



SCRIPTS of Video Vignettes

These scripts may be used by learners who may have difficulty following the language when listening to the characters in the vignettes.

NOTE: The narrative for the CD is on the Script tab of the menu in the CD. It can also be found in pages 9-19 in the Facilitator's Guide.

PART 1: Observe

Monologue: TOM'S STORY 02:42

I show you the worst part of me to find out if you can handle it and not reject me. I'm testing you – what are you going to do about it? I bet you don't really care about me!



When I do something like stealing, I lose your trust, but it's to keep you away from me – I can't let you get close to me, I might get hurt again like the many times I've been hurt in the past.

I lie and try 'n trick people to see if they're stupid enough to believe me. Then I don't feel scared and stupid. My dad always told me I'm stupid.

Doin' crazy things is me telling the world how bloody angry I am, how much I hate those fuckers and what they done to me.

I do things that seem weird to you, but it helps me to be calm.

I hate to lose anything – it feels like I'm not coping.

I'm sneaky and get agro if I don't get what I want because hey – it works!

When you tell me to do something I don't wanna do, I play up cos then sometimes I don't have to do it. I hate it when you tell me what to do – I'm sick of people shouting at me and giving me shit.

I get angry towards people who are kind to me 'cos I know they won't hurt me. You see, it's dangerous if I get mad at the people that I'm really angry with.

I get agro with you, not because I'm angry with you, but I'm angry with adults – you're an adult and I'm pissed off with adults who have hurt and bugged me around. If I go nuts and people get upset with me, then that's proof that I'm alone and I've gotta make it alone – that no-one cares and hey, there's no-one to help.

It's hard to get friends. I dunno what to do. What do I say?
No-one showed me these things.



Sometimes I get all muddled up in my head and I'm not sure what's going to happen and I just can't handle things. My feelings go crazy and I can't keep it in. And if you touch me when I'm feeling like that, I feel like I'm going to explode!

My acting out shows how angry I am – I want you to see what how it is for me.

And when I'm upset and you tell me to "Calm down," it just makes me more crazy cos I can't stop!

Please help me to slow down I just want to feel OK.

PART 2: Guiding Behaviour Strategies

SCENARIO 1a: COMMUNICATION SKILLS 00:39 (Bad practice)

FRANKIE Open the door. I wanna come in! Open the fucking door!

ANNA Frankie, Gemma's on the phone here. You can't come in.

FRANKIE Let me IN!

ANNA Calm down! No, you can't come in.

FRANKIE He's gonna kill me! Open the fucking door!

ANNA What are you on about? Stop that shouting!

FRANKIE Fat bitch!

ANNA Get out, get out. Go there. Okay, calm down!

ANNA Why are you carrying on like this?

FRANKIE It's Tom!!

ANNA Is Tom upsetting you?

FRANKIE YES! He's gonna fucking kill me!

ANNA Tom's going to kill you?

FRANKIE YE-E-ES!

ANNA So, why does Tom say he's going to kill you?

FRANKIE Aaargh! Fuck you!!





SCENARIO 1b: COMMUNICATION SKILLS (Good practice)

- FRANKIE** Open the door. I wanna come in! Open the fucking door!
- ANNA** Frankie, Gemma's on the phone in here so you can't come in.
- FRANKIE** Let me IN!
- ANNA** Frankie, you're really upset. What's up?
- FRANKIE** He's gonna kill me! Open the fucking door!
Come with me. Come with me. Let's go in here.
- ANNA** Shawn, I'm just going to be in here with Frankie for a minute.
Okay. You're safe here. Now, tell me what's upsetting you.
- FRANKIE** He says I broke his picture.
- ANNA** Uh-huh...
- FRANKIE** The poster on his wall.
- ANNA** Okay, so, tell me exactly what happened.
- FRANKIE** Well, we were jumping... on the bed and I fell. I hit the wall and the picture.
- ANNA** Uhuh...
- FRANKIE** It got a tear in it.
- ANNA** So, you were jumping on the bed with Tom, and you fell against the wall where the poster was and it got a tear in it. Right?
- FRANKIE** Yep.
- ANNA** And now you're scared 'cos Tom is very angry with you?





SCENARIO 2: 00:47 DISTRACTION/CARING GESTURE

STACEY

Hey, Frankie! Your support worker, she's not coming. Your folks – they cancelled. See it's like they not coming. Just like my Mum. She just cancelled. Just like that, man. They not coming, you'll see!

Hey! Here you go mate. I'll show you a trick. Are you ready? Watch this. See the lackey?watch, watch this...ready? Now if I blow on it, see that? Yea? Alright, you wanna know how to do it?

SHAWN

Look at this in reverse. See, that's it. Hang on, I'm just going to show him how to do it. You can have a go next. Put all your fingers in. Watch, that's it. Then open your hand. Alright, you try that. You can have a go next, alright?



SCENARIO 3: 00:53 GIVING CUES/CO-STARTING

ANNA

Hey, Tom, it's nearly dinner time. Finish tidying your room and come on over!

TOM

This fucking room. I don't have to tidy it! It'll take ages. I'm not fucking doing it!

ANNA

Okay, well, lets just start with the clothes on the floor. Pick up the dirty bits and give them to me. Great! Great! Okay, great! Now all you need to do is fold up those shorts and the jumper.

They're still clean. When you've done that, put those shoes away and that's it! Easy!



SCENARIO 4: 00:31 STANDING CLOSE/DIRECTING

TOM

Hey!, who said you can have that! That was my apple, you fucking dickhead!

FRANKIE

It's mine now!

SHAWN

Tom, Tom, whoa, settle down. Look, I know you want an apple. I know you're upset, right? Just put the plate down. That's it. Come on, we'll go and have a looks see if we can find one, alright? Come on.



**SCENARIO 5: 01:03 MANAGING SURROUNDINGS/
PROVIDING 'TIME AWAY'**

ANNA

Hey, guys. Good catch!

Hey, guys, could you take the ball outside? Is that Okay?

Hey, Ben, looks like that DVD player is giving you a hard time. Hey, you know that phone call you had to make? What if you go and do that now, I'll have a look at this and I've got a couple of things to do, but I'll call you when I've had a look okay?





SCENARIO 6: 00:28 IGNORING/GIVING CHOICES

FRANKIE Aaagh, not fuckin' fish again!

I hate fish!! Why we got fish? Can you hear me? I hate fish! I hate fuckin' fish!

ANNA Frankie, you can leave the fish and just eat the veggies, or you can give me your plate and I'll make you a sandwich. What do you want to do?

FRANKIE Chuck the fuckin' fish!



PART 3: Defusing

SCENARIO 7: 00:20 MOBILE PHONE

STACEY You not coming?... again? You fuckin not coming? Aaaah...!

TOM Hey, what's up? Your Mum piked out again?

STACEY I hate her, I HATE her!!!



SCENARIO 8: 00:20 BASKETBALL

TOM Ooh! You throw that ball at me again and you'll hit the ground so fuckin fast!

FRANKIE I didn't mean it man!

TOM I'm warning ya, you little shit... just try that again!



SCENARIO 9: 00:18 NAIL POLISH

STACEY Now it's nearly finished! There's none left! The fucking bitch! Aaagh I hate her... I'll smack her bloody face in... the fucking bitch! Stay away... get the fuck away! Fuck off!



SCENARIO 10: 00:25 COMPUTER GAME

FRANKIE Hey, I was playing! I'll get you!

Tom, this is my turn! You dickhead! I was on high score. I hate you, Tom! You're an idiot!





SCENARIO 11: 00:18 MOVING OUT

TOM So why have I gotta move to some other bloody hole? You're all a bunch of fucking assholes. You just don't give a fuck do you? No-one gives a fuck! You can't fucking make me go! Fuck you!



Good/Bad Practice

SCENARIO 12a: 00:25 CD

STACEY Hey, that's my CD. What the fuck are you doing with my CD? Give it to me.

ANNA Frankie, that's Stacey's CD. Give it back to her!

FRANKIE She isn't using it now. I'll give it back later.

STACEY It's MINE! Give it to me!

ANNA She wants it. Give it back to her... NOW!



SCENARIO 12b: 00:50 CD

STACEY Hey, that's my CD. What the fuck are you doing with my CD? Give it to me.

ANNA Frankie, whose CD is that?

FRANKIE It's hers, but she isn't using it now. I'll give it back later.

STACEY It's MINE! Give it to me!

ANNA It looks like you want to listen to Stacey's CD.

FRANKIE Yeah, I'm only going to listen for a bit.

ANNA Okay, you can see Stacey is very upset, so there are two things you could do: You could ask her if you could borrow it, or you could give it back to her now and borrow it another time? Okay, if you want to borrow it, it's important to tell her when you're going to bring it back... and she probably needs to know that you'll look after it carefully.

FRANKIE Fine!



SCENARIO 13a: 00:45 MISSING MONEY

ANNA Tom, that twenty dollars you snatched from me - I want it back please.

TOM I haven't got it!

ANNA Look, I know you've got it and I want it back. If you don't give it back, that's stealing and I'm going to have to report you.

TOM I haven't fucking got it!



SCENARIO 13b: 01:15 MISSING MONEY

ANNA Tom, that twenty dollars you snatched from me - I want it back please.

TOM Hey... I haven't got it!

ANNA Well, if it's gone, then we need to work out what to do here. I was enjoying spending time with you because I felt I could trust you and we could do things together. When I'm on shift, we can do a lot more interesting things if I can trust you. What do you think you could do to show me that I really can still trust you?

TOM Dunno.

ANNA Tom, do you want me to be able to trust you?

TOM 'Spose

ANNA Well, I would feel a lot better if you could find a way to pay the money back. Tom, this is not just about the money, it's about trust. I want to feel that I can trust you. You could wash my car for me, or you could help me to weed the veggie garden, or you could put aside \$5 a week until you've paid me back. What do you reckon?

TOM 'Spose I could do the car...



SCENARIO 14a: 01:09 SMOKING

GIRLFRIEND I've gotta tell you something. The truth. My friends dared me to date you to see how long I'd last, but I just can't stand it anymore.

BEN What?

GIRLFRIEND Did you really think someone like me would be interested in someone like you? Have a good look at yourself.
But you said tha....

GIRLFRIEND No, wait.....

ANNA Ben, you know you're not allowed to smoke inside the unit. Hey, take that cigarette outside, or we'll have to lock your cigarettes away for a week.

BEN I'll smoke where I bloody like, you fuckin' mole!



SCENARIO 14b: 01:07 SMOKING

ANNA Ben, you know you're not allowed to smoke inside the unit. Hey, Ben, what's up? You've been great lately, and you usually smoke outside.

BEN Dunno... just leave me alone!

ANNA Okay. Hey, Stacey and Frankie, would you go and see if Shawn needs you in the garden? Thanks, guys.
Ben, I hear that you want to be left alone to smoke in peace, but we have rules here that are for everyone. Okay? So I'm asking you to go find a quiet spot outside to smoke. Please, take your cigarette outside.
Okay.....thanks.



SCENARIO 15a: 00:21 ROOFTOP

SHAWN Hey, Ben! Come down! It's dangerous up there, mate. Come on down!

Look, come down, it's dangerous up there. You can't stay up there!



SCENARIO 15b: 00:35 ROOFTOP

SHAWN Hey, Ben! Come down mate. It's dangerous up there.

BEN Fuck off!

SHAWN Hey! How did you get up there?
Cool. Hey, Tom wants you in his footie team. You going to come down?

TOM Sweet!

SHAWN Yeah. Hey, Tom. Who else is in your team?

SCENARIO 16a: 00:25 WAKING UP

ANNA Stacey, hey it's time to get up, you've got school today!

Stacey, it's time to get up.
Come on, you've got to get up now!

STACEY No! Piss off! Leave me alone!

ANNA If you don't get up now, you'll be late for school. You'll miss breakfast!



SCENARIO 16b: 00:38 WAKING UP

ANNA Stacey, hey it's time to get up, you've got school today!

Stacey, I know it's hard to get up. Remember, its tennis at school today. You don't want to miss your tennis.

Look, you get dressed. I'll go write a note to your teacher to tell her why you didn't do your homework. Okay? We can do that together this afternoon.



PART 4: Strategies to educate new behaviours

SCENARIO 17: 05:52 POST-INCIDENT REFLECTION



ANNA It seems like you've calmed down a bit now.

STACEY I still hate her.

ANNA I can see you're still upset. Help me to understand what the problem was.

STACEY It was Gemma. She took my special nail polish – Hey, my Mum gave me this.

ANNA Uh-huh.

STACEY She's always taking my things.

ANNA So, Gemma took your special nail polish that your Mum gave you and it really upset you.

STACEY Yep. It's like, well... she has her own stuff. She can't just take my things all the time. And now it's nearly empty!

ANNA Okay. So tell me exactly what happened, right from the beginning.

STACEY I saw her nails were the colour... the colour that's my nail polish, and I said "That's my nail polish!" But she just laughed and ran off. So I went to look and it was my nail polish. I went and said she gotta give it back, but she just laughed... again. Ooooooh I hate her! I hate her, the fuckin' bitch!

ANNA Okay, and then what happened?

STACEY I told her... "Give back my nail polish!"

ANNA Uh-huh.

STACEY Then she called me a fuckin' loser!

ANNA Okay, and then?

STACEY I found the nail polish in her room and then she started laughing at me, again - that mean laugh! That made me sooo mad. I just started screaming at her.

ANNA I can see you were very angry... and then?

STACEY She just kept laughing and calling me a loser and I couldn't stop - I pulled her hair and smacked her face. Gemma's a bitch!

ANNA So, let me get this clear: Gemma took your nail polish, she wouldn't give it back and started laughing at you. When you found it, she started laughing at you again and called you a loser and then you lost it and pulled her hair and hit her. And that's probably when I saw you running away to the bathroom, really upset. Right?

Okay, so, it seems to me that when somebody laughs at you or calls you a name you don't like, you get angry and you start shouting and punching or pulling hair and things get out of control and sometimes things get broken or people get hurt. Right?



STACEY Well, she was doing wrong.

ANNA Okay, so, when you got mad at Gemma, who was affected?

STACEY Gemma.

ANNA And how do you think she felt?

STACEY Also angry I 'spose...

ANNA Uh-huh

STACEY ...maybe frightened... and maybe her head hurt?

ANNA And was anyone else affected?

STACEY ... I 'spose... the other kids?

ANNA And how were they affected?

STACEY Maybe they was scared.

ANNA And how were you affected?

STACEY I was angry... and sad... my nail polish...

ANNA So, can you think of something different that you can do when you start to feel angry? You know, when someone laughs at you or calls you a name you don't like and you start to feel that angry feeling building up inside of you?

STACEY Maybe walk just away?

ANNA And what else?

STACEY Well, it's hard 'cos, like, she used up my special nail polish and then laughed at me... it made me so mad.

ANNA I know, but what happened in the end wasn't what you wanted, was it?

STACEY No... ummm... 'spose I could tell someone.

ANNA That would definitely help if you told one of us: me, Shawn, one of the others. We're here to help you. Stacey, remember, there have been other times when you've been very angry and hurt other kids. Okay? What else would help you when you start to feel angry? What could you do to cool down before you get mad or give yourself time to work out what you need to do?

STACEY Maybe I can go to my room... I feel good with my music.

ANNA Yeah? Okay, great!. So you said you can walk away when you start to get angry, or you can tell someone, or you can go to your room and listen to music till you've calmed down, right?

STACEY Yep.

ANNA Okay, I want you to pick one of your ideas, the one you like the best.

STACEY Uhh, maybe I can just walk away outside.





- ANNA** Okay, so walking away outside when you start to feel angry can be your new COOL-IT KEY. Okay? We'll call it your own special COOL-IT KEY. So, let's try that. Okay, let's practise so you'll be able to do that next time.
- STACEY** What do you mean?
- ANNA** Okay. Well, I'll be Gemma and I'll take your nail polish and I'll laugh at you and call you a loser and you start to get angry with me. But, when you feel the angry feeling, that's the sign to use your new COOL-IT KEY... so...you turn around and make yourself walk away like you said, OK?
- STACEY** Ummm, OK.
- ANNA** OK, so let's do it. Let's practise so that you'll be able to do that next time.
- STACEY** Yep.
- You got my nail polish. That's mine!
- ANNA** Huh! You're a loser! You're a loser!
- STACEY** Aargh.
- ANNA** Okay! That's great! See? Well done! Okay. So, you reckon you'll be able to do that next time you feel an anger attack? You reckon you'll be able to do the COOL-IT KEY?
- STACEY** Yeah!
- ANNA** Okay. We need to tell all the other staff because we'll all try to help you to do this, okay?
- STACEY** Yep. And what about my nail polish? It's nearly finished.
- ANNA** Well, what do we need to do to make things right?
- STACEY** I want a new nail polish.
- ANNA** Okay. Well, we'll see what can be done about that. And what about Gemma? Do you think she needs you to say sorry?
- STACEY** Do I have to?
- ANNA** Well, what do you think would make things better with Gemma?
- STACEY** Well, I 'guess I could say sorry for pulling her hair, but can you talk to her about taking my things?
- ANNA** Yep. I think that's a good start. Let's do that. Okay?
- STACEY** Okay.



Justine's Practice Message (03.50 mins)

My name's Justine O'Malley. I'm a Senior Consultant for Residential Care.

My primary role is supporting staff who works in the residential care system. I also make sure I go out and do shifts in the residential care houses. I think it's really important for any support staff to know what it's like to be on the ground working with the children. It's one thing to go in and support staff as an additional person; it's another thing to be the person who's on shift at 3 o'clock in the morning. So I find that a really important part of my role is knowing the policies and procedures, the way of programming, the way of interacting that we support staff to do that we actually have firsthand experience as well.

My background is teaching young children, and now working in residential care I'm working with an older age group of children, but I see a lot of similarities. I see a lot of similarities because the children that we're working with in residential care have often missed out on those early childhood experiences and it's so important that we give them so many opportunities to experience those things they've missed out. That may be physical things like activities, but really importantly it's about making connections with other adults, developing trust with other adults, being able to develop the skill of attachment.

Unfortunately for a lot of our children they have experienced less than positive attachment in their lifetimes then going into the care system they've often had numerous placements and therefore numerous placement breakdowns so by the time they come into residential care for many of the children there aren't many adults that they trust. So what's really critically important is that staff see developing relationships as their top priority.

How do we help children and adults to develop that trust? Well, a lot of it is the little things. It's being aware of children's ... what's underneath their behaviours, being aware and listening, really listening to and finding out what those needs and wants and feelings are that the children are trying to tell us but often don't have the words to do that.

What the community often sees is the behaviour that the children exhibit which may be violent behaviour, it might be aggressive behaviour, it might be swearing, it might be a



whole range of behaviours not socially acceptable. It may not be behaviours that you'd accept from your own children at home. What we need to do is to rather than punish the children for those behaviours, or to ignore those behaviours, is help them to learn different ways to behave. And by doing that, we can help these children to hopefully integrate into communities, integrate into neighbourhoods, and integrate ultimately into the wider society.

But relationships is really the key. And it doesn't necessarily mean quantity of time; it can be the quality of time. So someone could be on shift for 8 hours, and not move anywhere towards developing a relationship with a child. Someone else could be on shift for one hour and be working towards developing a positive relationship with a child. So again it's really about listening to what children are trying to tell us when they perhaps don't have the words to do so.

It's really important when staff come and work in residential care that they don't take some of the behaviours personally. Kids may spit, they may swear they may call staff names and say hurtful things. What we need to remember is that kids have done this as a way of survival. It's also been a way of learnt behaviour. So, for example, swearing - they may have grown up in a household where it's been very normal to swear. In fact everyone around them has sworn and they've sworn since they could speak. So what we need to remember is that it's going to take more than once of demonstrating a new way of behaviour for that new brain pathway to develop. In fact we know that it will take hundreds and hundreds of opportunities that will make a change in children's behaviour. So, what's really important to remember is not to take that personally, to remember that this is a way that children may have had a learnt behaviour also may be part of their survival techniques.



Kellie's Practice Message (05:38 mins)

My name's Kellie Goes and I work with children in a residential care setting. My main role is learning and development and working and supporting staff working in residential care facilities. I love it. It's great fun. Probably the main thing that I would like to get across to anyone who's thinking of working in residential care or working already in residential care is to remember that these kids aren't ordinary children, they're extraordinary children who need extraordinary care. They respond differently to our typically developing kids. They require patience and tolerance and understanding and they're awesome and they're fun and....but they're hard work as well.

So, one of the things I feel is really important to understand is about working with children that have been abused or experienced abuse-related trauma is that they respond differently to situations than a our typically developing kids. So, an example of that would be giving either praise or punishing children. We like to talk about discipline as a means of teaching kids new skills that they'll need later on as opposed to punishing which is to inflict pain either emotionally or psychologically and how we do that is try to be very creative about the consequences that we give and be very sensitive to the children's needs. One of... an example of this may be a situation where a child's broken an established rule or not met one of the expectations that we have of them and we need to be very sensitive about the way that we approach that issue. For a typically developing child for example it may just be saying to that child, "Right you can't go to the movies tonight, mate cos you know, I told you you couldn't do that and you went and did it so you're not going to the movies" and an example of a typically developing child's response may be that they, you know, say "That's not fair" and storm into their bedroom and slam the door for example, whereas one of the children in residential care being told a very similar situation "Sorry we can't go out tonight" because of whatever the expectation or rule it was that was broken, could be a complete over-reaction. Uh, could end in very violent and aggressive behaviour. They have a lack of ability.. in general they have a lack of ability to regulate their emotions and control and manage their feelings. So something that can be a fairly minimal disappointment can appear to them to be a life altering, devastating event. And we can see an escalation very quickly of their behaviour. They would still get angry and yell, but that may not stop for a long period of time. They could go on with that throwing furniture or throwing, you know, plates or cutlery or whatever's in front of them. You know, continuing that, storming out, slamming doors, you know, kicking a car, maybe being very verbally aggressive and maybe physically aggressive towards somebody. So, we would need to be very sensitive about how we approach



those issues to try and prevent those types of escalations but also understanding that a lot of the times you can't just walk up to a child at that stage and say, "Hey, mate, you need to calm down" or um, "Mate when you going to talk properly we'll have a conversation about this." It's a matter of first priority being safety, second priority being de-escalating that uncontrolled emotion and that lack of impulse control and then, once that child's returned to baseline, or returned to their normal... their normal state, then having the conversation around this is what happened, sequencing the events for them so they understand exactly what happened because obviously they can get confused about what happened and how it all went because they were so emotionally overwrought um and then discussing alternative behaviours to how else we could have approached this issue.

Um, I also think it's really important to understand that punishing kids for doing the wrong thing is really a pointless exercise unless there's some element of learning. These kids don't have the skills to be able to socially interact appropriately or to be able to problem-solve, or to be able to think of consequences or think of what could potentially happen if they do something. So, very often they're acting, nearly all the time, on impulse. They're highly agitated for a majority of the time. If they're living in group care settings we know that increases the stress levels in them and so they're very often acting on impulse. So, we need to be thinking about that in our management of these kids and trying to teach alternate ways of coping that are more socially acceptable and teach them over and over and over again until we start to see change. And it can happen, it takes time. And the older our kids get, the longer it takes and the harder it takes, but it's still possible. And I think we need to not give up on these kids because that's what they're expecting. They're expecting us to give up. And we just can't give up because then they have nothing. And it's so important if you are going to work in residential care or in any group care setting with any kids that have experienced trauma or abuse, that you be that one person that doesn't give up on them and be that one person that will be crazy mad advocate for them and crazy mad supporter of them and crazy mad teacher of them because they need you. That's the bottom line, I 'spose. They don't have anyone else sometimes. So you're it.



Martin's Practice Message (04.00 mins)

My name's Martin Smith. I'm a Senior Practice Development Officer with the Department for Child Protection. I work in Resi Care and am also connected with country hostels, and also manage the Aboriginal Student Accommodation Service as well.

I think it's really important that we actually connect with the young person because when we walk into a residential care facility, and we see an Aboriginal face, what does that actually mean to us? And sometimes we need to look at ourselves in order to look at the way in which we actually work with people. And sometimes we do things that can impact others and what I mean in that is that we can impact them culturally so we need to have an understanding of the history of Aboriginal people. We need to understand uh, what happened to Aboriginal people around the Stolen Generation and stuff as well and I think that's really important. I think residential care workers need to understand that because when you understand the way Aboriginal people were treated, you can understand why some of our families are where they're at today in regards to ... being taken from the land, not knowing their history, not having the parenting skills. In a lot of cases, a lot of that is a direct result of what's actually happened in the past. So it's good to understand the history of Aboriginal people, but also be mindful that we're very diverse and that we do things very differently within the different areas.

Yeah, I think you need to be very mindful of that... you know, where the young person's from. So round their cultural identity whether they're Noongar, whether they're Wongai, Yamaji or what other part of the State they're from. So it's important that we understand the diversity that's within Aboriginal culture. I think that's really important because sometimes when we think Aboriginal, we think one size fits all and that's certainly not the case even in resi care so we need to be very mindful of that.

.....When I actually take young people out into the bush, and show them about Aboriginal history and culture, what I'm actually teaching is Noongar. So I need to know that young person's background as well. But I think it's really important to be able to teach young people their history and culture because what it is, it is around their identity and we need to be really clear about that because identity gives young people a sense of belonging.



It's to make sure that they're connected to their culture whether that be through allowing them to watch you know, *documentaries* of where they're from, um constant *contact with their family* and in some cases that's difficult, but I think they really need to maintain contact with their family, but also being able to allow them to experience the culture. Taking them to *significant events* like NAIDOC and Reconciliation Sorry Days....things like that, but also too, just regular events like there might be an *Aboriginal band* playing somewhere. Take them along to that take them to some of the *organisations* so that young people get an idea of what Aboriginal people are doing.

When you think about learning, learning is a two-way, a two-way process – I'll learn from you and you learn from me and I think quite often when we see a young Aboriginal face within our homes, we could actually learn a lot from them as well and it's really getting to know them as an individual person and I think that's really the key in connecting with a young person.

..... So if they're Aboriginal, get to understand where they're from, and what does that look like, because quite often when we talk about Aboriginal, we say one size fits all and that shouldn't, that should, that should never be the case when we work with young people within our services.