

PROJECT DESCRIPTION FORM

(ALL SECTIONS IN THIS FORM MUST BE FILLED FOR PROJECT REVIEW AND APPROVAL)

Chapter: University of Saskatchewan

Program year: 2026-2027

Project Name: Cyberbullying Prevention & Awareness

SECTION A – ORGANIZATIONAL INFORMATION

1. **Name of Organization:** Public Legal Education Association (PLEA)

2. **Mailing Address of Organization:** 650-333 25th St E Saskatoon SK S7K 0L4

3. **Website of Organization:** <https://www.plea.org/>

4. **Type of Organization:**

☒ Not-for-profit

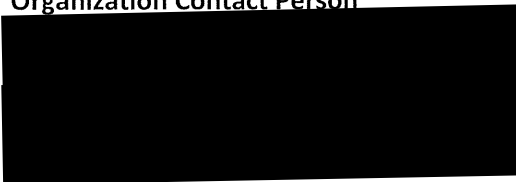
☐ Other please specify

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**



7. **Preferred mode of contact:** Phone ☐ Email ☒

8. **How often will the organization contact person be available to meet with the student(s)?** The Organization Contact will be available to meet with students as required.

9. **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:

Lawyer Supervisor - Insured

PROJECT DESCRIPTION FORM

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The lawyer supervisor is:

☐ Click to select drop down option

☒ Other (please specify relationship)

10. How often will the lawyer supervisor be available to meet with the student(s)? The lawyer supervisor will be available to meet with students as required.

SECTION B – PROJECT INFORMATION

11. Please describe the project tasks:

Note: If there are multiple projects, please complete a separate Project Description Form for each project. Include details on the final deliverable and expected timelines, etc. Include details on the division of workload, etc.

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 middle-years classrooms), either in-person or virtual with the assistance of technology. This year, in-person presentations will likely take place. 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 and the student newsletter has been updated, 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. Students will be expected to make

PROJECT DESCRIPTION FORM

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their way to these schools as required.

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. The role of the teacher and/or counsellor present will be to address any disclosures or personal comments/ questions from youth that the student volunteers and lawyer supervisor would be unable to appropriately address. The teacher and/or counsellor will also assist in ensuring the youth are appropriately engaged and supported throughout the learning experience.

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. Although some of the content may remain similar, students must add specific case studies of bullying/cyberbullying in Saskatchewan this year. This MUST be age-appropriate for grade 6 students.
- 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 methods for both remote and in-person delivery.
- Distributing teacher and student feedback forms to help inform future improvements to the project.
- Helping the Project Lead in reaching out to schools and non-profit organizations working with youth to schedule presentations.
- Helping the 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.

Role of Project Lead

- 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 schools and non-profit organizations 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

PROJECT DESCRIPTION FORM

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Role of Supervising Lawyers

- Ensure the students' presentation and any other resources are an accurate reflection of the law in Canada and Saskatchewan.
- Attend at least one practice session before the students deliver the presentation. (This may take place virtually.)
- Attend the presentations to ensure students share only legal information.
 - If unable to attend a presentation, the Lawyer Supervisor will practice the presentation with student volunteers, especially potential questions that may arise during the Q&A session.

Which types of law are used in this project?

Criminal law and Child Protection

12. What is the main project deliverable?

C. Presenting public legal education (e.g. in-person or virtual presentations, workshops, training sessions, etc.)

13. What is the project delivery format?

In-Person

Please provide details (e.g. *volunteers will attend the clinic once a week on Friday afternoons or weekly virtual bi-weekly meetings with the team*):

Students will work virtually on preparing materials and conducting research, but presentations will be primarily in-person.

14. 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.
- B. ☐ I do not consent to PBSC saving a duplicate of the project deliverable.

15. 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

PROJECT DESCRIPTION FORM

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Impact Survey is available through Qualtrics, which meets all federal and provincial privacy and security laws (data is stored in Canada).

☒ 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.

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 presentations at schools (elementary and high schools), and for any presentation where the primary audience is youth (under age 16), the PBSC Client Impact Survey will not be shared with or distributed to the youth. Instead, any adults present and supervising will be given the survey for feedback. This would include teachers, administrators, coaches, parents, or any other supervising adult in attendance. This is to ensure we are complying with various School Board or organization policies. ***

☐ 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.

16. 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.

Students and the lawyer supervisor will determine what content needs to be updated and set deadlines for completion. The workplan will also include roles and responsibilities for organizing/scheduling presentations, and attendance.

17. Is this a joint project with students from any other PBSC chapters?

If yes, please indicate details: which sections, the division of work, and the model of supervision, etc.

No.

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

Note: Participation in the PBSC General Training offered by the chapter is mandatory for all PBSC students.

Students will receive general training from PBSC, and additional instruction from the PLEA Organization Contact on presenting sensitive topics to youth, including how to handle disclosures, interruptions, or unforeseen issues

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

7-9 students, plus 1 Project Lead.

PROJECT DESCRIPTION FORM

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20. 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.

21. 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 are expected to attend virtual group meetings, meet deadlines, and present at anticipated times.

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

No.

23. 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 should have access to the Internet, Zoom, and a computer.

SECTION C – STUDENT REQUIREMENTS

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

No.

25. Can first year law students volunteer for this project? Yes ☒ No ☐

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

There are no prerequisites.

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

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

SECTION D – TO BE COMPLETED BY THE PROGRAM COORDINATOR

28. 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.

PROJECT DESCRIPTION FORM

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- ☒ 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)

29. 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 selecting 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.

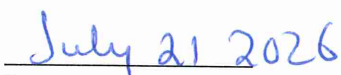
1. Children & Youth
2. LGBTQ+
3. Racialized communities

For internal Chapter use

Project reviewed and approved by the PBSC Chapter On-site Supervisor



On-Site Supervisor Signature



Date

Note: A final/complete copy of this Project Description Form must be provided to the Organization Contact Person, Lawyer Supervisor(s), Student Volunteer(s) and Program Officer at National Office.

