The Mentoring Programme

Partnership

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Date

October 2023

INDEX

THE SPORTYMENTOR PROJECT

The SportyMentor project intends to promote a more participatory process in changing children and young people with challenging behaviours. This is because these behaviours that can be defined as "challenging" can put young people (or those around them) at risk, or lead to a poorer quality of life. To tackle this issue, SportyMentor proposes a child-centered methodology where young people will have time to relax, contact with sports and the environment. The partnership includes organizations from France, Portugal, Ireland, Romania and Belgium. The SportyMentor project requires partners' cooperation in areas related to youth, health, sports, training and active civic participation.

To accomplish the goals defined for the Project, the partnership will create and promote resources aimed at developing the knowledge and empowering key actors that work with young people with challenging behaviours to support their engagement with youth. For SportyMentor, the main expected results are:

- Design a guide to define the scientific basis of a sports mentoring programme for disadvantaged youth, to inform the other project results and guarantee that they are adapted to the real needs of the target group.
- **Develop a sports mentoring programme, oriented towards the development of interpersonal and prosocial skills of young people, as well as gaining soft skills and knowledge in various fields such as sports, eco-citizenship, civic engagement.**
- Create a eco-citizenship toolkit to support the sports mentoring programme, with the goal to contribute to the young people's empowerment for civic participation, more specifically, to contribute to their awareness on how to apply their environmental rights and duties.
- Set up a mobile application that will work as a new tool for anyone who wishes to implement a sports mentoring program for youth with disruptive behaviour and will improve technological skills for participants.

INTRODUCTION

The SportyMentor project has the purpose to develop a youth-centred methodology in which disadvantaged young people will harness the opportunity to interact with young adults with sport background or practitioners, play sports and be in contact with the environment. By promoting a more participatory process in changing challenging behaviours of children and young people, the Consortium expects to have a positive impact in youth development, increased motivation to participate in physical activities, and the acquisition of social competencies that will benefit these young people in the different areas of their lives.

The initiative will involve youth with challenging behaviour in a sports mentoring programme, which is intended to encourage them to pursue a healthy and sustainable lifestyle, promote structural cognitive-behavioural and affective changes in these youngsters. In this process, the project will connect these children/young people (mentees) and young role models (mentors) with the purpose of ensuring positive relationships and contributing to changes in their learning styles and behaviour.

The SportyMentor Mentoring Programme is a formalized framework that will support mentors and mentor's coordinators in promoting mentoring processes with youth. The Programme will also propose practical tools and resources that can be used during mentoring sessions with the purposes of promoting healthy behaviour in youngsters, promoting civic engagement and environmental awareness, and developing the digital competencies of young people.

Key Words

Young people; Challenging behaviour; Sports Mentoring; Mentor; Mentee; Mentor's Coordinator; Role model; Civic Engagement; Eco-citizenship; Mentoring; Tools; Sustainability; Active Citizenship; Environmental consciousness; Mentoring App; Digital Competencies.

1. THE CONCEPT OF MENTORING

1.1 Definition of Mentoring

Mentoring "...is a process that involves the interaction between two people: mentee (who benefits from the knowledge, skills, competencies and experiences of a mentor) and a mentor (available to use his own experience to convey positive behaviours in a constructive manner and on a voluntary basis to the mentee" (M4M, 2019).

Mentoring involves an **interaction between at least two people** (in specific occasions, it is possible to implement "group mentoring" sessions too), promoting a **personal and/or professional development** of the mentee, through the mentor' guidance. This relationship is based on **consistent**, but **limited**, **support**; and the equality of roles in the relationship makes it a **process of co-construction**.

It is important to keep in mind that both mentor and mentee should benefit from the relationship, since it is built together and the different roles in the process are only an opportunity of growing together (MPATH, 2017; M4M, 2019).

In this way, mentoring can be a **strategy to engage with children and youngsters with challenging behaviours, and to address the lack of physical activity in adolescents**.

Mentoring is a personalized and integrated intervention, where the mentor helps and supports the mentee in building <u>self-confidence</u>, <u>self-efficiency</u>, and <u>self-concept</u>.

This is done by:

- Promoting the skills and qualities of the mentees. For example, helping youngsters develop social skills may increase their relationships with classmates and improve academic performance.
- Creating a healthy and secure relationship with the mentee, ensuring an environment of respect and security, which is even more important when it comes to mentoring processes involving youth.
- The mentor should also have opportunities to teach the mentee. For sports mentoring, although mentors don't have to necessarily be experts, some familiarity with subjects such as game rules and physical activities techniques may be helpful.
- Guide the mentoring sessions according to the mentee's needs and requirements.

Mentors play a fundamental part as role models, given that their knowledge and experience may inspire youngsters not only to follow a responsible path but to act as active citizens. In SportyMentor, the goal is to create a positive and informal environment in which young people (mentees) engage with young role models (mentors) that, after having

specific training, will establish a mentoring relationship with those youngsters, providing them support and a special place to have a real say and real choices. Furthermore, by **connecting youth with role models, this Mentoring Programme aims at contributing to changing youth's lifestyles and behaviour, promoting a healthy lifestyle and impacting youngsters' sense of community and willingness to give back to society.**

1.2 Mentoring Goals

As children and young people often face challenges in a crucial period of life, in which mental and behavioral disorders can emerge (Stringaris *et al.*, 2013), it becomes significantly important for relevant stakeholders to develop ways to engage with them. Mentoring can be a powerful strategy to help youth strengthen interpersonal and intrapersonal skills, as it enables positive interactions between mentees and mentors throughout different sessions, planned according to the needs of each youngster.

SportyMentor Mentoring Programme's goals are:

- to provide a formal structure to combine mentoring and sports, with an orientation towards personal development and the development of prosocial skills, to tackle anti-social behaviours;
- to help youngsters gain soft skills and knowledge in various fields such as sports and eco-citizenship;
- to motivate youth to participate in civic activities, for example local volunteering.

The Mobile App is a fundamental part of the innovative approach proposed by SportyMentor, as it will work as a secured platform for enabling interactions between mentors and mentees, a strategy to support the promotion of a healthy lifestyle of adolescents and young people, to improve the technological skills of participants, and a space to gather useful tools for mentoring sessions.

1.3. Key actors: the different roles in mentoring

For the Mentoring Programme of SportyMentor, we present the main actors involved in the mentoring process:

The **Mentor's coordinator or manager** can be an experienced mentor or an organization that works to ensure that the goals of the mentoring are being met, through the management and supervision of the programme. The coordinator is a fundamental part of mentoring, being in

charge of the recruitment, development, matching, and implementation of strategies to retain mentors and mentees. Throughout the process, they also can help mentors to strengthen existing skills and knowledge and even acquire new ones. Nevertheless, a mentors' coordinator is a reference point where both mentor and mentee can find guidance and practical support during the process (I2D, 2022; FORZA, 2023). **For the SportyMentor project, it is important that the coordinator has a certain degree of digital skills to support them with technical issues (related to the App) that may come.**

A **Mentor** is a person who voluntarily uses their skills and knowledge to build a relationship and to inspire positive behaviours in mentees. By sharing their own life experience and offering their time, guidance and encouragement, the mentor is able to support young people to develop their own personal, civic and professional capabilities (I2D, 2022; SportyMentor, 2023). Because understanding the mentee's realities at a minimum level is a potential way for mentors to create empathy, SportyMentor's consortium consider that mentors should have some knowledge about the possible challenges that youngsters from disadvantaged backgrounds face. For example, they can have a similar past and can be considered someone with a story of success (SportyMentor, 2023).

Besides the fundamental characteristics that mentors must have to promote fruitful mentoring processes (which you can find on the board below), SportyMentor's mentors also have the mission to be **role models for young people, especially for those with challenging behaviours.** In practice, this requires the **promotion of active civic participation and of youth engagement in sports and physical activities**. The expected outcomes are increasing positive and responsible behaviours of young people and a greater adoption of a healthy lifestyle.

Nevertheless, a mentor, above all, should possess the following skills (Loretto, 2022):

Be patient	Show mutual respect	Be supportive	Be inspiring	Be adaptable
Be enthusiastic	Genuinely interested in helping	Be a good active listener	Be consistent	Give honest feedback

Mentee: the person who benefits from the mentoring process. In the SportyMentor context, the mentee is a **young individual, who comes from a disadvantaged background, but is willing to receive guidance**. A mentee should have the following skills:

Be willing to receive guidance	Be consistent	Be open

For a successful mentoring process, there are some important characteristics that mentees must have (University of Illinois, 2022):

● **Personal commitment** – there should be some commitment from the mentee's side, by preparing for meetings with the mentor and following the goals/objectives set, taking responsibility to learn

● **Flexibility** – a mentee should also be able to recognize the need to accommodate changes and keep the focus on the overall goal

● **Openness** – the mentee should be open to accept feedback, discuss areas for improvement, and ask for help, as well as share one's needs and views with the mentor. This openness should also cover the willingness to consider different ideas or opinions, to try new things, and to accept different points of view

● **Initiative** – which is the ability to act or take responsibility to do something without being prompted to do so.

Young people engage in mentoring programs for various reasons, and the specific needs of each one of them must be taken into consideration during the planning and implementation of the sessions in order to produce the desired results.

2. THE SPORTYMENTOR MENTORING MODEL

The SportyMentor Mentoring Model is a peer and non-peer mentoring model, and its scope is to promote a more participatory process in changing children and young people with challenging behaviours. By using this model, the partnership allows young mentees to interact with role model mentors over the course of structured mentoring sessions, which aim to encourage young people's civic participation, their engagement in physical activities and their personal development.

Typology	Peer and non-peer	Mentors can either **have or not have common characteristics with the mentees.** Although the SportyMentor initiative involves youth, so the age difference between mentor and mentee is a possibility, we ideally suggest for this gap not to be excessive.
Relationship	1-1	**Each mentor can work with 1 mentee or more at a time**, so 1 mentor can be paired with more than one mentee, according to the specific needs and characteristics of the persons involved and the mentor's availability.
Focus	Goal-oriented and open-ended	The mentoring process has a **specific goal to achieve** (defined by the programme and by each pair), but it can also take into consideration particular situations that improve the mentee's life (if connected with the goal). The **goals should be set by the mentee with the support of the mentor.**
Duration and frequency	6 months	The ideal duration of each mentoring process is about **4 - 6 months**. We recommend a minimum frequency of **every two weeks**, which can go from **45 to 60 minutes** each. On one hand, mentor and mentee must be **flexible and adaptable** to this configuration, on the other, it is important to follow the established plan as much as possible.
Format	Online & face-to-face	Due to the utilization of the App for the SportyMentor Mentoring Programme, the sessions will happen both **online and face-to-face, according to the mentor and mentee's agreement**. Whenever it takes place in-person, the place for mentoring shall be agreed upon by both mentor and mentee, always considering that youngsters have to feel comfortable and safe.

To maximize the potential to achieve the purposes defined for the mentoring processes, mentors must **combine the practical tools proposed by this SportyMentor's Mentoring Programme with** the promotion of activities related to **sports and civic participation**

presented by the Ecocitizenship Toolkit, and the **digital resources** available on the SportyMentor online application.

2.1. The SportyMentor Programme

The SportyMentor model's goal is to allow the promotion of mentoring processes with youth with challenging behaviours in different contexts, through its replication. The success of the following model is strongly related to the commitment and responsibility taken by mentors and mentees. Mentoring processes have the potential to positively impact not only sports and youth professionals, but also young people's attitudes.

The following section provides a practical and simple approach to the SportyMentor mentoring programme and suggest tools that can be useful in each of the steps. Each organization or mentoring peer can adapt all activities into their specific context (based on Inn2Diversity, 2022).

Programme Launch

In this phase:	Recommended Tools:
● Connect with sports associations and other local organizations to disseminate the SportyMentor' s Mentoring Programme and the Training ● Identify young people connected to these organizations and who can perform the role of mentors ● Select and train the mentor coordinators and mentors ● Connect with mentors' coordinators and other youth professionals to identify the potential mentees ● A direct communication can be launched to involve mentor volunteers and mentees into the process	● Programme presentation ● Direct communication ● Leaflets and social media posts ● Mentoring registration form (Annex 1)

Mentors Training

In this phase:	Recommended Tools:
● Organise the necessary logistics (taking into consideration the format of the training – online or face-to-face) ● Pre-training: self-assessment tool to understand the profile of the mentors and support their self-reflection (Annex 2)	● Project materials for mentors, including activities and group dynamics

● Post-training: identify who will work with which mentee (administrative matching)	● Self-assessment Tool for Mentors, Mentees and Coordinators (Annex 2, 3 and 4)

Mentoring Roll-out

In this phase:	Recommended Tools:
● The mentors' coordinator shall promote the first presentation and welcome for mentors and mentees (separately with each pair or together with all participants) - in some situations, the coordinator could be a staff member from the partner organization, for example ● The mentoring process starts, so does the "get-to-know" stage (lasts for a couple of weeks given the need to make sure that mentor and mentee work well with each other – matching confirmation) ● Mentors must complete the meeting log for each mentoring session.	● Mentoring Agreement (Annex 5) ● Mentoring meeting record (Annex 6)

Mentoring Process

In this phase:	Recommended Tools:
● Mentors and mentees meet regularly (online through the SportyMentor App or in-person) ● The frequency of meetings depends not only on the needs and availability of mentor and mentee, but also on the intensiveness of the programme ● In the SportyMentor model, the suggested minimum frequency is one meeting every two weeks ● The duration of each meeting varies according to different factors, but the average is 45 to 60 minutes.	● Mentoring meeting record (Annex 6)

Mentoring Follow-up

In this phase: **Recommended Tools:**

● In the first days, the coordinator must set up regular calls to each mentor to check-in	● Training materials ● Case discussion ● Group dynamics for team building
● Schedule meetings throughout the process with the group of mentors to discuss their processes, challenges and difficulties, and the strategies to use (meeting can be monthly or fortnightly)	● Mentoring Progress Report – to be completed by mentor (Annex 7) and mentee (Annex 8)
● The meetings can also be useful for mentors to review/reinforce some training contents	
● Half-way of the process, check on its progress	

Mentoring Evaluation and Closure

In this phase: **Recommended Tools:**

● Mentor coordinator, mentor and mentee should create a moment of closure (e.g. a group activity or a self-reflection activity)	● Self-assessment Tool for Mentors, Mentees and Coordinator (Annex 2, 3 and 4)
● Measure the results and outcome of each mentoring process	● Mentoring Final Report (Annex 10)
● Build an analysis of general results of the programme implemented	
● Identify what can be improved for the next mentoring processes	

2.2. The SportyMentor Programme Mentoring Resources: *Logistics and Human Resources needed*

The Mobile App is a fundamental part of the innovative approach proposed by SportyMentor, as it will work as a secured platform for enabling interactions between mentors and mentees, a strategy to support the promotion of a healthy lifestyle of adolescents and young people, to improve the technological skills of participants, and a space to gather useful tools for mentoring sessions.

A brief overview on the app is present below.

Users are required to create an account in order to access the app, specifying their profile as either a mentor or mentee (as depicted in figure 2.2.1). Additionally, the app features a third profile, the coordinator, tasked with managing user statuses, app settings, and monitoring functionalities.
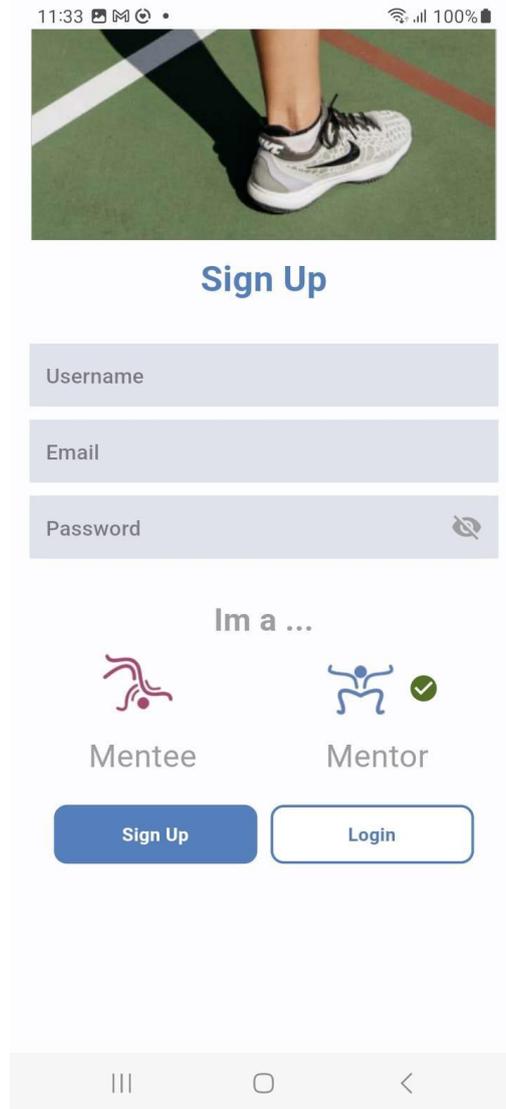
Figure 2.2.1. Sign Up screen

The main screen is segmented into five main options: 1) Resources, 2) Sessions, 3) Chat, 4) About, and 5) Settings.

The "Resources" option encompasses mentoring icebreakers and tools and suggestions of activities for mentors to implement during sessions with mentees, as illustrated in the figure below.
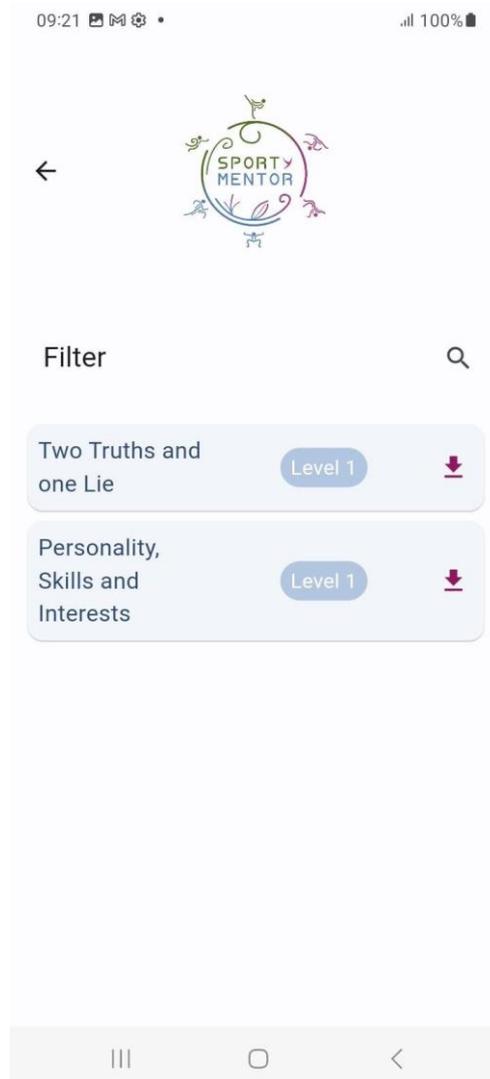
Figure 2.2.2. Resources screen

The "Sessions" option displays a monthly calendar showcasing the planned sessions, as illustrated in Figure 2.2.3. It is important to emphasize that only mentors have the permission to manage sessions, including scheduling and canceling.
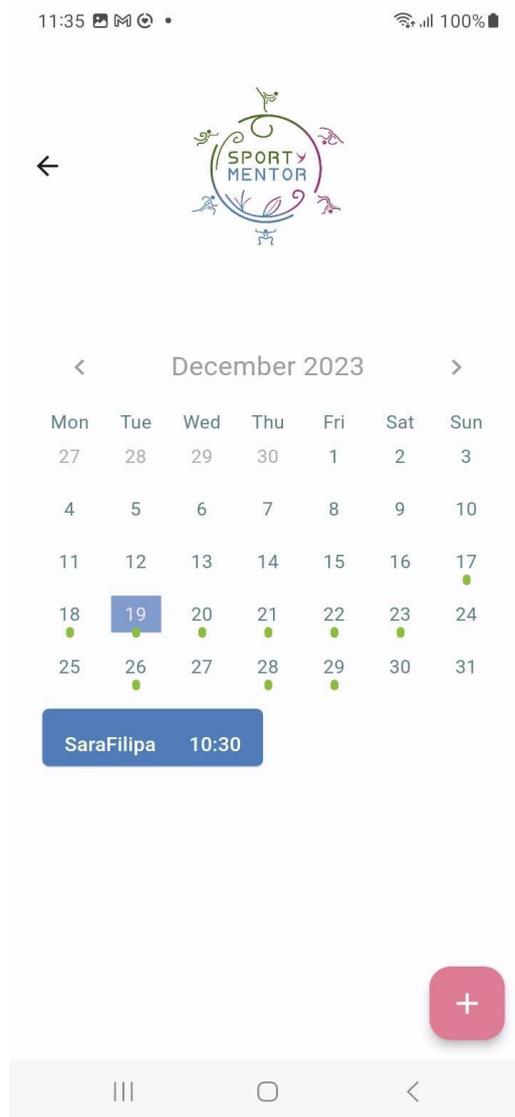
Figure 2.2.3. Monthly sessions

A "Chat" feature is provided to connect mentors and mentees. Each participant has their own list of chats, accompanied by a search button and the option to edit their profile (image, username, …).. To ensure security, only mentors have the capability to invite users to a chat, using the mentee's email, with the mentee being required to be registered in the app. Figure 2.2.4 depicts the chat screen.
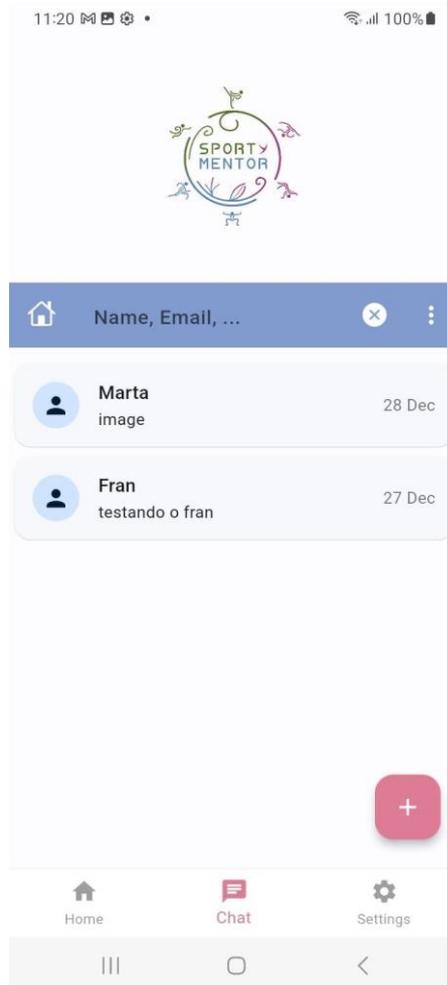
Figure 2.2.4. Chat screen

With security in mind, the app incorporates a coordinator profile that possesses authorized access to all chats and messages for review.

The "About" option is divided into two screens: 1) one dedicated to the project, which includes information about partners, and 2) the app's Terms and Conditions.

The "Settings" option allows users to log out, recover their password, and customize the app language (as depicted in figure 2.2.5).
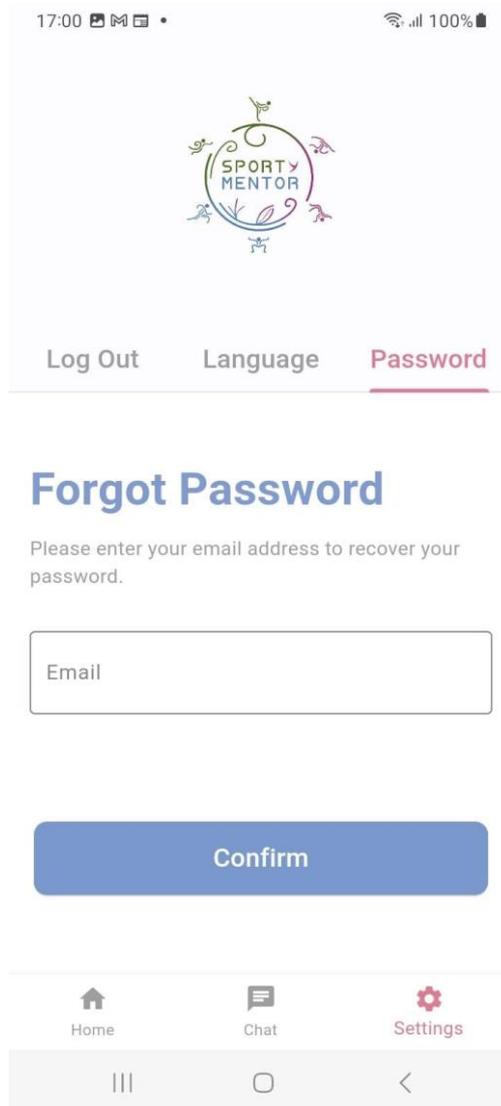
Figure 2.2.5. User settings

We consider that it will be interesting for mentors to get familiar with the SportyMentor APP and to test its functionalities before engaging in mentoring relationships with youngsters. In case they need additional support, mentors can contact SportyMentor's partners and ask for further indications.

2.3. Child Protection Policy

A Child Protection Policy (CPP) is a fundamental document to keep in mind when working with children or minors. This document describes the existing measures to protect children, the rules that must be followed when working with them, how to prevent abuse and harm to this group, the appropriate procedure to follow in case of possible issues, namely who to report to if any issues arise. Besides its importance in guiding the work of organizations that involve children in their daily activities, a CPP also informs children/young people and parents

and legal caregivers about how a given organization will handle possible issues (European Commission, 2020).

SportyMentor Consortium recognizes the role of providing and following well-designed child protection policies, that have the goals to ensure the promotion of child-friendly environments and to support the project's staff during the development of activities, including mentoring sessions with youth. In this sense, each partner of the SportyMentor initiative is responsible for making available, freely and online, a CPP regarding their work with children and young people and which has adequate procedures to be followed by everyone who is involved in those activities.

You can find more information about each partner's Child Protection Policy in the respective websites:

Partner	Country	Website
Afeji Hauts-de-France	France	https://www.afeji.org/
Aproximar – Cooperativa de Solidariedade Social, CRL	Portugal	https://www.aproximar.pt/
Universidade da Beira Interior	Portugal	https://www.ubi.pt/
I&F Education and Development	Ireland	https://instructionandformation.ie/
Asociatia Vis Juventum	Romania	http://visjuventum.eu/
Pour la Solidarité	Belgium	https://www.pourlasolidarite.eu/fr/page/pour-la-solidarite-pls-0

In order to support Sport Club Organizations evaluating if they are taking all the necessary actions to keep children safe, a Self-assessment tool on Child Protection Policies in sports was developed by organizations from Greece, Cyprus, Italy, and Portugal within the ACTIVE Research project.

To engage in the self-assessment process proposed by the tool, participants need to read through the Information Package Guide, which brings concrete examples of violent behaviours and information that can be useful on child safeguarding. After completing the process, organizations can receive research-driven feedback to help them improve the organizational practices on this matter.

Because SportyMentor's partners recognize the importance of guaranteeing a safe and healthy environment for children to participate in activities, this Mentoring Programme suggests that sport club organizations dedicate some time to self-reflect and to engage in this process of discovery and improvement.

The tool is available on: https://platform.activeproject.eu/en/

3. MENTORING AS A STRATEGY TO ENGAGE CHILDREN AND YOUNG PEOPLE WITH CHALLENGING BEHAVIOURS

Participating in mentoring is beneficial for mentees, given that it promotes increased self-confidence, self-esteem, and sense of solidarity; increased social opportunities and friendship circles and the reduction of isolation and exclusion (SOFIE, 2017). In sports mentoring, this can be developed by promoting intrapersonal and interpersonal skills during sessions. In this sense, it is important that mentors can create a comfortable environment for young people to share.

Mentoring processes can also positively result in support; encouragement; discussion/sharing of ideas; constructive feedback/criticism and affirmation, career progression and commitment (MPATH, 2016). Also, it is possible to refer to benefits related to development of potentials; personality development; professional guidance; networking in the world of work; change of perspective; motivation; exchange of experiences (WKO, 2008).

Research from the "Guide to define the scientific basis of a sports mentoring programme for disadvantaged youth", promoted by SportyMentor's partners, found that inequalities have increased for the last twenty years, and that there are various factors related to the disadvantaged situation of children and young people, leading them to have challenging behaviours. Problems related to the socio-economic situation of youngsters, namely poverty, unequal access to education, the vulnerability that affects migrants, and the digital divide that creates a gap between social groups, make it urgent to develop effective ways to address the needs of children and young people. SportyMentor's Guide recognizes that "health is a key measure of the quality of life", therefore approaching issues related to the lack of physical activity and the increasing mental health issues that have been affecting particularly young people is also one of the priorities of this initiative.

SportyMentor has the goal to help and support disadvantaged youth, with special attention to young people with challenging behaviours. To do so, the present Mentoring Programme is intended to promote mentoring as a strategy to "boost their motivation to pursue a healthy and sustainable lifestyle, promoting structural cognitive-behavioral and affective changes in these young people". This will be possible through the promotion of positive relationships between youth and role models, who will support them not only in developing social skills that can be transferred to other relationships, but also in envisioning their futures with greater optimism and clarity (Rhodes *et al.*, 2005).

The inclusion of sports and activities in mentoring programmes brings a lot of potentialities that can make great change in young people's life. According to the SportyMentor's "Guide", active citizenship[1]; cooperation attitudes[2]; personal qualities such as emotion regulation[3]; social skills such as teamwork, loyalty, self-sacrifice, ethical behaviour and perseverance to achieve goals[4], are some examples of competencies that can be developed through physical education and sport.

The success of mentoring processes is directly related to different factors. It is vital that sessions address the specific needs and goals of mentees, and that mentors plan and develop adequate activities that are useful for youngsters. To do so, mentors are required to dedicate some of their time to reflect on the right tools to use. Since the SportyMentor initiative has a digital component, especially given the use of the App, mentors must take into consideration is how to include technology in this process and reflect how to develop activities that can enhance digital competencies of young people. By successfully performing these tasks, mentors will be able to help develop civic awareness, to increase young people's motivation to pursue a healthy and sustainable lifestyle and to promote active citizenship of youth.

3.1. Sports as a strategy to engage young people

The use of physical activity and/or sport to support disadvantaged young people has become a major focus of the Europe 2020 agenda, notably as a result of the COVID pandemic, which has brought a number of inequalities to the surface.

The decline in sporting activity
According to the World Health Organisation (WHO), regular physical activity promotes mental and physical health, for example by preventing and managing cardiovascular disease, or reducing symptoms of depression and anxiety. In spite of this, children and young people's physical activity levels and skills have declined steadily and globally over the last two

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[1] Banks, J. (2008). Diversity and citizenship education in global times. Education for citizenship and democracy, pp. 57-70

[2] Bailey, R. (2005). Evaluating the relationship between physical education, sport and social inclusion. Educational review, 57(1), pp. 71-90

[3] Hellison, D. (2010). Teaching personal and social responsibility through physical activity. Cahmpaign, IL: Human Kinetics.

[4] Rudd & Stoll (2004) 'What type of character do athletes possess? An empirical examination of college athletes versus college non athletes with the RSBH value judgment inventory', The Sport Journal. 7(2)

decades. Indeed, despite the well-known benefits of physical activity, more than 81% of the world's adolescent population is insufficiently physically active (2020).

According to a survey carried out as part of the "ICOACHKIDS+" project (2021), young people report that "poor practice by coaches and negative relationships are a key factor in sport adolescent dropout". These results are supported by a series of research which highlight that sport is not a 'quick fix' or a 'panacea' for all of society's ailments. Sport can only fulfil its potential for positive impact when delivered by a highly qualified and appropriately trained workforce. The question of sufficient conditions, i.e. the mechanisms, processes and experiences that can produce positive effects for certain participants, is therefore important to consider in actions and, more broadly, in policies based on sport as a catalyst for social inclusion.

European Youth Strategy

The EU Youth Strategy is the framework for EU youth policy cooperation for 2019-2027. It focuses on three core areas of action, around the following three words : **Engage**, **Connect** and **Empower**. EU priorities therefore include:
- promoting mental and sexual health, sport, physical activity and healthy lifestyles;
 - promoting cooperation between schools, youth workers, health professionals and sports organisations;
  - raising awareness of how sport can promote teamwork, intercultural learning and responsibility.

Sport potential

Research shows the potential of sport and physical activity to educate young people promoting the respect for self and others alongside personal responsibility, self-regulation, communication skills, motivation, and self-awareness. According to Ubago-Jiménez *et al.* (2019), when comparing children who participate in sports to children who do not participate, those who engage in sporting activities have higher levels of self-regulation. Juyal & Dandona (2012) argue that the reason for this is due to the opportunity that physical activity and sport provide individual interactions in a collaborative manner whilst working towards a common goal, since participants learn to develop self-regulation skills and sport provides an arena to express and channel stronger emotions (such as aggression) in a more socially appropriate manner.

Furthermore, several European institutions acknowledge the potential of physical education and sport as a means of developing social, ethical and moral competencies, such as: active citizenship, cooperation attitudes; personal qualities such as emotion regulation; social skills such as teamwork, loyalty, self-sacrifice, ethical behaviour and perseverance to achieve goals.

To optimise the potential of sporting activity in developing these skills, Hellison (2010) suggested that there needed to be a holistic approach to engaging learners with physical activity. Within this approach, educators need to ensure that there is protected time for relationship building and reflection alongside ensuring that the voices of the participants are heard throughout which is achieved through group meetings; explicit explanation of the desired outcomes of the activity (including the social and emotional competency development) and individualised programmes which recognize individual needs.

3.2. Development and young civic engagement

Part of the reason why so many youngsters feel isolated or develop anti-social behaviour is because they feel removed from the society in which they grew up in and belong to. They lash out against perceived unfair treatment by their elders or against rules and restrictions that feel suffocating. Authoritative institutions or those in power become the perpetrators of this treatment. They lack opportunities or avenues to express themselves in a non-threatening and non-judgemental arena. When young people feel bored or 'hopeless' there is often more chance of conflict with the law or destructive behaviours.

Many times, what youngsters are missing is in fact an outlet for their energy or creativity. Rather than joining clubs and organisations that are there to provide the support and developmental assistance they need, they instead are drawn into groups that don't have their best interests at heart and which can lead them on a downward spiral that can affect the rest of their lives as they get older. But what is promising and sheds hope onto the situation of a disadvantaged person or cohort, is that ***disadvantage is not destiny: socio-economically disadvantaged students are found amongst the highest performers internationally***[5]. When disadvantaged youth have the care that's needed (often through some form of mentoring or support) it is not too late for them to turn their lives in a positive direction.

When the pandemic came along, this further exacerbated the problem of youth disconnect with those people and organisations that were there to help and guide them through the

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[5] Loftus Report (2017) Focus Ireland's 'Education Matters' Programme: Measuring Impact

turbulence of adolescence. The Youth Foundation of Ireland conducted a study in April 2021 into the effects of the pandemic on young people, particularly those in disadvantaged circumstances, and found that '***many young people had already socially regressed, fallen behind in education, and had their employment prospects shattered.***'[6] *It was also discovered that during these years of lockdowns*, it contributed to 'a generation lacking in social skills and the resilience to succeed'. Bringing disadvantaged youth back under the protective umbrella of the services that look out for them is a key objective.

Europe has also seen a rise in migration over the past few years, where people are fleeing to escape violence or persecution in their native countries. Young immigrants are particularly vulnerable and often find it difficult to integrate properly into local communities. They are seen as 'outsiders' and as such fail to develop that essential bond to both the community and its inhabitants.

According to research, '*In most European education systems, migrant students tend to underperform and express a lower sense of wellbeing compared to their native-born peers.*' (European Commission, 2019). With this project we will target those youths who are disadvantaged by immigration or asylum and will seek to help them find their voice and their place in their new community.

How to engage youth in civic development?

Civic engagement is the taking part in society and cultivating a feeling of pride or responsibility for what goes on in your city, town, or village. By doing this it can give youngsters a feeling of belonging and making a difference. But before this happens youth need to see what effect their actions can have on the people and places around them. If we can demonstrate to them that their intentions and decisions to engage socially can have a beneficial impact, then it will inspire and encourage them to get involved in activities and practices that help the planet and those people in their communities.

When youngsters can make an impact through their actions and participation in different initiatives, it is a doorway for them to walk through and keep going. In the SportyMentor project, the types of ways that we can encourage youngsters to get involved in their communities and for the greater good of the places they live are,

1. **Sporting activities**

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[6] IYF (2021) Generation Pandemic Report

Sports are a great way to instil a sense of self-respect, fair play, and teamwork into a disadvantaged youth. It is through playing sport that they can find acceptance and an outlet for their talents and abilities. It is also an ideal way for them to manifest and develop essential competences going forward that will help them in all areas of their lives.

2. Sustainability and Volunteering

This is the very soul of making a difference in your community and benefitting from the good will and respect that a young person will garner from peers and others in the place where they live. Through this programme, volunteering is a keystone and a very effective way for youngsters to find acceptance, respect, and a sense of fulfilment.

3. Utilising Nature and the outdoors

Too often, we as humans – and in particular, modern-day youngsters – are stuck inside for large periods of time where the outside world is almost forgotten about. This can have knock-on effects to a youngsters' health, social development, and knowledge about nature and how it works. With this programme many of the activities and tools are based outdoors and encourages a harmonious and a mutually beneficial relationship.

All of these activities will encourage the development of civic engagement among youths. It is imperative that this involvement in the community is at the forefront of any mentoring programme as it is through others and through interactions with people that a young person develops emotionally and grows into a healthy and well-rounded individual who can bring positive changes to their environment, and also enhance and develop their own qualities.

3.3. Capacity building on digital competencies for online mentoring

As digitalization is encompassing most of our lives' aspects, becoming digitally literate is essential nowadays. Indeed, we are living in a digital world where communication channels are mostly digital. Unfortunately, digital literacy is not part of the academic programs in schools, leaving the children/teenagers in a potentially dangerous world for them. Indeed, digital devices can be empowering & socializing tools if and only if one knows how to use them safely.

 "*Digital literacy, like other competencies, should start at school. But many education systems are not equipped to teach children these skills because they lack the proper*

infrastructure, technological equipment, teacher training, curriculum, or learning benchmarks. This gap is further pronounced in developing countries."[7]

In the SportyMentor project, a mobile application is a tool developed by partners to support the Mentoring Programme followed by mentees and mentors. It is therefore important to give key essential recommendations for mentees and mentors to use this mobile application in a safe and appropriate manner.

What is digital literacy?

Digital literacy can be defined as the ability to understand and use digital technology in all aspects of one's life.[8] According to UNICEF, "It refers to the knowledge, skills and attitudes that allow children to be both safe and empowered in an increasingly digital world. This encompasses their play, participation, socializing, searching and learning through digital technologies. What constitutes digital literacy will vary according to children's age, local culture and context."[9]

Digital literacy is about more than just using computers. To become digitally literate, learners need to develop a range of skills. They need to be able to use technology to search for and create content, solve problems and innovate. They need to be able to connect and communicate effectively online, learn, collaborate with peers, and discover and share new information. And while doing all of this, learners need to be able to recognise risk, stay safe online, protect their physical and emotional wellbeing, and practise positive online behaviours.

The Digital Skills Continuum[10]

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[7] The Digital Literacy Imperative The Digital Literacy Imperative (csis.org)

[8] Définition de la littératie numérique (inclusion-numerique.fr)

[9] Digital literacy for children — 10 things to know | UNICEF Office of Global Insight & Policy

[10] International Telecommunication Union (ITU), *Digital Skills Toolkit* (Geneva: ITU, 2018), https://www.itu.int/en/ITU-D/Digital-Inclusion/Youth-and-Children/Pages/Digital-Skills-Toolkit.aspx.

Continuum of digital skills
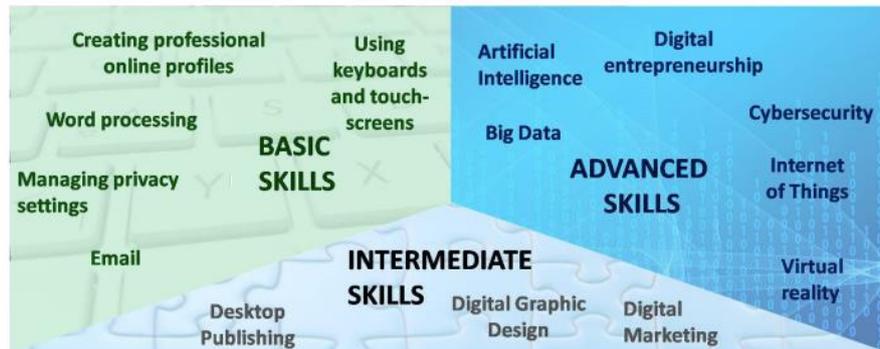
Key recommendations for safe and informed use of the SportyMentor Application

1. Mentors should explain the core objective of the SportyMentor application to mentees.

2. Discovering the SportyMentor application together as a mentor-mentee pairing: Mentors should present all the range of possibilities/functionalities this application offers.

3. Mentors should support the mentees in the creation of their personal account. Mentors should sensitize mentees about the importance of privacy when it comes to personal data (age, place of living...). They should set some boundaries by reminding mentees to never share their credentials with their friends.

4. Mentors should remain available in case of mentees' questions all through the mentoring programme process.

4. THE MENTORING PROCESS

Defining a well-structured framework for mentoring processes is a fundamental step towards success. The SportyMentor's model is divided into the 3 main stages of the relationship development: 1) Building a relationship; 2) Development; 3) Closure, segmented in 9 steps (based on MPATH, 2017).

Research from SportyMentor's Guide (PR1) shows important aspects that help build **good mentoring relationships** (Jekielek *et al.*, 2002):

- The **duration** of the mentoring relationship: mentees involved in short term mentoring (in this case, less than 3-months) demonstrated less confidence about doing their homework and had a substantially lower sense of self-worth. This finding supports the idea that long-lasting mentoring relationships seem to bring more benefits to youth than brief ones.
- The frequency of **communication**: Having frequent contact with their mentor during the mentoring process is an extremely beneficial factor for young people, as it increases their confidence, reduces the risk of them missing school and even reduces the possibility of them starting to use drugs, for example. This becomes apparent if we compare these relationships with those of young people who have little contact with their mentors, and who end up performing poorly on the indicators mentioned.
- The **quality** of the mentoring relationship: the perception that youngsters have in relation to their relationship with mentors also influences the practical outcomes of their lives. In this sense, relationship that are perceived by youth as higher-quality ones are more likely to result in greater benefits for them, such as better academic performance and less likelihood to start using drugs and alcohol.

4.1. Mentoring Tools and Mentoring Stages

In this section, a list of icebreakers and tools will be presented with the goal to support mentors in their relationship with the mentee, in each of the phases of the mentoring process. These tools are designed to promote closeness, trust and connection between them. More specifically, they allow the mentor to understand the mentee's needs and for both to think of concrete strategies so that the young people can achieve the mentoring objectives.

In this sense, we will explain each of the three phases of the proposed SportyMentor model (Building a Relationship, Development and Closure) and provide practical resources which, although not mandatory during the process, certainly help to consolidate a structure for the

success of the mentoring. The adaptability of the mentors will be a key factor when it comes to making the most of and using each of the tools properly.

There are key aspects to keep in mind in each of these stages during the mentoring process:

A) BUILDING A RELATIONSHIP

In the first phases of the mentoring relationship, there are important steps that must be accomplished. It is important for the mentor to understand what the mentee's needs are, so that they can set realistic and appropriate goals together. From this identification of needs, it is possible to think about specific issues to be addressed throughout the mentoring process (PIA, 2017). Setting the right picture in relation to the mentee's needs and choosing strategies that take them into consideration is a fundamental aspect to prevent the youngster from losing motivation throughout the process (MPATH, 2017). Promoting the mentee's self-assessment of performance and competencies is a great strategy for the mentor to understand their context and perspectives and to define which the mentoring goals will be.

Communication is another fundamental aspect of the mentoring process. Therefore, mentors must create a comfortable setting in which mentees feel that they have space to talk, to ask questions and not to be judged. Building trust can be a challenge in the initial phase of the mentoring. However, in order to feel empowered to accomplish the defined goals, mentees need to feel supported and listened to by their mentors.

In SportyMentor's mentoring model, we suggest that mentors and mentees reflect on key points of the mentoring relationship in relation to the expectations they have and agree on a adequate structure for the following steps of the process. The Agreement (Annex 5) is a tool that can help formalize the established points of the mentoring (e.g. where the sessions will take place) and keep mentors and mentees from distancing themselves from the initial goals.

RECOMMENDATIONS

For a successful Communication:

- Listen: get to know the mentee interests, ideas, ambitions and make questions;

- Let the mentee pick the issues and topics to dive in the sessions; let the mentee take their own decisions;

- Support: don't' be negative and don't undervalue the mentee ideas;

- Have an open mind, patience and be tolerant;

- Talk about yourself, your motivations and expectations;

- Explain to the mentee why you're committed to the mentoring process;

- Discuss the mentoring programme, and what are its goals.

For a trusting relationship:

- Build trust takes time, don't rush it;

- Be a mentor, not a figure of authority;

- Don't impose your ideas to the mentee;

- Be yourself, don't adopt another personality to me more likable;

- Be realistic and don't set goals that are not achievable;

- Be consistent, take your words into actions;

- Be present during the sessions and focus on your mentee.

Obstacles when building trust:

- Initial expectations of the mentoring process can become an obstacle for building trust;

- Expectations must be discussed and clarified in the first sessions to avoid further disagreements or lack of motivation;

- Mentor and mentee must talk openly about the expectations that both have about the mentoring process;

- The Agreement it's a useful tool to define the expectations.

THE AGREEMENT

- Signed by the mentor and mentee - Both need to share their opinion; if your opinion is different of your mentee discuss it and find aspects that you both agree;

- Ask questions - If the mentee seems uncomfortable or it's not very talkative ask direct questions; example: "When do you prefer to meet?"; "What is the best way for us to keep in touch?";

- Don't use the agreement as a form to be filled in; Use it to know your mentee better and to agree on a main structure of work.

WHAT THE MENTEE NEED TO KNOW ABOUT THE MENTOR

- The mentor is a volunteer;

- The mentor also benefits from the mentoring process;

- The mentee offers support to reach goals, but is the mentee that set them and reach them by themselves;

- The mentor will provide support during a certain amount of time;

- The sessions are confidential and the mentor respects that principle in terms of information that the mentee shares;

- The mentor can share some relevant information with other mentors and mentoring coordinator.

USEFUL TOOLS

In this section, mentors can find suggestions of icebreakers that can help create an informal and fun environment for the initial sessions and practical tools to apply with the mentee in order to know each other, to frame their needs and to set priorities for the upcoming phases.

1. ICEBREAKER – MY N.A.M.E. is...

HOW TO APPLY

In-person mentoring session: The mentor will ask the mentee to write their name down on a sheet of paper and ask them to choose a word starting with each letter of their name that they can relate to. The mentor must give a few minutes for the mentee to complete this activity, and then they will share it with the mentor. This activity can also be sports and citizenship-related, in which all the words must be connected to these topics.

Online mentoring session: The mentor will ask the mentee to write their name down on the chat of SportyMentor APP and ask them to choose a word starting with each letter of their name that they can relate to. The mentor must give a few minutes for the mentee to complete this activity, and then they will share it with the mentor. This activity can also be sports and citizenship - related, in which all the words must be connected to this topic.

WHAT TO LEARN?

The "My N.A.M.E. is..." is a simple icebreaker suitable for people to get to know each other. The objective is to get mentor and mentee to know interesting facts about each other, by using the letters of their names and inducing discussion. Thus, the objectives are to break the ice; engage in discussion; promote sharing of the youngster' life experience while understanding their background; and, finally, increase interest to learn more about each other and to work together.

TIPS FOR THE MENTOR

If the first name is small, the mentees can be encouraged to use their last name as well.

DO'S

- Give funny responses for yourself;
- Help the mentees if they face any difficulties with their answers.

DON'TS

- Do not expect the mentee to provide super personal answers at this initial stage of the process.

My N.A.M.E. is...

Hi! My name is _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

This Icebreaker was developed by Aproximar. Based on a Tool from the RISING project (2022).

2. ICEBREAKER – Two Truths and One Lie

HOW TO APPLY

Both mentor and mentee will come up with three facts about themselves, but only two of them being true. Then, you will write down the three sentences (one per circle) and ask the other person to guess what is true and what is false. After this, the person who wrote the

facts will reveal which facts were real and which fact was a lie. You switch roles and now the other person has to talk about their sentences.

WHAT TO LEARN?

This icebreaker's purpose is to allow mentors and mentees to get to know more about each other, while it enables the creation of a trusting and fun environment. It is also an interesting way to challenge possible preconceived ideas that mentors and mentees have about each other, as you both can provide surprising answers. One other important aspect is to create a safe space for mentees to talk about their facts and to learn about yours.

TIPS FOR THE MENTOR

Instead of writing down the sentences, it can be fun to draw the facts. This will stimulate creativity and make the activity even more chill.

DO'S

- You can present fun and comic facts about yourself to help break the ice.

DON'TS

- Do not be judgmental about the facts that the mentee brings to the activity.

Two Truths and One Lie

Developed by Aproximar. Based on a Tool from the MOBi project (2019).

3. TOOL - Personality, Skills and Interests

HOW TO APPLY

The mentor will provide this tool, which contains a list of personal characteristics and skills, to the mentee and propose a self-reflection moment on their main characteristics. The mentee will then identify the skills and characteristics that they relate to and think that would describe themselves. After choosing them, mentees are asked to complete the table with the areas of interest, starting from the qualities (Miolo, 2021; MOBi, 2019).

WHAT TO LEARN?

This tool helps the mentor to understand the profile of the mentee. This can latter become self-awareness of the youngster's personality, skills and interests. It allows them both to better identify the direction in which the mentee needs and wants to go in an ideal future.

TIPS FOR THE MENTOR

There is a possibility that the mentee is not familiar with the meaning of all the terms written above. So, it is important for the mentor to show that he/she is willing to explain and to support the youngster when filling the activity.

DO'S
- Make sure you dedicate some time during the session to discuss about the mentee's characteristics, skills and interests.

DON'TS
- Don't adopt a judgmental attitude.

Personality, Skills and Interests

Personality					Skills		Interests
Tolerant	Sensitive	Loyal	Expressive	People-oriented	Assertiveness	Teamwork	
Competitor	Well-humored	Adventurer	Assertive	Adaptable	Motivating	Inspiring	
Affable	Perfectionist	Flexible	Dynamic	Trustworthy	Willingness to learn	Problem-solving	
Artistic	Shrewd	Practical	Curious	Independent	Critical thinking	Emotional intelligence	
Controlled	Persistent	Concerned	Sociable	Fun	Leadership	Conflict management	
Committed	Impulsive	Dedicated	Original	Responsible	Dealing with adverse situations	Cooperation	
Stimulating	Intuitive	Organized	Energetic	Communicative	Self-knowledge	Self-management	
Curious	Emotive	Empathetic	Persuasive	Rational	Social awareness	Environment friendly	
Reliable	Demanding	Imaginative	Enthusiast	Other:	Stress management	Loyalty	

Co-funded by the European Union — Adapted by aproximar — Source: Rising, 2022

Developed by Aproximar. Based on a Tool from the RISING project (2022).

4. TOOL - Actor's Map

HOW TO APPLY

Share the mentees the tool and ask them to reflect on the people who would be represented on their map. In the centre is the image of a person who will represent the mentee who will fill in the map.
The mentees should think about their needs or aspects they would like to develop/improve at this specific stage of their lives; The mentees will write the names of the main actors who

can help them to achieve their goals, and the importance of each one of them. The mentees should identify family members, friends, and/or institutions; and they must determine the level of importance of each actor for their goal achievement process. The mentees must detail why and how they can help them.

Mentees can use different colours as a legend to better identify the types of support indicated on the map, namely if they would be provided by friends, family, or institutions, for example.

WHAT TO LEARN?

The goal of this tool is to promote empathy and creativity. It allows youngsters to highlight the roles of possible actors who can support and guide them in achieving their goals and it prompts the mentee to recognize the importance of the other people and networks in the issue at stake. The map created will help verify which actors are most relevant to address a specific need.

Reflecting about their needs, interests and the actors in their lives that could be involved in the process to achieve them can be a powerful strategy to prepare the mentee to search for and receive support.

TIPS FOR THE MENTOR

Make sure you provide the mentees some time to think and to talk. This is an opportunity for the mentees to analyse their current situation and understand their surroundings. This activity can be emotional; therefore it is important to be patient and respect the mentees' point-of-view.

DO'S

- Be patient and understanding with the mentee's rhythm in identifying whose actors are more significant for them;
- Explain to the mentee that there is no right or wrong answer, and that the important thing is for them to truly express their perspectives.

DON'TS

- Do not influence the mentee's choice of actors.

Developed by Aproximar. Based on a Tool from the RISING project (2022).

5. TOOL - The Happy Sun

HOW TO APPLY

The mentee will use the suns to write down moments and situations in which they feel good about themselves and happy. Then, they will write down in the respective squares the reasons behind these feelings. For example, "I feel happy when I talk about the challenges I am facing with my best friends because it makes me feel supported". Then, the mentor and the mentee will use the map to reflect on the sentences and to share experiences.

WHAT TO LEARN?

Before engaging in a mentoring relationship and enhancing civic responsibility and social networks, it's important to reflect on the moments and activities that are important for the mentee. This tool will allow you to have a better idea of their background and on which areas you should put greater attention on to successfully achieve the mentoring goals.

TIPS FOR THE MENTOR

Use this tool to map other topics. For example, you can ask the mentee to reflect on their personal qualities that they believe positively impact people around them and to write them down.

DO'S
- Make sure you choose a topic that is relevant and comfortable for the mentee to reflect on.

DON'TS
- Do not be judgmental about the answers they provide. Every idea is relevant.

The Happy Sun

I feel happy when I talk about the challenges I am facing with my best friends.

Because it makes me feel supported.

Co-funded by the European Union   Adapted by aproximar   Source: G-Lab, 2022

Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

6. TOOL - The Grey Cloud

HOW TO APPLY

The mentee will use the clouds to write down moments and situations in which they don't feel so good or happy. Then, they will write down in the respective squares the reasons behind these feelings. For example, "I don't feel so happy when I miss a community event because it makes me feel a little bit left out". Then, the mentor and the mentee will use the map to reflect on the sentences and to share experiences.

WHAT TO LEARN?

Before engaging in a mentoring relationship and enhancing civic responsibility and social networks, it's important to reflect on the moments and activities that are important for the mentee. This tool will allow you to have a better idea of their background and on which areas you should put a greater attention on to successfully achieve the mentoring goals.

TIPS FOR THE MENTOR

Use this tool to map other topics. For example, you can ask the mentee to reflect on some habits that they would like to change and to write them down.

DO'S

- Make sure you choose a topic that is relevant and comfortable for the mentee to reflect on.

DON'TS

- Do not be judgmental about the answers they provide. Every idea is relevant.

Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

7. TOOL - SWOT Analysis

HOW TO APPLY

The mentees will start by reflecting on their current situation in relation to civic participation, and their enrollment in activities such as local volunteering, for example; then they will fill in the SWOT Analysis table referring to their strengths and weaknesses, as well as any opportunities and threats. Strengths and weaknesses are internal factors, whilst opportunities and threats are external factors[11]. During this activity, the mentees might need the mentor's assistance.

WHAT TO LEARN?

By using this tool, mentors will have the opportunity to promote the mentee's self-reflection about their characteristics, values, and circumstances, and distribute them briefly in the relevant quarters. For SportyMentor's mentoring programme, this can be a particularly useful

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[11] SmartDraw, SWOT Analysis. Retrieved from: https://www.smartdraw.com/swot-analysis/

strategy to understand what the current situation of the mentee is when it comes to civic participation, for example, whether they tend to engage in activities related to it or not, and to explore the Strengths, Weaknesses, Opportunities and Threats (SWOT) with the goal to enhance their participation and skills development.

TIPS FOR THE MENTOR

- You can find ways to make use of mentees' strengths and take advantage of possible opportunities;
- Before the session, search for ways of civic participation to talk about with the mentee. This will be useful, especially if they are not familiar with the subject;
- You can provide the mentees with useful resources according to their needs (e.g., social media channels of relevant organizations, or show them upcoming local events.)

DO'S

- Elaborate on each category (strengths, weaknesses, opportunities, threats);
- Be encouraging regarding the mentee's self-reflection;
- Show understanding;

DON'TS

- Try not to influence the mentee's choices for each section.
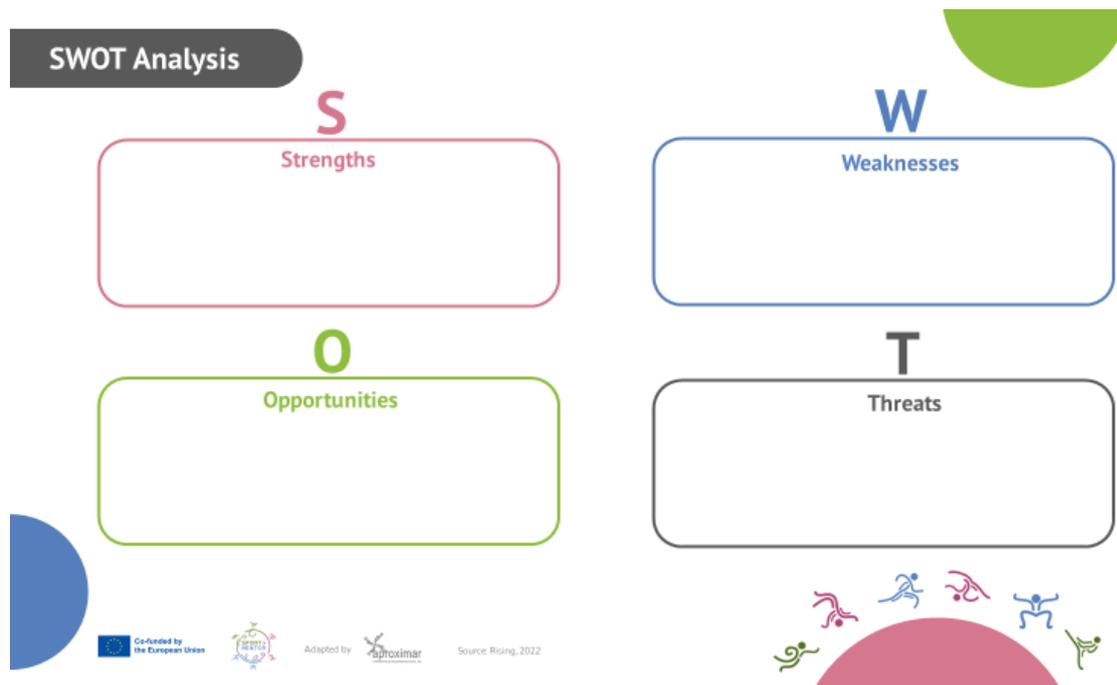
Developed by Aproximar. Based on a Tool from the RISING project (2022).

8. TOOL - Empathy Map

HOW TO APPLY

Before the session, the mentor will create imaginary personas with different profiles and write them down. During the session, the mentor will share the profiles with the mentee and ask them to answer the following questions: **what does he/she feel?** (about his/her needs); **what does he/she see?** (about his/her environment); **what does he/she hear?** (about other say about him/her); and **what does he/she want?** (about desired wishes for his/her).

After putting themselves in the personas' shoes, the mentee will share their answers with the mentor. Then, it is proposed that they can discuss about the mentee's perspectives and the experience of imagining how other people feel in different contexts.

WHAT TO LEARN?

The Empathy Map has the goal to promote the mentee's empathy towards other people, by encouraging them to putting themselves in other people's shoes. This tool can also be useful for the mentor to understand the mentee, how they communicate their feelings and to identify the priority areas to be addressed in the mentoring process.

 Here you have some examples of personas to discuss with the mentee:

Persona #1: Tom is a 17 years-old student and the captain of the school basketball team. He found out that his best friend, who is also a teammate, has been bullying the younger kids from other classes. Although he appreciates their friendship, Tom doesn't agree with his friend's behaviour, and is considering acting upon it.

Persona #2: Lisa is a 14-year-old girl that has been dedicating her free time to practicing football. Although Lisa is the best player in her group of friends, her coach dedicated the season trophy to another girl, given that they have a closer relationship.

TIPS FOR THE MENTOR
- It can be interesting to add some information about the interests, difficulties and key actors of the imaginary personas' lives when creating the profiles. This will enable the mentor to address different aspects during the mentoring session.

DO'S
- Encourage the mentee's self-reflection during the activity.

DON'TS
- Try not to limit the personas' profiles and characteristics, as this can be an opportunity for mentees' to imagine other people's realities.

Empathy Map

What does he/she feel?
(his/her needs)

What does he/she hear?
*(what others say
about him/her)*

What does he/she see?
*(what he/she sees
in his/her environment)*

What does he/she want?
(desired wishes for his/her own life)

Opportunities

Difficulties

Co-funded by
the European Union

Adapted by aproximar

Source MOBi_2019
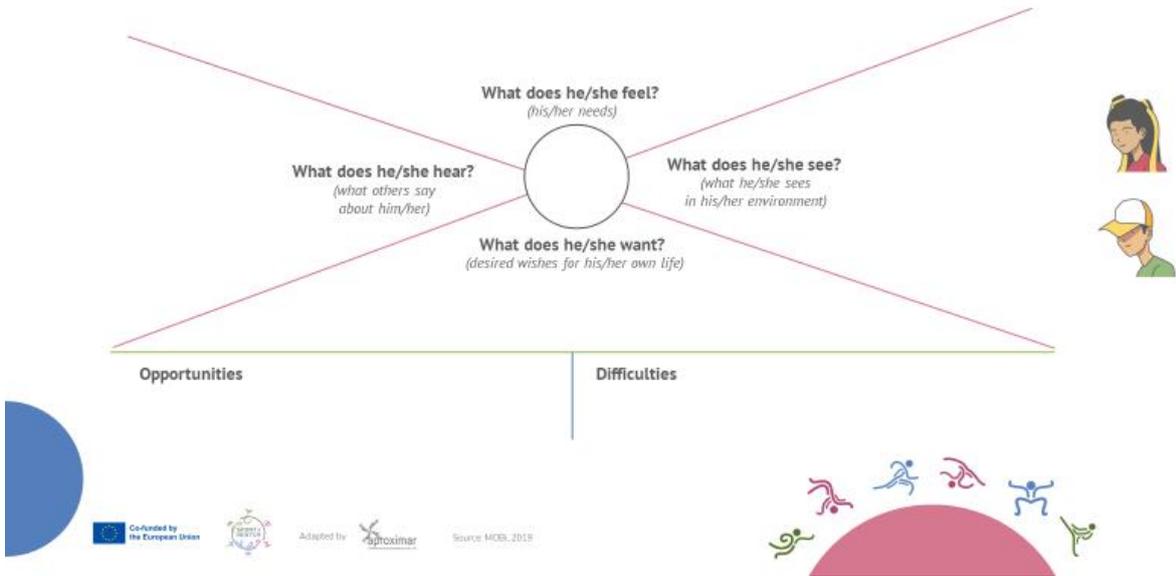
Developed by Aproximar. Based on a Tool from the MOBi project (2019).

B) DEVELOPMENT

SET GOALS → METHODS → EMPOWERMENT

In this phase, mentees will have the opportunity to share more about their personal backgrounds and some challenges they might be facing (e.g. lack of participation in sports or in community events). During the sessions, the mentor can use different strategies to promote the mentee's self-awareness and to create with them an action plan to clarify the necessary activities to achieve their objectives. It is important for mentors to show that they are interested and available to support the mentee throughout the process. They must also maintain flexibility to help the youngster change their strategies along the way if necessary.

Mentor's approaches and attitudes during the initial phase of the process, in which the pairs are getting to know each other and establishing a relationship, have the potential to set the basis for an environment that makes the youngster feel safe and willing to share. This will help mentors when assessing the expectations, fears, strengths and weaknesses relation to the existing skills and competencies the mentee already has and understanding what should be addressed to achieve the goals set during the previous stage of mentoring (Rising, 2022).

SETTING GOALS AND EMPOWERING THE MENTEE

- Know in detail the situation of the mentee: active listening; open questions; paraphrasing; empathy; verbal feedback;

- Define the goals and steps to reach them: defined by the mentee; the mentor helps focusing and keeping them realistic; mentor identifies how to help the mentee; mentor shares the potential of the goals;

- Check on the mentee's progression: celebrate the victories, adjust the strategies accordingly, discuss obstacles that mentee encountered;

- Identify obstacles: identify potential obstacles since the beginning of the process, even the ones the mentee is not aware of and discuss them (e.g. of obstacles: level of education, health problems, skills);

- Apply strategies for the change and reaching the goals: define clear goals, empower the mentee when he/she is struggling, imagine the reality when the goals will be reached, give positive feedback.

USEFUL TOOLS

In this section, we present icebreakers that allow mentor and mentee to discover each other's opinions and preferences in different areas of their lives, and practical tools that can support them to have a better view of the steps that need to be taken in the mentoring process. Completing these tools during the mentoring sessions is the perfect opportunity for mentors not only to clarify the upcoming path for the mentees, but also to help them see all the achievements they have already accomplished, therefore, building a sense of confidence and increasing youth motivation.

9. ICEBREAKER – Miming my Feelings

HOW TO APPLY

The mentor will ask the mentee to reflect on the following questions: If I could describe this **last week** in one feeling, what feeling would it be? If I could describe this **last month** in one feeling, what feeling would it be? If I could describe this **last year** in one feeling, what feeling would it be?

Then, the mentee will mime those feelings, without saying them out loud, and the mentor will have to guess them. Mentor and mentee can later switch roles and do another round.

WHAT TO LEARN?

This icebreaker allows mentor and mentee to understand each other's feelings towards their routines, helping to build empathy. It is an opportunity for them to share the positive and negative parts of their lives in different time frames.

TIPS FOR THE MENTOR

You can promote the mentee's self-reflection by asking them about their feelings in each situation. Also, try to highlight what was positive in their experiences and motivate them to achieve their goals.

DO'S

- Show interest regarding the mentee's experiences;

DON'TS

- Don't be afraid to show your emotions. Be open to share your experiences with the mentee.

Miming my feelings

Developed by Aproximar.

10.   ICEBREAKER – Quick Questions

HOW TO APPLY

The mentor prepares a list of easy, fun, and light-hearted questions, to be answered by the mentees and himself/herself too. The questions might be displayed at the SportyMentor APP, texted to the mentees, or written on a sheet of paper (for in-person sessions), among other options.

Starting with the first question on the list, the mentor will answer the question, and then pose it to the mentees. Moving on to the next question, the mentor asks the mentees to answer first this time. The questions and answers continue until the end of the list. It is OK to let the discussion go off-track a little bit; the point of the activity is to get to know each

other and to see what both the mentor and mentees have in common, and how they can learn from each other.   It could be beneficial for the mentor to ask follow-up questions, and let the discussion elaborate on its own. You can find some examples of question in the tool.

WHAT TO LEARN?

"Quick questions" is an easy tool to promote discussion on a variety of issues, starting from simple questions and going to more complicated ones. By allowing both mentor and mentees to respond to the same questions, they can know and relate to each other, but also share perspectives, similarities and differences. Promoting sharing of experiences and perspectives; increasing civic awareness; building trust; and increasing empathy.

"Quick questions" can increase empathy by allowing both mentor and mentees to understand each other's background and characteristics. Based on the mentees' answers, the mentor can relate and increase empathy towards the mentees' situation. On the other hand, through the mentor's replies, the interest of the mentees increases, and they may feel more motivated to collaborate with the mentor.

TIPS FOR THE MENTOR

1. You can give them some choices in case they face difficulties coming up with possible answers;
2. Explain if they do not understand something or are not familiar with your answers;

3. Ask for more information about their answers if you are not familiar with them.

DO'S
- Try to keep a light tone in the discussion;
- If the mentee wants to confess something, give the appropriate space.

DON'TS
- Avoid questions that could touch sensitive topics.

Quick Questions

If you could be an animal, what would it be?	Who was your idol in sports growing up?
If you won one million dollars, what would you do?	Who is your favorite person in the world?
What is the weirdest gift you've ever received?	If you could have any superpower, what would it be?
If you could dedicate all your time to volunteering, to which cause would you dedicate yourself to?	What skill or talent you wish you had?

Co-funded by the European Union   Adapted by aproximar   Source: Rising, 2022

Developed by Aproximar. Based on a Tool from the RISING project (2022).

11.   TOOL – Gold, Silver and Bronze

HOW TO APPLY

Before the activity, prepare a list of questions about the mentee's favorites. There is a wide range of options, and you can ask about themes such as vacation places, TV shows and food. Provide the mentee some time to think e to place their answers in the respective places, whether it is gold, silver or bronze (meaning first, second and third place). You may also provide your own answers to each question.

Here you have some examples of questions to ask each other:
- What are your favorite sports to watch with friends?
- What are your favorite holiday traditions?
- What are your favorite books?
- What are the most amazing things you've done for someone?
- What are the coolest things you've done to help the planet?

WHAT TO LEARN?

The purpose of this icebreaker is to enable mentor and mentee to know more about each other, and to find out fun similarities or differences between you.

TIPS FOR THE MENTOR

● Save some time in the end of the activity and ask the mentee if they would like to propose a question.

DO'S

● Be creative about the categories and the questions .
● If the mentee is not familiar with your answers, be patient and explain to them.

DON'TS

● Do not give negative feedback for the ranking selection .

Gold, Silver and Bronze

Developed by Aproximar.

12.   TOOL – Engagement Scale

HOW TO APPLY

The first step is to reflect on the key engagement elements. Then, during a mentoring session the mentor will invite the mentee to classify the sentences by using the scale with different levels, in which the red circle means "Never", and the green circle means "All the time", according to what applies to their reality. After completing the exercise, the mentee can reflect about what he/she can do to be a more active citizen to increase their rating.

WHAT TO LEARN?

This tool presents a list of key engagement indicators regarding volunteering, health/physical activities, digital technology, civic rights and environment. By filling this scale, youngsters will be able to identify their level of engagement in civic life and allow mentors to obtain a diagnosis of needs.

TIPS FOR THE MENTOR

- You can use this tool periodically (e.g. 2 in 2 months) to see if the mentee increase their rating.

DO'S

- Ask questions to understand the motivation of the mentee and their interests. This will help you know what to focus on and create strategies for them to increase their rating.

DON'TS

- Do not judge the mentee over things that they are not familiar with or that they haven't done yet.

Engagement Scale

Volunteering	I am aware of local volunteering initiatives. I am a regular volunteer for an organization. I participate in specific volunteering activities throughout the year. People should dedicate some of their time to help a cause they believe in.	
Health/Physical Activity	I always invite other people to join me for sports. The more I participate in physical activities, the more confident I feel. I like to include/engage with different people when doing physical activities. Participating in sports and physical activities is a great strategy to ensure a healthy life.	
Digital Technology	I regularly use social media platforms to talk to and share content with my friends and family. Whenever I am facing difficulties in school, I use the Internet to learn more and improve my grades. When I am not sure about the trustworthiness of a digital platform, I get help from people that I know. I am aware of how to use digital technology to promote inclusion and non-discrimination.	
Civic Rights	I beliebe that people should be able to fully enjoy their rights, including in sports. It is fundamentally important that young people's voices are heard by decision-makers. I participate in civic activities in my school/my neighborhood (elections, debates, etc). I participate in activities to preserve the local patrimony of my city/country.	
Environment	My individial actions are very important to the environment and the protection of the planet. I search for instructions and tips to develop greener actions in my daily life. I talk about my concerns and actions related to the environment with my friends. I feel very motivated to take greener actions and to fight for a sustainable future.	

Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

13.   TOOL – Environmental Issue Analysis

HOW TO APPLY

Ask the mentee to think about one environmental issue that concerns them and that affect their life or the life of their community. It can be an issue that interests them or an issue that feels urgent, or possibly threatening. After writing down the environmental issue, ask them to identify 3 main impacts. Finally, reflect with them on how they can act to minimize this issue.

WHAT TO LEARN?

Although there are issues that are transversal and that can affect us all, some populations can be more concerned about or interested in specific environmental issues. In this sense, this tool allows a person or a group to focus on one specific environmental issue at the time, by identifying how this issue impact them directly and it allows them to reflect on strategies on how this issue can be minimized or mitigated.

TIPS FOR THE MENTOR

As some of the answers may not come up so easily to the mentee, you can give some examples about your own reality to help them reflect about this.

DO'S

- Enhance the mentee's critical thinking abilities.

DON'TS

- Don´t be afraid to show interest about the mentee's reality. Just be aware not to be intrusive.
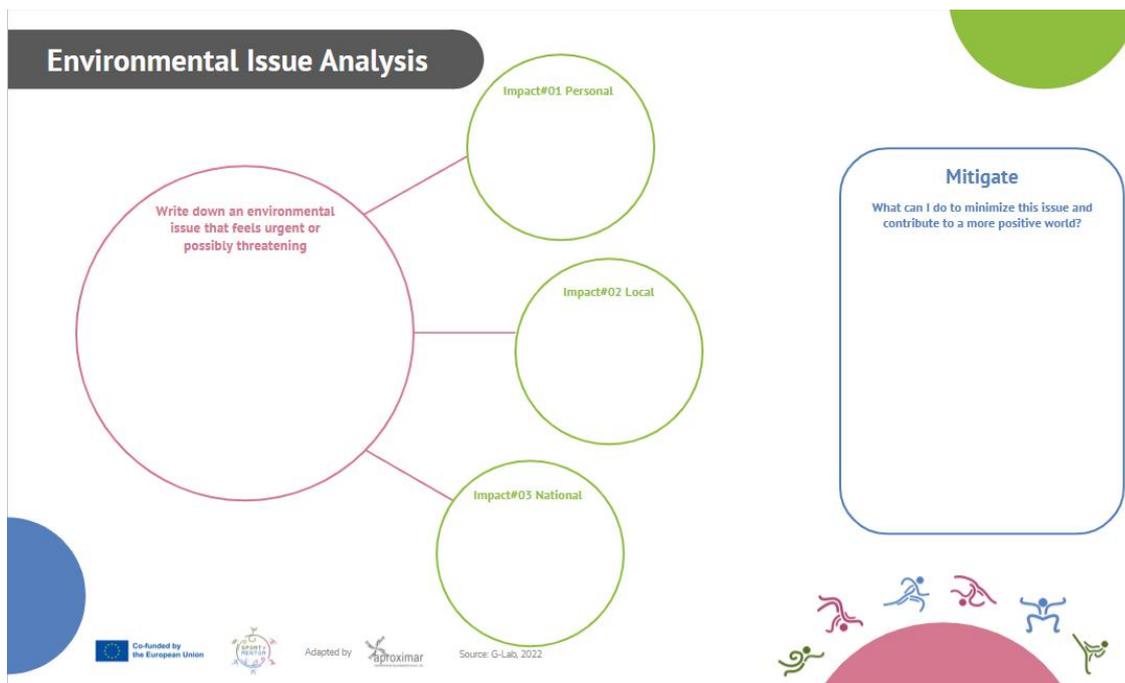
Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

14. TOOL – Civic Persona

HOW TO APPLY

The mentor will share the concepts written on the tool with the mentee, and ask them to reflect on their personal attitudes, vision, values, expression, skills and motivation. Then, the mentee will answer the following questions:

What are the social issues that I am more passionate about? What kind of world do I envision in the future? What are the moral principles that I value the most when I interact with others? How do I usually express myself? What am I good at? What motivates me to more forward? Mentor and mentee can then talk about the mentee's answers.

WHAT TO LEARN?

The Civic Persona tool is one of the best ways to gain powerful insights into the youngster's own civic awareness by helping them to identify their attitudes, their vision about the world and society they live in, their core values, the way they express, what motivates them as a citizen as well as what are their main skills that can help them navigate the world as an active citizen. This is also an opportunity to discover things that mentor and mentee may have in common.

TIPS FOR THE MENTOR

If the mentee finds it difficult to understand the categories, the mentor can provide their own examples to make the activity easier to complete.

DO'S

- Remember to keep a light and informal environment while doing the activity, so the mentee feels comfortable to share their answers.

DON'TS

- Don't force the mentee to share their answers on a particular category if they are not willing to.

Civic Persona

Attitudes	Your evaluation of a particular civic issue. E.g. your opinion on youth volunteering or on climate change
Vision	How do you envision a future situation or society? E.g. to act towards a greener world
Expression	How do you express yourself to stand/fight for what you believe? E.g. words, actions, sports
Values	What morals and principals guide you? E.g. cooperation, responsibility, active citizenship
Skills	What skills do you have? E.g. teamwork, leadership, social awareness
Motivation	What motivates you to pursue your goals? E.g. willingness to have a healthier lifestyle

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Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

15.   TOOL – SMART Action Plan (Mentee)

HOW TO APPLY

During a mentoring session, the mentor must provide this tool to the youngster and ask them to write their answers to the following questions:

What do I want to accomplish in terms of sports and physical activity or civic engagement? Who can support me in this activity? When will it be accomplished? What is the level of priority this activity has? What is its current status? As some question can be particularly challenging for mentees to think and write about, the mentor must provide them support throughout the process. Then, they can discuss about it and come up with ideas on how to act to achieve the goals defined by the mentee.

WHAT TO LEARN?

An action plan is a tool that frames the steps or tasks the mentee needs to complete in order to achieve their objectives, whether it is to increase their physical activity or civic engagement, for example. It plays an important role in strategic planning and is really useful for the mentee to manage actions towards their accomplishments during the mentoring process. A SMART

action plan combines 5 characteristics of a goal, and which must always be considered while using this tool:

- Specific (simple, sensible, significant);
- Measurable (meaningful, motivating);
- Achievable (agreed, attainable);
- Relevant (reasonable, realistic and resourced, results-based);

Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

TIPS FOR THE MENTOR

Mentors can use this tool in a lot of stages of the mentoring process, and it can be a powerful strategy to motivate youngsters to keep on the engagement in the mentoring.

DO'S

- Keep a positive and optimistic attitude towards the mentee's progress.
- Provide guidance and share your own experiences to help the mentee develop effective strategies.

DON'TS

- Do not impose what the mentee should or should not do in the following steps.

SMART Action Plan (Mentee)

	What do I want to accomplish?	Who can support me in this activity? Name of the person	When will it be accomplished?	Priority – What is the level of priority?	What is the current status of this activity?
Activity 1					
Activity 2					
Activity 3					
Activity 4					

Legends' Priority: L Low   N Normal   H High

Legends' Status: Unassigned   Check   Pending   In progress   Completed

Developed by Aproximar. Based on a Tool from the EduKino project (2023).

16.   TOOL – Brainstorming on Eco-citizenship

HOW TO APPLY

Reflect on issues related to the environment and citizenship that affect the mentee's life and people/communities around them and that need to be changed ("What"). The next step is to think on the reasons "Why" this aspect needs to be improved towards a better situation for all impacted by them. Then, promote the mentee's self-reflection on "How" they can act to tackle these issues. By the end of the activity, you will have a structured perspective on real challenging situations along with new and practical ideas to deal with each one of them.

WHAT TO LEARN?

Defined as "the responsible behavior of citizens towards the environment when they act and participate in the society as promoters of changes" (Trepulé, 2020: 2), eco-citizenship is a relevant aspect to keep in mind when working with youth. In this sense, this tool provides an opportunity for mentees to come up with innovative ideas to different social challenges, as it promotes an active approach towards them.

TIPS FOR THE MENTOR

Keep in mind that the goal is to allow the mentee to think and reflect about their daily lives and the factors that challenge their realities and other people's. The solutions provided by them don't have to be perfect but must represent their perspectives on each issue.

DO'S
- Encourage the mentee's critical thinking.

DON'TS
- Do not provide the answers for them.
- Do not ask for the answers to be detailed.

Brainstorming on Eco-citizenship

WHAT?

WHY?

HOW?

Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

C) CLOSURE

As the mentoring relationship will eventually come to an end, mentees must have opportunities to reflect both on the main challenges they are facing/faced when performing the activities defined in the beginning of the process and on their achievements and positive outcomes from their participation in the mentoring. In this phase, mentees will be able to provide feedback regarding their relationship with mentors and the programme.

Evaluation is a necessary part of the mentoring relationship, since it provides mentors with an overview of the progress of the youngster and of in which areas, they still might need guidance. Youth feedback is an important resource for mentors and mentoring coordinators to improve sports mentoring programmes. In this sense, having adequate ways of gathering feedback is a fundamental part of the final stage of the process.

THE MENTORING CLOSURE PROCESS

- The preparation for the closure must be prepared throughout the mentoring process;
- During the mentoring process the mentee must remember that the relationship will have an ending;
- The closure of the relationship must be celebrated!;
- Revise the cooperation process and the conquers and plan the next steps.

USEFUL TOOLS

In this section, we suggest an icebreaker that will allow mentors and mentees to share their experiences by using creativity, and practical tools that will help mentors to understand the situation of the mentee regarding the established goals of the mentoring, to reflect on the following steps to be taken to successfully reach them and to provide their perspective on the mentoring process.

17.   ICEBREAKER – Imagine, Listen and Draw

HOW TO APPLY

The mentor will think about an object that they use every day and describe it in details without telling the mentee the name of the object. The mentee will draw the object just from the description they hear from the mentor. After the mentee show the result of the drawing, the mentor will reveal which object they described. Then, mentor and mentee can switch places and do another round.

WHAT TO LEARN?

This icebreaker has the goal to improve the communication between mentor and mentee, in the sense that each one of them must not only pay attention as the other is describing the object, but also to think strategies for the other person to understand them when it's their turn to describe the drawing.

TIPS FOR THE MENTOR

Describing the object in steps can make it easier for the person who's drawing to understand it right.

DO'S

- Promote a moment of reflection by the end of the activity for the mentee to share their main difficulties.

DON'TS

- Don't judge the mentee's drawings. Remember that it is a moment to have some fun.

Developed by Aproximar. Based on a Tool from the MUFOCOM project (2022).

18.   ICEBREAKER – 5 similarities and 5 differences

HOW TO APPLY

For this icebreaker, mentor and mentee will have to find 5 things that they have in common, and 5 things that they differ in and write them down. The topics can be related to sports, to their families, to activities that they like or don't like, and so on.

WHAT TO LEARN?

This icebreaker allows mentor and mentee to find some common ground for their relationship. It can be particularly useful because it promotes the idea that no matter how different people are from each other, they still can find aspects to which they can equally relate to.

TIPS FOR THE MENTOR

You can prepare the list of topics before the session starts, as it can be challenging to come up with facts at the time of the activity.

DO'S

- After creating the list, you can ask questions regarding the facts presented by the mentee (e.g. Do you like being an only child?).

- Try not to focus so much in the aspects that you don't have in common, but in the ones that you do.

5 similarities and 5 differences

Similarities

Differences

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Adapted by aproximar

Source: Aproximar

Developed by Aproximar.

19.   ICEBREAKER – Storytelling with Emojis

HOW TO APPLY

The mentor will ask the mentee: "tell me three things that happened in your life in the last week" (or in the last month, in the last mentoring' months, this tool can be used many times as the mentor wants), and the mentee must answer by only using Emojis. The youngsters will then send the Emojis to the mentor, and he/she will try to guess the meaning of the story. After that, it is time for the mentor to answer the question as well.

WHAT TO LEARN?

The main goal of this icebreaker is to create a fun moment in which mentors and mentees can share about their days, while promoting creativity and storytelling.

TIPS FOR THE MENTOR

"Storytelling with Emojis" is a versatile icebreaker that can be adapted to other subjects. You can ask questions, for example: "tell me what is your favorite song" or "what is the funniest thing that has ever happened to you".

DO'S

- Be creative when choosing the Emojis .
- Share stories that can be inspiring to the youngsters whenever possible.

DON'TS

- Do not invade the mentee's personal space by asking intrusive questions.

Storytelling with Emojis

Co-funded by the European Union

Adapted by aproximar

Source: Aproximar

Developed by Aproximar.

20.   TOOL – Follow Up

HOW TO APPLY

"Follow Up" is a tool designed to check on the mentee's progress in relation to the mentoring goals, defined in early stages of the process. With the support of their mentor, the mentee will provide a "state of play" about the activities regarding "status" (did, doing or not yet), "actors involved", and "important (what needs improvement? What did not work?").

WHAT TO LEARN?

This activity can be promoted in a lot of stages of the mentoring process, and it can be a powerful strategy to motivate youngsters to keep on the engagement in the mentoring. Additionally, it is an opportunity for the mentee to decide whether they need to adapt their strategies or to involve different actors to succeed, for example.

TIPS FOR THE MENTOR

Given that some youngsters may take more time than expected to accomplish the defined activities, it is important to keep an optimistic approach to the process. Also, if there is the need to change some of the strategies, the mentor can guide the young person in finding the best alternatives.

DO'S

- Keep a positive and optimistic attitude towards the mentee's progress.
- Provide guidance and share your own experiences to help the mentee develop effective strategies.

DON'TS

- Do not impose what the mentee should or should not do in the following steps.

Follow Up

	Status	Actors involved	Important
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Activities

Developed by Aproximar. Based on a Tool from the MOBi project (2019).

21.   TOOL – For me, this was…

HOW TO APPLY

For this activity, the mentees should be given a couple of days (between one mentoring session and another) to take 3 photos they believe represent how the mentoring process was for them. For example, the photos can show new activities they discovered, them playing sports with their friends or participating in a volunteer action. After taking the pictures, mentees should share them with the mentor and explain why they chose each photo and what that photo means to them.

WHAT TO LEARN?

This activity is a good strategy to gather feedback from the mentee about the mentoring sessions. It makes it possible for them to show their feelings and perspectives towards the mentoring relationship through a fun and dynamic way. The mentor must present a welcoming attitude in relation to the content shown by the youngster and be open to making changes to the planned sessions.

TIPS FOR THE MENTOR

This exercise requires the sharing of somewhat personal information. It is important that the mentee feels comfortable with sharing his/her context. As an educator, you must not force them to talk about information they are not willing to share.

DO'S

- Listen attentively. This exercise is a great way for the mentee to reflect about the mentoring programme.

DON'TS

- Do not give negative feedback for the picture selection.

For me, this was…

Developed by Aproximar. Based on a Tool from the EduKino project, 2023.

22.   TOOL – Dear future me…

HOW TO APPLY

The mentor will ask the youngster to envision their "future self", to set goals and action to make an impact in their health, social network, and even in their community in terms of participation in sports and physical activity and of civic engagement. Then, the mentor will suggest them to write a letter to their future version with this information. By the end of the

activity, the mentee can set a date in the future to receive or read again this letter (e.g. after 3 years).

WHAT TO LEARN?

This tool is an opportunity for mentees to think ahead and imagine their futures by writing a letter to their future version. The mentee can write what he/she wants to achieve as an active citizen and who they want to become in the near future or in the long term. This is an opportunity to envision life in the future, set goals for themselves, make predictions about the world as well as set some actions that he/she can take to make impact in their health, social network and the community and commit to these goals.

TIPS FOR THE MENTOR

You can also reflect on and write your own letter to your future self. This may help the mentee to feel more comfortable about sharing their ideas.

DO'S

- You can suggest the mentee to address different topics in the letter (e.g. professional aspirations).
- If the mentee struggles with writing about different topics, you can suggest that they focus on only one.

DON'TS

- Do not limit the mentee's imagination. You must motivate them to think out side the box.

Dear future me...

Developed by Aproximar. Based on a Tool from the G-Lab project (2022).

## 23.	TOOL – Sharing my experiences

HOW TO APPLY

Mentor and mentee can start this activity by thanking each other for their time together and the accomplishments they had during the mentoring. Then, discuss the following topics: What were the most useful exercises? What were the biggest takeaways? What is next? By answering these questions, the mentee can update the mentor about the possible changes they have had in their lives, and vice versa.

WHAT TO LEARN?

This activity is an opportunity for mentor and mentee to reflect on the improvements related to their participation in a mentoring process. Ask the mentee what were the exercises that were the most useful for them, or even which were their favorites. You can also discuss what your next steps are regarding the goals defined in the beginning of the sessions. Moreover, it is a chance for the mentor to gather feedback and to analyze what can be changed in mentoring relationships in the future.

TIPS FOR THE MENTOR

Because this activity can generate emotional responses, create a safe and comfortable space that allows the mentee to freely share their perspectives on the mentoring relationship.

DO'S
- Show the mentee how you benefited from the mentoring process.

DON'TS
- Don't forget to celebrate the mentee's accomplishments.

Sharing my experiences

What were the most useful exercises?	What were the biggest takeaways?	What is next?

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Adapted by Aproximar

Source: Rising, 2022

Developed by Aproximar. Based on a Tool from the RISING project (2022).

5. Main Conclusions & Recommendations

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7. ANNEXES

ANNEX 1 – MENTORING REGISTRATION FORM

Mentoring Registration Form

Welcome to SportyMentor Mentoring Programme. We will collect some information regarding your availability, interests and other topics related to your integration into SportyMentor Mentoring Programme. This form must be filled out by mentors, mentees and mentoring coordinators.

I – Participant's data

Full name:

Sex: Female __   Male__   Non-binary / I'd rather not say__

Date of birth: __/__/_____

Educational Qualifications:

Primary school (4th grade) ___   Bachelor's Degree ___

Middle school (6th grade) ___   Master's Degree___

Middle school (9th grade) ___   Doctorate's Degree ___

High school (12th grade) ___   Other: _____

Telephone contact: _____

Place of residence (City/Region): _____

Occupation: _____

Organisation that you are representing (if applicable): _____

Organisation's Location (if applicable): _____

II - Information related to your integration in the Mentoring Programme

Time restrictions/preferences:

I am usually always available / I have a flexible schedule ___

My schedules change frequently ___

I prefer certain days/hours; can't on certain days/hours ___

If you have any time restrictions/preferences, please specify (e.g., morning preference; unavailable every Monday; …)

_____

Are you able to move around easily?

Yes, I take public transport easily ___   Yes, but only very short distances ___

Yes, I have my own car ___   I have no possibility and/or ability to move around ___

Are you able to hold online sessions?

Yes ___   I have no ability and/or means to hold online sessions ____

Yes, but I prefer face-to-face sessions ____

Your hobbies and interests are:

_____
_____

How do you expect to contribute to the Mentoring Programme?

_____
_____

Tell us how you found out about the SM Mentoring Program, and why did you decide to enroll? What motivates you to become a mentor/ have a mentor/ become a mentor coordinator? What do you hope to draw from this experience?

_____
_____

Tell us a little about some experiences (personal, professional and/or academic) that you consider relevant to the mentoring activities:

_____
_____

Describe the type of support you feel you need, from the SportyMentor partners during the mentoring activities?

_____
_____

Would you like to add any relevant observations or information?

_____
_____

ANNEX 2 – SELF ASSESSMENT TOOL FOR MENTORS

SELF-ASSESSMENT TOOL FOR MENTORS

In this questionnaire we ask you to tell us with which sentence do you identify yourself more. So, for example, you should mark an X in the column "I agree" if you really identify with the sentence.

	COMMUNICATION	Disagree	Somewhat Disagree	Somewhat Agree	Agree
1	I am aware of verbal and nonverbal communication, when talking to someone.				
2	I know sometimes what people say and how they say it generates incongruences.				
3	I like to listen and also enjoy asking questions and getting to know people.				
4	I'm flexible and open to different opinions and ideas.				
5	For me, it's really important to clarify and summarize mentees speech, to make sure that both are understanding what is being said.				
6	I can listen actively to collaborate effectively.				
	RESILIENCE	Disagree	Somewhat Disagree	Somewhat Agree	Agree
7	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				
8	In a difficult situation, I would try to solve it first, but I would ask for help if I needed.				
9	I feel I'm good at using humor or "change the topic" to effectively redirect mentee's behavior or attention.				
10	I'm able to take critical feedback and develop from there.				
11	I'm able to solve a problem by divide it in small problems and start solving one at a time.				
	DIGITAL COMPETENCIES	Disagree	Somewhat Disagree	Somewhat Agree	Agree
12	I think that working with online tools is an opportunity to learn new skills.				

		Disagree	Somewhat Disagree	Somewhat Agree	Agree
13	I believe my role as a mentor is to help mentees to use digital tools in a positive and responsible way.				
14	I can navigate in different digital platforms.				
15	I feel confident to engage in mentoring activities using an online application.				
16	To keep people motivated it's important to find different online dynamics and activities.				
CONFLICT MANAGEMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
17	When someone is facing a conflict, I'm able to help him/her to calm down and see things clearly.				
18	I know different strategies to face conflicts.				
19	I know how to help the mentee understand what triggers the conflict.				
20	In a conflict I can see both sides impartially, help others' see it too and find a solution together.				
21	I know that conflict can happen at many areas of the mentee's life (e.g. with their family, in school) and it's important to understand it so we can address the solution better.				
MENTORING PROCESS MANAGEMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
22	For me the mentor's goal is to evaluate the mentee, making him/her progress.				
23	For me, it's important that the mentee feels accepted while the mentor believes he/she can always develop and grow.				
24	For me a positive relationship between mentor and mentee is really important for the mentoring process.				
25	In a mentoring programme, it's important to set realistic, measurable and verifiable goals with the mentee.				
26	I provide feedback so the mentee can learn and develop.				

SPORTS AND PHYSICAL ACTIVITY		Disagree	Somewhat Disagree	Somewhat Agree	Agree
27	I believe that sports are a good strategy to engage young people with challenging behaviours in other activities (e.g. volunteering, community events).				
28	I take gender equality into consideration when participating in sports and physical activities.				
29	I promote knowledge of the health benefits of sports and physical activity with young people.				
30	Youth engagement in sports can lead to the development of socio and emotional skills (e.g. cooperation, teamwork).				
31	I feel confident to promote sports as a tool for social inclusion.				
CIVIC ENGAGEMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
32	I feel confident to promote youth participation in local events.				
33	I believe Sports mentoring programmes have the potential to empower youngsters, especially those with challenging behaviours.				
34	As a mentor, I can support the development of mentees' social network.				
35	Sports mentoring programmes have the potential to address some of the challenges enhanced by the Covid-19 pandemic.				
36	As a role model to youth, I have the role to promote positive behaviours and to support their engagement in civic activities.				
CONTINUOUS LEARNING AND SELF-DEVELOPMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
37	I'm regularly looking for different trainings to attend to.				
38	I understand I have some weaknesses, but I believe I can work on them.				

39	I usually ask for feedback from people who supervise me, so that I know in which areas I can develop.				
40	I believe people can learn all their life.				
41	Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes.				

From the list below, please check your strengths with X.

Strengths		
Autonomy	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	
Ability to programming	Ability to identify priorities	
	Ability to plan activities	
	Ability to meet deadlines	

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships				
2. Being a community net-worker (sharing materials, projects, ...)				
3. Listening				
4. Managing conflict				

	I&F	vis juventum	aproximar	Afeji		POUR LA SOLIDARITÉ
5. Coaching (I share whit you the experience and procedures of the schools)						
6. Reflecting						
7. Encouraging						
8. Providing & Receiving Feedback						
9. Guiding (I share my materials, peer to peer, ...)						
10. Solution Finding (Problem-Solving)						

ANNEX 3 – SELF ASSESSMENT TOOL FOR MENTEES

SELF-ASSESSMENT TOOL FOR MENTEE				
In this questionnaire we ask you to tell us with which sentence do you identify more with. So, for example, you should mark an X in the column "I agree" if you really identify with the sentence				

COMMUNICATION		Disagree	Somewhat Disagree	Somewhat Agree	Agree
1	I am aware of verbal and nonverbal communication, when talking to someone.				
2	I keep eye contact when talking to students.				
3	For me, sometimes what people say and how they say it can generate inconsistencies.				
4	Usually I can put myself in the other person's shoes.				
5	When someone asks me for help, I try to ask questions that clarify the situation.				
6	I can listen actively to collaborate effectively.				
RESILIENCE		Disagree	Somewhat Disagree	Somewhat Agree	Agree
7	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				
8	Obstacles usually motivate me to work harder.				
9	How I feel largely related to what I think.				
10	I'm able to take critical feedback and develop from there.				
11	I can divide a problem into small parts to solve it.				

DIGITAL COMPETENCIES	Disagree	Somewhat Disagree	Somewhat Agree	Agree
12 I'm comfortable in engaging in mentoring sessions through digital devices.				
13 With the support of a mentor, I will be able to develop my digital skills.				
14 For me, it is easy to use online platforms to meet new people.				
15 I know how to do online searches to find out about local events.				
CONFLICT MANAGEMENT	Disagree	Somewhat Disagree	Somewhat Agree	Agree
16 I know of several strategies for dealing with conflicts.				
17 I know where to find help in cases which there are difficult conflicts.				
18 I'm usually in control of my emotions and tend to be rational when solving problems.				
SPORTS AND PHYSICAL ACTIVITIES	Disagree	Somewhat Disagree	Somewhat Agree	Agree
19 I am familiar with the importance of engaging in physical activities for my mental and physical health.				
20 For me, participating in sports is a way of developing my intra and interpersonal skills (e.g. self-awareness, communication).				
21 It is important to include other people in sports and group activities.				
CIVIC ENGAGEMENT	Disagree	Somewhat Disagree	Somewhat Agree	Agree
22 Volunteering is a great strategy to make new friends.				
23 Young people must have an active voice in decision-making in local, national and European initiatives.				

		Disagree	Somewhat Disagree	Somewhat Agree	Agree
24	For me, it is important to feel like I am a part of the local community.				
25	I am familiar with the activities organized by community and sports organizations near me.				
LIFELONG LEARNING AND SELF-DEVELOPMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
26	I'm regularly looking for different trainings to attend to.				
27	I understand I have some weaknesses, but I believe I can work on them.				
28	I usually ask for feedback from people who interact with me, so that I know in which areas I can develop.				
29	I believe people can learn all their life.				
30	I think I'm good at what I do, I don't feel the need for further training.				

From the list below, please check your strengths with X.

Strengths		
Social relations	Empathy	
	Social Awareness	
	Teamwork	
Personal characteristics	Self-management	
	Self-knowledge	
	Responsible decision-making	

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships				

2. Building self-esteem and self-confidence				
3. Regulating my emotions				
4. Take initiatives				
5. Motivate a team				
6. Resolving Conflicts				
7. Working cooperatively				
8. Helping/seeking help				
9. Raising awareness about climate change				
10. Including actions that benefit the planet				

ANNEX 4 – SELF ASSESSMENT TOOL FOR COORDINATORS

SELF-ASSESSMENT TOOL FOR MENTORING COORDINATORS				
In this questionnaire we ask you to tell us which sentence do you identify more with. So, for example, you should mark an X in the column "I agree" if you really identify with the sentence.				
COMMUNICATION	Disagree	Somewhat Disagree	Somewhat Agree	Agree
1 I am aware of verbal and non-verbal communication, when talking to someone.				
2 It' easy for me to understand how and why people are feeling and thinking in a certain way.				
3 Usually I'm able to express my ideas and opinions to others in a clear and assertive ways.				
4 When someone asks me for help I try to ask questions that help clarifying the situation.				

		Disagree	Somewhat Disagree	Somewhat Agree	Agree
5	It's very difficult to understand which kind of communication style a person is using.				
6	I can listen actively to collaborate effectively				
RESILIENCE		**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**
7	I think when I ask for help, it means that I failed.				
8	When something goes wrong, I'm able to analyse it and understand what happened and how I can do better.				
9	I think I had some challenging situations, from which I learned a lot.				
10	In a stressful situation, I'm the kind of person who is calm and can help others to calm down.				
11	I'm able to take and accept criticism and develop from there.				
GROUP MANAGEMENT		**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**
12	I think within groups you can always find different roles people adopt and the challenge is to manage them.				
13	I know groups are always different, but you always have to understand how to motivate them.				
14	I think that working with groups is an opportunity to grow together.				
15	One challenge you can face managing groups is to promote everyone's participation.				
16	When coordinating a group, I always use different strategies.				
CONFLICT MANAGEMENT		**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**
17	I think collaboration is a good strategy to solve a conflict.				
18	When a conflict starts I like to be the person who stands up and helps all parts finding an agreement.				

		Disagree	Somewhat Disagree	Somewhat Agree	Agree
19	For to deal with a conflict I know to collaborate and try to meet other people half way.				
20	In a conflict I can see both sides impartially				
21	I know conflicts can happen at so many levels (e.g. person-person, person-organisation) and it's important to understand it so we can address it better.				
MENTORING PROCESS MANAGEMENT		**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**
22	For me the coordinator's goal is to share knowledge and experience with mentors.				
23	I believe it is very important to explain to people what they can do better/differently.				
24	I understand the different steps of mentoring in order to build a positive relationship with all stakeholders.				
25	I know how to evaluate the mentoring programme throughout the process so I can understand how to improve.				
26	In order to motivate someone I slit the final task into small simple steps				
SUPERVISION		**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**
27	I know some strategies to help set attainable and realistic goals.				
28	I am able to make a needs' assessment that can help the mentees and mentors understand where they are and what they want to achieve				
29	For me setting goals is important in assessing situations since it help us to know in which direction to move.				
30	I believe inadequate expectations can lead to frustrating situations.				
31	For me, feedback should be clear and focus on specific issues that the mentor needs to work on and things that he/she is already good at.				

LIFELONG LEARNING AND SELF-DEVELOPMENT		Disagree	Somewhat Disagree	Somewhat Agree	Agree
32	I'm regularly looking for a different training to attend.				
33	I've participated in support groups.				
34	I love to learn about new subjects.				
35	I have training and experience in managing projects/programmes or managing groups at school.				
36	Although it's not easy to do it, I'm able to understand and take responsibility for my mistakes.				

From the list below, please check your strengths with X

Strengths		X
Autonomy	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	
Ability to programming	Ability to identify priorities	
	Ability to plan activities	
	Ability to meet deadlines	
Ability in managing groups	Leadership	
	Management	
	Ability to plan/monitor/evaluate programmes	

Consider how comfortable you are in using each skill. Check the column that represents your comfort level.

Skills	Not at all comfortable	Somewhat comfortable	Comfortable	Very comfortable
1. Building relationships				
2 Being a community net-worker (sharing materials, projects, …)				
3. Listening				
4. Managing conflict				
5. Coaching (I share whit you the experience and procedures of the schools)				
6. Reflecting				
7. Encouraging				
8. Providing & Receiving Feedback				
9. Guiding (I share my materials, peer to peer, …)				
10. Solution Finding (Problem-Solving)				

MENTORING AGREEMENT

This agreement intends to explain how the relationship between mentor and mentee will be.

Name of the mentor:	
Name of the mentee:	

Mentor and mentee accept to work together freely and voluntarily.

1. The mentoring relationship will last for _____ months. This period will be evaluated every two months and will end by amicable agreement.

2. We will meet online or face-to-face at least _____ (every week, 2 in 2 weeks,…). Meeting times will be flexible, although, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will confirm and agree the date for the next meeting.

3. Each online or face-to-face meeting will last around _____.

4. In addition to face-to-face sessions, the mentor and mentee can speak to each other (through the coordinator, through the SportyMentor APP, by phone, by Whatsapp, by email): _____ _____ _____.

5. During the joint work, the mentor and the mentee think that their responsibilities are (what each one should do):

What the mentee should do	What the mentor should do
1. 2. 3.	1. 2. 3.

6. The mentor and mentee agree to work towards **the goals of the mentee:**

_____
_____
_____
_____
_____
_____

7. Everything that is said in the mentoring sessions is private and is only said to the coordinator when necessary.

Date:	Date:	Date:
Mentee signature	Mentor signature	Mentors' coordinator signature

ANNEX 6 – MENTORING MEETING RECORD

Mentoring Meeting Record

Please fill out this form after each meeting you have with each of your mentees.			
Mentee name:	Date:	Time (from):	Time (to):

This is my_____ meeting with my mentee. (e.g. 1st, 2nd, 3rd etc)

Form of meeting:	Outcomes from profile completed?
Face-to-face __	
SportyMentor APP __	Yes [ ] No [ ]
Telephone __	
Email __	Action plan completed?
Whatsapp ___	
Other: _____	Yes [ ] No [ ]

Give a brief description of what you did with your mentee during this meeting: (include details of where you met and any activities you did, planned or unplanned). **Refer whether occurred any or non-conformities.**

ANNEX 7 – MENTORING PROGRESS REPORT (MENTOR)

Mentor Progress Report

Mentor's name:		Mentee's name:
Has your mentee made any progress?	Yes ___	No___
If Yes, in what areas?		
If No, what are the reasons?		
What influence did you have on your mentee's achievements?		
What else you think has influenced the stage your mentee is now? (e.g. other services, friends, family etc).		
Are you satisfied with the relationship with your mentee? Yes ___ No ___ **Please, explain why.**		
Overall, are you satisfied with the Mentoring Programme? Yes___ No ___		

For each sentence, tell us if you agree or disagree. If you think something can be improved, please explain what.	Disagree	Agree	Could be improved	If you choose "Disagree" or "Could be improved", please tell us why:
Mentoring sessions are useful.				

Mentoring sessions are important.				
Mentoring sessions help mentee improve his/her performance.				
Mentoring sessions address mentee's needs.				
Mentoring sessions allow mentee to develop his/her personal competences.				
I feel that the mentee has developed his/her social skills.				
The mentoring programme is important for the mentee.				

ANNEX 8 – MENTORING PROGRESS REPORT (MENTEE)

Mentee Progress Report

Mentee's name:		
Have you made any progress?	Yes ___	No___
If Yes, in what areas?		
If No, what are the reasons?		
What influence has your mentor had in the way you feel or in the stage you are now?		
What else you think influenced in the stage you feel you are now? (e.g. other services, friends, family etc).		
Are you satisfied with the relationship with your mentor? Yes ___ No____ **Please explain why.**		

For each sentence, tell us if you agree or disagree.	Disagree	Agree	Could be improved	If you choose "Disagree" or "Could be improved", please tell us why:
Mentoring sessions are useful.				
Mentoring sessions are important.				
Mentoring sessions help me improve my performance.				

Mentoring sessions address my needs.				
Mentoring sessions allow me to develop my personal competences.				
I feel I have developed my social skills.				
The mentoring programme is important for me.				

ANNEX 9 – SUPERVISION MEETING RECORD

Supervision Meeting Record

Please, fill out this form after each surpervision meeting			
Meeting no ____			
Coordinator name:	**Date:**	**Time (from):**	**Time (to):**
Form of meeting: Face-to-face __ Remote __	**Topics covered:**		

Mentor name	Signature

Mentoring Final Report

Please fill out this form at the end of the mentoring process.

I am a: (put a X) Mentee___   Mentor___   Coordinator ___   **Date: __/__/___**

For how long have you met? (months, weeks): _____

Do you feel there has been any changes in the ways you dealt with social and civic engagement (put a X)

Yes _____   No _____

If Yes, please write what it is:

_____

_____

_____

If No, please write the reasons:

_____

_____

_____

What was the influence of the mentor/mentee in this change (if applicable)?

_____

_____

_____

Improvements	YES	NO
Would you change something in the way that the programme is implemented?		

If you choose YES, please write what we can do better next time:	
What additional information should be provided to new mentors and/or to mentees to make their mentoring relationship a success?	

For each sentence tell us if it applies to your situation in terms of skill development over the mentoring programme:	YES	NO	Please justify why:
I have more communication skills (e.g., I am more assertive)			
Becoming a mentor/mentee/coordinator has helped me to become more resilient			
I feel more confident to manage a group			
I feel more confident in managing conflicts in the different contexts of my personal/professional life			
I have more skills on civic engagement and youth participation			
I have gained more understanding on mentoring relationships			
I benefited from being a part of a mentoring programme			
I have more confidence due to positive feedback from my mentoring pair			
I trust more in my skills to engage in sports and physical activity			

I consider to be a more participative member of the community after being a part of a mentoring programme			
I feel more engaged, involved, and motivated to interact with other youngsters			
I have improved my self-knowledge			
I felt supported during the mentoring process			