



# The Mentoring Training Course





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## INTRODUCTION

The SportyMentor initiative aims to develop a youth-centered 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. The expected outcomes are positive impact in youth development, increased motivation to participate in physical activities, and the acquisition of social competencies that will benefit these young people, especially the ones with challenging behaviors patterns, in the different areas of their lives.

To achieve these goals, 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 Training Course aims to provide practical and useful content in terms of sports mentoring and how it can be used to promote healthy behaviour in youngsters, the promotion of civic engagement, the digital competencies valued/needed in online mentoring programmes, and an overview of mentoring processes. By completing this Training Course, mentors and mentor's coordinators will develop competencies and become more empowered to create a child-friendly, positive, and informal environment, in which children/young people are truly listened to.

### 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. INTENDED AUDIENCE

Engaging in mentoring relationships with other youngsters, especially those with challenging behaviour, require that mentors have a structured perspective of their contexts, of the potentialities of sports and digital tools to effectively engage with them, and of the step-by-step of a mentoring process.

In this sense, this Course was designed to train:

- **Mentors:** include young people that are role models, have a healthy lifestyle and are willing to provide support and guidance – *coaches, athletes, directors of sports clubs and ex-athletes. The training course is adaptable to other target groups.*

By completing the necessary steps of this training, these young role models will be able to establish mentoring relationships and act as mentors to:

- **Mentees:** include disadvantaged young people, especially those with challenging behaviours or those who are lacking physical activity.

## 2. FORMAT AND LEARNING METHODS

This training course is designed to be delivered in a synchronous face-to-face format.

The face-to-face sessions are focused on the presentation of the main concepts, debates and sharing of experiences.

Practical activities are carried out to consolidate knowledge and tools for working with young people are shared.

**Note:** Although the training sessions presented in this document were designed to be implemented face-to-face, the content and exercises can be adapted to be delivered in an online format.



### 3. LEARNING OUTCOMES

At the end of this training, mentors will be able to engage in mentoring programmes by:

- Using sports mentoring programmes to promote healthy behaviours with youngsters within a structured framework;
- Supporting the personal development of children/youth and encouraging them to participate in civic initiatives;
- Harnessing digital competencies to promote fruitful and informal mentoring processes with young people;
- Applying key concepts and developing adequate action throughout mentoring processes, according to the model presented by SportyMentor.

### 4. CONTENTS OF TRAINING MODULES

Topics covered by the Modules	Subtopics covered by the Modules
1. Sports as a strategy to engage young people	1.1. Define sport and identify the advantages and disadvantages of sport for young people 1.2. Tips for creating a healthy environment for sporting activities during mentoring sessions
2. Development and young civic engagement	2.1. Introduction to civic engagement 2.2. Ways of being more participatory
3. Capacity building on digital competencies for online mentoring	3.1. Introduction on digital literacy 3.2. Instructions to use the SportyMentor application
4. Introduction to Mentoring	4.1. The concepts of mentoring, its goals and the SportyMentor Mentoring Programme 4.2. Key actors of the SportyMentor Mentoring Programme 4.3. The SportyMentor Mentoring Model 4.4. The resources needed in the SportyMentor Mentoring Model



<p><b>5. The Phases of Mentoring</b></p>	<p>5.1. The characteristics of a good mentoring relationship and how to develop them</p> <p>5.2. The main phases of a mentoring relationship and what is expected during each one of them</p> <p>5.3. The structure of the SportyMentor’s Mentoring Programme and its potential in supporting a mentoring relationship</p> <p>5.4. SportyMentor’s icebreakers and tools to use during a mentoring session</p>
<p><b>6. Evaluation and Closure</b></p>	<p>6.1. The importance and benefits of evaluation in a mentoring process</p> <p>6.2. SportyMentor’s icebreakers and tools for evaluation and closure</p> <p>6.3. SportyMentor’s documents and resources to use for evaluation and closure of a mentoring process</p>

## 5. WORKLOAD

The SportyMentor Training Course has a total of 12 hours, distributed in 6 modules of 2 hours each. All modules will be delivered both in asynchronous and synchronous sessions.

Modules	Mentors	Duration
1. Sports as a strategy to engage young people	X	2 hours
2. Development and young civic engagement	X	2 hours
3. Capacity building on digital competencies for online mentoring	X	2 hours
4. Introduction to Mentoring	X	2 hours
5. The Phases of Mentoring	X	2 hours



6. Evaluation and Closure	X	2 hours
<b>TOTAL</b>		<b>12 hours</b>

## 6. EVALUATION

To successfully complete the Training Course, participants must:

- 1) Attend at least 80% of the sessions promoted throughout the training. Participation will be confirmed in the sessions with the support of an Attendance List provided to them by the end of each session;
- 2) Engage in and finish at least 1 mentoring process as mentors.

After these steps, participants/mentors will receive a Certificate of Attendance, which will allow them to promote mentoring sessions with mentees.

You can find below a list of tools that will support the implementation of the training course. They are also presented as Annexes by the end of this document.

TOOLS	DESCRIPTION	Before	During	After
<b>Registration forms (Annex 1)</b>	Registration and collection of the participants' demographic data. The data obtained in the form will be used in the report.	X		
<b>Initial assessment (Annex 2)</b>	For mentors' self-assessment of their knowledge and skills. The result of the assessment of initial and final competences and knowledge will be described in the report.	X		
<b>Attendance list (Annex 3)</b>	Proof of the piloting/participation in the training sessions.		X	
<b>Session plan (Annex 4)</b>	Suggestion of how to conduct the training session and perform the activities with mentors.		X	
<b>Photographs</b>	To illustrate the report and serve as proof of the training.		X	
<b>Final assessment (Annex 2)</b>	To ascertain the acquisition of new knowledge and skills. The result of the assessment of initial and final competences and knowledge will be described in the report.			X
<b>Final quality assessment (Annex 5)</b>	To evaluate the quality of the training – contents, trainers, agenda, etc. The results will be described in the report.			X
<b>Certificate of Attendance</b>	Send a certificate to participants that attended the training.			X





<b>Report (Annex 6)</b>	Create a report to summarize all the information obtained during the sessions.			X
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## 7. SESSION PLANS

In order to replicate this training by the different partner organizations, and even after the end of the project, we developed the following session plans. Module by module, it is possible to confirm the general objectives, the learning outcomes, the methods, the contents, and the structure of every training session on the SportyMentor Mentoring Programme. These tools – the session plans – will support the implementation and replication of the Mentoring Training.



## Module 1: Sports as a strategy to engage young people

### Session Plan

<b>Training : The Mentoring Training Course</b>		
<b>Module : Sports as a strategy to engage young people</b>		<b>Trainer:</b>
<b>Session n°:</b>	<b>Duration : 2h00</b>	<b>Date:</b>
<b>General objectives:</b>	<ul style="list-style-type: none"> <li>• Defining and differentiating sport from physical activity</li> <li>• Understand and identify the benefits of engaging in sport</li> <li>• Provide advice on how to create a safe environment to encourage mentors to take part in a sporting activity with their young mentee (with attention to gender)</li> <li>• Identify and design how each mentor wishes to incorporate sport into their mentoring relationship with their mentee</li> </ul>	
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of PA and Sport and its implication</li> <li>2. Understand the benefits of engaging in sporting activities for young people</li> <li>3. Tips for creating a healthy environment for sporting activities</li> <li>4. Understand how to create and plan a program</li> </ol>	
<b>Methods:</b>	Expositive, interrogative, co-construction and active participation	
<b>Session content:</b>	<ul style="list-style-type: none"> <li>• Define sport and identify the advantages and disadvantages of sport for young people</li> <li>• Tips for creating a healthy environment for sporting activities during mentoring sessions</li> </ul>	



Time	Activities	Resources and materials:
15 min	Welcome & Icebreaker : to understand the advantages / inconvenients of sport activities	
30 min	<p>Introduction :</p> <ul style="list-style-type: none"> <li>Defining and differentiating sport from physical activity</li> <li>Understand and identify the benefits of engaging in sport</li> </ul> <p><u>Activity:</u> Discuss the concepts Quiz</p>	Quiz
35 min	<p>Provide advice on how to create a safe environment to encourage mentors to take part in a sporting activity with their young mentee (with attention to gender)</p> <p><u>Activity:</u> Case study - Analysis, discuss and develop a plan Team Work. Each group has to present a Case study and the group has to do some of the proposed activities</p>	
30 min	<p>Identify how each mentor wishes to incorporate sport into their mentoring relationship with their mentee</p> <p><b>Activity:</b> Discussion in team groups how to incorporate sport considering the target population and the goal. Elaborate some activities , test and reflect in terms of learning outcomes</p>	
10 min	Final remarks and conclusion	



## Module 2: Development and young civic engagement

### Session Plan

<b>Training: The Mentoring Training Course</b>		
<b>Module: Development and young civic engagement</b>		<b>Trainer:</b>
<b>Session n°:</b>	<b>Duration: 2h00</b>	<b>Date:</b>
<b>General objectives:</b>	<ul style="list-style-type: none"> <li>• Demonstrate the benefits to youngsters of getting involved in their communities</li> <li>• Show how young people can get involved in their communities</li> <li>• Demonstrate how youngsters are vital to the overall health of their communities</li> <li>• Explain the benefits to youngsters of becoming more involved in activities in their community</li> </ul>	
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. Learn how to make a difference in your neighbourhood</li> <li>2. Understand how fulfilling it is to do something good for others</li> <li>3. How the SportyMentor project can lead to positive changes in your life</li> </ol>	
<b>Methods:</b>	<ul style="list-style-type: none"> <li>• Expositive, interrogative and active participation</li> </ul>	
<b>Session content:</b>	<ul style="list-style-type: none"> <li>• Introduction to civic engagement</li> <li>• Ways of being more participatory</li> </ul>	

Time	Activities	Resources and materials:
20 minutes	<p>Icebreakers and get to know the general meaning of civic engagement</p> <p>Icebreaker: Whose story is this?</p> <p>The trainer will ask participants to write down in a post-it a funny, curious or unexpected activity that they have participated in the past. Without saying it outloud, each person will place the post-it in a recipient provided by the mentor. Then, the mentor will read the post-its, and the group will have to</p>	<p>PPT</p> <p>Post-its</p> <p>MaRkers</p>



	guess to which participant the story belongs to. This will be an opportunity for trainees to be surprised by the others, and will create a fun environment for the session.	
40 minutes	<p>Introduction to the module and developing the theme of Civic Engagement.</p> <ul style="list-style-type: none"> <li>- What is Civic Engagement?</li> <li>- What are the benefits both to the youth and their community?</li> </ul> <p>Activities and Quiz</p>	PPT
20 minutes	<p><b>Activity 1:</b></p> <p>Discussion in team groups how to encourage young people to get involved in activities in their communities.</p> <ul style="list-style-type: none"> <li>- <i>How should they be approached?</i></li> <li>- <i>What are the best ways to get through to them?</i></li> </ul>	
20 minutes	<p><b>Second activity</b></p> <p>True or False questions (6)</p> <p>These will be answered individually.</p>	
20 minutes	Final remarks and Conclusion. Feedback from participants.	



## Module 3: Capacity building on digital competencies for online mentoring

### Session Plan

**Training: The Mentoring Training Course**

**Module: Capacity building on digital competencies for online mentoring**

**Trainer:**

**Session n°:**

**Duration: 2h00**

**Date:**

<b>General objectives:</b>	<ul style="list-style-type: none"> <li>Getting familiar with digital literacy</li> <li>Learn how to use the SportyMentor application</li> </ul>
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>What is digital literacy?</li> <li>How to use the SportyMentor application?</li> </ol>
<b>Methods:</b>	<ul style="list-style-type: none"> <li>Expositive, interrogative and active participation</li> </ul>
<b>Session content:</b>	<ul style="list-style-type: none"> <li>Introduction on digital literacy</li> <li>Instructions to use the SportyMentor application</li> </ul>

Time	Activities	Resources and materials:
5 minutes	Introduction to the module	PPT
20 minutes	Digital literacy (expository method)	PPT
20 minutes	<p>Practical exercise: Storytelling with Emojis HOW TO APPLY</p> <p>The trainer will ask participants: “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 participants must answer by only using Emojis. The trainer will try to guess the meaning of the story.</p> <p>WHAT TO LEARN?</p> <p>The main goal of this icebreaker is to create a fun moment in which participants can share about their days, while promoting creativity and storytelling.</p>	<p>PPT</p> <p>Mobile phones</p> <p>SportyMentor application</p>



	It will also be the first time participants discover the SportyMentor app - after downloading it.	
1h15	Presentation of the SportyMentor App	PPT



## Module 4: Introduction to Mentoring

### Session Plan

<b>Training: The Mentoring Training Course</b>		
<b>Module: 4 – Introduction to Mentoring</b>		<b>Trainer:</b>
<b>Session n°:</b>	<b>Duration: 2h00</b>	<b>Date:</b>
<b>General objectives:</b>	<ul style="list-style-type: none"> <li>• Understand the main concepts related to mentoring in the SportyMentor Mentoring Programme;</li> <li>• Identify the key actors involved in the SportyMentor Mentoring Programme;</li> <li>• Understand the SportyMentor Mentoring Model;</li> <li>• Reflect about resources needed in the SportyMentor Mentoring Programme.</li> </ul>	
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. What is the definition of mentoring and what are the goals of the SportyMentor Mentoring Programme;</li> <li>2. What is the role of each key actor involved in the SportyMentor Mentoring Programme;</li> <li>3. What are the characteristics of the SportyMentor Mentoring Model;</li> <li>4. What are the logistics aspects and the human resources needed in the SportyMentor Mentoring Programme.</li> </ol>	
<b>Methods:</b>	<ul style="list-style-type: none"> <li>• Expositive, interrogative and active participation</li> </ul>	
<b>Session content:</b>	<ul style="list-style-type: none"> <li>• The concepts of mentoring, its goals and the SportyMentor Mentoring Programme;</li> <li>• Key actors of the SportyMentor Mentoring Programme;</li> <li>• The SportyMentor Mentoring Model;</li> <li>• The resources needed in the SportyMentor Mentoring Model.</li> </ul>	





Time	Activities	Resources and materials:
20 min	<p>Reception of trainees and introduction to the module.</p> <p><u>Icebreaker:</u> Mimic! Print/write down words related to the SportyMentor’s topics. Put the paper sheets in a recipient and mix them. Ask one trainee to pick up a random word and to mimic the word to the group, without saying it out loud. When another participant guesses the word, it’s their turn to mimic. Every person in the group must mimic at least once.</p> <p>Examples of words: Circular economy – Sustainability – Soft skills – Critical thinking – Trekking – Young people – Community – Challenging behaviour – Mentor – Mentee – SportyMentor App – Empathy – Healthy Lifestyle.</p>	<p>PPT</p> <p>Paper sheets</p> <p>Markers</p>
20 min	<p>Presentation and discussion of the Subtopic 1 (Chapter 4).</p> <p><u>Activity 1:</u> True or False Discuss each one of the projected sentences in small groups and share with others your opinion on whether they are “True” or “False”.</p> <p>Examples of sentences:</p> <ul style="list-style-type: none"> <li>● SportyMentor’s mentoring sessions must be promoted in groups.</li> <li>● The mentor needs to support the mentee at all costs.</li> <li>● Mentoring can have positive impacts in the mentee’s school life.</li> <li>● SportyMentor’s mentors should have the same background as the mentee.</li> <li>● SportyMentor is not intended to train professional players.</li> <li>● A mentor should only use the SportyMentor’s APP to communicate with the mentee for emergencies.</li> </ul>	<p>PPT</p>



	<ul style="list-style-type: none"> <li>• SportyMentor has the goal to address the lack of physical activity in adolescents.</li> </ul>	
20 min	<p>Presentation and discussion of the subtopic 2 (Chapter 4).</p> <p><u>Activity 2: Actor/Role</u></p> <p>Participants are provided a list of responsibilities related to the mentoring process. In groups of 3, they will have to link each responsibility to a key actor of the process. A group discussion is then promoted.</p> <p>Examples of Responsibilities:</p> <ul style="list-style-type: none"> <li>• Mentor’s coordinator or manager:           <ul style="list-style-type: none"> <li>Supervision of the mentoring programme –</li> <li>Recruits mentees – Work to retain mentors – Helps mentors develop their skills – Provides digital support.</li> </ul> </li> <li>• Mentor           <ul style="list-style-type: none"> <li>Inspires positive behaviours in mentees – Provides guidance and support to youth – Helps mentees develop civic skills – Role models for young people – Motivate mentees to adopt a healthy lifestyle.</li> </ul> </li> <li>• Mentee           <ul style="list-style-type: none"> <li>Young person willing to receive guidance – Open to receive support – Takes responsibility to learn from the mentor – Shares their needs with mentors – Commitment to follow the goals/objectives set in mentoring.</li> </ul> </li> </ul>	<p>PPT</p> <p>Paper sheets</p> <p>Markers</p> <p>Flipchart</p> <p>Tape</p>
30 min	<p>Presentation and discussion of the subtopic 3 (Chapter 4).</p> <p><u>Activity 3: Online Quiz</u></p> <p>Participants will be provided a link to an online quiz (Mentimeter platform). They will answer 5 multiple choice questions about the SportyMentor Mentoring Model. Then, they can share their results with the group.</p>	<p>PPT</p> <p>Smartphones</p> <p>Internet access</p> <p>Mentimeter link</p>



	<p>Questions for Mentimeter:</p> <ul style="list-style-type: none"> <li>Each mentee is paired with: One mentor – two mentors – three mentors – a group of mentors</li> <li>Ideally, a mentoring process lasts: Three months – Four to six months – At least one year – There is no ideal duration</li> <li>To enhance the potential of the mentoring process, mentors must use: Mentoring Programme – Ecocitizenship Toolkit – Online Application – All of the above</li> <li>The mentoring sessions can take place: Exclusively online – Both online and in-person – Exclusively in-person – Only in the presence of the mentee’s parents</li> <li>The mentoring goals are defined by: The mentor – The mentee – Mentor and mentee – The coordinator</li> </ul>	
20 min	Presentation of the subtopic 4 (Chapter 4).	PPT
10 min	Final remarks and Conclusion.	
<b>Assessment methods: Attendance List</b>		

## Module 5: The Phases of Mentoring

### Session Plan

#### Training: The Mentoring Training Course

<b>Module: 5 – The Phases of Mentoring</b>		<b>Trainer:</b>
<b>Session n°:</b>	<b>Duration: 2h00</b>	<b>Date:</b>
<b>General objectives:</b>	<ul style="list-style-type: none"> <li>Reflect about the importance to build a good mentoring relationship</li> <li>Identify the main aspects of each phase of a mentoring relationship</li> <li>Learn how the SportyMentor’s Mentoring Programme was designed and its role in supporting a mentoring relationship</li> </ul>	



	<ul style="list-style-type: none"> <li>• Get familiar with SportyMentor’s icebreakers and tools</li> </ul>
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. What is the importance of building a good mentoring relationship</li> <li>2. What are the main aspects of each phase of a mentoring relationship</li> <li>3. How the SportyMentor’s Mentoring Programme was designed and how it can be helpful in supporting a mentoring relationship</li> <li>4. What are the available icebreakers and tools that mentors have in the SportyMentor project</li> </ol>
<b>Methods:</b>	<ul style="list-style-type: none"> <li>• Expositive, interrogative and active participation</li> </ul>
<b>Session content:</b>	<ul style="list-style-type: none"> <li>• The characteristics of a good mentoring relationship and how to develop them</li> <li>• The main phases of a mentoring relationship and what is expected during each one of them</li> <li>• The structure of the SportyMentor’s Mentoring Programme and its potential in supporting a mentoring relationship</li> <li>• SportyMentor’s icebreakers and tools to use during a mentoring session</li> </ul>

Time	Activities	Resources and materials:
10 min	<p>Reception of trainees and introduction to the module.</p> <p><u>Icebreaker:</u> Two Truths and One Lie</p> <p>The trainer will provide participants with a sheet of paper, divided in three columns, and markers. Then, he/she will ask trainees to think of three facts about themselves, but two facts must be true, and one fact must be a lie. After a couple of minutes, the trainer will ask each person to share the facts with the others, and the group must guess which facts are true and which is a lie. The</p>	<p>Paper sheets (Template)</p> <p>Markers</p>



	<p>person who wrote the fact can share a little bit about their facts if they want to.</p> <p>This Icebreaker was retrieved and adapted from the SportyMentor's Mentoring Programme. Trainers can use the project's template to implement the activity.</p>	
20 min	<p>Presentation and discussion of the Subtopic 1 (Chapter 5).</p> <p><u>Activity 1: Pro x Con</u></p> <p>Divide participants in two smaller groups. The trainer will present the following sentences, and one group have to present arguments in favor of the idea, whilst the other group have to present arguments against the idea:</p> <ul style="list-style-type: none"> <li>• Long-lasting mentoring relationships are better than shorter ones.</li> <li>• It is necessary to comply with a minimum frequency of mentoring sessions.</li> <li>• Youth perception regarding mentors will not influence a mentoring process.</li> </ul> <p>A good mentoring relationship usually results in better outcomes for youth.</p>	PPT
25 min	<p>Presentation and discussion of the Subtopic 2 (Chapter 5).</p> <p><u>Activity 2: Describe the phase</u></p> <p>During the session, the trainer will provide the group with a picture with 9 blank spaces. Trainees will have to fill the blanks with the right sequence of steps of SportyMentor's relationship (Get to know – Step into the relationship – Diagnosis – Set goals – Methods – Empowerment – Supervision – Evaluation – Closure). Then, trainees will describe at least three characteristics of each one of the three set of main phases (Building a relationship – Development – Closure). The activity finishes when participants give all correct answers.</p>	PPT



15 min	Presentation and discussion of the Subtopic 3 (Chapter 5).	PPT
40 min	<p>Presentation and discussion of the Subtopic 4 (Chapter 5).</p> <p><u>Activity 3: Role-playing</u></p> <p>Divide participants in pairs and provide, in a sheet of paper, each pair with a different icebreaker/tool from the “Building a Relationship” and “Development” phases of SportyMentor’s programme. During this activity, one person will play the mentor and the other will play the mentee, as they will together use the icebreaker/tool. After conducting the role-play for some minutes, the trainer will promote a debriefing moment. Here, you can ask trainees, for example:</p> <ul style="list-style-type: none"> <li>● What is, for you, the purpose of the tool?</li> <li>● What were your initial expectations? Were they addressed?</li> <li>● Did you decide to play yourself or did you come up with a persona? Why?</li> <li>● Was there anything that surprised you during the activity?</li> <li>● What was your favorite/least favorite part of using the icebreaker/tool?</li> <li>● What was the role of the icebreaker/tool in your interaction?</li> </ul>	<p>Paper sheets</p> <p>Markers</p> <p>PPT</p>
10 min	Final remarks and Conclusion.	





## Module 6: Evaluation and Closure

### Session Plan

<b>Training: The Mentoring Training Course</b>		
<b>Module: 6 – Evaluation and Closure</b>		<b>Trainer:</b>
<b>Session n°:</b>	<b>Duration: 2h00</b>	<b>Date:</b>
<b>General objectives:</b>	<ul style="list-style-type: none"> <li>• Understand the importance and benefits of evaluation in a mentoring process</li> <li>• Get familiar with icebreakers and tools of SportyMentor’s Mentoring Programme related to evaluation and closure to use in mentoring sessions</li> <li>• Get familiar with evaluation and closure documents and resources to use in a mentoring process</li> </ul>	
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. What is the importance and benefits of evaluation in a mentoring process</li> <li>2. What are the available icebreakers and tools of SportyMentor’s Mentoring Programme related to evaluation and closure</li> <li>3. What are the available documents and resources to use for evaluation and closure of a mentoring process</li> </ol>	
<b>Methods:</b>	<ul style="list-style-type: none"> <li>• Expositive, interrogative and active participation</li> </ul>	
<b>Session content:</b>	<ul style="list-style-type: none"> <li>• The importance and benefits of evaluation in a mentoring process</li> <li>• SportyMentor’s icebreakers and tools for evaluation and closure</li> <li>• SportyMentor’s documents and resources to use for evaluation and closure of a mentoring process</li> </ul>	

Time	Activities	Resources and materials:
15 min	Reception of trainees and introduction to the module.	PPT



	<p>Icebreaker: 5 similarities and 5 differences</p> <p>The trainer will split the group in pairs. Then, he/she will challenge the trainees to find 5 similarities and 5 differences that they have in common with each other. All participants must share information with the others so that they can successfully complete the challenge. Topics can be related to sports, work life, activities they like or don't like, and so on.</p> <p>This icebreaker is a fun opportunity for the training course's participants to know more about each other, and to find common ground among them.</p>	
25 min	<p><u>Activity 1: Brainstorming</u></p> <p>For this activity, the trainer will ask the mentors to reflect about the following questions:</p> <p>Why is it important to promote continuous evaluation during a mentoring programme?</p> <p>Why is it important to gather mentees' feedback in a mentoring process?</p> <p>How can mentors gather mentee's feedback during a mentoring process?</p> <p>What are the important aspects to consider when asking for feedback?</p> <p>With which evaluation and feedback methodologies am I familiar with?</p> <p>Presentation and discussion of the Subtopic 1 (Chapter 6).</p>	PPT
40 min	<p>Presentation and discussion of the Subtopic 2 (Chapter 6).</p> <p><u>Activity 2: SWOT Analysis</u></p> <p>The trainer will divide participants into 4 groups (the division must be adapted according to how many attendees are in the session) and provide each group with a template of the SWOT Analysis tool from the SportyMentor's Mentoring Programme. The trainer will ask:</p>	<p>PPT</p> <p>Paper sheets (SWOT Analysis tool)</p> <p>Markers</p>





	<ul style="list-style-type: none"> <li>• Participants from 2 of the 4 groups to reflect about the Strengths, Weaknesses, Opportunities and Threats of the mentoring process proposed by the project,</li> <li>• Participants from 2 of the 4 groups to reflect about the Strengths, Weaknesses, Opportunities and Threats of SportyMentor's evaluation process.</li> </ul> <p>After some minutes, the trainer will invite each group to present the results from the SWOT Analysis with the others and share their insights. It is important for the trainer to show availability to clarify any questions the trainees might have regarding the completion of the SWOT Analysis template.</p>	
30 min	Presentation and discussion of the Subtopic 3 (Chapter 6).	PPT
10 min	Final remarks and Conclusion.	



# ANNEXES

## Annex 1: Registration Form

Name:	
E-mail:	Phone:
Age:	Profession:
Entity you represent (if applicable):	
Any special needs?	If you answered YES to the previous question, please indicate which one(s):
Please indicate how you found out about this event: <input type="checkbox"/> E-mail from [insert organization] <input type="checkbox"/> Social Media from [insert organization] <input type="checkbox"/> Website of [insert organization] <input type="checkbox"/> Work colleagues/Organization you work for <input type="checkbox"/> Newsletter from [insert organization] <input type="checkbox"/> Other	
[REMEMBER TO INSERT THE NATIONAL DATA PROTECTION POLICY]	
Thank you for your participation!	

## Annex 2: Self-Assessment Tool

SELF-ASSESSMENT TOOL FOR MENTORS				
<p>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.</p>				
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.				
<b>RESILIENCE</b>		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.				
<b>DIGITAL COMPETENCIES</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
12	I think that working with online tools is an opportunity to learn new skills.				
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.				
<b>CONFLICT MANAGEMENT</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
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.				
<b>MENTORING PROCESS MANAGEMENT</b>		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
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 related to 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		<b>Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Agree</b>
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.

<b>Strengths</b>		
<b>Autonomy</b>	Ability to activate autonomously processes decision-making	
	Ability to elaborate autonomous solutions	
	Manage new and unexpected needs in autonomy	
<b>Ability to programming</b>	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				





5. Coaching (I share with 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: Attendance List

#### ATTENDANCE LIST

Name:		
Module:		Session n°:
Trainer:		Local:
Data:	Begin at:	End at:

#### ATTENDANCE

Nr.	Learners	Morning	Afternoon
1.			
2.			
3.			
4.			



<b>SUMMARY</b>

<b>METHODS APPLIED</b>

<b>OBSERVATIONS</b>

<b>Signature of trainer:</b>

#### Annex 4: Session Plan

<b>Training:</b>		
<b>Module:</b>		<b>Trainer:</b>
<b>Session n°:</b>	<b>Duration:</b>	<b>Date:</b>
<b>General objectives:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	
<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>	
<b>Methods:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Session content:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	

Time	Activities	Resources and materials:




## Annex 5: Final Quality Assessment

This questionnaire is anonymous and the sincere and attentive answer is used to continuously improve project activities and events. We thank your collaboration.

**Instructions**

Scale

Very poor Excellent

Please mark with an "X" in the box that better represents your evaluation in relation to each of the following items presented below.

1. How do you evaluate the training organization in terms of?	1	2	3	4	5	6
Rooms and didactic resources available						
Duration according to your learning needs						
Schedule						
Administrative and logistic support						
2. How do you evaluate the delivered contents?	1	2	3	4	5	6
In relation to what you initially expected						
Aims and learning outcomes						
Practical application of the contents on your professional activities						
3. How do you evaluate the trainer(s)?	1	2	3	4	5	6
Domain and knowledge about the contents and themes						
Use of a clear and accessible language						
Creation of a good learning environment						



<b>4. Having in consideration the course nature, do you think it was:</b>					
Very theoretic	<input type="checkbox"/> 1	Very practical	<input type="checkbox"/> 2	Balanced, theoretic and practic	<input type="checkbox"/> 3
<b>5. Would you recommend others to attend activities and events within this project?</b>		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
<b>If you have any suggestion for improvement, please write below:</b>					

## Annex 6: Report

### Executive summary

[Write a short summary of your country pilot course, the main results obtained and the recommendations for improvement – no more than 1 page, plus add some photos/pictures of the training – if it was only online, insert some print screens of online activities held]

### Chapter 1: Organisation and structure of the pilot

[insert introduction about who is the partner organisation and how it launched the pilot course, how it is connected to its mission and services].

#### 1.1 Organisation of the training course

[please explain how you selected and defined what learning units you tested, how did you seek for participants/ what channels/ how did you disseminate the training course, etc; describe when, where and how you implemented the pilot course, if you joined some local partners, if you made any adjustments to initial plans; you can make use of the piloting plan template].

#### 1.2 Profile of participants

[describe using figures and graphics the profile of participants in terms of gender, age, background, employment status)

#### 1.3 Profile of the trainers

[describe using figures and graphics the profile of trainers in terms of gender, age, background, employment status. Use this space to show the trainers evaluation)

#### 1.4 Structure of the training course



[please describe how did you structured the training course briefly and complete the table below; explain number of registration and dropouts, mention the number of participants who complete the full training]

The training pilot plan for [insert country] stands as shown in Table 1.

Format of the training (face-to-face, blended, etc)	
Duration of the training	
Contents covered	
Total nr. of registered learners	
Total nr. of learners who completed the course	
Training methods used	
Use of learning materials from IO2 (use of multimedia, use of all worksheets or partially, adaptations needed, etc)	

[insert description of the use of the online platform and what participants could see on it, how you use it, if inserted exercises or only contents, etc; add print screens from your online space]

## Chapter 2: Results and evaluation

[Insert a summary of your results, special highlights and an overview of how the pilot course has run in your country]

### 2.1 Satisfaction with the training

[insert a description of the results of the satisfaction survey, add graphics to highlight and present the information considering the different topics of the survey; insert a summary of the suggestions made by participants and insert some quotes to provide examples]

### 2.2 Upskilling of participants' competences

[describe how you applied the self-assessment questionnaire of competences, when and how; describe the main results and the main skills either participants had initially or those that were more improved; use graphics from the general results of the self-assessment to show the different between pre and post-test on learners, draw conclusions to the figures presented]

### 2.3 Outcomes



[describe how you used the evaluation survey, the main results obtained before and after the training, focusing on main outcomes for the project; use graphics and draw some conclusions, if possible, for the results]

### **Chapter 3: Challenges and final remarks**

[describe any constraints and challenges you have faced to implement the pilot course in your country and the final remarks you may leave for future adoption]