

# Module 4 Mentor as Connector

## Handout 4A: Anthony and James Case Study - Part Two

James and Anthony discussed Anthony's assets and they made quite a long list which really surprised Anthony. He had a sense of pride when they discussed his commitment to school, his talents with dance, his mother's caring commitment to him and his brother, and how proud she is of them. They talked about qualities they appreciated about him such as his honesty and his sense of responsibility and provided examples of where these qualities were demonstrated in their interactions. They also discussed what Anthony would benefit from given his interests and goals and what he and James might do together to foster those. Anthony was interested in joining the jazz band at the school but was concerned that he would need to work in order to help his mother. He was also concerned that his brother would need care.

Match support discussed housing and childcare options with Anthony's mother. James encouraged Anthony to approach the Jazz band teacher and share his interest

and concern. They made a bit of a game out of it. For each challenge that Anthony takes on, he gets to teach James a new dance move which he records as part of a video he plans to make (James isn't the most graceful dancer and the two usually end up laughing).

James and match support have spent time brainstorming ways that James can introduce positive exposures and experiences that Anthony will both enjoy and benefit from. They also considered people that Anthony already knows who might be interested in helping. This helped prepare James to have a discussion with Anthony about what is important to him, what goals he'd like to accomplish, and what activities they could do together to foster his goals. Some of Anthony's goals included getting more involved in music, finding out more about what was going on in the city with music and dance, and getting a job to help his mom. He was also concerned about taking care of his little brother

### Goals for Anthony and his family:

- Family is introduced to services needed for help with childcare, transportation, food, and rent assistance.
- Anthony is introduced to positive influences that match his assets.
- Anthony is participating in activities of interest;
- Anthony is meeting people in academics, athletics, arts, career/vocational, spiritual/religious, etc.

### Activities to support these goals could include:

#### Match Support could:

- Introduce Anthony and his mother to community services agency that works with children of incarcerated parents, or if appropriate,
- Inform his mother that the local church has worked with children of incarcerated parents and provides support services. Provide contact information for pastor/person at the church
- Provide information about childcare resources for Anthony's younger brother

#### Anthony could:

- Stop in the jazz band teacher's classroom and ask to talk with him for information about being involved
- Ask to talk with his guidance counselor about going to college and financial aid options

#### Mentor could:

- Take Anthony to watch the football half time show and meet the band director at the local college
- Bring Anthony to an information session at his school about financial aid options
- Browse the internet to learn more about music stores in the neighborhood to see what kind of programs they offer
- Visit a local music store to see what kind of programs they offer and ask about jobs they have open
- Check out local festivals in the community with free music and dance performances and attend one – or more - together.

# Module 4 Mentor as Connector

## Handout 4B: Mentor as Connector

Mentors who are able to connect their mentee's assets to supportive, positive experiences are helping their mentee to:

- Expand their view of the world;
- Establish the foundations to adapt to factors like parental incarceration;
- Build a supportive network;
- Transition to adulthood using positive constructs;
- Give back by becoming a connector themselves.

### A Connector is:

- Someone who connects people with other people, experiences, and organizations
- Mentors identify resources and share them with their mentee. This exposure can foster positive development of the mentee's assets.

### When to Connect?

Once you and match support have an agreed upon list of your mentee's positive assets, begin brainstorming ways to connect your mentee with people, experiences, and organizations that build upon the assets.

You may also work with match support to identify and connect your mentee and his/her family with immediate resource needs, and for opening up your mentee's world to new possibilities.

Be sure that you are always communicating with your mentee about what interests him or her so they are more likely to participate.

### How to Connect?

Almost everyone can be a useful resource as you seek experiences and people to introduce your mentee to. Start with known contacts in your mentee's life, and the places they are involved with such as school or a faith community. Ask your contacts for suggestions but remember not to share confidential information about your mentee. Look for free or inexpensive community events, college activities, and local businesses that may be willing to open their doors to your mentee.

**With what types of people, organizations or experiences would you connect Anthony? Why?**

**Why is this especially important for a youth who has an incarcerated family member?**

# Module 4 Mentor as Connector

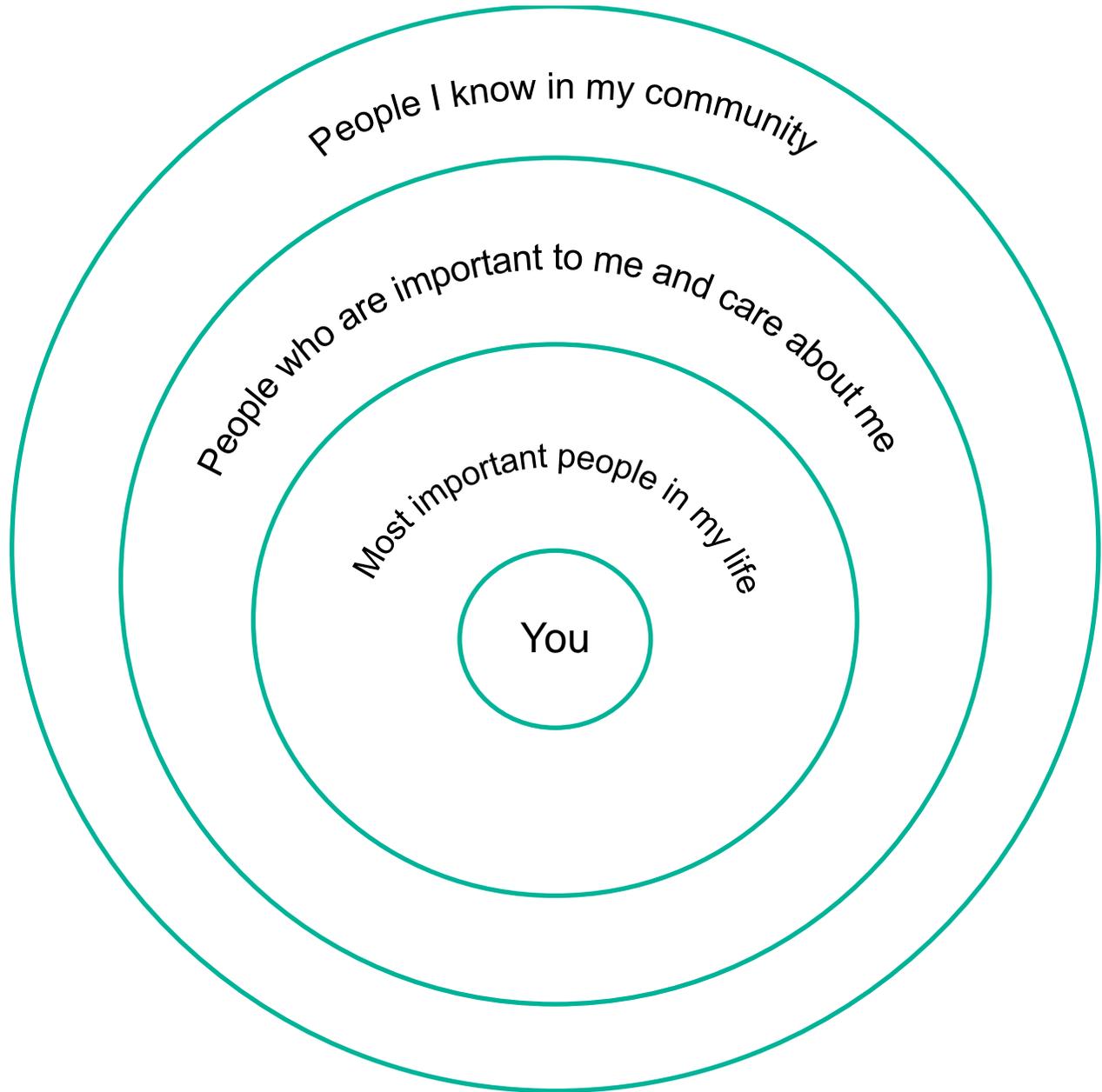
## Mentor as Connector: Inventory Sheet (Side Two)

Use this inventory sheet to begin listing people, places, organizations, and experiences that might be good options for connecting your mentee to expand their positive assets. For now, this is just to capture ideas. As you meet and get to know your mentee, and learn more about their natural connections, return to this list to help you capture more ideas specific to your mentee's interests and goals.

Assets & Aspirations	People	Places	Experiences

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## Handout 4C: Circles of Support



### Instructions:

You are the center of a growing world of connections and supports. Use this worksheet to think about people in your life that fit into these categories. These can include family members, friends, people you know from church, school, or work. You decide. Fill in as many people as you can think of.

Now that you have filled out the people who you already have in your life, consider who else you would like to include in your circles. Add these names to the circle using a different color pen or by underlining them. With the circles complete, think about how many people you know in each circle and celebrate those relationships! As you look at the people you would like to include in your circles, start thinking about how you can to connect to them.

# Module 4 Mentor as Connector

## Activity Cards: Child Scenarios (Mentor Training Activity)

As you read the scenario below, what assets and aspirations emerge for this child? If you were that child's mentor, what people, places, and experiences could you suggest that would build on their assets?

### Ben

Ben is 9 years old and lives with his grandmother and his 3 sisters in an apartment while his mother serves time in a prison about 50 miles away. Ben's grandmother gets frustrated with him because he is always drawing pictures instead of doing his chores and his homework. Ben's pictures are often of outdoor places and feature he and his mom. Ben's favorite classes at school are recess and science. Lately Ben has been having temper tantrums when he does not get his way. For example, he becomes very upset if he loses a game. He will typically throw the game on the floor and stomp out of the room.

### Mary

Mary is 13 and has just started 8th grade which means she is in the highest grade at that school. Mary has 2 younger siblings, a boy and a girl. She is often in charge of their care afterschool until their mom gets home from her job. Mary likes to read books to her sibs but they often beg her to make up one of her stories. They love her stories which get really crazy sometimes. Mary likes music and has always loved singing in the shower – she can really belt out a tune.

### Jamal

Jamal is 16 and loves to play basketball. He wants to be a professional basketball player and has been given a starter position on the JV team at school. Unfortunately, he may lose this opportunity because his grades are below the line that players are expected to maintain. He doesn't really understand why he can't play just because his grades are low. Jamal plays ball with his buddies when he isn't at practice or in school. Jamal is pretty good about doing his chores but not his homework. His mother wants him to get a job and help with the family expenses – or at least start covering his own – those sneakers are expensive!

# Module 4 Mentor as Connector

## Handout 4D: Mentor Assessment

1. **A connector is someone who introduces other people to other \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_.**
2. **Mentors as connectors identify resources and provide opportunities for their mentee increase and build on their mentee's assets.** True or False
3. **Exposing mentees to new experiences does what? Choose the best two.**
  - a. Keeps them busy so they don't participate in negative activities
  - b. Develops their positive assets in a way they may not have known was possible
  - c. Helps them see why they should attend college
  - d. Reduces their risk of incarceration
  - e. Builds confidence and character
4. **In Anthony's story, how did match support and James work together? Choose four.**
  - a. Used their network of resources to help James strategize
  - b. Helped Anthony and his mother gain access to needed resources
  - c. Secured employment for Anthony
  - d. Set goals for Anthony
  - e. Prioritized needs
  - f. Strategized on which assets to focus on
  - g. Included Anthony in planning goals
5. **Mentors develop goals and activities for their mentees and tell them what they are. This ensures that the goals are reasonable and feasible and can be achieved.** True or False
6. **The benefits of mentors being connectors are that their mentees:**
  - a. Expand their view of the world
  - b. Establish the foundations to adapt to factors like parental incarceration
  - c. Get financial aid
  - d. Build a supportive network
  - e. Transition to adulthood using positive constructs
  - f. Give back by becoming a connector themselves
  - g. All the above
  - h. A, b, d, e, f
  - i. A, b, c

# Module 4 Mentor as Connector

## Handout 4D: Mentor Assessment Key

1. **A connector is someone who introduces people to other people, experiences and organizations.**
2. **Mentors as connectors identify resources and provide opportunities for their mentee increase and build on their mentee's assets. True or False**
3. **Exposing mentees to new experiences does what? Choose the best two.**
  - a. Keeps them busy so they don't participate in negative activities
  - b. Develops their positive assets in a way they may not have known was possible
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  - e. Prioritized needs
  - f. Strategized on which assets to focus on
  - g. Included Anthony in planning goals
5. **Mentors develop goals and activities for their mentees and tell them what they are. This ensures that the goals are reasonable and feasible and can be achieved. True False**
6. **The benefits of mentors being connectors are that their mentees:**
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  - e. Transition to adulthood using positive constructs
  - f. Give back by becoming a connector themselves
  - g. All the above
  - h. A, b, d, e, f
  - i. A, b, c