

PROJECT DESCRIPTION FORM

Chapter: University of Saskatchewan

Program year: 2023-2024

Project Name: Cyberbullying Prevention and Awareness

SECTION A – ORGANIZATIONAL INFORMATION

- 1. Name of Organization:** Public Legal Education Association (PLEA)
- 2. Mailing Address of Organization:** 500-333 25th St E Saskatoon SK S7K 0L4
- 3. Website of Organization:** www.plea.org

4. Type of Organization:

- Charity
- Not-for-profit
- Association
- Government
- University
- Law firm
- Other please specify

5. Brief overview of the organization's mandate (2 to 4 lines maximum):

The Public Legal Education Association of Saskatchewan (PLEA) was incorporated in 1980 as a non-profit, non-government organization that exists to educate, inform, and empower through law related education.

PLEA can help members of the public by providing general legal information, suggesting resources, and telling people about different options for obtaining legal advice. The information PLEA provides is about laws specific to Saskatchewan and Canada.

6. Organization Contact Person

Name: Jonas Kiedrowski
Title: Teachers and School Coordinator
Telephone Number: (306) 653 1868
Email Address: j.kiedrowski@plea.org

- 7. Preferred mode of contact:** Phone Email

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8. Lawyer supervisor(s)

Note: For certain projects, students work with a roster of lawyers. In such instances, please include the information of all lawyer supervisors, and indicate who the lead lawyer/key point of contact is.

Type of Lawyer Supervisor:

*Note: Please check only **ONE** of the following.*

Lawyer Supervisor - Insured

Lawyer Supervisor – Expert (*must attach Lawyer Supervisor – Expert Checklist*)

Name: Arjun Shankar

Title: Senior Crown Prosecutor

Organization/Firm: Saskatchewan Ministry of Justice and Attorney General

Telephone Number: (306) 520 8150

Email Address: arjun.shankar@gov.sk.ca

The lawyer supervisor is:

An employee of your organization

A board member

Other Arjun is a senior crown prosecutor with the Saskatchewan Ministry of Justice. He also has extensive experience in the area of child protection litigation.

9. How often will the lawyer supervisor be available to meet with the student(s)? The Lawyer Supervisor will be able to meet with the students as required, including an introductory meeting in October. The Lawyer Supervisor will help ensure student volunteers are comfortable with giving legal information, as opposed to legal advice. Volunteers will also be advised on how to answer any questions that students might ask.

10. Due to the ongoing COVID-19 pandemic, and related university directives/policies, students may be required to complete some or all of their volunteer placement virtually and from home. Can student volunteers on this project complete their work virtually and from home? Please confirm yes/no.

Yes.

SECTION B – PROJECT INFORMATION

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11. Please describe the project tasks:

Description of Project

Bullying can take many different forms, and with the rise of technology and social media, the methodology of bullying has changed. This project involves students conducting research, creating materials and handling presentations in an elementary school setting (likely grade 6 classrooms), either in-person or with the assistance of technology where Covid protocols dictate. The goal of the project is to educate children, schools, and parents about the issue of cyberbullying, including the social and legal consequences, and the availability of resources that may be of assistance. Particular attention will be paid to the legal processes and implications of cyberbullying that warrant attention from the justice and social services systems.

The project will be supervised by a practicing lawyer and conducted in partnership with PLEA. Both the supervising lawyer and the PLEA representative will assist students in developing the materials and streamlining the presentations.

Students will research the current legal options available to victims of online bullying, and the consequences for those who choose to participate in cyberbullying. Once the presentation has been developed, it will ultimately be given to grade six classes in Saskatoon and surrounding area, as well as non-profit organizations working with youth [from October to March](#). Students will present in pairs.

To create a supportive and safe environment for the presentations, it is recommended to have a teacher and /or counsellor present in the room. At no point will the student volunteers respond to questions that are personal. Should the audience have questions or share experiences that require a certain form of legal advice, the student volunteers will redirect them to the lawyer supervisor.

Role of Student Volunteers

Student volunteers will be responsible for the following tasks:

- Building on last year's project to ensure that the content on cyberbullying reflects the current state of the law in Saskatchewan and Canada.
- Update the newsletter to summarize legal information about cyberbullying to be disseminated to participants after presentations.
- Creating tailored presentations for Grade 6 classes in Saskatchewan and non-profit organizations working with youth. Ensuring presentations incorporate opportunities for a question-and-answer period and that materials are thoughtful and inclusive.
- Developing method for both remote and in-person delivery.
- Distributing teacher and student feedback forms to help inform future improvements to the project.
- Helping Project Lead in reaching out to local schools and non-profit organizations working with youth to schedule presentations.
- Helping Project Lead in creating a transition memo with contact information of schools and non-profit organizations, helpful tips, and best practices to assist future students.

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Project Lead Responsibilities

- Taking lead on creating a work plan with student volunteers and submitting it to the Project Supervisor, Lawyer Supervisor, and PBSC Coordinators.
- In consultation with the Project Supervisor, reaching out to local schools and scheduling approximately 6-8 presentations for Grade 6 students.
- Maintaining regular communication with student volunteers, Lawyer Supervisor, Project Supervisor, and PBSC Coordinators.
- Taking lead on adding to the transition memo -this document includes contact information, best practices, and tips to assist future students involved with the project.

Before students conduct presentations, all materials will be reviewed by the organization and lawyer supervisors for accuracy. A PBSC disclaimer must also be included in the presentation

Role of Supervising Lawyers

The role of the Lawyer Supervisor is to ensure the legal information provided for in the students' presentation and in the newsletter is an accurate reflection of the law in Canada and Saskatchewan. It is recommended that they attend the presentations or help the students with a presentation rehearsal.

Which types of law are used in this project?

Criminal Law, Child Protection

12. What is the main project deliverable?

Select **ONE** option.

- A. Creating produced content (e.g. research memos, brochures, podcasts, etc.)
- B. Completing client intake and assistance (e.g. completing client intake, providing client referrals, helping clients with their ID documents, etc.)
- C. Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

13. If you checked boxes A or C in question 12, above, do you consent to the Student Volunteer(s) sending to PBSC a copy of the project deliverable? *Please note it is your responsibility to collect and retain any project deliverable or documentation required to carry out the work set out in this Form.* If you consent to PBSC saving a copy of the project deliverable (this strictly applies to Research and Public Legal Education projects), the documents will be securely saved and used solely for the purposes of monitoring the progression of the project, informing project development, and offering efficient continuity to returning projects, and will not be reproduced, shared, or used outside of these stated purposes.

- A. I consent to PBSC saving a duplicate of the project deliverable.

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B. I do not consent to PBSC saving a duplicate of the project deliverable.

14. If you checked boxes B or C in question 12, above, what is your plan for distribution of PBSC's Client Impact Survey?

Note: PBSC's Client Impact Survey is an important tool that allows our organization to measure client satisfaction and impact, report to stakeholders, and improve our programming. The Client Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

For client intake and assistance projects, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code at the end of client meetings. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard client confidentiality.

For public legal education presentations, the student volunteers will set aside time to share the Client Impact Survey hyperlink and QR Code with the participants at the end of the session. The hyperlink and QR Code will be embedded in the last slide of the presentation where possible. Volunteers will be provided with the hyperlink and QR Code at the start of their placements. Where appropriate, printed copies of the survey may be used as long as there is a protocol in place to safeguard participant confidentiality

Other. If neither of the above options are an appropriate means of distributing PBSC's Client Impact Survey for this project, please explain your plan for distribution.

Click or tap here to enter text.

15. A work plan is required for this project: Yes No

If yes, the student(s) must reach out to the lawyer supervisor, draft a work plan, and submit it by email to the Program Coordinator and the lawyer supervisor by November 1st at the latest. Please note that workplans are required for all legal research and writing projects.

Click or tap here to enter text.

16. Do you have PBSC placements with students from any other PBSC chapter(s)?

If so, which chapters? Do the placements relate to the same project?

No.

17. What type of training will the organization provide to the student(s)?

Note: All first year PBSC volunteers and all volunteers working on research projects must also attend a PBSC/Thomson Reuters legal research strategies workshop.

Students will receive general training from PBSC.

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18. How many students would you like assigned to this project?

4-6 Students.

19. How many hours per week will the student volunteer(s) be expected to work?

Note: PBSC students are expected to volunteer 3-5 hours per week. Additional hours are at the students' discretion, but at no time should the student be volunteering more than 10 hours per week.

Students are expected to volunteer 3-5 hours per week.

20. Will the student(s) be expected to show up for regular shifts each week, or is the schedule flexible?

The schedule is flexible, but students will be expected to attend virtual group meetings and deadlines must be met. Students will also be expected to present at scheduled times.

21. Is workspace provided for the student volunteer(s) at your organization?

No.

22. Please list the devices and technologies the students will require to have at home in order to complete their volunteer work remotely (ex. Computer, Internet access, telephone, FaceTime, Zoom, etc.)

Students will need access to the internet, Zoom, and a computer.

SECTION C – STUDENT REQUIREMENTS

23. Is there an expectation for the student(s) to be bilingual?

No.

24. Can first year law students volunteer for this project? Yes No

First year student volunteers will be matched with an upper year student volunteer when facilitating the presentations.

25. Please list any law school prerequisites required for this project. (e.g., administrative law, family law, immigration and refugee law.)

There are no requirements, but preference will be given to students who are personable, have strong communication skills, and have experience working with youth.

26. Please list any other requirements or expectations for this project. (e.g., professional or academic background, experience, etc.)

Click or tap here to enter text.

SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

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27. Which project model(s) most accurately describes this project? If the project has multiple activities, please choose a **maximum of 3** project models. In order to obtain the most accurate data, please only select the project models that describe the majority of the project's activities. If the relevant project model is not indicated below, please contact your Program Officer.

- Public Legal Education (presentations, workshops, podcasts, brochures, blogs, etc.)
- Research (memoranda used for internal purposes only)
- Client services (court forms, shadowing, mock hearings, intake, legal clinic, etc.)
- Other (please specify)

28. Which communities does this project serve? Please identify the top **3** communities that this project serves. Please choose the primary (1), secondary (2) and tertiary (3) communities served by writing 1, 2, or 3 next to the community. This will help us understand gaps in our programming, resource allocation and provide us with information for funding proposals and reports. We understand that due to the intersectionality of identities, it is difficult to rank the top three communities served. Please note that by ranking, you are not prioritizing any issues, or communities. If you would like to add any comments, please use the comment box below. You will have the opportunity to choose the type of law in the following question.

- 1 Children & Youth
 - Domestic Violence Survivors
 - Women
 - Homeless & marginally housed
 - Immigrants, refugees & newcomers
 - Indigenous (First Nations, Inuit, Métis)
- 3 LGBTQ+
 - Linguistic minorities
 - People living in poverty
 - People living with disabilities & chronic illnesses
 - People living with HIV
- 2 People living with mental health challenges
 - Precariously employed individuals
 - Prisoners & former prisoners
 - Racialized communities
 - Religious minority communities
 - Self-represented litigants
 - Seniors
 - Trans and gender diverse individuals
 - Two-Spirit individuals
 - Veterans
 - Other: General Project – no specific community being served (**note: comments are mandatory if this option is selected**)

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Comments:

Click or tap here to enter text.

Project reviewed by On-site Supervisor

Signature

Date

Note: A final/complete copy of this Project Description Form must be provided to:

- The Organization Contact Person
- The Lawyer Supervisor(s)
- The Student Volunteer(s)
- Your Program Officer at National Office