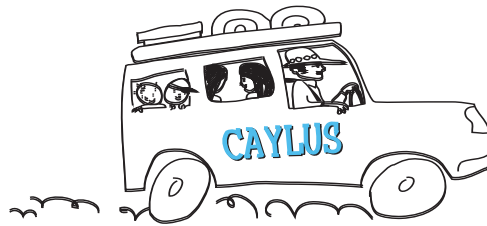


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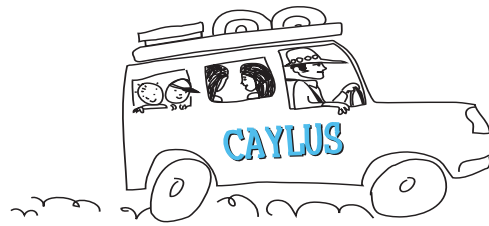
Central Australian
Youth Link-Up Service

Central Australian Youth-Worker Blue Book



Updated Feb 2015

Tangentyere Council



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Youth Link-Up Service

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1. Welcome To Central Australia

1.1. Introduction And Acknowledgements

The Central Australian Youth Worker Blue Book is specifically designed to help youth workers based in Central Australian remote communities. A CAYLUS specific version of this book is available for CAYLUS employees, which has more detail about CAYLUS-specific policies, procedures, and administration.

This Blue Book is geared towards youth workers who might be new to the field, or to remote Central Australia, but is also very relevant to those with some experience up their sleeves. It's broken up into chapters so that you can quickly and easily refer to the information you need. The first chapters are an introduction to the region, and covers the basics that you should be aware of before you head out bush or to communities, including maps and contacts. The 'Prepare or Beware' section includes some obvious but easily forgotten tips about working in the desert – most lessons learnt by youth workers the hard way!

The middle chapters focus on youth programs in remote communities, and points to consider when designing and running your program. It includes information on what your program should like, and provides lots of different ideas for activities (from art to sport, nutrition to film-making, skateboarding to girls' clubs, etc).

Given CAYLUS is an anti petrol sniffing agency, the final chapters are your reference guide and include CAYLUS policies and recommendations in dealing with volatile substance abuse and youth, focussing on remote communities in the region. Many youth workers find this is the section they refer to most frequently when there is an issue, but also when other service providers and community members ask them questions, especially about the effects of VSA and benefits of low-aromatic fuel. There is also a list of helpful Central Australian contacts, and an ever-growing list of recommended readings and interesting short clips (largely on youtube).

The Blue Book was initially developed by Anna Flouris and Craig Matthewson in 2011 with updates in 2013 and 15. There has been input and support from all CAYLUS staff and many casual youth workers, as well as youth and families in communities who have shared their stories, knowledge and teachings. These people include Blair McFarland, Tristan Ray, Aoife Milson, Jessica Richardson, Phillip Hassall, Jennifer McFarland, Leyla Iten, Craig Matthewson, Damian Smerdon, Shontal Klose, and Svetlana Bunic. Further, Blair McFarland and Aoife Milson have drawn images and cartoons and Isabel Barber and Roberta Long have contributed their valuable cultural consultations.

1.2. Introduction To CAYLUS

CAYLUS has operated as an anti petrol sniffing program since 2002. We have a steering committee made up AOD and youth agencies as well as community representatives from across the region. We use a combination of supply, demand and harm reduction strategies, and support access to treatment for clients from the region as needed (refer photo below).



The supply reduction strategies include encouraging use of low-aromatic fuel, which will not get you high if you sniff it, and making other readily available inhalants hard to access in stores. The demand reduction strategies include support for youth diversionary programs, night patrols and other initiatives that improve quality of life in remote communities. Harm reduction efforts include casework and support for individuals and their families, information and education programs and other measures that reduce the level of harm caused to young people, families and communities as a result of substance misuse. These programs are vital to the future of the region, and thanks to the combination of these strategies, the region where we have been operating has enjoyed a 94% reduction in petrol sniffing according to the most recent survey.

In the short term, youth development programs helped fill the gap left when standard unleaded fuel was replaced with Opal in 2007. When operating well, these programs can provide structured engagement for the youth and can provide attractive, healthy alternatives to any form of substance abuse. However, the potential is greater than just

"bread and circuses". In the longer term, youth development programs can create a point of engagement for young Indigenous people that can lead to a range of new skills, opportunities and outcomes. Without this kind of engagement, it is too easy in a remote community to feel like there is nothing being offered by society that you can engage in. Without a sense that society is a two-way partnership, it is difficult to get any buy in to social norms. This is especially vital at the moment, as the population of young people in remote communities is growing faster than any other demographic in Australia. The remote community youth development programs are preparing this vulnerable youth for productive engagement with wider society.

So CAYLUS continues to partner with other service providers to try and help get the best possible services to young people and families in our region.

General Enquiries
Ph: 08 8951 4236
Fax: 08 8952 8521
PO Box 8070
Alice Springs
NT, 0871
caylus.org.au

1.3. Know Your Place

Use your line manager, google, Shire websites, and whereis.com to find:

- A map of Alice Springs, and highlight key stores!
- Map of your region
- Directions to your community
- Slap map of community

Once there, we suggest you have regular cups of tea, chats, etc with the following community members, agencies and staff:

- Other youth staff
- BRACS (Radio/media staff)
- SSM and general shire office
- Coordinator and manager of youth services/community services
- Clinic details inc manager
- CDEP/Job Agency
- Police
- Government Engagement Coordinator
- Supportive youth
- Supportive elders/families
- School (if not during the school holidays)

Ideally, you should identify these people early in your program, and keep a record of their contacts. Ask around to see if anyone can give you an existing list of community contacts.

2. Prepare Or Beware

2.1. Before You Travel

Ochre Cards and Police Checks

All people working with young people in the Northern Territory must obtain an Ochre Card and a recent Police Check. Application forms for both of these checks and more can be found via Safe NT at: www.workingwithchildren.nt.gov.au.

No Alcohol, Volatile Substances or illicit Drugs

All communities are dry by law and severe penalties can apply. Some houses in communities have alcohol permits, however, the motto is, if no one in the community is supposed to be drinking, that includes you! Please also be aware of any substances you bring into communities that may have potential for sniffing, check whether a VSA management plan exists in your community as this may also place legal restrictions around such substances see:

http://www.health.nt.gov.au/Alcohol_and_Other_Drugs/Volatile_Substances/Gazetted_Management_Areas_and_Plans/index.aspx. Also check out the VSA Chapter.

Food

Taking enough food for your stay may seem pretty obvious, but youth workers who under-cater for themselves must depend on the generosity of fellow workers, possibly creating tension or refusal. Also, community stores have irregular delivery of fresh food, limited general supplies and are often expensive.

Bush Orders

FYI – you can fax a list of supplies to Woolies or Coles in Alice Springs with your credit card info, and they'll box everything for you so that you can pick it up – a great time saver. Other stores that have been supportive in a similar fashion include Afghan Traders, Fresh in the Desert and Mad Harrys.

Non-Perishables & Program Materials

Tip: Its good to buy all your non-perishables, for personal needs and your program requirements, well in advance and spread it out over a week or more. If you cram buy, you will leave town exhausted and inevitably forget items, odds are you will remember 300kms out of town!

Travel

For health and safety reasons, most Central Australian agencies expect youth workers to always let their line manager (or a responsible adult with a phone in community) know when you travel outside of the community, even if it's just to a nearby waterhole. Try and establish the state of the roads you are planning to travel on, and have a 'worry person' (i.e. line manager) that you call when you're ready to leave, confirming your ETA and then call again when you've safely arrived. In general, your line manager is your 'worry person' when travelling to and from community – if you don't call to let them know you've arrived safely they are likely to freak out and send out a search party. You should be carrying a sat phone, so there are no excuses!

Your employer will also have a very clear policy about vehicles. Familiarise yourself with this, they often include – no driving at night, no alcohol in the cars and other policies to ensure driver safety.

Water

As a general rule, carry at least a jerry can (20L) of water with you at all times when travelling, plus your personal drinking water. Obviously the more people in the car, the more water you'll need, and rule of thumb is 5L of water per person per day of travel. A good tip is to carry some smaller bottles with you too – life-saving when you come across a broken down vehicle and can at least leave some water with its occupants.

Vehicles

Work vehicles are generally well maintained, and should be equipped with a First Aid and toolkit, but it is you who will be completely dependent on this vehicle for your safety and success of the program. It is ultimately your responsibility to ensure the safety and cleanliness of the vehicle, including regular washing of the car, carrying plenty of water and reporting any issues and completing regular vehicle checks. Thoroughly check:

- * quality of all tyres, including spares (make sure the number of stud holes match those of the car),
- * capacity of fuel tanks, in litres and mileage.
- * all gauges - if you don't know what they are find out
- * windscreen wipers & washer water (always good to have full when it is muddy or dusty)
- * look under bonnet, check all oils, fan-belts, water levels. Just get to know the vehicle as much as you can. Report anything wearing or broken to your line manger before you go and on your return.

Tip: On bush trips use the trip meter as often as possible, when passing landmarks / water access/ split in tracks. Keeps you alert to your whereabouts in country and helps if you need someone to find you in an emergency.

Equipment

Your employer should provide you with all the equipment and consumables you will need to run your program, however you are responsible for checking that you know how to set up and use it thoroughly before you leave. If using a computer make sure it has all your required software and compatible with projectors/video etc.

Tip: projectors can be a little idiosyncratic. Make sure you note the exact combination of leads and connection procedures that worked during your initial test.

2.2. Grand Theft Auto... Almost

Setting up for a movie night one night a kid who we trusted very much said we should turn the lights off. I said "sure, how bout you do it for me", and handed him the keys to access the room with the switch. The lights went off and I finished off the setup and got the movie going.

I then asked the kids if they wanted some cake that had been baked that day and realized the keys weren't with me I asked the boy where they were he replied that one teenage girl claimed that he was supposed to give them to her.

On asking around no one knew where the keys or the girl were, but several girls said that three of them had planned to steal the car and drive to Alice Springs. The Night Patrol car drove past and I stopped them and told them of the story, they said they would look for them and within a short time there were many people and cars driving around looking for them.

We continued with the movie night in the hope that they would just come back, and at least we could keep an eye on the car and the storeroom. At the end of movie night I pulled the battery out of the car to eliminate the chance of them taking it, and found bolt cutters to change the padlock on the storeroom, which had all the media gear in it worth thousands.

I carried the battery and movie gear home and told my partner of the incident who went out walking around the bush with some other teenager girls calling out that they were not in big trouble and to just come out and return the keys. The girls were hiding in the bush for several hours.

With no luck in getting the keys back we were back at home and discussed how we were disheartened by the fact that these three girls had been engaging everyday in the program for the past 5 weeks.

At 1 in the morning there was a honk of the horn from the night patrol who were returning the keys, that had been given to them by a girl who wasn't involved in the theft. Immediately we went down to put the battery back in, and discovered that the girls had tried to start the car.

Response: Spoke to the families with the girls present and got apologies, the girls were asked to pick up rubbish as punishment for their act. The police were notified, as they are repeat offenders of car theft, the police spoke to the girls about the seriousness of their actions. The girls were then welcomed back to the program and have been participating since.

Morals of the story.... Unfortunately don't trust anyone with the keys. Keep calm and notify appropriate community leaders of a serious situation immediately, as they can really help. Do everything possible to prevent the situation getting worse (ie the battery removal and change the padlock). Best way is to keep your keys on a sling and have them around your neck at all times when you are out and about.

2.3. What Not To Do

In brief, here's some collected wisdom about what not to do when living or visiting a remote Indigenous community. We're sure you will work it out very quickly...



Please don't:

- Dress inappropriately – most people in communities wear clothes that are comfy and functional, usually loose t-shirts and knee-length shorts or trousers; Wearing tank tops, revealing clothing and short shorts can be considered offensive;
- walk around barefoot – It's comfy but your odds of getting infections and hurting your feet increase dramatically when shoeless;
- think you're going to change the world in a day... or even a year;
- expect your mobile phone to work (even snazzy iPhones) – most communities don't have reception;
- take on too much work, and things you're not sure are a part of your role;
- work long hours every day and wear yourself out;
- forget to talk to everyone, as often as possible – find out what activities and programs people want, when to shut programs down, etc... make no assumptions;
- forget about your hobbies or time for yourself;

- get involved in politics or gossip within the community or other service providers – in small towns it can sometimes get very intense;
- allow kids free rein of your personal space, make sure to maintain some boundaries and think about what is sustainable;
- get frustrated if things don't always run on schedule – many community members run off indicators such as opening and closing times of the school/store/clinic;
- encourage cheeky (aggressive) dogs – bicycles and beloved pets should stay away from known cheeky dogs (kids will tell you which dogs to beware);
- expect to have an 'enlightening experience' or get a skin name, real relationships take time; youth workers who expect to have a life changing experience in the few weeks they are in community are bound to be disappointed or not focusing on their target group - youth;
- forget why you're there – the youth.
- forget to drink plenty of water – the heat is dry and the sun, unforgiving;
- forget to take breaks and time off;
- be shame/shy to ask local language, family groups, avoidance relationships, etc.
- fear mandatory reporting – you can report but keep your relationship with community members by reporting directly to the clinic (they will forward info to the authorities).

2.4. Boundary Riding

For your own personal sanity and cultural safety, you will need to observe some simple boundaries in your relationships with people in community. This can feel like you are being harsh, and that the marvellous new friendships and relationships you are forging in community will be jeopardised or compromised by observing boundaries. This is not the case, and observance of boundaries will maintain respectful and positive relationships between you and people in the community.



Your Space

Be cautious about having kids and young people (especially of the opposite gender) in your accommodation. The kids are gorgeous, and can be hard to resist. Resist! If you want to have a cuppa with some of your friends from community, have your cuppa outside around the fire or on the verandah out the front of the house, where you can be seen. Being witnessed in your interactions with people is your best protection against accusations of misdeeds.

Your Safety

Be careful about being alone with a member or members of the opposite gender – the gossip hotlines in community are incredibly fast and even if everything was completely innocent, people will talk.

Favouritism

Favouritism is particularly tricky, as if you are seen to be closely associated with a particular group or family, other families may feel they are excluded or missing out, while it's great to develop strong relationships with local families be aware of this dynamic and don't forget you are there to provide a service to all the young people in the community.

Little Ones

The young kids will happily take up all your time and attention. As a youth worker your role is likely to include providing a service for the sometimes less engaging teenagers and young adults. Young people in remote communities are at high risk from mental and physical illnesses, self-harm, addictions, and being both victims and perpetrators of family violence. They are often also very bright and talented people who will really appreciate your help to further their artistic/musical/sporting ambitions.

Flirting

Flirtations – avoid these at all costs. Jealousy from people who feel that they are the right one for that cute person who is flirting with you could result in some very tricky situations, and in you being threatened or assaulted. A youth worker who returned the interest that a community member had in her almost lost her job over this, when she terminated the flirtation. The rejected lover then told her employer some stories that reflected badly on her as a worker, which resulted in her being investigated.

Ask for advice/ help

Negotiating personal and professional boundaries in community is tricky and there are lots of grey areas. If you are unsure about how to handle a situation it's always worth asking advice of trusted community members, long-term staff or your manager. The effort is well worthwhile, as your relationships with people will flourish, and you will be seen as a positive force in the community rather than a disruptive one.

2.5. Cultural Considerations

Many good books have been written about Indigenous Australian culture (see the recommence reading list below for some especially useful ones), however many of these are specific to particular regions/ tribes. Each community is different, has a different history, different cultural practices etc, so the cultural considerations will vary. In addition to learning what you can from books and media, get out in the community and learn what you can firsthand. Talk to people, ask questions and listen – this is the best way to learn. Try to learn and use local language, place names and phrases, this can be a great point of engagement. If you are respectful, interested and listen attentively, you will quickly learn about appropriate (and inappropriate!) behaviour in communities.

Here are a few general tips for approaching cultural issues:

- On the whole Aboriginal people in remote Central Australian Communities are very understanding and are used to dealing with outsiders who do not know or understand local protocols. Don't panic, if you get it wrong people will generally understand and will explain what you need to do, especially if they see that you are listening and making an effort.
- Different communities = different people/country/law/kinship/ and they all started differently etc. Find out as much as you can about the particulars of the community you are working in;
- Check online to find out what you can about the community where you will be based;
- In many communities skin names play very significant role in identifying relationships. In these communities a basic understanding of skin names will get you a long way. One good resource to start with is at <http://www.clc.org.au/articles/info/aboriginal-kinship>
- In most communities, when a community member passes away (Sorry Business), their name is no longer spoken aloud. In place of that name, local mob often use the term Kumanjayi or a local equivalent. So, if you have the name of a deceased person, you may be referred to as Kumanjayi. Be aware that photos and movies with deceased persons are seldom shown/viewed in public and that shaved/shorn hair on women is often tied to Sorry Business (and therefore it may be offensive to mention it);
- Shaking hands with people is something traditionally only done to demonstrate empathy or sorrow after someone has passed away – a safe approach is to only shake hands in a greeting if local people offer their hand first;

- Avoidance relationships – In much of the region the practice of avoidance relationships means that some people are not able to be in close proximity to others e.g. generally men do not engage in conversations with their mothers-in-law (it is forbidden). This may lead to people leaving suddenly leaving the room mid conversation or refusing to go into a particular space;
- If you are going outside of the community and accepted public spaces (eg for a jog or a bush trip) ask advice about where it is OK to go. There are often sacred or restricted sites around the community so it is good to check
- Initiation ceremonies, Men's and Women's Business - find out what you can and can't do during these times. Be discreet in talking/asking about Business – it's a very central issue in a society that values secrets.

2.6. Getting Sucked Into Other Projects

I was based in a community for 2 months running a youth program. It was during the time of a horsemanship festival weekend - a magical event where the whole town becomes involved. Apart from running the normal activities for youth, I was asked by the sport & rec officer if I would like to be one of the judges for the event. I gladly said yes, not really knowing what this entailed. During the morning of the event I started to get an idea that this was no ordinary day. There were numerous categories and exceptional prizes and money to be won. I realised that the community took great pride in the event and spent weeks preparing. Winning was very significant. Judging was a massive responsibility.

The sport & rec officer also thought it a good idea to include the presentations for the end of year football awards, so he got caught up in that activity which left me to deal with the judging and presentations. I quickly got together two other people and asked for their support. Reluctantly they agreed. I was also told that there was also going to be a band at night which supported the handing out of the trophies, prizes etc.

The day started to become intense and I had that feeling of things getting out of control. Firstly, the judging of the horses, the horsemen and horsewomen became incredibly difficult. There were about 20 different categories. We didn't know everyone's names or what criteria we should use or who even to ask; while we stuffed around, the contestants all waited proudly to be judged. Eventually we got names down on paper. Then the traditional 5 km walk to some local springs started. I was meant to have prepared extra food & drink for the youth but I was now chasing my tail. I needed at least two more youth-workers. It was hot, kids walking, horses walking, tourists walking, + 20 baptisms, and a traffic jam all along the hwy! More games and events at the springs and then back to the community for the presentations.

Word had got around that the best and fairest footy awards were also going to be this night - a huge event on its own. Then it was decided that if the footballers were having their presentation night, then the basketballers should have theirs as well. Bigger than Ben Hur.



The trophies and prizes were all laid out on a massive table on the basketball court. The band started setting-up. There were about 400 people. The expectation was incredible. Then it was realised there was nobody to announce and present the awards (now numbering about 90). The sport & rec officer was hiding in his lists and trophies and was unable to be the front man. On a hiding to nothing I got a microphone shoved in my hand and suddenly I was the grand master of ceremonies on this dynamic but potentially edgy night.

We read out the winners of the horsemanship events which went down reasonably well, but as we entered the football awards, one of the band members came up to me and whispered; 'there is always a bit of controversy over who gets the best & fairest. Prepare for a bit of argy-bargy.'

After all awards were announced and collected, it suddenly became a powder keg. The night turned into an excessively long and stressful event, and alcohol had crept in. People started fighting each other and one drunk started swinging at me and cursing me. I couldn't even call the cops as I didn't have their number on me and no co-worker to run off and get them.

Lesson: Make sure your own program is covered before you collaborate on other activities. There was a point where I knew I had been conned but it was too late to get out. Runaway train.

2.7. Youth Workers and Stress

Individuals are drawn to working out bush for various reasons, and all, at differing times and in differing situations, become stressed. Stress often plays a big part peoples departure from working in remote communities. It is therefore essential to take care of you – recognising things that cause you and your colleagues' stress, and developing strategies you can employ to combat these. Below is a brief summary of the signs of stress/burnout and ways to deal with it from Vaughan Bowie's 2008 article, 'Youth Workers and Stress'¹.

Personal signs of burnout

Physical signs

- low energy/tired
- trouble sleeping
- feeling unwell

Behavioural signs

- not productive (work longer hours for less effect)
- isolating yourself, especially from people you work with
- can't make decisions
- excessive smoking/caffeine/etc

Psychological/emotional signs

- loss of a sense of humour
- more cynical
- upset by change
- not flexible



Productive strategies to prevent burnout – individual and team strategies

Changing job demands

- get involved in job planning
e.g. what are your interests/expertise? How can you do more of that in your job?
- change working conditions
e.g. share your working load and allow time off for you and other staff
- allow adequate worker autonomy
e.g. you do not have to supervise every activity – allow staff to make decisions and run programs without you
- leave the job

Increasing resources

- undertake additional training
- increase physical and mental fitness
- learn conflict resolution skills
- understand group dynamics skills
- improve communication
- provide appropriate supervision
- hire more workers / Volunteers

Realistic goals and expectations

- clarify own values
- set realistic goals for self and team
- have realistic expectations of self and team members
- outline means of reaching goals
- learn self/time management skills
- focus on the process, not just the result
- keep a realistic time perspective.

Coping substitutes

- vary workload
- develop new programs
- maintain external interests and provide adequate time off
- provide good working conditions
- develop support groups and allow group recreation time (staff development).

Your role in your community is important, so take the time to care for yourself and your team. The above strategies may help you minimise stress, and are useful in professional and personal growth. Your line manager is a good support base for you, so keeping her/him in the loop about your concerns would be most useful. You can also contact CAYLUS at any time for advice on (08) 8951 4236, or the Bush Crisis Line (explaining that you are a youth worker involved in health support for youth) on 1800 805 391. Good Luck!

1. From Bowie, V (2008). 'Youth Workers and Stress', in Australian Clearinghouse for Youth Studies, Volume 27, Number 2: 455-472.

2.8. Taking Care Of You

It is very important to look after your own wellbeing. It is also important to communicate with your employer if you are experiencing high levels of stress. Here are a few more tips to self-care (feel free to add to the list):

- A safe work environment is essential – observe Occupational Health and Safety Procedures, these are in place for a reason and include measures to protect physical, mental and emotional wellbeing.
- We know youth programs are fun, but it is essential to your health that you don't take on too much work, work late every night without breaks, allow youth free reign of your space, and expect to change the world in a day. Make time for rest and recuperation.
- Try and steer clear of gossip, work place politics, family fights, etc.
- Deal with stress when you recognise it (for yourself or within your team) – refer to 2.7
- Whilst building relationships and a sense of family in community is important, it can also be important to keep in touch with family and friends outside of the community.
- Allow time for hobbies and projects that you enjoy and that make you happy.
- Utilise your supervisors, colleagues and youth workers in other locations (peer supervision) – sounding boards can keep you sane.
- Journaling – this is important in self-reflection and a good record of insights! Some points to consider may include (from Justine Davis, consultant for NTCOSS):
 - You don't need to record a story – dot points, words, drawings, etc are great ways to express yourself.
 - Regularly write down one thing you noticed about yourself in each of these areas - mind, body, and emotions.
 - After a few weeks, you may notice patterns and trends in your behaviour and attitudes.
 - Identify positive patterns and patterns you might like to change.
 - Ask yourself:
 - What do I want?
 - What are my most important values?
 - Who am I at my best and at my worst?
 - Who am I becoming?
 - Am I avoiding or resisting anything?
 - Are there any barriers hindering what I want?
 - What would I do if I were 10 times braver?
 - What am I most grateful for?
 - What is my gift to give the world?
 - And so on...

Helpful websites and resources can be found at vikkireynold.ca (re: burnout) and ntcoss.org.au (refer to Justine Davis' resources on peer supervision and self reflection).

2.9. Snakes, Snakes Everywhere!

The desert is full of snakes. Seriously, full of snakes.

Whilst running a program of the summer holidays, we would retire at the door of our accommodation for some respite against the harsh sun.

We were debriefing about the days program when I saw something move next to my colleague's foot. I grabbed her arm and we both jumped up and bailed inside.

Shifting his long body about 10cm away from her foot was a brown snake.

The next morning we went to the CEO's office to tell him about the snake we had seen. He said he would send some of the fellas around to cut the grass around our accommodation. At around lunch time the same day we went out the same door to go for a bush trip, sure enough a different type of snake came hurtling towards our feet, we again ran inside squealing like lunatics.

We decided from then on to use the other door.

The next day whilst running evening program some fellas came down to the rec shed to warn us that they had seen a big brown snake hanging about in the front yard of our accommodation. Obviously the cutting of the grass had done nothing to deter our legless friend from wanting to get closer to us.

We thought we had come out on the other end of our snake ordeal when two days later after coming back from running evening program, my colleague had to pull me back from another super speedy snake coming at us.

The moral of this snake saga is to keep your wits about you. You never know when you'll be living on a snake pit.



Information on treating on snake and spider bites are in the following pages. For more information on First Aid, please also refer to 4.3.

3. Youth Development Programs

3.1. What a good program looks like?

Youth development programs are more than just 'Sport and Recreation' programs, more than a string of activities and certainly a lot more than baby-sitting a large group of kids! If you have been employed to run a youth development program it is worth considering some of the following basic principles and suggestions.

1. You should be consulting community members, youth, and internal and external service providers about what your program should/could include.
2. Your activities must be planned.
3. Regularly assess and reflect on what is or is not working for the program.
4. Regular, ongoing activities with delayed gratification are ideal, the odd sport game for fun is also a big winner!
5. Process is important along with outcome; for example, it's best that youth learn a lot from making their own film, rather than having a TV ready movie made without their involvement.
6. The wellbeing, security and safety of young people is always a priority, including their physical, emotional and mental wellbeing.
7. Small scale, achievable projects are always rewarding.
8. Building confidence, life skills and responsibility is a part of your role.
9. Capacity building of local staff is key to your role, this can be a two way process, local staff often have local knowledge, language skills and expertise that they can share with you.
10. Your program should be sustainable and cause no harm – whilst youth workers are often safety nets and go-to people, you cannot take on the weight of the world, feed every child, etc.

In brief good programs include a variety of structured activities - these are detailed in the upcoming chapters. Whilst specialist activities (e.g. skateboarding) can be incorporated into the program, a good program will include a wide range of activities.

If you are gathering images or videos as a part of your program be responsible with how you gather and use images. Check with your employer whether there are organisational guidelines and policies in place around this. As an employee it is likely that the Intellectual Property rights for such material lies with your employer, and that they'll want to ensure the security of young people.

3.2. Expectations & Obligations

- Find out from your employer what hours you are expected to work and provide a service.
- Let your line manager know when you **travel** – refer to your vehicle policy.
- **Advertise** your program (e.g. posters at the local store) so that community members and stakeholders know what's happening in their community. Ask shire/council staff if you can use their facilities for printing of photos and posters to promote the program.
- You are expected to run a **variety of structured activities** that include discos, movies, bush visits, arts 'n' crafts, sports, cooking classes, snacks, etc (lots of examples and ideas included here). Whilst specialist activities (e.g. dance classes) can be incorporated into the program, they should not form the basis of it.
- Use your discretion and follow the **ratings** when selecting appropriate movies & activities.
- Encourage **healthy snacks and food** - provided during the program.
- Talk to community members and agencies about appropriate **hours for programs** to operate. Most programs finish by 9pm weeknights.
- Set up **rules** and consequences early with the youth – remind them of these regularly.
- Ensure that youth are not set up to fail... **offer them answers** and solutions when asking them questions, especially following antisocial behaviour.
- **Gender specific** activities, where appropriate, are encouraged.
- Remember you are also a **mentor** for youth in your community, so please include staff and interested parties in planning and running programs. This will make your life much easier and means the program is more likely to be appropriate and sustained.
- Use caution when incorporating **social media** into your program. At all times ensure the safety of young people, look out for bullying, and remember that you are working with a 'vulnerable group'. Generally, it is best to never use images of young people, especially in social media without Talent Release Forms signed by appropriate adults, and to be cautious of any commentary, whether you are friends on Facebook or not...
- Part of your role is to also be aware of what **youth issues** exist or arise in the community. If you become aware of an immediate danger, e.g. someone currently sniffing/drunk/abusive please report to the local police immediately, night patrol, where police are not available, and the clinic as appropriate. Make sure to report any incidents of violent behaviour, harassment, accidents, emergency, volatile substance abuse, etc to your line manager in a timely fashion.

- Ensure all **stakeholders** including agencies and community members/leaders are consulted about your program. This does not need to be formal, but should be regular, especially with the local Shire Services Manager. If there are any concerns here, let your line manager know.
- Your employer has long-lasting relationships in your community. You are a **representative** so your conduct may influence your employer's reputation and ongoing professional relationships in that community. Avoid engaging in controversial/critical discussions about community members and/or service providers, and let us know if there are any concerns.
- Talk to your line manager about your **budget**. Most agencies will provide all the equipment you need to run a successful program, however, you know your program's needs best, so communicate with your managers! Tell them what you want, where you want to get it from, and approximate cost.
- Find out what your **reporting** obligations are from your line manager – I'm sure they'll let you know very quickly! Although tedious, this is an essential part of your program – monitoring it, ensuring that your program is catering to the communities need, provides feedback on progress, support you and your team may need, relevant incidents and mandatory reporting, etc!!

3.3. First Aid – Safety

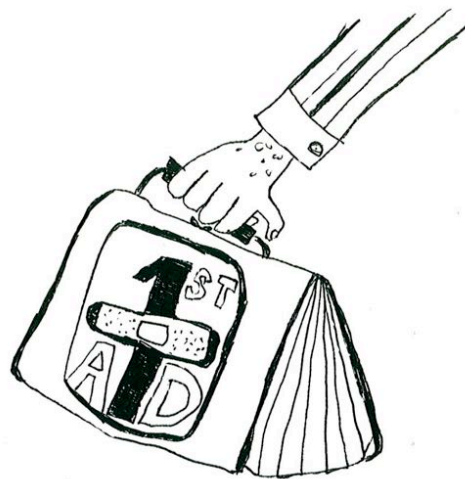
The primary person responsible for your safety and that of program participants is you! Always work to recognise and minimise risks as much as possible (pretty difficult in the desert!).

You should be equipped with a First Aid Kit – please use it carefully, and talk to your line manager if you need anything replaced (although community clinics are often a good source of band aids and such). It can be good to have a second less accessible emergency First Aid Kit in your vehicle, including a snake bite kit; however, this is only to be used in an absolute emergency.

Any serious illness or injury to yourself or to others during your program should be reported to your line manager and the clinic, where appropriate.

In general, your First Aid Kit should be equipped with:

- Gloves
- Resuscitation face mask
- Ventolin (ensure deep breathing and if necessary you can make a spacer out of a small plastic bottle); After use, please take youth to clinic as soon as possible.
- Ice pack
- Various bandages (lots of triangular ones)
- Various shaped and sized fabric and/or plastic strips
- Various dressings
- Itch relief cream
- Burnaid
- Saline
- Alcohol wipes
- Eye wash
- Digital thermometer
- Bobby pins
- Splinter probes
- Tweezers
- Thermal blanket
- Hazzard bag
- A record book
- A quick First Aid guide



The DRSABCD Action Plan is demonstrated online, and more info on snake and spider bites can be found on the St Johns Ambulance website.

3.4. Check Out The Big Snake Track!

The diesel pump clicks, sub tank full. I check the tyre pressure and the oil. The back of the troopy is heavy with all manner of program equipment, the sat phone should be somewhere there, in among the media kits, bags of rice, a camp oven, eye shadow palettes, bush bags of winter clothes, Charlie Chaplain's favourite hat, bush medicine and two tripods. I hope the special treat golden syrup isn't leaking. I drive on and on and the three digits accumulate on the odometer's 'Trip A' of many. Eventually we slow, the troopy and I, the speed bump beside the 30kph and 'look for kids' sign lolls us into this warm place with a soft tarmac wave. I don't have to look far for kids, a trampoline is bouncing several waving smiles and excited hellos, before a bunch of boys race each other to my open window, clambering over one another with hands grabbing mine, the troopy, our transporter for all things adventure and fun for the next few months is bouncing around with all the welcome questions; What's your name? Where you from? You know my name? Disco tonight? Hullo Leyla! Nice to meet you Leyla! See you!! See You Leyla! See you!!

I laugh, and cruise on, this place won't be so hard to navigate, a grid around a town centre, though I do expect assigning a 'boss' as chief navigator on those late nights after those ever anticipated discos will help me, taking home sleepy kids jostled by the Michael Jacksons, the Freestyling Akons, the Barbie Girls and the Wipe Out booty shakers. A dog is bound to slink out at some stage too, probably having found refuge from all the excitement under one of the back seats, it would not be a surprise, as she, 'Funnyface' follows her boy to school and back, to the oval in the afternoons where she snoozes in the shade, her boy kicking up red dust and a new footy. She follows him to the shop for a chance of a fallen ice cream, and to disco, hoping she won't have to fight too many other dogs for fallen scraps of Bolognese.

My first week is full of slow and simple hellos. I chat with families about their home, about their sons and daughters, nieces and nephews, cousins, brothers and sisters, about their grandchildren. Everybody agrees that hunting and bush trips are number one, and dancing's gotta happen at disco. Cooking meals is another good one, and making songs, and computers, that's good for the young fellas too, and you can make 'im movie, and hair dressing, yeah but we like bush tucker, we gotta get 'im kanta, yakatjirri and agi, we can show you too, yeah, you can learn all about bush tucker, and bush medicine too, then you won't get sick. We might see porcupine too, true. Good taste that one, ooo yeah plenty around here true!

We talk about the petrol sniffing too, the break-ins at the school, the damage to the bowser at the shop, and to their own cars in late night siphoning attempts. We talk about the young fellas and girls up all night, sleeping all day, about the boredom, about the drinking at the nearby pub, staying in town and getting into trouble there, about not going to school, not listening to their families. We talk about the worry and not knowing what to do. I will be here for four months I say, let's try and get some fun things happening for that mob, let's see how we go. Maybe you could introduce me to some of these young fellas, to some of those girls, we might go for a drive ay? You might show me where they camp? East side first?

We drive around, the first couple of pick-ups are a bit uncertain, the guys are shy in the car, a USB stick is held up as a question, I nod and Farren plugs it in, the car stereo searches for the device as we search for more young fellas before heading out of town. Lucky Dube sings us to lower bore to check out the big snake track, 2Pac sends us over to the cattle yard to check out if there are any around, continual skipping through songs on the open road, before Iwantja Band take us back home in time for the last light of sunset. I drop the fellas off, trying to remember who lives where, hoping they will be happy to come with me, a girl, next time, hoping they will enjoy using the computers, like the idea of making movies, use the clippers I brought with me from town. I had noticed a few well manicured mohawks, with designs shaved above the ear and into eyebrows, and remind myself to ask those guys to teach me some of their skillz.

I anticipate it will be a bit easier in terms of first meetings with the girls, being female myself I have less worries about building relationships with them. Before long we are dancing, filming ourselves with Photo Booth, the girls laugh at my dancing, and ask me where I learnt to dance Yappa style, I tell them where I used to stay, and they reel off names of family they have there. We make a song about all the things they love to do, full of the pride and love for their home, we put together a simple slide show of the photos of the night accompanied by the new song rustled up thanks to GarageBand and my new found knowledge via tutorial searches on YouTube earlier that day.

Throughout the first week I also go to the school, the shop, the clinic, the police station, the art centre, the shire office. I listen to the stories they have to tell, and make some arrangements with the art centre and the school for future collaboration. We talk about going on a bush trip to get wood for making number sevens, fighting boomerangs to sell at the gallery. I hope to be able to help encourage young fellas to go to the welding classes, and for me to attend the school's 'Stronger Sisters' program, and possibly even use the home economics facility at the school for cooking.

I do my best to get to know a good mix of young fellas, their older brothers, young uncles and fathers, and the same with the girls, their sisters, mums and little mums. I find that having had some longer afternoon into evening activities with the same groups pays off, we soon all feel pretty comfortable and none of the original shyness or uncertainty remains. I make a point of including young fellas and girls I know to worry for, and to invite a good number of less 'at risk' youth, making the group strong.

The program and relationships develop week by week, always trying to be innovative and creative, seeing how we can incorporate and develop existing interest in arts, media, film, cooking, hair and beauty, photography, IT and bush trips. Working with a defined group makes this easier, I know there are a million things I could be doing with little kids, and while they humbug me and ask me why I am always letting the older girls use the computers, or why I go on bush trip with the young fellas, I remind them, and myself what my role is. Having such a defined focus group is new experience for me, and for the first time I feel I get a real sense of the corrosive levels of boredom, and how it affects youth of this age group.

"I'm feeling weak, she be take photo of me all day!" Stellastina exclaims on the drive home after disco. She wears the new pink cardigan I gave her for her day's contribution and silver eyeliner sparkling with some pretty gorgeous pride. We had spent the afternoon getting made up, facial masks, body moisturiser, hair straightening and make

up, plus a series of costume changes for the modelling photo shoot. The guys, a few days earlier, took turns with the clippers, manicured their beards, and carved some hair styles so impressive Spanish hippies would be jealous. The hair and beauty kit becomes a regular visitor to activities ranging from computer time to cooking, and the girls especially, expect to be able to do themselves up.

We invite the local community liaison police officer to events, so she can help girls with applying the liquid eyeliner, to share ideas with the fellas about which beats would sound good where in the latest song made on GarageBand. We talk to the shop about exhibiting the photos from the modelling shoot on one of their walls. The school invites me to bring along a troopy load of students to their end of term cultural day, a roo tail, sweet potato, cubbatea damper dipping feast. The football team are going strong in the local league and we film training highlights, and the junior boys team who host a game against the Blazers. Filmmaking becomes a favourite, and I spend some time with the young boys making films which prove to be universally funny, enjoyed by all. The young fellas and older girls help with the filming and editing of the films they are in themselves, and an ipad with a 4WD case kicks around the troopy for easy access to show finished films to proud and laughing families.

Throughout all the activities, however simple or complex their design may be, from carrying a box to the kitchen, to chopping onions, from setting up a photography studio, downloading songs for disco, applying make up, creating films, preparing and distributing food at disco to cleaning the car, I emphasise and encourage teamwork, ownership, ideas and reflection. I did my best to feed imaginations by being creative, learning many new skills myself. I reminded families I was there, and if they felt I could do anything to support them specifically to talk with me.

I am unsure how much of an effect any of the activities I run will have on the high level of sniffing which brought me out here in the first place. I am unsure if I can possibly provide enough hours of program to make any impact on even one day in the lives of these young fellas and girls. Some days, when I am tired, I feel utterly useless, completely ineffective. Then I go for a run, make myself a good meal, take vitamin C, call a friend, watch an episode of the Vicar of Dibley, and go to sleep.

I wake up, and focus on the coming day. I allow things to simplify and the at times overwhelming big picture falls away. I allow myself to recognise what my role is, that I have been and will continue to try my best to fulfil that role. My anxieties soften, and I am once again able to turn up the songs to full volume, the car bouncing with energy, the dogs ravaging the wheels of the troopy as we speed away from them. I am again able to have seventeen things going on at the same time all around me, yes I can help straighten your hair, stir a burning pot, get those kids off the top of the troopy, find the lost keys, laugh at the humping dogs, remember that mobile phone I uploaded songs onto the night before for Samara. I can change a flat tyre, eat half an apple before Junior stretches his hand out for it, talk to this Mum about her son, avoid those cheeky dogs without so much as a single rock of ammunition, clean the post bush trip car, get to the shop before it shuts, help put the handlebars back on your bike, hold little Justin while his mum gets money out at the ATM, reply to three emails, get ready for movie night, and remember at some stage throughout the day to brush my hair.

Indeed, as the weeks went by, the days did not come without their challenges. The rec hall needed maintenance and the power was switched off just in time for the cold snap, leaving it without electricity for seven weeks. The power at the basketball court hadn't been working for a long time, so for movie night we lead an extension cable across the road for power from a nearby house. The back window of the troop was smashed, taking it out of passenger action for a week. Both my personal and the work external hard drives mysteriously stopped working on the same day. I managed to smash my foot and simultaneously get a weird skin infection while I scratched my head furiously, both at my stupidity and to chase the nits around their home in my dry hair. The hospital staff in town prodded and x-rayed before nodding at each other and prescribing strong antibiotics while I wished I could just have some proper time off, free of the threat of crutches and having to extend my time off in Alice before heading back out bush.

I struggled to forgive myself for getting sick, but knew if I wasn't conservative about looking after myself it could spiral into an elongated period of bad health and low energy. Admittedly, when I did return it seemed I had learnt nothing and I returned to working way too many hours and expecting myself to be able to maintain the energy levels of my first few weeks. I found ways though; I tried to balance the easier, less energy intensive activities with the more demanding activities. I tried to recognise what was valuable and what was rubbish in terms of having time off. I tried to stop worrying when I wasn't running program, because I had in fact already held a good amount of well attended activities that week. I tried to be kind to myself when it was supposed to be time for me, time for me to eat a whole apple, stir the pot before it burnt and upload songs onto my own mobile phone.

The sniffing allegedly spiked at one point, too, and while all the service providers frantically threw information at and past each other about the crisis, I talked to the young fellas and girls who I was spending regular time with, and their families and they all claimed it was basically the same as it had been all along. I was left standing in the middle of this hurly-burly wondering which information was most important to hold down and work with. By this stage we had a good idea of who was sniffing most, and that these individuals may well be somewhat ringleaders. We were able to get one young fella and one girl help by sending them to treatment at CAAPs in Darwin, and had many conversations with families about different options to help the young person in their family who was, or had been sniffing petrol. Mt Theo for Warlpiri mob? Bush Mob in Alice? Boarding school somewhere? Family in another community?

We spoke to the the different services in the early days and continuously about the status of their fuel; was it non-intoxicating Opal? Were they experiencing break-ins? Was it locked up? Do they require some sort of lockable cage for fuel storage? Do they want CAYLUS to buy their petrol off them and replace it with Opal fuel? Did they know that Opal is now fine to also use with 2-Stroke engines? While everyone was very cooperative in conversation, there was a need for continuous checking in and to share the various offers of support CAYLUS could provide. A need, as the the school Principal changed three times in four months, several teachers left within the first two months of my time, and the Shire Service Manager and Office Manager team changed to a new couple. It was important to re-introduce myself, have those chats about what CAYLUS is, what my role was, which young people I was working with, how their systems and policy may affect the community, and how we could work together.

The four months came to an end all too soon, and as things wound down and I tied up some loose ends, working out who to give the leftover damper flour and transferring three million photos from the CAYLUS laptops onto the local computers, I felt worried about the gap left in my absence. What would happen? What has happened? By the time of my leaving, of the four nearby roadhouses only one had changed their petrol over to Opal fuel. Petrol would still be available to be sniffed. In terms of my contribution as a youth worker, perhaps the most important legacy of the brief time I spent there, was the level of support I could offer by means of taking my time to listen and to share. Taking time to complement, encourage and care, to consistently boost that teen self-esteem. To see positives in each individual, to be sure to express every day that I believed in each individual. And to have fun.

4. Program Activities

4.1. Contents

Just a few very simple, quick and easy ideas, for those very rainy days... please add to this section, especially with step-by-step guides that you've found useful or developed.

- Large Activities and Events
- Arts 'n' Crafts
- Sport, Games and Activities
- Food and Nutrition
- Bush Trips
- Disco and Band Night
- Movie Night
- Film or Movie making/Photography
- Hair and Beauty
- Service projects



4.2. Large Activities And Events

In addition to regular activities, sports and games, there are many events you can organise in your community. Some of these take a lot of time and planning, but some are quick and easy. Here's a list to get you started:

- Bike race
- Mural
- Skateboard riding
- Battle of the bands
- Board game night
- Computing classes
- Cooking classes
- Crazy or mini Olympics
- Sports
- Multi skill sports games
- Maths games
- Shapes quiz
- Stop and freeze
- Community clean-ups
- Boys club
- Bingo night (with Jaffles for snacks – a great fundraising activity)
- Athletics
- BBQ
- Disco
- Dancing competition
- Dancing classes
- Jewellery making
- Cooking competition
- Women's health and beauty
- Hair cut /hair dyeing/ make up day
- Community projects (e.g. painting, making benches, free food day, etc)
- Best dressed pet competition
- Bowling
- Car competition
- Face painting
- Carnival/Games night (make the games in your activities and then play)
- First Aid (cleaning sores, etc)
- Reading club
- Girls club
- Photography club
- Drama club

- Youth meetings
- Limbo night
- Movie night
- Bush carnival
- Talks/displays from the health clinic (or other experts)
- Large scale painting (rocks, walls, etc – need approval from your Shire Service Office)
- Dress-ups and costume making
- Fashion parade
- Easter/Christmas/NAIDOC party (any celebration)
- Giant hangman
- Spelling Bee
- Obstacle course
- Music classes
- Hopscotch
- Fishing
- Visits to town
- Skipping competitions
- Billiard/air hockey, etc
- Parachute games
- River trips
- Hunting
- Bush trips (nutrition, bush food, medicines, painting, etc)
- Swimming
- Multimedia classes
- Picnics (can be themed, e.g. about nutrition and hand sanitation, etc)
- Musical chairs
- Copy cat (in a circle or follow the leader) – kids love this game!
- Take a walk with a video camera – get the kids to talk about their country and interview each other
- Sand animations – stories
- Treasure hunts
- Bird watching

And many, many more.

Please add your ideas to the list.

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4.3. Arts 'n' Crafts

Arts 'n' Crafts is a good way to promote creativity amongst youth. You can make many crafty things with few resources. You may already have many ideas yourself, but we have included a list of some ideas of activities you can do with photos. Some of these are described in more detail in the following section.

- Any style painting - Women's painting (can ask older artists to teach young women)
- Egg carton caterpillars
- Macaroni jewellery – painting macaroni and stringing to make a necklace
- Painting beads/seeds for jewellery making
- Making paper Frisbees (from paper plates)
- Tallest paper building competition
- Paper window panes (using cellophane)
- 'Paper people' (using pipe cleaners, cardboard and paper plates)
- Collage
- Pom poms
- Flag making
- Diorama (from shoe or cardboard boxes)
- Kite
- Posters (e.g. 'no rubbish' campaigns, NAIDOC, etc)
- Banners
- Day and night plate scenes (paper plates)
- Paddle pop stick boomerangs
- Mosaic tiles (paper)
- Balloon clowns (decorate balloons and make feet)
- Pillow making (using felt)
- Painting
- Colouring
- Puppets (felt or canvas)
- Block printing (lino)
- Ceramic vases and tiles
- Jig draws (drawing on a blank jigsaw template)
- Door hangers (e.g. with plastic bottle tops strung together and painted)
- Paper photo frames
- Pin wheels
- Toilet roll printing
- Toilet roll puppets
- Photography collages
- Charcoal texture drawings
- Pastel drawings
- Make your own puzzle (using cardboard)
- Masks (paper plates, cardboard, paper mache)

- Squiggle art (drawings develop from one squiggle)
- Card making (pop-up, birthday, thank you, mother's day, farewell, etc)
- Scrap booking
- Name collages
- Plate mates (animals from paper plates)
- 'About yourself' books (stories, picture, photos, I like..., etc)
- Activity books (make and do)
- Easter crowns
- Hats
- Bunny baskets
- Piñata (make and break)
- Pin the tail on the kangaroo (make and play)
- Dying eggs (pasta or others and make necklaces, etc)
- Making bowling pins (make and play as a maths game)
- Potato prints
- Painted CD mobiles on old bike wheels
- Mirror image cut and paste
- Photocopied drawings folded in half and photocopied to make half an image – popular for young ones!
- Google masks
- Painted plastic bottles , rice inside – make good shakers
- Mandala paintings – everyone has a section – good group activity

And many, many more.

Please add your ideas to the list.

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4.4. Sports, Games And Activities

Many sports and games are described in the following section. For games to be successful, it is important for players to warm up, and cool down before and after activities, and for them to be engaged in the game. Below is a list of ideas:

Warm Up and Cool Down

- Breathing, include big, deep breaths
- Breathing whilst focussing on a body part
- Stretching arms, legs, necks, feet, shoulders, etc
- Wiggling around
- Jogging on the spot
- Jog increasingly faster on the spot
- Walking around
- Running to the next tree/teacher/etc
- Jogging with knees forward
- Jogging with heels touching buttocks

Energisers and Class Management Strategies

- Yell 'freeze'/blow whistle/raise arms – instruct the players from the beginning that this is a signal to stop, and those who do not stop will be removed from the game for 2 minutes.
- Play the activities as competitions – with or without prizes.
- Utilise players to demonstrate how a game is played, especially those who are misbehaving.
- Show them how to do it – get involved.
- Stop a game if anyone is being hurt or players are deliberately cruel to each other.
- Use the 'out for 2' minutes rule for those who misbehave.
- Provide snacks like fresh fruit, water, cheese and crackers.

4.5. Food And Nutrition

Food and nutrition activities can be a valuable feature of your program. You should discuss options for catering and recommendations with your line manger and team members. Nutrition programs are not about you cooking and then feeding kids – it's a part of the program in every step!

Cooking and nutrition programs can also be central to bush trips (refer to 4.6) and other large events (section 4.2). Plan the catering/food for the event with youth – ask them what they'd like to make. There are lots of great recipes online. Ask the youth to budget for the food, and do the shopping. They should also prepare and cook the food with your support, and they can serve it up themselves. Indeed, older members of the community who see youth engage in this way are often very impressed, as it challenges the notion of 'lazy kids'.

During a nutrition program, there are additional safety issues to consider:

- Fire - you might need to cook in a fire pit, BBQ, on a stove, on a gas burner, etc... but please ensure that you and other responsible persons are keeping a close eye on any open flames, especially if there's a nearby activity.
- Remember to take all the supplies you need.
- It's good to get a basic tucker box that you use frequently, and then just take the fresh food and/or meat you need for each specific meal. Ensure your tucker box seals tightly so that mice can't get in.
- Provide plenty of water, especially if on a bush trip.
- Participant numbers – too many participants can create concerns especially when using facilities such as a kitchen from another service provider, e.g. school.
- Sharp knives should only be used under supervision.
- Hygiene – ensure all youth, whether prepping, cooking, serving or eating the food use soap to wash their hands (antibacterial gel is also suitable if there is no water).
- Wash dishes thoroughly so that they are hygienic and clean for next time or use disposable plates and cutlery.
- Ensure all rubbish ends up in the bin!

4.6. Bush Trips

Whether you're off for bush tucker, hunting, heading out to a water hole or filming with youth (refer 4.9.), bush trips are always popular with youth workers, youth and community members. The most valuable knowledge about land and culture lies with local staff and older community members, so we suggests that there are at least 2 responsible local adults on each trip. It is often safest for local staff to decide where to go, where it is safe to travel and to run the show.

It is also worth checking if any older people wish to go too, as space allows. Remember that everyone needs to be wearing a seatbelt, so the number of people you can take on a bush trip is limited. Other service providers may be interested in partnering with you and bringing community members out to join you. Alternatively, if you are not travelling too far from community, then it might make sense to make a few trips in the same day – as long as the last group is back before dark, and there are responsible adults with each group. Rotation of trip by age and gender is always popular too.

Bush trips often last hours so it is essential that you take plenty of water and food (refer to 4.5). The following checklist will help you pack for your bush trip:

- Water – take enough for everyone and extra in case you need to stay out longer than you planned
- Food – snacks and lunch are ideal on a full day trip
- Enough fuel to get there and back comfortably
- Satellite phone
- Box with emergency gear and shovel
- Long shovel if cooking in a fire pit
- Matches and/or lighter to start the fire
- Knives, wooden spoon, bowls, etc for cooking
- Flour for damper, oil and foil
- A Camera or two
- Fishing line and gear where appropriate

It is expected that someone is always aware of your travel plans when running a bush trip – this can be someone in the community or your line manager. Your worry person should be informed of when you leave, which roads you will travel on, and when you plan to return.

4.7. Disco And Band Night

Discos and band nights are a great way to bring people together, have lots of fun and showcase the talents of young people. It is a good opportunity to run a nutrition program (refer to 4.5) as well.

These events are often dark and well attended, so it is important to have local staff and older community members present and looking out for the safety of everyone. Inform Night Patrol and or police in your community of when you are likely to host large events, and ask them to visit the evening regularly to help ensure safety and to socialise with the community. You and other staff or volunteers should also patrol throughout the night.

It is also essential in your program to work with youth around setting rules for the program, including at discos, movies and large events, and consequences for those who break them. In general, drinking alcohol, drunks, fighting, etc should not be tolerated as they compromise the safety of youth at the event. Anyone engaging in anti-social behaviour should be asked to leave, but be cautious and seek support from Night Patrol as needed.

Adding various visuals to Disco can be very effective in getting the dancing of the night started. Projecting visuals down into the centre of the dance floor, and setting up seating in a square around it, makes a great ambience and 'stage' for dancing. Asking various groups if they have a team for dance battle tends to get the dancing happening pretty quickly too.

Disco Visuals

If you do not have disco lights, other visuals can work just as effectively to create a similar effect. YouTube clips are particularly good, as well as photos or video footage from the program. Here are some tips to download as needed:

- Search for club visuals, vj loops etc on YouTube;
- Project along the entire ceiling or floor of disco. Note –the youth worker or a responsible adult can move the projector around allowing the visuals to project around the room;
- It is easiest to do this if you have access to two computers;
- Try finding darker clips, as it really does light up the room and can make it too bright for the girls to want to dance;
- Opt towards random and chopped up visuals - ie don't get visuals with a clear narrative, everyone will stop dancing and just watch;
- Can be an activity to chop up visuals and vj loop clips to make disco visuals. ie. import clips into iMovie and mix them up as desired, include local footage;
- Potentially develop new and localised visuals which can be shared between communities/indigitube/simple usb sharing; and
- Remember to turn the projector image to the largest setting and angle it so it reaches across a large space, change the positioning from time to time.

4.8. Movie Night

Similarly to Discos and Band nights, movies are a great way to bring people together, have lots of fun and showcase the talents of young people in film-making and photography. It is a good opportunity to run a nutrition program (refer to 4.5) as well.

Again, these events are often dark and well attended, so it is important to have local staff and older community members present and looking out for the safety of everyone. Inform Night Patrol in your community of when you are likely to run movie nights, and ask them to visit the evening regularly to help ensure safety. You and other staff or volunteers should also patrol throughout the night. Anyone engaging in anti-social behaviour should be asked to leave, but be cautious and seek support as needed.

Running a movie night with YouTube clips can be a very effective way of engaging all ages, appealing to everyone's interests, and introducing new ideas and music. Having short clips play is also a great opportunity to show locally made films or photo slideshows accompanied by music. Remember that the images and voices of deceased peoples should not be played during a movie night without familial permission and warnings.

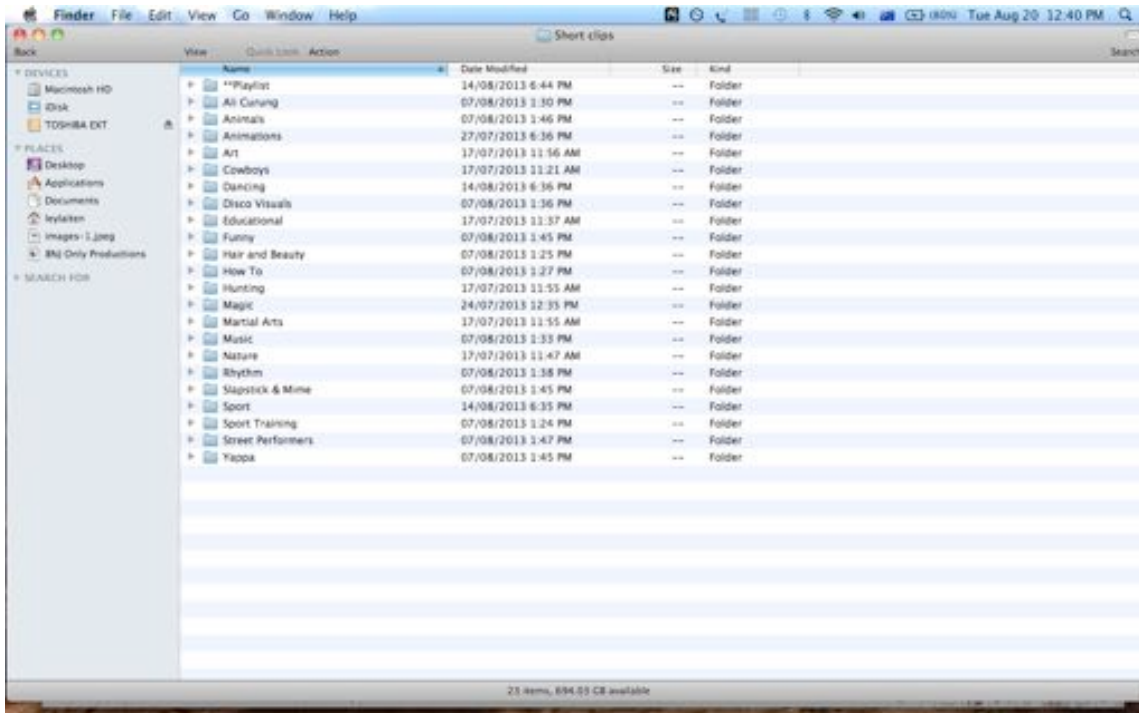
Any clips you chose need to be attention grabbing within the first ten seconds or so, or skip to the interesting bit. One negative thing about using short clips is that the audience tends to expect to be engaged 150% of the time, and will lose interest very quickly if the given clip is not absolutely awesome. Also, the library needs continuous updating, even with 200 or so clips you will find you need to update weekly to be able to run engaging movie nights. As the clips range between 1-10 minutes, you may be showing anywhere between 25 – 60 clips or so a night.

Keep in mind that females tend to be underrepresented across all themes. Make a point of finding content with females, and clips that are of particular interest to females, which will be popular at girl's night.

To **create a YouTube library** download 'MacX YouTube Downloader', the process of downloading clips is very simple, and if you have good internet connection, very fast as many files are between 25-45MB. The following list is of particularly popular content, good to start building a library with:

- Indigitube - <http://www.youtube.com/user/indigitube1>
This channel will provide and lead you to all manner of Indigenous content
- IHHP - <http://www.youtube.com/user/indhiphop>
Well-known and high quality Indigenous Hip Hop Clips made in the NT and QLD
- InCite Youth Arts - <http://www.youtube.com/user/InCiteYA>
Alice Springs based youth arts, various art projects from Central Australia
- People are Awesome - great clips of sensational human sporting feats
- AFL highlights of locally supported team/s, AFL mark of the year, Biffs and Bumps
- Classic slapstick - Charlie Chaplin, Buster Keaton etc.
- Professional street performers - puppetry, 3D street art, dancers, drummers
- Any clips with a strong rhythm content - body percussion, cup game, clapping, drumming solos, junk drums
- Dancing - hip hop, break dancing, Capoeira

See below for general list of themes, and good way to organise library for easy use:



YouTube clips can be shown easily by preparing a playlist so they can run from one to the next. Be sure to have a couple of winners, e.g. 'AFL mark of the year' or 'big biffs bumps and brawlers' clips are excellent to show on if the attention starts to lapse and you want to refocus the group. You will find other clips will become favourites and you can use them for the same purpose, spectacular AFL highlights are especially good if young boys lose interest and get rowdy.

If you are able to continuously update your YouTube library, be sure to ask different age groups, guys and girls, what they would like.

YouTube clips are also great as tutorials and points of interest for smaller groups. Some potentially popular themes are listed below:

- Catch and Cook - Indigenous hunting and cooking techniques
- Hair and beauty - make up tutorials, hair styling techniques, design shaving techniques for fellas
- Dance routines to popular songs
- Sport training - no equipment workouts, AFL training drills, Softfall training drills
- How to make different things - eg, junk gym, mechanics, bicycle mechanics
- Drawing tutorials - especially sketching (minimum materials required)
- Garage Band tutorials
- Etc...

Always back up your library!

4.9. Film Or Movie Making/Photography

Most agencies are very supportive of multimedia development within a program, however, bear in mind that these can be quite time consuming. The process of teaching and getting experience in multimedia is far more important than the final outcome itself! You should have all the basic equipment you need, and Mac programs like iMovie, Garage Band, Photoshop and Photo Booth are notoriously popular for easy learning and easy teaching. Enjoy!

Photo Booth

Photo Booth is a program on Macs that takes photos of you sitting in front of the computer. It can make the photos look very funny by stretching your face, making you look like you are underwater, or lots of other crazy effects. You can't break anything in photo booth by testing all the different effects, so go ahead and have fun!

Film-making Plots and Roles

Making a movie is a great way to tell a story – about your community, staying healthy, or something funny and silly. Once you've decided what your film will be about, it is worth doing a storyboard and getting different youth to draw or write their ideas and plans on paper. Please be sure to get everyone interested involved. Remember that there are many roles here that young people can get involved in, including: writer, creative director, director, crew, costume design and making, production, etc. Ask the youth which role they are keen on, and allocate positions thoughtfully.

Tip: Get the film making off to a strong start by offering an idea for a plot, this can simply be 'Good Vs Bad'! Start by dividing the general group by asking who wants to be a good guy and who wants to be a bad guy.

Location and Logistics

If you film in community all the kids who want to be involved can be, but if you drive somewhere, numbers are obviously limited.

Kids as Actors

Kids tend to act by implementing simple role play, and this makes them very good at improvising. Please don't intervene too much with young people's direction as this may compromise their confidence and conviction in the role. The balancing act is between encouraging all involved to improvise and contribute their ideas, while staying within the framework of the original idea.

Character Building and Plot Feeders

Work with the interests, humour and strengths of the actors, this approach allows classic slapstick to flourish!

Easy and funny characters include:

- Police
- Robbers
- Dancers
- Ninjas

- Kinki/Mamu (monsters)
- Ulkaman (old ladies)
- Super hero flip master
- Ngangkari (traditional healer)
- Hunter

Props

There are a number of props lying around which kids will find a million uses for. This is part of the beauty of improvisation. For example:

- Stick - walking stick/gun/wand
- Sun glasses - Mr. and Mrs. Cool - good for shy kids
- Broken down cars are great, check for broken glass,
- Bushes/plants - ripped up (sorry conservationists) for good camouflage
- Footballs, basketballs, shoes - good slapstick to throw at the 'enemy'
- Bush tucker

Costumes and Make up

Can be a free for all, but if you are trying a more complex story idea, prepare costumes in plastic bags, each character in a single bag, divide the big group into their character groups and hand out relevant costume box. Where possible, youth should be involved in making their own costumes and putting on their make-up themselves!

Filming

Ensure you are familiar with the cameras first! Have a play and get familiar with your equipment. Then you can give simple 'crash courses' to assigned film crew/person. Encourage and emphasise that this is a really important and difficult job, and that if you choose to be film crew it is a special job that requires commitment.

Five major points of the crash course - always demonstrate each point:

1. Film and follow everything slowly, so slowly it seems really boring,
2. Try not to use the zoom, if you do, do it slowly,
3. Always use the camera as your eyes, if you want whole body, film whole body, if you want close up, film close up,
4. Use tripod when you can, and
5. Try many different angles.

Simple shot ideas that work very well:

- Close up of various facial expressions;
- Actor running with the camera pointed back at self;
- Lay on the ground filming upwards;
- Over the shoulder.

Film Editing

Choosing the footage that makes it into the film can be a crucial part of the film-making process – remember that kids love seeing themselves on a big screen, and that the process is much more important than the outcome! Where possible, teach older youth how to use iMovie to edit, add music, slow motion, text, etc to create the film.

Note: for a tutorial in iMovie check out: <http://support.apple.com/videos/#iMovie>

General Points and Ideas

- Allow youth to use the camera when you are not around, but supervise young kids closely;
- Allow the experience of acting, interviewing, filming and editing to take place even if the footage never ends up being edited or used in a film;
- Try not to include shots of individuals where they are turning away in shame;
- Always try to include footage of everyone looking their best;
- Make simple photo movies by importing selection of photos into iMovie and adding a theme and song. This is a great activity for youth to make independently, and is very popular. However, be sure to check the selection, or even better have an adult community member check, as there can be image choices and pairing of individuals which may be unkind or provocative;
- Make a 'behind the scenes' film which includes fun footage which may not have made it into a film;
- Throw in a logo at the end;
- Always get 'Talent Release' forms signed if you think it is something that would be good to share with the wider community/region/internet.

It's Just For Fun!

Possible problems to pre-plan for include:

- Kids may choose to change characters half way through;
- Costumes may be worn on heads instead of feet, may end up strewn half way across the country side;
- You may get home and upload the day's footage to the computer and have no idea if any of it is usable or makes any sense.

4.10. Hair And Beauty

Hair and beauty programs are great for improving hygiene and making people feel good. Please consider the age group that you are working with and the fragility of hair and scalp conditions. Younger kids should seek parental permission before having hair cut or coloured or using make-up, and everyone's head should be checked for lice/nits (discreetly!!). Please note that gloves are a good way to keep yourself and staff clean.

Nits/Head Lice

Don't shame kids – Nits are endemic in Central Australia the reality is that many of the youth you work with will have nits, so make treatments a regular and community-wide event, open to everyone. Ask the clinic or your employer for nit treatment shampoo and the nit comb to brush out the eggs. In the absence of nit shampoo, big mobs of conditioner and a nit comb can be very effective! To maximise the effect, ensure to leave shampoo in hair for the recommended time, use clean buckets of water or running water and clean towels for each young person and repeat the treatment 3-4 days later again. Encourage shaving the back of the head and around the ears if person has nits as this is where nits love to live, quietly refer to the clinic for any scalp conditions.

Check with family that it's ok for you to do this – they may prefer to wash the hair themselves.

To minimise contaminating others, soak and wash all brushes and combs in boiling water.

Hair and Beauty Kit

Good things to have in a hair and beauty kit (prioritise depending on budget) are listed below. For easy pack up, it is a good idea to take a photograph of a checklist of items with your phone/camera, especially with small make-up items, make it everyone's responsibility to go through the checklist, alternatively gaffa tape a laminated checklist on the inside of the lid. This kit can be brought out at other large events such as discos.

- Hair straighteners (only on dry hair)
- Hair dryer
- Combs
- Hairbrush
- Hair clippers (check head health first and nits)
- Hair cutting scissors
- Hair clips (big plastic ones for hairdressing)
- Hand held mirrors
- Cotton ear buds
- Plastic bags for rubbish or for hair if girls want to dispose of it safely (culture way)
- Broom and dustpan and broom

- Facial moisturiser (can also be used as a make up remover!)
- Facial cleanser
- Body lotion
- Tissues
- Shampoo and Conditioner

- Gel
- Hand towels
- Laundry powder

- Make -up kit
- Eyeshadow pallet
- Mascara
- Glitter liquid eyeliner
- Lip gloss
- Lipstick
- Application brushes
- Mud masks

- Hair ties for helper give aways

- Nail clippers
- Nail file
- Nail buffer

Simple trim for long hair

(learnt from the YW who specialises in this - Starlady!)

- Straighten the hair,
- get the person to stand very straight with feet parallel and shoulder width apart,
- Turn the cape button section so it sits on the shoulder, making the cape nice and flat across the back,
- Use the comb to make a horizontal line across the hair, and follow it with the scissors,
- Snip snip snip
- Encourage tiny trims for healthier hair!

Hair Colouring

Bleach! Problem - bleach and black hair dye are two extremes in the colouring world. If you go black, you can't effectively lighten your hair without bleaching it. If you bleach, then go black, then bleach again, your hair breaks off. Bleach over bleach anytime, not a good idea. You can do a test when the bleach is active to see if it is doing damage. Literally stretch the bundle of strands between two hands and if it stretches like hair shouldn't stretch, wash it out!

If hair dye is in hair, don't stand in the sun, it dries it out and reduces its effectiveness, in summer cling wrap is a good way to keep moisture locked in - but keep an eye on it, as heat speeds up the colouring process.

A little tip: use 5 cent piece drop conditioner as a leave in conditioner especially on ends of hair, also smells nice - for girls and guys.

Hairstyles

Look up YouTube tutorials for shaving designs in hair, mohawks, beard grooming, plaiting styles, for make up application, African hair braiding, etc. Take photographs of google image search ideas with your phone or camera to share ideas when no internet access.

Compliment

Take photographs when someone is made up because it is lovely and it may encourage others. ENCOURAGE AND COMPLIMENT - everyone is gorgeous and everyone likes to be told they are gorgeous, if the person is shy, be quiet about it but don't forget to compliment!

4.11. Service Projects

Ongoing projects that give back to the community are a useful way to engage other community members, support community needs and wants, and impact on the often negative image of youth. There are lots of different service projects that can be run as part of your program, from film-making to hosting a public health event, an arts competition, or even developing a book, etc...

Talk to the community and determine their needs. What sort of project are they interested in? Ideas include:

- Hosting a large event (refer to 4.2)
- Day trip or longer
- Resource development
- Construction (e.g. a movie screen or mural)
- Public performance
- etc.

Establish a realistic timeframe and budget and determine if the project is do-able. Please don't set people's expectations too high!

Identify the roles for young people, mentors, elders, etc. The more people you involve, the greater the impact is likely to be.

Talk to your team, your line manager and other service providers – establish your support and ask for help if needed!

Monitor and evaluate as you go. Start off small, and build onto an idea if time allows. During a school holiday program (4-6 weeks) it is anticipated that you can run at least one service project.

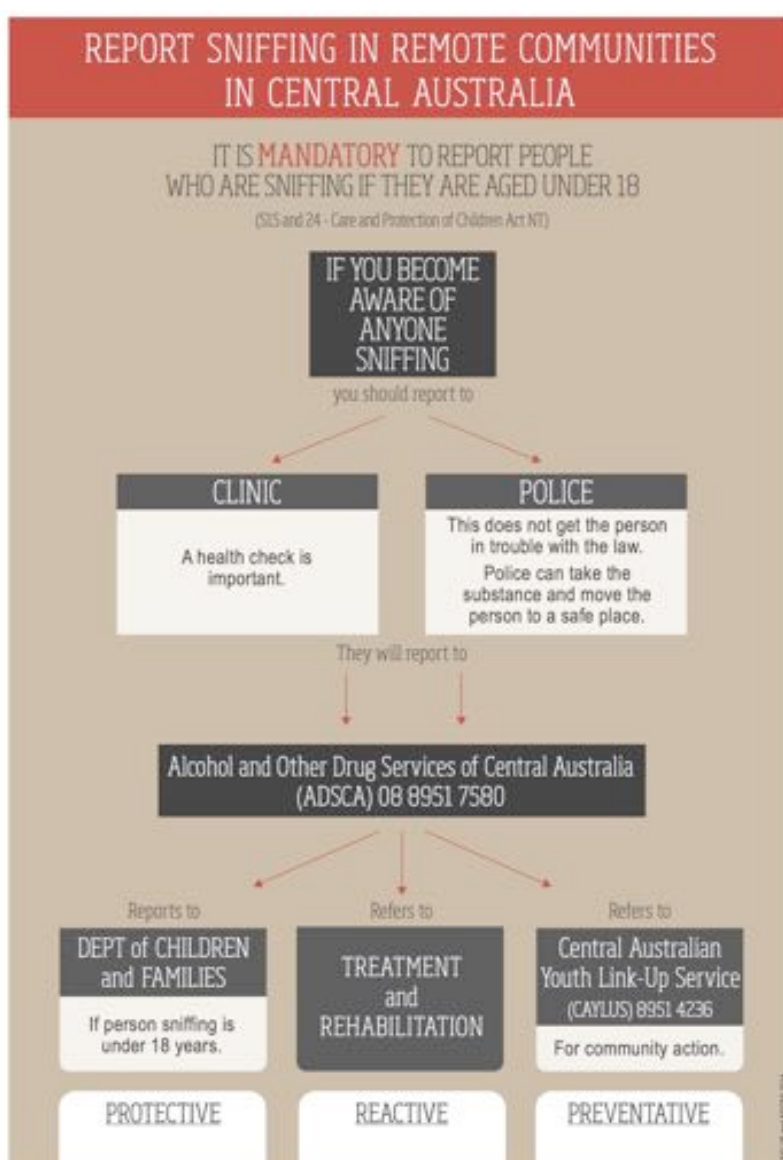
Good luck and have fun!



5. Volatile Substance Abuse

5.1. VSA

Youth workers are often aware of what youth issues exist or arise in the community they work in (including volatile substance abuse, grog, gunja, violence, etc). If these issues do arise it's important to know what line of action to follow to minimise harm. Talk to your line manager about what their policies are about reporting these issues. CAYLUS have vast experience in dealing with these issues, including arranging rehabilitation where appropriate. Check out the flow chart, and know what to do when you see volatile abuse.



5.2. She's Sniffing All The Time

"She's sniffing all the time"... this was the first thing I heard about her when I first moved to that community. She was only 14 at the time, really smart but she'd already left school and most of her nights were occupied with sniffing petrol and breaking into the community centre to play with the sports equipment, paint a picture, or use the computers.

"Can you help?", her mother and sisters were all worried. She was sniffing every day, married up, and wasn't listening to anyone. Almost everyone else called her a 'lost cause' and told me not to waste my time. Shit! What am I supposed to do? I'd never been out bush, was still very new to the community, and certainly never dealt with anyone who sniffed before – I was definitely out of my depth!

I talked to everyone about this – her family, friends, elders, young people interested in youth programs, clinic, teachers, store mob, council members – everyone! The vast majority told me they were concerned, but not to waste my time... She wouldn't engage in our programs, and history showed that punishing and shaming her repeatedly for sniffing and the break-ins made no difference. Some people thought that this may work, but she continued to sniff. Anyway, we were more worried for her than wanting to punish her.

For more than a year the ever-growing youth program tried to engage her in various ways. Sometimes she'd come along and play basketball, or hang out at the disco, but that was it. We'd actively seek her out, get her running some programs, talking to her about looking after her body, and slowly she became more interested. She was still sniffing a bit but when sober, would sometimes run the disco, and craft for kids.

Things really took a turn when she fell pregnant, for the better! She stopped sniffing, and started taking responsibility. She was only 17, but with her supports (especially family) she was looking after her little girl, and looking for an income. She began working for the youth program, running activities and soon became a role model for other young girls. She hasn't sniffed since, and is grateful to those who continuously supported her, including the youth program.

Lessons:

- 1. Never underestimate the power of a good youth program!*
- 2. With the right support, everyone can change!*
- 3. Know your supports and talk to all of them – talking to CAYLUS earlier may have helped in engaging her sooner, or getting her to rehabilitation, as we didn't know of any useful facilities for girls. Now I know better!*



5.3. Hot Tips About VSA – You Can Help

- Do not take products that might be sniffed into communities – youth programs should not use these products at any time.
- You are responsible for securing volatile substances in community and dispose of them outside of the community (do not dispose of used products within the community, even be careful dumping them at the tip consider burying them or taking to town with you for safe disposal).
- If you hear/see about VSA, try to find out:
 - who was involved (including ages)
 - what the substance was
 - where it came from.
- If you see used products you think were sniffed, collect them, record details such as brand name of the product and report to CAYLUS.
- Report concerns to your line manager, clinic staff, ADSCA and CAYLUS where appropriate (we'll follow it up).
- Do not discuss or show images of specific products that may be abused to people not involved in the incident – this may give people ideas.
- Only discuss volatile substance abuse with those involved – individuals and their families (especially do not discuss or show images of specific products to other young people).
- If you know someone who has a problem with sniffing, contact CAYLUS or Alcohol and other Drug Services Central Australia ADSCA (08 8951 7580 or 0401 114 169; 0408 359 890 in the Barkly Region) to find out about treatment options.

5.4. The Volatile Substance Abuse Prevention Act (2005)

has helped by creating new laws to prevent sniffing

Assessment and Rehabilitation

Young people who are sniffing regularly can be assessed by ADSCA for VSA treatment and can be sent to rehab or an approved place – family, police and clinic staff can request an assessment

Authorised Persons' Powers

Police and other authorized persons can seize a sniffable product from someone, and take them to a safe place

Management Areas

It is illegal to take volatile substances like unleaded fuel, glue and spray paint into some communities. Penalty: \$13,000 or 6 months jail

Safe Sale Practices

The law supports stores in refusing sale of volatile substances to people who might sniff them

Supplying Volatile Substances

People who supply substances to others for sniffing can be prosecuted. Penalty: \$26,000 or 2 years jail

5.5. OPAL Fuel On YouTube

Since it's roll-out in 2006, OPAL fuel (now Low Aromatic Fuel; therefore not really sniffable) has had a huge impact on volatile substance abuse in Central Australia, with a 94% reduction in sniffing reported in 2008. Want to know more about Opal fuel? Check out these shorts on YouTube:

Opal Fuel works in Papunya

<http://www.youtube.com/watch?v=0DhqSKIZQEY>

The Opal Story

<http://www.youtube.com/watch?v=O2ltz-k63tE>

Opal interview Papunya

http://www.youtube.com/watch?v=iZRVp_1sGVs

Anti Petrol Sniffing TVC

<http://www.youtube.com/watch?v=HzmcJyMVTPo>

Opal Fuel good for Canada

http://www.youtube.com/watch?v=_6sa6T5O44s

5.6. Petrol Sniffing Prevention

Federal government commits to expanding the Opal roll out

The Opal scheme is linked with a 94% reduction in levels of petrol sniffing in some areas (D'Abbs and Shaw, 2008 Evaluation of the Impact of Opal Fuel) and is estimated to be linked to over \$70 million in savings per annum in health care system and other costs (Access Economics 2006 Opal Cost Benefit Analysis).

Myths about Opal/LAF

There is still some misinformation that persists about opal and at times this means that communities and retailers choose not to use the fuel with damaging results. Some common myths are:

LAF damages your car UNTRUE - Opal is a standard unleaded fuel and meets all necessary standards for sale. An independent study by the Automobile Association of the Northern Territory (AANT) looked into this issue and found that Opal fuel is safe for all standard unleaded cars see

<http://www.aant.com.au/Community/OpalFuelInvestigation/tabid/218/Default.aspx> to view this report.

LAF can be sniffed if you mix polystyrene or other substances with it UNTRUE - In no case has mixing anything with Opal led to Opal becoming intoxicating if sniffed - it will just dilute that product and make it less intoxicating.

LAF fuel costs more at the pump UNTRUE – The Commonwealth Government provide a subsidy to distributors so that Opal can be sold at the same price as standard unleaded.

LAF doesn't work anyway people just sniff other things UNTRUE - In remote communities, before Opal, petrol was the easiest and cheapest drug to get hold of. This meant that, in some cases, kids as young as five were sniffing. In general remote community stores carefully manage other high-risk products meaning that they are not easy for kids to get. In big towns like Alice Springs and Darwin youth agencies work with retailers to assist them in keeping their products secure, meaning that there is far less sniffing generally because of Opal. No other drug is as cheap and readily available as sniffable fuel used to be before Opal.

6. Contacts and Reading

6.1. Helpful Central Australian Contacts

Alice Springs Youth Accommodation and Support Services (ASYASS) 8953 4200

Organises emergency accommodation and provides support to youth

Alcohol and other Drug Services, Central Australia (ADSCA) 8951 7580

Provides clinical and educational support in relation to alcohol and other drugs

Barkly Shire Council

Community Services Manager: Sharen Lake 8962 0003

Bush Mob 8953 3798 or 0419 866 791

Provides drug and alcohol rehabilitation and treatment, and bush therapy in Alice Springs for young people

Bush Crisis Line (Council of Remote Area Nurses of Australia) 1800 805 391 or office 8953 5244

This service accepts calls from stressed youth workers as well as health workers

Central Australian Aboriginal Family Legal Unit 1800 088 884 or Alice Springs 8953 6355, Tennant Creek 8962 2100

Provides free familial legal services and education for Indigenous people

Central Australian Aboriginal Legal Aid Service 1800 636 079 (NT Only) or Alice Springs 8950 9300, Tennant Creek 8962 1332

Provides free legal services and education for Indigenous people in Central Australia

Central Desert Shire Council

Sport and Recreation Manager: Shelley Madden 8958 2506

Congress Social and Emotional Well Being Unit 8951 4457

Provides counselling and support

Crimestoppers 1800 333 000

Provides an anonymous service through which anyone can report crimes

Cross Border Substance Abuse Intelligence Desk 8951 8888 (via switch)

Takes information and coordinates police response to substance abuse issues focusing on the Central Australian Cross Border Region

Drug and Alcohol Services (DASA) 8952 8412

Provides rehabilitation programs for petrol or any other drug (aged 18+ years)

Headspace Alice Springs 8958 4544

Provides a range of free and confidential services to youth in Alice Springs including

doctors, psychologists, counsellors and emergency relief

Holyoake 8952 5899

Provides counselling and education for families affected by substance misuse

Indigenous Community Volunteers (ICV) Jenny Foster 0411 119 309

Provides volunteers to work with communities to do projects communities want to do

MacDonnell Shire Council

Youth Development Manager: Jake Quinlivan 8958 2625

Mental Health Association of Central Australia (MHACA) 8950 4660

Provides support for people with mental health issues (employment, accommodation, living skills and social activities) and training in mental health first aid and suicide prevention skills

Mt Theo, Warlpiri Youth Development Program 8956 4188

Runs a range of wellbeing services including substance misuse prevention, youth development, education, rehabilitation, counseling, life pathways and outreach.

NPY Women's Council 8958 2345

Runs youth services in Imanpa, Aputula, Mutitjulu and Docker River, as well as the APY and Ngaanyatjarra Lands

NT Family and Childrens Services (NT FACS) 8955 6001 (business hrs) 1800 700 250 (after hours)

Investigates reported cases of neglect or child abuse

NT Legal Aid Commission 1800 019 343, Alice Springs 8951 5377, Tennant Creek 8962 0100

Provides free legal services and education (legal rights) for Indigenous people in the NT around criminal, family and civil matters

NT Police

Emergency **000**

24hr police response/switchboard (will connect you to your local police station) **13 1444**

Tangentyere Night/Day Patrol 1800 133 110 or 8953 3110

Provides a night patrol service to Alice Springs, Tues–Sat

Provides a day patrol service to Alice Springs, Mon-Fri, 5am-7:30pm

Tangentyere Safe Families 8952 8282

Provides emergency residential assistance for children

Youth Challenge Australia 02 9514 5512 or 02 9514 5248

Provides young volunteers to work in remote communities

Waltja Tjutanku Palyapayi (doing good work for families) 8953 4488

Provides support and training to youth workers and support for communities

6.2. Recommended Reading List

Some good reads from the region (and beyond):

- Dog Ear Café: How the Mt Theo Program beat the curse of petrol sniffing
By Andrew Stojanovski
- Crossed Purposes: The Pintubi and Australia's Indigenous Policy
By Ralph Folds
- We Are Staying: The Alyawarre Struggle for Land at Lake Nash
By Pamela Lyon
- Pintubi Country: Pintubi Self
By F. Myers
- Adapting to Difference: Another Look at Aboriginal-Western interactions
By Margaret S. Bain
- Why Warriors Lie Down and Die
By Richard Trudgen
- Henry Reynolds collection of books about the history of Australia from an Indigenous perspective

Documents, etc available on the CAYLUS website (www.caylus.org.au):

- Link-Up Newsletters (CAYLUS Newsletters)
- Information on Opal
- Info on Youth Programs in Central Australia
- Info in Inhalant Substance Abuse
- Evaluation of CAYLUS work with retailers of VSA in Alice Springs
- NT Laws about Inhalant Abuse
- Submission to Senate Inquiry into Inhalant Substance Abuse
- Coronial Submissions 2005
- Research Reports about Youth Programs in the region

Language resources are also available from Red Kangaroo in Alice Springs.