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These questions support a conversation between the CLE and the host settlement worker to prepare for the Settled & Safe information sharing program.

GROUP KNOWLEDGE

How long has the group been meeting?
Are there any group dynamics that may impact on our ability to maximise participation in the group? (For example, are there any dominant personalities in the group that may stop other members from contributing to discussions?)
Has the group received legal training on similar topics before? If so when?
How do you think this training will be received?
Is there anyone in the group you think may be personally affected by these issues? (For example, a victim of family violence, someone who has had contact with Child Protection or who is separating?)

PRESENTING INFORMATION TO A NEWLY EMERGING COMMUNITY GROUP

ISSUE	STRATEGY
Is there a polite or preferred way to introduce myself?	
Is there a preference or taboo around touching (eg. handshaking) I should be aware of?	
Polite idioms of language?	
Appropriate dress - What should I wear?	
Are there any social customs or taboos I should be aware of that might affect the way I present this training?	

ISSUE	STRATEGY
How might these be negotiated or navigated to ensure the objectives of the training are met?	
Are there any social customs I should be aware of that might affect audience participation in the training?	
Are there any social customs or cultural practices I should be aware of that might be discussed as part of the training?	
Will people be attending on time? How should this be handled?	
Is there anything else I need to know or need to have a strategy for?	

STORY DEVELOPMENT

Settled & Safe uses community stories as a basis for legal education.

ISSUE	STRATEGY
How do you think the group will respond to being asked to develop a community story?	
What do you think is the best way to introduce the notion of story development with the group?	
Can you tell me the most common community story about:	
Do you think that we should develop a story before we start the group?	
Would you be able to assist me to develop the story? It needs to: • describe a common and recognisable community issue or concern • describe the inner world of the characters in the story, including: - the world views of people in the group - the settlement experiences of people in the group - the constraints, hopes and wishes of people in the group - hold emotional truth for people in the group.	
If you are unable to assist, would you be able to introduce me to someone who could?	

SETTLED & SAFE INTRODUCTION TO COMMUNITY SESSION

Session Plan 1.5 hrs

TIME	ACTIVITIES	AIM
15 min	Welcome and Introductions Presenter facilitation: • Welcome and Presenters introduction (interpreters introduction) • Housekeeping • Participant Introduction • Introduce Settled & Safe • Safe Space Agreement (optional)	Introduce presenter and build the credibility amongst participants as being equipped to deliver the Information Sharing Program Provide housekeeping information for example, toilet facilities, mobile phones. Introduce Settled & Safe Information Sharing Program in a way that is culturally appropriate engaging and creates a safe space to share thoughts and opinions.
50 min	Our Community and Phases of Adjustment Small group discussion 5 min Difference between culture of origin and perceived Australian culture? Large group feedback 20 min Presentation: SLIDE: Phases of Adjustment 5min Small group discussion 5 min Where is your community on their settlement journey? Do all people settle at the same rate? What does this mean for families? Large group feedback 15 min	Focus the community group on where their community is on their settlement journey? Explore the stressors that migration places on family life and how family issues are handled.
5 min	Break	
15 min	Community Story Workshop CLE Presentation Community Story Large Group Discussion Story workshop	Engage the community group in the process of creating a Community Story Create enthusiasm for learning about how the law applies to a common situation in the community
5 min	Wrap Up – Next Steps	Thank the community group for participation and create anticipation for the next session.



INTRODUCTION

The Settled & Safe information sharing program aims to improve the knowledge of members of emerging communities about Australian laws concerning families, family violence, and child protection. It also aims to build connections between newly arrived communities and local support and legal services that can help them to identify and resolve legal issues.

The information sharing program is made up of sessions that are delivered in partnership with settlement service providers. These sessions are designed to:

- engage members of a newly emerging community about laws in Australia through the use of community stories
- create a participatory learning environment where the cultural expertise and experience of newly emerging community members is used as a basis for learning about the application of law in Australia.

The Settled & Safe information sharing program is to be delivered in partnership with settlement workers after they have participated in the two-day Settled & Safe worker training program.

USING COMMUNITY STORIES

Community stories are an essential element of the program.

Using stories for learning is a highly effective way of explaining the law and complex legal principles. The process of story telling helps people remember facts and situations, and how the law was relevant in a particular story. In the Safe & Settled program stories are developed in collaboration with settlement service providers and members of newly emerging communities, and called community stories.

Using stories that reflect the particular community's world view and experience of

settlement creates an engaging and motivating group learning experience. Members of newly emerging community groups respond well to community stories they can relate to and that describe issues that they have either dealt with or are familiar to them and members of their community.

Community stories enable the community group to:

- contribute to their own learning by helping to develop the community story
- reflect on the legal principles in a readily understandable and familiar situation
- concentrate on the factual problem rather than the legal content
- share their community's world views and settlement experiences as part of a group learning experience
- become part of the story process so that they look forward to future information sharing sessions to learn the outcome of the community story.

The community group will develop three community stories during the information sharing program, one for each area of law covered.

WHAT IS A COMMUNITY STORY?

A community story is a narrative based on recognisable community issues or concerns. The story reflects the inner world views of the characters and is emotionally truthful for the community members who develop it. A community story differs from a case study, which is often a real life example, and contains more facts and specific details, such as times, dates and incidents.

Community stories include the beliefs and opinions of the central characters, as well as background to their motivations and what they are doing in the narrative. Each character in a community story has thoughts and feelings about a particular

experience. For example, a descriptions of what they tasted, saw, heard, and how this made them feel.

In a Settled & Safe community story all characters are treated and described empathetically even when they are responsible for negative behaviors, such as committing family violence. Although treated empathically, their behavior is not condoned, justified or minimised.

A community story should always reflect the community's:

 settlement experiences should reflect their constraints, hopes and wishes when arriving in Australia.

ESSENTIAL ELEMENTS OF A COMMUNITY STORY

Including the following elements in a community story will ensure that it can function as a legal story and learning tool.

A children's law community story must include:

- a child or children under the age of 17
- an incident where a child has:
 - suffered harm and/or
 - been left alone or neglected
- witnessed parents physically fighting or hurting each other
- Child Protection being notified by a teacher, doctor or anonymously.

A family violence community story must include:

- a person who feels unsafe at home because they are frightened of a family member
- an incident where a family member:
 - is frightened for their safety
 - is scared or intimidated by another family member
 - was physically assaulted
 - was threatened
 - wants the violence to stop
- children being exposed to or witnessing family violence
- intervention by the police or the family member considering making an application for an intervention order
- Optional elements can also be included, such as:
 - a person other than the family member informs the police
 - the person responsible for using violence wanting to reconcile with the affected family member

A family law community story must include:

- at least one child
- parents who have decided to separate
- a family member who appears to be more at fault or responsible for the separation
- the parents being unable to agree about who the child should live or spend time with
- the parents disagreeing about how to raise the child or children.

Optional elements can also be included, such as:

- a dispute about returning to the country of origin
- the child or children expressing strong views about who they want to live with.

DEVELOPING A COMMUNITY STORY

There are four stages in the development of a community story:

- 1. collecting story seeds
- 2. developing the story with the community group
- 3. developing the story with the host settlement worker
- 4. legal and community finalisation

COLLECTING STORY SEEDS

A story seed may be a small vignette or belief about a particular issue that concerns the members of the newly emerging community group. For example:

- women are too quick to ring 000
- children tell their parents that if they don't let them go out with their friends, they will call Child Protection
- it's Centrelink's fault fights over money cause family violence.

Story seeds may emerge during the Settled & Safe settlement worker training or when discussing the picture handouts during the our community and phases of adjustment session.

DEVELOPING THE COMMUNITY STORY WITH THE COMMUNITY GROUP

Further instructions on how to obtain information from the community group to develop a community story are set out in the story workshop session plan.

It is imperative that the community group has ownership of the content of the community story and that they are engaged in its development. If the community story and its characters do not truly reflect the views, beliefs and settlement experience of the community group, its success as a learning tool will be minimised.

The development of the story with the community group occurs early on in the relationship between the CLE and the group. The CLE must be mindful that:

 there may be insufficient trust for newly emerging community members to feel comfortable suggesting possible issues or volunteering suggestions when building the community story people in the community group may feel that talking about community issues reflects badly on them as individuals or the cultural group they identify with.

If the community group does not want to participate in the development of the community story, the story could be drafted by the host settlement worker as a representative of the newly emerging community group.

Developing the community story with the host settlement worker

This stage in the development of the community story is a short collaboration between the CLE and the host settlement worker to refine the community story. The host settlement worker's community knowledge is invaluable in the development of the story. They will have knowledge of the community and its culture. They can provide specific cultural content, such as how homes are organised, routines, how families are structured, what food is eaten, and the general aspirations of their community.

The role of the host settlement worker is to ensure that the community story is authentic and that the differing world views of the characters are represented empathetically. The host settlement worker should also provide advice on how issues that may be taboo or sensitive can be included in the community story and how the community story should develop.

The role of the CLE is to ensure that the story is clear and can capture the imagination of the community group, but also that it contains the necessary elements for use as a legal information tool. The host settlement worker should see the story before it is presented to the group.

Legal and community finalisation

As the community story will be used as a legal education tool, it should be read and edited by a lawyer before being used in information sharing sessions. Lawyers should be asked to identify all key legal issues in the story and advise on the legal process or processes that would arise from the community story.

The final step is to check back with the community group at the start of the Settled & Safe information sharing session that the community story is accurate and discuss any issues they may have with it. It is important that the community group is happy with the community story. The CLE should take on board any suggestions that are made by the group and make amendments as appropriate.

PREPARATION AND DELIVERY

The Settled & Safe information sharing program has a number of activities that must take place before it is delivered to community groups.

ACTIVITY	TIME	PARTICIPANTS
Pre-session briefing	2 hrs	CLE and host settlement worker
Interpreter briefing	15 min	CLE, host settlement worker and interpreter
Settled & Safe introduction to community session	1.5 hrs	CLE, host settlement worker, interpreter and community group
Community story consultation	1 hr	CLE and host settlement worker
Legal information and story consultation	1 hr	CLE and legal service provider legal content experts
Information sharing sessions x 3	1.5 hrs	CLE, host settlement worker, interpreter, and community group

Pre-session briefing

The pre-session briefing is a meeting or a telephone conversation between the host settlement worker and the CLE. The aim is to ensure the host settlement worker understands the objectives of the Settled & Safe information sharing program.

The CLE should draw on the host settlement worker's knowledge of the people in the community group and their culture to complete the pre-session briefing form. This will ensure that information sharing sessions are held in a way that maximises engagement in the legal topic and reflects an awareness of the group's cultural preferences.

Within the pre-session briefing the CLE should discuss with the host settlement worker if a safe space agreement should be made during the introduction to the information sharing session. The safe space agreement sets out rules of behaviour in the community group and includes agreement about respect and confidentiality. The pre session briefing tool is included in this package.

Interpreter briefing

The interpreter briefing takes place about 15 minutes before the start of the Settled & Safe introduction to community session.

The purpose is to provide a brief overview of the aims of the information sharing program and describe and clarify the different roles the host settlement worker, the CLE and the interpreter will play during the session. This sets the framework for how the session will operate and places boundaries on the level of engagement the interpreter will have with the group.

The interpreter should be provided with the following Settled & Safe materials:

community story

During the interpreter briefing the interpreter should be informed that:

- content that could arise during the session may be distressing, such as rape in marriage, family violence and child abuse
- they will be asked to follow the group rules
- they will be introduced to the community group and their role will be explained so that the community group is clear about it.

The role of the CLE and host settlement worker during Information Sharing

The CLE and host settlement worker will work together to deliver the Settled & Safe information sharing session. This recognises that while the CLE will have expertise in the law, the host settlement worker has knowledge of the community group and their culture.

During legal sessions the host settlement worker's role is to help the CLE facilitate discussion among the group. This can be done by:

- actively encouraging participation
- asking questions that they believe people may be reluctant to ask
- clarifying cultural misunderstandings or miscommunication.

The CLE will always be responsible for presenting legal content and for facilitating large group discussions.

Setting up the training room

You will need a whiteboard or butcher's paper (optional) and chairs (tables optional). The training room should be organised so that everyone has a clear view of the presenter.

Audience

It is recommended that this program be run with a minimum of six people and a maximum of 15 to enhance participation.

SESSION PLAN - INTRODUCTION TO COMMUNITY

This is a 90-minute session.

TIME	ACTIVITIES	AIM
15 min	Welcome and introductions Presenter facilitation - 15 min Welcome and presenter introduction (interpreter introduction) Housekeeping Group introduction Introduce Settled & Safe Safe space agreement (optional)	 Introduce presenter and build credibility as being equipped to deliver the information sharing program Provide housekeeping information, for example, toilet facilities, mobile phones Introduce Settled & Safe information sharing program in a way that is culturally appropriate, engaging and creates a safe space to share thoughts and opinions
50 min	Our community and phases of adjustment Small group discussion – 5 min Difference between culture of origin and perceived Australian culture? Large group feedback – 20 min Presentation: Phases of adjustment – 5 min Small group discussion – 5 min Where is your community on their settlement journey? Do all people settle at the same rate? What does this mean for families? Large group feedback – 15 min	 Focus the community group on where their community is on their settlement journey Explore the stressors that migration places on family life and how family issues are handled
5 min	Break	
15 min	Story workshop CLE presentation – 5 min Community story Large group discussion – 10 min Story workshop	 Engage the community group in the process of creating a community story Create enthusiasm for learning about how the law applies to a common situation in the community
5 min	Wrap up – next steps	Thank the community group for participation and create anticipation for the next session

WELCOME AND INTRODUCTIONS

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of this session the community group should be able to describe Settled & Safe	Pens and paper

Activity sequence and presenter notes

This session is to be presented by the host settlement worker and the CLE.

The session is made up of four parts:

- welcome and introductions, CLE introduction
- group introductions
- introduction to Settled & Safe
- safe space (optional and by agreement with the host settlement worker).

Host settlement worker's facilitation:

welcome and introductions, CLE introduction

The host settlement worker welcomes the group to Settled & Safe and introduces the CLE and their organisation.

The CLE introduces the interpreter (where necessary) and outlines their role to the community group.

The host settlement worker should provide the community group with any necessary housekeeping information, including:

- the location of amenities, toilets, refreshments and a reminder to switch off mobile phones
- emergency exits and procedures or occupational health and safety messages.

CLE facilitation: group introductions

Ask members of the community group to introduce themselves.

CLE facilitation: introduction to Settled & Safe

The CLE should provide a brief overview of Settled & Safe, the purpose of the information sharing session, and the role of legal services in general. Points to note are set out below.

- Legal service providers can provide advice, information and referrals to people who need help.
- Legal service providers are not linked to the police or Child Protection.
- Legal service providers can help people who are having trouble with the police and Child Protection.

- Today's session will discuss how the law works in Australia so that you will have a better understanding of Australia's family laws, why we have them, and how they can help people in our communities.
- There are many laws in Australia and it can be very confusing and lead to lots of heartache in families between husbands and wives, parents and children and different family members.
- Talking about family issues can be very personal and private. So that we do not have to discuss family business we will develop a community story together based on common situations in the community. By looking at the story we can see how the law works.

CLE facilitation: safe space agreement (optional)

A decision about whether to have a safe space agreement should have been discussed by the presenter and the host settlement worker during the pre-session briefing.

Creating a safe space agreement acknowledges that the subject matter of the Settled & Safe training program can be difficult for some members of the community group to discuss. The safe space agreement sets the standard for how the community group is to behave during information sharing. After agreement about the standard of behaviour has been reached, the presenter should make a note of the agreement on a piece of paper or whiteboard for the community group to see.

The biggest aspect of a group agreement is confidentiality. An agreement can be reached with the community group that personal issues raised during the information sharing session should not be discussed outside of the group.

- the presenter may also wish to reach an agreement with the community group about:
- respecting other members of the community group and the stories that they share
- the right to pass and not share a story with the group
- the right to leave the training
- permission for the presenters to move the group on from a particular discussion topic so that the training schedule can be maintained.

OUR COMMUNITY AND PHASES OF ADJUSTMENT

TIME	LEARNING OUTCOMES	MATERIALS
50 min	By the end of the session the community group will be able to: • locate where they think the community is on their settlement journey • identify the diversity of people's experiences in their community • identify stressors that migration can put on families	Our community picture handouts Process of adjustment handouts

Preparation

Presenters should have read and considered:

- Avert Family Violence, Fact Sheet: Migration & Settlement (www.avertfamilyviolence.com.au)
- Levine D & Adelman R, 1993, Beyond Language: Cross-Cultural Communication, New Jersey: Prentice Hall.

Activity sequence and presenter notes

This session is to be presented by the CLE. The host settlement worker helps facilitate discussion.

This session contains two activities:

- difference between culture of origin and perceived Australian culture
- the process of adjustment.

Small group discussion: difference between culture of origin and perceived Australian culture

Divide the community group into smaller groups of three and four people depending on the size of the group. Allocate 5 minutes for group discussion and 20 minutes for each of the smaller groups to give feedback to the community group.

Provide each group with one or two of the our community picture handouts (see page 48-55). Ask each group to consider either one or a few life issues. Encourage the groups to discuss how these life issues are treated in their country of origin and their perception of how these are treated in Australia.

Prompting questions are set out below.

- Schooling
 - What is taught by teachers and what is taught at home?
 - What age do children start and finish? Is this the same for everyone?
- Age of marriage and marriage customs
 - Does the legal age for marriage differ between women and men?

- Clothing
 - Does clothing hold symbolic meaning?
 - Does clothing vary with age, gender and/or marital status?
- The elderly
 - What is their role in the family?
 - how are they cared for when they can no longer look after themselves?
- Money and finances
 - How are finances in families organised?
 - Is there his money, her money or relationship money?
 - Is one person more likely to earn the money?
 Does this matter?
- Dating
 - How do people meet?
 - How long do you date for?
- Caring for children
 - How are children cared for?
- Gender roles
 - How are decisions made in relationships?
 - Who is responsible for domestic tasks?

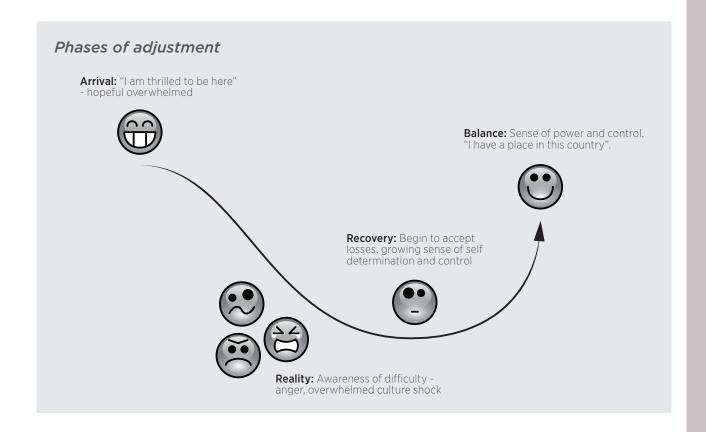
CLE presentation and small group discussion: process of adjustment

Provide the process of adjustment handout to the community group. Explain the process of adjustment. After a brief introduction to the concept, ask the community group if they are familiar with the concept and gauge their understanding of it. If the community group has familiarity with the concept, ask:

- Is it an accurate representation of people's settlement journey?
- If they were to change it how would they?

If the community group is not familiar with the concept, provide further information and explanation of the concept. (See key points below.) Return the community group to their small groups. Allocate 5 minutes for group discussion and 15 minutes for each of the smaller groups to give feedback to the large group. Ask the groups to discuss:

- Which phases of adjustment is the community in?
- Does everybody settle or adjust at the same rate?
- How might these phases of adjustment impact on family relationships?



Key points

The concept of the phases of adjustment has been around in various forms for a long time. The settlement process generally occurs in the following key phases. However, individuals can move back and forth between the different phases many times.

- Arrival This phase is characterised by feelings of relief, hope and elation. During this phase people may feel very happy to have left a dangerous or miserable situation, and may look forward to the prospect of rebuilding their life.
- Reality Some may experience difficulty adjusting to Australian society. For some the realisation that the journey does not end with arrival in Australia can come as a shock. Practices in the new culture may seem unhealthy and strange. People may not feel appreciated for their skills and life experiences.
- Recovery Slowly people adapt to the new culture, blending the past culture with elements of the new culture, healing from losses and past traumas. A sense of control comes back. Sometimes people do not adapt readily and may become further isolated or marginalised.
- Balance People have a sense of belonging in the new country. Some may still feel strong ties to their place of origin but live well in the current situation by engaging in meaningful relationships and fulfilling activities.

BREAK

TIME	LEARNING OUTCOMES	MATERIALS
5 min		

STORY WORKSHOP

TIME	LEARNING OUTCOMES	MATERIALS
15 min		Poster paper, whiteboard

Preparation

Presenters should have read and considered the introduction to the Settled & Safe information sharing program.

Activity sequence and presenter notes

This session is made up of two activities:

- CLE presentation
- · story workshop.

CLE presentation

Introduce the activity by noting the following:

- Settled & Safe uses community stories to discuss Australian laws.
- A community story describes a situation that sometimes happens in the community. It is not about an individual person or an identifiable family.
- Settled & Safe uses community stories so that the community group does not have to talk about their own family situations.
- We will spend the next 10 minutes making a community story together.
- In a later session we will use the community story to learn about how Australian law applies to the community story.

Large group discussion: story workshop

The presenter starts the large group discussion by explaining that Settled & Safe focuses on three areas of law. Each week a different law and legal process will be discussed.

Family Law – disputes between parents after they have separated. Issues may include:

- · Where will the children live?
- How will they spend time and communicate with both parents?
- · Who makes the decisions about children?

Child protection – Protection of children at risk of significant harm from family members. Issues may include:

- What happens if Child Protection believe that children are being harmed?
- What can parents do?

Family violence – keeping people safe in their homes and families. Issues may include:

- What can people do if they are frightened by a family member?
- The role of the police when they attend a house.

Ask the group to choose family law, child protection, or family violence.

To start the story building process prompt the community group with some basic questions about who they want the characters in the community story to be. There are no rules or limitations on the family structure of the characters in the story. For example, the community story may be centred around a family of a mother and father and three children, or it may be centred around a single mother with four children. As the community group decides on the central characters of the story, draw a basic pictogram on the whiteboard that represents the characters of the story. This will act as a visual aid that represents the basics of the family central to the community story.

The following prompting questions may help to build the family that is central to the community story:

- What are the parents', or main characters', names?
- Where are they from?
- What do they do now they live in Australia?
- How long have they lived in Australia?
- How many children are there in this family, what are their ages and genders?

After completing a basic pictogram of the family in the story, the presenter should help the group consider what they want the narrative of the community story to be. The presenter is trying to gather a basic story line for the characters in the story. Details about the characters will be added later by either the presenter, the host settlement worker, or in partnership.

By the end of the community story workshop the CLE will need to have obtained the essential elements of a community story as described in the introduction to the Settled & Safe information sharing program.

The CLE should start with an opening statement about the area of law and follow up with prompting questions to obtain further information to build the story. Here are some examples of prompting questions.

For a children's law community story:

- Child Protection has been contacted because a report has been made about harm to a child in this family.
 - How was the child harmed?
 - How do the parents feel?
 - How do the children feel?

For a family law community story:

- The parents in this family have decided to separate.
 Why?
 - Where does each parent live?
 - What does each parent want?
 What do they disagree on and why?

For a family violence community story:

- The police have been called because of an incident of family violence.
 - Why did the police come to the house? What did they see when they arrived?
 - Why does one family member feel frightened of another family member?
 - What have the children seen?

Review the story with the group asking if they wish to add anything.

Ask permission to develop the story further with the host settlement worker.

NEXT STEPS

TIME	LEARNING OUTCOMES	MATERIALS
5 min	Wrap up – next steps	

Activity sequence and presenter notes

CLE presentation: Wrap up, evaluation, next week

Thank everyone for their participation and present any closing comments.



FAMILY LAW SESSION PLAN

This is a 90-minute session.

TIME		AIM
15 min	Introduction and community story review CLE presenter facilitation: • Welcome and introductions, Settled & Safe information sharing • Community story review	 Reintroduce the purpose of Settled & Safe information sharing Build motivation by promoting personal and community benefits Engage the community group in their community story and reinforce their ownership of the community story Enable the community group to make amendments to the community story
20 min	 Exploring the community story Large group discussion - 20 min What has happened in this family? How would this be treated in your country of origin? Is there a court in (country of origin) that makes decisions when parents can't agree? What would help each parent and the children in the community story? 	 Ensure the community group understands the community story Build empathy for characters in the community story Provide the community group with an opportunity to discuss the strengths of their culture and its complexities Identify the role of the state in the country of origin Build understanding of how issues raised in the community story are resolved in the country of origin Identify available resources
15 min	Family Law - what are the legal issues? Large group discussion - 10 min • What are the legal issues? Presentation - 5 min • Defining the issues	 Explain the difference between separation and divorce Explain how parenting disputes are considered legally Explain common family law terminology Explain the family law principle of best interests Explain the many factors that are considered when determining what is in the best interests of children Reinforce that the law is concerned with making arrangements that are in the best interests of children and not with the rights of parents

15 min	Role of family dispute resolution and the court Large group discussion – 10 min • What happens if parents can't agree? Presentation – 5 min	 Identify the community group's understanding of the legal process Explain key roles and legal processes Explore existing community ways of resolving parenting disputes Explain non-court based ways of resolving parenting disputes Discuss the community services available and their roles Discuss the process of court determination
5 min	The role of lawyers Large group discussion – 5 min How would a lawyer help?	Explain the role of lawyers
15 min	Story workshop	Build a community story
5 min	Wrap up, next week, evaluation	Thank the community group for its participation and create anticipation for the next session.

INTRODUCTION AND COMMUNITY STORY REVIEW

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of this session the community group will understand: • the purpose of Settled & Safe information sharing • the community story development process	

Activity sequence and presenter notes

CLE presenter facilitation: welcome and introductions, Settled & Safe information sharing

The CLE should introduce themselves, the interpreter, and Settled & Safe information sharing, making the following points.

- Laws in Australia can be very confusing. As a community, we want to ensure our loved ones are safe.
- By participating in Settled & Safe we hope to build a better understanding of what Australian laws are, why we have them, and how they can help people.
- Settled & Safe provides legal information to newly emerging communities.
- Talking about family issues can be personal and private. So that we do not have to discuss family business we have developed a community story together based on common situations in the community. Through the community story we can see how the law works.
- The community story was developed with the host settlement worker so that it is authentic and a good legal education story.

CLE presenter facilitation: community story review

The CLE should read the community story to the community group and ask:

- Are you happy with the community story?
- Is there anything wrong with the detail in the community story?

The CLE should listen to any suggestions for changes to the community story and seek agreement from the community group to make these changes. After making any necessary changes to the community story, re-read it to the group.

EXPLORING THE COMMUNITY STORY

TIME	LEARNING OUTCOMES	MATERIALS
20 min	 By the end of the session the community group will be able to identify: key legal issues in the community story how a similar situation would be treated in their country of origin by way of community and state response 	Community story

Activity sequence and presenter notes

Large group discussion: what has happened in this family?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

• What has happened in this family?

This question is designed to draw out a wide range of responses. Listen for people's understanding of the social and legal issues in the community story. If necessary, ask prompting questions that focus the group on the facts of the community story, for example:

- What are your first reactions to the community story?
- What is the community story making you think about?

Large group discussion: how would this situation be treated in (country of origin)?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: How would a situation like this be treated in your country of origin? This question is designed to draw out both state and legal system responses, as well as community intervention.

If necessary, ask prompting questions that focus the group on the facts of the community story, for example:

- Is this a situation that other family members would intervene in?
 - How would these family members be told of the issue?
 - What would the family members do?
 - Would anyone other than family become involved, for example, faith or community leaders?

- How would faith or community leaders be told about the issue?
- What would faith or community leaders do?

Large group discussion: what is the role of the court or police in (country of origin)?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: What is the role of the court or police in (country of origin)? This question is designed to develop a shared understanding of the justice system in the group's country of origin. The information gathered will be used later in the information sharing program to compare and contrast the Australian system with the country of origin.

If necessary, ask prompting questions to focus the group, for example:

- Is this something that the police would be involved in?
 - How would they hear about the issue?
 - What would they do?
- Would people use the court system to solve this family problem?
 - When would they go to court and why?

Large group discussion: what would help each parent and the children in the community story?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

- In Victoria how could we help this family?
- How could we help the children?

This question invites the group to explore early intervention strategies and identify existing support services and resources in their community. It also paves the way for a discussion of legal processes as an additional resource to existing community resources.

FAMILY LAW - WHAT ARE THE LEGAL ISSUES?

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of the session the community group will understand: • separation and divorce • relevant decision making criteria the court uses to determine a post-separation parenting dispute • key considerations in the best interests of the child	

Preparation

Presenters should read and consider the Family Law Act 1975 (Cth). The presenter should have a thorough understanding of separation and divorce, and how disputes about where children live and who they spend time with are resolved under this Act.

The presenter should also be familiar with common family law terms and principles, and be able to explain in plain language how they are applied to parenting cases. In particular:

- primary considerations section 60CC(2)
- additional considerations section 60CC(3)
- equal shared parental responsibility sections 61A–61DA
- family violence sections 60CC(3)k(i-v), 60CF, 60CG.

Activity sequence and presenter notes

Large group discussion: what are the legal issues?

This is a large group discussion. Allow 10 minutes for this activity.

The CLE should ask the group:

• What does each parent in the story want?

This question is designed to help the group identify legal issues in the community story. Listen carefully to responses and avoid over correcting any contributions that are not accurate. This will ensure that people who may have no legal knowledge continue to contribute to the large group discussion. The CLE should respond to any incorrect contributions with neutral comments that put the group on notice that legal issues will be explored later, for example: "That is a commonly held belief and we will see what the law says later."

It may be necessary for the presenter to identify any legal issues that the group is unable to identify.

The presenter will need to note the responses that have been provided as they will be discussed and expanded upon during the next activity.

Presenter facilitation: defining the issues

Recalling the responses given in the previous activity, refer back to any legal issues that were identified. For example:

- You said that court must focus on the children not the fighting parents.
- You were right when you said it may be good for the children to see both parents and their extended families.

During this presentation ensure that the distinction between separation and divorce is explained, as well as the process of applying for divorce.

- Separation is when people stop living together as a couple, even if they are still living in the same house.
 You do not need to get permission or agreement from your husband or wife to separate.
- To separate you do not have to apply to a court or government organisation. You will not get a certificate saying you are separated.
- Men and women have the same right to separate.
- Couples who have separated should tell organisations such as Centrelink, the Child Support Agency and Medicare.
- You can apply for a divorce after you have been separated for 12 months.
- Parents can work out their parenting arrangements and property settlement before they divorce.
- Parenting arrangements can be divided into:
 - who the children live with
 - how children spend time with the parent they do not live with
 - parental responsibility regarding major long-term issues like education, health issues etc.
- The Family Law Courts considers the benefits of children having a relationship with both parents.
- Children need to be protected from violence, abuse and ill treatment. This reflects the understanding that it is damaging for children to be exposed to family violence.

- In cases involving family violence the court must consider whether the children can be safe while having a relationship with both parents.
- Courts can take into consideration the children's views (wishes) if they express a view, but

parenting arrangements will not only be guided by these views. The weight given to children's views will depend on their age, level of development, and the reason why they hold that view.

THE ROLE OF FAMILY DISPUTE RESOLUTION AND THE COURT

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of this session the community group should understand the various non-adversarial and adversarial mechanisms for reaching agreements	

Preparation

Presenters should be familiar with how judges and Magistrates operating under the Family Law Act can determine matters involving children and ways to resolve parenting disputes. The presenter must be able to explain these processes in plain language.

The presenter should be familiar with the following legal terms and principles, and be able to explain in plain language how they are applied to parenting cases:

- parenting plans
- consent order
- court order
- family relationship centres
- family dispute resolution practitioners.

Activity sequence and presenter notes

Large group discussion: the role of family dispute resolution and the court

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

- What happens if parents can't agree?

Listen carefully to responses and avoid over correcting any contributions that are not accurate. This will ensure that people who may have no legal knowledge continue to contribute to the group discussion. The CLE should respond to any incorrect contributions with neutral comments that put the group on notice that legal issues will be explored later.

Presentation: the role of family dispute resolution and the court

Recalling the responses given in the previous activity, refer back to any legal issues that were identified in the community story. For example:

- You said that people should try and agree first before going to court.
- You were right when you said that if a judge makes an order each parent must follow it.

Using the responses given by the community group, the presentation should focus on legal and non-adversarial processes for resolving parenting disputes.

- There are three ways that parenting arrangements can be decided:
 - parents can negotiate and reach an agreement themselves with or without the help of family, community or a lawyer
 - parents can use the assistance of a family dispute resolution practitioner
 - parents can have the matter decided by a court.
- Negotiation
 - Parents can make an informal agreement between them. The parents are in control of how, when and what is discussed in their negotiations.
 - Negotiation may not be appropriate for some separated parents due to family violence or inappropriate communication between them.
 - Some parents may make parenting arrangements in an ad hoc way using telephone conversations, SMS text message or email.
 - Informal negotiations will be more successful where there is good communication and trust between the parents.
- Assisted negotiation
 - Some parents may use a third party, such as a relative, friend or lawyer, to help negotiate parenting arrangements.

- Lawyers can provide legal advice about whether the negotiated arrangements are in the best interests of the children.
- Family dispute resolution
 - Family dispute resolution is negotiation with the help of a family dispute resolution practitioner (FDRP). FDRPs have training and experience in helping parents reach agreement. They help parents to focus their discussions on what is in the best interests of the children.
 - Family dispute resolution promotes and supports good communication between parents on issues about their children.
 - Unlike a lawyer, a FDRP does not represent or take sides with either party. The FDRP will decide how negotiations will take place. For example, face to face or through a shuttle conference.
 - Parents maintain control over the agreement that is reached.
 - In matters where there is a history of family violence, or risk of physical or psychological harm, family dispute resolution or negotiation may not be appropriate.

- Parenting plans
 - Agreements made by parents that are written down, signed and dated by both parents are known as parenting plans. A parenting plan is not enforceable by the court. However, the court can take into consideration any agreement reached in a parenting plan.
 - Parenting plans can be formalised (usually with the help of a lawyer) and filed with the court in the form of consent orders. Consent orders are enforceable by the court.
- Family law courts
 - The court process is started by a parent or other significant person making an application to the court.
 - Negotiation and trying to reach agreement between the parents still forms a large part of the family law court process. These negotiations often involve lawyers.
 - Many parenting arrangements are negotiated at court and become consent orders.
 - An independent children's lawyer (ICL) may be ordered by the court to represent the child's best interests. The ICL is not bound by the wishes of either the parents or the children.

THE ROLE OF LAWYERS

TIME	LEARNING OUTCOMES	MATERIALS
5 min	By the end of the session the community group will be able to describe the role of a lawyer helping a client in the family law process	

Activity sequence and presenter notes

Large group discussion: how would a lawyer help?

This is a large group discussion. Allow five minutes for this activity.

Referring to the community story, the CLE should ask the group:

- Is a lawyer needed?
- How would a lawyer help?

The presenter should listen closely to ascertain the group's level of knowledge about a lawyer's role and when a lawyer is needed. When the group has responded fully, engage the group in a discussion about the role of lawyers.

- A lawyer can help by:
 - explaining what is happening legally

- talking about what a person wants to happen and the way to achieve this
- talking to people or negotiating on their behalf
- going to court on behalf of a person to make their wishes known to the court.
- All discussions with a lawyer are confidential.
 This means they cannot tell anyone anything you have said unless they have your permission or are ordered by the Court. There are serious penalties for a lawyer who breaches your confidence.
- Free confidential information and advice about family violence is available on the phone, in different languages, in publications and online. Legal services are available, including free lawyers at court. Some people may be eligible for VLA to pay for a lawyer.
- It is important to get legal help before court.
- Parents should get legal advice from a lawyer, even if they only want an informal arrangement with the other parent.

STORY WORKSHOP

TIME	LEARNING OUTCOMES	MATERIALS
15 min		Butcher's paper Whiteboard

Preparation

Presenters should have read and considered the introduction to the Settled & Safe information sharing program.

Activity sequence and presenter notes

Large group discussion: story workshop

The presenter starts the large group discussion by explaining that Settled & Safe focuses on three areas of law. Each week a different law and legal process is discussed. The areas are set out below.

Family law: disputes between parents after they have separated. Issues may include:

- · Where will the children live?
- How will they spend time and communicate with both parents?
- · How decisions are made about children?

Child protection: protection of children at risk of significant harm from family members. Issues may include:

- What happens if Child Protection believes that children are being harmed?
- What can parents do?

Family violence: keeping people safe in their homes and families. Issues may include:

- What can people do if they are frightened by a family member?
- The role of the police when they attend a house.

Ask the group to choose an area of law that has not already been discussed

To start the story building process prompt the group with some basic questions about who they want the characters in the community story to be. There are no rules or limitations on the family structure of the characters in the community story. For example, the community story may be centred around a family with a mother, father and three children. It may be centred around a single mother with four children.

As the group decides on the central characters of the story, draw a basic pictogram on the whiteboard that represents the characters of the story. This will act as a visual aid and represent the elements of the family central to the community story.

The following prompting questions may help build the family central to the community story:

- What are the parents' or main characters' names?
- Where are they from?
- What do they do now they live in Australia?
- How long have they lived in Australia?
- How many children are there in this family, what are their ages and genders?

After completing a basic pictogram of the community story family, the presenter should ask the group to consider what they want the narrative of the story to be. The presenter is trying to gather a basic story line for the characters in the story. Details about the characters will be added later by either the presenter, the host settlement worker, or in partnership.

By the end of the story workshop the presenter will need to have obtained the essential elements of a community story as described in the introduction to the Settled & Safe information sharing program.

The presenter should start with an opening statement about the area of law and follow up with prompting questions to obtain further information to build the community story. The presenter will need to direct and guide the group to gather further information.

Here are some examples of prompting questions.

For a children's law community story - Child Protection has been contacted because a report has been made about harm to a child in this family.

- How was the child harmed?
- How do the parents feel?
- · How do the children feel?

For a family violence community story – The police have been called because of an incident of family violence.

- Why did the police come to the house? What did they see when they arrived?
- Why does one family member feel frightened of another family member?
- What have the children seen?

Review the community story with the group asking if they wish to add anything.

Ask permission to develop the story further with the host settlement worker.

WRAP UP, NEXT WEEK, EVALUATION

TIME	LEARNING OUTCOMES	MATERIALS
5 min		

Activity sequence and presenter notes

CLE presentation: wrap up, evaluation, next week

Thank everyone for their participation and make these final comments to conclude the session.

- Everyone should feel safe in their community, on the streets and also at home. The law says no person should hurt or threaten another person, whether they are men, women or children, even in families.
- It does not matter if someone is an Australian citizen or not. Everyone has the same rights. People who visit family members in Australia also must not hurt or threaten their family member, or be hurt or threatened themselves.
- Trying to stop violence helps families and families can get help including free legal advice. There is no shame in getting help.

Distribute evaluations to the group.

Information Sharing

FAMILY VIOLENCE SESSION PLAN

FAMILY VIOLENCE SESSION PLAN

This is a 90-minute session.

TIME	ACTIVITIES	AIM
15 min	Introduction and community story review CLE presenter facilitation: • Welcome and introductions, Settled & Safe information sharing • Community story review	 Reintroduce the purpose of Settled & Safe information sharing Build motivation by promoting personal and community benefits Engage the community group in their community story and reinforce their ownership of the community story Enable the community group to make amendments to the community story
20 min	 Exploring the community story Large group discussion - 20 min What has happened in this family? How would this be treated in your country of origin? What is the role of the court or police in (country of origin)? What would help each parent and the children in the community story? 	 Ensure the community group understands the community story Build empathy for characters in the community story Provide the community group with an opportunity to discuss the strengths of their culture and its complexities Identify the role of the state in the country of origin Build understanding of how issues raised in the community story are resolved in the country of origin Identify available resources
15 min	Family violence - what are the legal issues? Large group discussion - 10 min • What are the legal issues? Presentation - 5 min • Behaviours that are criminal and behaviours that are grounds for a family violence intervention order application	 Identify the community group's understanding of the law Explain the law and the process for obtaining an intervention order
15 min	The role of the court and police Large group discussion – 10 min The role of police when attending a family violence incident Presentation – 5 min	 Identify the training group's understanding of the legal process Explain key roles and legal processes

5 min	The role of lawyers Large group discussion – 5 min How would a lawyer help?	Explain the role of lawyers
15 min	Story workshop	Build a community story
5 min	Wrap up, next week, evaluation	Thank the community group for its participation and create anticipation for the next session.

INTRODUCTION AND COMMUNITY STORY REVIEW

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of this session the community group will understand: • the purpose of Settled & Safe information sharing • the community story development process	

Activity sequence and presenter notes

CLE presenter facilitation: welcome and introductions, Settled & Safe information sharing

The CLE should introduce themselves, the interpreter, and Settled & Safe information sharing, making the following points:

- Laws in Australia can be very confusing. As a community, we want to ensure our loved ones are safe.
- By participating in Settled & Safe we hope to build a better understanding of what Australian laws are, why we have them, and how they can help people.
- Settled & Safe provides legal information to newly emerging communities.
- Talking about family issues can be personal and private. So that we do not have to discuss family business we have developed a community story together based on common situations in the community. Through the community story we can see how the law works.
- The community story was developed with the host settlement worker so that it is authentic and a good legal education story.

CLE presenter facilitation: community story review

The CLE should read the community story to the training group and ask:

- Are you happy with the community story?
- Is there anything wrong with the detail in the community story?

The CLE should listen to any suggestions for changes to the community story and seek agreement from the community group to make these changes. After making any necessary changes to the community story, re-read it to the group.

EXPLORING THE COMMUNITY STORY

TIME	LEARNING OUTCOMES	MATERIALS
20 min	By the end of the session the community group will be able to identify: • key legal issues in the community story • how a similar situation would be treated in their country of origin by way of community and state response	Community story

Activity sequence and presenter notes

Large group discussion: what has happened in this family?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: What has happened in this family? This question is designed to draw out a wide range of responses. Listen for people's understanding of the social and legal issues in the community story. If necessary ask prompting questions that focus the group on the facts of the community story, for example:

- What are your first reactions to the community story?
- What is the community story making you think about?

Large group discussion: how would this situation be treated in (country of origin)?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: How would a situation like this be treated in your country of origin? This question is designed to draw out both state and legal system responses, as well as community intervention. If necessary ask prompting questions that focus the group on the facts of the community story, for example:

- Is this a situation that other family members would intervene in?
- How would these family members be told of the issue?
- What would the family members do?
- Would anyone other than family become involved, for example, faith or community leaders?
- How would faith or community leaders be told about the issue?
- What would faith or community leaders do?

Large group discussion: what is the role of the court or police in (country of origin)?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: What is the role of the court or police in (country of origin)? This question is designed to develop a shared understanding of the justice system in the group's country of origin. The information gathered will be used later in the information sharing program to compare and contrast the Australian system with the country of origin.

- If necessary ask prompting questions to focus the group, for example:
 - Is this something that the police would be involved in?
 - How would they hear about the issue?
 - What would they do?
- Would people use the court system to solve this family problem?
 - When would they go to court and why?

Large group discussion: what would help each parent and the children in the community story?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

- In Victoria how could we help this family?
- How could we help the children?

This question invites the group to explore early intervention strategies and identify existing support services and resources in their community. It also paves the way for a discussion of legal processes as an additional resource to existing community resources.

FAMILY VIOLENCE - WHAT ARE THE LEGAL ISSUES?

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of the session the community group will be able to: • differentiate between criminal behaviours and behaviours that are grounds for an intervention order • identify behaviours which would be considered criminal	

Preparation

The community story should have been discussed with a lawyer during the legal and community sign off stage in the development of the community story. This ensures all key legal issues and processes have been considered.

Presenters should have read and considered:

- the Family Violence Protection Act 2008 (Vic)
- VLA publications:
 - Safe at home
 - Responding to an intervention order
 - www.vla.vic.gov.au/find-legal-answers/freepublications-and-resources

The presenter should have a thorough understanding of the definitions of family violence and family member in the Family Violence Protection Act and be able to provide plain language examples of the Act's application. The presenter must also be familiar with the process and grounds for obtaining an intervention order.

The presenter will need a basic understanding of criminal offences that may be committed in family relationships involving family violence. They should be able to provide plain language examples of how these crimes are established and the punishments available.

Activity sequence and presenter notes

Large group discussion: what are the legal issues?

This is a large group discussion. Allow 10 minutes for this activity.

The CLE should ask the group:

 Has anyone in this story done anything legally wrong, if so what?

This question is designed to help the group identify legal issues in the community story. Listen carefully to responses and avoid over correcting any contributions that are not accurate. This will ensure that people who may have no legal knowledge continue to contribute to the large group discussion. The CLE should respond to any incorrect contributions with neutral comments

that put the group on notice that legal issues will be explored later, for example: "That is a commonly held belief and we will see what the law says later."

It may be necessary for the presenter to identify any legal issues that the group is unable to identify.

The presenter will need to make note of the responses that have been provided, as they will be discussed and expanded upon during the next activity.

Presenter facilitation: behaviours that are criminal and behaviours that are grounds for a family violence intervention order application

Recalling the responses given in the previous activity, refer back to any legal issues that were identified. For example:

- You said that it is criminal behaviour to hit someone.
- You were right when you said that not allowing people to see their friends could be considered a reason for an intervention order.

This presentation of legal information follows a pattern of "present and apply". The presenter describes behaviour to the community group and then invites the group to apply or identify the behaviour in the community story. The discussion of criminal behaviour should be brief and high level as this is not the focus of the information sharing program.

- A crime is a punishable offence. There are different penalties available, the most serious is being ordered to go to jail. Being found guilty of a crime can give you a criminal record. Having a criminal record may affect your ability to work in some jobs.
- There is no corporal or physical punishment in Australia.
- Common crimes sometimes committed by people in families include assault, sexual assault, rape, property damage, killing pets and breaching an intervention order.

- The police can charge someone with a crime even if the victim does not want them to.
- An intervention order is a court order that can protect a person and their children. It has rules about how a family member can behave.
 For example, it might say that they are not to threaten the family member. The rules must be followed exactly. If a person breaks the rules of an intervention order, it is serious and the police can charge them with a criminal offence.
- To obtain an intervention order a person must establish that there has been family violence committed by a family member and that this violence is likely to continue.
- Behaviours that are considered family violence for the purpose of applying for an intervention order include some behaviours that are criminal and some that are not.
- Family violence is when a family member makes a person feel unsafe and afraid. It includes:

- hitting or pushing (physical abuse)
- threats to harm a person or a person close to them, a pet, or to damage property
- forcing a person to have sex (sexual abuse)
- insulting or calling a person names, putting them down or stopping them from seeing family members or friends (emotional or psychological abuse)
- denying a person access to money, including their own (financial abuse)
- Children are badly affected by family violence.
 The law says that a child also suffers family violence if they see, hear or witness violence by a family member.
- The definition of family member is very broad and covers all types of family and intimate personal relationships, including people who would be considered family members by the community.

THE ROLE OF THE COURT, POLICE AND CHILD PROTECTION

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of the session the community group will be able to describe: • the role of police when attending a family violence incident • on a basic level the process of applying for an intervention order	

Preparation

The community story should have been discussed with a lawyer during the legal and community sign off stage in the development of the community story so that all key legal issues and processes have been considered.

Presenters should have read and considered:

- the Family Violence Protection Act 2008 (VIC)
- · VLA publications:
 - Safe at home
 - Responding to an intervention order
 - www.vla.vic.gov.au/find-legal-answers/freepublications-and-resources

The presenter should have a thorough understanding of the definitions of family violence and family member in the Family Violence Protection Act and be able to provide plain language examples of the Act's application. The presenter must also be familiar with the process and grounds for obtaining an intervention order and the role of police in making a family violence safety notice.

Activity sequence and presenter notes

Large group discussion: the role of police when attending a family violence incident

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: What is the role of police when attending a family violence incident?

Listen carefully to responses and avoid over correcting any contributions that are not accurate. This will ensure that people who may have no legal knowledge continue to contribute to the group discussion. The CLE should respond to any incorrect contributions with neutral comments that put the group on notice that legal issues will be explored later.

Key points

- If a victim contacts the police or the police are called by someone else, it is the role of the police to make sure people are safe and to help them if they are unsafe.
- The police have the power to use the law to make people safe at home.
- If the police attend outside usual business hours to a report of violence, they can make a family violence safety notice. Similar to an intervention order it has rules about how a family member can behave.
- The police can use their holding powers to remove someone from their home and take them to the police station while they make a family violence safety notice or an application for an intervention order.
- The police can investigate the family violence incident and decide to charge or not charge someone with a crime.
- The police can make a referral for assistance for all family members.
- The police will make sure all family members are safe. They will not send people back to their country of origin.

- Regardless of residency status, a person can get legal help.
- The Magistrates' Court of Victoria can make intervention orders. They can be made very quickly.
- Making an application for an intervention order may involve going to court a number of times.
- A magistrate will listen to each person's story (evidence) about what has happened. They will listen to anyone who may have seen or heard the family violence (witnesses) and they will look at any relevant photos of injuries, property damage, or telephone messages sent to people.
- A magistrate must decide whether family violence probably happened and is likely to happen again.
- If an intervention order is made, both family members will be given a copy of it. It will say what the family member is not allowed to do.
- An intervention order does not give the family member a criminal record. But the family member can get a criminal record if they do not follow the rules of the order.
- An intervention order may not stop the family member from spending time with the children unless this is specifically written as a rule on the orde or order is made under the Family Law Act 1975.

THE ROLE OF LAWYERS

TIM	ΙE	LEARNING OUTCOMES	MATERIALS
5 m	in	By the end of the session the community group will be able to describe the role of a lawyer helping a client in the intervention order process	

Activity sequence and presenter notes

Large group discussion: how would a lawyer help?

This is a large group discussion. Allow five minutes for this activity.

Referring to the community story, the CLE should ask the group:

- Is a lawyer needed?
- How would a lawyer help?

The presenter should listen closely to ascertain the group's level of knowledge about a lawyer's role and when a lawyer is needed. When the group has responded fully engage the group in a discussion of the role of lawyers.

- A lawyer can help by:
 - explaining what is happening legally
 - talking about what a person wants to happen and the way to achieve this
 - talking to people or negotiating on their behalf
 - going to court on behalf of a person to make their wishes known to the court.
- All discussions with a lawyer are confidential.
 This means they cannot tell anyone anything you have said unless they have your permission or are ordered by the court. There are serious penalties for a lawyer who breaches your confidence.
- Free confidential information and advice about family violence is available on the phone, in different languages, in publications and online. Legal services are available, including free lawyers at court. Some people may be eligible for VLA to pay for a lawyer.
- It is important to get legal help before court.

STORY WORKSHOP

TIME	LEARNING OUTCOMES	MATERIALS
15 min		Butcher's paper Whiteboard

Preparation

Presenters should have read and considered the introduction to the Settled & Safe information sharing program.

Activity sequence and presenter notes

Large group discussion: story workshop

The presenter starts the large group discussion by explaining that Settled & Safe focuses on three areas of law. Each week we discuss a different law and legal process. The areas are set out below.

- Family law: disputes between parents after they have separated. Issues may include:
 - Where will the children live?
 - How will they spend time and communicate with both parents?
 - How decisions are made about children?
- Child protection: protection of children who are at risk of significant harm from family members. Issues may include:
 - What happens if Child Protection believes that children are being harmed?
 - What can parents do?
- Family violence: keeping people safe in their homes and families. Issues may include:
 - What can people do if they are frightened by a family member?
 - The role of the police when they attend a house.

Ask the group to choose an area of law that they have not already discussed from either family law or children's law.

To start the story building process prompt the group with some basic questions about who they want the characters in the community story to be. There are no rules or limitations on how the family structure of the characters in the community story is to be made up. For example, the community story may be centred around a family with a mother, father and three children. It may be centred around a single mother with four children.

As the group decides on the central characters of the story, draw a basic pictogram on the whiteboard that represents the characters of the community story. This will act as a visual aid and represent the elements of the family central to the community story.

The following prompting questions may help build the family central to the community story:

- What are the parents' or main characters' names?
- Where are they from?
- What do they do now they live in Australia?
- How long have they lived in Australia?
- How many children are there in this family, what are their ages and genders?

After completing a basic pictogram of the community story family, the presenter should ask the group to consider what they want the narrative of the community story to be. The presenter is trying to gather a basic story line for the characters in the community story. The details about the characters will be added later by either the presenter, the host settlement worker, or in partnership.

By the end of the story workshop the presenter will need to have obtained the essential elements of a community story as described in the introduction to the Settled & Safe information sharing program.

The following will help the development of the community story. The presenter should start with an opening statement about the area of law and follow up with prompting questions to obtain further information to build the community story. The presenter will need to direct and guide the group to gather further information.

Here are some examples of prompting questions.

- For a children's law community story Child Protection has been contacted because a report has been made about harm to a child in this family.
 - How was the child harmed?
 - How do the parents feel?
 - How do the children feel?

For a family law community story – The parents in this family have decided to separate. Why?

- Where does each parent live?
- What does each parent want?
- What do they disagree on and why?

Review the story with the group asking if they wish to add anything.

Ask permission to develop the story further with the host settlement worker.

WRAP UP, NEXT WEEK, EVALUATION

TIME	LEARNING OUTCOMES	MATERIALS
5 min		

Activity sequence and presenter notes

CLE presentation: wrap up, evaluation, next week

Thank everyone for their participation and make these final comments to conclude the session.

- Everyone should feel safe in their community, on the streets and also at home. The law says no person should hurt or threaten another person, whether they are men, women or children, even in families.
- It does not matter if someone is an Australian citizen or not. Everyone has the same rights. People who visit family members in Australia also must not hurt or threaten their family member, or be hurt or threatened themselves.
- Trying to stop violence helps families and families can get help including free legal advice. There is no shame in getting help.

Distribute evaluations to the group.

Information Sharing

CHILD PROTECTION SESSION PLAN

CHILD PROTECTION SESSION PLAN

This is a 90-minute session.

TIME	ACTIVITIES	AIM	
15 min	Introduction and community story review CLE presentation: • Welcome and introductions, Settled & Safe information sharing • Community story review	 Reintroduce the purpose of Settled & Safe information sharing Build motivation by promoting personal and community benefits Engage the community group in their community story and reinforce their ownership of the community story Enable the group to make amendments to the community story 	
20 min	 Exploring the community story Large group discussion - 20 min What has happened in this family? How would this be treated in your country of origin? Is there a government agency that seeks to protect children from harm by family members in (country of origin)? What would help each parent and the children in the community story? 	 Ensure the community group understands the community story Build empathy for characters in the community story Provide the community group with an opportunity to discuss the strengths of their culture and its complexities Identify the role of the state in the country of origin Build understanding of how issues raised in the community story are resolved in the country of origin Identify available resources 	
15 min	Child Protection - What are the legal issues? Large group discussion - 10 min • What are the legal issues? • Presentation - 5 min • Presentation: Defining the issues	 Identify the community group's understanding of the law Explain the grounds of a child protection application Explain the concept of risk of significant harm 	
15 min	The role of Child Protection and the Children's Court Large group discussion – 10 min The role of Child Protection when investigating a report about a child Presentation – 5 min The role of Child Protection and the Children's Court	 Identify the group's understanding of the legal process Explain key roles and legal processes Emphasise the need for parents to access family support or other help to address Child Protection's concerns Engage participants in the need for legal advice for parents who are negotiating with Child Protection 	

5 min	The role of lawyers Large group discussion – 5 min How would a lawyer help?	Explain the role of lawyers
15 min	Story workshop	Build a community story
5 min	Wrap up, next week, evaluation	Thank the community group for its participation and create anticipation for the next session.

INTRODUCTION AND COMMUNITY STORY REVIEW

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of this session the comm unity group will understand: • the purpose of Settled & Safe information sharing	
	the community story development process	

Activity sequence and presenter notes

CLE presenter facilitation: welcome and introductions, Settled & Safe information sharing

The CLE should introduce themselves, the interpreter, and Settled & Safe information sharing, making the following points.

- Laws in Australia can be very confusing. As a community, we want to ensure our loved ones are safe.
- By participating in Settled & Safe we hope to build a better understanding of what Australian laws are, why we have them, and how they can help people.
- Settled & Safe provides legal information to newly emerging communities.
- Talking about family issues can be personal and private. So that we do not have to discuss family business we have developed a community story together based on common situations in the

community. Through the community story we can see how the law works.

 The community story was developed with the host settlement worker so that it is authentic and a good legal education story.

CLE presenter facilitation: community story review

The CLE should read the community story to the training group and ask:

- Are you happy with the community story?
- Is there anything wrong with the detail in the community story?

The CLE should listen to any suggestions for changes to the community story and seek agreement from the community group to make these changes. After making any necessary changes to the community story, re-read it to the group.

EXPLORING THE COMMUNITY STORY

TIME	LEARNING OUTCOMES	MATERIALS
20 min	By the end of the session the community group will be able to identify: • key legal issues in the community story • how a similar situation would be treated in their country of origin by way of community and state response	Community story

Activity sequence and presenter notes

Large group discussion: what has happened in this family?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

• What has happened in this family?

This question is designed to draw out a wide range of responses. Listen for people's understanding of the social and legal issues in the community story. If necessary, ask prompting questions that focus the group on the facts of the community story, for example:

- What are your first reactions to the community story?
- What is the community story making you think about?

Large group discussion: how would this situation be treated in (country of origin)?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

• How would a situation like this be treated in your country of origin?

This question is designed to draw out both state and legal system responses, as well as community intervention. If necessary, ask prompting questions that focus the group on the facts of the community story, for example:

- Is this a situation that other family members would intervene in?
- How would these family members be told of the issue?
- What would the family members do?
- Would anyone other than family become involved, for example, faith or community leaders?
- How would faith or community leaders be told about the issue?
- What would faith or community leaders do?

Large group discussion: what is the role of the court or police in (country of origin)?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: What is the role of the court or police in (country of origin)? This question is designed to develop a shared understanding of the justice system in the group's country of origin. The information gathered will be used later in the information sharing program to compare and contrast the Australian system with the country of origin.

If necessary, ask prompting questions to focus the group, for example:

- Is this something that the police would be involved in?
 - How would they hear about the issue?
 - What would they do?
- Would people use the court system to solve this family problem?
 - When would they go to court and why?

Large group discussion: what would help each parent and the children in the community story?

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group:

- In Victoria how could we help this family?
- How could we help the children?

This question invites the group to explore early intervention strategies and identify existing support services and resources in their community. It also paves the way for a discussion of legal processes as an additional resource to existing community resources.

CHILD PROTECTION - WHAT ARE THE LEGAL ISSUES?

TIME	LEARNING OUTCOMES	MATERIALS
15 min	 By the end of the session the community group will be able to: identify the issues in the community story recall the grounds for a protection application 	

Preparation

The community story should have been discussed with a lawyer during the legal and community sign off stage in the development of the community story. This ensures all key legal issues and processes have been considered.

Presenters should have read and considered:

- Kaur J, 2012, Cultural Diversity and Child Protection: Australian research review on the needs of culturally and linguistically diverse (CALD) and refugee children and families, Brisbane (www. jkdiversityconsultants.com.au)
- Victorian Department of Human Services, The Child First Fact Sheet, Melbourne (www.dhs.vic.gov.au).

The Presenter should have a thorough understanding of the definition of significant risk of harm in the Children Youth and Families Act 2005 (Vic) and be able to provide plain language examples of its application.

Activity sequence and presenter notes

Large group discussion: what are the legal issues?

This is a large group discussion. Allow 10 minutes for this activity.

The CLE should ask the group: Thinking about the characters in the story, what things do you think Child Protection would be concerned about? This question is designed to help the group identify legal issues in the community story. Listen carefully to responses and avoid over correcting any contributions that are not accurate. This will ensure that people who may have no legal knowledge continue to contribute to the large group discussion. The CLE should respond to any incorrect contributions with neutral comments that put the group on notice that legal issues will be explored later, for example: That is a commonly held belief and we will see what the law says later.

It may be necessary for the presenter to identify any legal issues that the group is unable to identify.

The presenter will need to note the responses that have been provided as they will be discussed and expanded upon during the next activity.

Presentation: behaviours that are grounds for a child protection order application

Recalling the responses given in the previous activity, refer back to any legal issues that were identified. For example:

- You said that it was wrong to leave a very young child alone in the home.
- You were right when you said that children need to be safe from danger.

During the presentation, the presenter should explain all of the grounds for a protection application, emphasising the concepts of risk and significant harm.

Key points

- There are a number of grounds for a protection application.
- Significant harm does not have to be proved. It is enough that it could be likely.
- Abandonment and incapacity do not have to be long term. It is enough that the child has been abandoned at the time that Child Protection intervenes.
- Neglect includes failure to provide the child with an adequate standard of nutrition, medical care, clothing, shelter or supervision to the extent where the health or development of the child is significantly impaired or placed at risk. A child is neglected if they are abandoned or left uncared for over unreasonable periods of time that is inconsistent with their age and stage of development.

THE ROLE OF CHILD PROTECTION AND THE CHILDREN'S COURT

TIME	LEARNING OUTCOMES	MATERIALS
15 min	By the end of the session the community group will be able to describe: • the role of Child Protection when investigating a report of harm to a child • on a basic level describe the process of a child protection application	

Preparation

Presenters should have read and considered:

- Children, Youth and Families Act 2005
- Kaur J, 2012, Cultural Diversity and Child Protection: Australian research review on the needs of culturally and linguistically diverse (CALD) and refugee children and families, Brisbane (www.jkdiversityconsultants.com.au)
- Victorian Department of Human Services, The Child First Fact Sheet, Melbourne (www.dhs.vic. gov.au).

The Presenter should have a thorough understanding of the definition of significant risk of harm in the Children Youth and Families Act and be able to provide plain language examples of its application.

Activity sequence and presenter notes

Large group discussion: the role of Child Protection when they have received a report of risk of harm to a child

This is a large group discussion. Allow five minutes for this activity.

The CLE should ask the group: What does Child Protection do when they receive a report of risk of harm to a child?

Listen carefully to responses and avoid over correcting any contributions that are not accurate. This will ensure that people who may have no legal knowledge continue to contribute to the group discussion. The CLE should respond to any incorrect contributions with neutral comments that put the group on notice that legal issues will be explored later.

Presentation: The role of Child Protection and the Children's Court

Recalling the responses given in the previous activity, refer back to any legal issues that were identified. For example:

- You said that it was wrong to leave very young children alone in the home.
- You were right when you said that children need guidance but should not live in fear.

During this presentation, emphasise the distinction between Child Protection and the Children's Court

Key points

- Child Protection will talk to parents about what has been reported.
- Child Protection can speak with parents about their problems and issues. If they still believe that children are at risk of harm they may make an application for a protection order. The court decides if the order is necessary, what conditions (rules) are needed, and how long the order is to be for.
- Each role in the child protection system works independently.
- The following roles are necessary to ensure that our child protection system is fair and just:
 - the Children's Court lawyers who represent Child Protection
 - lawyers who represent children aged over 10 parents or other people involved in the proceedings.
- Child Protection intervention should be only (enough) to ensure the safety and wellbeing of the child.
- An advantage of an informal agreement with Child Protection is the ability to address issues without having to come to court. Informal agreements must be clear about what needs to happen so that children are safe.
- A protection application by notice can be made when Child Protection has recommended that a family engage with a service or undertake certain behavioural changes, and the family has not adequately complied with that direction.
- A protection application by emergency care can be made when there has been a critical incident, for example, a family violence incident or a serious health or mental health incident, and Child Protection have been called.
- Where Child Protection makes a protection application by emergency care, they must make the application to the court: the same day, the next day, or the next working day.
- At the hearing of the protection application by

emergency care the court will be guided by Child Protection about the allegations and concerns that they have. Negotiation between the parents and Child Protection is confined to the terms and duration of a three-week interim order. When families return to court after the three-week interim order, they will be provided with a written report

- by Child Protection that states why they became involved and what should happen in future to keep the family's children safe.
- It is important that parents seek legal advice before they sign any agreements with Child Protection and that they try to access family support.

THE ROLE OF LAWYERS

TIME	LEARNING OUTCOMES	MATERIALS
5 min	By the end of the session the community group will be able to describe the role of a lawyer helping a client in the child protection process	

Activity sequence and presenter notes

Large group discussion: how would a lawyer help?

This is a large group discussion. Allow five minutes for this activity.

Referring to the community story, the CLE should ask the group:

- Is a lawyer needed?
- How would a lawyer help?

The presenter should listen closely to ascertain the group's level of knowledge about a lawyer's role and when a lawyer is needed. When the group has responded fully engage the group in a discussion about the role of lawyers.

Key points

- A lawyer can help by:
 - explaining what is happening legally
 - talking about what a person wants to happen and the way to achieve this
 - talking to people or negotiating on their behalf
 - going to court on behalf of a person to make their wishes known to the court.
- All discussions with a lawyer are confidential.
 This means they cannot tell anyone anything you have said unless they have your permission or are ordered by the court. There are serious penalties for a lawyer who breaches your confidence.
- Free confidential information and advice about family violence is available on the phone, in different languages, in publications and online. Legal services are available, including free lawyers at court. Some people may be eligible for VLA to pay for a lawyer.
- It is important to get legal help before court.
- If parents have been contacted by Child Protection, it is recommended that they get legal advice as soon as possible

STORY WORKSHOP

TIME	LEARNING OUTCOMES	MATERIALS
15 min		Butcher's paperWhiteboard

Preparation

Presenters should have read and considered the introduction to the Settled & Safe information sharing program.

Activity sequence and presenter notes

Large group discussion: story workshop

The presenter starts the large group discussion by explaining that Settled & Safe focuses on three areas of law. Each week a different law and legal process is discussed. The areas are set out below.

Family law: disputes between parents after they have separated. Issues may include:

- Where will the children live?
- How will they spend time and communicate with both parents?
- · How decisions are made about children's lives.

Child protection: protection of children at risk of significant harm from family members. Issues may include:

- What happens if Child Protection believes that children are being harmed?
- What can parents do?

Family violence: keeping people safe in their homes and families. Issues may include:

- What can people do if they are frightened by a family member?
- The role of the police when they attend a house. Ask the group to choose an area of law that has not already been discussed.

To start the story building process prompt the group with some basic questions about who they want the characters in the community story to be. There are no rules or limitations on the family structure of the characters in the community story. For example, the community story may be centred around a family with a mother, father and three children. It may be centred around a single mother with four children.

As the group decides on the central characters of the story, draw a basic pictogram on the whiteboard that represents the characters of the community story. This will act as a visual aid and represent the elements of the family central to the community story.

The following prompting questions may help build the family central to the community story:

• What are the parents' or main characters' names?

- Where are they from?
- · What do they do now they live in Australia?
- · How long have they lived in Australia?
- How many children are there in this family, what are their ages and genders?

After completing a basic pictogram of the community story family, the presenter should ask the group to consider what they want the narrative of the story to be. The presenter is trying to gather a basic story line for the characters in the community story. Details about the characters will be added later by either the presenter, the host settlement worker, or in partnership.

By the end of the story workshop the presenter will need to have obtained the essential elements of a community story as described in the introduction to the Settled & Safe information sharing program.

The presenter should start with an opening statement about the area of law and follow up with prompting questions to obtain further information to build the community story. The presenter will need to direct and guide the group to gather further information.

Here are some examples of prompting questions.

For a children's law community story - Child Protection has been contacted because a report has been made about harm to a child in this family.

- How was the child harmed?
- How do the parents feel?
- How do the children feel?

For a family law community story - The parents in this family have decided to separate. Why?

- Where does each parent live?
- What does each parent want?
- What do they disagree on and why?

For a family violence community story – The police have been called because of an incident of family violence.

- Why did the police come to the house? What did they see when they arrived?
- Why does one family member feel frightened of another family member?
- What have the children seen?

Review the community story with the group asking if they wish to add anything.

Ask permission to develop the story further with the host settlement worker.

WRAP UP, NEXT WEEK, EVALUATION

TIME	LEARNING OUTCOMES	MATERIALS
5 min		

Activity sequence and presenter notes

CLE presentation: wrap up, evaluation, next week

Thank everyone for their participation and make these final comments to conclude the session.

- Everyone should feel safe in their community, on the streets and also at home. The law says no person should hurt or threaten another person, whether they are men, women or children, even in families.
- It does not matter if someone is an Australian citizen or not. Everyone has the same rights. People who visit family members in Australia also must not hurt or threaten their family member, or be hurt or threatened themselves.
- Trying to stop violence helps families and families can get help including free legal advice. There is no shame in getting help.

Distribute evaluations to the group.



COMMUNITY STORY - FAMILY LAW

Paul and Aysha

Aysha sits at her sister's kitchen table having a cup of tea before she helps her sister prepare dinner. Aysha can hear her children watching television and playing in the background. She thinks about each of her three children, her two boys aged six and four and her daughter aged three. It seems each child is smarter than the next; how will she keep up! They have their lives ahead of them. They will all go to school, maybe even go to university or start a business.

Aysha starts to think about her husband, Paul. They come from such very different backgrounds. She was born in Lebanon but moved to Australia when she was a baby. Her mother and father come from rural Akkar. Paul grew up in Beirut. He came to Australia in 2006 just after the July War. That is when they met.

When Aysha first met Paul she thought he was a charming and generous man, and well educated, as he studied business at the University of Beirut. Paul spoke three languages. In Beirut he lived a cosmopolitan lifestyle; always out on the town with friends, drinking and socialising. Although Aysha was born in Lebanon, her life in Australia was very different. She lived with a close knit, well respected and religious family in Bankstown, Sydney. Paul was friends with friends of Aysha's family and he often socialised with Aysha's brothers and cousins. Paul charmed Aysha's family and he charmed her, calling her his little cutie. They got married and moved to Melbourne to be closer to Paul's cousins in Broadmeadows. Aysha thought this was okay because her sister lived in Brunswick with her husband. It was a big adventure.

It felt like no sooner were they married that she became pregnant and Jamila was born followed by Allam 18 months later and Basil 12 months after that! Aysha is always tired! She wanted babies but

ooof! Since the arrival of Basil things have been going downhill. Aysha can't look after Paul the way that he likes with the three kids always on the go. Sometimes Paul comes home from working all night and the house is messy. He yells at her and says she is lazy! She is not lazy. She tries to be a good wife. She doesn't want to disappoint people but she is struggling to cope. Money is a problem too. Jamila is starting school and there are uniforms and books to buy and fees to pay. Soon all three will be at school and they are already struggling to make ends meet. Paul drives taxis. He is never home and sometimes when he comes home he smells of alcohol. Aysha doesn't know if he is drinking or working. Recently, Paul went missing for days. When he returned she yelled and yelled at him. For two years now all they seem to do is fight. Their families have tried to sort out their problems but nothing changes. Neither of them are happy.

When Paul first arrived in Australia he thought it would be a fresh start. Life moved pretty fast back home and he needed to get away from his friends. When he met Aysha, he thought she was a cutie from a good family and that she would be a good wife. Paul thought he was ready for family life, but it has become more complicated than that. He struggles to find work, the kind of work he did in Lebanon. He drives taxis and he hates it. People in Australia are so racist. He is better qualified than most of his passengers yet they treat him like dirt. Paul does a lot for his community and hopes that he will soon find a job he is more suited to. Things are not like he thought they would be. Without a good job he cannot be the head of the family, and he feels that Aysha does not show him respect as her husband. She is always asking for money and wanting to know where the money goes. He feels trapped. He wants a big family for his children, lots of brothers and sisters to look after each other, like he had when he was growing up, but Aysha says no.

Sometimes Paul meets with his taxi mates and they all drink together. When Paul returns home Aysha

questions him and yells at him. She calls him a drunk! They fight a lot.

Paul is unhappy. Aysha is like a different person now – she is always tired and sad. She has taken the children to stay at her sister's house. They have tried to resolve their problems in the past, and Aysha says she does not want to be his wife any more. Aysha thinks he is having an affair and Paul cannot see how there can be any peace in their lives.

This is why they have decided to separate.

Aysha wants to move with the children to Brunswick with her sister but Paul thinks they should stay in Broadmeadows near his family. Aysha says that since their troubles Paul's family run her down to the children, telling the children that she doesn't love them otherwise she would stay with their dad.

Paul loves the kids. He misses them and tries to see them whenever he can. Aysha says he comes to visit at all hours and that this is disruptive for them. When he comes to visit they end up fighting over money.

Paul says the kids cry when he leaves and he thinks that they would be better off living with him and his family. Aysha believes it is her decision about where the children should live. She is their mother so they should live with her. She says the children are not safe with Paul because he drinks too much. She does not want them to see him. Paul says he doesn't drink around the children and he is still their father. Aysha says she does not want the children to stay with Paul overnight because that would shame her in her community.

They cannot agree on anything, not even where the children should go to school. Paul wants the children to go to the state school in Broadmeadows which he heard is excellent, but Aysha wants Jamila to go to school with her sister's children. They go to EPIC (East Preston Islamic College). It's a long drive but they can all go together.

COMMUNITY STORY - FAMILY LAW

Mary and Thang

Mary is at home in Croydon making the children some lunch before they catch the train to Ringwood so she can attend her sewing class. As she is making san piau, Mary thinks of her children - her two boys aged seven and five and her daughter aged three. They have settled well into their new home and have been in Australia for two years. It was a hard journey, but they are all safe now. Mary still has many worries about some of her family back home. Mary's thoughts turn to her husband Thang. They met in their village when they were young and at 18 they were married. There was a great celebration. Although it was modest because they were poor, it was a very happy time in their lives. Mary thinks of the many celebrations they used to have back in their village, the offerings for the elders, and new babies. Although they still celebrate in Australia, it is different.

When Mary and Thang arrived in Australia with their children they were relieved to be safe. Two of Thang's brothers had already arrived as refugees two years earlier, so they helped them to settle in and make links with the local community. Although Mary misses her family terribly, she is grateful to have Thang's family and it is great to see the children play with their cousins, like they would back in the village. Mary has been going to her sewing class in Ringwood for six months. She laughs a lot while she is there and shares stories with the other women, and sometimes some tears too. The children can come along to the sewing class as there is a children's program. It is difficult for Mary to attend her English conversation classes because of the children, but she is picking up some language from the sewing classes.

Thang is going to English class so he can get a job as a builder, like his father before him and like he did back in the village. Thang is trying really hard, but he feels like it is taking such a long time to make any change, and it is frustrating learning only basic English and not English that would be useful for his building work. Thang is frustrated and has realised that living in Australia is a lot harder than they had expected. At least now they are free and they are safe and don't have to worry about people beating on their door late at night. But it is hard to learn English and even harder to find work without English.

For the past year Mary and Thang have fought a lot. They fight about money and what they want for their family. Thang says that Mary does not take care of the family enough and the house is messy.

Mary says that she is trying. Thang wants Mary to stop going to her sewing classes so she can take better care of the family, but Mary does not want to lose her time in the sewing group. Thang has been staying at his brother's house a lot. Although they have tried to solve their family problems before, Mary and Thang have decided to separate.

Thang has moved to his brother's house. Mary is living in the home with their children, but she is struggling to pay the rent and she thinks she will have to move out further from Croydon to find a place that is more affordable. Thang says that the children should live with him as they will be closer to their relatives and his sister in law can care for the children during the day when he is at class. Thang wants the children to grow up around their cousins, like he did as a child. Mary wants the children to live with her. She believes this is her right as she is the mother of the children and takes good care of them. Mary says that Thang can visit the children at their new home on the weekends.

COMMUNITY STORY - CHILDREN'S LAW

Mitra and Mohammad

Mitra is at her kitchen table. It is the afternoon and she is drinking some tea before she walks to the local school and picks up her two youngest daughters. The three older children have taken the bus to high school on the other side of Dandenong. Mitra is thankful that they are responsible children and that she does not have to worry about them too much. They are all good children and they all do well at school. Mitra and her husband Mohammad have heard positive things from their teachers.

Mitra and Mohammad arrived with their family from Iran four years ago and were settled in Dandenong. Mitra likes Dandenong. They have made links with the local community and there are a lot of cheap options for food and clothing. Every Tuesday Mitra walks to the market to buy their vegetables and meat for the week. Mohammad also likes Dandenong, although he has found it difficult to find regular work.

Back in Iran Mohammad was a school teacher and a respected person in the community. While he is still respected in the local community in Dandenong, he would like to find teaching work again, as this is what makes him happy. Mohammad has felt a lot of pressure to take care of his family, especially raising his children to be good, when the culture in Australia can be so different to back home.

His oldest daughter, Leila, talks of going to university and having a career in medicine, and while Mohammad is proud of his daughter, he is also concerned about her marriage prospects. The other children are good, although they have got some bad ideas from their classmates, especially his youngest daughter, Ashraf who is nine. She is a loud child. Sometimes Mohammad thinks that the family has spoilt her too much because she is the youngest.

Just a few days ago, Mohammad heard from his wife how bad Ashraf had been at school. 'Ashraf made me so embarrassed to look the teacher in the face,' Mitra told Mohammad after she had picked up the children. 'What happened?' replied Mohammad, his heart beating with wild thoughts of his daughter yelling curses at the teacher. 'Ashraf got into a fight with a girl in her class and pulled her hair.' Mohammad's heart was pumping with anger: this is not how his daughter should behave! 'Ashraf! Come here now!' he shouted. Ashraf came into the kitchen crying. She knew that her father was very angry and that she would be hit three times with the wooden spoon. These were the rules of the house when the children misbehaved. Ashraf tried to run from the kitchen, but Mohammad grabbed her

wrist, held her, and whacked her three times on the back of her legs with the wooden spoon: 1, 2, 3! Ashraf squirmed and screamed out. Mohammad released her and she ran to her room, trying to stop herself from crying too loudly.

The next morning as Mitra walked her young children to school, she noticed that Ashraf had bruising on her arm from where Mohammad had grabbed her and more bruising across the back of her legs. Mitra said to Ashraf that she would learn from this and not hurt another child at school again. Ashraf burst into tears.

Mitra finishes her tea and gets ready to pick up the children from school when she receives a phone call. It was someone saying they are a child protection worker. Mitra has no idea why they are calling.

COMMUNITY STORY - CHILDREN'S LAW

Hannah and Joseph

Joseph is on the train home to Croydon after attending his English classes for the day. It has been a long day and Joseph is exhausted. It takes a lot of concentration to follow his teachers' instructions and their questions. Some days can be frustrating and he feels he isn't getting any better. Other days are easier. Joseph thinks about his family. They have all settled well into their new home, although it took some time to get to know the area. Joseph's brother lives not too far away and he has helped Joseph's family to settle in Australia. They arrived one year earlier and life has been much harder than Joseph expected. There have been so many new things to learn: what you need to do to rent a house, where and how to catch the train to school, and there is still so much more to learn. There are a lot of differences between how life is in Australia and back in Chin state, though it was a relief to finally arrive here.

Joseph thinks about his children: David who is nine, Lian who is seven and little Ruth who is two. They are good kids and they have adjusted quickly into their new life in Australia. David and Lian only knew a few words in English when they first arrived, but now they help him! They have made lots of friends at school and although they fight occasionally, Joseph is very proud of his family.

Joseph arrives home from school to find his family is a circus! His wife Hannah is in the kitchen cooking chicken for dinner while their youngest child Ruth clings to her leg as she moves around getting the food ready. Hannah asks Joseph to go and check on the boys as she could hear them fighting a few minutes ago. As Joseph goes down the hall to the boys' bedroom, Lian starts to yell loudly as if he is in pain. Joseph rushes to the bedroom and finds David holding Lian down on the ground and yelling at him to give him his toy back. Joseph grabs David by the arm and rips him off his brother. David yells out in pain as Joseph holds him tight by the wrist. Joseph hits David over the head three times – 1, 2, 3 - and throws him onto his bed. Joseph yells at David that if he hurts his younger brother then he will be hurt. David is crying loudly now and is curled into a ball on his bed. Joseph and Lian leave the room and go back to the kitchen. David continues to cry for another hour.

The next morning as Hannah is walking the children to school, she notices that David has bruising on his face. Hannah asks David if it still hurts. David moves quickly away from his mother and starts to cry lightly again.

A few days later, Hannah receives a phone call from someone saying that they are a child protection worker. Hannah does not know why they are calling.

COMMUNITY STORY - FAMILY VIOLENCE

Christine, Sandra and Bill

Christine stands in her kitchen. It is late at night, her son is in bed and she is washing the dishes listening to the TV in the background. It is a cold dark night and it has been raining most of the day. Chris can't see out of her window as it is covered with condensation from the hot sink. It's warm and snug in her little home. Chris thinks about her husband John. He is driving trucks and she hopes he is safe on the roads. Chris starts to put the plates in the cupboard. Her ears prick up - she hears her neighbour, Bill, talking loudly next door. His is starting to yell at his wife, Sandra, again. Chris stops putting the plates away and stands still, listening intently. Christine is worried. Immediately she thinks: has Bill been drinking? Have I heard the bottles go into the recycling? She can't remember. Her ears are alive and she goes back to listening.

Bill and Sandra have been Christine's neighbours for the past five years. Sandra and Christine are familiar as their kids go to the same school. Sometimes Christine will look after the kids if she thinks Sandra needs a break. They have never really talked about what goes on in Sandra's house as there has never been a right time. Even though Bill, Sandra and the kids have been her neighbours for five years she doesn't really know them. They keep to themselves mostly. Bill worked in a local factory until recently when the factory closed and Bill lost his job. Christine was not sure if Bill had found other work. Sandra is nice enough but she never seems to be relaxed. She is always going somewhere, she never has time to talk. The last time they talked was when Sandra needed to get the kids to the football and their car had run out of petrol. Sandra was so embarrassed when she asked Christine for \$10 she welled up and said there is never petrol in the car. Even though Bill and Sandra are private Christine knows what's happening in their lives because Bill is a "yella". Bill has always yelled. He yells at the kids, he yells at Sandra. He is an explosive kind of guy but there is yelling and there is yelling and this was why Christine was standing still in her kitchen listening.

Very quickly she can hear the tone of Bill's voice changing and Sandra trying to calm him down. Christine can't make out the words but the tone of their voices tells the truth of what is happening in their house. Christine knows how this is going to end although she silently prays it will be different. She hears Sandra pleading and then a massive thump, and then a crash. She hears one of the kids shout and then another thump. Sandra is telling Bill to stop. Bill is yelling. Bill is now yelling so loudly that Christine can make out the words. He is swearing, calling Sandra

an idiot and telling the kids to go back to bed. Now she can hear Nick, Sandra's oldest son, yelling. He is 13 years old, a big kid, a quiet kid, not a boy and not a man. Then Bill yells. Christine can hear the sound of glass breaking and what sounds like a scuffle. Christine is standing in her kitchen listening, pacing back and forth with the phone in her hand. Even from the safety of her kitchen Christine is afraid of Bill. Should she call the police? Should she call John? If she calls the police what will they do? Would Bill know that she called? Is that what Sandra would want? What about the kids? Now she can hear Sandra yelling again. Christine feels sick and frightened and she calls the police.

COMMUNITY STORY - FAMILY VIOLENCE

Sarah and Peter

Sarah is out the front of Bayswater Primary school waiting to pick up her children. She is tired as she has just finished doing the shopping and she has her trolley with her. Sarah thinks about everything she needs to do when she takes the children home: get them to do their homework, have a bath, get dinner ready and clean – sometimes it is too much.

Sarah's husband Peter has had some work at the local factory, but has been missing days off work because of his drinking. Sarah organises the money in the family and can see that they are going into debt. Peter doesn't seem to understand how bad it is getting and has been drinking a lot more than usual. Sarah and Peter have been fighting a lot, especially about money and it has been getting worse. Peter often swears at Sarah and tells her that she is a bad mother who can't take care of the family properly. A week ago when they were fighting (after he had been drinking) Peter went to hit Sarah but she moved away quickly. Peter's hand hit the wall. He hurt his fist and left a dent on the wall. Sarah thought his behaviour was only because of his drinking, but he's also thrown things when he has been angry at her and not been drinking. Sarah doesn't know what she can do.

As Sarah is waiting, one of the other mothers walks up and starts talking to her. The other mother is asking her about her family. Sarah doesn't say much and keeps her answers short. As school ends and the children run up, the other mother comments to Sarah that she had heard her husband Peter has been drinking too much and that is why he hasn't been able to get work. She asks if Sarah has spoken to the pastor to help Peter. Sarah is very embarrassed and angry. She says nothing to the other mother and she walks the children home.

When Sarah and the children arrive home, she finds Peter drinking on the couch and watching TV. Sarah is still very upset. She has had enough of his drinking and she tells the children to go to their rooms. Sarah walks into the room and standing in front of the TV yells at her husband: 'People in the community have been talking about your drinking! You should be ashamed that you cannot support us because you're too drunk!' Peter stares back at Sarah. Sarah continues, 'I am tired of doing all the work for the family, the cooking and the cleaning and the shopping!' Sarah turns the TV off. Peter stands up from the couch and yells, 'I only drink because you are such a bad wife! I know that you have been hiding money away and sending it to

your family. My mother called this afternoon upset, because she knows your family gets more money than mine. I am ashamed of you for disrespecting my family!' Sarah shouts back, 'You're crazy!' Peter rushes forward and slaps Sarah across the face and then pushes her backwards. Sarah falls back on to the glass coffee table which breaks under her weight. Hannah, their oldest daughter who is 12, runs into the room and screams at her father to stop. Peter tells her to go back to her room. Peter slaps Sarah again. As Sarah struggles to get Peter off her she can see the look of fear in Hannah's face. Fifteen minutes later the police arrive.

SCHOOLING













AGE OF MARRIAGE AND MARRIAGE CUSTOMS





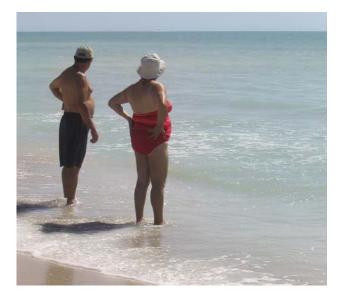








CLOTHING AND DRESS













THE ELDERLY













MONEY









DATING













CARING FOR CHILDREN











ROLES OF MEN AND WOMEN











