

Using eMentoring in your course

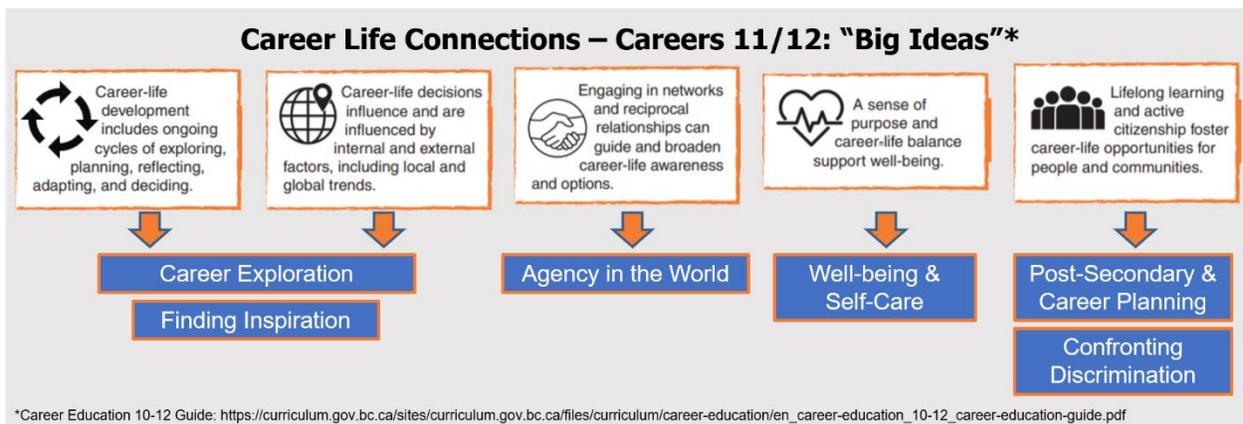
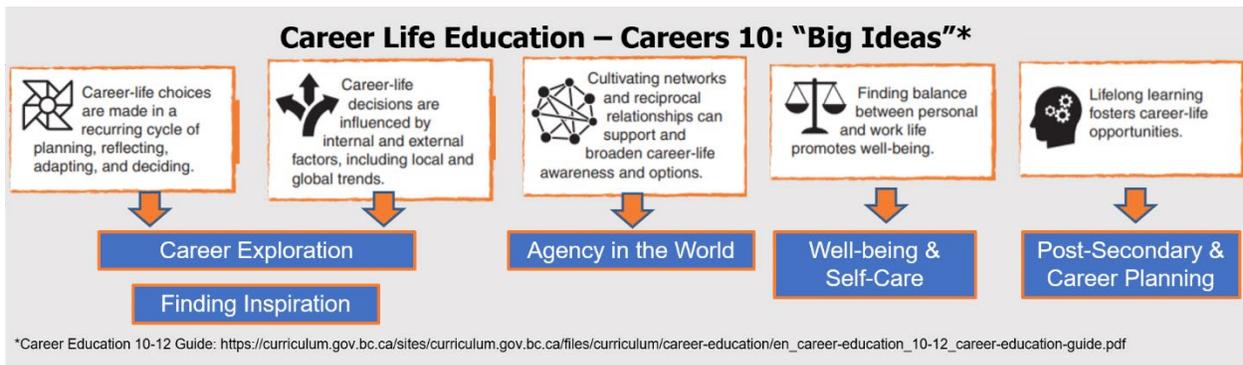
We've designed this program to be flexible so that it can meet a variety of educational needs. You can treat the program like an online course or like an informal chat, or anything in between! The program's modules were designed with careers classes, like Career Life Education and Career Life Connections, in mind, so, if you wish, some of the modules can supplement or even replace some of the content for those courses. However, if you'd simply like to use the program to give your students a chance to meet positive role-models outside their community and to inspire them to dream big, the program can be used more casually – with less emphasis on the modules and more emphasis on the relationships. Below are some examples of each.

Also in this section:

- [Assessment options](#)
- [Timelines: how many modules to assign?](#)

Using eMentoring to fulfil careers class (CLE, CLC) requirements:

If you are looking to use the program to replace or supplement parts of your careers class, the program can work like an online course for the students. You can require students to complete certain modules by certain deadlines and/or require them to submit some of the activities as assignments for you to then assess. The below graphics show how some of the program's modules (in blue) map to some of the "big ideas" for CLE and CLC classes (in white). Therefore, these modules are probably most appropriate for these classes.



In addition, students in these classes might also benefit from the "Getting Hired" module, which helps students create a resumé and get comfortable with job interviews, and the "Job Interview Preparation" module.

module, which covers budgeting and funding options both for students planning to attend post-secondary, and those who are not.

Please see the next section for detailed descriptions of these modules.

Using eMentoring more casually:

The program can also be used for students to get individual help or advice about topics related to life after high school graduation – it does not have to be used like an online course. You can still assess your students' learning in this situation, for example, by requiring students to complete a certain number of modules that they choose, or by requiring them to ask a certain number of questions to their mentor (all the modules have ideas for questions that students can ask their mentors – we know that students often have a hard time knowing what to ask!).

Assessment options:

These are just some ideas – feel free to use your own methods of assessment!

Discussion Questions or Extension Activities as assignments:

Most Discussion Questions and Extension Activities ask students to do an activity and share it with their mentor. For example, create a list of habits that will help them meet their goals, a self-care action plan, a calendar of their study habits, etc. You can ask your students to share these with you as well, for assessment purposes.

- The “Portfolio” function: one way for students to share this work with you is through the “save to your portfolio” option on our online platform. This function allows students to upload documents that they've created as part of the program. You can have students upload their activities to their portfolio and then you can access them on the platform, or have students email these items to you directly.

Pass/no-pass and Module completion:

Many teachers choose to use module completion as a pass/no pass option. On the platform, each module has a checklist of all the items that are part of the module. Mentors will check off each item as it is completed, so this is an easy way for you to view your students' progress.

- Example: students must complete 3 modules of their choice, and 2 extension activities of their choice by the end of the course.

Timelines: how many modules to assign?

Choose the number of Conversations to complete based on YOUR timeline. We recommend providing class or homework time for eMentoring **at least twice a week*** (for at least 3 hours total per week). Assuming that the students are working on the program at least twice a week, here's how you can plan your course:

Please allow:

- 1 hour for students to complete their profiles
- 1 week for the eMentoring staff to make the matches

- 1 week for the students to meet their mentor and learn how to use the program
- 1 week for the pairs to say goodbye

One Conversation takes around 6 hours to complete[^] (around 2 weeks if students are working on it twice a week). You can choose the number of Conversations to complete based on your course's timeline, or use the following as examples:

- 2 – 3 modules per academic "Quarter" (10 weeks)
- 4 – 6 modules per academic semester (18 weeks)
- One school year for the entire curriculum

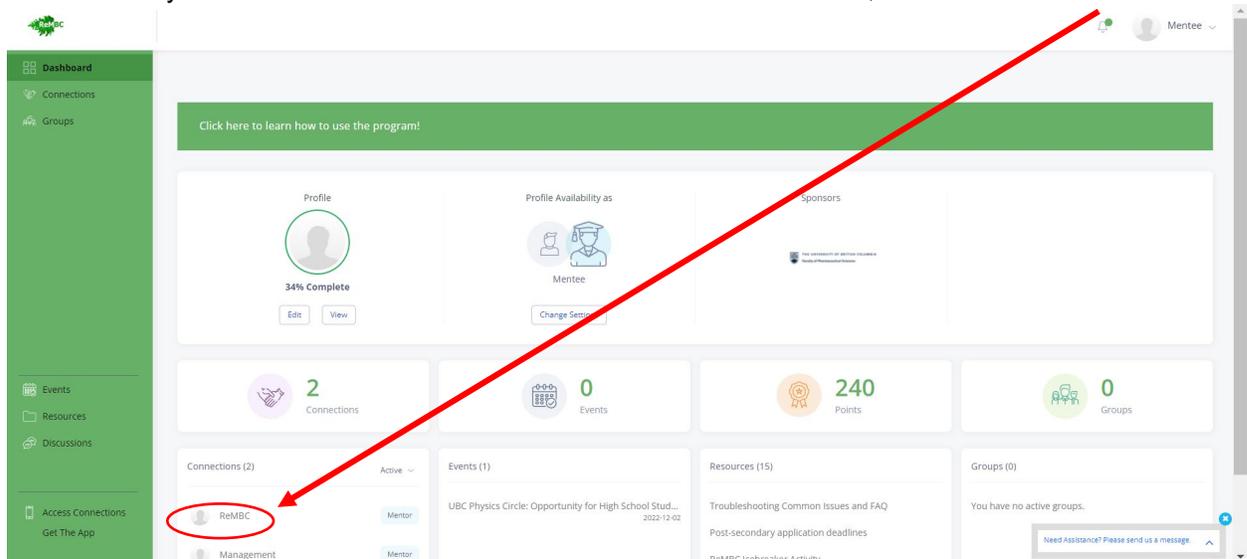
Please consider the following factors:

- *Messaging is asynchronous, and we allow our mentors 72 hours to respond to their mentees. Please consider this when deciding which days of the week to work on the program (i.e. it's probably not a good idea to have students working on it two days in a row).
- [^]The Conversation completion time stated above does NOT include Extension Activities, as these are optional. Please allow more time if you would like to require students to complete any of these (one Extension Activity takes at least 1 hour to complete).
- [^]Some Conversations take longer. Please read the descriptions provided carefully, we will tell you which ones take longer.
- Moving through the program: Students will not be able to access Conversations until their mentors allow them access, one at a time. This is to ensure that the conversational nature of the program is upheld, and that students don't try to do all the modules at the last minute.

Module Content and Summaries

We highly encourage you to check out our demo mentee account to familiarize yourself with how the program works.

1. Login to Mentorcity.com: https://www.mentorcity.com/en/sign_in
2. Use the following login credentials:
 - Login: ruralmentee@mentorcity.com
 - Password: ruralementoring2019
3. This will take you to the demo account's dashboard. Under "Connections", click on "ReMBC"



4. This will take you to the curriculum: you will know you are in the right place if you see your mentors name ("ReMBC") and a green circle (the Navigation Wheel) at the top of the page.
5. Click on "Start here" at the centre of the Navigation Wheel.
6. This will take you to the introduction section that explains how the program works. Please scroll down to the instructions and read through each text.
7. Since this is the demo mentor account, we have unlocked all the Conversations. Your students will not be able to access the Conversations until their mentor unlocks them one at a time.

At eMentoring, we call our modules "Conversations". Conversations are structured as follows:

- **Warm-up activity:** helps get students started thinking about the topic. They are optional for students.
- **Anchor Texts:** are an article, video*, or text that gives students some background on the topic. They will read/watch the anchor text, then do an activity to help them apply what they learned and discuss with their mentor.
- ***Note:** encourage your students to bring headphones so that they can watch the videos without disturbing their classmates. If they don't have headphones, you may need to point out the closed captioning option, as many students don't know that this exists!
- **Discussion Questions:** ask students to THINK about the anchor text, SHARE their thoughts or a completed activity with their mentor, and then ASK their mentor a question about the topic. These are mandatory.
- **Extension Activities:** are optional additional activities that go along with the topic.
- You may require your students to complete any of these, but you will need to inform us ahead of time.

Module summaries and content:

Finding Inspiration

This conversation explores different ideas about what inspires and motivates people to do the work that they do. Students explore what they want, and set goals and habits to achieve these things.

- ✓ **Anchor Text 1 - What do you want?:** Watch the short video documentary, “The Creative Process: Where do I start?” by Scott Smith, that follows several filmmakers as they look for and discuss their understanding of where inspiration comes from and how it functions in any project.
 - *Discussion Questions:* students explore what inspires them and what they want in life.
- ✓ **Anchor Text 2 – Getting what you want:** Watch the following video, “Goal Setting is a Hamster Wheel. Learn to Set Systems Instead” by Big Think, that introduces the difference between goals and habits.
 - *Discussion Questions:* students learn to create habits that help meet their goals.
- ✓ **Extension Activity - photo swap:** students and their mentors swap photos of things that inspire them.
- ✓ **Extension Activity – critical film response:** students respond to the ideas presented in the first anchor text film.

Additional information: about atomic habits.

Different Ways of Knowing

Just as our individual experiences shape the way we understand the world, different cultural frameworks present different ways of knowing and learning about the world. Unfortunately, we often get stuck seeing the world in only one way. This conversation explores the importance of respecting and embracing different ways of knowing.

- ✓ **Anchor text 1 – Over time and between cultures:** Watch a video that describes a research project that uses both “Western” research methods and Indigenous ways of knowing.
 - *Discussion Questions:* students consider the land on which they live, and what they’ve learned about “Western” and Indigenous ways of knowing.
- ✓ **Anchor Text 2 – Indigenous Innovations:** Watch a TED talk by an Indigenous entrepreneur.
 - *Discussion Questions:* Students consider Indigenous inventions and innovations, and “The Seven Teachings”.
- ✓ **Extension Activity – learning from stories:** students ask someone in their community, who has lots of life experience, to share a story with them.

Additional information: about Land Acknowledgements

From Rural to Urban

This module tries to make students feel comfortable about moving to an urban area for post-secondary, but also helps them find value in rural living.

- ✓ **Anchor Text 1/Discussion Questions – Taking Flight:** students evaluate what they like and dislike about rural living.
- ✓ **Anchor Text 2/Discussion Questions – Same but Different:** students make a plan to uphold their important traditions or to keep up activities that are important to them, for when they move away from home.
- ✓ **Extension Activity – Critical Film Response:** Students watch a short documentary [Mobilize](#) created by First Nations filmmaker Caroline Monnet, and evaluate the feelings it evokes about rural versus urban living.

Strategic Studying

This Conversation helps mentees evaluate the way they study, and learn some new strategies.

- ✓ **Anchor Text – Take note:** Students watch a video about the Six Habits of Highly Successful Students
 - *Discussion Questions:* Students consider the strategies in the video.
- ✓ **Extension Activity - Track and Compare Study Habits:** students keep a calendar of their study habits, and evaluate which work best.

✓ **Extension Activity – the Pomodoro Technique:** students try out the Pomodoro technique

Additional information: on Academic Dishonesty and Plagiarism, and other study skills (link to CrashCourse videos)

Wellbeing & Self Care

Students consider how to evaluate their mental health, take care of themselves, and learn critical skills necessary for adulthood.

- ✓ **Anchor Text 1 – Self-Investigation:** Watch the following video, “A Self-Care Action Plan” from How to Adult, and read the article “Mind Power: 10 Tips for Student Mental Health”
 - *Discussion Questions:* Students create lists of both their “warning signs” and things they enjoy.
- ✓ **Anchor Text 2/Discussion Questions – Self-Care Action Plan:** students evaluate how well they take care of themselves, and make a self-care action plan.
- ✓ **Extension Activity – Adulting 101:** students evaluate what skills they know and what they still need to learn in order to “make it” as an adult.

Additional information: about crisis lines available in BC

Dis and Misinformation

Students learn to identify and combat dis- and misinformation.

- ✓ **Anchor Text – “Fake News”:** Read the two-part article series from CBC news about how to spot mis- and disinformation, and what to do about it.
 - *Discussion Questions:* Students evaluate their experiences with dis- and misinformation, and their responsibility to being able to evaluate their sources.
- ✓ **Extension Activity – Digital Detective:** students try to find and evaluate an article that shares false or misleading information.

Additional Information: Online targeting and tracking

Getting Hired

Students identify their transferrable skills, make a resumé, and learn about job interviews.

*Please note that this Conversation might take longer for students to complete, as they must create a resumé and get it edited by their mentor.

- ✓ **Anchor Text 1 - Transferrable Skills and your First Resumé:** Read the following article, “Resumé Skills for High School Students with Examples” By Alison Doyle from The Balance Careers.
 - *Discussion Questions:*
 - Part 1: students identify their transferrable skills
 - Part 2: students find a job they can apply for now (not a career), and identify the skills needed for it
 - Part 3: students create a resumé for that job, and have their mentors edit it.
- ✓ **Anchor text 2 – the Job Interview:** Watch the following anchor video, “10 Ways to Mess Up a Job or Internship Interview” from Jobpostings.ca
 - *Discussion Questions:* Students exchange interview stories with their mentors.
- ✓ **Extension Activity – Practice, Practice, Practice the Job Interview:** students find a buddy and practice their interview skills.

Additional resources:

- *Finding jobs for high school students and young adults:* Helps students know what to look for in a part-time or summer job.
- *Your digital footprint and online presence:* students learn the value of a positive digital footprint.

Agency in the World

This conversation introduces the concepts of ‘grit’, the passion and perseverance you need to overcome obstacles and achieve your goals, and “agency”, what each of us can do, learn to do, and achieve with support from our community.

- ✓ **Anchor Text 1/Discussion Questions – Grit and Agency:** Students watch and respond to the anchor text video: Anindya Kundu TED Talk: The boost students need to overcome obstacles
- ✓ **Anchor Text 2/Discussion Questions – Allyship:** students identify their allies and how each of these people can support them.
- ✓ **Extension Activity – learning from others:** Learn from someone who has overcome significant obstacles in their life.

Confronting Discrimination

This conversation offers an opportunity to talk about the reality of inequality and experiences of discrimination in our current society. Recognizing the truth of these experiences, the focus is on how these experiences can shape and influence the goals we have for our own success and the improvement of our communities.

- ✓ **Anchor Text 1/Discussion Questions – Using Shared Language:** students explore and define terms such as implicit bias, institutional racism, and privilege.
 - ✓ **Anchor Text 2/Discussion Questions – Confronting discrimination, an example:** Students watch the anchor text video, CBC News: The National – Dr. Nadine Caron | Canadian Indigenous Surgeon, and share their responses to it.
 - ✓ **Extension Activity – Defining moments:** Learn how to gain motivation from negative experiences.
 - ✓ **Extension Activity – Response Strategies:** explores the emotional reactions we might have during discussion of race, colonialism, and truth and reconciliation, as well as how to address them.
- Additional resources:** a collection of strategies for how to respond if you or someone nearby is a target of discrimination. Also, information about how to be an ally.

Career Exploration

This conversation invites students to explore career options and to think through the many considerations that can go into choosing a career path.

- ✓ **Anchor Text 1 – Your Values, Your Career:** students watch videos where the speakers express how their values shaped their career choices, and how they chose to strengthen their communities.
 - *Discussion Questions:* students consider how to incorporate their values into a career.
- ✓ **Anchor Text 2 – Career Compass:** students take the Work BC Career Compass Career Quizzes
 - *Discussion Questions:* students consider how the careers they explored match their personal interests and meet their salary, lifestyle, and personal expectations.
- ✓ **Extension Activity – Career Connections:** students find and interview a working professional in a career they are considering.

Post-Secondary and Career Planning

Students find information about the level of education needed to pursue a given career, and find a school and program that meets their needs. In order for students to explore their options thoroughly, they might need longer to complete this module.

- ✓ **Anchor Text 1/Discussion Questions – What education do you need?:** This anchor text asks students to use the BC Education Planner to find information about the level of education needed to pursue a given career.
- ✓ **Anchor Text 2/Discussion Questions – Choosing a school:** students explore the schools that offer the programs they need, and consider what is important to them when choosing one. Then they examine the admission requirements for schools, and how they can meet them.
- ✓ **Extension Activity – what to expect in post-secondary:** Learn about and prepare for what post-secondary is REALLY like.

Funding Your Future

In this module we try to show students that post-secondary education can be affordable and that cost should not stand in the way of a post-secondary education. Then, students create a budget to help them assess their financial situation for after high school graduation. To make a budget, students need to research what things cost, so this module might take a little longer to complete.

- ✓ **Anchor Text 1 - Student Loans, Scholarships, Grants, Bursaries and Awards:** students learn options for paying for school, including scholarships, on Education Planner BC.
 - *Discussion Questions:* students search for scholarships for which they are eligible.
- ✓ **Anchor Text 2 – Budgeting and Managing Money:** read the article "What does a university education cost in Canada?"
 - *Discussion Questions:* students make a budget. The budget worksheet students use for this activity can apply to students who are interested in post-secondary *and* those who are not.
- ✓ **Extension Activity - Writing a Personal Statement for a Scholarship Application:** students practice writing a personal statement with the help of their mentor.