

VIBE ACTIVITIES

A deadly career and better health for our mob page 15

A deadly career and better health for our mob

Meet two 'health heroes' who are working hard to help our mob live longer and stronger

CHRIS WEBSTER NEVER REALLY THOUGHT ABOUT WHAT HE WANTED TO BE WHEN HE GREW UP, BUT A GAME OF CRICKET ON TV CHANGED ALL THAT. "I WAS WATCHING THE MATCH WITH MY DAD AND ONE OF THE PLAYERS GOT INJURED." HE SAYS "THE PHYSIO CAME ON TO THE FIELD AND DID SOME TREATMENTS, SOME MANIPULATIONS, AND HE WAS FIT TO PLAY THE GAME. EVER SINCE THEN, I'VE WANTED TO BE A PHYSIO. I'VE STUCK WITH IT, AND NOW I'M HERE AT UNI."

Chris, who grew up in Penrith in Sydney's western suburbs, is studying physiotherapy at the University of Sydney and works with people with sporting injuries through to people who are severely disabled.

He says the support he has received along the way has really helped him get where he is now: "My family and friends in the community love that I am a physio and have been very supportive. They can see I can make a difference to people's lives."

"I have a scholarship and a traineeship, which means I am paid to study. Here at the university there is also an Aboriginal centre which provides support to all



CHRIS WEBSTER

Indigenous students. They help us out by holding extra tutorials and providing advice on the financial support available."

Chris is one of 20 real life 'health heroes', featuring in the Department of Health and Ageing's *Health Heroes* campaign, which encourages Aboriginal and Torres Strait Islander secondary students to consider careers in health. As part of the campaign, Aboriginal and Torres Strait Islander students around Australia are learning about the rewards of a career in health through the campaign's website, at in-school sessions, and as part of this year's Vibe Alive Festivals in Port Hedland, Townsville and Bendigo.



AMELIA CAHILL

Amelia Cahill, a Child Health Nurse at the Broome Regional Medical Service, is another 'Health Hero'. After finishing school, Amelia began working as an Aboriginal Health Worker alongside some nurses who encouraged her to study nursing. She says she likes working in a smaller community setting because she gets to build up really good relationships,

and that it's nice to be recognised by children down the street or at the shops.

"If you want to work in Indigenous health, you have to be passionate about it", Amelia says.

"You have to be patient at times, and you have to be caring. I like working with the kids and with mothers to achieve the best health they can for their kids."

"We need more Aboriginal and Torres Strait Islander health professionals, because we're the ones who know our communities and the issues everyone faces out there," she says.

If you, or someone you know is interested in working in health, the Health Heroes website at www.australia.gov.au/healthheroes, has a wide range of information about jobs and training, plus a quiz to help you find out what jobs are likely to suit you best.

You can be a Health Hero too

There are hundreds of different jobs in health, which can be pursued by those from a range of education levels, with many involving practical skills and allowing for hands-on training.

Working in health has a range of benefits including a good income, opportunities for giving back to the community and for travel, strong job prospects and good working conditions.

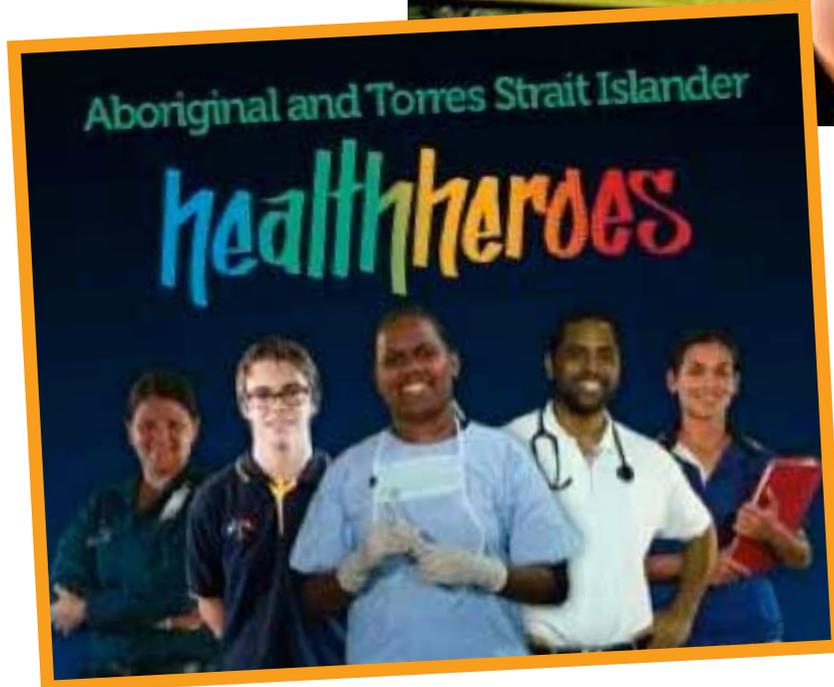
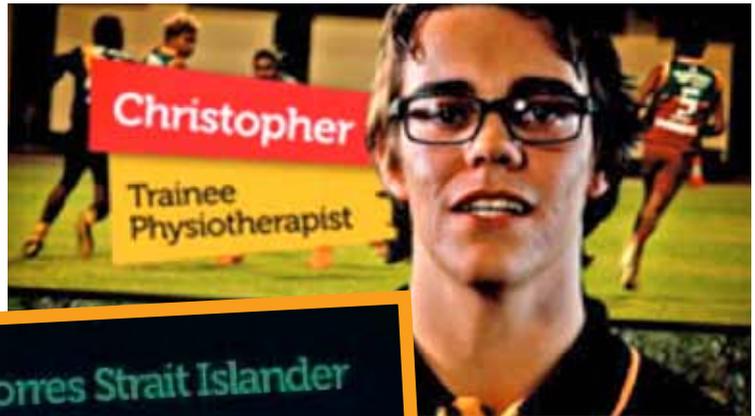
For more information on the types of jobs available, visit the *Health Heroes* website at: www.australia.gov.au/healthheroes, where there is heaps of information to help you discover the range of health jobs, training options, career pathways and the wide range of support available.

The website also has some interviews with some Health Heroes, where they talk about the work they do and how they got their jobs. Plus there's a quiz to help you find out what jobs are likely to suit you.

READ *A deadly career and better health for our mob* on page 15

ACTIVITY 1

BUILDING READING SKILLS



- skimming and scanning for information.
- reading headings, text boxes and pictures.
- reading for meaning.
- making connections between the text and your world.

There are three levels of comprehension questions:

- Literal** The answer is located in one sentence in the text.
- Inferred** You need to make links between sentences and graphics (such as illustrations, maps and tables) and what you already know.
- Applied** The answer is in your background knowledge and what you already know or feel.

1 What was Chris Webster's inspiration to become a physiotherapist?
(inferred)



2 What are some of the aims of the Health Heroes program?

(inferred)



3 What support has Chris received along the way?

(inferred)

4 What advantages does Amelia Cahill suggest about working in a small community?

(inferred)

- you can build strong relationships with people
- everyone knows you, so they're very friendly
- you can be part of a team
- all of the above



5 What is the relationship between the photos and the main text?

(inferred)



6 What is the overall purpose for writing this text?

(applied)



ACTIVITY 2

LANGUAGE CONVENTIONS – SPELLING

1 The spelling mistakes in these sentences have been underlined. Write the correct spelling for each word in the box.



He has recieved a lot of help along the way.

Chris Webber enjoys the feild of Indigenous health.

The program is aimed at improveing Indigenous health.

You can look up the campain's website.

2 Each sentence has one word that is incorrect. Write the correct spelling of the word in the box.

It is important to maintane your health.

They are gaining important experiense.

She was encurraged to take up nursing.

They all have a pashon for their careers.

ACTIVITY 3

LANGUAGE CONVENTIONS – GRAMMAR

1 Which word correctly completes this sentence?

If you know someone who is _____ in joining the program, head to www.australia.gov.au/healthheroes.



- interests
- interestedly
- interested
- interesting

2 These words are all written in the **past tense**, put in the correct word to change them into the **present tense**.



past tense	present tense
studied	study
thought	
changed	
grew	
educated	
received	
rewarded	
visited	
worked	
managed	

ACTIVITY 4

LANGUAGE CONVENTIONS – PUNCTUATION



1 Write these sentences correctly, adding the missing punctuation.

he says the support he received along the way has really helped him to get where he is today my family and friends can see that i can make a difference to peoples lives says chris webster

