The major roadblock is that our society is still imprinted with stubborn hallmarks of patriarchal social organisation," she says. "Men still hold most economic and political power."

TO REDUCE SEXISM AND INEQUALITY, WE MUST ...

- promote equality at home
- challenge assumptions about gender roles
- enhance support systems for girls and women
- teach boys and men to understand male privilege
- shun toxic masculinity at home and in the community
- encourage men to condemn sexual aggression and the degradation of women
- embrace equality and diversity
- recognise structures and systems that promote patriarchy
- eliminate inequity in political, legal and wage systems.

Source: Victorian Women's Trust executive director Mary Crooks, www.vwt.org.au



MISOGYNY SPEECH

In 2012, Australia's first female Prime Minister, Julia Gillard (*pictured*), made global headlines with a speech in which she decried misogyny in politics.

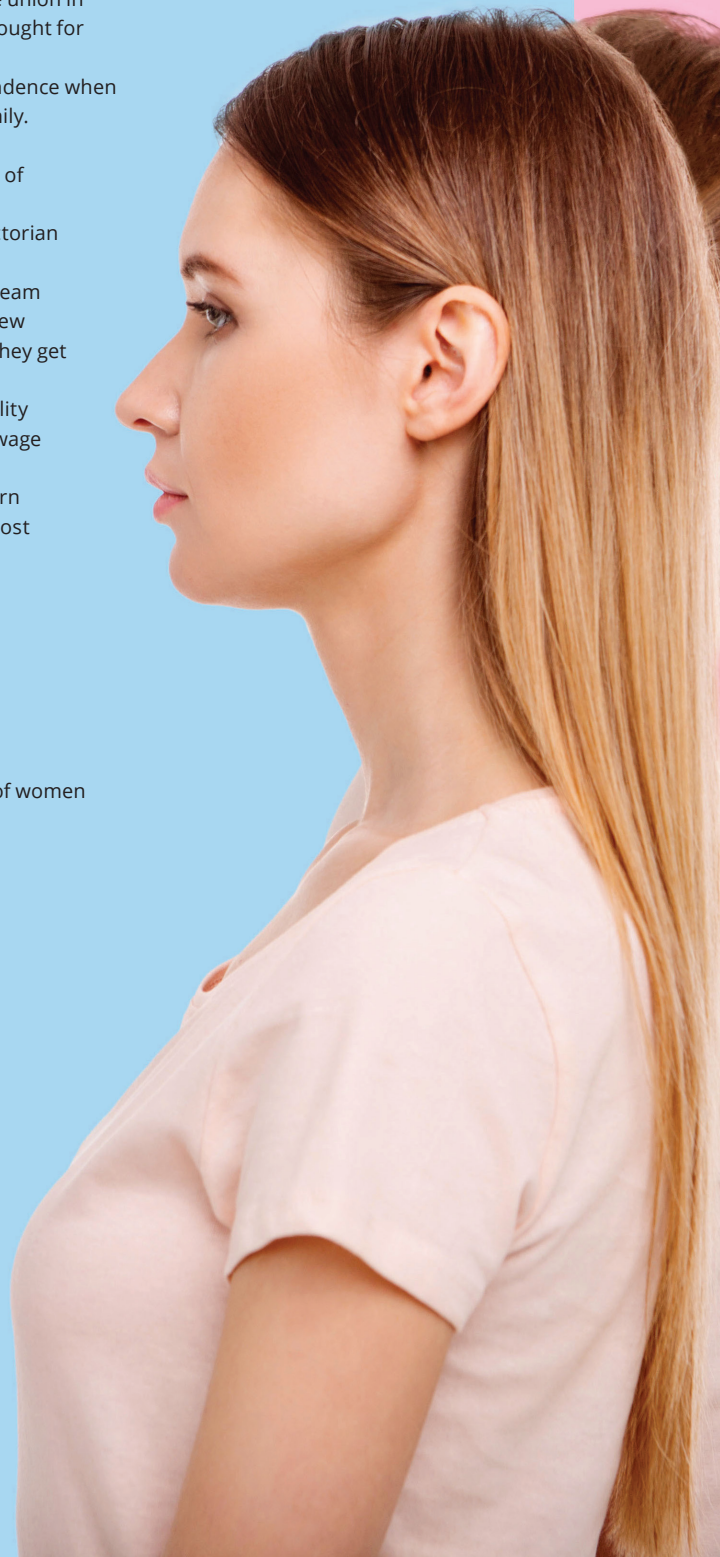
Directed largely at then Opposition Leader Tony Abbott, the speech sparked global discussion about

women in politics and the workplace.

"I will not be lectured about sexism and misogyny by this man, I will not," she said of Mr Abbott. "And the Government will not be lectured about sexism and misogyny by this man."

"The Leader of the Opposition says that people who hold sexist views and who are misogynists are not appropriate for high office. Well, I hope the Leader of the Opposition has got a piece of paper and he is writing out his resignation."

The speech can still be found on YouTube.



Sexism is still an issue for many women, despite the gains made over many years.

THE 'ME TOO' MOVEMENT

The "Me too" movement has empowered many women to speak out about sexual harassment and assault. It originated in 2006 when New York-raised Tarana Burke (metoomvmt.org) used the phrase in her work with low-income women of colour who had experienced sexual violence.

The New Yorker magazine sparked global discussion with Ronan Farrow's award-winning 2017 investigation about the alleged offenses of movie producer Harvey Weinstein. Actor Alyssa Milano is widely credited with popularising the #MeToo hashtag as debate about sexual harassment and violence exploded online and in the media. Many high-profile offenders have been named, shamed and in some cases charged. Women have gained some closure and, in some cases, justice in the legal system. Education about what "crosses the line" has also improved.

BY THE NUMBERS

THE GENDER PAY GAP



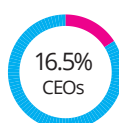
FEMALE

Australian women still earn less than men.

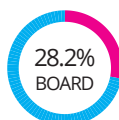
The Workplace Gender Equality Agency's August 2018 report found Australia's national gender pay gap has hovered between 14 and 19 per cent since 1998.

Over the past 20 years, the gap peaked at 18.5 per cent in November 2014 and was lowest in May 2018 – 14.6 per cent. The May 2018 figure was higher in the private sector (18.4 per cent) than the public sector (10.5 per cent).

WOMEN IN LEADERSHIP



Latest results from the Agency's 2016-17 dataset show: Women hold 13.7 per cent of chair positions and 24.9 per cent of directorships, and represent 16.5 per cent of CEOs and 29.7 per cent of key management personnel.



Real-time statistics from the AICD reveal:

28.2 per cent of directors in the ASX 200 are women (July 2018). Women comprised 50 per cent of new appointments to ASX 200 boards in 2018 (as at 31 July).

Source: Workplace Gender Equality Agency. www.wgea.gov.au

Photo: Adobe Stock / Viacheslav Iakobchuk

Photo: Adobe Stock / chones

SPORT	MEN	WOMEN
AFL \ AFLW <i>Latest available information.</i>	2018 average wage was \$362,471 (22 games plus possible finals) <i>The minimum AFLW player payment is relative to the minimum male footballer payment pro rata</i>	Average 2020 wages: \$22,209.75 (8 games plus possible finals). The total finals prize pool for 2020 will be \$232,000.
TENNIS	EQUAL AUSTRALIAN OPEN GRAND SLAM PRIZES OF \$4.1 MILLION (2019) But 71 of the top 100 men earn more per tournament than women of the same ranking (January-July 2018) + Men & Women compete against each other in mixed doubles	
BASKETBALL	NBL 2019/2020 salary cap was \$1.43 million <i>Teams can exceed the soft cap and pay a new 'luxury tax' imposed at marginal, incremental rates.</i>	WNBL Minimum wage \$13,000 (for 2019/20 and 2020/21)
SOCCER Australian team	In late 2019, a landmark pay deal saw Football Federation Australia announce that the Matildas would earn the same as the Socceroos. It also made Australia the first country in world football to guarantee an equal share of commercial revenue with the men.	
CRICKET Australian team	In 2021/22 the minimum retainer for a national men's cricketer will be \$313,004.	In 2021/22, the minimum retainer for a national women's cricketer will be \$87,609. <i>*Cricket Australia agreed to top up any women's earnings in the 2020 T20 World Cup to ensure parity with the men.</i>
SURFING World Surf League	The World Surf League introduced parity for WSL men's and women's events from 2019	

// A SPORTING CHANCE

Women have made progress in elite sport, earning the same as men in tennis Grand Slam tournaments and horse racing prize money, but there is still a long way to go.

Women tennis players still earn less overall than men and most professional sports have a large gender pay gap.



AUSTRALIA FAIR?

Modelling empathy and inclusiveness can help reduce racism and bigotry. Calling out racist behaviour is also important.

Australia has long been a multicultural country and has an even longer Indigenous history. Since Europeans first settled here 230 years ago, waves of migrants have followed from all continents.

With them have come new foods, drinks, literature, art and cultural celebrations that have made Australia what it is today – a thriving multicultural society.

Yet racism is still a problem, with issues such as the treatment of asylum seekers and crimes committed by a small percentage of Sudanese refugees reigniting debate.

WHAT IS RACISM?

Racism shows a lack of respect for racial differences. It can offend and cause great harm.

The Australian Human Rights Commission says racism takes many forms, including race-based jokes or negative comments, name calling, verbal abuse, bullying or intimidation. It may involve graffiti, offensive comments, exclusion from groups, physical abuse and ignoring job applications. Systemic racism may see people forced to fill out forms in a language they don't speak.

About one in five Australians say they have experienced racist verbal abuse or name-calling. More than one in 20 have been physically attacked because of their race.

Indigenous Australians also report continued incidents of casual and direct racism.

// WHAT CAN WE DO?

Strategies and tips from Western Sydney University's *Challenging Racism Project* to reduce racism include:

- Alert people to the damage racist language can do and discourage them from using it.
- Consider anti-racism initiatives when celebrating cultural diversity at festivals and events.
- Provide accurate information to dispel false beliefs.
- Encourage people to discuss racism and treat others respectfully.
- Encourage empathy.
- Address issues of differences as well as commonalities.
- Use contact between different groups, where appropriate, to help break down barriers.
- Reflect upon your identity and, if relevant, white privilege.
- Intervene if you witness racism and reassure the victim that they have done nothing wrong.
- Hold organisations and others to account on racism.
- Use social media to send positive messages about diversity.

* Source: *Challenging Racism Project* / www.westernsydney.edu.au/challengingracism

***Racism: It stops with me* is a campaign launched by the Australian Human Rights Commission // itstopswithme.humanrights.gov.au**
The Scanlon Foundation researches social cohesion // www.scanlonfoundation.org.au

Photo: Adobe Stock / Rawf8

// POLITICAL CORRECTNESS

In the literal sense, political correctness is doing the right thing by others. It describes language, policies or measures intended to avoid offence or disadvantage certain groups. Political correctness generally avoids language or behaviour that can be seen to exclude, marginalise or insult groups, such as the LGBTIQ+ community or members of a certain race or religion.

WHAT IS RACIAL DISCRIMINATION?¹

Direct racial discrimination happens when a person is treated less favourably than another in a similar situation because of their race, colour, descent, national or ethnic origin or immigrant status.

For example, a real estate agent may refuse to rent a house to a person because of their racial background or skin colour.

Indirect racial discrimination happens when rules or policies have an unfair effect on people of a particular race, colour, descent, national or ethnic origin or immigrant status.

For example, a company ban on wearing hats or other headwear at work would have an unfair effect on people from some racial/ethnic backgrounds.

// CALLING OUT RACISM

Australia's first female Muslim senator, the Greens' Mehreen Faruqi, who migrated to Australia from Pakistan in 1992, called out a resurgence in racism in her maiden parliamentary speech in 2018.

"While I did feel welcomed when we arrived here, migrants coming to our shores today would not be able to say the same," she said.

"The last 26 years have seen governments erode support for newcomers as bigotry and xenophobia has been allowed to flourish.

"The existence of racism, sexism and other discrimination is not new but what has changed is its legitimisation, normalisation and encouragement in the media and in politics.

"We can build a future for each and every one of us, no matter where we come from, no matter the colour of our skin, our religion, our gender or sexuality, our bank balance or our postcode."

// TRUE PATRIOTISM



On his departure as Race Discrimination Commissioner at Western Sydney University's Whitlam Centre in 2018, Dr Tim Soutphommasane decried the return of race politics in Australia.

"We must remain vigilant because race politics is back," he said. "When politicians resort to using race in advancing their agendas, they inevitably excite racial anxiety and stir up social division. They end up damaging our racial tolerance and multicultural harmony.

"Just as there was in the 1980s and 1990s, there is panic about migrants and minorities.

"The consequences are all too real. Within Sudanese-Australian communities, there are many people who are fearful about leaving their homes, and who are sheltering from society.

"This is how racism works. It creates doubts and divisions, and it drives its targets into retreat.

"Where the seeds of racism are planted in political speech, they will bear bitter fruit in society."

Dr Soutphommasane called for the restoration of some standards, proportion and perspective into the public debate and discussed what it means to be anti-racist.

"This is a commitment that reflects the highest form of patriotism – the desire to see our country live up to its very best," he said.

"We reject racism because it is an assault on our values and our fellow citizens. We reject racism because it diminishes our nation. That is why we fight racism.

"It's because we think so highly of our nation in the first place. It's because we want to see our country do better. It's because we are committed to equality and it's because we have a responsibility to uphold our values."

Read the full speech at // www.humanrights.gov.au/news/speeches/confronting-return-race-politics

WHAT IS RACIAL HATRED?

It is illegal to do something in public, which is likely to offend, insult, humiliate or intimidate, based on the race, colour, national or ethnic origin of a person or group of people.

RACIAL HATRED EXAMPLES MAY INCLUDE:¹

- racially offensive material online, including eforums, blogs, social networking and video sharing sites
- racially offensive comments or images in a newspaper, magazine or other publication such as a leaflet or flyer
- racially offensive speeches at a public rally
- racially abusive comments in a public place, such as a shop, workplace, park, on public transport or at school
- racially abusive comments at sporting events by players, spectators, coaches or officials.

¹ Source: Australian Human Rights Commission, www.humanrights.gov.au

VIVE LA DIFFERENCE

Support for diversity is crucial for the health and wellbeing of LGBTIQ+ young people.

trauma associated with experiences of harassment and discrimination," the report says.

"The WHO (World Health Organization) has identified several protective factors for the recurrence or onset of mental ill-health. These include a sense of belonging, supportive social networks and supportive relationships."¹

THE POWER OF INCLUSION

Inclusive language, safe spaces and education can help LGBTIQ+ young people feel more confident about being themselves.

LGBTIQ+ young people, which includes lesbian, gay, bisexual, transgender, intersex and queer/questioning, need to know they are valued and accepted.

For parents and carers, educating children about sexuality, gender, and body diversity in a non-judgmental way can help them feel more comfortable with who they are.

It is also helpful to role model inclusive language and behaviours, for example using the correct pronoun for transgender and gender diverse people.

CREATING SAFE SPACES

LGBTIQ+ young people can access social and support programs at school and in the communities.

Many schools and universities have groups for LGBTIQ+ students and their allies. Numerous youth groups also welcome and support LGBTIQ+ young people, and radio programs such as Joy FM's *Unicorn Youth* give them a voice.

Safe Schools Coalition Australia was a national initiative to help schools be safe and more inclusive for same-sex attracted, intersex and gender diverse students, staff and families.

It provided a range of free support for school staff, including professional learning, advice and resources. The program has completed, with some resources still available at studentwellbeinghub.edu.au.

They include curriculum-aligned resources on contemporary issues that affect student wellbeing and a fact sheet for parents. Visit // safeschoolscoalition.org.au

Parents should encourage their children to respect all people and model respectful behaviours, including gender

and sexually diverse individuals. LGBTIQ+ children need

to feel safe and included. Parents also need to be conscious of the fact that sometimes they may not be aware that they have a child who is LGBTIQ+ or questioning their sexuality or gender identity. These (often private) struggles can be incredibly difficult to discuss in an environment that is perceived to be hostile or not open to a lifestyle that is different to the mainstream or may be inconsistent with a community's religious and cultural beliefs.

Australians voted to introduce marriage equality in 2017, and a growing number of mainstream and specialist services work with LGBTIQ+ young people. Many, though, still face poorer mental health outcomes than the general population.

This is not helped by divisive debates about marriage equality, Safe Schools and whether faith-based independent schools should retain the right to discriminate against LGBTIQ+ teachers and students.

A national LGBTI Health Alliance report outlines poor mental health outcomes of many in the LGBTIQ+ communities compared to others. It underlines the positive power of inclusiveness.

"There is a growing body of work that demonstrates the positive impact of social connection and participation on people's mental health, and the extent to which this may mitigate the

Graphic: Adobe Stock / martialred

¹ *Going upstream: A framework for promoting the mental health of lesbian, gay, bisexual, transgender and intersex (LGBTI) people* (National LGBTI Health Alliance)

Q&A

// WHEN I CAME OUT ...

Marcus // 19 // gay

Q. HOW WAS YOUR EXPERIENCE OF COMING OUT?

Such an anticlimax! After expecting the world to cave in, it was actually no big deal, and I was super thankful for that. I told my best mate at the time, and he was fine.

Q. WHEN DID YOU FIRST BEGIN TO RECOGNISE YOU MIGHT BE HOMOSEXUAL?

At puberty, when I was about 12 or 13. I totally freaked out. It was really hard to accept things were going to be different for me. I thought I'd get married and have kids.

Q. WAS YOUR MENTAL HEALTH AFFECTED?

Absolutely. I became more and more depressed and desperately tried to think of ways that I could possibly change my orientation. I was self-harming at this stage.

Q. WHAT HELPED YOU GET THROUGH IT?

I think I'm lucky to have been born at a time when people can live openly.

Q. WAS IT DIFFICULT TELLING YOUR FAMILY?

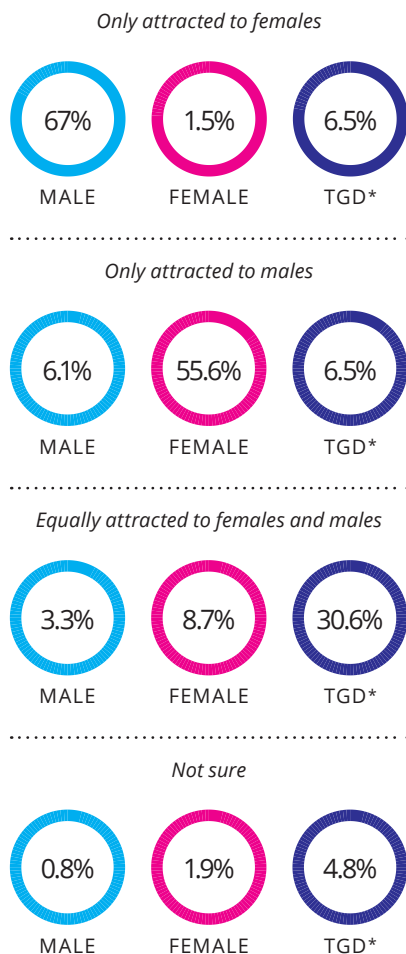
I was so worried that I'd disappoint them. Family is the most important thing to me and to lose that would be devastating. When I did tell them, when I was 13, it was such a relief that I could be myself around them.

Q. HOW DID THEY REACT?

Initially they had doubt ... I can understand where they were coming from. But soon they were like: "When are you going to bring a boy around?"

THE SEXUAL ATTRACTION QUESTION FOR STUDENTS

People are different in their sexual attraction to other people. Which best describes your feelings?*



Base: Sexually active students.

*Trans and gender diverse

** Source: Australian Research Centre in Sex, Health and Society, La Trobe University: The sixth National Survey of Secondary Students and Sexual Health 2018.

// RESPECT TIPS

Every child needs different things from family and every relationship is unique. You can give support by:

- Focusing on the love that you have for your child or loved one.
- Learning all you can about the LGBTIQ+ community: networks, support groups and issues.
- Researching social groups for LGBTIQ+ people that you may like to suggest your child or loved one attend.
- Educating yourself and your child or loved one about safe sex HIV/AIDS and other STIs.
- Admitting when you do not know something, or if you are uncomfortable – but without blaming your child.
- Taking the time to get comfortable. Find a counsellor if you need to.
- Dealing with your issues and disappointments as yours.
- Using the language that your child or loved one uses, e.g. lesbian, dyke or gay.
- Respecting who and when they are ready to tell – do not out anyone before they are ready.
- Encouraging them to introduce their friends and/or partner and not treating them differently.
- Encouraging them to talk of their experiences, without judging.
- If there is a LGBTIQ+ person you like and trust, getting them to be a sounding board for you and/or a role model for your child.

* PFLAG www.pflagaustralia.org.au

MORE SAME-SEX COUPLES IDENTIFIED // More Australian couples are identifying as same-sex attracted.

- The 2016 Census counted almost 46,800 same-sex couples living together in Australia, up 39 per cent on 2011. Since this data was first collected in 1996, the number has more than quadrupled.
- The Australian Bureau of Statistics says this may in part reflect greater willingness by people to identify themselves in a same-sex relationship and improved rights for same-sex couples.
- Younger people accounted for most the 2011-2016 increase. Half of the increase was for those aged 20-29 years, with another 35 per cent for those aged 30-39.

FIRST AUSTRALIANS

Learning about Australia's rich Indigenous culture is a great way to demonstrate respect for it.

Indigenous culture is an important part of Australian history. It pre-dates white settlement by at least 65,000 years, and it is important to respect and acknowledge this.

For example, we must acknowledge practices such as not publicly naming those who have died and respecting sacred sites, such as Uluru.

// SBS.com.au has a guide that explains some of these cultural sensitivities.

VISITING THE LAND

As the traditional owners of the land, Aboriginal and Torres Strait Island peoples perform a **Welcome to Country** when visitors wish to enter or have permission to enter their traditional country. It may involve singing, dancing, smoking ceremonies or a speech in traditional language or English.

An **Acknowledgement of Country** can be performed by Indigenous or non-Indigenous persons and recognises the Traditional Custodians of the land on which a gathering is held.

The wording usually acknowledges the land's traditional custodians and pays respects to elders, past and present, and Aboriginal and Torres Strait Island peoples attending.

The federal Department of Foreign Affairs and Trade has details at dfat.gov.au and Reconciliation Australia has guidelines at reconciliation.org.au.

A PROUD HERITAGE

From Sydney AFL star Adam Goodes' *Australian of the Year* speech, 2014.

"I believe we are all connected, whether we like it or not. We are all equal and the same in so many ways. My hope is that we, as a nation, can break down the silos between races, break down those stereotypes of minority populations, Indigenous populations, and all the other minority groups.

"I hope we can be proud of our heritage, regardless of the colour of our skin, and be proud to be Australian.

"I'm not here to tell you what to think or how to act or raise your children. All I'm here to do is tell you about my experiences and hope you choose to be aware of your actions and interactions so that together, we can eliminate racism."



Timellis09 [CC-BY-SA 3.0] (<https://creativecommons.org/licenses/by-sa/3.0/>), from Wikimedia Commons

// PREFERRED TERMINOLOGY

ABORIGINAL AND TORRES STRAIT ISLANDER (adjective) refers to Aboriginal peoples and Torres Strait Islanders, and related topics.

INDIGENOUS (capital I) refers to the Aboriginal and/or Torres Strait Islander peoples of Australia, and related topics. Some dislike this term. You may prefer Aboriginal, or Torres Strait Islander, or both.

ABORIGINAL (adjective, capital A) is extensively used and widely accepted when referring to Aboriginal peoples and topics.

ABORIGINAL (noun, capital A) is less preferred. Consider "Matthew is an Aboriginal person from Yass", rather than "Matthew is an Aboriginal from Yass".

ABORIGINAL (adjective, no capital) Some groups refer to themselves as "aboriginal" or "Aboriginal", such as in Canada and Taiwan.

NON-ABORIGINAL There is some dissatisfaction with "non-Aboriginal".

ABORIGINE (capital A) or **aborigine** (no capital).

This is not recommended, partly because of the historical negative references associated.

PART-ABORIGINAL or **HALF-ABORIGINAL** is often considered offensive to an Aboriginal person.

TORRES STRAIT ISLANDER (adjective, capitals) is extensively used throughout Australia when referring to Torres Strait Islander peoples and topics.

TSI should not be used to describe Torres Strait Islander peoples and topics.

ISLANDER(S) should not be used. This generic term does not adequately describe Torres Strait Islander peoples.

FIRST AUSTRALIANS, "Australia's First Peoples" and "First Nations Australia" (capitals): these terms are growing in acceptance.

**Note terminology preferences will vary across Australia for individuals, communities and agencies. They can also change. It is a good idea to check with relevant individuals and groups.*

**Source: Gulanga Good Practice Guide: Preferences in terminology when referring to Aboriginal and/or Torres Strait Islander peoples, www.actcross.org.au/gulanga-guides.*

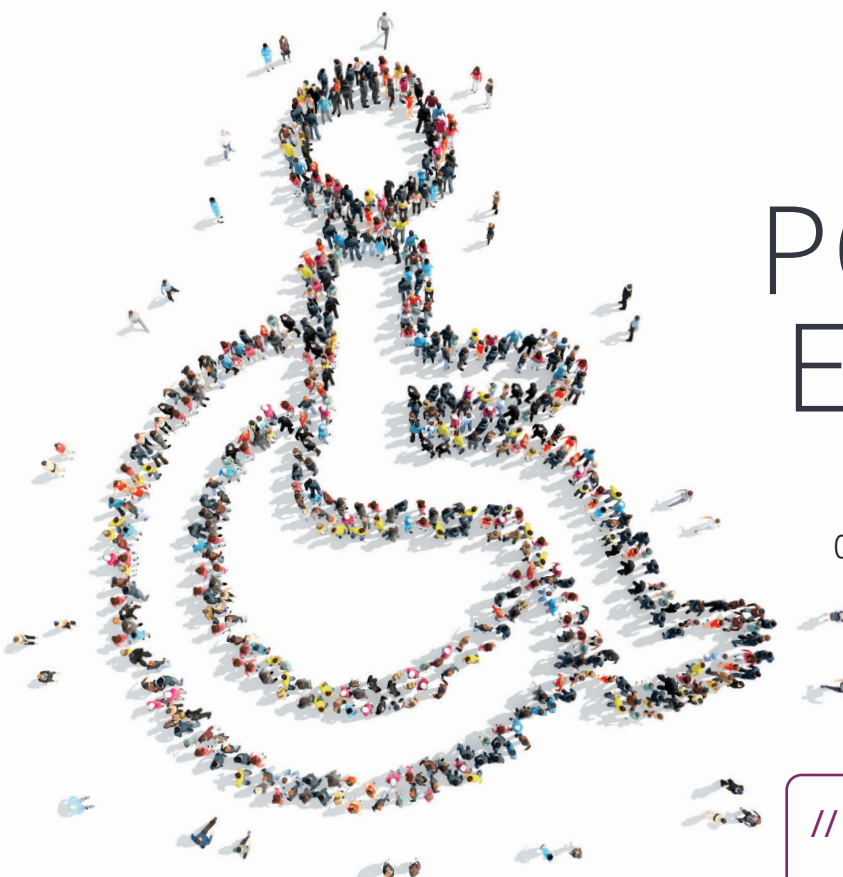
// THE ABORIGINAL FLAG

Designed by Harold Thomas, a Luritja man of Central Australia, the Aboriginal flag was first flown on National Aboriginal Day in Adelaide in 1971. Thomas wanted the flag to represent Australia's Aboriginal people, the earth's red ochre colour and a spiritual relation to the land and the sun. In 1972 it became the official flag for the Aboriginal Embassy near Canberra's old Parliament House.



POSITIVELY ENABLING

Everyone, no matter their circumstances, has something to contribute to society.



Those living with a disability do not want to be defined by it. Many are happy to discuss their situation, but it is only part of who they are and what they do.

It is important for parents and carers to discuss these issues with their children, so they are aware of respectful language and other potential sensitivities.

WHAT IS DISABILITY?

The Australian Bureau of Statistics says a person is living with disability if they report a limitation, restriction or impairment that has lasted for at least six months and restricts everyday activities.

"There are many different kinds of disability, usually resulting from accidents, illness or genetic disorders," it says. "Disability may affect a person's mobility, communication or learning. It can also affect their income and participation in education, social activities and the labour force."

RATES OF DISABILITY

- In Australia, 18.3 per cent of people (4.3 million) report living with a disability.
- Most (78.5 per cent) report a physical condition, such as back problems, and 21.5 per cent claim mental or behavioural disorders.
- More than half of those with disability aged 15-64 work (53.4 per cent), compared to 83.2 per cent of those with no disability.

DISABILITY DISCRIMINATION

- Of the 2046 complaints the Australian Human Rights Commission received in 2017-2018, 42 per cent (869) related to the Disability Discrimination Act.
- Most related to goods, services and facilities (36 per cent) and employment (30 per cent). Others related to access to premises, accommodation, superannuation, insurance, education, clubs, associations, laws and programs, sport, qualifying bodies and disability standards.

// INCLUSIVE LANGUAGE

Words matter. It is important to use inclusive and positive language around disability.

- Focus on the person, not the impairment. Use "person with disability" or "people with disability" e.g. "person who is deaf", or "people who have low vision".
- Avoid terms such as "non-disabled" or "able-bodied".
- Avoid language that implies a person is inspirational simply because they experience disability. Implying they are courageous or special just for getting through the day is patronising and offensive.
- Don't represent people with disability as victims or objects of pity. Experiencing a disability does not make someone weak, a victim or to be pitied. Instead of "suffering from...", "struck down by ...", and "afflicted by/with...", use "Paul experiences depression", "Ravi developed multiple sclerosis", or "Katya has epilepsy".
- People are not bound by or confined to wheelchairs – they are enabled and liberated by them. Say "wheelchair user" or "person who uses a wheelchair".
- "Disclosure" of disability can imply secrets and lies. Use "chooses to share information about their disability/impairment".
- Avoid euphemisms and made up words such as "differently abled", "people of all abilities", "disAbility", "diffAbled" and "special needs", which can be considered patronising.
- Change the focus from disability to accessibility. Call it an accessible car park or bathroom, an Accessibility Action Plan or Access and Inclusion Plan, rather than "Disability ...".
- Don't get caught up in semantics. Don't be so afraid of saying the wrong thing that you don't say anything. Relax, be willing to communicate, and listen.

Source: This is an edited version of a guide published by the Australian Network on Disability www.and.org.au

// Source: Australian Bureau of Statistics 2015 figures, www.abs.gov.au

Online communication can be a positive force in the lives of young people, connecting them to each other, educational materials and the world.

But there can be pitfalls, such as addiction to screen time, bullying (as a victim or perpetrator) and reduced in-person interaction with family and friends.

The internet has also opened a whole new world of pornography, online gambling and access to extreme political views.

The key for parents is to know what children are doing on the internet and communicate with them.

You may not see exactly what they are doing, but you can help to guide them and control their use.

BUILDING A BRAND

Young people can build a positive individual online “brand” through their words and actions, such as supporting social causes and promoting awareness.

The brand they build, whether it be social activist, movie critic, fashion influencer, marketer, creative artist, music performer or even a troll, could stay with them for life. They must also be aware that future employers may check their online profile before hiring them.

If parents and schools have instilled good values, these values may influence the way a child interacts online.

Having rules and boundaries at home can help, especially when children are younger.

IMAGE-BASED ABUSE

Image-based abuse is when someone shares, or threatens to share, intimate or sexual photos or videos of a person without that person’s consent.

This includes photos or videos of a person nude or showing their breasts or genitals, engaged in a sex act and/or showering or bathing. It also includes “upskirting” and “downblousing” images.

A survey by RMIT and Monash University in 2016 involving more than 4200 people aged 16–49 found that four in five agreed that image-based abuse should be a crime, although many attributed some responsibility to the victims.

Seventy per cent agreed that “people should know better than to take nude selfies ... even if they never send them to anyone”.

Six in 10 agreed “if a person sends a nude or sexual image to someone else, then they are at least partly responsible if the image ends up online”.

Men (50 per cent) were much more likely than women (30 per cent) to hold attitudes that minimised the harms or blamed the victims.

.....
// Australian Institute of Health and Welfare 2018.

Family, domestic and sexual violence in Australia 2018.

Cat. no. FDV 2. Canberra: AIHW.



Most of Gen Z have a greater knowledge of the internet than their parents, so ensuring they use it respectfully is no easy task.

ONLINE REVOLUTION

// SIGNS SOMEONE IS BEING CYBER BULLIED*

- Abnormal withdrawal from social activities, friends and/or family
- Sudden lack of interest in using their mobile phone, computer or other devices
- Disinterest or avoidance in attending school, sports, or other recreational activities
- Nervous or jumpy when a text message or email is received
- Extreme sleeping behaviour (sleeping a lot more or staying awake all night)
 - Self-harming behaviours
 - Moodiness and abnormal changes in behaviour

// SOCIAL MEDIA SECURITY SETTINGS BIBLE



FACEBOOK // Click on "Privacy Check-Up" in the top-right corner. Under "Your Posts" select "Friends", "Only Me", or "Custom" to choose who you want to see your posts. Then click "Next Step" and repeat for all categories. When done, select "Finish Up".



INSTAGRAM // On your smartphone or tablet, click on the Setting Icon. Scroll down and turn on your "Private Account" setting.



TWITTER // Select the Settings icon. Then select "Your Account" and turn off "Find Me By Email". Turn on "Protect My Tweets" and switch off "Receive Direct Messages From Anyone".



SNAPCHAT // Head to Settings, click through to "Send Me Snaps" and select "My Friends". Then back in the Settings tab, click through to View "My Stories", click on "My Friends" or "Custom" to choose who sees your images.

// RESPECT TIPS

- You may not be able to stop them, but you should know what your children do online.
- Learn how social media and various online platforms work.
- No one should post anything they wouldn't tell their grandmother.
- Everything posted online is traceable – even if deleted.
- Words matter; think before posting negative comments to or about someone.
- Everyone is subject to defamation laws, which require only two other people to have seen defamatory content.
- Regardless of privacy laws, potential employers may google applicants.
- Some sexting is illegal – know the law in your state.
- Don't make fun of or exploit other people's misfortune on social media.

// A LESSON LEARNED

Greens candidate Joanna Nilson stood down during the 2018 Victorian state election campaign after a journalist found old comments she had made on Facebook.

Joanna became front page news for jokes she made on a closed women's page about shoplifting and minor recreational drug use.

She wrongly – and naively as she later pointed out – thought it was a safe space. Within half an hour of the journalist's call, Joanna decided to stand down to avoid distracting from the Greens' campaign.

The would-be MP later explained that she had come to realise that everyone had said or done something stupid online, which was quite normal.

While admitting she had made a mistake, Joanna said politicians needed to represent their constituents, who came from all walks of life, were not perfect, and like her, made mistakes.

Many would empathise, but social media mishaps can come back to haunt.

// *Source: 'Rosie', a Dugdale Trust for Women & Girls national harm prevention initiative. www.rosie.org.au

Photo: Adobe Stock / Brian

LEARNED BEHAVIOUR

Schools play an increasingly important role in shaping the character of young people.

Schools should be a safe place for students. Respect towards and by their teachers and peers is a big part of that. Schools set boundaries and work with parents to model and instil respectful attitudes.

Societal attitudes towards disrespectful behaviour have improved, which is reflected in school programs, but bullying and violence are still big issues on campus.

WHAT SCHOOLS ARE TEACHING

Most schools have numerous programs that promote respect among students. Teachers must also meet acceptable standards and model appropriate behaviour.

The Australian Curriculum covers health and personal development in detail up to year 10. Students are supported to keep a positive outlook and evaluate behavioural expectations in different leisure, social, movement and online situations.

Buddy programs are extremely popular in primary schools and usually pair a Year 6 and Prep student. The older child provides support and encouragement to the younger child as they do activities together.

The Safe Schools Coalition Australia provides schools with resources to help make LGBTIQ+ students feel safe and supported.

The Tasmanian Government links to a range of respect-related programs, including Victorian and Western Australian Government programs that offer respectful relationships teaching resources.

The New South Wales Government has a child protection and respectful relationships program that helps students to identify abusive situations and ensure their relationships are as they should be.

The South Australian Government has a Wellbeing for Learning and Life framework to build resilience and wellbeing by engaging,

inspiring and empowering students, while the Queensland Government's Creating Healthier Workplaces strategy covers cyber safety, drug education and making smart choices – in schools.

The ACT Government has a range of wellbeing resources and links, and the Northern Territory Government refers teachers to a Safe Schools website and has an Indigenous Education Strategy.

BULLY STOPPERS¹

The Victorian Department of Education and Training has school mental health programs and a Bully Stoppers website with tools and resources to empower school communities to stop bullying.

It has a section dedicated to students with information on what to do if they are experiencing bullying, or know someone who is.

It also explores cyber safety, provides interactive learning modules and links to helpful resources.

WHAT STUDENTS ARE LEARNING IN YEARS 9 & 10²

- alcohol and other drugs;
- food and nutrition;
- health benefits of physical activity;
- mental health and wellbeing;
- relationships and sexuality;
- safety;
- challenge and adventure activities;
- games and sports;
- lifelong physical activities;
- rhythmic and expressive movement activities.

I LIKE, LIKE YOU

Some schools run programs that encourage children and young people to understand what respectful and equal relationships are. Since 2014, Relationships Australia Victoria has provided, *I like, like you*, a program for schools that emphasises the “me”, “you” and “us” in relationships.

At the primary level, *me* focuses on self-awareness, *you* highlights empathy, and *us* looks at relationships, including communication, conflict resolution and self understanding.

These concepts are expanded at secondary level to include intimate relationships, emotional and mental health, gender and power, technology use and recognising unsafe relationships.

// **MORE** at www.rav.org.au/ILLY

// RESPECT TIPS

- Know your school's respect and wellbeing programs.
- Encourage your school to incorporate inclusion/respect programs.
- Be mindful of the challenges teachers face and encourage your child(ren) to do the same.
- Talk to your child about how school is going socially as well as academically.
- Seek help if you think your child has mental health issues, is being bullied or is bullying others.
- Most schools have psychologists and other staff to help if problems arise.

// 1 Source: www.education.vic.gov.au/about/programs/bullystoppers

2 Source: Australian Curriculum, Health and Physical Education, years 9-10. www.australiancurriculum.edu.au





Photo: Adobe Stock / Holmessu

// NATIONAL WELLBEING HUB

The national Student Wellbeing Hub, developed by Education Services Australia for the federal Department of Education and Training, offers help and advice for teachers, parents and students. It covers topics such as healthy minds and bodies, bullying, diversity, relationships, making choices and online safety.

// SEE www.studentwellbeinghub.edu.au

// CHARACTER STRENGTHS

Appreciation of beauty and excellence //

Ability to find, recognise and take pleasure in the existence of goodness.

Humour // Sees the light side of life and helps people to laugh.

Fairness // Treats people fairly and advocates for their rights.

Persistence/Determination // Focuses on goals and works hard to achieve them.

Honesty/Integrity // Speaks truthfully.

Bravery/Courage // Does not hide from challenging or scary situations.

Citizenship/Loyalty // Stays true to family and friends through difficult times.

Wisdom/Perspective // Can see things from different angles.

Social intelligence // Aware of the needs of others.

Hope/Optimism // Expecting a good future.

Generosity/Kindness // Gives freely of their time and possessions.

Enthusiasm/Vitality // Has lots of energy and excitement for life.

Self-control // Controls desires and sticks to decisions.

Creativity // Thinks of many different ways to solve challenges.

Love of learning // Likes to learn new things.

Forgiveness // Can move on and not hold a grudge, giving others a second chance.

Love/Caring // Likes to help others.

Leadership // Helps the group meet their goals.

Humility/Modesty // Not seeing themselves as more special than others.

Prudence/Being careful // Thinks through the best way to do things.

Spirituality // Believes in a higher meaning or purpose.

Gratitude // Is thankful for what they have.

Curiosity // Keen to explore and discover the world.

Open mindedness // Is not biased or judgmental.

* Source: Level 9 and 10 – Resilience, Rights and Respectful Relationships, Published by Department of Education and Training, Melbourne, April 2018. © State of Victoria (Department of Education and Training) 2016



ONE IN, ALL IN

A strong sense of community can help young people feel engaged and supported.

// RESPECT TIPS

ENCOURAGING RESPECTFUL BEHAVIOUR IN TEENAGERS

- Take time to actively listen.
- Set clear rules about behaviour.
- Follow up broken rules calmly, firmly and consistently.
- Encourage self-reflection.
- Try to be a positive role model.
- Choose your battles.
- Take your child seriously.
- Let go of the wheel sometimes.
- Tackle problems in a positive way.
- Praise your child.
- Plan ahead for difficult conversations.
- Keep “topping up” your relationship with fun times and support.
- Share your feelings and be honest.
- Learn to live with mistakes.
- Look for ways to stay connected
- Respect your child's need for privacy.
- Encourage a sense of belonging.
- Keep promises.
- Have realistic expectations.
- Look for the funny side of things.

For more information visit // raisingchildren.net.au, the Australian parenting website

Illustration: Adobe Stock / beguima

Young people will always push boundaries, but those boundaries need to be set and enforced. Adults must also model ethical behaviour, call out bad behaviour and educate children and young people about the importance of respect.

ROLE MODELS

All adults are potential role models for the young people they interact with, whether they are a sports coach, a school teacher or just a neighbour who joins in games of street cricket.

High profile sportspeople are also role models and can set a good example.

For example, the coach of Australian rules football club Collingwood, Nathan Buckley, was widely praised after the 2018 AFL Grand Final for physically comforting his sons and his players following the team's five-point loss.

This sent a message that it was OK to show your emotions and to offer a comforting hug.

BENEFITS OF COMMUNITY

The Australian Government's Head to Health mental health program highlights the benefits of connecting with the community and provides resources to help people become involved. (www.headtohealth.gov.au)

Head to Health quotes research that shows social support can protect the mental wellbeing of children and teenagers.

It has also found that community connection via peer groups leads to fewer behavioural issues.

“Being part of a community can have a positive effect on mental health and emotional wellbeing,” it says.

“Community involvement provides a sense of belonging and social connectedness. It can also offer extra meaning and purpose to everyday life.”

A study by the University of Sydney's Faculty of Education and Social Work and the Australia Council for the Arts also found that

// Source raisingchildren.net.au, the Australian parenting website

engagement in the arts benefitted students in the classroom and in life.

Students who are involved in the arts had higher school motivation, engagement in class, self-esteem, and life satisfaction. (www.australiacouncil.gov.au)

BREACHING THE STANDARDS

What happens when community leaders behave badly?

Experts have expressed concern that the sort of lying and bullying behaviour practised by US President Donald Trump filters into the community.

Counsellor Rosemary K.M. Sword and psychology expert Philip Zimbardo wrote two articles for *Psychology Today* about President Trump's behaviour (www.psychologytoday.com).

In early 2017, they noted an increase in school bullying because of Trump's rhetoric. By early 2018, this had expanded to include religious and racial bullying by adults as well as misogyny, sexual assault and other socially unacceptable behaviour.

YOUNG PEOPLE ARE ENGAGED

Young people are more politically engaged than people give them credit for, but their contributions are often undervalued, Deakin University research has found.

The study found most young people were not democratically disengaged but engaged in "off the radar" ways such as youth volunteering and social enterprise work.

When they did engage in social protest or unrest, they were often portrayed as democratically deviant and dangerous.

Researcher Dr Rosalyn Black said young Australians tended to shy away from representative bodies and big institutions such as the mainstream political parties.

Instead, they opted for more cause-based or issue-based politics and local engagement.

"There is a desire among many young people to make an active contribution and to have their voices and actions taken seriously by those in power," she says.

"But negative attitudes towards young people's civic engagement are devaluing the scope of their contribution – their desire to take part is being treated tokenistically and dismissed."

TAKING A STAND

Young people locally and globally are taking a stand against sexism, inequality and injustice, with social media giving them a voice to tackle the world's problems.

A high-profile example followed the 2018 shootings at Marjory Stoneman Douglas High School in Parkland, Florida, where a former student killed 17 students and staff and injured 17 others.

Rather than simply grieve, the victims' friends and families got vocal. They founded the *March for our Lives* movement that sparked huge anti-gun protests throughout the USA.

In Australia, young people found their voice in protests against political inaction on climate change that attracted thousands nationally.

Both movements came at a cost, with gun activists attacking the US students' credibility and some even accusing them of being "crisis actors".

In Australia, some criticised the student protesters for skipping school and Prime Minister Scott Morrison said he wanted less activism and more learning in class.

marchforourlives.com

// EMPOWERING YOUNG PEOPLE

By the time he turned 16 in November 2018, Dylan Storer (right) was an accomplished broadcaster, aspiring journalist and the youngest panellist to have appeared on Australia's Q&A TV show.

Partly inspired by a grandmother with strong political views, Dylan watched parliamentary *Question Time* on TV at five years old and began making voice recordings after he turned six.

Based in remote Fitzroy Crossing in WA, he is active on social media and has a radio show that covers a range of issues, including politics and the environment.

Dylan's *The Edge* program is broadcast locally via Wangki Yupurnanupurru Radio (www.wangki.org.au) and the Pakam Network (www.pakam.com.au), and through Melbourne-based SYN Nation (syn.org.au/syn-nation/).

He attends Fitzroy Valley District High School, which has a large Indigenous population, and has organised students to have their say on issues involving local

authorities, such as the community group Fitzroy Valley Futures.

Dylan, who has three younger sisters, says it is important that young people have opportunities to engage with their community, develop respect for political processes and question them if needed.

Despite politics affecting them directly he says many students his age are politically agnostic, partly because the education system needs to better engage and empower them.

"There might need to be better civics education, so that people really understand things like that," he says.

Dylan's school offers a big picture curriculum centred on student interests, which has enabled him to explore his passion for journalism and political issues. He'd love others to do the same.

"If you can't even have a say over your own education how can you feel empowered?" he asks.

Dylan Storer is on Twitter //
@StorerDylan



Photo: supplied

DYLAN STORER ON ENGAGING YOUNG PEOPLE

- Better civics education.
- Voluntary voting for 16-18-year-olds.
- A "big picture" education that is more relevant to students' lives and interests.
- Giving students more say in their education.
- Engaging students in school and community programs.
- Empowering young people so that they feel they can have a say and make a difference.



ELDER ABUSE: A GROWING PROBLEM

As society ages, respecting the elderly is more important than ever.

The abuse of older people is a growing problem and one that many families must face.

Property and elder law specialist Professor Eileen Webb likens elder abuse to domestic violence 20 years ago, before it became a public issue and the true extent was realised.

The University of South Australia Law School professor and Curtin University adjunct professor believes the problem is getting worse.

Eileen says an increasing number of elderly Australians are having experiences of physical, psychological, financial or sexual abuse, and those in institutions are even more vulnerable.

Severe neglect, such as social exclusion and inadequate living conditions, is also a form of abuse.

"This whole issue of social isolation and older people being neglected is a bit of a sleeper issue," Eileen says. "Neglect can have just as severe an impact.

"Part of the problem is the population is growing so quickly. There's more older people, so there's more opportunity for this abuse to occur. There's increased financial stresses on families.

"It's a bit like domestic violence 20 years ago. It's in the family, we don't talk about that, it's none of our business. It even seems to be more of a taboo because everyone thinks 'we all look after our elderly people'."

With many families facing financial and relationship issues, Eileen says it is important to consider the rights of elderly relatives and raise children to respect and empathise with them.

She says friendship and positive communication are important for healthy ageing and can minimise elder abuse. Parents can start by nurturing a child's relationship with elderly relatives and friends.

"It's really important right from when they're little to get these older people into their lives and make them part of their lives," Eileen says. "Spend time talking and learning. It's a two-way street."

Grandchild:
"Grandpa can you
croak like a frog?"
Grandpa: "Why?"
Grandchild: "Because dad says
when you croak we're going
to Disneyland."

// ENCOURAGING RESPECT

- Watch yourself; kids watch and learn from your actions.
- Look out for older people. Don't intrude but help if needed e.g. mowing lawns.
- Ensure children spend time with elderly relatives, friends and neighbours.
- Value older people's experience and advice; encourage children to do the same.
- Ask about the past and what life was like when they were younger.
- Emphasise the importance of listening and respecting opinions. You don't have to agree but be polite and respectful.
- Visit nursing homes when it is safe to do so. Having kids there gives residents a real boost.

AVOIDING ELDER ABUSE

- Put the older person's best interests first.
- Remember it is their house and their money.
- Never assume "they don't need it" or "it's going to be mine eventually".
- If you have enduring Power of Attorney, know your responsibilities and abide by them.
- Use legal templates when dealing with financial issues.
- Encourage older people to disclose if they are being treated badly.
- Avoid situations that might financially disadvantage an older person, such as using their money to extend your home but not including them on the title.

ELDER ABUSE EXAMPLES

- An adult child with enduring Power of Attorney sells a parent's house without their consent, controlling the proceeds and forcing them into residential care.
- An elderly person lives with an adult child in substandard conditions, socially isolated and with basic needs neglected.

ASSISTANCE

// EMERGENCIES

Ambulance/Fire/Police // 000

Lifeline 24-hour counselling // 13 11 14

Suicide Call Back Service // 1300 659 467
www.directline.org.au

Kids Helpline // 1800 55 1800
www.kidshelpline.com.au

// PARENT HELP LINES

NSW // 1300 1300 52

Victoria // 13 22 89

South Australia // 1300 364 100

Queensland // 1300 301 300

Northern Territory // 1300 301 300

Tasmania // 1300 808 178

ACT // (02) 6287 3833

Western Australia // 1800 654 432

// FAMILY VIOLENCE

1800 Respect // National sexual assault, domestic family violence counselling service // Call 1800 737 732 // NRS: 1800 555 677 // Interpreter: 13 14 50 // <https://www.1800respect.org.au/>

ANROWS // Domestic violence resources // ANROWS does not provide emergency assistance or support services // <https://www.anrows.org.au/get-support>

Centres Against Sexual Assault (CASA) // Victoria // www.casa.org.au // Sexual assault crisis line, free call: 1800 806 292. Email: casa@thewomens.org.au

Domestic Violence Resource Centre // 8346 5200 (OH) // www.dvrcv.org.au

DV Connect // Queensland 24/7 // 1800 811 811 // www.dvconnect.org

Men's Referral Service // Confidential advice for men who may have overstepped the line // 1300 766 491 // www.ntv.org.au

No to Violence // Peak body for those working with men to end family violence in Victoria and New South Wales // www.ntv.org.au

Safe steps // Family violence response centre. Victoria only // safesteps.org.au // 1800 015 188 (24/7)

1800 RESPECT: The Australian Government's *Stop it at the Start* campaign // Aims to stamp out disrespect that can lead to physical and emotional abuse // www.respect.gov.au

The Victorian Government's Ending Family Violence: Delivering Change program // Working to transform the government's approach to family violence. www.vic.gov.au/familyviolence

Violent children – advice for parents // South Australian Education Department // www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa/parent-easy-guides/violence-towards-parents-parent-easy-guide

// RELATIONSHIPS

Bullying. No Way // Anti-bullying advice // www.bullyingnoway.gov.au

Bursting the Bubble // Family advice "What's OK at home" // www.burstingthebubble.com

Family mediation and Dispute Resolution // Australian Government // <https://www.familyrelationships.gov.au/separation/family-mediation-dispute-resolution>

Family Relationships Advice Line // Australian Government // 1800 050 321 // www.familyrelationships.gov.au/talk-someone/advice-line

Family Relationship Centres // Australian Government // <https://www.familyrelationships.gov.au/document/7201>

It's Time We Talked // Advice about porn // www.itsstimewetalked.com.au

Love: The good, the bad and the ugly // Relationship advice // www.lovegoodbadugly.com

MensLine Australia // Parenting and relationships 24/7 // Ph. 1300 789 978 // www.mensline.org.au

Relationships Australia counselling services // www.relationships.org.au

Tip sheets // <https://www.relationships.org.au/relationship-advice/relationship-advice-sheets>

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ASSISTANCE

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// YOUNG PEOPLE

Alannah & Madeline Foundation // Anti-bullying // www.amf.org.au

Headspace // Youth mental health // www.headspace.org.au

Kids Helpline // 1800 55 1800 // www.kidshelpline.com.au

Office of the eSafety Commissioner // www.esafety.gov.au

Mission Australia // Youth services // www.missionaustralia.com.au

Raising Children Network // Australian parenting website // raisingchildren.net.au

Rosie // Research-based information for girls // www.rosie.org.au

ReachOut // Youth mental health and wellbeing // www.reachout.com

The Line // Relationships advice for young people // www.theline.org.au

Youth Beyond Blue // Beyond Blue's youth program // www.youthbeyondblue.com

// LGBTIQ+

Minus18 // www.minus18.org.au

Intersex Human Rights Association // www.ihra.org.au

National LGBTI Health Alliance // www.lgbtihealth.org.au

National LGBTI Health Alliance knowledge hub // <https://lgbtihealth.org.au/hub/>

PFLAG // Parents, Family and Friends of Lesbians and Gays // www.pflagaustralia.org.au

QLife // 1800 184 527 // www.qlife.org.au

Rainbow Network // LGBTIQ youth // www.rainbownetwork.com.au

Safe Schools Coalition Australia // www.safeschoolscoalition.org.au

Star Observer // Lists many support services // www.starobserver.com.au

Transcend // Transgender support // www.transcendsupport.com.au

The Gender Centre // www.gendercentre.org.au

Transgender Victoria // www.transgendervictoria.com

Zoe Belle Gender Collective // www.zbgc.org.au

// INDIGENOUS

AMS Aboriginal Medical Service and other health services // <http://www.bettertoknow.org.au/AMS.html>

Australian Government Indigenous services // www.indigenous.gov.au

National Aboriginal Community Controlled Health Organisation (NACCHO) // www.naccho.org.au

Relationships Australia // Indigenous services // <https://www.relationships.org.au/what-we-do/services/aboriginal-and-torres-strait-islander-people-and-their-families>

// MENTAL HEALTH

Anxiety Recovery Centre Victoria // (has links to other states) // www.arcvic.org.au

Be You // Beyond Blue // beyou.edu.au

The Black Dog Institute // www.blackdoginstitute.org.au

headspace // 1800 650 890 // www.headspace.org.au or www.eheadspace.org.au

Mind Australia // 1300 286 463 // www.mindaustralia.org.au

Mind Health Connect // For parents // www.mindhealthconnect.org.au/parenting

National LGBTI Health Alliance // www.lgbtihealth.org.au

Parent Guides // parentguides.com.au/mental-health-101/

ReachOut // Youth support // www.reachout.com

Sane Australia // Mental health support // 1800 18 7263 // www.sane.org

// SEXUALITY

Dr Marie (Marie Stopes International) // Reproductive support // www.mariestopes.org.au // 1300 866 130

Family Planning Victoria // Reproductive support // www.fpv.org.au

Kotex site for girls // Puberty advice // www.ubykotex.com.au/puberty

Scarleteen // Sex education // www.scarleteen.com

Melbourne Sexual Health Centre // 9341 6200 // 1800 032 017 www.mshc.org.au

Parent Guides // parentguides.com.au/sex101

ReachOut // Relationships and sexuality information // www.reachout.com

The Royal Women's Hospital // Sex and sexuality // www.thewomens.org.au/health-information/sex-sexuality

The Women's Health Information Centre // 1800 442 007 // 8345 3045 // www.thewomens.org.au

Health on the Net // Health information // www.healthonnet.org

Law Stuff // Legal advice and responsibilities // www.lawstuff.org.au

Learning Potential // Helping kids learn // www.learningpotential.gov.au

Student Wellbeing Hub // Wellbeing advice and information // www.studentwellbeinghub.edu.au

This girl can // VicHealth participation program // www.vichealth.vic.gov.au/programs-and-projects/this-girl-can-vic

Victorian Government Better Health Channel // www.betterhealth.vic.gov.au

Women's and Children's Health Network // www.cyh.com

// GENERAL ADVICE & INFORMATION

Australian Institute of Family Studies // www.aifs.gov.au

Good Sports // Reducing reliance on alcohol and other drugs in sport // www.goodsports.com.au

Health Direct services directory // www.healthdirect.gov.au

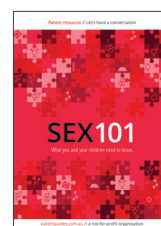


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Centre for Excellence in Rural Sexual Health, Faculty of Medicine, Dentistry & Health Sciences,
The University of Melbourne**

"The best resource I have ever read on the subjects of children's exposure and involvement with drugs, sex and internet evils. Every GP should read these informative booklets: every parent should have this information at their fingertips. I have urged my daughters to read them.
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Dr Ann Kelmann

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