

iMENTORSHIP



Students Teaching and Learning about
Online Safety and Digital Citizenship



A PROGRAM GUIDE FOR SECONDARY TEACHERS AND THEIR ELEMENTARY PARTNERS



David Thompson
Family of Schools



Vancouver Board
of Education



Acknowledgements

Program Developers

Teri Corcoran - Community Schools Team Coordinator, Thompson Family of Schools, Vancouver Board of Education

Kayo Devcic - Youth Engagement Worker, School Age Children and Youth Substance Abuse Prevention (SACY), Vancouver Coastal Health

Sue James - Teacher, David Thompson Secondary, Vancouver Board of Education

Jan Sippel - Abuse Prevention Coordinator, Vancouver Board of Education

Editor & Contributing Writers

Andy Powell-Williams - Consultant

Sue James - Teacher, David Thompson Secondary, Vancouver Board of Education

Power point/Keynote Presentation Designer

Erin Gibbs - Teacher, Livingstone Elementary

Jeff Melville – Teacher, New Westminster School District

Desktop Publishing and Web Support

Sharon Leeson - Administrative Assistant, Vancouver Board of Education

Kurt Heinrich - Media and Public Relations Specialist, Vancouver Board of Education

Contributors

Many people contributed to the development, pilot-testing and evaluation of the iMentorship Program. We gratefully acknowledge:

Merlyn Horton and *Dolphin Kasper* of the Safe Online Outreach Society (SOLOS) for sharing their knowledge and expertise in youth online culture, helping us shape the program from the idea stage and providing presentations to secondary students.

Ronda Leung, *Sue James* and *Jackie Dowling*, teachers at David Thompson Secondary each of whom piloted the program with a class, gave us valuable feedback and shared resources.

Kamaljit Purewal - Teacher-Librarian at Fleming Elementary; *Kathryn Buchan* - Teacher-Librarian at Douglas Elementary and *Baljinder Gill* - Teacher-Librarian at Tecumseh Elementary who coordinated the mini-conferences at their schools, provided important feedback and facilitated continued discussions on this topic with students

Susan Almeida and *Willy Wan*, teachers at Tecumseh, *Marie Underwood* and *Michelle Doyle*, teachers at Fleming and *Mandeep Man* and *Ruth Cameron*, teachers at Douglas

Sally Anne Hainsworth, *Holly Geddert* and *Vanessa Fee*, Community School Team staff who provided on-site support at the mini-conferences

Dr. Danielle Law and graduate student, *Shereen Khan* at the University of British Columbia for evaluating the first year pilot

Funders

This program was funded by the Vancouver Board of Education and Vancouver Coastal Health. Special thanks are due to Coast Capital Savings, for funding the second year of this program and the development of this program guide.



iMentorship Program

Table of Contents

Introduction, Description and Goals	1
Links to Prescribed Learning Outcomes	2
Key Information for Teachers	3
Overview of the Unit	5
 Part 1: Introduction to the Program and Topic:	
Class 1:	7
Class 2:	11
Class 3:	13
 Part 2: Preparing the Presentations:	
Class 4:	17
Class 5:	19
Class 6:	21
 Part 3: Delivering the Presentations and Consolidating the Learning:	
Class 7:	23
Class 8:	25
List of Appendices	27
Resources	55

iMentorship Program

Introduction:

The use of internet technology amongst children, youth and adults is ubiquitous. Educators are embracing this technology, incorporating computers, media, mobile devices and other technology (i.e. tablets, smart phones, e-boards) into student learning throughout the various curricula. However, an important part of this learning is sometimes overlooked, this is, the teaching of skills that enable students to navigate their on-line world in both a safe and responsible way. This teaching requires not only a knowledge base but, more importantly, critical thinking skills. These critical thinking skills will enable students to develop the ability to monitor, analyze and understand the implications of the information that they send and receive online. Their ability to make appropriate and safe decisions while pursuing their activities online is essential. To successfully participate in the digital world, students must develop the knowledge, skills and attitudes necessary to behave as digitally responsible citizens and to ensure their safety online.

Description of iMentorship Program:

The iMentorship Program provides students in Secondary and Elementary schools with a unique and engaging opportunity to learn and teach about safety and responsibility on the internet. The unit begins when one class of Secondary students (Planning 10, Family Management or another subject area) are introduced to the idea of mentoring younger students about digital citizenship. The Secondary students then interview Elementary students (Grade 4 &/or 5) to learn about their on line behaviour. Following this, the Secondary students, working in teams, develop engaging presentations for all the students in Grade 4 &/or 5. The culmination of the unit is a “mini-conference” at the Elementary school with the Secondary student groups presenting to groups of Elementary school students. In lessons following the conference, Elementary teachers are encouraged to review and build on the concepts taught at the conference.

**(Optional) Some schools launch the iMentorship Program with a grade level (Grade 10) assembly presented by SOLOS (Safe Online Outreach Society). www.safeonlineoutreach.com

Goals Of iMentorship:

The goals of the program are:

- Increase the knowledge and critical thinking skills of both the Grade 10 and Grade 4 &/or 5 students regarding use of the internet
- Enable students to make safe and responsible decisions online relating to
 1. Safety-from on line predators and exposure to inappropriate materials
 2. Privacy-protecting private information and maintaining an appropriate digital identity

3. On line behaviour-avoiding participation in bullying and harassment (and for Secondary students-sexting)
- Develop a mentorship relationship between the Secondary students and the Elementary students
 - Strengthen and reinforce the partnership between the Elementary schools and the Secondary schools (students, teachers, and staff)

Links to the Prescribed Learning Outcomes:

The iMentorship Program addresses the PLOs across a number of curriculum areas at both the Secondary (Grade 10 or 11) and the Elementary (Grade 4 or 5) levels. At the Secondary level, it involves PLOs from Technology 10, Planning 10, Business Education 10, Family Studies 10 and Leadership 11 (a BAA course). At the Elementary level, iMentorship encompasses PLOs from Health and Career Education 4 and 5 and Technology 4 and 5. The tables below indicate **some** of the PLOs covered. For more complete lists of the PLOs of each of the respective curriculum, go to: www.bced.gov.bc.ca/irp.

PLOs for Grade 10	Technology 10	Planning 10
Those addressed by the iMentorship Program	<ul style="list-style-type: none"> • practice handling Internet information in an ethical way • demonstrate an awareness of the impact of electronic resources on education, careers, and recreation • evaluate the impact of information technology tools on the workplace, on individuals and on society • develop criteria to evaluate information for bias • develop guidelines for evaluating and using information in an ethical way 	<ul style="list-style-type: none"> • demonstrate an understanding of employability skills (e.g. communication, problem solving, teamwork) • demonstrate an understanding of skills needed to build and maintain healthy relationships (e.g. effective communication, problem solving) • analyse factors contributing to a safe and caring school (e.g. respect for diversity, prevention of harassment and intimidation)

PLOs for Grade 4 &/or 5	Health and Career Education 4/5	Technology 4/5
Those addressed by the iMentorship Program	<ul style="list-style-type: none"> • describe negative group dynamics (e.g. cyber-bullying) • practice and apply effective strategies to deal with various forms of bullying • with teacher support, list ways that potential predators can use the Internet to make contact with children • identifying and being prepared for lures or tricks that potential abusers might use, face-to-face and on the internet 	<ul style="list-style-type: none"> • demonstrate an awareness of health and safety issues when using information technology • demonstrate a willingness to be self-reliant when using information technology tools • demonstrate a willingness to work co-operatively when using information technology • identify role models in their community who use technology tools, being careful to consider all individuals, irrespective of gender, culture, and ability • evaluate information retrieved from electronic sources

Key Information for Teachers/ Getting Started:

The iMentorship Program provides a unique opportunity for Secondary teachers to work with their Elementary colleagues to provide a learning experience for students at both levels. To make this collaboration as effective and enjoyable as possible, planning and communication regarding the roles, responsibilities and timing of the program is important. The following guide is meant to provide you with a set of tools to create your own iMentorship program.

The Secondary teacher is facilitating Secondary students to consolidate their knowledge of the digital world, ensure that it is correct and then teach the Elementary students. The teacher does not need to be an expert in technology; however, it is important to have an understanding of the content included in this Unit. **It is highly recommended that, before starting this Unit, the teacher read Lesson 3 and preview the iMentorship presentation.** For further information or support, consult the web resources listed at the back of this guide, speak with your on-site technology support or talk with a VSB technology mentor.

The Secondary teacher's role, as the primary coordinator, is to provide direction and leadership to the Elementary school teachers and administrators whose students are involved. The iMentorship has a number of Appendices. **Appendices A and B** have been developed to outline the key information, tasks and timelines that will ensure a successful program and mini-conference. **It is important that these appendices are read prior to starting the program.**

There are several organizational tasks that need to be completed in advance of beginning the unit. Appendix A and B provides detailed information on the following organizational tasks:

- Connect with Secondary Administrator to inform them of the program, to get approval for two separate field trips and, if necessary, to request EOC coverage for attendance at Mini-conference
- Connect with an Elementary school Teacher/Librarian or Teacher at the targeted grade level. This person will be a contact and provide assistance organizing the mini-conference at the Elementary school and communicating with the Elementary teachers.
- Provide partner teacher(s) with a unit description and organizational/planning information for initial visit from Secondary students and for mini-conference
- Provide partner teacher contact with an outline of their responsibilities
- Develop timeline for unit based on 8 Secondary class blocks
- Read Preparing for Mini-conference-Appendix L (some details need to be done **two or three weeks** prior to conference)
- Book grade assembly to launch program-optional
- Book appropriate facilities/audio visual requirements for grade assembly
- Organize Secondary students into 5 separate teams
- Check that all students have a signed Media Consent form before being photographed or videotaped

Appendices C through J relate to the individual iMentorship lessons and Appendices K, L, and M provide the details for the Mini-conference.

Overview of the Unit:

Part 1- Introduction to the Program and the Topic:

The developers of iMentorship found it helpful to have a presentation of digital citizenship and online safety at a grade level assembly, prior to introducing the iMentorship program in the classroom. The assembly was provided by SOLOS (Safe Online Outreach Society- www.safeonlineoutreach.com). The cost may be covered by school funds or a donation by the school Parent Advisory Committee.

(Optional) Pre-Assembly: Prior to SOLOS assembly, spend 5-10 minutes preparing the class for the grade assembly. Point out some of the issues you want them to listen for:

- public information vs. private information
- permanence of online content (like Facebook)
- consequences of online content, now and in the future
- who is looking at your information
- online harassment-what is it and what to do about it
- online safety

(Optional) Assembly: Secondary students participate in an assembly presentation by the Safe Online Outreach Society (SOLOS) - “Your Life Online”

Class 1: Secondary students are introduced to the unit; form teams; participate in a team building activity and develop questions to ask the Elementary students.

Class 2: Secondary students meet with students at the Elementary school; ask their prepared questions; record students’ responses.

Class 3: Secondary students discuss responses that they gathered from the Elementary students; they participate in an interactive presentation and discussion about online safety and digital citizenship; they identify key themes and/or topics for their presentations to Elementary students.

Part 2 - Preparing the Presentations:

Class 4: Secondary teams choose a mode of presentation from several options; students are given a choice of possible activities and teams will choose their preferred activity (no duplications between groups). By the end of the class, teams will submit a plan outlining the content they will cover, based on one or more of the three key themes: Safety, Privacy and Online behaviour.

Class 5: Secondary teams work on their presentations.

Class 6: Secondary teams work on their presentations; rehearse in front of the class; receive feedback and make necessary changes.

Part 3 - Delivering the Presentations and Consolidating the Learning:

Class 7: Secondary teams present to Elementary students in a mini-conference format at the Elementary school

Class 8: Secondary students debrief and self-assess their presentations



iMentorship - Class 1

Learning Objectives:

Students will:

1. understand the goals of the iMentorship program
2. understand their role in the iMentorship program
3. be introduced to the concepts of “digital citizenship” and “effective teamwork”
4. develop effective teamwork skills (planning, communicating and decision-making)

Materials Needed:

- Chart paper, felts, and masking tape
- 5 pieces of white paper for each team
- List of students, strategically divided into 5 teams
- Guidelines for Effective Teamwork-Appendix C (class set)
- Timeline and contact Information form-Appendix D (class set)
- Sample Questions-Appendix E (class set)
- Script example-Appendix F (class set)
- (Optional) Ice Breaker Activities-Appendix G (see list of materials in Appendix)
- Video “I Mentorship”

Detailed Lesson Plan:

1. Introduce this unit to Secondary students by asking if anyone has heard of the term “digital citizenship”. Tell students that one possible definition of digital citizenship is the idea of:

“thinking critically and making ethical choices about the contact and impact on oneself, others, and one’s community of what one sees, says and produces with media, devices, and technologies.” [Anne Collier, www.netfamilynews.org]

Explain that they will be working with Grade 4 &/or 5 students to help them become good digital citizens.

Ask: Does anyone have younger siblings? Are they allowed on the internet? How do they access the internet, (i.e. on phone, tablet or computer)? Do the younger kids do the same things that older kids do on the internet? Are on line safety and on line bullying concerns the same or different for younger kids as for Grade 10s?

In the introduction, tell students that:

- they will be working in teams
- they will use information from the assembly or Class 3 plus their own experience
- each team will develop a presentation to teach Grade 4 &/or 5s about on line behaviour and about how to stay safe on the internet
- They will work with Grade 4 &/or 5s from _____ Elementary school

- There will be two field trips:
 - 1) meet with Elementary students to learn more about their current knowledge and behaviour on the internet
 - 2) present their interactive presentation to Elementary students
- It will be lots of fun working with Elementary students
- This is their chance to make a big difference to younger students by teaching them about this very important topic
- Show video (6.5 minutes) to show students what the Mini-Conference looks like

(18 minutes)

2. Hand out Guidelines for Effective Teamwork (Appendix C); discuss the statements specifically as they relate to the iMentorship program. Tell them that they and their team members will use these criteria to evaluate themselves at the end of the project.

(10 minutes)

3. Provide all students with the Timeline and Contact Information form (see Appendix D). Review timeline and ask students to write on their form to ensure they are aware of when they will be going to the Elementary school for the interview and the Mini-conference. Emphasize the short turnaround time for them to work on their projects and that they will need to work hard and effectively as a team. Ensure that they write down the names and contact information (email and phone number) of each group member as they may have to work outside of class to complete the project.

(5 minutes)

4. Put the students in their pre-formed teams. When forming teams, keep in mind that the students need to “perform” in front of Grade 4 &/or 5s so a combination of extroverts and introverts in each team may be helpful. Have them sit in their groups and decide on a team name (Example – have students, in their groups, think of an animal, a country and a colour. Have the group visualize this and use the visual to come up with a team name). Announce and record team names to rest of class and, with applause, welcome each team.

(5 minutes)

5. Have the teams work together to develop 5 questions that they would ask Elementary school students about what they do on line (see Sample Questions-Appendix E for examples). Teacher should collate all questions and determine, with the class, 5-8 questions that they will all use to interview the Grade 4 &/or 5s. A couple of suggested methods for doing this:

Method 1: Teacher gives each team 5 pieces of paper (take one piece of flip chart paper and cut into 5 equal pieces). Each team writes their five questions on these pieces of paper. The teacher takes each team’s questions, tapes the questions to board, and groups similar questions together. After all teams have given their questions, teacher can determine, with the class’ input, which 5-8 questions everyone should use to interview the Grade 4 &/or 5s.

Method 2: Teams will use their own paper to write down 5 questions. Teacher writes one team's questions on the board, then asks for second team's questions and writes only the questions which are different. This continues until all teams have given their feedback at which point the teacher can determine, with the class' input, which 5-8 questions everyone should use to interview the Grade 4 &/or 5s.

Everyone should write these questions down in preparation for the next class when they go to interview the Elementary students.

(15 minutes)

6. Have teams spend the rest of the class **developing a script** (see Outline and Example of Script- Appendix F for example) which will include what to say to :
 - a) introduce themselves to the Elementary students and break the ice by asking them some "personal", preferably open-ended questions to make them feel more comfortable (they can be very shy);
 - b) tell the Elementary students what they are planning
 - c) end their meeting and let them know that they will be seeing them again.

(10 minutes)

7. Remind the class that their next class will be spent at the Elementary school with a group of students. Tell students that they need to bring:
 - the list of questions
 - the scripts
 - an appropriate game in case they finish early (cards, checkers etc.)

Remind them that they will be meeting in their regular classrooms first and then going to the Elementary school together as a group.

(3-5 minutes)

Depending upon preferences of Elementary teachers, Secondary teachers may wish to pair two Secondary students with two Elementary students for this "interview". In their pairs, they can allocate questions to ask and alternate asking them (one asks while the other writes the answer) or have one student ask the questions for the whole interview.

8. (Optional) Run a team-building activity (see Ice Breaker Activities-Appendix G for examples)

(15-20 minutes)

iMentorship - Class 2

Learning Objectives:

Students will:

1. begin to form the mentoring relationship with the Elementary students
2. learn about internet behavior of the Elementary students, this will inform the content for their presentations

Materials:

- List of questions developed from previous class
- Scripts created by students from previous class
- Paper for responses
- Labels as name tags for Secondary students

Detailed Lesson Plan:

1. Ask students to meet in their regular classroom to take attendance and receive a label to write their name on (nametag). Briefly review the process, remind them:
 - You will be matched with the Grade 4 &/or 5s
 - Introduce yourself using your scripts and develop rapport
 - Ask the questions that you planned last class, record the responses
 - You have about 15 to 20 minutes for the interview
 - When you're finished, tell the Elementary students that you will see them again in a few weeks to do a cool activity with them
 - Be enthusiastic

Then everyone will walk down to the Elementary school together. (It is less disruptive for the Elementary school if everyone arrives together)

(15-20 minutes)

2. When Secondary students arrive at the Elementary school, they will be matched with the Grade 4 &/or 5s, introduce themselves, develop rapport and then ask the Elementary students the pre-determined questions. They will elicit and record Elementary students' responses.

(20-25 minutes)

3. Secondary students will conclude their meeting by telling the Elementary students that they will be doing a really cool activity with them in a few weeks. They should show their enthusiasm about this future meeting to get the Elementary students excited about the project.

(2 minutes)

4. Have Secondary students walk back together as a group and meet in classroom for a quick debrief.

Examples of De-brief Questions:

How did the interview go?

Did you get to know the students?

Were all the Elementary students engaged? Were some shy?

Were there any difficulties?

(15-20 minutes)

iMentorship - Class 3

Learning Outcomes:

Students will:

1. understand what Elementary students are doing online
2. have a greater understanding of what the key themes of “safety”, “privacy” and “online behavior” encompasses
3. have an opportunity to think critically about online actions and the impact on themselves and others within these key themes
4. be able to identify learning outcomes for the Elementary students that will be included in their presentations

Materials:

- Chart of the Three Themes Content (partially completed)
- Felt pens
- Sticky notes (large size)
- iMentorship Presentation

Detailed Lesson Plan:

1. Ask students to sit in the teams.
2. Facilitate a discussion where teams report responses to the 5-8 questions asked at their session with the Elementary students. Ask students to write the answers on sticky notes. Post the partially completed Chart with the Three Themes (see below). Ask students to post their answers on the chart in the location they think best suits the answer. This chart will be added to throughout the lesson. Near the end of the class, a photograph of it can then be taken and a copy distributed to all teams before they begin preparing their presentations.
(10 minutes)
3. Introduce students to the presentation, “iMentorship - Thinking Critically about Privacy, Safety and Online behaviour”. This is an interational presentation that asks students to watch and discuss the three key themes (safety, privacy and online behaviour). Throughout the presentation, students are asked to think about the information presented and how they would make it age appropriate, relevant and specific to the Grade 4 &/or 5s. As the students discuss and answer the questions that are embedded in the presentation, the teacher continues to fill in the chart. (See example of a completed Chart of the Three Themes Content below for the types of responses that you are eliciting from students.) Facilitate discussion so that the columns for each theme are filled in. The iMentorship presentation plus the copies of the completed chart will provide the information for their presentations.
(55-60 minutes)

- Tell students that they will choose their mode of presentation and begin working on their presentation next class.

Chart of the Three Themes Content (partially completed):

Key Themes	Related Online Activities	Critical Thinking Questions	Key Messages for the Grade 4 &/or 5s
Privacy			
Safety			
Online Behaviour			

Example of a completed Chart of the Three Themes Content:

Key Themes	Related Online Activities	Critical Thinking Questions	Key Messages for the Grade 4 &/or 5s
Privacy Protecting private information and maintaining an appropriate digital identity.	<ul style="list-style-type: none"> Posting information or pictures about self or others on social media Uploading pictures onto a social media site Playing games 	<ul style="list-style-type: none"> Do I know who will see this picture or information? Would I want my parents, teachers, or Principal to see what I posted? <p>If the answer is NO, don't post it.</p>	<ul style="list-style-type: none"> Everything you post online is there forever Everything you post online is public (anyone can see it) Don't post pictures that might be embarrassing or hurtful to, your family or friends. Know about the privacy settings on your computer Check with your parents about what information you give out online to protect your privacy

Key Themes	Related Online Activities	Critical Thinking Questions	Key Messages for the Grade 4 &/or 5s
<p>Safety Being safe from online predators and exposure to inappropriate materials.</p>	<ul style="list-style-type: none"> • Playing online games, including multi-player games • Posting on social media such as Facebook or YouTube • Surfing the internet • Visiting chat rooms 	<ul style="list-style-type: none"> • Could someone I don't know find me (at home, at school or in the community) using this information? 	<ul style="list-style-type: none"> • Don't use full name or other identifying information (full name, age, phone number address etc.) • Don't meet in person people who you chat or play with online without your parent or a trusted adult. • If someone that you play online with wants to meet you in person, tell your parents or a trusted adult • Check with your parent about what you can safely post • Ask a knowledgeable adult before downloading anything • If you see or read something that makes you uncomfortable, tell an adult
<p>Online Behaviour Avoiding participation in bullying and harassment (and for Secondary students, sexting)</p>	<ul style="list-style-type: none"> • Communicating with others online using instant messaging or social media sites • Responding to postings received or viewed • Multi-player games 	<ul style="list-style-type: none"> • Would you say or do this to someone face to face? • Is it respectful (and kind)? • Would I want my parents, grandparents, teacher or Principal to see what I posted? <p>If NOT, don't post it and don't share it.</p>	<ul style="list-style-type: none"> • "Think before you click" • Treat others with respect • "Be kind online" • Tell a trusted adult if someone is being hurtful to you online

iMentorship - Class 4

Learning Objectives:

Students will:

1. understand the various presentation styles
2. use effective team decision-making skills to decide which presentation style suits their team
3. learn the steps involved in planning a presentation by outlining the content/themes, tasks, roles, timeline and materials required
4. practice effective teamwork skills

Materials:

- video of last year's iMentorship conference
- Suggested Presentation Types-Appendix H (class set)
- Team Planning Form-Appendix I (one per team)
- Preparing for Mini-Conference-Appendix L (teacher copy)

Detailed Lesson Plan:

1. Present teams with a selection of the interactive presentation types. (see Presentation Types-Appendix H for a list of presentation types). Show iMentorship video again and, this time, ask students to watch for examples of the various presentation types. Teams must choose one presentation type – no two teams can do the same type of presentation. Encourage teams to choose a presentation type that builds on their team's skills and competencies. For example, if a team has some good dancers, encourage them to choose the "Song and Dance" presentation or, if a team has some students who love drama, suggest the "Improvisation Skits" presentation to them.
(20 minutes)
2. Record the teams' chosen presentation types. Distribute the Team Plan Form (see Team Plan Form-Appendix I) and tell them that each team must complete and hand in the form before the end of the class. Remind students that they only have 3 classes to develop and practice their presentation. (Teachers may choose to offer more than 3 classes to develop presentation) Stress that they need to work efficiently and effectively, making sure that everyone on the team is contributing. Let students know that you will be collecting the Team Plan Form at the end of the class to review but you will return it to them next class.
(3 minutes)
3. Let teams know that the total time for their presentation is 10 minutes. In addition to the actual presentation, they need to include a section at the end of the presentation where they spend two minutes checking the knowledge/learning that the Elementary school

students gained from the presentation. They also need to include some time for putting stickers or stamps on Elementary students' "passports". Emphasize that all of this must be done within the 10 minute time limit.

(2 minutes)

4. Have teams spend the rest of class working on their presentation. You may want to allow teams to work in different areas of school, depending on their presentation type.

(40 minutes)

Teacher may want to have a short discussion with teams that are doing presentations that do not have a "built-in" student engagement factor. Some presentations lend themselves to be more fun (e.g. life-sized board game, hip-hop dance/song, jeopardy) while others may require more skills and strategies on the part of the teams to engage the Grade 4 & 5s (e.g. power point presentation with videos, skits). This is a good time to remind these students that although the content is important, the presentation needs to be fun and engaging for the Elementary students.

5. Before the end of class, remind students that they should have milestones (when things need to be done) written on their plan. Teams should submit their completed Team Plan Form by the end of the class. Teacher should conclude the class by expressing enthusiasm and ensuring that the students understand how important it is to work hard and to cooperate in their teams.

(5 minutes)

Teacher Note: At the end of this class when the teacher has the completed Team Plan Forms handed in and knows the presentation styles chosen by teams, it is important to read **Preparing for the Mini-Conference-Appendix L. There are preparations that the teacher will need to arrange two weeks before the conference.**

iMentorship – Class 5

Learning Objectives:

Students will:

1. continue to plan and practice their presentation
2. think about and discuss the content and themes of their presentation

Materials:

- Team Plan Form – Appendix I (hand back forms to each team)

Detailed Lesson Plan:

1. Return Team Plan Forms to respective teams with any comments or suggestions for changes noted. Let teams know that at the beginning of next class (Class 6), teams will each do a rehearsal of their presentation for the class and receive feedback so that they can make any necessary changes.

(5 minutes)

2. Teams continue to work on presentation.

(65 minutes)



iMentorship – Class 6

Learning Objectives:

Students will:

1. plan, practice and perfect their presentation
2. rehearse their presentation in front of other students
3. analyze and constructively critique other students' presentation

Materials:

- Guidelines for Feedback-Appendix J (class set)
- Mini-conference Rotation Schedule-Appendix K (one copy for teacher, one for each team's timekeeper)

Detailed Lesson Plan

1. Ask teams to do a rehearsal of part of their presentations so far. Other teams will watch and provide feedback using Guidelines for Feedback-Appendix J. The completed feedback sheets are then given to each team.
(20-25 minutes)
2. Have teams continue to work on their presentations, taking into account feedback received and "ironing out the kinks".
(40-45 minutes)
3. Remind students to gather all of the materials that they will need and ensure that everything is ready for the mini-conference. Make arrangements to transport materials that students cannot carry.
4. Go over the rotation schedule for the mini-conference, emphasizing the importance of staying on time. Ask teams to assign one team member to be "timekeeper" during the mini-conference. Give the timekeeper a copy of the Mini-Conference Rotation Schedule-Appendix K. This person will be in charge of ensuring that the presentations run on time and will prompt team to end presentation if necessary.
(5 minutes)
5. Forewarn students that, as the conference progresses, they will adopt strategies after each repetition that make the workshop tighter and more efficient so they need to prepare some short activities (e.g. "knock, knock" jokes, review of material, games) that they can use if they finish their presentation early.

iMentorship - Class 7 - Mini-Conference Day!!!

Learning Objectives:

Students will:

1. participate fully in the iMentorship mini-conference
2. demonstrate their ability to work as a member of an effective team
3. practice behaviour appropriate to a mentorship role
4. present engaging and developmentally appropriate information to Grade 4 &/or 5 students
5. teach internet awareness to Grade 4 &/or 5 students focusing on safety, privacy and appropriate on-line behaviour and encouraging critical thinking skills
6. practice presentation skills (e.g. set up, organization, speaking to an audience, timing, responding to questions etc.)

Materials:

- Mini-conference Rotation Schedules-Appendix K (copies for adults involved)
- Preparing for the Mini-conference-Appendix L (1 for Secondary teacher and 1 for each Elementary teacher)
- Mini conference Wrap Up Script-Appendix M (1 for Secondary teacher)
- Visual reference that indicates room location for each presentation (4 or 5 copies to be posted)
- Name tags (one per Secondary student) and a few sharpies
- Treats - e.g. soda-flavoured lollipops from Costco (for both Secondary and Elementary students)
- Camera and/or video to photograph and/or record the conference presentations

Detailed Lesson Plan

1. Preparations for organizing this day can be found in Appendix L. Timelines are suggested in this Appendix.
2. Ask students to meet at the Elementary school at the appointed time in a predetermined gathering area (see Appendix K for schedule). After making and putting on their name tag, student teams should go to their predetermined area to set up for their presentation. Students should complete their setup and then return to the main gathering area.
(30 minutes)
3. Have the Elementary teacher introduce and welcome the Secondary students, say a few words about the Mini-Conference, provide basic instructions to everyone (especially the Elementary students), describe how the Elementary groups will rotate and where they will go and refer to the posted visual room reference. A “helper” should be assigned to each Elementary group to lead them from one workshop to the next.
(10 minutes)

4. Begin the conference and rotations after the introduction and instructions. Teacher may want to photograph or record all presentations. Ensure that any pictures/video that are shown and/or distributed include only those students, both Elementary and Secondary, who have had their Media Consent forms signed (check with respective school's Office).
(1 hour and 40 minutes)

5. After the last (5th) rotation, have all participants meet back at the main gathering area for the wrap up. You may wish to discuss this with the Elementary teacher but suggest that the Elementary teacher begin the wrap up and the Secondary teacher end it. A list of possible topics and suggestions are found in Appendix M. At the very end, have the Secondary students hand out the treats to the Elementary students and, of course, to themselves.
(5 minutes)

6. Before being dismissed, ensure that all teams have their workshop space cleaned up and put back into the condition that it was in before the start of the mini-conference. Have them return all re-usable presentation materials to the teacher, e.g. dice, any "game pieces", etc.
(10 minutes)

7. Secondary students return to their schools.

8. Secondary teachers may arrange to have Elementary staff provide feedback (presentations, conference organization, etc.) which can be useful for planning future conferences. Elementary teachers also may provide constructive feedback to Secondary students. This would be communicated in Class 8.



iMentorship – Class 8

Learning Objectives:

Students will:

1. de-brief their presentations and relate this to their learning regarding internet behaviour
2. discuss and analyze the experience of having a mentorship relationship
3. de-brief the experience of working in a team and achieving a specific goal

Materials:

- Team De-brief Form- Appendix N (1 per student)
- Effective Team Skills-Appendix C (1 per team for reference)
- Final Evaluation of Team Members and Self-Appendix O (1 per student)

Detailed Lesson Plan:

1. Start the class by providing general feedback on how the mini conference went. Provide an overall perspective from a teacher's point of view. Keep it general. Then let the teams know that they will now be de-briefing their team and their individual experience. Ask them to think about all the classes, not just the Mini-Conference. Encourage them to reflect on:
 - their learning regarding their own internet behaviour
 - their experience as a mentor
 - their skills as a team member
 - their team's successes and challenges
2. Ask students to get into their teams and, as their final team activity, de-brief the iMentorship program using their effective team skills. Encourage them to discuss, recall and critique their participation in the iMentorship program. Students complete the handout: Team De-brief Form-Appendix N.
3. As a whole class, talk about what they learned. Discuss the successes and challenges of team work. Use Effective Team Skills-Appendix C as a template. Also discuss the concept of mentorship. What did they learn? How did they feel as teachers/mentors? How can they see this experience influencing their future plans/experiences? What have they learned about internet behaviour (especially the three themes of privacy, safety, and on-line behaviour)?
4. Hand out Final Evaluation of Self and Team Members-Appendix O. Ask them to think carefully about both their skills as a team member and the skills of their team mates. Fill out their evaluation forms and hand them in.

5. Wrap up the class with any further comments, feedback, congratulations that you have for them.
6. (Optional) Finale: Take all the photos/videos and make a visual presentation to show at the end of this class.

iMentorship Program

List of Appendices

- A. Getting Started: Preparations Before You Begin the Unit
- B. Elementary Partnership Responsibilities
- C. Guidelines for Effective Teamwork (student handout)
- D. Timeline and Contact Information (student handout)
- E. Sample Questions for Secondary Students to Ask Elementary Students (student handout)
- F. Outline and Example of Script for Grade 4 &/or 5 Interviews (student handout)
- G. Icebreaker Activities
- H. Suggested Presentation Types (student handout)
- I. Team Planning Form
- J. Guidelines for Feedback
- K. Mini-Conference Rotation Schedule
- L. Preparing for Mini-conference at Elementary School
- M. Sample Script of Mini-Conference Wrap-up
- N. Project Evaluation
- O. Team and Self-evaluation

Getting Started: Preparations Before You Begin

- **Connect with Secondary Administrator**
 - Explain program
 - Tell them that photos and/or video may be taken and that media consent will be checked
 - Get permission for 2 separate field trips
 - Discuss possibility of a grade-wide assembly for Grade 10s
 - Discuss the need for EOC coverage for mini-conference day and possible ways of providing coverage

- **Connect with an Elementary school Teacher-Librarian/Teacher at the targeted grade level**
 - Work with Community School Team; they know the Elementary schools in your community and they know the Elementary Teacher-Librarians and/or Teachers – take advantage of their knowledge
 - Find Elementary partners who are enthusiastic and interested in technology
 - Identify the key Elementary contact who is willing to assume Elementary partner responsibilities
 - Exchange contact information to facilitate direct communication between teachers

- **Provide partner Teacher(s) with information on what to prepare for the presentations from the Elementary side (Appendix B)**

- **Develop a timeline for the unit based on 8 Secondary class blocks**
 - Work with the Elementary contacts (Teacher-Librarian/Teacher) to ensure that dates and times work for everyone
 - Elementary and Secondary students will meet on two occasions:
 - 1) an initial meeting where Secondary students ask Elementary students pre-determined questions and
 - 2) the mini-conference where Secondary students present to Elementary students
 - Remember that Elementary blocks are different from Secondary blocks of class time (both in length and start/end times) and adjust accordingly
 - Ensure that unit does not end right before an extended period of absence from school – it is useful to have a class after the mini-conference to debrief with students

Once timeline is confirmed:

- **(Optional) Book grade assembly to launch project**

- Contact SOLOS www.safetyonlineoutreach.com
 - Email all school staff to advise of grade-wide assembly
 - Book appropriate facilities/audio visual requirements for grade assembly
-
- Organize Secondary students into 5 separate teams**

 - Ensure all participating students signed their Media Consent Forms distributed at the beginning of the year; can only include pictures/video of those students whose parents signed the Media Consent forms**

Elementary Partnership Responsibilities

Elementary Contact:

The Elementary contact (Teacher-Librarian or Classroom Teacher) will collaborate with the Secondary teacher or Secondary contact (i.e. Community School Team) to ensure success of the program. This person is responsible for co-ordinating the planning/organization at the Elementary school and for communicating information between the Secondary teacher and the Elementary classroom teachers.

The following organizational tasks are necessary at the Elementary school:

1. Initial Planning:

- Set up two dates for Secondary students to meet with Elementary students. The first date is for the Secondary students to survey the Grade 4 &/or 5 students about their current online knowledge, attitudes and behaviour and to begin to form a relationship between the Elementary and Secondary students. This meeting occurs at the beginning of the program and requires about 20 minutes of class time with the Elementary students. The second meeting, about 4 to 6 weeks later, is for the mini-conference and requires either a full morning or full afternoon of class time.
- Organize one class out of the participating classes to meet with the Secondary students (NB. Elementary school may wish to offer an alternative method for Secondary students to gather information about Elementary students online behaviour)
- Arrange for a meeting place that allows for Secondary students to interview Elementary students
- Discuss with Secondary teacher any special needs of Elementary students that should be considered

2. Preparation for the Mini-Conference:

- Organize the number of Elementary classes participating in the mini-conference
- Organize the participating Elementary students into small groups (approximately 12 to 15 students). There are 5 rotations and teachers will determine group size based on presentation style
- Determine number of staff needed to help with transitions between workshops and ensure that staff are available to help on conference day
- Ensure that all Elementary students have a name tag and a passport. Secondary students will stamp their passports or provide stickers for their passports
- Organize spaces for workshop location allowing room for the Elementary students to rotate

- Organize one large space (e.g. Library, Activity room) where all participants (Elementary and Secondary students and teachers) can meet for the introduction and the closing of the mini-conference
- Work with Secondary teacher to determine and provide audio-visual and other technology requirements needed for the workshops. Arrange for a tech support person to be available to troubleshoot if possible

3. Day of the Mini-Conference:

- Meet Secondary staff and students before the conference to direct them to the workshop rooms, help set up, provide all equipment needed for the conference
- Welcome participants to the conference, go over the plan for the workshop rotations, the behavioural expectations and the timeline
- Ensure that the classroom teachers are available to help with smooth transitions between workshops
- Provide closing remarks for the conference
- Direct and assist the clean-up including the safe return of all equipment (it helps if someone familiar with the Elementary school can direct Secondary students as to where the equipment gets returned)
- Be available as a contact for any problems/concerns that may arise during the conference

4. After the Mini-conference

- Provide the Secondary teacher with feedback as requested and liaise with Elementary teachers to ensure that their feedback is obtained
- Facilitate gathering of feedback from Grade 4 &/or 5 students to give to Secondary teachers

Guidelines for Effective Teamwork

Co-operative teamwork is a positive experience that enhances the individual's sense of worth.

- All group members want the team to work effectively and be successful.
- Members share responsibilities equally and do not let the group down.
- Everyone's ideas and opinions are invited, given a fair hearing and treated with respect.
- No one takes offence simply because one point of view is criticized, challenged or chosen by consensus.
- Decisions are made by all members providing equal input. (Sometimes it is necessary to ask, "What do you think, Susan?")
- Team members support each other and work together as they solve problems.
- Members of an effective team are quick to encourage, help and praise each other. They do not anger or abuse others by words or actions.
- Positive attitudes and behaviours take effort and on-going practice to create.
- All group members are committed to working together towards a common goal.
- Effective teams achieve goals that are beyond the reach of individuals who work alone.

Timeline and Contact Information

iMentorship Program Planning 10

Name: _____

Date: _____

Period: _____

Timeline for project:

Your iMentorship TEAM:

Names of Team Members:

Contact Info (email and phone):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Sample Questions for Secondary Students to Ask Elementary Students

NOTE: Remember to consider the level of vocabulary for Grade 4 &/or 5 students. Use simple sentence structure and language when formulating the questions for Elementary students.

1. Do you have a computer at home? How many? Do you have a tablet, cellphone, other hand held device?
2. How much time do you spend on the computer and/or device each day? What time of the day do you use the computer?
3. Does someone at home supervise your use of the computer/device? Who?
4. Where is your computer(s) located in your home? (Which room(s)?)
5. What are your favourite things to do on the internet?
Name all of them starting with your first, most favourite activity (e.g. games, You Tube, homework, Facebook, email, music, etc.)
6. Have you ever posted anything about yourself online?
If yes, what? (e.g. Pictures? Personal information? Videos? Other _____?)
7. Do you talk with a family member about what you do online?
If yes, who? (e.g. Mother? Father? Sister? Brother? Grandparent?
Other? _____)
If no, why not?
8. Do you ever download anything from the internet?
If yes, what? (e.g. Videos? Games? Pictures? Music? Other? _____)

Outline and Example of Script for Grade 4 &/or 5 Interviews

1. Introduction:

A. **Introduce yourself and say where you went to elementary school:** “Hi, my name is _____. I went to _____Elementary School. What’s your name?
(wait for a response)

Be enthusiastic, friendly, smile

B. **Ask open-ended questions about themselves**

(e.g. School, what they like to do, friends, siblings, internet related questions)

“So did you have fun over the Christmas break? What fun things did you do?

What was your favourite thing that you did over the holiday? What is your favourite ice cream flavour? What is your favourite movie/video game?

“[Secondary student should offer answers to same questions about themselves]

Talk to them like a younger friend/peer, keep it light and get them to laugh and enjoy. Be aware of quiet students and try to draw them in to the conversation.

2. Explanation of project:

” Do you know why we’re here? We’re in grade 10/or other at David Thompson and my classmates and I are so excited because we get to hang out with you for a little while today, ask you some questions about using the internet, and then we’re going to do a cool presentation for you in a few weeks. I’ve got a few questions that I want to ask you so just answer them the best you can and we’re going to write those answers down because it’ll help us figure out what kind of presentation we should do for you guys....”

3. Ending:

“Wow, you guys have been so helpful in answering our questions. We can’t wait to get started putting together our presentation for you. Are you excited?? Well, thank you so much for all your help. It was really nice to meet you! We can’t wait to come back here to do our presentation. See you in a few weeks....”

4. Ending Activity:

Bring a game or activity (cards, checkers etc.) that you can do with Grade 4 &/or 5s if you finish early.

Ice Breaker and Team Building Activities

There are a lot of great icebreaker and teambuilding activities which are easy and quick to facilitate. By googling “icebreaker activities”, you can choose from a number of excellent activities. We suggest that you check them out and encourage students to do the same as these exercises can be adapted well to include an internet theme and therefore, could become a part of their presentations.

Below are three activities that we have used:

1. Warp Speed

Time Needed: 15-20 minutes

Materials: A ball and a stop watch

Purpose: To get the group to think creatively when given a challenge

Description:

- Have the entire group stand in a circle. Have one person start by passing a ball to someone across from them in the circle. You may not pass to the person beside you or to someone twice. The passing will be completed when everyone has had the ball once and has given the ball back to the person who started.
- Next have the group repeat the same task. Make sure they pass to the same person. For the rest of the activity each participant must pass to the same person.

The challenge: Challenge the group to see how fast they can complete the passing rotation. **The only rule is that participants must touch or pass the ball in the same order.** Allow time for group discussion and brainstorming. It is possible to do this activity in less than 2 seconds.

Hints for facilitator: The group does not have to stay in a circle. They may move into a line or rearrange the circle. The fastest way for a group to complete the cycle is to have the ball stationary in the middle of the circle and participants laying in a circle, in their order, on their stomachs, and touching the ball with their index finger.

It is important to allow for the group to brainstorm and work together to find their own solution to the challenge. Be mindful of not giving too many hints to the participants.

2. Tank

Time Needed: 10-15 minutes

Materials: Foam blocks or rubber balls,
1 blind fold per group

Purpose: To improve clear communication between participants

Description:

The goal of the game is to have one blindfolded student touch another blindfolded student in a different group with the foam block/rubber ball. The blindfolded student must only listen to the commands of his or her group in order to find out what direction they need to go in. Have the students alternate who is blindfolded each time. The team with the most accumulated points wins the first round.

- Clear the room by moving all desks/chairs/tables to the edges of the room. Have the students get into their teams. Have each team stand at separate places in the room.
- Have each group select one student who will be blindfolded. This blindfolded student is given a foam block or rubber ball.
- Tell the groups that in this first round they can use only direction words (Right, Left, Front, Back, etc.)

Optional: spin the blindfolded students around 3 times to disorient them in their attempt to tag the opposing player.

You can add as many rounds to this game as time permits. Ideas for additional rounds are as follows:

1. Students are no longer allowed to use directional words. Each team must work together to determine words that are code for directional words (i.e. Dog = Right, Cat = Left, Flower = forward, etc.)
2. Students can no longer use words at all. Each team must work together to think of sound effects that indicate directions (i.e. clapping = right, stomping feet = forward, etc.)
3. Students are told they must only use animal sounds to direct their team mate. Each team thinks of their own animal sounds to provide direction for the blindfolded student (i.e. "Chirp" = right, "Moooo" = left, etc.)

Debrief at the end of the activity: What made this activity easy/difficult? How was your communication hindered? What is the benefit of using clear communication? Can you think of some examples of how clear communication helps you at school/home/work? How do you check if you think you are misunderstanding?

3. Hat Game

Time Needed: 10-15 minutes

Materials: Newspaper, tape,
Glue sticks and staplers (1 per group)
Craft supplies to decorate a hat (sequins, feathers, stickers, etc.)
Music- "I'm Too Sexy" by Right Said Fred (or a similar, appropriate song)

Purpose: To practice working creatively together as a team

Description:

- In their teams, students have 5 minutes to work together to make as creative a hat as possible. The hat must "work", i.e., it needs to be able to sit on a head without falling off. The hat must have a brim!
- After time is up, each group will choose a student to model the hat.

- All models will go outside the class and once the music starts, each student will “model” their hat.
- The winning team will be the model that receives the loudest applause from the rest of the class.

The criteria for judging are usually creativity, colour, and that hat stays on the head.

Suggested Presentation Types

1. Life-Sized Board Game:

Students create a life-sized board game (Monopoly style) with spaces to “walk” on, a big foam die to roll, and “Chance” cards. Elementary students will be the game pieces. They will move around the board based on their dice roll, and will learn interesting and useful information. Example: Player moves to a “Chance” spot, picks up a “Chance” card which tells them that they posted their phone number on their Facebook page, move back 5 spaces and delete your phone number immediately!!



TIPS:

- Make the game simple so that there are minimal parts to it
- Ensure that the Secondary students make up a set of “rules” for the game and that the “rules” are fair as Elementary students are very sensitive to games not being fair
- Make the game pieces big enough to step on, ask students to take off their shoes
- Laminate the pieces so that they are re-usable if game is left with Elementary school
- Practice the game numerous times before the presentation to work out the kinks (time game so that each group can finish the game during the rotation)

2. Song and Dance:

Students choreograph a dance (hip hop or other dance) to the tune of a song that the Elementary students will be familiar with. They will change the lyrics of the song to reflect the topic of internet safety. They will teach the song and dance to Elementary students.

Cue cards will need to be created to help teach the lyrics.

EXAMPLE: (done to the tune of Justin Beiber’s “Baby”)

Yeah ah ha, you know what it is

Everything I do, I do it safe

Yeah ah ha, with the right behaviour

I don’t give my info out to strangers

Going on line when you see me, you see everything

So keep it private, keep it safe

On Facebook or email, that’s what I say

So keep it private, keep it safe

On Facebook or email, that’s what I say



3. Jeopardy (or similar) Game Show:

Students create a game show using PowerPoint or poster board. They will develop the appropriate questions and answers as required, depending upon the game show chosen.

If using a Print form of Jeopardy, get students interested by using



characters that Elementary students can relate to as topics or choices. Get students to change roles each rotation to decrease repetition and encourage participation from all students. Answering in a question format is sometimes difficult so have answers in the form of a statement. Have some Secondary students in the audience with the Elementary students to encourage and cheer them on.

If using an electronic format, make sure the game board is easy to read when it's projected. An electronic version can include videos and it can also include some "What's wrong with this picture" type scenarios. Be creative!!

4. Improvisation Skits:

Students develop and rehearse 4 or 5 skits related to the themes of internet privacy, safety and on line behaviour. Before the skits are presented, students can introduce themselves and then introduce the concept of improvisation skits about internet behaviour.

Secondary students explain that they will act out a skit the first time and that the audience may see some things that they disagree with or that are unsafe or unwise. Then the skit is acted out again. When you come to a part that you want to change, the audience can STOP the action by saying "FREEZE". The audience member can then take the place of the actor in the skit and act it out the way it should be done. Actors can invite Elementary students to re-do the whole skit using the "proper" behaviour/actions. If Elementary students are shy, they may need to be encouraged or have a Secondary leader demonstrate what you're looking for.



The following are some ideas for skits but students are encouraged to make up their own:

Skit 1: Giving out personal information while gaming or anywhere on the internet

Skit 2: Agreeing to go and meet an internet friend after school on Friday

Skit 3: Cyber bullying

After each skit, debrief the Grade 4 &/or 5 students for their understanding by asking such questions as, "Do you think what we just acted out is true? Do you think that this has happened to anyone in your school? "

5. PowerPoint Presentation:

Students develop an interactive PowerPoint (or similar) presentation incorporating videos, providing information. At various points during the presentation involve Elementary students by asking them to answer a question, offer their opinion, comment on a video, etc.



TIPS:

- Make it as interactive as possible
- Choose 2 or 3 key messages to focus on (e.g. anything that gets posted on the internet will never go away *or* never meet up with someone that you met on-line unless a trusted adult goes with you)
- Use pictures and visuals rather than lots of words
- Use relevant examples i.e. name the on line games that they told you they play

- Anticipate questions and prepare answers to those questions
- Rehearse and time the presentation
- Check with the Grade 4 &/or 5s for their understanding
- Consider having some of the Secondary students sit amongst the audience to help prompt them during questions and discussions

Videos that could be included in the PowerPoint presentation are:

The Talent Show: <http://www.youtube.com/watch?v=nbGJwCJk7FM&feature=fvst>

Playing and Staying Safe Online:

<http://youtube.com/watch?v=DQ5zJvAONYY&feature=BFa&list=PLO2OCB943DE44A94D>

Do You Really Have a Private Life Online?

<http://www.youtube.com/watch?v=e98hxHZiTG&feature=BFa&list=PLO2OCB943DE4494D>

Do You Really Know Who You Are Talking To Online?

<http://www.youtube.com/watch?v=DZf7yOAzPU>

Think Before You Post: <http://www.youtube.com/watch?v=4w4Hrwh2XI>

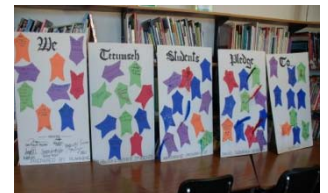
Think Before You Post: <http://www.youtube.com/watch?v=nOUu1fldBbl>

6. Art Project:

Students develop an idea for an art project (sculpture, poster, etc.) which allows for each group of Elementary students during the mini-conference to add to the project. The final result can remain at the school to be displayed.

7. Pledge:

Students discuss ideas that they can write down as a pledge about how they will behave when using the internet. These pledges are then written up individually and glued onto a large piece of poster paper. This poster can be decorated with sparkles, feathers, felt cut outs, drawings etc. and posted in an appropriate place in the classroom or school.



TIPS:

- Cut out the pledge pieces ahead of time, they can be all the same shape (e.g. a fish shape) or they can have different shapes and colours. (See iMentorship video for ideas)
- Have a big piece of poster paper and glue ready to go to put the pledges up as soon as they're finished
- Write out the word "I PLEDGE to _____." On each pledge shape so that all the students have to do is fill in the blank and write their name. This should be done ahead of time.

8. Comic Strip:

Secondary students design and create the elements of a comic strip; this includes backgrounds or settings, characters and dialogue or thought bubbles. The backgrounds created are locations where students have



internet connection i.e. home, school, library, mall, etc. The characters should be ones that Grade 4 &/or 5 students can relate to and can include children, teens and/or adults. The characters should display a variety of facial expressions; these expressions may need to be explained to the Elementary students. The dialogue or thought bubbles should represent the way Grade 4 &/or 5 students communicate. At the Mini-conference, the Elementary students choose various elements to create one or two; eight frame comic strips that exemplify an internet safety concept.

Team Planning Form

Team Name: _____

Team Presentation Type: _____

Team Members:

Name: _____

Signature:

CONTENT and GOALS:

What and how will you be teaching the Grade 4 &/or 5s? Be clear about what your team will be doing for your presentation to the Grade 4 &5s.

Write down in detail:

1. Themes that you will cover in your content
2. What you want the Grade 4 & 5s to learn from your presentation (be specific and list 3 or 4 items)
3. How will you present this information in a way that engages the students

Over . . .

PLAN:

Write down exactly what you need to do in order to be ready for the presentation on

_____.

Put the tasks in order, the date that each task needs to be done and, if one task depends on another, how you will ensure all tasks get done in order and on time.

ACCOUNTABILITY:

Who is accountable for what?

Divide the tasks, decide and write down who is accountable for each task and by when.

SUPPLIES AND EQUIPMENT:

Make a list of all supplies/equipment that you need. The teacher can help obtain these.

Guidelines for Feedback

During the team rehearsals, it is expected that all students are respectful of the creativity and work that has gone into each team's presentation. This is the opportunity to support your classmates by providing constructive feedback that will enable them to improve their presentations before going to the elementary schools.

Please watch each rehearsal carefully and then provide written comments using the following criteria:

Theme: Was the theme being presented obvious? i.e. Did you know what message was being conveyed?

Engaging: Imagine you are a Grade 4 &/or 5 student, did the presentation engage you? Was it fun and interesting?

Content: Did the presentation provide clear, accurate content? Will the Grade 4 &/or 5 students understand the information, i.e will they get it? Did the presentation make the content memorable for Grade 4 &/or 5s? Did it promote critical thinking?

Age Appropriate: Was the information and content appropriate and relevant for Grade 4 &/or 5s?

Any Other Comments:

Mini-Conference Rotation Schedules

Morning Conference Rotation	Afternoon Conference Rotation	
8:30 - 9:00	12:30 - 1:00	Secondary students arrive and set up in designated areas
9:00 - 9:10	1:00 - 1:10	All students meet in the main gathering area for introductions and instructions. Students should be organized in groups with name tags and passports provided prior to conference (at least a few days before) by Elementary teacher. Elementary student groups should be numbered and matched with Secondary team workshop numbers for first workshop. Elementary groups then rotate to next workshop number (e.g. start at #1, then go to #2, then to #3, etc.)
9:10 - 9:15	1:10 - 1:15	Transition time – Elementary students make their way to first Workshop and Secondary students do final preparations
9:15 - 9:30	1:15 - 1:30	Workshop #1
9:30 - 9:35	1:30 - 1:35	Transition time – move to next workshop
9:35 - 9:50	1:35 - 1:50	Workshop #2
9:50 - 9:55	1:50 - 1:55	Transition time – move to next workshop
9:55 - 10:10	1:55 - 2:10	Workshop #3
10:10 - 10:15	2:10 - 2:15	Transition time – move to next workshop
10:15 - 10:30	2:15 - 2:30	Workshop #4
10:30 - 10:45		RECESS – MORNING CONFERENCE ONLY NO RECESS FOR AFTERNOON CONFERENCE
10:45 - 10:50	2:30 - 2:35	Transition time – move to next workshop
10:50 - 11:05	2:35 - 2:50	Workshop #5
11:05 - 11:10	2:50 - 2:55	Transition time – move to main gathering area
11:10 - 11:30	2:55 - 3:00	WRAP UP in main gathering area followed by clean up by Secondary students (Afternoon wrap up needs to be brief due to time constraint)
11:30 - 12:00		Elementary students return to their class and provide feedback to their teacher

Preparing for Mini-Conference at Elementary School

Timeline	Elementary Staff Responsibilities	Secondary Staff Responsibilities
<p>Two Weeks Before the Mini-Conference</p>	<ul style="list-style-type: none"> ➤ Elementary contact will schedule time to meet with Secondary teacher to collaborate on the details of the Mini-Conference (see next column) ➤ Prepare Elementary students' Passports including their name and one blank square for each workshop (5). Students will wear these around their necks and they will be stamped or stickered at each of the 5 workshops. ➤ Make a visual reference that indicates the room locations and numbers for each workshop and the type of student presentation in each room ➤ Invite any guests that you would like to observe the Mini-Conference 	<ul style="list-style-type: none"> ➤ Secondary teacher visits or connects with Elementary school contact to: <ul style="list-style-type: none"> ☐ Determine facilities available: <ul style="list-style-type: none"> • 5 separate, appropriate spaces for each workshop • 1 main space able to accommodate all students for introduction and wrap up • check locations for internet accessibility • check for acoustics/ sound if required i.e. dance/song should be in a place that won't disturb other classes ☐ Ensure that any audio visual requirements needed are available: <ul style="list-style-type: none"> • data projector, screen • overhead projector • laptop (software available if using Elementary school computer equipment) ☐ Ensure that other furniture and equipment specific to each presentation are available ☐ Organize 5 "helpers" either Elementary students or, alternatively, 1 Secondary student from each team can help the Elementary students rotate to the next workshop. ☐ Collaborate with Elementary staff on workshop rotation schedule ➤ Arrange internal or EOC coverage for any class(es) you have to miss on the day of Mini-Conference ➤ Ensure music/lyrics used in presentations are appropriate for Elementary students

Timeline	Elementary Staff Responsibilities	Secondary Staff Responsibilities
One Week Before the Mini-Conference	<ul style="list-style-type: none"> ➤ Put Elementary students into groups and check Passports are ready ➤ Draft workshop rotation schedule, confirm with Secondary and then provide all adult participants (teachers, Administrators, teacher helpers and support staff) with a final copy of this schedule ➤ Obtain stickers and/or stamp and ink pads (1 per team) for the Passports ➤ Make signs for each of the workshop rooms 	<ul style="list-style-type: none"> ➤ Obtain index cards (1.5 x 4) to use as nametags for Secondary students ➤ Arrange for supplies and equipment to be transported to the Elementary school ➤ Discuss with Elementary contact the introductions, welcome and wrap up of the Mini-Conference ➤ Read Appendix M in preparation for wrap up of Mini-Conference
The Day of the Mini-Conference	<ul style="list-style-type: none"> ➤ Post visual reference and the workshop room signs ➤ Distribute the stickers and/or stamp pads and ink to each Secondary team ➤ Be ready to welcome and introduce the Secondary students ➤ Hand out the Passports to the Elementary students and make sure they know which group they are in 	<ul style="list-style-type: none"> ➤ Bring index cards and sharpies/felts to write names on nametags ➤ Be ready to wrap up the Mini-conference-Appendix M

Sample “Script” of Mini-Conference Wrap Up

This is a great opportunity to build on the excitement of the day. Emphasize that it was a lot of fun for the Grade 10s and the Grade 4 &/or 5s.

For the Mini-Conference wrap up to the students, as the Secondary teacher, you may want to:

- Thank the Grade 10 students for putting on such wonderful and informative presentations
- Thank the Grade 4 &/or 5 students for being such excellent and enthusiastic learners
- Thank the Elementary teachers for working with you to create such a rich learning experience on this timely topic for both the Secondary and Elementary students; thank them for being so welcoming and generous in allowing us to share in their classrooms and schools
- Hope that this has been a fun and enlightening day for everyone involved. We hope that you have learned some new information about staying safe and being respectful on the internet. We look forward to doing this again next year.

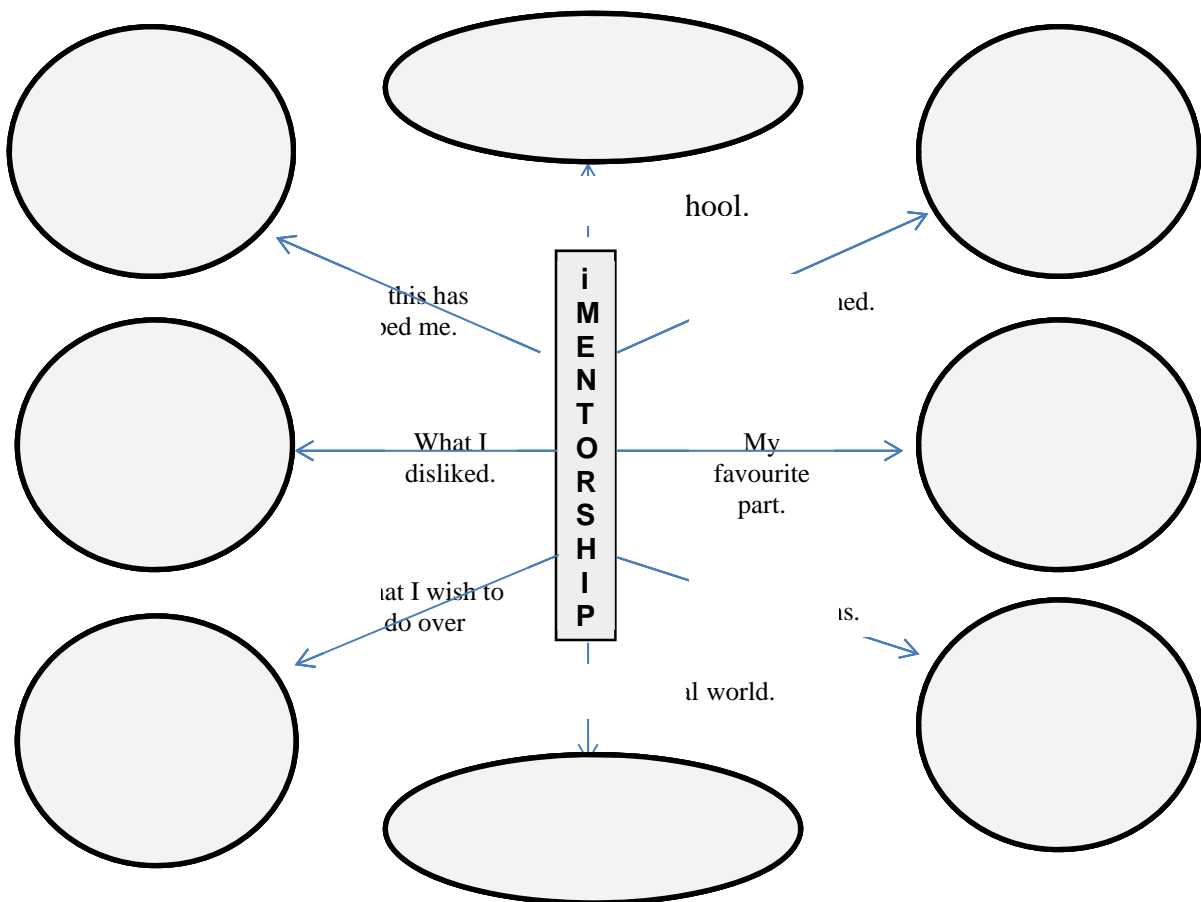
Project and Team De-brief Form

Name: _____

Date: _____ Period: _____

iMentorship Project and Team De-brief Questions:

1. What was the best thing you did as a team/group?
2. Next time, what would you do differently as a group?
3. What would you keep in mind for the next time you work in a team/group?
4. Write your response to the following items in the space provided.



Final Evaluation of Self and Team Members

Rank each of your team members and yourself (Self-evaluation at bottom of the page) on the following items. Use the scale of 1 to 5 below:

(1 = *Strongly disagree*; 2 = *Disagree*; 3 = *Agree*; 4 = *Strongly Agree*; 5 = *Couldn't agree more*)

Group member's Name: _____

This member contributed equally to our project.	1	2	3	4	5
This member was key to our success as a team.	1	2	3	4	5
I felt encouraged by this member to work on our project.	1	2	3	4	5
Disagreements with this member were settled quickly/easily.	1	2	3	4	5
This member met deadlines and did not procrastinate.	1	2	3	4	5
I would like to work with this group member again.	1	2	3	4	5

Group member's Name: _____

This member contributed equally to our project.	1	2	3	4	5
This member was key to our success as a team.	1	2	3	4	5
I felt encouraged by this member to work on our project.	1	2	3	4	5
Disagreements with this member were settled quickly/easily.	1	2	3	4	5
This member met deadlines and did not procrastinate.	1	2	3	4	5
I would like to work with this group member again.	1	2	3	4	5

Group member's Name: _____

This member contributed equally to our project.	1	2	3	4	5
This member was key to our success as a team.	1	2	3	4	5
I felt encouraged by this member to work on our project.	1	2	3	4	5
Disagreements with this member were settled quickly/easily.	1	2	3	4	5
This member met deadlines and did not procrastinate.	1	2	3	4	5
I would like to work with this group member again.	1	2	3	4	5

Group member's Name: _____

This member contributed equally to our project.	1	2	3	4	5
This member was key to our success as a team.	1	2	3	4	5
I felt encouraged by this member to work on our project.	1	2	3	4	5
Disagreements with this member were settled quickly/easily.	1	2	3	4	5
This member met deadlines and did not procrastinate.	1	2	3	4	5
I would like to work with this group member again.	1	2	3	4	5

Group member's Name: _____

This member contributed equally to our project.	1	2	3	4	5
This member was key to our success as a team.	1	2	3	4	5
I felt encouraged by this member to work on our project.	1	2	3	4	5
Disagreements with this member were settled quickly/easily.	1	2	3	4	5
This member met deadlines and did not procrastinate.	1	2	3	4	5
I would like to work with this group member again.	1	2	3	4	5

Self- Evaluation/ My Name: _____

I contributed equally to our project.	1	2	3	4	5
I was key to our success as a team.	1	2	3	4	5
I encouraged other members to work on our project.	1	2	3	4	5
Disagreements with group members were settled quickly/easily.	1	2	3	4	5
I met deadlines and did not procrastinate.	1	2	3	4	5
I would like to work with this group again.	1	2	3	4	5

iMentorship Program Resources

Common Sense Media: (www.commonsensemedia.org)

This is a non-profit, American organization that provides information, knowledge and an independent viewpoint on media and technology. For parents and educators, this site provides reviews of movies, games, apps, websites and also suggests those best for learning and most appropriate for various ages. The educational resources include K to 12 curricula, Professional Development, scope and sequence and strategies for engaging parents.

Digital Tattoo: (www.digitaltattoo.ubc.ca)

This website, funded by grants from the University of British Columbia, is aimed at raising awareness and enhancing understanding of issues related to one's digital identity. Such issues include: how to protect your digital identity, how to connect safely and effectively online, how to use the internet in your academic life, and how your online activity may affect your career. The content is developed by students and is regularly updated.

Digizen: (www.digizen.org)

The British website, Digizen encourages users of technology to be responsible DIGital CitiZENS. There are resources, games, and films that target teachers, parents and children. Teachers can find a number of resources on topics such as social networking, cyber bullying and encouraging the positive use of digital technology.

MediaSmarts: (www.mediasmarts.ca)

Created from the CRTC's initiative on television violence, MediaSmarts is an award winning Canadian non-profit organization that promotes digital and media literacy. The site provides comprehensive information and resources. Included are recent Canadian based research, key media and digital issues, teacher resources (lesson plans, resources and Professional Development) and parent resources. It is easy to use and provides accessible and practical resources. If a teacher submits a grade level, a topic and the province where they teach, MediaSmarts will provide them with corresponding units and lesson plans.

Netsmartz: (www.netsmartz.org)

This American website, the educational arm of the National Institute for Missing and Exploited Children, provides resources that enable children to learn about on and offline safety. Using entertaining, educational videos, games, activities and presentations, children are taught about potential internet risks and empowered to protect themselves from exploitation.

Solos: (www.safeonlineoutreach.com)

This organization provides presentations, materials and online resources that promote the safe and responsible use of all forms of digital communication and social media. Presentations are available for classrooms, student assemblies, parent and professional groups.

Youth Privacy: (www.youthprivacy.ca)

A website created by the Office of the Privacy Commissioner of Canada, it is focussed on youth awareness and education regarding the issues of privacy and technology use. Included in this website are PowerPoint Presentations (with speaker's notes for teachers) on how technology affects youth privacy and how they can build a secure online identity. These PPT presentations are developed for various grade levels from Grade 4 to 12.