

Example lesson plan – Introducing eMentoring to careers students

Use this example lesson plan as a template to for how you will introduce eMentoring to your students.

Core Competencies Communication Thinking Personal & Social	Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media.
Big Idea	Engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options.

Curricular Outcomes	<p><u>Examine</u> - Analyze internal and external factors to inform personal career-life choices for post-graduation planning</p> <p><u>Interact</u> - Demonstrate and reflect on inclusive, respectful, and safe interactions in multiple career-life contexts</p> <p><u>Experience</u> - Explore possibilities for preferred personal and education/employment futures, using creative and innovative thinking</p>
Goal & Objectives	Students will be learning about what ReMBC is and how the program can benefit them as they plan out their future. Students will be thinking about what they hope to get out of ReMBC and finding their aspirations.
First People’s Learning Principals	<p>Learning involves generational roles and responsibilities.</p> <p>Learning involves patience and time</p>

*Sources

<https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education> (CLE)

<https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections> (CLC)

Content	
Time	Tasks
10 mins	<p>Ask the students to consider the following questions:</p> <ul style="list-style-type: none"> - “Do you have a rough idea of what your life will look like after high school?”

	<ul style="list-style-type: none"> - “How do you find information and resources related to adulting? This includes, future careers, post-secondary education, adult responsibilities, taking care of yourself, and facing society.” <p>Let students know that it’s totally okay and normal to not know what they want or how to answer these questions since they are still learning about themselves.</p>
<p>20 mins</p>	<p>Explain that they will be participating in an online mentoring program called Rural eMentoring BC, where they explore the answers to these questions.</p> <p>Go over what ReMBC is and how it will benefit students.</p> <ul style="list-style-type: none"> - You may choose to go through the short course as a class, for example project the videos on the big screen and discuss them. - Here are the main points you should share about ReMBC: <ul style="list-style-type: none"> o ReMBC is a program which connects students with a mentor who is there to answer any questions related to high school and beyond by sharing their life experiences. o They will be thinking and inquiring about what they want for their future. o Their mentors are college or university students / young adults / early in their career who have recently been in their shoes. o Students will have a dedicated class time to work with their mentors. Therefore, working with their mentor isn’t something extra they do on the side, it is an important part of this class and their grade in it. o Students will be in contact with their mentors by messaging each other through an online platform called MentorCity - Students often don’t see the value of having a mentor, so you will need to “sell” the program to them. Here are some “selling points” you can talk about: <ul style="list-style-type: none"> o Everyone needs a mentor: this is not a deficit-based program for students who are lacking academically or have a problem. Successful people stay successful by having a mentor. o Their mentor, and ReMBC as a program, is not trying to teach students a lesson about how to live life – their mentor is there to answer questions and help students develop skills to make their own decisions. o Having a mentor can help students gain insights about academic life, build confidence on what they can do with their own abilities and aspirations, and create possible networking opportunities. o They will be using the mentors as a resource create a clearer picture of what their life after high school will/may look like

	<ul style="list-style-type: none"> ○ Even if they don't care about their future, at least they will get to meet someone new and interesting. This is a chance for them to put themselves out there and try something new. ○ Share your own stories with mentoring. ○ Share what you hope they get out of having a mentor – you know your students bests, so you know what will resonate with them. <p>Ask students if they have any further questions.</p>
10 mins	<p>Students brainstorm what they want to gain from the program.</p> <p>Have them read over the questions in the worksheet (each question is from a separate unit) and rank the questions according to their interest.</p> <p>They can do this individually, or in pairs or groups.</p>
20 mins	<p>Students fill out their profiles.</p>

Further Suggestions	<p>Worksheets can be collected for teacher's reference to see what the students are most interested in and plan their future lessons accordingly.</p> <p>Some possible options:</p> <ul style="list-style-type: none"> - Let each student decide which units to work on based on their interests. This will help motivate students during this program as they will be exploring the topics they were curious about. - Choose the most popular unit to start off the class together. This will model how the students should work through the program and will allow students to work collaboratively. Either continue working together as a class on the other most popular units, or let the students choose individually. - Break students into groups based on their interests and assign units by group. This will allow students to work collaboratively.
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Worksheet: What do you hope to gain from this program?

Name:

	1. How did you discover your passions and interests?
	2. How does your background and connection to place influence your daily life?
	3. What do you want to know about city living?
	4. What are some effective studying strategies?
	5. How do you manage stressful situations?
	6. How do you recognize a trustworthy source of information?
	7. How can I identify my transferable skills and adeptly integrate them into my resume and job interview presentations?
	8. How do you stay motivated and utilize your resources and allies when you face setbacks?
	9. How can one identify discrimination and privilege and respond appropriately?
	10. What led you to your current career path?
	11. What kind of education should I pursue to achieve my career goals?
	12. What are some options to help you pay for tuition?
	13. What would you consider essential life skills as an adult?

What are your top 3 questions and why?

1.

2.

3.