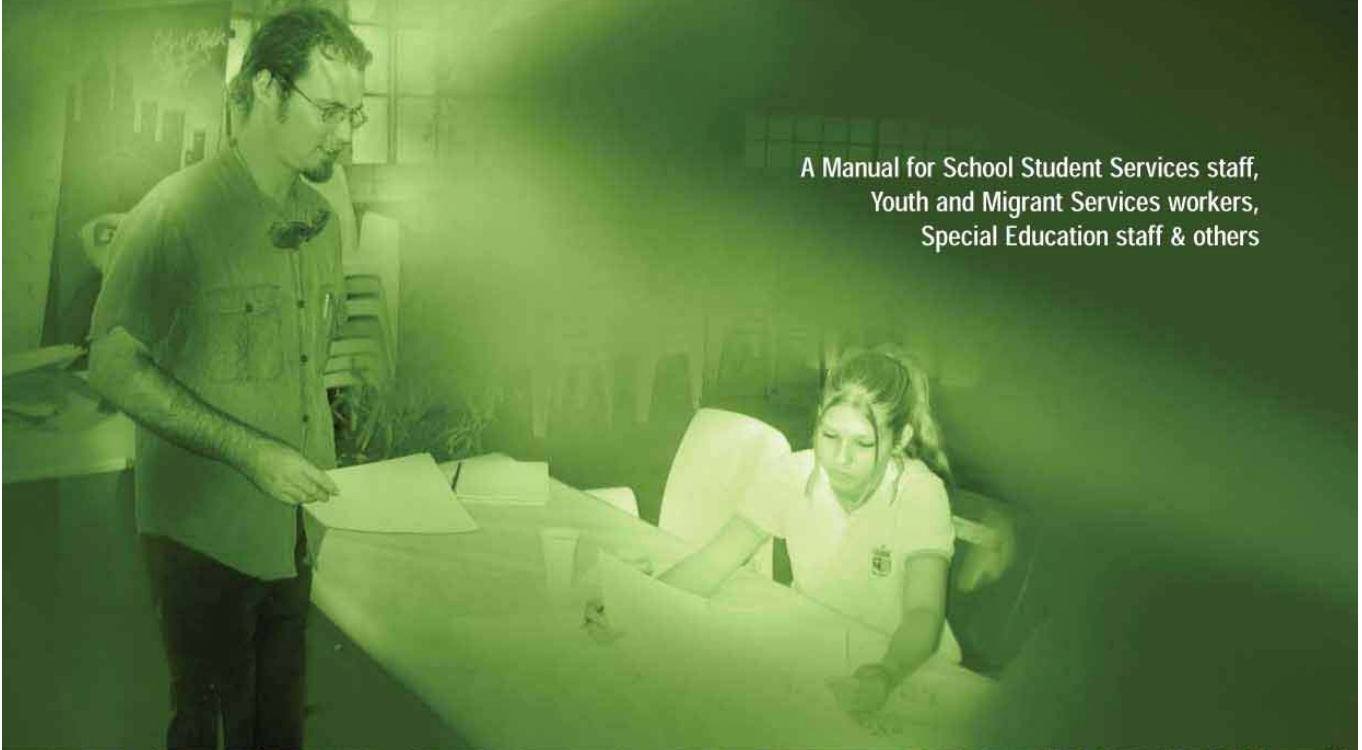




Beyond Scope

Beyond Scope: Seeing Work for Diverse Youth Manual 2: Design and Delivery Manual

A Manual for School Student Services staff,
Youth and Migrant Services workers,
Special Education staff & others



Written by Leah Ciancio
For the Ethnic Disability Advocacy Centre
Funded by the Department of Education and Training

WHAT ARE THE PROGRAM OBJECTIVES?

The Beyond Scope bridging program seeks to improve the transition to work opportunities for multicultural youth with disabilities by:

1. Allowing students to experience belonging and achievement through participation in inclusive, non-assessed Recreation and Arts activities
2. Broadening students' understanding of post school options through peer mentor/young leader presentations
3. Helping students to identify their passions, their individual work values, and gain confidence in their ability to actualise meaningful work goals through a series of visioning and values exercises

WHAT DO I HAVE TO DO?

To enact the Beyond Scope workshops, Practitioners need only:

- ❑ **Refer to the ready to use 'Plan of Action'** – pg 5
- ❑ **Recruit a few helpers** – using the guidelines, pgs 6-7
- ❑ **Secure School Principal & student/parent consent** – using guidelines, pgs 8-10, and letter drafts, Attachment 4

Make slight modifications to the following resource components:

- ❑ **Session Timetable** – pg 12
- ❑ **'Work Visioning & Values' slides** – pgs 15-17 (i.e. convert to Powerpoint or simply request a copy of the electronic presentation or overhead sheets from EDAC)
- ❑ **Program Flyer** – pg 29

And make sufficient copies of the following:

- ❑ **Program Daily Report** – Attachment 3
- ❑ **"What's Work About For Me?" Handout** – pgs 18-19
- ❑ **Work Shuffle Cards** – pg 20-23

For workshop design and delivery support, please try:

Ethnic Disability Advocacy Centre (EDAC)
08 9388 7455

Where possible, EDAC will help by advising Beyond Scope facilitators directly, with respect to content and delivery issues, or by assisting facilitators in gaining education, youth and/or ethnic communities sector support.

For assistance with dissemination of information in CaLD community languages please contact 'On-site Interpreters' through DET or:

Translating & Interpreting Services (TIS)
13 14 50 (fees apply)

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1	Program Costing Sheet
2	Facilitator & Venue Booking Form
3	Pilot Program Flyer
4	Letter drafts for gaining consent
5	A Note on the Importance of the Final Session
6	Pilot Program: Final Session slides

1 PROGRAM DESIGN AND DELIVERY PLAN

The Beyond Scope Bridging Program comprises 3 sessions, each involving

- 1hr Inclusive Recreation workshop
- 20mins break (incl. refreshments)
- 10-15mins peer mentor/ young leader presentation
- 1hr work visioning and values think tank

Each session should involve 2.5hrs of key facilitation and 1 to 1.5hrs of set-up & close time. Facilitator commitment across the three sessions should equate to no more than *12hrs*.

Student contact should total *7.5hrs*, in some cases (i.e. during exam time), students may not be able to commit to so many hours. Shortened delivery schedules may be negotiated to a minimum of 4 student contact hours. A shortened version may comprise two 1.5hr sessions (each incl. a 30min Inclusive Recreation activity; a 5min break; a 10min young leader presentation; and a 45min visioning workshop) and one 1hr feedback session.

Please use the 'Costing Sheet', 'Facilitator & Venue Booking Form' and 'Pilot Program Flyer' attachments to tailor your own Beyond Scope Bridging Program. Inclusive Recreation ideas include:

dance movement Community Gardening

HIP HOP MCing, beatboxing, DJing, breakdancing & graffiti

Cartooning PHOtography & filmmaking

belly-dancing

community arts (float design, percussion & drumming)

yoga martial arts

wheelchair sports

live mural art and other street & hybrid art forms

Note: In order to confirm your program, it is necessary to combine participant needs analysis and interest-raising¹ with your preliminary facilitator negotiations. Once you have an idea of both participant needs and interest levels *and* facilitator commitment, you should be in a position to devise an exciting program.

¹ See section on 'Needs Analysis', (Facilitator Preparation Manual), and section entitled 'Expression of Interest & Consent', (this manual).

The Beyond Scope bridging program is ideally implemented within a **six-month** timeframe. The following timetable gives an indication of what is required:

Beyond Scope Plan of Action

Time Frame	Task	Reporting Requirements
First 8 weeks	<p>Networking & initial engagement of potential co-facilitators, peer mentors, participants, venue providers etc.</p> <p>More formal liaison with Sport & Recreation, Arts, Multicultural and Youth Sectors <i>vis-a-vis</i> program delivery support. (Ensure non-school-based venues are risk assessed and fully accessible).</p> <p>Confirm core facilitator arrangements & place any final bookings, such as catering orders.</p> <p>Begin to raise general interest: make contact with schools, community groups, individuals & families.</p>	<p>Contact lists and action research-style 'work diary' entries.</p> <p>Costing sheet, booking form & risk assessment checklist. <i>Draft</i> Program and Session Timetable.</p> <p>Supplier quotes & completed confidential declarations.</p> <p>Media Release</p>
Mid-term (8 weeks)	<p>Compile informed consent paperwork & commission translation into 'Languages Other Than English', as required.</p> <p>Circulate invitation-consent packs, allowing for turn-around of consent forms.</p> <p>Open a 'Program Daily Report' for each session.</p> <p>Consolidate delivery team. Provide professional development for members of the support team, as required.</p> <p>Assign support roles according to projected student attendance and individual needs. Assign other program delivery duties, such as session 'scribe'.</p>	<p>Invitation-consent pack & translated parent consent forms.</p> <p>Completed consent forms.</p> <p>Attendance lists & medical conditions notes.</p> <p>Delivery team attendance list & training delivery records.</p> <p>Task delegation checklist</p>
Final 10 weeks	<p>Deliver the program over a four week period, (e.g. two consecutive Fridays plus final session two weeks later).</p> <p>Circulate draft 'Outcomes Report' within a month of program completion. Allow 2 weeks for return of evaluation forms.</p>	<p>Completed Program Daily Reports (3 in total)</p> <p>Program outcomes report (draft & final versions) & summary of evaluation feedback.</p>

2 Recruiting a Delivery Team

To implement the Beyond Scope Program, the key facilitator should recruit:


- *At least three inclusive recreation facilitators* (individuals or groups), one for each session
- *At least two young leaders as presenters* (with a view to recruiting, for the final session presentation, a student participant who shows ‘young leader’ capacity)
- *At least two general support personnel* (i.e. one to scribe and one to take photos and perform other duties)
- *Education, Youth, CaLD &/or Disability Sector personnel*, as required, to help meet individual support needs (i.e. professional interpreters, qualified teacher’s aides and others), and to help answer students’ work-future questions (i.e. employment agency staff).

Integral to the successful implementation of the Beyond Scope program are natural relationships of friendship and support - inclusive of mentorship - that respond fully and dynamically to the needs of individual participants. As such, the key facilitator/s should make a concerted effort to recruit inspiring activity facilitators, young leaders and support personnel. In some cases, informal and/or formal professional development training may be required to ensure that the delivery team is informed of the Beyond Scope objectives and committed to hearing youth voice.

To recruit engaging co-facilitators (esp. inclusive recreation facilitators), young leaders and general support personnel, try to:

- Develop relations with a range of education, employment, Community Arts, sport/recreation facilitators
 - Contact the Department of Education & Training, Department of Culture & The Arts, Department for Sport and Recreation, the Youth Affairs Council and other key stakeholders for program content ideas and specific contacts;
 - Listen to youth radio, scope out local events flyers/ papers and magazines for opportunities to track down locally appreciated performers (who often make engaging workshop facilitators); and
 - Get out into community activity settings yourself! (It’s really quite easy to engage potential program facilitators *in situ*; they are there doing what they do best and they are often keen to line up additional work after a successful event).

- Individually contact and recruit a diversely skilled delivery team
 - Delivery team members might include students' family members/friends; education, training and employment sector staff; recreation officers; community artists; multicultural workers; disability support personnel; and volunteers.
 - Gain, from each facilitator, commitment to delivery-level support (i.e. 'hands-on' support) *as well as* commitment to the Beyond Scope vision.
 - Strategically address the core business interests of individual delivery team members. Invite education and training practitioners to support students in the pursuit of Vocational Education and Training (VET) pathways; ask employment agency staff to provide students with links to employment options; and so on.

 - Look out for CaLD background youth with disabilities who are actively seeking out meaningful employment
 - Invite young/ 'youngish' leaders (youth aged 16 – 25 or 26 – 35) to share their work experience journeys with fellow young people.
 - Investigate young leaders' public speaking background and, if required, offer speech/voice projection training.
 - Show youth presenters that you value their time; pay them a fair presenter fee or offer vouchers/tickets or similar.
- 

3 EXPRESSION OF INTEREST & CONSENT

3.1 General interest-raising

To raise initial interest in the Beyond Scope bridging program:

- Write a Media Release and circulate it through local print media channels.

Some creative strategies for procuring interest in the program:

- Person-to-person techniques - use lively inclusive recreation facilitators and inspiring young leaders to address prospective participants, (i.e. in school assemblies, classrooms and other forums).
- Community TV and multicultural or youth radio broadcasts, (- aurally and visually stimulating communication channels may be more effective in capturing a multicultural audience).
- Member-focused newsletter and internet magazine advertisements. Broaden the scope of your Media Release to include Youth/ Recreation & the Arts support networks, multicultural agencies and other equity and diversity stakeholders (such as women's groups, student collectives, and parent/ family groups), as well as Education and Disability Sector networks.

EXAMPLE:

Publicity via Mosaic Radio

As an outcome of the Beyond Scope Pilot Program media release, the workshop coordinator and a young 19 year old Vietnamese-Australian co-facilitator with a physical disability, appeared on 'Mosaic' radio; a 6EBA FM program run by the Office of Multicultural Interests, which targets multicultural sector listeners. Prior to the radio interview, the workshop co-ordinator arranged for an experienced radio broadcaster/ drama instructor to provide the emerging young leader with voice projection and interview tips so that he was prepared for the broadcasting experience.

Note: The Mosaic broadcast generated general 'Beyond Scope awareness' - amongst an adult multicultural listenership - as a starting point for getting community support for the workshops. A further step towards reaching the target group of youth might have included a broadcast over a youth radio program, such as 'Groove FM' (i.e. direct to the ears of potential student participants).

3.2 Informed consent

For Beyond Scope purposes, 'Informed Consent' is

- Written consent based on a reasonable understanding of the program: the main objectives; details of the supervisory team; the time, date, place and cost (if applicable) of the program; and any other important information, such as participant rights and responsibilities.

3.2.1 Informed consent from schools

It is up to the discretion of individual schools to decide whether or not it is appropriate, or viable, to deliver the Beyond Scope bridging program. As such, the first statements of consent should come from school principals.

To engage school support for the Beyond Scope bridging program:

- Make an appointment with the Principal to present the Beyond Scope objectives in-person. In your meeting, present the aims, program content and delivery plan and highlight the prospective outcomes, or benefits, for individual students and the wider school community.
- Post meeting, issue the principal with a 'Letter of Introduction' serving to further explain the program and requesting written confirmation of interest from the school.

Note: Attached is an example of a 'Letter of Introduction' and a two-page 'Commonly Asked Questions' sheet for engaging school principals.

Some creative strategies for procuring School consent:

- Meet with Student Services, VET, teaching and other staff *before* going to the Principal. Find out about the school dynamics and how it operates. Establish whether or not you have 'grass-roots' support for program delivery and *then* formally approach the school. The Principal is more likely to feel that the school can 'handle' the extra-curricular activity if staff are already interested in assisting.
- Engage with external community agency personnel and family members. If the Principal can be assured of getting workshop delivery support from community agencies (e.g. Youth, Multicultural and/or Disability Sector agencies) and, most importantly, family members - then school support may be more easily secured.

3.2.2 Informed consent from students and parents

In order to implement the Beyond Scope bridging program, practitioners must also gain the 'informed consent' of the student and their parents/guardians (- in the case of those under 18 years of age).

To procure consent from individual participants and their parents/guardians:

- Issue an 'Invitation/Consent Pack', including
 - An easy-to-follow introduction/invitation letter; and
 - Consent forms designed according to Department of Education & Training guidelines².

Note: Attached is a draft 'Invitation/Consent Pack' including Student and Parent Consent Forms.

Some creative strategies for procuring student/parent consent:

- Person-to-person techniques: Use Inclusive Recreation facilitators (e.g. Hip Hop artists) and inspiring young leaders to introduce the Beyond Scope program to prospective participants. School assemblies, Year Group assemblies, Parent-Teacher evenings and the like, provide useful forums for introducing the program and hand delivering the invitation-consent packs.
- Tap into youth technology interests: Young people tend to enjoy IT-based communication channels. Try issuing the Invitation/Consent Pack as an internet magazine, with a consent form that can be downloaded or completed electronically.
- Translate the Invitation/Consent Pack into community languages, as needed.

Note: Professional translating and interpreting services should be used as much as possible. It is not good practice to engage a student's sibling or extended family member to act as an interpreter between program staff and parents. If full Invitation/Consent Pack translation is not viable, use a professional telephone interpreter to *verbally inform* parents about the activities and then use professional translators to *provide the Parent Consent Form in the required number of community languages*, (i.e. ensure the legal document part of the package has been translated).

EDAC is able to provide (draft) translations of the Parent Consent Form in **Arabic, Farsi, Somali, and Vietnamese**

² A downloadable version is available on the Department of Education & Training website, see 'References' section of Facilitator Preparation Manual for site address at time of publication.

Delivery Material



Beyond Scope Implementation Checklist

What to bring:

- ❑ Digital Data Projector & Laptop or Over-head Projector
- ❑ Work Visioning PowerPoint Presentation (i.e. electronic file or transparencies)
- ❑ Butcher's paper/ whiteboard & markers for noting student responses
- ❑ Ample copies of Beyond Scope handout & Works Shuffle Cards
- ❑ Notebook & pen for scribe (also for noting student responses)
- ❑ Any materials to be carried on behalf of Inclusive Recreation facilitators
- ❑ Additional art supplies, puzzles and other supplementary activity materials
- ❑ Youth support service brochures/ youth community events flyers, if avail.
- ❑ Morning tea supplies (tea, coffee, milk, juice & mixed pastries)
- ❑ Mobile ramp, if necessary
- ❑ Digital Camera & or mini-DV/ video recorder

Session Timetable:

8.30 – 9.30am	Set-up, greet & register support personnel and students
9.30am	Introduction & Housekeeping (incl. safety procedures and directions to accessible toilet)
9.35 – 10.30am	Inclusive Recreation Activity [insert description]
10.30 – 10.50	Morning Tea Break
10.50 – 11.05am	Peer Mentor/Young Leader Presentation [insert description]
11.05 – 12noon	'Work Visioning & Values' Session Session 1 finishes with "Why do we work?" focus question, distribution of Work Shuffle Cards and in-class completion of "What's Work About Form Me?" Handout. Session 2 commences with a recap on Work Values and finishes with the "Who do you talk to about your future?"/ "What do you talk about?" focus questions. Also, remember to discuss students' inclusive recreation preferences for the final session. Session 3 re-present to students their responses to the full set of Work Visioning & Values questions, recording any 'afterthoughts' or requests for changes.
<i>Note: If time does not allow for questions at the end of a given session, remind students to feel free to contact you, as needed.</i>	
12 – 12.30pm	Close and Pack-up

WORK VISIONING & VALUES SLIDES (Convert to PowerPoint/overhead)

<p>Session 1 & 2; slide 1</p> <h2 style="text-align: center;">Beyond Scope Work Visioning & Values: 'Think Tank'</h2> <p style="text-align: center;">Display during 'Meet & Greet'</p>	<p>Session 1; slide 2</p> <h3 style="text-align: center;">Overview</h3> <ol style="list-style-type: none"> 1 What do you like doing?/ What's Fun 2 Why? 3 What is work? 4 Why do we work? 5 How do you find work that is right for you? 6 Who do you talk to about your future? 7 What do you talk about? <p style="text-align: center;">Read only</p>	<p>Session 1; slide 3</p> <p style="text-align: center;">Look at what you can do!</p> <p><i>[Insert "There are a new breed of people..." quote from pg 8 of Facilitator Preparation Manual]</i></p> <p style="text-align: center;">Read only</p>
<p>Session 1; slide 4</p> <h3 style="text-align: center;">Session 1 Content</h3> <p>Inclusive Recreation (50mins) <i>[Insert activity description]</i></p> <p style="text-align: center;">20min Break <i>[Describe what may happen during this time]</i></p> <p>Young Leader Presentation <i>[Insert Young Leader's name and presentation title]</i></p> <p style="text-align: center;">Focus on questions 1 to 4 (50mins)</p> <p>15mins prior to finish: Distribute 'Work Shuffle' cards [demonstrate some exercises] + complete "What's Work About for Me?" handout [side one]</p> <p style="text-align: center;">Read only</p>	<p>Session 2; slide 2</p> <h3 style="text-align: center;">Session 2 Content</h3> <p>Inclusive Recreation (50mins) <i>(Insert activity description)</i></p> <p style="text-align: center;">20min Break <i>[Describe what may happen during this time]</i></p> <p>Young Leader Presentation <i>[Insert Young Leader's name and presentation title]</i></p> <p style="text-align: center;">Focus on questions 5 to 7 (50mins)</p> <p>5 – 10mins prior to finish: Group discussion & vote on inclusive recreation option for final session</p> <p style="text-align: center;">Read only</p>	<p>Session 3; slide 2</p> <h3 style="text-align: center;">Session 3 Content</h3> <p>Inclusive Recreation (50mins) <i>(Insert activity description)</i></p> <p style="text-align: center;">20min Break <i>[Describe what may happen during this time]</i></p> <p>Peer Mentor Presentation <i>[Insert student's name and presentation title]</i></p> <p style="text-align: center;">Review responses (50mins)</p> <p>5 – 10mins prior to finish: Debrief/ question time + complete "What's Work About for Me?" handout [side two]</p> <p style="text-align: center;">Read only</p>

WORK VISIONING & VALUES SLIDES

<p>Session 1; slide 5</p> <p>What do you like doing?/</p> <p>What's fun for you?</p> <p>10 – 15mins</p>	<p>Session 1; slide 6</p> <p>If it comes to you...</p> <p><u>Why</u> do you like these things?</p> <p>10 – 15mins</p>	<p>Session 1; slide 7</p> <p>What is 'work'?</p> <p><u>Why</u> do we work?</p> <p>10 – 15mins</p>
<p>Session 1; slide 8</p> <p>Work Values (Reasons why we work)</p> <p>Money?</p> <p>Status?</p> <p>Contact with people?</p> <p>Excitement?</p> <p>Pressure?</p> <p>Creativity?</p> <p>Being Expert?</p> <p>Working in a team?</p> <p>Read only, (refer to 'Work Shuffle' definitions, if needed)</p>	<p>Session 1; slide 9</p> <p>Work Values (Cont'd)</p> <p>Security?</p> <p>Making decisions?</p> <p>Learning?</p> <p>Variety?</p> <p>Physical Challenge?</p> <p>Recognition?</p> <p>Routine?</p> <p>Friendship?</p> <p>Other reasons?</p> <p>Read only, (refer to 'Work Shuffle' definitions, if needed)</p>	<p>Session 2; slide 3</p> <p>What do you need to do to get work that is right for you?</p> <p>10 – 15mins</p>

WORK VISIONING & VALUES SLIDES

<p>Session 2; slide #4</p> <p>Who do you talk to about your future?</p> <p>10mins</p>	<p>Session 2; slide #5</p> <p>If you are comfortable to say...</p> <p>What do you talk about?</p> <p>10 – 15mins</p>	<p>Session 1; slide 10 & Session 2; slide 6 - 1st question, only Session 3; slide 18 - show all</p> <p>Debrief</p> <p>Any questions you want to raise now?/ Anything you want me to find out for you?</p> <p>What have you learned from the program?</p> <p>Any ideas for doing bits differently?</p> <p>Did you enjoy it?/ What was your favourite part of the program?</p> <p>[Feel free to write me a private note in the space on the back of your handout]</p> <p>5 – 10mins</p>
<p>Sessions 1, 2 & 3; final slide</p> <p>Let's keep in touch with each other!</p> <p>Contact me: [Insert your contact details]</p>	<p>How to use these slide-show templates: To ensure your Powerpoint or overhead presentation sets are complete, please refer to the details at the top of each of the slides represented in this manual. Accordingly:</p> <p>Session 1 = 10 slides</p> <p>Session 2 = 6 slides</p> <p>Session 3 = 19 slides (see Attachment 6)</p> <p>The total number of slides for Session 3 may vary depending on student responses to the seven focus questions, and depending on how much of this original data you choose to re-present to the group in the feedback session.</p> <p><u>Note:</u> The 'Look at what you can do!' slide (Session 1; slide 3) followed by the 'Contact me' slide, may serve as useful closing slides for each session.</p>	

Beyond Scope Handout “WHAT’S WORK ABOUT FOR ME?”

	Very Important	Important	Don’t know	Not Important
<i>Money</i>				
<i>Status</i>				
<i>People contact</i>				
<i>Excitement</i>				
<i>Pressure</i>				
<i>Creativity</i>				
<i>Being Expert</i>				
<i>Working in a team</i>				
<i>Security</i>				
<i>Making decisions</i>				
<i>Learning</i>				
<i>Variety</i>				
<i>Physical Challenge</i>				
<i>Routine</i>				
<i>Friends</i>				

Thinking about the question “What’s work about for me?”; use an ‘x’ to mark how important each of the above items is to YOU.

Feel free to add and rank your own work values in the space provided.

WORK SHUFFLE CARDS (please cut & shuffle)

<p>VERY IMPORTANT</p>	<p>INDEPENDENCE You like being able to work in the way you want, without others telling you what to do.</p>	<p>HELPING OTHERS It is important to you to help other people either individually or in groups, as part of your work.</p>
<p>IMPORTANT</p>	<p>VARIETY You enjoy having lots of different things to do.</p>	<p>PLACE OF WORK It is important that you work in the right part of the country for you.</p>
<p>QUITE IMPORTANT</p>	<p>CREATIVE Thinking up new ideas and ways of doing things is important to you.</p>	<p>CHALLENGE You do enjoy being 'stretched' and given new problems to work on.</p>
<p>OF SOME IMPORTANCE</p>	<p>COMMUNITY You like to live in a place where you can get involved in the community.</p>	<p>CONTACT WITH PEOPLE You enjoy having a lot of contact with people.</p>
<p>NOT IMPORTANT</p>	<p>ARTISTIC You enjoy work involving drawing, designing, making music, making models, etc.</p>	<p>STATUS You enjoy being in a position which leads other people to respect you.</p>

<p>LEARNING It is important for you to learn new things.</p>	<p>BEING EXPERT You like being known as someone with special knowledge and skills.</p>	<p>COMMUNICATION You enjoy being able to express ideas will in writing or words.</p>
<p>TIME FREEDOM You prefer to be able to choose your own times for doing things, not having rigid working hours.</p>	<p>PRECISE WORK You like working at things that involve concentration ensuring that you do not make mistakes.</p>	<p>MAKING DECISIONS It is important to you to have to make decisions about how things should be done.</p>
<p>EXCITEMENT It is important for you to have a lot of excitement in your work.</p>	<p>MONEY Earning a large amount of money is important to you.</p>	<p>RECOGNITION You do like people to look up to you because of what you do.</p>
<p>COMPETITION You enjoy competing against other people or groups.</p>	<p>FAST PACE You enjoy working rapidly at a high pace.</p>	<p>SUPERVISION You enjoy being responsible for work done by others.</p>
<p>HELP SOCIETY You like to think that your work is producing something worthwhile for society.</p>	<p>WORK WITH OTHERS You like to work in a team alongside others.</p>	<p>PERSUADING PEOPLE You enjoy persuading people to buy something or change their minds about something.</p>

<p>PROMOTION You like to work where there is a good chance of promotion.</p>	<p>A WELL-KNOWN ORGANISATION You like being part of a well-known organisation.</p>	<p>ROUTINE You like work routine which is fairly predictable.</p>
<p>PEACEFUL You prefer to have few pressures or uncomfortable demands.</p>	<p>FRIENDSHIP You would or do like close friendships with people at work.</p>	<p>WORK ALONE You like working on your own.</p>
<p>PRESSURE It is important to know your work will always be there for you.</p>	<p>PHYSICAL CHALLENGE You enjoy doing something that is physically demanding.</p>	<p>WORK SHUFFLE</p>

See over for instructions.

WORK SHUFFLE CARDS³ - Instructions

Cut your pack of 38 Work Shuffle cards; feel free to create your own 'Work Value' cards and add them to the pack.

Place the 'Heading' cards (i.e. those indicating 5 different levels of importance) in a line.

Hold the remainder of the work shuffle pack face-down in one hand.

Turn over one card at a time, read the work value definition and place the card under one of the 5 heading cards according to how important you perceive the particular work value to be to you.

Try not to place more than eight value cards under any one heading card.

Once you have placed all your cards, you can use the configuration to conduct a number of useful visioning exercises.

WORK SHUFFLE CARDS – Exercises

Exercise 1:

Try focussing on your eight 'Very Important' work values. Consider your current employment or a line of employment you are interested in taking up. Then, thinking about yourself within your chosen employment environment, pick up each of the 8 value cards, one-by-one, and assess whether or not you are able to/ would be able to enact that work value. If you are not able to achieve the work component, then turn the card over (otherwise leave the card facing upwards).

Exercise 2:

Once you have gone through each of the eight cards carefully, go back to each one that you have turned over. One-by-one turn the cards to an upward position and consider the work value asking yourself "Is there anything I can do to bring this value into my selected line of employment?". If you have some ideas, try to action

³ The 'Work Shuffle' cards provided in this manual are derived from those produced by Hopson & Scally (1982). See Facilitator Preparation Manual for full reference.

them right away or jot them down for future reference (i.e. if you end up employed in that field). If you find yourself struggling to come up with a creative strategy for bringing your 'Very Important' work values into the particular field of employment, then you may want to consider alternative employment options.

Exercise 3:

Focus on your eight 'Not Important' work values. Consider your current employment or a line of employment that interests you. Then, thinking about yourself within your selected employment environment, pick up each of the 8 low ranking value cards, one-by-one, and assess whether or not you are currently encountering, or likely to encounter, the little valued work component. If you are not encountering, or it is unlikely that you will encounter, the given value – turn the card face-down.

Exercise 4:

Once you have gone through each of the eight cards carefully, go back to each one that remains facing upwards. One-by-one consider the work value asking yourself "Is there anything I can do to remove this particular component from my selected line of employment?". If you have some ideas, try to action them right away or jot them down for future reference (i.e. if you end up employed in that field). If you find yourself struggling to come up with a creative strategy for removing your 'Not Important' work values from your employment situation, then you may want to consider alternative employment options.

Other exercises:

Try looking through the newspaper, an internet employment site, or even a Tafe or university handbook for a job, or career path, that you think you might be interested in, but that you haven't really thought about before. Research what is involved in the line of work, if necessary, and then with that employment option in mind, try the new version of Exercises 1 to 4 (above). ***Feel free to make up your own Work Shuffle exercises.***

Remember: Regularly redo the core work shuffle exercise (i.e. place the shuffled value cards carefully under the heading cards), as often people's work values change over time. Reflect on your earlier work shuffle outcomes and note how your employment values have shifted.

Attachments



Attachment 1

Beyond Scope Costing Sheet

Developed by the Ethnic Disability Advocacy Centre
with funding from the Department of Education and Training

Projected Costs

The following table presents basic expense items & estimated costs:

ITEM	ESTIMATED COST
Recreation/ Arts activities facilitation (incl. equipment & materials)	\$600 to \$1200
Venue	On-site = NIL Off-site = Up to \$180
Refreshments (e.g. supply of tea/coffee/juice, fruit & biscuits)	\$50
Incidentals (e.g. presenter fees, translations)	\$250
Total estimated expenditure	\$1500

Projected Additional Costs

- Translating and interpreting costs.
- Additional transport and food expenses (e.g. for delivery to regional/remote settings).
- Access expenses: Selected off-site venues may not be fully accessible and, therefore, additional expenses (e.g. ramp-hire) may be incurred.

Costing Notes

Actual Costs

Please complete, (optional):

ITEM & DESCRIPTION	COST (incl. GST)	FUNDING SOURCE
Recreation/ Arts activities <i>(insert description)</i>	\$	
Venue	\$	
Refreshments/ Catering	\$	
Incidentals	\$	
Total expenditure: \$		

Costing guidelines

1. Approach your targeted student recruitment forums (i.e. schools & community centres) to determine the level of their financial commitment, if any.
2. Record preliminary quotes from prospective facilitators, venue providers etc. and calculate your estimated running costs.
3. Apply for funding and/or fund-raise, as required.
4. Renegotiate/re-confirm facilitation and venue fees once funds have been secured. Record details and calculate your total expenditure.
5. If the final costs outweigh the funding awarded, re-assess your financial support options; the shortfall may need to be shared equally amongst the participants.

Attachment 2

Facilitator & Venue Booking Form

Developed by the Ethnic Disability Advocacy Centre
with funding from the Department of Education and Training

Please complete the following tables, (optional):

Facilitators

Individual or Group Contact (Full Name)	Activity	Time/ Date of booking	Confidential Dec (✓)	Contact #
e.g. Ken Allen Earthwise-Junkadelic (+3 facilitators)	Street Percussion	9.30 – 10.30am Fri Aug 20	✓ (x4)	08 9999 8888

Mentors/ Young Leaders

Full Name	Presentation Title	Time/ Date of booking	Confidential Dec (✓)	Contact #
e.g. Roberto <u>Beninni</u>	'Pursuing what inspires us'	10.30am – 11am Fri Aug 20	✓	08 9999 8888

Venue Details

Venue Name & Contact	Venue description	Time/ Date of booking	Risk Assessment Check (✓)	Contact #
e.g. City Farm – 'Thom & Roseanne'	Main Hall	8.30am – 12.30pm Fri Aug 20	✓	08 9999 8888

Other Implementation Team Contacts

Agency & Contact	Description of Service	Time/ Date of booking	Confidential Dec (√)	Contact #
(e.g.) English as a Second Language Centre – Visiting Teacher	ESL Support	9.30am – 12noon Fri Aug 20	√	08 9999 8888

Confirmation of booking guidelines

1. Confirm facilitator and mentor availability. Ensure that all individuals sign the latest version of the Department of Education & Training's 'Confidential Declaration' Form⁴.
2. In conjunction with your facilitators, decide on the inclusive recreation activity options that you would like to offer the youth; including a choice of at least two options for the final session.
3. Approach school or community group leaders to ensure the activities you have in mind are appropriate⁵. Also, take the opportunity to confirm with them an actual participation time (i.e. between 4 and 7.5hrs total).
4. Fully inform facilitators of any special requirements stipulated by the participant community and, if required, source additional/replacement facilitators in order to fully respect the wishes of participants⁶.
5. Ensure venue is fully accessible and complete Risk Assessment Checklist⁷.
6. Request itemised quote from facilitators & venue providers for their respective services.

⁴ As per Department's website (see 'References').

⁵ For example, some activities may have to be altered in accordance with cultural, religious, familial or individual needs and/or constraints.

⁶ For example, some participant communities may prefer to employ female facilitators to work with female youth/ male facilitators to work with male youth (i.e. gender-segregated sessions).

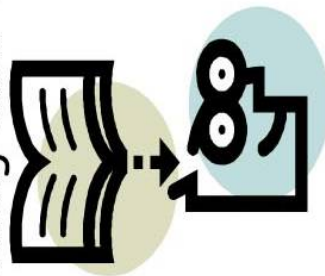
⁷ As per Department's website (see 'References').

Attachment 3

Program Example (i.e. Pilot Program Flyer)

Workshops @ City Farm!

Young multicultural youth creating their own pathways to employment



Workshop Schedule

Workshop 1:
 Friday 26th March 2004
 9.00 - 11.30am
 City Farm, Cnr Brown & Lime Sts
 East Perth

Workshop 2:
 Friday 2nd April 2004
 9.00 - 11.30am
 City Farm, Cnr Brown & Lime Sts
 East Perth

Workshop 3:
 Friday 30th April 2004
 9.00 - 11.30am
 City Farm, Cnr Brown & Lime Sts
 East Perth

- Chart support requirements for school setting -
 - Brainstorm career aspirations & map pathways -
Includes:
 Cartooning & Percussion workshops (materials provided), plus
 morning tea

Youth Program Development Sessions: Students get their say

A project funded by the Department of Education and Training
 Supported by the Ethnic Disability Advocacy Centre

Attachment 4

[Insert Agency letterhead]

[Insert Principal's name]

[Insert School]

]Insert Address]

[Insert date]

Dear Principal

This letter and attachments seeks to provide you with information about the *Beyond Scope* bridging program. [Insert Agency name] is interested in securing formal school support for the implementation of the *Beyond Scope* bridging program for **multicultural youth with disabilities and learning difficulties**. The program, developed by the Ethnic Disability Advocacy Centre with funding from the Department of Education and Training, seeks to improve the transition to work opportunities for the youth target group by:

- Allowing students to experience belonging and achievement through 'inclusive'/ non-competency-based Recreation and Arts activities
- Broadening students' understanding of options through peer mentor/young leader presentations
- Helping students to identify their passions, their related work values, and gain confidence in their ability to actualise meaningful work goals through a series of 'visioning' workshops

Subject to receipt of school and student/ parent consent, we would like to deliver the program in [indicate calendar month, or School Term, and year]. For your review, please find attached:

1. Responses to commonly asked questions;
2. Draft student/parent Invitation/Consent Pack drawn from the *Beyond Scope Design & Delivery Manual*; and
3. A draft program.

If, after reading this material, you would like to discuss the program in more detail, a representative from our agency would be happy to do so. Alternatively, we look forward to receiving your written response by [insert preferred written reply method]; by no later than [insert date].

[Insert Agency name] looks forward to assisting your school to better support the unique *Beyond Scope* youth group to gain meaningful employment.

Kind Regards

[Full name of key facilitator]

[Full name of facilitating agency]

Responses to Commonly Asked Questions - FOR PRINCIPALS

1) What level of student commitment is required?

Student participation involves a total of *7.5 hours* commitment across a series of three 2.5hr sessions. The program is designed to be flexible and, if necessary, total delivery time can be reduced to as little as 4 hours.

2) Who will deliver the session components?

The program is designed for implementation by:

- ❑ School Counsellors (incl. Career Guidance Counsellors)
- ❑ School Psychologists
- ❑ Youth Development Officers
- ❑ Special Education staff
- ❑ Community-based youth workers
- ❑ Youth-focused employment agency staff

[Insert brief profile of key Beyond Scope facilitator]

The sessions are best delivered via an interagency effort (i.e. based on a school-community agency partnership). As such, *[Insert agency name]* would like to include *one* school staff member, preferably Student Services staff, in the program delivery/supervisory team. The staff member would be required for a total of *7.5 hours*, as per participating students. Should the school be unable to provide a staff representative, a qualified and police-cleared external practitioner may be recruited to meet the individual support needs of students.

3) How will the program be implemented?

An implementation plan will be devised according to the *Beyond Scope Design & Delivery Manual* (cf. EDAC, 2004) and will be presented as a 'working plan' for full review by the school. The plan will cover the following items:

- ❑ Recruitment of appropriate Inclusive Recreation/Arts facilitators and presenters
- ❑ Booking of fully accessible venue, incl. accessible toilet
- ❑ Confirmation of scheduled workshop dates and times
- ❑ Revision and dissemination of student Invitation/Consent pack
- ❑ Confirmation of student participation (incl. written parental consent)
- ❑ Recruitment of appropriate supervisory personnel
- ❑ Booking of refreshments
- ❑ Full implementation of all relevant checks and procedures relating to the Department of Education and Training's Duty of Care & Occupational Health and Safety policies (incl. Excursion Policy, where workshops are conducted off-campus)
- ❑ Implementation of additional policies, as deemed necessary by the school.

4) How much will the bridging program cost the school?

The program need only require minimal expenditure, if any (i.e. external funding may be sourced). The following table provides an indication of core expense items, estimated costs and suggested funding and in-kind support sources:

ITEM	ESTIMATED COST	SUGGESTED SOURCE
Recreation/ Arts activities	\$600 to \$1200	Arts Sector
Venue	On-site = NIL or Off-site = Up to \$180	School (i.e. support 'in kind'). Local Council
Refreshments	\$50	Community-based Partner
Incidentals (e.g. presenter fees, consent form translations)	\$250	Youth Sector

Total estimated expenditure: \$1500

5) What are some of the additional costs that may be incurred?

- Translating and interpreting costs.
- Additional transport and food expenses (e.g. for delivery to regional/remote settings).
- Access expenses: Selected off-site venues may not be fully accessible and, therefore, additional expenses (e.g. ramp-hire) may be incurred.

Notes:

Please do not hesitate to ask further questions about the program

BEYOND SCOPE BRIDGING PROGRAM INVITATION/CONSENT PACK

There are two consent forms attached. Students are asked to sign the form entitled 'Young Person's Consent'. Parents must sign the 'Parent/Caregiver Consent'. Without parent/caregiver consent, students under the age of 18 will not be permitted to participate.

Forms should be completed & returned to

by



If you prefer, please feel free to mail your consent forms to:

[Insert postal address]

[Agency Letterhead]

[Insert your full name & contact details]

Date:



An Invitation



Dear Student

On behalf of [Insert your agency name], I would like to invite you to take part in 'Beyond Scope', a bridging program to assist diverse background youth in planning for a meaningful work-future.

Beyond Scope will be held at [insert specific location] ON [insert three dates]. The program is broken up into three sessions, running for a total of 7.5 hrs. Each session involves a recreation activity a 'young leader' presentation and a think-tank activity.

Beyond Scope presents a different learning environment from the day-to-day school environment. The program offers a youth-friendly space in which you can have some fun, think and talk about what you enjoy doing and what you want to do in the future. The program also aims to connect you with some inspiring young leaders; people around your own age, who have met big challenges and who have achieved and continue to achieve the goals they set for themselves. Young leaders who would like to help you find the work-future pathway that is right for you.

The groups and individuals involved in facilitating include [Insert your program highlights – e.g. 'Junkadelic Youth Percussion Group, an up-and-coming wheelchair basket-baller' etc.].

The program is free, however student numbers must be capped at 28. Please don't miss out on a place - complete and return the attached consent form/s as soon as possible. Check out the Session Timetable, below, for more details:

Session Timetable:

9.00 – 9.30am	Student registration
9.30am	Introductions & Housekeeping
9.35 – 10.30am	Recreation Activity [insert further description]
10.30 – 10.50	Morning Tea Break
10.50 – 11.05am	Young Leader Presentation [insert further description]
11.05 – 12noon	Think-tank Session 1 asks “What do you enjoy doing?” through to “Why do we work?” The session includes distribution of ‘Work Shuffle’ cards (one pack per student) and some in-class ‘work values’ exercises. Session 2 commences with a recap on work values and finishes with the “Who do you talk to about your future?”/ “What do you talk about?” think-tank questions. Also, students’ will be given an opportunity to nominate a recreation activity of their choice for the final session. Session 3 students will be re-presented with their responses to the previous think-tank sessions, and will be given the opportunity to voice their ‘afterthoughts’ and/or request changes to the way information has been recorded.
12pm	Register departure with co-ordinator & return to school

Note:

The Beyond Scope bridging program is supported by your school and to ensure a safe, enjoyable and productive event, school staff and experienced youth workers will attend each session. Members of the program delivery team include [insert details].

Also, the Beyond Scope team encourages students to take care in making their way to/from the venue. Should you require any help with transport planning, please contact your school staff or phone the Beyond Scope co-ordinator.

Should you have any questions about the program, or should you require this information in another language, please call the co-ordinator directly ON [Insert best contact number]

Thank you 😊

Young Person's Consent to Participate in the Beyond Scope Program

Aim of the program

- To allow students to experience belonging and achievement through participation in 'inclusive'/non-assessed Recreation and Arts activities.
- To broaden students' understanding of employment options through peer mentor/young leader presentations.
- To help students to identify their passions, their related work values, and gain confidence in their ability to actualise meaningful work goals through a series of work vision and values building think-tank sessions.

The program has been specifically designed to address the unique needs of multicultural youth who are having difficulties at school (esp. due to illness or disability). In participating, it is hoped that the youth gain some individual motivational benefits; further develop their work-future planning skills; and, ultimately, begin to course towards attainment of meaningful employment.

Consent

In giving my consent to participate in the program I understand that:

- ❖ Participation is voluntary and I can withdraw at any time;
- ❖ My input into the program will only be used for the purposes outlined above (see "Aim of the program");
- ❖ The key program outcomes will be scribed and I may request a copy of any record of my own statements;
- ❖ I will be given the opportunity to change or delete statements made by me during the course of the program;
- ❖ For privacy, my 'real' name will not be used in any of the reports that document the program outcomes;
- ❖ Any identifying information will be stored in a secure cabinet used only by the program coordinator;

I _____ have read and understood the information regarding the Beyond Scope bridging program running *[Insert dates]* and I agree to participate in the sessions.

Signed: _____

Date: / /

Full Name: _____

Phone Number: _____

Remember: Forms must be returned by *[insert date]*

Note: Staff supporting students on excursions will take all reasonable care while the students are in their charge to protect them from injury and to control and supervise their behaviour and activities. Parents/guardians should be aware that staff members are not responsible for injuries or damage to property which may occur on an excursion where, in all circumstances, staff have not been negligent.

Costs incurred as a result of accident or illness are the responsibility of the parent/guardian.

Parents are required to inform the organisers well before the scheduled excursion date of any change to their child's health and fitness so that appropriate supervision may be arranged. Where it is considered necessary, school staff will arrange medical assessment and treatment for students.

The following details have changed from those recorded on my child's medical information form:

Remember: Forms must be returned by *[insert date]*

Attachment 5

A NOTE ON THE IMPORTANCE OF THE FINAL SESSION

The third (final) of the three Beyond Scope workshops should comprise:

- 1hr Inclusive Recreation of the students' choice
- 10min presentation by a student recruited as 'emerging' young leader
- 1hr feedback session allowing students' to add any 'afterthoughts' to their focus question responses

The option for students to put forward their preferences for the final session Inclusive Recreation activity should be clearly stated both at the beginning of the first session delivery (i.e. during the overview) and again at the end of the second session. Students may elect to build upon either of the programmed activities or they may suggest an alternative, in which case the Beyond Scope facilitator should attempt to find a facilitator equipped to meet the new demand.

The recruitment of an emerging young leader/peer mentor for the final session is an important role of the facilitator. Identification of leadership potential amongst the student group is a relatively subjective process - the facilitator should look out for students who:

- Listen
- Demonstrate understanding (esp. through critical thinking)
- Show both determination and creativity (esp. in overcoming obstacles)
- Make decisions
- Influence, inspire, motivate and empower those around them
- Actively assist others
- TRUST⁸

Finally, the third session is focused on feeding back to students their responses to the previous two sessions. The facilitator should encourage students to feel free to change things that they have said, and to add afterthoughts, so that the session outcomes 'truly' reflect the voice of youth.

Please refer to Attachment 6 (see over) for examples of how to represent the students' responses in the final session slides, so that individuals are able to easily reflect on their initial statements, clarify them and articulate new ideas.

⁸ cf. Rodgers-Healey, D (2003)

PILOT PROGRAM: FEEDBACK SESSION SLIDES

<p style="text-align: right;">Session 3; slide 1</p> <p style="text-align: center;">Beyond Scope Visioning & Values: Feedback Session</p> <p style="text-align: center;">Display during 'Meet & Greet'</p>	<p style="text-align: right;">Session 3; slide 2</p> <p style="text-align: center;">Session 3 [Review Responses... see pg 28]</p> <p style="text-align: center;">Read only</p>	<p style="text-align: right;">Session 3; slide 3</p> <p style="text-align: center;">Things You Like Doing</p> <p style="text-align: center;">Outdoors Travelling; Fishing; Camping; Riding Motor bikes; Driving</p> <p style="text-align: center;">Sporty stuff Bowling; Tennis; Hockey; Golf; Gym; Boxing</p> <p style="text-align: center;">Music & Art Singing; dancing; Playing Guitar; HIP HOP</p> <p style="text-align: center;">Going out Shopping/ going to the City; Movies; School (- learning?)</p> <p style="text-align: center;">2004 pilot data: Replace & read only</p>
<p style="text-align: right;">Session 3; slide 4</p> <p style="text-align: center;">Things You Like Doing (Cont'd)</p> <p style="text-align: center;">Socialising Hanging out with friends; Playing; Partying</p> <p style="text-align: center;">Social or Solo Computers</p> <p style="text-align: center;">Solo Sleeping; Showering</p> <p style="text-align: center;">Chores can be fun Cooking; Sewing; Washing; Cleaning</p> <p style="text-align: center;">Believing in something bigger than ourselves Praying</p> <p style="text-align: center;">2004 pilot data: Replace & read only</p>	<p style="text-align: right;">Session 3; slide 5</p> <p style="text-align: center;">Why?</p> <p style="text-align: center;">I like pain</p> <p style="text-align: center;">Feels good; Exciting</p> <p style="text-align: center;">Fun stuff makes other stuff interesting</p> <p style="text-align: center;">Learn new words/ lyrics</p> <p style="text-align: center;">Meet people; talk & catch up with friends</p> <p style="text-align: center;">Relax</p> <p style="text-align: center;">help others</p> <p style="text-align: center;">Self time</p> <p style="text-align: center;">2004 pilot data: Replace & read only</p>	<p style="text-align: right;">Session 3; slide 6</p> <p style="text-align: center;">Anything else you want to say about the fun stuff?</p> <p style="text-align: center;">5 – 10mins</p>

PILOT PROGRAM: FEEDBACK SESSION SLIDES

<p style="text-align: right;">Session 3; slide 7</p> <p>What is 'work'?</p> <p>Experience; Something to do; something you don't want to do</p> <p>Career; Future; Something that keeps changing; Something you stick at for time</p> <p>Money; Deadlines</p> <p>Pain; Stress</p> <p>Pleasure; Inspiration; Satisfaction</p> <p>Learn new things; Meet new people</p> <p style="text-align: right;">2004 pilot data: Replace & read only Session 3; slide 10</p>	<p style="text-align: right;">Session 3; slide 8</p> <p>What is 'work'? <i>(Cont'd)</i></p> <p>Proper Job</p> <p>Doctor/ Lawyer/ Engineer/ Pilot/ Police Officer/ Teacher/ Taxi Driver/ Secretary/ Mechanic/ Electrician/ Fashion Designer/ Hair Dresser/ Model</p> <p>Office Work; School Work</p> <p>Family business/ Self employment</p> <p style="text-align: right;">2004 pilot data: Replace & read only Session 3; slide 11</p>	<p style="text-align: right;">Session 3; slide 9</p> <p><u>Why</u> do we 'work'?</p> <p style="text-align: right;">10 – 15mins Session 3; slide 12</p>
<p>What do you need to do to get work that is right for you?</p> <p>Study subjects that you like; get good grades</p> <p>Develop interests/ hobbies</p> <p>Develop good work habits; show willingness to learn</p> <p>Voluntary or unpaid work/ work experience</p> <p>Certificates/ Licences; A good Resume`</p> <p>Careers-Counselling</p> <p style="text-align: right;">2004 pilot data: Replace & read only</p>	<p>What do you need to do to get work 'right work'? <i>(Cont'd)</i></p> <p>Speak to different people From counsellors, teachers, & Employment agency staff to family and friends</p> <p>Go to Tafe/ University</p> <p>Do an Apprenticeship or Traineeship; or 'on-the-job' training</p> <p>Have confidence – confidence to change things; try something different</p> <p style="text-align: right;">2004 pilot data: Replace & read only</p>	<p>Anything you want to add?</p> <p style="text-align: right;">10 – 15mins</p>

PILOT PROGRAM: FEEDBACK SESSION SLIDES

<p style="text-align: right;">Session 3; slide 13</p> <p>Who do u talk to about your future?</p> <p>School Counsellor; Careers Counsellor; Teacher</p> <p>Brother/ Sister; Parents (Mum); Grandparents; Cousins</p> <p>Close friends; Peers; People who know... in the same position; someone you trust</p> <p>Older more experienced people</p> <p>Mentors – people who've been through it before</p> <p>Many people</p> <p>2004 pilot data: Replace & read only</p>	<p style="text-align: right;">Session 3; slide 14</p> <p>Is there anyone else you might talk to about your future?</p> <p style="text-align: right;">5mins</p>	<p style="text-align: right;">Session 3; slide 15</p> <p>What do you talk about?</p> <p>What I want to do (subjects; If I want to go to Uni/ Tafe...)</p> <p>Share info; How you do it all – how you get a job; What 'thing' you need to have</p> <p>How much pay; days/ hours</p> <p>How the other person started; how they ended up on top; how much pain was involved</p> <p>Yourself; your family; problems; getting balance; life; TV shows – <i>anything</i></p> <p>2004 pilot data: Replace & read only</p>
<p style="text-align: right;">Session 3; slide 16</p> <p>What do you talk about? (cont'd)</p> <p>DREAMS</p> <p>- share them!</p> <p style="text-align: right;">Read only⁹</p>	<p style="text-align: right;">Session 3; slide 17</p> <p>Any last thoughts?</p> <p style="text-align: right;">5mins</p>	<p style="text-align: right;">Session 3; slide 19 [refer to pg30 for slide 18]</p> <p>Where to from here? [Remind students that a 'Program Outcomes Report' will be issued to the school, students can access this upon request]</p> <p>Thank you</p> <p style="text-align: right;">5mins</p>

⁹ Slide 16 re-presents 2004 pilot data; however, in the event that not all student groups articulate the concept of 'sharing dreams', this slide is marked as per core Session 3 slides and should be displayed at the end of question 7 data re-presentation.

CONCLUSION

Beyond Scope encourages young people seeking meaningful employment to start by creating a work-future vision:

Dream big and **THEN** plan strategically to achieve your goal.

Seeking Feedback:

If you would like to know more about work-future dreaming or strategic planning to realise meaningful employment options, please feel free to contact me directly:

Leah Ciancio (BA, Hons. 1st Anthr)
leah@edac.org.au
08 9388 7455

In the meantime, the Ethnic Disability Advocacy Centre hopes you have found the Beyond Scope manuals useful and looks forward to receiving your feedback. Please complete and return the attached evaluation form by no later than **Tuesday 14th December 2004**.

Post To:

The Ethnic Disability Advocacy Centre (EDAC)
320 Rokeby Road
Subiaco WA 6008

OR

Fax To:

EDAC
08 9388 7433

BEYOND SCOPE MANUALS EVALUATION FORM

Please reflect on how useful you have found Beyond Scope:

What did you think of the manual layout?

How did you find the content of

i) Specific sections of the manual?

ii) The Beyond Scope program generally?

What information did you find of limited use?

Is there anything that you can think of that would have been more helpful?

Are you inspired to action? (If so, please share your Beyond Scope experience)

What follow up would you like to see occur?

Would you like to hear more about projects and initiatives conducted by EDAC? Y/N

Please send material to:

E-mail:

Name:

Address:

Telephone:

Please return your feedback to
The Ethnic Disability Advocacy Centre
320 Rokeby Road
Subiaco WA 6008

or e-mail
leah@edac.org.au

By no later than Tuesday 14 December 2004

THANK YOU FOR EXPLORING BEYOND SCOPE

Note: EDAC cannot promise Beyond Scope support, especially if the project consultant/manual author is unavailable at the time of inquiry.