



Community  
Participation for  
Seniors from  
Emerging  
Communities

# **BILINGUAL COMMUNITY EDUCATORS**

## **TRAINING MANUAL**

# BACKGROUND

The Community participation for Seniors from Emerging Communities Project was the outcome of many community consultations led by Kevin McCoy, CEO Australiana Unity Independent and Assisted Living and Gerard Mansour, Commissioner for Senior Victorians with Australian Unity CALD Alliance Advisory Group and many Senior Australians from CALD backgrounds.

Following the consultation, the Victorian State Government funded one of the initiatives – Community Participation for Seniors from Emerging Communities project to help tackle social isolation from Victoria's Culturally and Linguistically Diverse (CALD) communities by improving access to transport, services and support.

For many of these people English is their second language and they can often feel isolated from their community because they lack the confidence and knowledge of the services available to them.

The Community Participation for Seniors from Emerging Communities project aims to build capacity and capabilities of seniors from 6 target communities (Horn of Africa – Sudanese Dinka, Ethiopian, Somali; Burmese Karen, Filipino and Afghani) from the Brimbank, Hobsons Bay, Wyndham and Greater Dandenong LGAs and surrounding areas to engage with, and support each other and their communities in accessing and participating in Victorian seniors support programs and services.

The Community Participation for Seniors from Emerging Communities project was supported by the Victorian Government in partnership with Australian Unity.

This Training Manual will help you as a Bilingual Community Educator (BCE) to run your community education workshop sessions. You should read it carefully and have it with you while you are running sessions. There are also some resources that you will need to run the suggested workshop activities. Look after these as you will need them for every session that you run.

There are four sections in the Manual. The first four sections provide advice and information about planning for and running a workshop. The final section deals with organisational and reporting processes for workshops and provides some general information that is useful to trainers. BCEs may need to find relevant and appropriate information from their local government area (LGA) and share this with their community groups.

The Manual and Training Materials was developed by the Educational Consultant, in consultation with Australian Unity CALD Advisory Group, Project Evaluator, Project Manager, Project Coordinator and Bilingual Community Educators.

# TABLE OF CONTENTS

	PAGE
1. HINTS FOR BCE WORKSHOP SESSIONS .....	4
2. WORKSHOP TOPICS AND SENIORS INFORMATION KIT .....	6
3. WORKSHOP ACTIVITIES .....	8
4. ORGANISING AND REPORTING ON YOUR WORKSHOPS .....	11
A. ATTACHMENT 1 – Workshop Attendance Sheet .....	14
B. ATTACHMENT 2 – Community Education Workshop Report ...	15
C. ATTACHMENT 3 – Information Outline .....	17

# 1. HINTS FOR BCE WORKSHOP SESSIONS

## How do you choose people for each session?

- Encourage participants to bring a family member (child or grandchild) along particularly if they have little familiarity with English. One support person could work with a couple of participants.
- You will need to think about how many people you have in each session. There are advantages and disadvantages to each size of group. A small group might not have enough discussion and fewer ideas but will be easier to manage as the leader. A bigger group will be more difficult to manage and has the potential for people to not engage in the discussion but will mean that you are meeting your obligations to train a certain number of people more quickly. An ideal group size would be between 10 and 15 participants. Of course, if they all bring a support person this will mean you have 20-30 people in the room.
- Think carefully about the participants that you group together.
- You want to have a mixture of personalities. Ideally a mixture of people who are engaged in their community and people who are more isolated will create a group that will benefit all participants.
- Make sure you give the group an opportunity to exchange names at the start of the session, even if you think they already know each other! Name tags can be important.

## How do you choose appropriate activities for your session?

- There are a range of activities provided. You will probably not have time to do all the activities. Choose activities that best suit the needs of the group – for example, if you have a group of people who are mainly at home looking after grandchildren you may want to do activities that will enable them to organise outings with the grandchildren.
- You need to prioritise activities – the Seniors card and Myki card are the most important information to get across. Once you have covered them choose categories that you think are most needed. For some groups, getting interpreting assistance may be more important than social and recreational activities. For other groups, accessing health and home support services may be of importance.

## How do you plan your session?

- Each activity has a suggested time frame.
- Have an outline of what you want to cover in your session. This should include the order in which you will cover different topics. Make sure you allow time for discussion, but be careful that discussions do not get off topic or you will run out of time.

## Discussions

Discussions are very important to your session. This will enable all participants to engage with the ideas that you are explaining. Make sure that you know the information that you want to cover in each discussion. Sometimes people get off the point and you need to be able to refocus the discussion to ensure that you cover the ideas that are important.



## How do present yourself during the session?

Make sure you introduce yourself to everyone at the start of the session:

- Be positive
- Be friendly
- Be knowledgeable
- Be flexible
- Be informed

Use the introductory activities to help everyone to feel comfortable with you, the group and the focus of the workshop.



## **2. WORKSHOP TOPICS AND SENIORS INFORMATION KIT**

### **Core Topics**

Your training pack includes:

- 1) this manual,
- 2) a powerpoint to support your workshop training delivery; and
- 3) support resources for use in conducting workshop activities.

There are 3 core topics that you are expected to cover in each workshop:

- Seniors Card
- Seniors MYKI
- Seniors Discounts/Benefits

### **Additional Topics**

Depending on the level of knowledge and skills within each group you run, you may have time to cover one or more additional topic areas, such as:

- Recreational/Social Activities
- Accessing Health/ageing Support
- Getting Interpreting Assistance

### **Seniors Information Kit**

In addition, a Seniors Information Kit has been developed for all workshop participants to take away for their future use and reference. This kit includes:

- Introductory video
- PowerPoint showing senior entitlements and a range of services and activities that are valuable for older people in your community
- Help poster for people to refer to, if they are unsure; and
- Contact list

able attractions  
learning  
participation  
people  
knowing know learn drive exercise  
seniors  
many eating telling can pay time staying learnt useful  
getting myki replace age good son like ask much  
right apply dance older Omar business things now leader  
sessions importance benefit spend lot bonding  
discount daughter  
enjoyed  
discounts old showed program  
meeting  
concessions explanation  
get lunch transport ones healthy around  
friends



### **3. WORKSHOP ACTIVITIES**

The activities are designed to go with the PowerPoint to help the participants to develop an understanding of the ideas covered in your workshop. The workshop covers a lot of information and could be a bit overwhelming. By participating in these activities, the participants will engage more with the ideas and be more likely to act on the information they have been given. The aim of the project is to have older people participate more in society and taking advantage of the benefits offered by the Seniors Card and Seniors MYKI card.

#### **Introductory Activities – timing will depend on size of group**

##### **1. Introduction Circle (10 minutes)**

Ask every participant to introduce themselves and their family member to the group. Then ask them to identify one activity that they enjoy doing. You may have to model this for the participants ie. My name is \_\_\_\_\_ and I like spending time outdoors with my children.

##### **2. Ageing Well (15 minutes)**

Use photos provided in the Activity 1 envelope. Put participants into groups of 2-3. Distribute one photo to each group. Each group to discuss what the photo says about what is important to older people. Each group to report back to whole group.

#### **Seniors Card**

##### **1. Applying for a Seniors Card. (15 minutes)**

Show the video in Information Kit to introduce participants to the Seniors Card provided by the Victorian Government to every person over the age of 60 who is not working fulltime. Divide the participants amongst the computers available in the room. Show them how to access the website : <https://www.seniorsonline.vic.gov.au/seniors-card>. Help each person to apply for the card on the website. Cards will be mailed out in the next couple of weeks.



## **2. Benefits of Seniors Card Activity (10 minutes)**

This activity can be done in small groups or as a whole group. Talk to participants about the benefits available with a Seniors Card. Hand out photos in the Activity 2 envelope to groups or display photos to whole group. Participants have to divide the photos into 2 piles – Pile 1 are items where a discount might be available with a Seniors Card and Pile 2 are items not affected by the Seniors Card.

## **3. Role Play – Do you take a Seniors Card? (10 minutes)**

Display Seniors Card accepted here sign as shown in PowerPoint. Businesses and services that accept the Seniors Card for a Discount often display this sign so that people know whether they can get a discount with their Seniors Card. Sometimes businesses do not show the sign but it is always worth asking whether they take the card.

This activity is a role play where participants will practice asking if the business take a Seniors Card. Divide the group into two. One of these groups are the shopkeepers. (This could be the family support people) The other group are customers. The customers approach the shopkeepers to see if they take a Seniors Card. They can do this by asking in English “Do you take a Seniors Card?” or alternatively by holding out a Seniors Card. Copies of Seniors Cards are included in the Activity 3 envelope. Make sure these come back at end of activity as they are not real Cards. If you have older people in each group it is important to swap the groups around so that every older person gets the opportunity to practice.

## **Seniors Myki**

When the Seniors Card is mailed to the participants there will also be a free Seniors Myki. This card can be used to access half price fares during the week on public transport and free transport on weekends.

### **1. Where is your local station? (10 minutes)**

Ask participants to name their local station. How do they get to the station? Get participants to identify in their own minds how they might get to the station and describe it to their partner. If they do not know, encourage them to think about how they could find out how to get to the station by asking a family or community member. This could be done in small group or as a whole group depending on size. Encourage participants to help each other to visualise how to access public transport.

### **2. Tapping On/Off (10 minutes)**

Show participants the picture of the Myki Reader in PowerPoint. Explain when to tap on and off. You could use the picture of the reader and MYKI cards (Activity 4 envelope) to give people the opportunity to practise tapping on (including topping up Myki cards). Note that on trams there is a need to tap on but not tap off. On buses and trains, you need to tap on and off at all times.

### **3. PTV Website Portal / Mobile Myki App. (15 minute)**

This one is particularly appropriate if your group are used to using public transport and have a reasonable level of English. Demonstrate how to use the PTV website to work out how to plan a journey. Put in home address and location you wish to visit and show the symbols for Bus, Tram, and Train. You may like to give them the opportunity to go onto this website to plan a journey to Melbourne Museum which offers free admission to Seniors. This is a possible grandchildren excursion.

## **Recreational/Social Activities**

### **1. What Activities Are Out There? (15 minutes)**

Have a whole group discussion around what activities people would like to do. Hand out photos in the Activity 5 envelope to stimulate the discussion and develop list. Review list and discuss how to access these activities. Emphasis here will be on both community offerings and Council offerings. Show Council website and services for community. Talk about how to contact community centres. Encourage participants to ask family or community members to help here.

## **General Activity introducing Poster**

### **1. What Happens When? (20 minutes depending on the number of cards that you put out)**

Participants take it in turns to draw a card from the Activity 6 envelope with a problem on it. They show the card to whole group who discuss how they could solve the problem. This will need considerable input from the activity leader



## 4. Organising and Reporting on your Workshops

Your aim as a bilingual community education (BCE) is to educate seniors to support them in being active participants in their community. As a bilingual educator you can use the language/s they feel most comfortable with to help them to know about, access and use the Seniors Card and Seniors MyKi, and other Seniors benefits.

In your role as BCE, you will be involved in:

- Using community contacts and networks to identify groups of community seniors who would benefit from seniors education
- Arranging a workshop time and venue and invitation for each group of seniors
- Delivering a workshop to each group, tailoring exactly what you cover to the group's level and interests (including providing each Senior participant with the accompanying Seniors Information Kit)
- Reporting on Workshop Participation and Outcomes

### Identifying Groups of Community Seniors

As a BCE you are responsible for recruiting participants for your workshops. Once you have a workshop group identified you are responsible for ensuring that they know when and where it will be held. Your focus is on finding and inviting Seniors from your community, with their chosen support people (usually family member or friend who is computer literate and able to assist in initial access to information/online application).

Help with recruiting participants – your community's CALD Alliance Mentor can assist you in locating seniors groups and individuals who will benefit from the training. Also, other community organisation and community gathering place leaders, such as those involves with churches, mosques and temples or other community activity groups in the local areas, are good people to contact and ask for assistance in accessing and inviting groups of seniors.

Usually there will be two BCEs to deliver workshops in each community. It is very important that you know the other BCE for your community and that the two of you are in regular contact to support each other to maximise the spread of community outreach. It may be helpful to work with the CALD Alliance mentor to have an overall recruitment strategy and to divide up the networking work – eg. by geographical area, targeted community organisations to work with etc.

*Principal contact for assistance: CALD Alliance Mentor for your community*

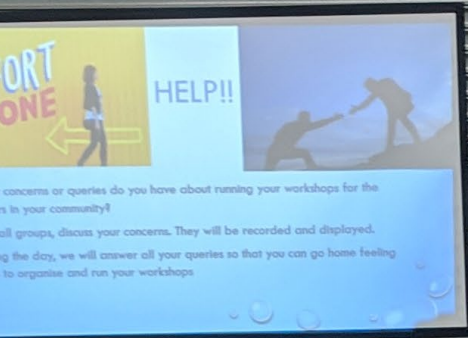
### Arranging Workshop Time and Venue

The Project Coordinator is available to work with you and others in the project team to identify some suitable venues, easily accessible to your community members in each targeted local area (LGA), and with suitable facilities for workshop delivery (computer access, projector and screening). He may also help with formal booking arrangements, including payment (if required).









### Workshop Attendance Sheet

**Community:** \_\_\_\_\_ **Workshop delivered by:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Venue:** \_\_\_\_\_

Thank you for participating in today's workshop. To assist us with project recordkeeping requirements, please provide your name and details below.

If you would be willing to participate in a short group discussion about how you have used the information from the training, please also give us your email address or mobile phone number.

<b>Name</b>	<b>Suburb/Postcode</b>	<b>Contact Info (if interested in follow-up discussion)</b>

**Community Education Workshop Report** (complete for each workshop)

**Community:** \_\_\_\_\_ **Delivered by:** \_\_\_\_\_  
**Date:** \_\_\_\_\_ **Venue:** \_\_\_\_\_  
**Starting Time:** \_\_\_\_\_ **Finishing Time:** \_\_\_\_\_

**Workshop Participants Summary:**

**How many current seniors (ie 60 + years) participated?** Male \_\_\_ Female \_\_\_ TOTAL: \_\_\_

**How many non-seniors participated?** Male \_\_\_ Female \_\_\_ TOTAL: \_\_\_\_\_

**Who were the non-seniors?**

Soon to be senior (55-59 years): Male \_\_\_ Female \_\_\_ TOTAL: \_\_\_\_\_

Friend (<55): Male \_\_\_ Female \_\_\_ TOTAL: \_\_\_\_\_

Family member (<55): Male \_\_\_ Female \_\_\_ TOTAL: \_\_\_\_\_

Other: \_\_\_\_\_ Male \_\_\_ Female \_\_\_ TOTAL: \_\_\_\_\_

For the **seniors participating** in the workshop, which LGA do they live in? (write numbers in the boxes, add names of other LGAs):

\_\_\_ Brimbank  
\_\_\_ Greater Dandenong  
\_\_\_ Hobsons Bay  
\_\_\_ Wyndham

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Brief Report on the Workshop

1. What topics did you cover?

- Seniors Card
- Seniors MYKI
- Seniors Concessions/Benefits
- Recreational/Social Activities
- Accessing Health/ageing Support
- Getting Interpreting Assistance
- Other: \_\_\_\_\_

2. What was the group most interested in learning about?

**From your perspective.....**

3. What went well in the workshop?

4. What didn't work so well, or what difficulties did you/they experience (content, style, technology, venue etc)?

5. How did you negotiate or resolve these difficulties or barriers?

6. Any other reflections or observations

## Attachment 3

### Information Outline

Here is background information for you as the trainer. Information in this outline may help if participants ask for more information or you feel that certain information will help an individual in your group. Depending on your group you may even wish to cover some of this information for the whole group.

As the trainer you may need to find the local information most relevant and appropriate for the LGA area and your community.

Seniors Card - <https://www.seniorsonline.vic.gov.au/seniors-card>

- Card available for all Victorians over 60 who are no longer working fulltime.
- Application is online at website above.
- Card comes with Seniors MYKI.
- Seniors Card can be used to access range of discounts on services and products. Outlets sometimes show a sign saying they give Seniors discounts but if they do not Seniors should ask whether there is a discount.

Seniors MYKI - <https://www.ptv.vic.gov.au/tickets/fares/concession/seniors/>

- Seniors MYKI can be used to get half price fares on Melbourne public transport during week. Seniors travel for free on weekends. Seniors card must be carried at all times when using Seniors MYKI.
- Seniors MYKI entitles Senior to 2 free regional trips a year.

Seniors Week - <https://www.seniorsonline.vic.gov.au/festivalsandawards>

- Week long festival held in October every year to recognise Seniors in the community
- Hundreds of activities in all areas of Victoria mostly free
- Free public transport all week for Seniors

Victorian Carers Card - <https://carercard.vic.gov.au/>

- Card entitles full time carer to range of discounts
- Also offers advice for fulltime carers.

#### **Other Transport Concessions and support.**

Public Transport Victoria Website - <https://www.ptv.vic.gov.au/>.

- Journey Planner to help plan time and type of transport to get from one place to another. <https://www.ptv.vic.gov.au/journey/>

Multiple Purpose Taxi Program - <https://transport.vic.gov.au/getting-around/taxis-hire-car-and-ridesharing/multi-purpose-taxi-program>

- Reduced taxi fares for eligible people with disability.
- Need to apply with evidence of disability through <https://cpv.vic.gov.au/passengers/mptp/how-to-apply>

Companion Card - <http://www.companioncard.org.au/>

- Entitles companions of disabled person to travel for free whilst accompanying the disabled person.
- Other discounts for companions may be available. List of places offering discounts/benefits available at [http://www.companioncard.org.au/downloads/affiliates\\_2016\\_alpha.pdf](http://www.companioncard.org.au/downloads/affiliates_2016_alpha.pdf).

Community Transport available in most Local Council areas

- Every Council does this differently. Check with relevant council.
- Can offer pick up service for shopping, group outings etc.
- May be free or of limited cost.

### **Seniors Safety and Rights**

Seniors Rights Victoria - <https://seniorsrights.org.au> or Helpline 1300 368 821

- Protects rights of seniors – emotional, physical and financial
- Offers confidential counselling both face to face and telephone.

Seniors Information Victoria –

- Telephone Counselling Service – 1300 13 50 90
- Provides advice on accommodation, services, health, aged care, financial concerns, legal concerns.

Family Violence Prevention – 1800 RESPECT

- Telephone Counselling Service – 1800 737 732 24 hours
- Helpline

Website also has written resources in English, Dari, Dinka and Tagalog about aspects of family violence prevention. - <https://www.1800respect.org.au/>

### **Interpretation and Translation**

Translation and Interpretation Services - <https://www.tisnational.gov.au/> or Phone 13 14 50

- Telephone Interpretation service for contacting Government Departments, Doctors, Schools etc.
- Translation services available free for migrants in their first 2 years (Up to 10 documents).
- Translation services available at cost for others.

AMEP - <https://www.education.gov.au/adult-migrant-english-program-0>

- Offers 510 hours of English classes within 6 months of arrival

## **Health and Aged Care Services**

My Aged Care - <https://www.myagedcare.gov.au/>

- Need to register on this site to access aged care assistance over 65 years of age.
- Gives access to home care packages
- Through this access to home maintenance etc from Local Council

Breast Screen - <https://www.breastscreen.org.au/>

- Free mammogram every two years for all women aged 50-74 years
- Book online or by ringing 13 2050

Local Council – all local councils have services targeted at older people. Need to contact own council to see what is available

- Assistance with staying at home including alterations to home, home maintenance and cleaning as well as district nursing services and meals on wheels
- To access need to be registered on My Aged Care

## **Social/Recreational Activities**

Local Council Programmes – all councils have activities that are aimed at older people. Need to contact own council to see what is available. Local newspapers are also good sources of this information.

- Community Centres run by local councils offer a range of programmes that are cheap including craft, cooking, languages, cards, gardening and outings. Community centres also have rooms available for groups to meet in.



## ACKNOWLEDGEMENT

This project was designed to tackle social isolation and loneliness among seniors from Victorian Culturally and Linguistically Diverse (CALD) communities.

The Community Participation for Seniors from Emerging Communities project will help more community members by improving their access to transport, services and support.

I commend the efforts of those involved in the project, particularly the extensive evaluation done by Professor Helen Borland, Project Coordinator Marcel Saunders, Bilingual Community Educators and support and guidance from Australian Unity CALD Alliance Advisory Group Members. Because of their advocacy, initiative and hard work, Victorian seniors from CALD background will benefit from the outcome of this project.

The community Participation from Seniors from Emerging Communities Project was supported by the Victorian Government. We gratefully acknowledge their funding support.

Elleni Bereded-Samuel  
Project Manager  
Chair Australian Unity CALD Alliance Advisory Group



Pictured above: Australian Unity CALD Alliance Advisory Group with Kevin McCoy, CEO Australian Unity Independent and Assisted Living

**180**  
YEARS

**Australian  
Unity**   
Real Wellbeing