

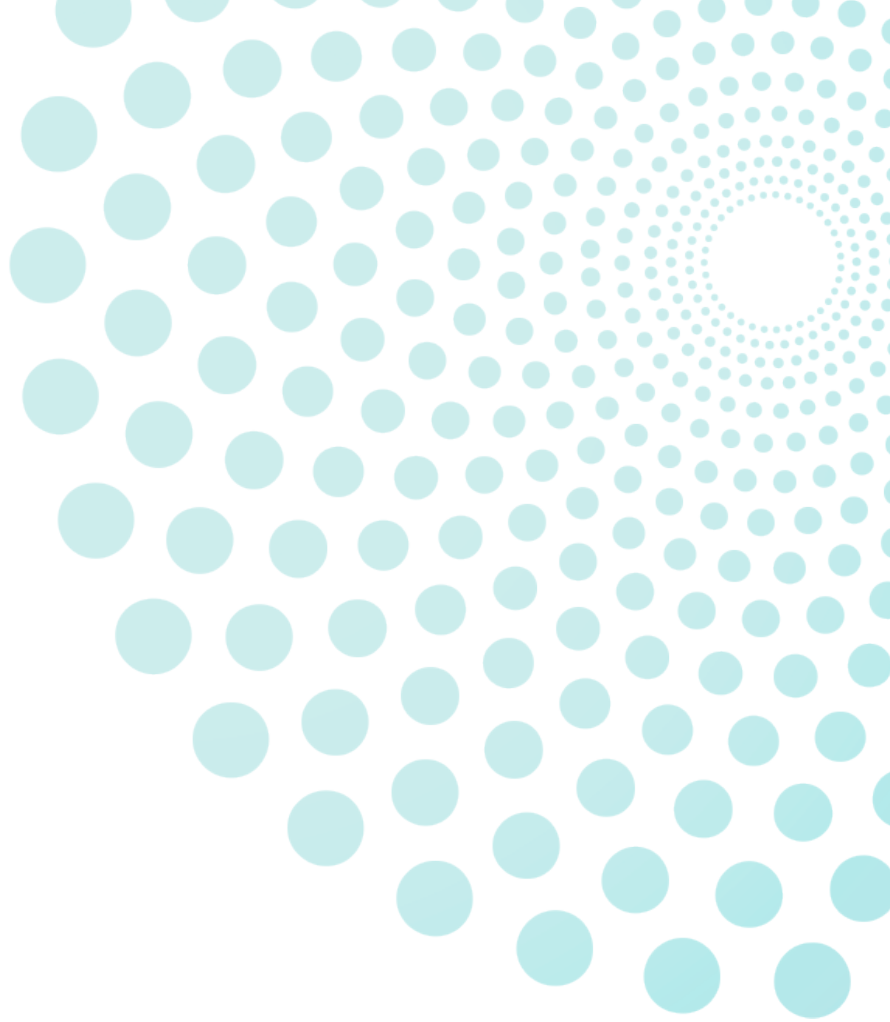
FREE RESOURCE

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# COMMUNITY MENTOR GUIDE

Keeping our families safe and strong.





**If you are in immediate danger or life-threatening situation call '000' (Triple Zero)**

#### **Mura Kosker Contact Information**

##### **Address**

99 Douglas Street Thursday Island QLD 4875

##### **Post Address**

PO Box 148 Thursday Island QLD 4875

##### **Telephone**

+61 07 4069 1663

##### **Fax**

+61 07 4069 1298

##### **Email**

[intake@murakosker.org.au](mailto:intake@murakosker.org.au)

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Torres Strait Social Justice Interagency Committee

Latoya Nakata, Manager, Mura Kosker Sorority Incorporated

Yuriko Nakachi, Domestic and Family Violence Worker

Georgina Binjuda, Manager, Lena Passi Incorporated

Sue Chamberlain, Instructional Designer and Content Writer, Indigenous Lead Centre, Tropical North Queensland TAFE

Christine Young, Graphic Design, Marketing Department, Tropical North Queensland TAFE

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## ABOUT OUR RESOURCES

The Torres Strait Social Justice Interagency Committee recognised the need for a range of local resources to inform and empower communities on issues and problems that can affect the wellbeing of individuals, families, children and communities.

These *Keeping our families safe and strong* resources are the result of funding that was received from Health and Safer Communities grant from Torres Strait Regional Authority in 2012 to 'keep communities safe and strong'.

The impact issues such as domestic and family violence, child abuse, depression, suicide and problem gambling can have on individuals, families, children and communities can be devastating.

The aim these resources are to provide information and positive options for:

- preventing problems and issues from arising
- intervening early when families, individuals and children are struggling in our communities
- empowering communities to support each.

## TOPICS

This series of *Keeping our families safe and strong* cover the following topics:

- Domestic and family violence
- Child abuse
- Depression and suicide prevention
- Problem gambling

These resources provide useful and practical information about:

- domestic, child and mental health wellbeing
- child abuse
- questions to ask to check your own and/or your family wellbeing
- building personal, child, family wellbeing
- problem gambling issues
- impacts these could have on victims and family



**The role of a mentor is to support individuals, families and community members.**

## WHAT IS A COMMUNITY MENTOR

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The definition of a mentor is:

- a wise and trusted counsellor or teacher
- an influential senior sponsor or supporter.

source: <http://dictionary.reference.com>

The role of a *Keeping our families safe community mentor* is to support individuals, families and community members to build skills and behaviours to:

- prevent domestic and family violence, child abuse, depression and suicide and problem gambling
- recognise the warning signs of issues and problems developing

- allow reflection of own wellbeing
- know the difference between assumptions and facts
- understand the impacts of domestic violence, child abuse, depression and problem gambling on self and others
- refer individuals and families to regional services
- respond appropriately and respectfully to individual needs.

It is not the role or responsibility of a community mentor to:

- counsel victims or perpetrators
- case manage clients
- determine the truth of disclosures of abuse or domestic violence.

## CHARACTERISTICS OF A GOOD MENTOR

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A good mentor is an individual who displays qualities and behaviours such as:

- careful listener
- leads by example
- has up to date and correct knowledge about the topic
- supports others to be independent
- guides others to come up with practical outcomes for their own situation
- a caring a compassionate attitude
- toward others
- ability to provide positive and constructive feedback and advice
- supports others to self-reflect and gain insight into their own behaviours, thinking
- motivates others to achieve their potential
- willingness to improve and learn new things
- communicates hope and optimism.

# RESPONSIBILITIES

## Referral

Part of the role of a 'Keeping our families safe and strong' community mentor is to refer individuals, couples and families to existing regional community service organisations.

A list of the relevant community service organisations forms part of the Keeping our families safe and strong resources and can be provided to and discussed with participants.

It is important to remind participants that:

- services are available
- some services are free
- services are confidential
- seeking support is a positive step to resolve issues and problems
- referral is part of the support process you are offering as a mentor
- if they feel dissatisfied with a service provider there may be other services you can refer them to.

## Privacy and confidentiality

Within your role as a community mentor you have conversations with individuals, families and community members that need to be kept confidential.

It is also important to inform participants that anything they disclose to you will be kept confidential and that any statistics or information gathered concerning their situation will not have their name or information that can identify them.

It is also important to advise participants at the beginning of group sessions that:

- anything participant's reveal as part of their involvement in the group will remain confidential
- all participants should indicate that they understand and agree to keep private information that others may disclose.

For some individuals this may be the first time they have felt confident or safe enough to disclose issues or problems or situations of abuse so it is critical that confidentiality is maintained as part of your mentoring role.

## Duty of care

Duty of care is a legal term that means you have an obligation to offer reasonable care to ensure that those in your care are not harmed.

As a community mentor you will have formed a social contract with participants to support and assist them.

Because of this formal relationship you have a 'Duty of Care' to take reasonable steps to ensure that they are safe and unharmed while in your care (for example, while participating in a self esteem workshop).

## Conflict of interest

Conflict of interest could arise within your mentoring role under certain circumstances.

What conflict of interest means is 'a situation where a person is in a position of trust, is confronted with set of circumstances that creates a risk of not being able to fulfil his/her duties impartially'.

Example situations that could arise where a conflict of interest may exist include:

- you are a church committee member and a participant of workshop discloses a abuse by a senior member of your church
- if you are a relative of the participant you may not have the objectivity required to be an effective mentor

- if the participant is married, in a defacto or other relationship with a relative of yours and discloses issues and problems
- if you have had a previous relationship with the current partner of a participant
- if the participant is a child from cultural adoption of which you have information about the adoption they do not
- if a person discloses financial abuse which is related to work/volunteer tasks you do in the community

It is important to declare to either service providers or to participants that you may have a conflict of interest and to step down from your mentoring role with them. Explain that because of a conflict of interest you are handing them over to work with another community mentor.

## Community agents

A detailed list of community agencies has been provided for participants to keep. Guide and inform participants on the types of community services.

Explain which services are:

- government services
- non-government/community agencies.

It is important that participants understand that many service providers are not the government and are run by community members for community members.

Some participants may be reluctant to engage with services for fear of:

- having children taken away
- government knowing their business
- losing control of choice and decision-making in their life.

Always reinforce that intervening and supporting families and individuals to deal with issues and problems is a constructive step to take and that getting services involved can have a really positive impact on the lives of that person, their children and their entire family.

# PLANNING A COMMUNITY WORKSHOP

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These resources provide a framework and materials to help you plan a workshop or information session within your local community.

Use these resources as a starting point rather than a fixed method of running workshops/information sessions your region.

The resources are structured in a flexible way so that you can use them to suit your local needs. Information can be:

- delivered on a topic by topic basis
- or, content can be delivered in context of other parenting, family and relationship workshops.

Self-assessment questions can be used to allow participants to reflect on:

- domestic and family wellbeing
- emotional and physical wellbeing of children in their extended family or community
- own or others emotional and mental wellbeing
- own or others attitudes and behaviours toward gambling.

Resources contain a number of heading that could be used to plan further sessions such as:

- building family wellbeing
- effective parenting
- building self esteem
- building confidence in children
- recognising issues and problems before they escalate
- effectively managing anger and conflict
- communicating with respect
- managing stress and change.

When planning a 'Keeping communities safe and strong' workshop ask yourself these questions:

- Who are the participants? (for example, young mums group, elders group)
- How should I run the session? (for example, formal session, informal yarning with other activities like cooking)
- How many participants will there be?
- Which resources will I use? (For example, all four resources, only one topic)
- Is there other content I can use in the workshop? (for example, regional statistics, personal stories)
- What other learning materials/tools/ could I use for this workshop: video, artefacts, audio, guest speakers, newspaper articles.

## WORKSHOP FACILITIES

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Check the space where workshop will take place for:

- privacy
- lighting, ventilation, size for number of participants, ease of shifting furniture for group activities
- whiteboard
- internet connection
- facilities for breaks (morning tea, lunch)
- equipment (for example, video, sound systems).

## RESOURCE REQUIREMENTS

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When you are planning your workshops also think about the workshops resources you are going to be using. Some things to consider include:

- number of photocopies you will need or booklets and/or other course handouts
- if using the internet to support delivery, make sure you check it is working and the links you want to use are working
- Will you need to keep signed enrolment forms, attendance sheets and evaluation sheets?
- If you are using guest speakers, will they be paid?
- Are there any permissions required (for example, if you want to photograph participants, use stories/myths that belong to specific groups or individuals).

# DEVELOP WORKSHOP OUTLINE

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It is good practice to develop a workshop outline.

The outline should include what topics will be covered in the workshop, the proposed time and date of delivery, where the workshop will take place and number of hours of delivery.

Having a workshop outline will inform people what the workshop is about and will keep you on track when you are working with groups of people.

*Example:*

GROUP	Parents of school aged children
WORKSHOP TITLE	Keeping our families safe and strong
WORKSHOP TOPICS	Family wellbeing, family and domestic violence, warning signs, impacts
TIME	9am - 1pm (4 hour workshop) - lunch included
VENUE	School
MENTOR	M. Nui

## WORKSHOP ACTIVITIES

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Make sure your workshops offer a range of activities to engage participants in the topics you are covering. Consider:

- group discussions
- practical activities
- questions
- demonstrations (for example, relaxation massage)
- guided tours
- guest speakers
- handouts
- viewing websites
- videos
- creating craft, (for example positive affirmation posters for home)

## PROGRAM EVALUATION

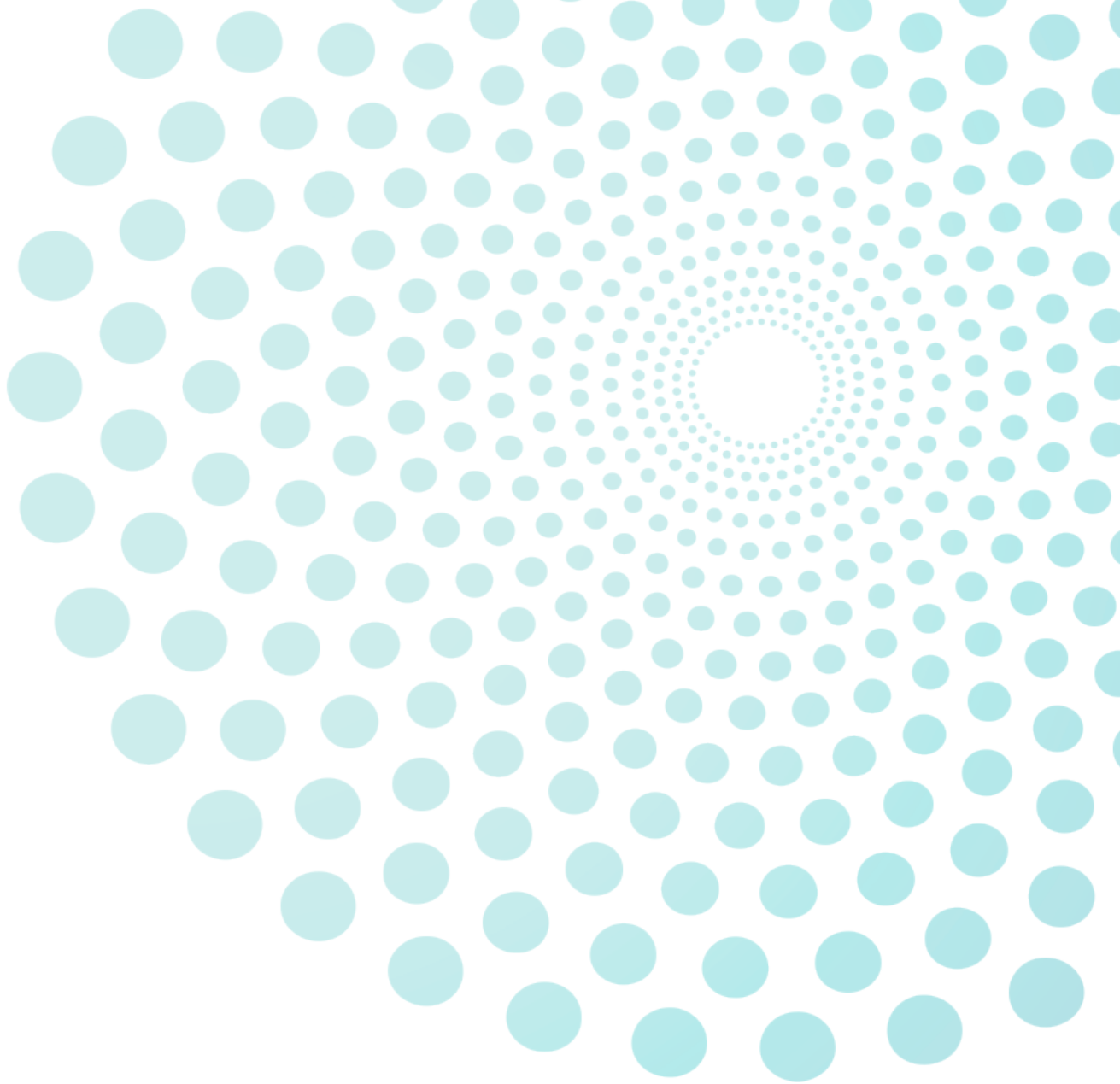
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Getting feedback on your delivery is really important to improve your skills as a workshop mentor. Feedback allows you see how participant's felt about:

- professionalism of mentor
- types of activities
- quality of resources
- pace of workshop
- how well the content meet their needs
- further workshop requirements
- It is also important to observe yourself when facilitating a workshop and reflect on your own performance.

Ask yourself:

- Did I start and finish on time?
- Did I try to engage everyone in the workshop?
- Did I keep on the topic?
- Which areas of my delivery could I improve?



## FLEXIBLE RESOURCES

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The topics in these have been organised to allow for flexible use.

As the community mentor you decide which resources you will use and the topics your workshops will cover. How you decide to organise the delivery of the content will depend on:

- who the delivery is for
- the purpose of the sessions
- whether the sessions are on a specific topic or whether the information will be part of a broader topic (for example use to support delivery of effective parenting sessions).

These resources can be used to:

- run workshops on the specific topics covered in these resource:

- domestic and family violence
- child abuse
- depression and suicide prevention
- problem gambling
- combine with other resources to form part of an extended program, for example:
  - positive parenting skills
  - building emotional wellbeing.

These resources can be used as a whole set, or as a starting point and used with other handouts and activities relevant to your workshops or programs.

Even if using these as a whole set look around for other resources that could add interest to the topic and to your presentation.

# EFFECTIVE MENTORING & DELIVERY

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## Follow community protocols

If required at the beginning of the workshop model community protocols:

- acknowledge Traditional Owners
- opening prayer
- acknowledge Elders
- acknowledge ancestors past and present
- introduce yourself and give a brief account of your background
- introduce any elders or guest speakers present and provide some background on them for the group.

## Workshop welcome

Always start your program on time. Make those who arrive late feel welcome.

Introduce yourself and the aims of the program/workshop. Explain what the workshop will cover:

- learn about issues and problems that anyone in the community can face
- community agency, not from the government, community members, support community members
- outline topics to be covered
- get participants to question their own skills and behaviours

- look at common assumptions and facts
- explain privacy and confidentiality requirements
- discuss reflect for individual participants even if their views differ from yours.

Explain housekeeping issues:

- where facilities are
- emergency procedures
- breaks
- complaint processes
- overview of the program.

## Start with an icebreaker activity

After you have explained what the workshop is about, do a group ice breaker.

Icebreaker activities are used to get people talking to each other and to make people feel relaxed and comfortable.

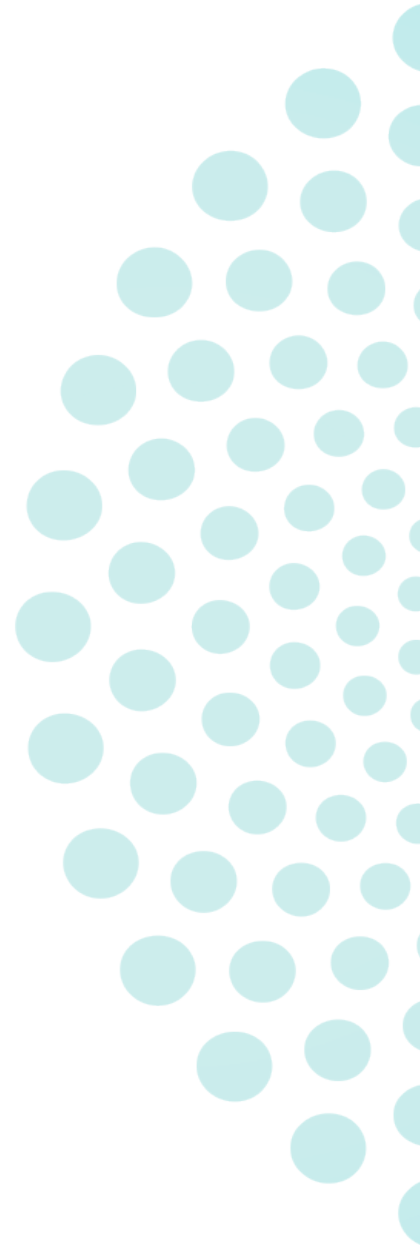
Types of icebreakers:

- turn to the person next to you and introduce yourself
- share three things about yourself to the group
- in pairs, get to know your partner and then introduce your partner to the group.

## Keep the workshop flowing

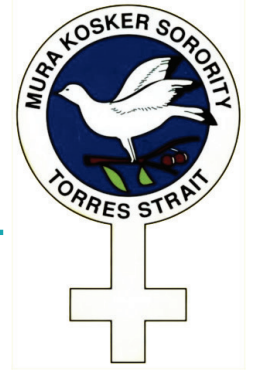
Here are some tips for effective delivery:

- stick to the times for breaks and activities
- keep on the topic
- guide the discussion
- encourage quieter participants to share their views
- recap important content before moving on
- listen attentively and show interest in all participants
- if conflict emerges remind people to respect and accept different views
- vary the activities (for example, discussions, question and answer, watch a video, self-reflective writing activities)
- thank participants when they share stories
- show empathy if participants disclose painful information
- end the workshop of a positive note and feedback to participants what you have gained from the workshop
- encourage participants to give feedback.



# WORKSHEET SAMPLES

## Participant Enrolment Sheet



Name:.....

Phone:.....

Email:.....

Address:.....

Organisation:.....

Reasons for doing the program:

.....  
.....

How did you hear about the program:

- Friend
- Workplace
- Attended another program. Give details:.....
- Radio
- Newspaper
- Flyer



# WORKSHEET SAMPLES

## Participant Evaluation Form



Thank you for completing this program evaluation form. Your feedback will help us to identify where we could improve the keeping communities safe and strong workshops.

Tick the box that best describes your learning experience.

Rate	Poor	Average	Good	Very good	Excellent
How well the program met your needs					
Standard and professional manner of the presenter					
How interesting and informative the content was					
Pace of the sessions					
Opportunities to participate and practise					
Rate your knowledge level on the topics before the session					
Rate your knowledge on the topics after the program					
Overall impression of the entire program					

Any further comments:

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Community groups empowering community

T: +61 07 4069 1663 F: +61 07 4069 2398 E: [intake@murakosker.org.au](mailto:intake@murakosker.org.au)