

Rural eMentoring BC

Information for Educators

This document includes suggestions for how to work eMentoring into your course, as well as descriptions of each unit and its contents. You are always welcome to consult with the eMentoring staff about how to best adapt the program to your course's needs.

Content (click on each item to navigate to it)

[What's the point?](#)

[How the program works](#)

[Options for implementing eMentoring into high school courses](#)

[Overview](#)

[Careers classes \(CLE, CLC & Capstone\)](#)

[Relationship-focused mentoring](#)

[Assessment options](#)

[Timelines: how many units to assign?](#)

[Unit summaries and content](#)

[Contact us](#)

What's the point?

The purpose of this mentorship experience is to help students feel better prepared for the transition into life after high school, practice critical life skills and create a portfolio of resources to help them navigate early adulthood. The program, which is funded via a partnership between the Rural Education Action Plan and the University of British Columbia, was created with the following intentions:

- To help rural students explore their educational and career options.
- To provide rural students with the knowledge and skills to become informed and conscientious adults.
- To support to rural students who choose to pursue post-secondary education.
- To inspire and support students to pursue rural healthcare careers.

*A note on the last two points: we realize that not all mentees in this program are interested in attending post-secondary or in healthcare careers. Though many of our resources are post-secondary and/or healthcare focused, we support rural students with all interests and aspirations.

Our mentors are also eager to learn from your students! We hope you will help your students understand the value of this reciprocal learning opportunity – encourage them to share what makes their community special and to be open to learning from someone new and different.

How the program works

Mentee – Mentor Communication: Your students will exchange messages with their mentors through our online platform, MentorCity. Communication is asynchronous, not instant - students can write and send messages whenever they want and the mentors must respond within 3 days.

ReMBC's curriculum: At your discretion, students' discussions with their mentors can be guided by our semi-structured curriculum consisting of themed units with relevant resources and reflective activities, as well as optional activities and information for enrichment purposes. The students' inquiries direct the flow of progression through each unit and the program. Each unit includes:

- **Warm-up activity:** an optional activity designed to get the students thinking about the unit's topic.
- One or two **Lessons**, each with:
 - **Background info** about the topic: a video, article, or activity.
 - **Discussion Questions:** students critically THINK about the background info, SHARE their response to a prompt or activity with their mentor, and ASK their mentor a question.
- **Portfolio:** many lessons involve students creating a piece of work (e.g. a reflection, research, list, etc.). MentorCity has a "Save to your portfolio" option that allows users to upload items like these from their computer to platform to be shared with the mentor. These items are all saved in one convenient location for easy access.
- **Extension activities and additional information:** optional activities and information for motivated students who want to continue exploring the unit's topic
- **All units are locked** until the mentors unlock them one at a time. This is to ensure each unit is discussed to completion and to prevent participant confusion.

Program Delivery: How you use the program is up to you, the educator. Educators have the option to pick and choose the units they would like their students to complete, or let their students choose. The program is adaptable to any time frame, from a year-long, longitudinal relationship to a quick 5-week Q&A – just choose the number of units to fit the time you have. The suggested nature of assessment is formative and at the educator's discretion, but we provide some suggestions later in this document.

Matching: Each student is matched to their own mentor. This process starts when each student creates an online profile, where they share their career and educational interests, hobbies, experiences, personal preferences and what they hope to gain/learn from their mentor. All mentors create similar profiles, and then the eMentoring staff matches each mentee-mentor pair based on what they have in common in their profiles. Therefore, we recommend highlighting to your students how important it is to put lots of detail in their profiles, and to think about what they can gain beyond their career and educational goals – as we cannot always guarantee a perfect match.

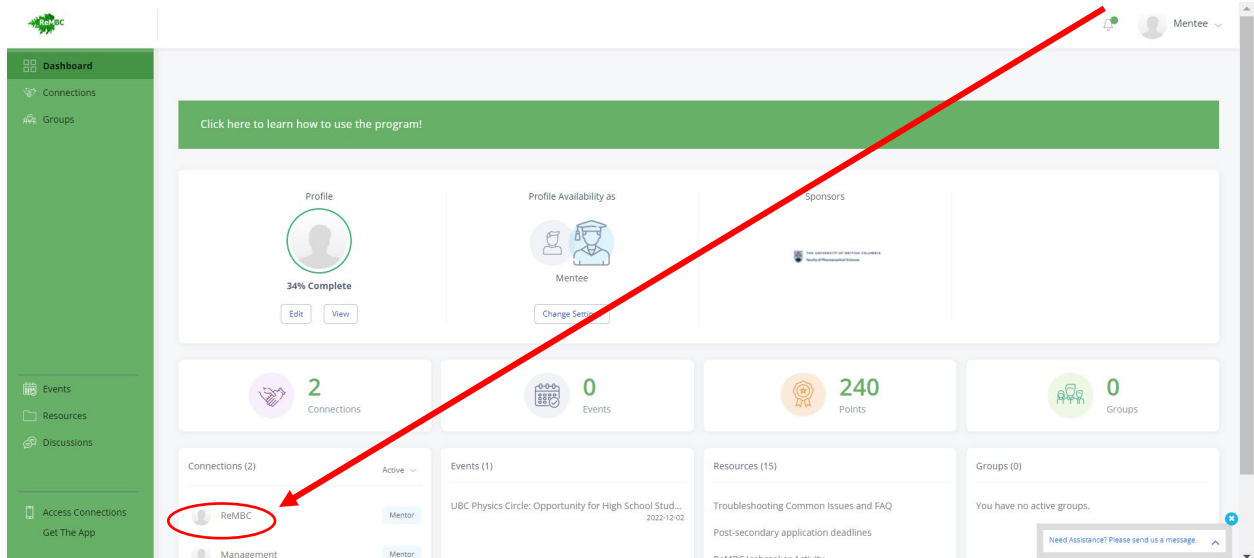
Safety and Oversight:

- Teachers can access their students' accounts on MentorCity in order to: see all the messages the students and their mentors send, write messages to the pairs if intervention is needed, see which units students are working on, download any items students have uploaded to their portfolio, and manage student account information (e.g. reset passwords and usernames).
- The eMentoring staff regularly monitors all messages to ensure they are appropriate and that all participants are staying safe.
- You will receive progress reports every two weeks that detail which units your students have completed, the last date they wrote, and any comments from the mentors.
- All mentors have passed a Criminal Record Check, and you can view MentorCity's privacy policy [here](#).
- You may view our program policies (i.e. the code of conduct for mentors and mentees) [here](#).

Getting started: When you are ready, we will ask you to register and tell us the details about how you are using the program in your class.

Demo account: We highly encourage you to check out our demo mentee account to familiarize yourself with how the program works and to view the curriculum.

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 mentor's 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 mentee account, we have unlocked all the units. Recall, your students will not be able to access the units until their mentor unlocks them one at a time.

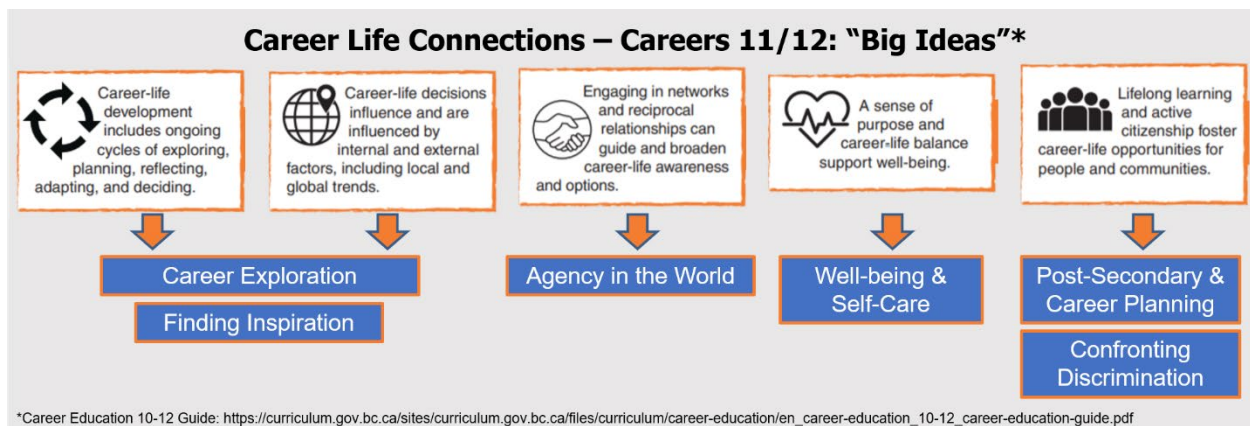
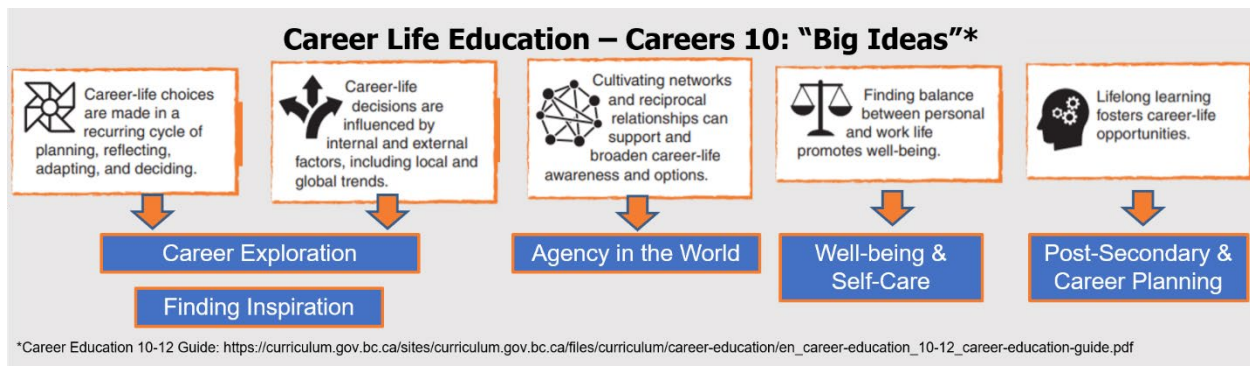
Options for implementing eMentoring into high school courses

Overview

We have designed this program to be flexible so that it can meet a variety of educational needs. The program explores a wide variety of topics, including many that are useful in careers classes. You can treat the program like an online course or like an informal chat, or anything in between!

Careers classes (CLE, CLC & Capstone)

The program's units were designed with careers classes, like Career Life Education and Career Life Connections, in mind, so, if you wish, some of the units can supplement or even replace some of the content for those courses. The below graphics show how some of the program's units (in blue) map to some of the "big ideas" for CLE and CLC classes (in white).



In addition, students in these classes might also benefit from the "Getting Hired" unit, which helps students create a resumé and become comfortable with job interviews, and the "Adulthood" unit, which explores the skills needed for living independently.

Capstone: we have had many mentors work with students on their Capstone projects. Some have even attended their mentee's final presentation! Let us know your Capstone requirements and we can arrange these connections.

Relationship-focused mentoring

If you would 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 curriculum and more emphasis on the relationships. In these cases, you may choose to not require students to complete all components of each unit. You may even not require students to follow the units at all.

In these cases, please decide ahead of time how you will evaluate your students' learning in this program so that we can communicate this to the mentors and so that we can provide relevant information when we send you progress reports.

Assessment options

Below we provide some ideas for how to assess your students' learning in this program – feel free to use your own method of assessment though!

Activities

Many lessons 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 may choose to grade these activities. You can have students upload their activities to their portfolios and then you can access them on the platform, or have students provide these items to you directly.

Unit completion

Many teachers assign grades based on unit completion, e.g.: students must complete 3 units of their choice by the end of the course.

Please consider what you will consider “complete”, e.g. all parts of each lesson complete, versus some parts of each lesson complete, versus some discussion of the topic not necessarily guided by the curriculum. We will ask you about this when you register.

Timelines: how many units to assign?

Choose the number of units to complete based on YOUR timeline. We recommend providing class or homework time for eMentoring **at least twice a week*** (for at least 2 hours total per week). Assuming that the students are working on the program at least twice a week, here are some suggestions for how you can plan your course:

Please allow:

- 1 hour for students to complete their profiles. This process also includes a short course introducing the students to the program.
- 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 unit takes around 4-6 hours to complete[^] or around 2 weeks if students are working on it twice a week. You can choose the number of units to complete based on your course's timeline, or use the following as examples:

- 2 – 3 units per academic "Quarter" (10 weeks)
- 4 – 6 units 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. avoid having students working on it two days in a row).
 - Also recall that students will not be able to access the units until their mentors unlock them. Please give us plenty of notice for what units should be unlocked, and when, so that mentors have time to do this.
- [^]The unit completion time stated above does NOT include time to do the Extension Activities or additional info, as these are optional.
- [^]Some units take longer to complete. Please read the descriptions provided carefully; we will tell you which ones take longer.

Unit summaries and content

To view the curriculum as a student would, [login to our demo account](#).

Finding Inspiration

This unit 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.

✓ **Lesson 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.

✓ **Lesson 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 that inspire them.

✓ **Extension Activity – critical film response:** students respond to the ideas presented in the 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 unit explores the importance of respecting and embracing different ways of knowing.

✓ **Lesson 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 have learned about “Western” and Indigenous ways of knowing.
- ✓ **Lesson 2 – Indigenous Innovations:** Watch a TED talk by an Indigenous entrepreneur.
 - *Discussion Questions:* Students consider Indigenous inventions, innovations, and values.
- ✓ **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 unit promotes rural-urban knowledge exchange between mentors and mentees. Students discover what they have gained from their community, how they can give back, and learn about transitioning to city living.

- **Lesson 1/Discussion Questions – Rural Living:** students consider what they value about rural living, what they have gained from it, and how they can serve their communities.
- **Lesson 2 – Same but Different:** Students watch a short documentary [Mobilize](#) created by First Nations filmmaker Caroline Monnet, and evaluate the feelings it evokes about rural versus urban living.
 - *Discussion Questions:* students gain some insight into city living from their mentors.
- **Extension Activity – Keeping Traditions:** students come up with a plan for keeping up their important traditions when they move away from home
- **Extension Activity – Easing Transitions:** students come up with a plan for keeping up with their favourite activities when they move away from home.

Strategic Studying

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

- ✓ **Lesson – 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 and take care of themselves.

- ✓ **Lesson – 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 find joy in.
- ✓ **Lesson 2/Discussion Questions – Self-Care Action Plan:** students evaluate how well they take care of themselves, and make a self-care action plan.

Additional information: about crisis lines available in BC

Dis and Misinformation

Students learn to identify and combat dis- and misinformation.

- ✓ **Lesson – “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 unit might take longer for students to complete, as they must create a resumé and have it reviewed by their mentor.

✓ **Lesson 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.

✓ **Lesson 2 – the Job Interview:** Watch the 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 unit 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.

✓ **Lesson 1/Discussion Questions – Grit and Agency:** Students watch and respond to the video: Anindya Kundu TED Talk: The boost students need to overcome obstacles

✓ **Lesson 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 unit 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.

✓ **Lesson 1/Discussion Questions – Using Shared Language:** students explore and define terms such as implicit bias, institutional racism, and privilege.

✓ **Lesson 2/Discussion Questions – Confronting discrimination, an example:** Students watch the 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 unit invites students to explore career options and to think through the many considerations that can go into choosing a career path.

✓ **Lesson 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.

✓ **Lesson 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 unit.

✓ **Lesson 1/Discussion Questions – What education do you need?:** Student use the BC Education Planner to find information about the level of education needed to pursue a given career.

✓ **Lesson 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.

Paying for School

Students learn different options for affording post-secondary education and learn how to apply for scholarships.

✓ **Lesson 1 – Ways to pay for school:** students learn options for paying for school on Education Planner BC.

➤ *Discussion Questions:* students consider how they might pay for school and their mentor's perspective on why post-secondary is worth the cost.

✓ **Lesson 2 – Applying for Scholarships, Grants, Bursaries and Awards:** students search for scholarships and bursaries that they are eligible for, and learn tips for applying.

➤ *Discussion Questions:* with the help of their mentor, students write a draft of a personal statement for a scholarship application.

Adulting

Students discover the skills and knowledge they need to live independently as an adult.

- ✓ **Lesson 1/Discussion Questions – Adulthood 101:** students evaluate which skills they have and which they still need to acquire in order to live independently.
- ✓ **Lesson 2 – Budgeting and Managing Money:** students read the article "What does a university education cost in Canada?". Though the article is geared at post-secondary students, the budgeting advice applies to all young adults.
 - *Discussion Questions:* students create a budget.

Contact us:

If you would like assistance in setting up the program with your class, please reach out. We are happy to consult with you, free of charge, via email or by booking a virtual or phone meeting.

Email: e.mentoring@ubc.ca

Phone: 604-827-4197

Meet the eMentoring Staff

Senior administrative coordinator: Parvaneh Rahbar (she/her): Parvaneh is responsible for communicating with and coordinating all of the program's participants. She makes sure the program runs smoothly!

- Bio: Parvaneh has completed her Master's degree in Business Administration. Her personal experience as a mentee during the job application process upon arrival in Canada has deeply shaped her appreciation for the transformative impact of mentorship. She eagerly joined the eMentoring team in 2017.



Project manager: Juliet Oshiro (she/her): Juliet oversees the program's design, development, and overall operation, including mentor training, curriculum, knowledge translation, evaluation and partnerships.

- Bio: Juliet's background is in science outreach; during and after completing her PhD in biology she created and worked on various science education initiatives. Along the way, she participated in several mentoring programs as both a mentor and mentee, and these positive experiences led her to join the eMentoring team in 2019.



Indigenous initiatives manager: Angela Nash (she/her): Angela provides support for Indigenous students and mentors in the program. She ensures that our program is a safe and inclusive space for Indigenous participants and their communities.

- Bio: Angela is Wəlastəkwewiyik (Maliseet) from Sitansisk (St. Mary's First Nation) in Fredericton, New Brunswick. She has been involved with the program since 2019, bringing her vast knowledge of engagement, relationship building, and the "Two-Eyed Seeing" approach to research as well as intellectual property. She is an advocate for the underserved!



Other eMentoring Team Members: The Principal Investigators

eMentoring's Principal Investigators provide strategic advice and direction for the program.

- Katherine Wisener (UBC Faculty of Medicine): research and evaluation
- Dr. Blair Stanley (Rural Education Action Plan): liaison to our funders (the Joint Standing Committee on Rural Issues) and rural liaison.
- Dr. Sandra Jarvis-Selinger (UBC Faculty of Pharmaceutical Sciences): program founder and Faculty advisor.