

A Toolkit for Running a Mentoring Project for Young People



ERASMUS
CREATING OPPORTUNITIES FOR THE UK ACROSS EUROPE

Fundacija
SURSUM
Ljubljana

F FUNDACIÓN
CANFRANC

kac

Community
Development
Centre

S K A Ł A
MAŁOPOLSKIE
STOWARZYSZENIE

Table of Contents

This toolkit will provide you with the worksheets and templates to assist with running your mentoring project.

Planning Your Project - 3

Marketing Worksheet - 4

Marketing Plan - 5

Project Task List - 6

Project Model - 7

Mentor Recruitment - 8

Volunteer Mentor Application Form - 9

Mentor References Form - 11

Mentor Interest Survey - 12

Mentee Recruitment - 13

Mentee Application - 14

Mentee Interest Survey - 15

Organization & Important Documents - 16

Application & Induction Status Form - 17

Mentor/Mentee Match List - 18

Mentor Contact Sheet - 19

Mentee Contact Sheet - 20

Emergency Details - 21

Photography Consent Form - 23

Confidentiality Agreement - 22

Training

Training Objectives - 25

Training Session Plan Template - 26

Mentor Training Content - 27

Pre-training Questionnaire - 28

Practicing Boundaries Training Activity - - 29

Cultural Awareness Training Activity - 30

Key Words Training Activity - 31

Mentor Training Evaluation - 32

Mentee Training Evaluation- 33

Training completion worksheet - 35

Mentor-Mentee - 36

Mentor-Mentee Agreement -37

Goal Setting Activity - 38

Action Planning Your Goals - 39

First Mentoring Session Example - 40-41

Monitoring & Evaluation -42

Evaluation for youth under 12 - 43

Evaluation for youth above 12 - 44

Mentor Feedback - 45

Mentor Match Commitment - 46

Planning Your Project

Planning Your Project Template

Use this worksheet to assist in the planning process of your project. Think about who is needed, when its needed, and what is needed in preparing your project.

Marketing Plan

Project Task List

Project Model

Use this project logic model to identify the components of your project. This will help you develop a framework to implement, evaluate, and plan your project further.

Planning Your Project

Task	Who?	When?	What's Needed?	Notes
Partnerships				
Project Promotion				
Fundraising				
Volunteers				

Adapted from YSA (Youth Service America)

Marketing Plan

Aims:

Objectives:

- 1.
- 2.
- 3.

Target Audience:

What is stopping people from getting involved? Why?

People involved & responsibilities:

-
-
-

Marketing Strategies:

-
-
-

Core things we need to communicate:

-
-
-

Budget/Cost of marketing materials:

-
-
-

Notes:

Project Task List

Task	Who's Involved	Start Date/ Due Date	Supplies Needed	Notes
Partners				
Project Promotion				
Fundraising				
Volunteers				
Telling your story				

Project Model

1

NEED

The problem your project will address

2

RESOURCES/INPUTS

Funding, volunteers, community involvement, materials, etc.

3

ACTIVITIES

Specific activities your project will provide

4

OUTPUTS

Evidence of services provided

5

INTERMEDIATE OUTCOMES

Positive changes you hope to see with the development of your project

6

LONG TERM OUTCOMES

Long term positive changes as a result of your project

Mentor Recruitment

In this section you will find the necessary documents and information relevant to recruiting mentors to your mentoring programme.

Volunteer Mentor Application

If a volunteer is interested in becoming a mentor for your programme, they will need to fill out a application form. This is important to understand the background of the mentor, their professional experiences, and whether or not they will be appropriate for your mentoring programme.

Volunteer Mentor References Form

Have your volunteer mentors fill out a References Form with their application. Contacting references will allow you to learn more information about who the volunteer is from people who might have worked with them in the past.

Mentor Interest Survey

Have a new mentor fill out a Mentor Interest Form at the beginning so you can learn more about who they are and what their interests are. Knowing their interests and goals will help you later when matching the mentor with a mentee.

Volunteer Mentor Application Form

Name: _____ D.O.B.: _____
Street Address: _____
City: _____ Post Code: _____
Phone: _____ Email: _____
Nationality: _____ Gender: _____

Please list your work history (starting with most recent):

Employer: _____
Street Address: _____ City: _____
Post Code: _____ Country: _____
Phone: _____ Dates of Employment: _____ to _____ (m/year)
Position Held: _____
Duties: _____

Employer: _____
Street Address: _____ City: _____
Post Code: _____ Country: _____
Phone: _____ Dates of Employment: _____ to _____ (m/year)
Position Held: _____
Duties: _____

Employer: _____
Street Address: _____ City: _____
Post Code: _____ Country: _____
Phone: _____ Dates of Employment: _____ to _____ (m/year)
Position Held: _____
Duties: _____

Please list your educational experience:

Do you have any volunteer experience or other related experiences? If yes, please list them here:

Have you been mentored before? YES NO
Have you been a mentor before? YES NO

With what areas would you be able to advise a mentee? E.g. personal skills, academic skills, job skills, etc.

What qualities, skills, or other attributes do you feel you possess that would benefit youth?

What language(s) can you speak?

Do you have any criminal convictions that would prevent you from working with children and vulnerable groups? _____ YES _____ NO

If yes, please explain here:

Is there any other information you would like to add to your application?

What is your availability for mentoring sessions?

Monday:	Morning	Afternoon	Evening
Tuesday:	Morning	Afternoon	Evening
Wednesday:	Morning	Afternoon	Evening
Thursday:	Morning	Afternoon	Evening
Friday:	Morning	Afternoon	Evening
Saturday:	Morning	Afternoon	Evening

How did you hear about this position?

I _____ (Name) agree that all of the information provided on this application is true and correct.

Signature of applicant

Date

References

Please list the names, addresses, and phone numbers of three people you would like to use as character references (e.g. teachers, friends, employers). Please only include people you have known for at least a year. Do not include members of your family.

Any information gathered from these references will be held as confidential.

Name: _____

Street Address: _____

City: _____ Post Code: _____

Country: _____ Phone: _____

Relationship: _____ How long known: _____

Name: _____

Street Address: _____

City: _____ Post Code: _____

Country: _____ Phone: _____

Relationship: _____ How long known: _____

Name: _____

Street Address: _____

City: _____ Post Code: _____

Country: _____ Phone: _____

Relationship: _____ How long known: _____

Mentor Interest Survey

Name: _____ Date: _____

Please indicate age group(s) you are interested in working with:

Age: ___ 11-14 ___ 15-18 ___ 19-21

Would you be willing to work with a child who has disabilities?

What is one goal you have set for yourself for your future?

If you could learn something new, what would it be?

How would you describe your personality?

What does mentoring mean to you?

Why do you want to be a youth mentor?

What do you hope to gain out of being a youth mentor?

Please check all of the things that interest you:

Football	Rugby	Board Games	Video Games
Tennis	Museums	Basketball	Swimming
Running	Reading	Writing	Arts & Crafts
Bowling	Skateboarding	Painting	Movies
Parks/Walks	Kayaking	Skiing	Photography
Music	Yoga	Singing	Theatre
Cooking	Cars	Working Out	Acting
Rock Climbing	Animals	Scrapbooking	Science

Mentee Recruitment

In this section you will find the necessary documents and information relevant to recruiting young people as mentees to your mentoring programme.

Mentee Application

When a potential mentee is interested in your mentoring programme, have them fill out a mentee application to learn more about them. If they are under age of consent, make sure that their parent or guardian has signed the application as well.

Mentee Interest Form

Have a new mentee fill out a Mentee Interest Form at the beginning so you can learn more about what their interests and goals. Knowing their interests and goals will help you later when matching the mentee to a mentor.

Mentee Application Form

Personal Information

First Name: _____ Surname: _____

Date of Birth: _____ Phone: _____

Email: _____

Address: _____

Parent(s)/Guardian(s) Contact Information

First Name: _____ Surname: _____

Relationship: _____ Phone: _____

Tell us about yourself.

Why do you want to have a mentor?

What do you hope to gain from having a mentor?

What are some goals you have for yourself?

Mentee Signature

Date

Parent/Guardian (If under 18)

Date

Mentee Interest Survey

Name: _____

1. What are your favourite things to do with other people?
2. What are some goals you have for your future?
3. If you could learn something new, what would it be?
4. What are some of your hobbies?
5. Why do you want to have a mentor?
6. What do you hope to learn from having a mentor?
7. Have you had a mentor before?
8. Please check all of the things that interest you:

Football
Tennis
Running
Bowling
Parks/Walks
Music
Cooking
Rock Climbing

Rugby
Museums
Reading
Skateboarding
Kayaking
Yoga
Cars
Animals

Board Games
Basketball
Writing
Painting
Skiing
Singing
Working Out
Scrapbooking

Video Games
Swimming
Arts & Crafts
Movies
Photography
Theatre
Acting
Science

Staying Organised / Important Documents

Organisation is crucial in successfully running a mentoring programme. In this section you will find a few important forms to fill out to aid in keeping your programme organised.

Mentor Application & Induction Status

Use this form to help keep organised during the recruitment period. Use one of these worksheets for each mentor that applies, and fill it out as they move through the application and induction process. This will help you keep track of what stage the volunteer is and what actions need to still take place.

Mentor - Mentee Match List

Use this worksheet to keep a track record of the assigned mentor-mentee pairs. This will allow you to easily refer who is being mentored and when.

Emergency Details

Recording everyone's emergency details is very important to prevent accidents and to know what to do in the event of an emergency. Make sure each mentor and mentee fills out this form and file it in your records so you can easily access it.

Mentor Contact Sheet

You can use a contact sheet to help you stay organised by documenting each time contact has been made with a mentor. This will allow you to keep track of the amount of times you've had contact with them and will help you stay on top of any issues and patterns of behavior with the mentor.

Photography Consent Form

If you plan on taking any photos to help showcase your mentoring programme, and if a mentee is under age of consent, you need to have their parent or guardian sign a photography release form agreeing to allow you to use photography of their child.

Confidentiality Agreement

Ensure you have the mentors fill out a confidentiality agreement prior to starting the mentoring relationship. It is essential that mentors to know respect confidentiality with their mentee, and sharing information about their mentee is prohibited unless the information identifies the mentee to be at risk of harm or involved in illegal activities.

Mentor Application & Induction Status

Mentor Name: _____

Task	Date Completed
Submitted application	
Submitted background check	
Submitted interest survey	
Completed interview	
Contacted references	
Acceptance/rejection - Notified of decision	
Attended training	
Matched with Mentee	

Notes:

Mentor - Mentee Match List

Match Number	Mentor's Name	Mentee's Name	Day & Time of Mentoring Sessions
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Mentor Contact Sheet

Name: _____ Date of Birth: _____

Phone: _____ Email: _____

Name of Mentee: _____

DATE	PURPOSE OF CONTACT/NOTES

Mentee Contact Sheet

Name: _____ Date of Birth: _____

Phone: _____ Email: _____

Name of Mentor: _____

DATE	PURPOSE OF CONTACT/NOTES

Emergency Details

Name: _____

Role: _____ Mentor _____ Mentee

Emergency Contacts

Name: _____

Phone: _____

Relationship: _____

Name: _____

Phone: _____

Relationship: _____

Health Details

Please list any health concerns we should know about.

Please list any allergies

I agree that the above information is stated correctly and may be distributed to leaders it may concern.

Signature

Date

Confidentiality Agreement

Confidentiality:

All the information you are told about your student is confidential and sharing that information with others is prohibited. However, you are required to report certain things. Do promise a student that you will keep confidential information secret. Tell the student that he/she is free to share confidential information with you but that you are required to report certain things. It is critical, not only for the welfare of the student, but also to protect yourself that you adhere to these exceptions:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse, you must notify [name of program coordinator] immediately.

Note on your calendar when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so do not share it with anyone expect the appropriate authorities.

2. If a student tells you of his/her involvement in any illegal activity you must tell [name of program coordinator] immediately. Again, note on your calendar when this information was reported and to whom it was given.

Summary:

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of [name of program] and its participating mentors, volunteers and students.

One accusation could, at the very least, seriously damage the reputation of all those participating and endanger [name of program].

Please know that we appreciate your participation in the [name of program] and that we appreciate your adherence to these procedures. If you have any questions, please call [name of program] at [phone number].

I have read, understand and agree to strictly abide by the [name of program] Mentor/Volunteer Procedures.

I understand that failure to adhere to these procedures may result in my removal from participation in the program.

Print Name

Signature

Date

Photography Consent Form

Please return the completed form to the mentoring project coordinator as soon as possible.

Mentee's Name: _____ Date of Birth: _____

_____ would like to take photographs and or video recordings of our participants to celebrate and market _____. Still or moving images may be published in our printed publications. Children's names will never be published alongside their photograph. Names may be used internally, for example – on a display. Electronic images, whether photographs or videos, will be stored securely and will be accessible only by authorised users. Before using any photographs/videos of your child we need your permission. Please answer questions 1 to 5 below, then sign and date the form where indicated.

Please circle

1. May we use your child's photograph in printed publications?

Yes / No

2. May we use your child's photograph–

As part of a large group activity?

Yes/No

Showing an individual activity?

Yes / No

3. May we allow your child's photograph to be used for publication in a newspaper?

Yes / No

Please note that the use of photographs in newspapers is subject to strict guidelines and parents should not have particular concerns about their use.

This form is valid from the date of signing until your child leaves the project. Photographs and videos may be securely archived after your child has left but will not be re-used or re-published externally without renewed consent. Archiving provides a valuable record of the projects achievements.

We recognise that parents, carers and family members may wish to record events and we are happy to allow this on the understanding that such images/recordings are used for purely personal family use.

Signature: _____ Date: _____

Training

Training Objectives

Training Session Plan Template

Create a session plan that breaks down the training day by activity, time allotted for each activity, materials needed, and notes for the trainer. Make sure you adapt your content to appropriately suit the training needs for mentors and the training needs for mentees.

Mentor Training Session Content

This page includes examples of training session content you might want to include in your mentor training.

Pre-training Questionnaire

Distributing a pre-training questionnaire to your mentors can help you with evaluating your training session, and getting a better idea of the mentors feel the need to from the training session.

Practicing Boundaries Training Activity

In the training session you can use this Practicing Boundaries activity.

Have the mentors go through the cards and discuss their ideas with a partner. After a few minutes, come together as a large group and go through the scenarios, discussing the appropriate ways to address them.

Cultural Identities Training Activity

You can use this Cultural Identities activity during the mentor training session. This is important to go over with your mentors as they might be mentoring people of a background that is different to theirs. This activity will help them to start thinking about working with someone of a different culture.

“Key Words” Training Activity

Use this training activity with your mentors to discuss key aspects of a mentoring relationship.

Mentor Training Evaluation

Mentee Training Session Content

Mentee Training Evaluation

Training Completion Worksheet

Training Objectives

Example training objectives:

By the end of the training sessions, the mentors/mentees will:

1. Understand the concept and role of a mentor in our program
2. Understand their responsibilities for participating in the program
3. Be able to demonstrate effective communication methods for their first few meetings with their mentor
4. Know who to contact in our program if there are problems with the match

Write down your own training objectives:

By the end of the training sessions, the mentors/mentees will:

- 1.
- 2.
- 3.
- 4.

Training Session Plan

_____ Mentor Training _____ Mentee Training Training Date: _____

Activity/Content	Time Alotted	Materials Needed	Notes for Trainer

Mentor Training Session Content

Here are some of the key content areas you should be covering in your mentor training session:

- Project mission, vision, & goals
- Project requirements, policies, and procedures
- Role of the mentor, mentee, and expectation
- Mentoring Skills
 - Learning styles
 - Effective Communication
 - Feedback and constructive criticism
 - Questioning
 - Self-reflection
 - Teaching to learn
 - Motivation and encouragement
- Relationship development
 - Building a positive relationship
 - Building trust
 - Boundaries
 - Cultural awareness
 - Challenges and difficulties
- Safeguarding and risk management
 - Photography
 - Meeting places
 - Confidentiality
 - Emergencies
 - Transportation
 - Reporting issues of concern
 - Substance abuse
- Monitoring and evaluation procedures
- Approaching the end of the mentoring relationship
- Questions and answers

Pre-Training Questionnaire

Please take a moment to fill out the following questions.

What do you know about mentoring?

What do you hope to gain from the training session?

What experience and/or skills do you bring to mentoring?

List 3 things you would like the training session to cover:

Practicing Boundaries Activity

Use these situational boundary cards to start a conversation about how you would and should act in these situations.

The other person wants to meet outside of the scheduled meetings. Should you do this?

You are asked if the next meeting could be held at Starbucks. Do you agree?

Should you give your mobile phone number or e-mail address to the other person?

Do you give your home phone number to the other person?

The other person asks you for your home address. Should you give them this?

Should you ever meet together at your own home?

Your mentee has been successful in a job interview, do you send them a card to acknowledge this?

Your mentee asks you to be their friend on Facebook, should you accept?

The other person asks you to lend them their bus fare home. Do you lend them the money?

Your mentee lives alone and you know they will be on their own at Christmas, do you invite them to join your family for Christmas?

You are out together and meet one of your friends who invites you both for a coffee. Do you accept the invitation?

Your mentee arrives for their session with you accompanied by a friend. Do you ask the other person to leave?

Your mentee asks you to help them with their course-work. Do you agree to help?

You are asked by your mentee to do some minor household chores. Do you agree to help?

The other person makes a passing remark that you think is racist. Do you tell them that they are wrong and that you find the comment offensive?

You have an old computer which your mentee would find useful as they do not have one. Is it ok to give this to them?

You get on well together and you have a personal problem that is troubling you. Do you share this with your mentee?

The other person asks you why you wanted to become a mentor. Do you tell them?

Your mentee tells you something personal, which is similar to something you have experienced. Do you share your experience with them?

Your mentee tells you that they have stolen something from another person. What do you do?

The other person asks if they can visit you at your workplace. Do you agree?

Cultural Identity

Cultural identity is often understood to refer to a person's ethnicity, nationality and 'race'. However, we all inhabit a range of different 'cultures', often simultaneously. We negotiate a mix of values, norms and lifestyles associated with the different groups that we belong to or spend time with. We decide which of these we most strongly identify with, although the emphasis may change over time or in different circumstances.

For the purpose of this exercise, consider the following to be potential aspects of your cultural identity.

Age, gender, disability, religion, class, ethnicity, 'race', nationality, regional background, educational background, health status and any others that are important to you.

Discuss the topics below with your partner:

- Name some of the 'cultures' that you belong to
- Do some influence your sense of identity more than others?
- When you were a young person, did the predominant cultures surrounding you, for example at school, correspond closely to your culture at home?
- Have aspects of your cultural identity changed, as you have grown older?
- Do you feel very different to your peers, for example at work, in certain aspects of cultural identity?
- How does your awareness of your own cultural identity influence your role as a volunteer?

“Key Words” Exercise

Directions: Split up into groups of 3, giving 7 key words to each group. As a group, think and discuss each of the 7 key words you were given. What does the word mean to you? Is it relevant/important to a mentee? How might it benefit a mentee? Come back as a big group to share feedback of the key words. Use these as main discussions to talk about points relevant to your mentoring programme.

POTENTIAL	PARTNERSHIP	FRIENDSHIP
ROLE-MODEL	NEEDS	GOALS
LEARNING	COUNSELING	RESPECT
BOUNDARIES	EMPATHY	RELATIONSHIP
ALLIANCE	SHARING	LISTENING
EMPOWERMENT	VOLUNTARY	CHOICE
ADVOCATE	NON-JUDGEMENTAL	DEVELOPMENT

Mentor Training Evaluation

Name (OPTIONAL): _____ DATE: _____

1. What did you find most useful in the training session?
2. What did you find least useful in the training session?
3. Please rate the following based on your satisfaction with the training session.

	Poor		Average		Excellent
Effectiveness of the trainer	1	2	3	4	5
Training content	1	2	3	4	5
Training materials	1	2	3	4	5
Training activities	1	2	3	4	5
Overall satisfaction	1	2	3	4	5

4. How much of the content was new to you?

None —1 2 3 4 5—A lot

5. How easy was the content to understand?

Very Difficult —1 2 3 4 5—Very Easy

6. How confident do you feel about putting the content from the training session into practice?

Not At All—1 2 3 4 5—Very Easy

7. What would you change about the training session?

8. Additional comments and suggestions

Mentee Training Content

What is Mentoring?

Overview of mentoring project

Policies and procedures

Role of the mentor

Role of the mentee

Do's and Don'ts

Boundaries

Mentor-Mentee Agreement

Monitoring and evaluation procedures

Questions & answers

Mentee Training Evaluation

Name (OPTIONAL): _____ DATE: _____

1. What did you find most useful in the training session?
2. What did you find least useful in the training session?
3. Do you feel confident in knowing what is expected as a mentee? Please explain.
4. What did you enjoy the most in the training session?
5. What did you enjoy the least in the training session?

5. How easy was the content to understand? (Choose one)

Very Easy

Somewhat Easy

Okay

Somewhat Difficult

Very Difficult

6. How interesting did you find the content and activities? (Choose one)

Very Interesting

Somewhat
Interesting

Okay

Not Very
Interesting

Boring

7. What would you change about the training session?

8. Additional comments and suggestions

Training Completion Worksheet

Congratulations! You've completed your training! We look forward to working with you as a new [mentor/mentee] at [Mentoring Project Name]!

Please list three things you learned during this session that will help you when you begin your new role as a mentor. They can be skills, attitudes, or anything else. Then explain how you plan to use these in your mentoring relationship.

1

2

3

This certifies that I have completed my initial training and that I fully understand and agree to follow the guidelines and requirements of being a mentor in the [Mentoring Project Name].

Print Name

Date

Signature

Mentor-Mentee Relationship

In this section

Mentor-Mentee Agreement

It is important to have the mentor and mentee sign an agreement stating the terms of the mentoring relationship. This will ensure both parties are on the same page and know what is expected. Have the mentor and mentee pair discuss what the conditions will be and sign the agreement at the beginning of the mentoring relationship.

Youth Goal Setting Worksheet

“Action Planning Your Goals”

The First Mentoring Session Example

You can provide your mentors with an example of ideas on what the first mentoring session might look like. This can help them start to think about activities for their sessions and provide a framework for them to build off of.

—> Info about matching?

Mentor-Mentee Agreement

We are voluntarily entering into a mentoring relationship that we expect to benefit both of us. We want this to be a mutually rewarding experience with most of our time together spent in development activities revolving around the student's goals. We note the following features of our relationship:

Frequency of Meetings

How often will we meet? _____

Day(s) of the week: _____

Where will we meet? _____

How long will our meetings last? _____

Best Time to Call

At work: _____

At home: _____

At school: _____

Specific Role of the Mentor

(Model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.)

Specific Role of the Student

As a willing participant in this mentoring project, I commit to working with my mentor throughout the program, attending all scheduled meetings with my mentor, and communicating with my mentor weekly. Emergencies happen, so if I am unable to keep a meeting date, an advance call will be made to my mentor to reschedule. I will develop personal goals and be open to coaching and feedback from my mentor.

Confidentiality

Nothing that the student tells the mentor will be discussed with anyone except the Mentor Coordinator. If the mentor feels it is important to involve another adult, it will be discussed first with the student. If there is threat of physical harm to the student or to others, the mentor must break confidentiality to seek protection for the endangered individual.

No-fault Conclusion

We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate. Either party has the option of discontinuing the relationship for any reason, and he or she will discuss this decision with the Mentor Coordinator before terminating the relationship.

Student

Mentor

Date

Date

Youth Goal Setting Worksheet

How far do you hope to go in school? What type of education do you want?

Soon:

Future:

What kind of job do you want to have?

Soon:

Future:

What kind of family life do you hope for?

Soon:

Future:

What kind of friendships and personal relationships do you hope for?

Soon:

Future:

What types of recreation/hobbies do you hope for?

Soon:

Future:

What do you hope for in terms of your health/fitness?

Soon:

Future:

What kinds of personal development/skills do you hope for?

Soon:

Future:

In what ways do you hope to be involved in your community?

Soon:

Future:

Action Planning Your Goals

Use this worksheet to create a plan on how to put your goals into action. Identifying the steps will help see what action is needed in order reach your goals.

GOAL: _____

What actions are needed?	Who will take the actions?	When will the actions happen?
Resources & Support Needed?	What difficulties might arise?	Who should you talk to about taking action?

GOAL: _____

What actions are needed?	Who will take the actions?	When will the actions happen?
Resources & Support Needed?	What difficulties might arise?	Who should you talk to about taking action?

The First Mentoring Session (Example)

Beginning (10-15 minutes)

First get to know your mentee and let her get to know you. There are a variety of activities you can do for this.

Example activities: (See next page for examples)

Origami Fortune Teller: Origami Fortune Teller. Pick out two origami fortune teller templates for you and your mentee to make together. Each one contains 8 different questions to ask each other.

M&M or Skittles Ice Breaker: Come up with different questions for each colour of candy.

For

example, “What is one of your hobbies?” “What is one thing you love about your family?” and eat them each time you answer a question of that colour.

Fact or Fiction: Come up with 3 facts about yourself and 1 that is false. Try to guess each other’s false fact.

Friendship Venn Diagram: Make a Venn Diagram about yourselves. In the middle section, come up with things the two of you have in common. On the side parts, come up with facts that only pertain to you or your mentee. Decorate the cut-outs to look like both of you.

Middle (20-30 minutes)

- (1) Establish boundaries in the first session by creating a mutual agreement with your mentee. Make rules and let your mentee suggest some of the rules too and remind her that they are in place to keep everyone safe and happy.
- (2) Next you should start discussing goals you and your mentee want. You can discuss both end term goals, as well as goals for the week. Make sure to include both character and academic goals such as “I will sit down to do my homework as soon as I get home” or “I will fight less with my sister/brother.”
- (3) Start planning what sort of academic activities your mentee would like to work on during the following sessions. Find out which subjects they are struggling with and which ones they enjoy. You may want to agree for her to bring her homework to your mentoring sessions.

End (10-15 minutes)

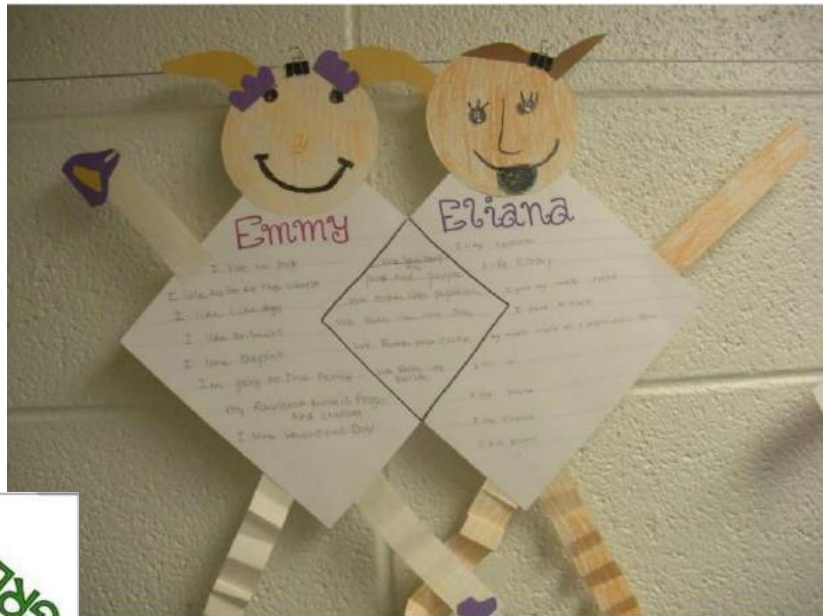
In the extra time you could talk about ideas and fun activities for future sessions, play a board game or conversation cards to get to know each other more, and summarise the goals you both came up with for next week.



M&M / Skittles Ice Breaker



Fact or Fiction?



Origami Fortune Teller

BLUE	1	2	GREEN
	What is your favorite book?	What is your favorite movie?	
8	What kind of music do you like?	What is your favorite holiday?	3
	What school did you go to last year?	What is your favorite restaurant?	
7	Where is the most exciting place you have been to?	What is your favorite video game?	4
RED	6	5	ORANGE

Venn Diagram Activity

Monitoring & Evaluation

Evaluation is one of the most important steps of a mentoring programme, as it allows for you to understand how your programme is running and how you can improve it.

Mentee Evaluation (Under 12 years old)

This is an evaluation form for mentee's who are under 12 years old. Have them complete this evaluation for near the end of the mentoring term established at the beginning of the relationship.

Mentee Evaluation (Above 12 years old)

This is an evaluation form for mentee's who are above 12 years old. Have them complete this evaluation for near the end of the mentoring term established at the beginning of the relationship.

Mentor Evaluation

This is an evaluation form for mentors. Have them complete this evaluation for near the end of the mentoring term that was established at the beginning of the relationship.

Mentor Match Commitment

Distribute a Mentor Commitment sheet to your mentors near the end of the mentoring relationship that was established at the beginning of the relationship. This will tell you what the mentor's wishes are in terms of recommitting to the relationship, moving to a new mentee, or discontinuing their mentorship.

Mentee Evaluation (Under 12)

Name: _____ Age: _____



Strongly
Disagree



Disagree



Not Sure



Agree



Strongly
Agree

CONFIDENCE



I believe that if I work hard, I'll achieve my goals.

If something looks difficult, I avoid doing it.

I feel like I am as important as everyone else, like I matter.

COMMUNICATION



When it comes to managing my time, I know my priorities.

I'm motivated to complete all of my schoolwork on time and to the best of my ability.

I lose time during the day because I'm not sure what I need to get done.

EDUCATION



I like learning how to promote and help my community.

I enjoy participating in local activities.

Contributing to my community is good for me, and for others.

COMMUNITY AWARENESS/ ENGAGEMENT



I like learning how to promote and help my community.

I enjoy participating in local activities.

Contributing to my community is good for me, and for others.

Mentee Evaluation (Above 12)

Name: _____ Age: _____

1

Strongly
Disagree

2

Disagree

3

Not Sure

4

Agree

5

Strongly
Agree

CONFIDENCE

1

2

3

4

5

I believe that if I work hard, I'll achieve my goals.

If something looks difficult, I avoid doing it.

I feel like I am as important as everyone else, like I matter.

When I face difficulties, I feel hopeless and negative.

COMMUNICATION

1

2

3

4

5

When talking to people, I pay attention to my body language.

Before I communicate, I think about what the person needs to know, and how best to communicate it.

When people talk to me, I try to see their perspectives.

If I don't understand something, I tend to keep this to myself and figure it out later.

EDUCATION/EMPLOYABILITY

1

2

3

4

5

When it comes to managing my time, I know my priorities.

I'm motivated to complete all of my work or schoolwork on time and to the best of my ability.

I approach work opportunities with confidence.

I lose time during the day because I'm not sure what I need to get done.

COMMUNITY AWARENESS/ENGAGEMENT

1

2

3

4

5

I like learning how to promote and help my community.

I enjoy participating in local activities.

Contributing to my community is good for me, and for others.

It is valuable to build connections with people in my area.

Mentor Feedback

Thank you for serving as a mentor for the [Your Mentoring Project Name]. Your efforts are greatly appreciated. We are always looking for ways to improve our program and appreciate your feedback.

Please complete the following and return it in the enclosed envelope.

Name: _____

Date: _____

Name of Mentee: _____

Length of Match: _____ years _____ months

Circle the options below that describe your relationship with your mentee.

Very Close — Close — Not Very Close — Very Successful — Successful — Not Very Successful

Why is your match ending?

Do you feel like you made a difference in your mentee's life? _____ Yes _____ No

Did you feel you received adequate support and supervision from programme staff?

What aspects of the programme did you like the best?

What aspects of the programme did you like the least?

What could we have done to make our program a better experience for you and/or your mentee?

Additional comments or concerns:

Mentor Match Commitment

Dear Mentors,

Thank you so much for your dedication to our youth mentees. As the end of your year-long mentoring commitment approaches, we want to recognize you for persevering, volunteering your time, connecting with kids, and for being an overall positive influence in your mentee's life.

Although you may or may not have noticed a change in your mentee over the past year, research shows that students mentored for a year benefit from the relationship. Some of those benefits include:

- Enhanced academic motivation and achievement
- Improved school attendance
- Stronger communication skills at school and at home
- Improved attitude toward school and the future
- Reduced likelihood of violence and drug use

And when the relationship lasts 18 months or longer the benefits stay with them into adulthood.

Please consider renewing your commitment as a mentor!

Please return this to [Project Coordinator] by [Date] with your commitment decision.

_____ I will keep mentoring my current mentee until s/he graduates.

_____ I will keep mentoring my current mentee until the end of this school year.

_____ I will keep mentoring my current mentee until the end of this school year, but I would like you to talk to him/her about recommitting also.

_____ I would like to keep mentoring but would like to be matched with a different mentee.

_____ I would like to stop mentoring and would like ideas on closure.

Comments/Concerns: _____

Print Name

Date

Signature

The Partners Behind the Easier Transitions Helping Hands Project

ABOUT WONDER FOUNDATION

The Wonder Foundation was set up by a group of young people with a youth initiative grant in 2012. Wonder's mission is to improve the all-round wellbeing of vulnerable communities worldwide, through increased access to education, healthcare and economic and personal development tools. In Europe our focus is very much around social inclusion and employability for young people with few opportunities. Our projects primarily support women and act as a stimulus for ending poverty in their families and communities whether in Europe or in the rest of the world. Easier Transitions Helping Hands, builds on our earlier Erasmus + funded project Easier Transitions where we developed an app, iGro, that helps young people to record and reflect the key employability skills they are developing in and out of the a work environment.

These guides were developed in partnership with the Baytree Centre, a centre in Brixton that supports women and girls who face multiple barriers to inclusion such as lack of English language skills; lack of opportunities to learn in culturally appropriate settings; inability to access employment opportunities; poverty; poor housing; isolation; depression; racism and discrimination (including religious discrimination); abusive homes; family breakdown and a lack of family support and structure.

ABOUT FUNDACIJA SURSUM

Established in 2007, Fundacija Sursum is a non-profit and non-governmental organisation, promoting an integral, human, and cultural formation to the person and offers insights to the challenges women face today. Sursum's mission is to carry out activities aimed at training, education, and sociocultural promotion of women and young people in the Republic of Slovenia, the European Union and other countries. They aim to share knowledge and experiences across the European Union and other countries in order to harness the potential of intercultural training, with the goals of improving relationships across cultures, promoting solidarity, tolerance, and respect for others. Sursum is working with Roma young people, migrants, and refugees in helping them through fun activities and friendships, to integrate and develop their talents.

ABOUT CANFRANC FOUNDATION

Fundación Canfranc an independent, non-profit organisation which was founded in 1996, works for the social promotion and personal development of all individuals. The particular focus of the foundation is on young people, for whom it runs free-time activities to enhance skills through daily study time. In its work for women, the Fundación Canfranc developed a training and qualification programme for unemployed women, of which 90% are resident immigrants in Saragossa. The sphere in which the Fundación Canfranc operates is autonomous: in Aragón, La Rioja and in developing countries through aid projects (Subsaharan Africa and Latin America). The main objective of the foundation's projects is to respond to social problems, which appear at any time and in any place, with a firm belief in the dignity of every person. Fundación Canfranc prioritises the development and training of young people in all of its activities in order to make them leaders in their communities, instilling values to the young people around them and encouraging them to actively participate in societal development in their county and Europe, actively developing a sense of European citizenship. Furthermore, Fundación Canfranc works directly with, and for, young people with Voluntary Service Programmes and by organising and managing camps and informal activities during school holidays. It also works indirectly with Youth Organisations to encourage solidarity and active participation among young people in their own projects. At the same time Fundación Canfranc works with the managers of these Youth Organisations, supporting their work, organising training seminars for the workers of these organisations, etc.

ABOUT KOPIENAS ATTĪSTĪBAS CETRS (KAC)

KAC was founded in Riga in 2008, with a mission to popularise and carry out the community development, technical cooperation, humanitarian aid, and education for the development and social awareness in Latvia. KAC works with young people, women, and socially disadvantaged groups, with a strong focus on adults and children with learning disabilities. They aim to develop mentoring and befriending methods and resources to help youth workers and young people improve their self-esteem, possibility for integration in life and to obtain a job. The mentoring and befriending projects will also create an awareness of young people with disabilities within Latvia, and provide nurture and empowerment of disabled young people.

ABOUT MS SKAŁA

MS Skała was founded in 2003 and is based in Krakow. MS Skała's mission is to empower women of every age group, sector and race by providing personal enriching and professional, life-long training programmes. MS Skała has organised orientation programmes, soft skills workshops, and professional mentoring and coaching sessions catered to women, particularly in the Małopolski Region in Poland. By providing a rich variety of non-formal educational platforms for life learning and people skills, MS Skała hopes to empower and equip women with key competencies such as communication skills, team working skills, and people skills. MS Skała focuses on efforts to reduce unemployment and promote integration in Polish society. This is especially relevant as MS Skała currently looks after 1000 refugees.

About the Authors:

ABOUT OLIVE

Olive studied Ancient World Studies at UCL, during her time at university she mentored teenagers and developed and delivered Project RAISE which was desired to offer academic and personal development support girls to girls in East London. After graduating she worked in TV and new media at a variety of organisations. She is manager of the Easier Transitions Helping Hands project and she also works as Youth Manager at the Baytree Centre.

ABOUT NICOLE

Nicole studied Communication Sciences and Disorders in Wisconsin, U.S.A. During her time at university she mentored incoming international students to ease their transition into university life. After graduation she taught English as an AuPair in Poland. She is currently pursuing her MA in International Child Studies at King's College London. In conjunction with her studies, she is working as an intern at the Wonder Foundation, working on the Easier Transitions Helping Hands project.

