

Using eMentoring's activities in your class

About the activities

Rural eMentoring BC's one-on-one mentoring program offers an optional set of activities, organized into themed units that come together as a semi-structured curriculum.

eMentoring's unique curriculum was developed in response to consultations with educators, students, parents and other mentoring programs, who suggested that we provide activities for students and their mentors to work through together. They also suggested some topics for the activities, and we hired a rural high school teacher-turned PhD candidate to design the curriculum itself.

The curriculum was first deployed in 2016, and has since become a living document. Each year we take user feedback, from teachers, students, and mentors, and use it to inform the topics, activities and structure of the curriculum. In 2022 we became a community partner with UBC's Community Field Experience course, allowing us to host teacher candidates to review and update our curriculum each year, keeping it fresh and relevant.

Over 75% of our past participants indicated that they found the information in the curriculum useful – we hope your students do as well!

Units

ReMBC's activities are organized into 13 units, each with a different theme. The entire curriculum is accessed through students' accounts on MentorCity, and it works like an online course.

What's in a unit

Each unit has the following components:

Start here: Each unit has a "Start here" page, where students are introduced to the unit. This page describes and explains the goals for the unit and how to work through it.

Warm up activity: These are a few questions to help get students thinking about the unit's topic. They can choose whether to share their answers with their mentors.

Lessons: Each lesson provides some information about a topic and then asks students to apply this information to their own lives. Since every student learns and expresses themselves differently, students have the opportunity to choose between different options for gaining, synthesizing, and communicating information.

- **How lessons work:** Students view background information and then choose (or follow your instructions) whether to do an activity with their mentors or ask their mentors a question. Each lesson has the following components.
 - **Background information:** Students begin each lesson by gaining some information on the unit's topic, usually through a video or article. The activity they do for the lesson, or the questions they ask their mentors, will be based on this information.

- **Option 1: Activity and deliverable:** Students do an activity that helps them learn more about and reflect on a topic, and then produce a deliverable that shows what they have learned. Students have the opportunity to choose the activities that best suit their learning styles and interests, and the deliverables that best help them express their understanding and growth. These are meant to be done collaboratively with their mentors, or as a jumping off point to help them discuss the topic with their mentors.
- **Option 2: Questions for mentors:** Students should use their mentors as a resource for information and advice about each topic. Encourage your students to ask their mentors any questions they have about the topic; we also provide a list of questions students can choose from if they can't think of their own.
- You or your students may decide which of the lesson components to complete – but please inform the eMentoring staff so we can communicate this to the mentors.

Extension activities: These are other activities that have to do with the unit's topic, but might not necessarily be applicable to everyone.

Additional resources: These are resources for if students would like to learn more about the unit's topic, as well as further support or services both within their community and beyond.

Portfolio Project (optional)

The activities students do within a lesson can be part of a larger Portfolio Project, designed to be a meaningful way for students to document and reflect on their experiences and growth during the program, and also apply what they learned to real life.

About the Portfolio

Throughout the course, students will build their Portfolios by collaborating with their mentors to create a polished version of each deliverable they choose to complete. The Portfolio is meant to provide the following:

- **Choice, ownership, & agency:** Since students have choices between different types of activities and deliverables for each topic, they can tailor their portfolios to their strengths and interests.
- **Documentation of growth:** The Portfolio Project is meant to document each student's personal journey. They will add the deliverables they create throughout the program piece by piece to progressively build their portfolios – it is not a separate final project to be completed at the end.

Each student's Portfolio will be a comprehensive reflection of their learning journey that documents their growth, challenges, and achievements. Encourage them to refer to their Portfolios to reflect on what they've learned and how they can apply these lessons to their lives.

How it works

Students, or you, can choose which of the deliverables should be included in the Portfolio. Each deliverable included in the Portfolio should be a final, polished product. Students should work with their mentors on their Portfolio pieces. Please tell the eMentoring staff and the mentors which deliverables should be included in the Portfolio, and consider the following:

- Give your students adequate time to polish each Portfolio piece. They may want to get feedback from their mentors, or even go through a few rounds of edits.
- Advise them to create a folder on their devices (or on the cloud) with all their Portfolio pieces.
- Ensure students share their final Portfolio pieces with their mentors.
- We highly encourage you to make time for students to create a final reflection once their Portfolios are complete. Ask them to reflect on, in the method of their choosing: what growth they have seen in themselves and how their Portfolio exemplifies this? What have they achieved and what are they proud of? How they will use their Portfolio in the future?

Logistics and delivery

Our curriculum is designed to be flexible and can be adapted to meet your classroom needs. Here are a few questions you should ask yourself and your students as you create your eMentoring plan. We will ask you to specify each of these things when you complete your teacher sign-up form.

How often will students work on the program?

Please set aside time **at least once per week** for students to access an internet-connected device and message their mentors. Try to plan for the same day(s) each week, so that mentors can know when to expect to hear from your students.

When deciding which days of the week to work on the program, remember that messaging is asynchronous and we allow our mentors 72 hours to respond to their mentees (i.e., avoid having students work on it two days in a row).

We strongly recommend that the time you dedicate to the program be in-person sessions where you (or the point person) are available to monitor and assist students. For example, set aside 45 minutes twice a week in-class to work on the program.

How long will you work on the program?

Choose how many units you would like to complete based on how much time you have. Assuming that the students are working on the program at least once a week, here is how much time you should allow:

- 1 hour for students to complete their profiles. This process also includes a short course that introduces 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 at the end of the program.
- **One unit takes around 4-6 hours to complete[^]** or around 2 weeks if students are working on it once 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

[^]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.

How will you work through the activities?

It is completely up to you and your students how you will use the activities in your classroom. Here are a few examples:

- **Move through the units as a class:** The whole class works on the same unit at the same time.
 - For example: in the first four class periods the students work on Finding Inspiration, the next four class periods Rural to Urban, etc.
 - Or, create a lesson around each unit: review the background information together (e.g., show the background info video) and have a class discussion, and then give students time within the class period to work on the activity and write to their mentors.
- **Students to work through the units at their own pace:** provide class time for students to view the background information, work on the activities and write to their mentors.

- **Example:** every Monday and Thursday students have 45 minutes in class to work on the program. If they want to take more or less time on a unit, they may do so as long as they complete all units required.

Please let the eMentoring staff and, if possible, the mentors know approximately when you will be working on each unit. Send us your schedule ahead of time, but, since plans change, please also give us a heads-up when you will be switching to a new unit.

Also, please consider what should happen if a student falls behind (due to absence, taking longer with a certain unit, etc.). If you are moving through the units as a class, should the student move to the next unit without finishing the previous one? If students are working at their own pace, and are not on track to finish but are having fruitful conversations, should they move on?

Knowing all these things will help the mentors keep your students on track.

Who chooses the units?

Our curriculum is modular and you and/or your students can choose which units and activities to do and in what order. Here are some ways that other classes have chosen, but feel free to think of your own:

- **Teacher's choice:** the teacher chooses which units to assign based on what they will be teaching and the course's goals.
 - **Example:** replace your career pathways lesson with our activities by requiring students to complete the Career Exploration and Educational and Career Pathways units.
- **Students' choice:** students choose which units to complete based on their interests.
 - **Example:** The class votes on which units they would like to do together.
 - **Example:** Each student can choose any 3 units to complete by the end of the course.
- **Combination:** both teacher and students choose the units.
 - **Example:** The teacher assigns Finding Inspiration and Getting Hired to supplement her goal setting and resumé creation lessons. She also allows students to choose 2 other units to complete based on their interests.
 - **Example:** The teacher assigns Agency in the World to supplement his networking and relationships lesson, and lets students vote on 2 other units.

[Visit our website to view our unit summaries](#) or contact us to access our demo account on MentorCity.

How, or will you be assessing the students' work in the program?

If you will be assessing students' work in the program, what does success look like? Please consider:

- What does it look like when students "complete" a unit? What will you be assessing?
 - **Example:** students must complete each lesson's deliverable and you will assign a grade to each deliverable. The program is meant to provide concrete tools and skills for students to carry with them into the future.
 - **Example:** eMentoring is worth 10% of the students' course grade. If students engage regularly, they get the full 10%, if they are very engaged, they get extra credit. The program is meant to be low-pressure and fun, allowing for students to take risks and step outside their comfort zone.
 - **Example:** You will assign a grade to each student's Portfolio at the end of the course.

If you will not be assessing students, how will you hold students accountable and ensure they engage with the activities in a meaningful way?

Thanks for reading our guide to eMentoring's activities! We designed our activities to be easy to use, applicable to a variety of contexts, and relevant for high school students, so we hope that you try them!

If you would like some help envisioning how to incorporate activities into your classroom or with your group of students, please contact us at e.mentoring@ubc.ca, we'd love to chat!

Guide for supporting individual students

Why? You are a devoted educator who is looking for ways to connect your students to supports. Mentoring has been shown to support students in a variety of situations. Moreover, adding mentors to students' already existing networks of support has been shown to increase positive outcomes in youth. Our mentors are happy to fill whatever role you need them to, and the staff at eMentoring is equally happy to support you connect your students to mentorship opportunities.

How does it work?

Recruit students who you think would benefit from the program and help them participate.

- **Who should you recruit?** We are happy to support any students who you think could benefit from having a mentor. For example:
 - Students who are having social issues: mentors can help them navigate the complexity of high school relationships.
 - Students who need to work on their communication skills: our mentoring program is low-pressure, low-stakes. Students can practice and make mistakes consequence free.
 - Students who lack motivation or who could use a positive role-model: mentors can show students their options and help them realize what they are capable of.
 - High achieving students who are looking for an extra advantage: most of our mentors are post-secondary students and many are high achievers themselves. They can help students get to the next thing and know what to expect when they get there.
 - If for some reason we feel we cannot support a student, we have friends in other mentoring programs who we can refer the student to.

What's your role? Help students access and engage with the program:

- Ensure students have access to an internet-connected computer or device one or more times per week for at least 30 minutes to an hour. For example, help arrange for them to use the computer lab or borrow a device from the school on certain days of the week.
- Connect regularly with the students to check-in and ensure that they are progressing. You will likely need to be very persistent, as students often have find it challenging to make time for the program, and some students might not see its value. The eMentoring staff will help with this by providing progress reports every two weeks (or at the frequency of your choosing).
- Be the point-of-contact person who the eMentoring staff could reach out to if students are experiencing issues.

How do you get your students involved?

- Think about which students you want to involve in the program, and how you envision mentors supporting their needs.
 - Consider creating an eMentoring club: convene all students in the program for 30 minutes once a week (for example) to connect with their mentors.
- Reach out to the eMentoring staff at e.mentoring@ubc.ca and tell us what you envision. We will make it happen! Specifically, we will:
 - Get students registered for the program and set up with MentorCity accounts.
 - Find mentors for the students.
 - Arrange logistics around communication – for example, monitoring students' activities on MentorCity, setting up safe and secure Zoom calls, etc.

For more information about how our one-on-one mentoring program works, please see our One-on-one program guide for educators on [our website](#).

Thank you for considering our mentors as part of your students' support networks! We truly value all the work that you do for your students, and hope that our mentors can be a useful resource.

eMentoring as an extracurricular activity

Use eMentoring to enhance your students' extracurriculars. Create a lunchtime group, club or other student group.

Why? Mentors can provide a fresh perspective and offer advantages to students involved in extracurricular groups at school. Our mentors are mostly post-secondary students and many are high achievers who were – and still are! – involved in many extracurricular activities. They can provide advice on participating in extracurriculars in high school and keeping it going in post-secondary. They can also give expert advice on the focus or subject of the club. Or, start an eMentoring club!

What can mentors help with?

- Leadership: mentors can give advice to students about developing leadership skills and making their voices heard.
- Robotics, science, coding, health and other themed clubs: many of our mentors are post-secondary students who are studying in a variety of fields. They can help solve problems, give feedback and advice, and share what it's like to study and work in their field.
- Identity-focused clubs (GSA, Asian-American Club, religious clubs, etc.): we make it a priority to recruit diverse mentors who come from different racial, ethnic, cultural, and gender/sexuality backgrounds. Many of our mentors are proud of their identities and sign up hoping to impart the advice and wisdom they have gained as a young adult.

How it works

- **Logistics**
 - Tell the eMentoring staff what club you are interested in working with, we will find mentors with experience in that area.
 - Also explain to us your vision for how you'd like the mentors to engage with the students. Examples:
 - Each student has their own mentor who they consult with as part of the club. We suggest making time for students to work with their mentors during club meetings.
 - Invite different mentors to speak to your club about the club's focus or subject (e.g., for debate club have a law student share their experiences in law school).
 - The entire club has a mentor, or group of mentors, who they consult for guidance and feedback. The mentor can be an outside expert and help take on some of your work as a faculty advisor.
- **What's your role?** Help students access and engage with the program:
 - If students are doing one-on-one mentoring, ensure they have access to an internet-connected computer or device one or more times per week for at least 30 minutes to an hour. For example, help arrange for them to use the computer lab or borrow a device from the school on certain days of the week.
 - Connect regularly with the students to check-in and ensure that they are engaging with their mentors. You will likely need to be very persistent, as students often find it challenging to make time for the program, and some do not see its value. The eMentoring staff will provide progress reports every two weeks (or at the frequency of your choosing) to keep you informed.
 - Be the point-of-contact person who the eMentoring staff could reach out to if students are experiencing issues.

Create an eMentoring club

This is a great way for students to get advice and support from a mentor, while also sharing the experience with other students. Research (and our own experience) shows that a sense of community among students participating as mentees can enhance their experience and increase their engagement. One teacher told us that the excitement for mentoring is contagious, so regularly bringing students together to discuss their experiences is ideal. Here are some suggestions for your eMentoring club:

- Convene students once or twice a week for 30 minutes to an hour. They will use this time to work with their mentors.
- Consider having discussion topics for each club session. Or have the students discuss what they learned from their mentors.
- The students can also work through the activities together, or separately, as part of the club. You can have students share their deliverables and what they learned from their mentors. [Learn more about our activities on our website.](#)
- If you wish, we could arrange for the mentors to join the club live (e.g., via Zoom).

Thanks for considering how our mentors can be a part of your students' extracurricular activities! Our mentors really enjoy meeting students with similar passions, and would be thrilled to work with students in a club setting! If you would like to talk through your options or share your ideas, reach out to e.mentoring@ubc.ca.

eMentoring for classes

Thanks for your interest in using eMentoring with your class! In joining us, you join hundreds of teachers, in our program and beyond, who have utilized the support and expertise of mentors to expand students' learning to beyond the classroom. Our one-on-one mentoring program was designed to be used in high school classes and our mentors are prepared to mentor students participating in coursework – so we've got you covered!

Our eMentoring program is flexible and can be incorporated into a variety of courses and subjects. It is completely up to you how you want our mentors to support your class. This handout describes what you need to know about using our one-on-one mentoring program in your class.

Timing and frequency

Please set aside time **at least once per week** for students to access an internet-connected device and message their mentors. Try to plan for the same day(s) each week, so that mentors can know when to expect to hear from your students.

When deciding which days of the week to work on the program, remember that messaging is asynchronous and we allow our mentors 72 hours to respond to their mentees (i.e., avoid having students work on it two days in a row).

We strongly recommend that the time you dedicate to the program be in-person sessions where you (or the point person) are available to monitor and assist students. For example, set aside 30 minutes twice a week in-class to work on the program.

Program length

There is no minimum or maximum length that students can be connected to their mentors. In fact, if students wish to stay in contact with their mentors after their course ends, the eMentoring staff will continue to support their safe communication through MentorCity.

Please keep the following activities in mind as you plan your course:

- 1 hour for students to complete their profiles. This process also includes a short course that introduces 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 at the end of the program.

If you wish to include any of the activities in your course, please see our [guide on using eMentoring's activities in your course on our website](#).

What mentors can support

Most of our mentors are post-secondary students, and many are high academic achievers. Therefore, mentors can support a variety of subjects and courses. Some examples:

- **Careers courses:** mentors can help students plan for the future. [See how our activities can support careers courses on our website](#).

- Health courses: mentors can help with skills like communication and “adulting”.
- Science projects: mentors can give feedback as students design, execute and present science projects or experiments.
- Anything else! You, as the class instructor, are welcome to provide some discussion topics, questions, prompts or activities of your own to help guide the students’ discussions.

Please keep in mind that mentors are not tutors, nor should you expect them to assess students.

Activities (optional)

We designed a series of optional activities that students and their mentors can work through together. At your discretion, students’ discussions with their mentors can be guided by our activities, which are organized into themed units. At each unit’s core is an activity or discussion prompt, informed by an article, video or text to provide context. Each unit also has additional activities and information for motivated students. The units are designed so that students’ inquiries direct the flow of progression through each unit – ensuring that students with differing learning needs and motivation levels are satisfied.

All units are easily accessible through the MentorCity platform. See our [guide on using eMentoring’s activities in your course on our website](#) for more information.

Assessment

It is up to you how you assess your students’ progress or participation as they work through the program. We recommend having some assessment component in order to motivate students to engage with the program and their mentors – in our experience students are rarely self-motivated.

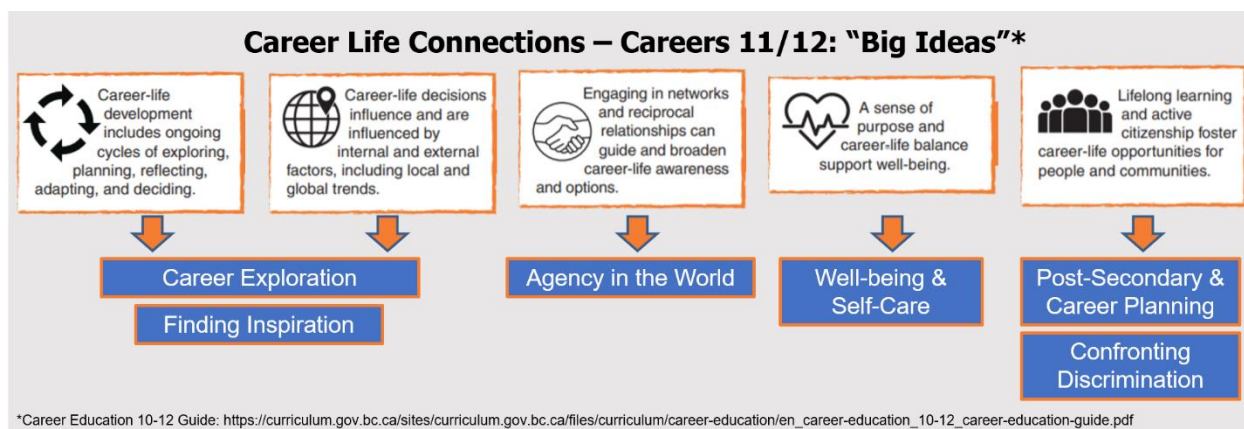
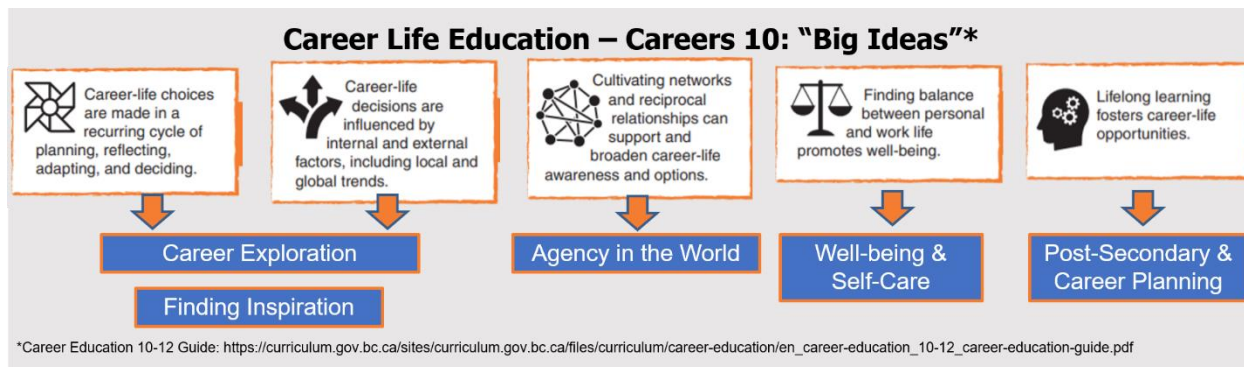
- Example: eMentoring is worth 10% of the students’ course grade. If students engage regularly, they get the full 10%, if they are very engaged, they get extra credit. The program is meant to be low-pressure and fun, allowing for students to take risks step outside their comfort zone.
- Example: Credit/no-credit for sending messages at the assigned times.
- Example: Require students to send a certain number of messages to their mentor.
- If you are using any of the activities we provide, view our [guide on using eMentoring’s activities in your course on our website](#) for some ideas for assessment.

Thanks for learning about how to use eMentoring in your class! We would love to hear your creative ideas on how to utilize our passionate and dedicated mentors in your classroom. Please reach out to us to bring your ideas to life: e.mentoring@ubc.ca.

eMentoring and careers classes (CLE, CLC & Capstone)

The original intent of this eMentoring program was to get students thinking about what comes after high school. Since we first started out, we have been a part of dozens of careers classes, like Career Life Education, Career Life Connections and Capstone projects, in a variety of ways.

Since we have been so popular with careers courses, we have specifically tailored many of the program's activities to fit careers classes. Some of our 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 "Adulting" unit, which explores the skills needed for living independently.

How to incorporate eMentoring into your careers course

The activities we developed are not mandatory, you can incorporate the program and our mentors into our course however you see fit. Here are some suggestions:

- Weekly check-in with mentors: students write to their mentors once or twice a week, reflecting on what they learned in class. They can tell their mentors how they will apply what they learned to their life, and/or ask their mentor questions about the topics covered in class that week.
- Feedback from mentors: students can send their work to their mentors for gentle, constructive feedback (we have a mentor training tutorial on giving feedback sensitively). For example, mentors can provide advice and suggestions on educational and career plans, resumé and goals.

- If you would like to use our activities, check out our [guide on using eMentoring's activities in your course on our website.](#)

Read our eMentoring for classes guide for information on logistical considerations.

Capstone: we have had many mentors work with students on their Capstone projects. Some have even attended their mentee's final presentation!

- We can match students to a mentor studying in the student's desired school and/or program.
- Mentors can answer questions or be interviewed about their educational and career paths.
- Mentors can provide feedback and advice on students' projects and/or final presentations.
- Some students have completed some of our program's activities for their Capstone project. Check out our Portfolio Project in our guide on using eMentoring's activities in your course

Let us know your Capstone requirements and we can arrange these connections.

Whatever you can dream up for your careers class, we'll make a reality. Contact us at e.mentoring@ubc.ca to bring mentors to your careers class!

Unit summaries and content

Contact us at e.mentoring@ubc.ca to get access to our demo account and view the entire curriculum.

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?** Students 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.

➤ *Activity and Deliverable:* 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.

➤ *Activity and Deliverable:* 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.

➤ *Activity and Deliverable:* 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.

➤ *Activity and Deliverable:* 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 – Rural Living, Activity and Deliverable:** Students identify 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.

➤ *Activity and Deliverable:* 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.