

Public District School Board Writing Partnership

Course Profile

Leadership and Peer Support

Grade 11

Open

GPP30

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Leadership and Peer Support, Grade 11, Open, GPP 30

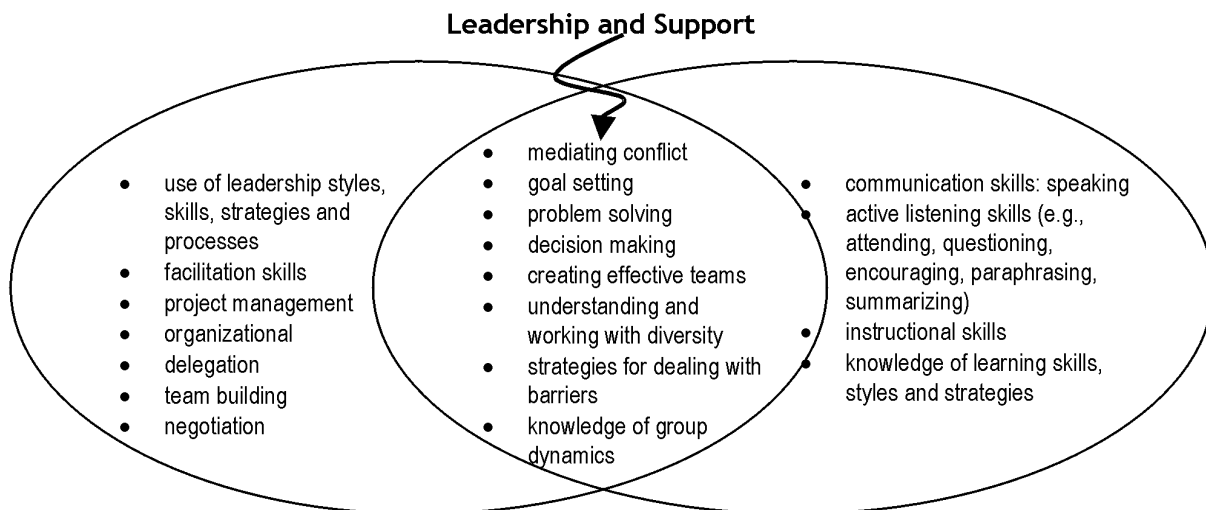
Course Description

This course prepares and motivates students to provide leadership and peer assistance to others in their schools and communities. Students will develop skills in communication, interpersonal relations, coaching, leadership, teamwork, and conflict management, and apply them in roles such as tutoring, mentoring, student council. Students will also learn the value and complexity of social diversity, while acquiring an appreciation of the importance of contributing to their community and helping others throughout their lives.

Course Notes

The purpose of the Leadership and Peer Support course is to develop student leadership and support potential, style, and skills so that students can apply these skills in the school and community. Students learn and apply related knowledge and skills throughout the course. The course includes opportunities for learning and practise in class as well as opportunities for application of specific leadership and support skills in the school and the community. Leadership and support opportunities will vary with the school and community and should be designed to meet local needs. Based on their interests and the needs of others, students will select, tasks or experiences which will help them apply the skills and knowledge they have learned. The course includes four units and a final 30% evaluation project. During the first three units students learn a variety of skills and strategies that are critical to both leading and supporting. It is important that students apply these skills in meaningful and relevant contexts in class (e.g., through simulations, case studies, support and leadership roles in the class) and through short experiences in the school and community. Unit 4 provides students with an in-depth, extended support or leadership experience in the school or community that the students plan, implement, and evaluate. Teachers may need to adjust the duration of the units based on the prior knowledge of students and on the type of field experience the student has chosen.

Comparison of Sample Leadership and Peer Support Skills and Knowledge



Leadership and Peer Support Structures for Learning (Program Models)

A variety of program models offer students opportunities to practise and apply their leadership and peer support skills within the school setting. All models must ensure that the knowledge and skills required to achieve the expectations are taught and that the students have frequent opportunities for practice and feedback. The Leadership and Peer Support teacher is responsible for the evaluation of student work within and outside the classroom.

The program model provides learning experiences for the students based on the needs of the school and community. The chart outlines three possible models.

Program Model	In-Class Experiences	Sample Experiential Learning Opportunities	Supervision
1. Single Ongoing Field Experience	<p>Students meet regularly for three or four weeks as a class through Units 1 and 2. Students participate in some short-term (e.g., 1 or 2 periods) leadership and support experiences during this time during the regularly scheduled period in their chosen field experience.</p> <p>In Units 3 and 4, students participate in their chosen field experience and meet with their teacher once or twice per week during class time to debrief, consolidate learning and to problem solve next steps.</p>	<p>Single, on-going field experience: e.g.,</p> <ul style="list-style-type: none"> - assisting in classrooms, library, - computer labs - assisting teacher-advisers - peer tutoring - peer mentoring - coaching - assisting in math clinics - assisting in a Grade 9 music class 	<p>Helping, tutoring, or coaching role supervised by a teacher</p> <p>Leadership and Peer Support teacher monitors students when they are involved in out-of-class activities</p>
2. Varied Field Experiences	<p>Students meet regularly as a class for three or four weeks through Units 1 and 2. Students participate in some varied, short term (e.g., 1 or 2 periods) leadership and support experiences during this time during the regularly scheduled period or at other times in the day when they have no classes (e.g., after school, lunch time, during the Teacher-Adviser Program)</p> <p>For Units 3 and 4, students participate in out-of-class projects and meet with their teacher once or twice per week during class time to debrief, consolidate learning and to problem solve next steps.</p> <p>The Unit 4 extended experience may consist of 2 or more projects.</p>	<p>Multiple, varied field experiences throughout the course: e.g.,</p> <ul style="list-style-type: none"> - organizing grade 9 orientation - assisting with intramural events - short term peer tutoring, classroom assistants - assisting with commencement - organizing a food drive - assisting with arts events - organizing teacher adviser activities - organizing student council, athletic association, arts council events - mediating peer conflict 	<p>Supervised by the leadership and peer support teacher or the teacher coordinating the specific activity</p>

3. Classroom - Based with Occasional Short Term Field Experiences	For Units 1 through 4, students meet regularly as a class to design, develop, participate and debrief a variety of leadership and peer support activities. Many of these activities are based within the classroom. Students participate in a variety of single, short term (e.g., one or two periods) field experiences throughout the course (e.g., running an assembly, organizing a volunteer fair or career day) The major project in Unit 4 is much shorter in duration and occurs out of class and within the school. Unit 4 may involve two or more shorter projects	Multiple in-class opportunities to lead and support: - teaching a lesson - leading a group discussion - conducting a meeting - mediating group issues - planning and preparing in groups for an out of class project Unit 4 short term out of class projects: - running an assembly - fund raising organizing a food drive - organizing a career day - assisting with placements and organization of Grade 9 or 10 job shadows, volunteer fairs	Supervised by the leadership and peer support teacher or the teacher coordinating the specific activity
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Key Learning Areas

This course profile identifies areas of emphasis for the course. Each of these key learning areas aligns with one or more overall expectations. Overall and specific expectations are clustered according to the key areas of learning and shape the focus of the units and the unit activities.

Key Learning Area	Overall Expectations
By the end of this course, students will be able to:	
1. self assess, reflect on learning, plan next steps (self-directed learning)	PKV.01, PKV.02, EO.V.03, PKV.04
2. use effective strategies to overcome barriers (for self and others)	PKV.05, IKV.03
3. apply leadership and support processes, skills, styles and strategies	IKV.03, PKV.04, PKV.05
4. use a leadership/support program design process	PKV.04, PKV.05, EO.V.01, EO.V.02
5. use effective interpersonal skills	IKV.01, IKV.02
6. use effective personal management skills	PKV.03
7. understand the nature and impact of diversity for leading and supporting	IKV.04

Building on the philosophy of the prerequisite course, Career Studies GLC20, the activities in the Leadership and Peer Support course are designed so that students develop in the key learning areas throughout the course.

The units and activities are designed to help students:

- assess their own leadership styles, abilities, and interest areas.
- develop leadership/support skills by learning, researching and applying these skills in a variety of contexts
- ask critical questions, as part of a leadership/support design process, to direct their learning and planning
- apply this design process to leadership and support opportunities throughout the course

Design Process	Key Questions	Inquiry Phase
1. Assess and prioritize needs; determine focus for leadership or support.	What needs are most important and what needs should I address?	Explore
2. List indicators of success.	How will I know that I have met these needs?	
3. Determine resources and personal knowledge and skills will be required to meet needs.	What time, resources, personal knowledge and skills, strategies will I require to carry out this project successfully? What role will I play – leader or supporter?	Focus
4. Assess current circumstances (reality check).	What personal skills and knowledge do I currently have? What resources currently exist? What do I need to know about the context in which I will be working? (aspects of diversity, barriers to success)	
5. Acquire resources, develop personal skills and research information required to carry out plan.	How can I acquire other knowledge and skills that I will need to implement this plan? What strategies do I need to work in this situation? What solutions do I have to overcome any barriers? What does it look like when I use these required skills/strategies/knowledge/resources effectively?)	
6. Develop proposal and plan of action to address needs.	How do I propose to meet the identified needs? (What? Why? When? Where? With Whom? How?)	
7. Implement plan.	How do I begin?	
8. Assess the extent to, which needs were addressed.	How well did the project meet the needs? How do I know?	Evaluate
9. Assess personal leadership and/or support skills.	How well did I lead and/or support others to meet the identified needs? What did I learn?	
10. Determine next steps.	What are additional steps can I take to meet needs that haven't been met? In what other situation can I apply my skills?	

Students apply this design process to a variety of leadership and support opportunities (e.g. short in-class experience, extended out of class project, major project in Unit 4) throughout the course.

<p>Example: Students work through the 10-step process to plan an 'ice breaker' for the class.</p>	<ol style="list-style-type: none"> 1. What are the needs of the class? 2. How will I know if my ice breaker is successful? 3. What resources, skills, and knowledge do I need to carry out this plan? 4. What resources, skills, and knowledge do I currently have? 5. What do I know about the group and how they might react? 6. What resources, skills, and knowledge do I need to acquire? 7. How do I propose to do the ice breaker? 8. How do I begin? 9. How well did the ice breaker meet the needs of the class? 10. How did I do in leading the ice breaker? 11. How can I improve my skills for working with groups? 12. What are my next steps?
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The Leadership and Peer Support course profile emphasizes two processes derived from the key areas of learning and course expectations. Students will learn these processes in the course and apply them throughout their lives:

1. the leadership and support project design process – how to plan for, provide, and evaluate leadership and/or support in response to specific needs
2. the learning process – skills for self-directed learning (how to continue to learn what is necessary to lead and support):
 - how to reflect on the application of specific leadership and support skills and knowledge
 - how to self assess
 - how to plan next steps for learning, leading and supporting

Students use a portfolio to document this learning process.

Units: Titles & Time

Unit 1	Who am I? What skills do I need to lead and support others?	13 hours
Unit 2	How do I use my understanding of relationships and knowledge of diversity to help me lead and support others?	15 hours
Unit 3	What do I need to learn about leadership, support and group dynamics?	16 hours
* Unit 4	How can I use my leadership and support skills to help others?	54 hours
	Final 30% Summative Evaluation	12 hours

*This unit is fully developed in this Course Profile.

Teaching/Learning Strategies

The Leadership and Peer Support course profile includes a variety of strategies to meet the needs of all learners:

- direct instruction – whole class and small group
- indirect instruction
 - inquiry process
 - problem solving
- interactive learning
 - small group discussion and debriefing
 - small group co-operative learning
 - presentations
 - brainstorming
 - conferencing: peer and student/teacher
- experiential learning❖
 - case studies and role playing
 - extended field experiences
- independent study
 - oral and written reflection/journal writing
 - self-assessment
 - portfolio development❖❖

Wherever possible, students are encouraged to use their learning strengths (e.g., dominant intelligences, preferred learning styles) to learn and to demonstrate learning. Instructional approaches and learning resources should support a variety of ways of learning and therefore model strategies and approaches used in leadership and support roles.

◆Experiential Learning Strategy

One of the key teaching/learning strategies in Leadership and Peer Support is experiential learning (e.g., field trips, simulations, case studies, field observations, field experience). Experiential learning is acquired through practical experience. This teaching/learning strategy involves an on-going cycle of experiencing, analysing the experience, deriving personal meaning and learning from the experience and applying this learning in another situation. In other words, learning results not from the experience but as a result of reflecting on the experience.

◆◆Portfolio Development

Students use a portfolio to document their learning in the course. Students collect evidence of their learning in the course, select samples from it for their portfolios, reflect on what was learned and determine their possible next steps. Students can organize their portfolios in a variety of ways:

- according to the strands in the course
 - Personal Knowledge and Management Skills
 - Interpersonal Knowledge and Skills
 - Exploration of Opportunities
- project by project according to the steps in the design process
- according to the key learning areas in the course (i.e., self directed learning, overcoming barriers, leadership and support skills, the project design process, interpersonal skills, personal management skills, and the nature and impact of diversity)

Assessment & Evaluation of Student Achievement

In Leadership and Peer Support, assessment tasks are focused on expectations clustered around the key learning areas identified earlier. Assessments can be formative or summative. Student applications of new concepts and skills, “early tries” are assessed formatively. This provides students with valuable feedback designed to improve their knowledge and skills. Summative assessment is used for “later tries” after students have had opportunities for practice and feedback.

In the Leadership and Peer Support course profile, a variety of assessment strategies are used for student demonstrations of learning.

Assessment Method	Assessment Strategies
Pencil-and-paper	quizzes, tests, reports, essays, checklists, rubrics,
Demonstrations/ Performances	class, school and community based projects, skills demonstrations, role playing, organizing events and simulations
Personal Communication	journals, student-teacher conferences, interviews, portfolio

Since students demonstrate their knowledge and skills in a variety of settings – in the classroom, in the school and sometimes, in the community, it is impossible for the Leadership and Peer Support teacher to observe all demonstrations by all students. For this reason, alternate methods of collecting information for assessment must be used. Examples of this include:

- evidence (proof of achieving the expectations of the task) is gathered by the student, e.g., a log of activities, an outline of a presentation, a meeting agenda, copies of work produced, written summaries, videos, audiotapes, etc.
- checklists or rubrics completed by the supervising teacher The Leadership and Peer Support teacher uses appropriate assessment tools to assess this evidence (e.g., checklists, rubrics, tests and rating scales). The student may store this evidence in his/her portfolio, kit or folder for reference when reflecting on and debriefing field experiences in class and for collecting evidence for the summative evaluation.

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- Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation

Final Summative Evaluation

The final 30% summative assessment component should address several of the expectations that relate to the key areas of learning identified previously. This may take the form of a report, a presentation, a video documentary, a portfolio presentation or any other method that can provide a description of what the student has learned. Students may be asked to highlight their learning in the key areas of the course, provide proof of their learning, describe how their learning took place, assess their current knowledge and skills and outline, with a rationale, their potential next steps for learning about leading and supporting.

An alternate approach involves shortening the duration of the leadership/support field experience in Unit 4 so that students can complete another leading or helping project. The final evaluation is based on the student's use of the design process its documentation in a portfolio and an explanation of the portfolio contents in a report or conference. Unit 4 provides a sample final 30% evaluation task.

Accommodations

The following considerations apply to each of the units in this course:

- Any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances.
- Appropriate accommodations should be part of the planning of each unit activity in terms of the particular students in the class and their specific needs.
- Instructional and assessment activities as identified in the Individual Education Plan whether students are formally identified or not. Accommodation to curriculum, instruction, assessment, and evaluation may include but are not limited to:
 - simplified tasks and activities;
 - expanded expectations and opportunities for enrichment;
 - more time for learning and completion of activities;
 - use of specialized equipment and assistance;
 - adapted work load;
 - to accommodate students with weak writing skills, a wide range of options for recording and reporting work (e.g. drawings, diagrams, flow charts, concepts maps);
 - use of available adaptive technologies to assist students (computer-assisted learning);
 - where possible, assessment strategies adapted to student learning strengths;
 - key words charted oral reports; scribe (teacher or student) helps in note making;
 - use of tape recorders or computers as an alternative to written responses;
 - Some students with an IEP may require selected expectations to be modified to meet the students' needs. As outlined in Ontario Secondary School, 1999, the principal will determine whether achievement of these modified expectations warrants successful completion of the course.

(Adapted from Grade 9 Learning Strategies Course Profile – Public District School Board Writing Partnership, 1999 and Grade 9 Essential Science Course Profile, Public and Catholic District School Boards Writing Partnership, 1999.)

OSS Considerations

- *The Ontario Curriculum, Grades 11 and 12, Guidance and Career Education, 2000.*
- *Choices Into Action, Guidance and Career Education Policy, 1999.*
- *Cooperative Education and Other Forms of Experiential Learning; Policies and Procedures for Ontario Secondary Schools*

Schools offering work experiences are required to:

- provide students with a pre-placement orientation
- prepare a personalized placement learning plan that relates their work experience to specific expectations in the Leadership and Peer Support course.

Resources

Brigman, Greg and Barbara Earley. *Peer Helping A Training Guide*. Portland, Maine: J. Weston Walch, 1990. ISBN 0-8251-1665-1

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Cotton, Kathleen. *The Schooling Practices That Matter Most*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Simon & Schuster, 1990. ISBN 0-684-85609-3

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Crutsinger, Carla. *Thinking Smarter: Skills for Academic Success*. Carrollton, Texas: Brainworks, INC, 1992. ISBN 0-944662-01-3

Costa, Arthur and Bena Kallick. *Activating and Engaging Habits of Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN 0-87120-369-3

Dunning, Donna. *Learning Your Way*. Red Deer, AB.: Unlimited Learning Publications, 1998. ISBN 0-9683559-0-0

Ferrara, J., *Peer Mediation: Finding a Way to Care*. York, Maine: Stenhouse Publishers, 1996. ISBN 1-56110-021-0

Fogarty, Robin and James Bellanca. *Teach Them Thinking. Palatine, II: IRI*. Skylight Publishing, INC., 1993. ISBN 0-932935-03-6

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Foster, Elizabeth. *A Student Handbook for Training Peer and Cross Age Tutors*. Minneapolis, Minnesota: Educational Media Corporation, 1992. ISBN 0-932796-44-3

Gordon, D., I. McLellan, and E. Potts. *The Leading Edge: Leadership Skills for the 90's*. Toronto: Ontario Secondary School Teacher's Federation, 1991. ISBN 0-920930-52-2

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Kalpatoo, T and D. Newman. *Peer Mediation: A Manual for Secondary Schools*. Surrey, B.C.: The Conflict Resolution Centre. 1996.

Kaufeldt, Martha. *Begin With the Brain*. Tucson, AZ.: Zephyr Press. ISBN 1-56976-098-5

Marzano, Robert, Debra Pickering, and Jane Pollock. *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. ISBN 0-87120-5-4-1

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- Noddings, Nel. *The Challenge to Care In Schools*. New York: Teachers College Press, 1992. ISBN 0807731773
- Painter, Carol. *Friends Helping Friends: A Manual for Peer Counsellors*. Minneapolis: Educational Media Corporation, 1989. ISBN 0-932796-28-1
- Porro, Barnara. *Talk It Out*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996. ISBN 0-87120-262-X
- Schniedewind, Nancy and Ellen Davidson. *Open Minds to Equality*. Needham Heights, MA: Allyn & Bacon, 1998. ISBN 0-205-16109-X
- Silver, Harvey, Richard Strong, and Matthew Perini. *So Each May Learn, Integrating Learning Styles and Multiple Intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000. ISBN 0-87120-387-1
- Twist, John, Tim Kearns, and Carole Pickering. *Managing Conflict*. Toronto: OSSTF Resource Booklet, 1992. ISBN 0-920930-54-9

Videos

Schmidt, F. *Mediation: Getting to Win Win*. Sunburst Communications

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canadian Association of Students Associations

– <http://casaaCanadian Association of Student Activity Advisors>

– <http://www.casaa-resources.net/Canadian Association of Students Associations>

– <http://casaaCanadian Spirit Magazine>

– <http://www.sightsandsounds.ca/canadianspirit/pages/mainlin.html> Gateway To Diversity

– http://www.equalopportunity.on.ca/english_g/ Keirsey Temperament Sorter and Keirsey Temperament Theory

– <http://www.keirsey.com/Instructional Approaches>, Saskatchewan Ministry of Education

– <http://www.sasked.gov.sk.ca/evergreen/policy/approach/instrapp03.html> Ontario Educational Leadership Centre

– <http://www.oelc.Ontario Physical and Health Educators Association>

– <http://www.ophea.org/Ontario School Counsellors Association>

– <http://www.osca.ouac.on.ca> White Stag Leadership Development Junior Leader Training

– http://www.whitestag.org/aims/leadership_principles.html

Unit Overviews

Unit 1: Who Am I? What Skills Do I Need to Lead and Support Others?

Time: 13 hours

Unit Description

Building on their current self-knowledge, students will examine themselves as learners, leaders and supporters/helpers and determine how their attributes, preferences, learning and leadership styles and skills influence and impact others.

Students will identify opportunities for leadership and peer support and determine how participation in one or more of these opportunities can assist them in focusing their future goals. Students will participate in simulations or short in-class experiences (e.g. class project, learning buddies) structured to help them develop, use and analyse the skills required in leadership and support situations.

Some of the skills and styles addressed will include:

- leadership styles (e.g., autocratic, democratic, collaborative)
- leadership skills (e.g., team building, facilitation, problem solving, delegation, communication)
- personal management skills (e.g., organization, independence, project management, perseverance, initiative)
- helping skills (e.g., communication including active listening - attending, empathizing, questioning, paraphrasing, reflecting, summarizing, decision-making, instructional strategies)

By participating in situations that require the application of these skills, students will begin to make connections between their own skills, the opportunities available in the school and community for leadership and support and the skills they need to develop to be effective leaders and helpers.

Students will expand the Personal Profile begun in the Career Studies GLC2O course by summarizing and including their current leadership and support skills.

Suggestions for Unit Development – Unit 1 activities focus on the following:

- Key Learning Area 1 – self-directed learning
- Key Learning Area 4 – leadership and support design process
- Key Learning Area 6 – personal management skills

Unit Overview Chart

Title	Time	Expectations	Assessment	Focus
Who am I? How does this determine my leadership and support style?	7 hours	PKV.01, PKV.04, PK1.01, PK2.01, -.04	Knowledge/ Understanding Thinking/ Inquiry Application	- expansion of personal profile - application, analysis and self-assessment of learning preferences, leadership styles and skills
What personal management skills do I need to develop as a successful leader or helper?	4 hours	PKV.03, PKV.04, PK1.01, PK3.01, -.03	Knowledge/ Understanding Application Communication	- application, analysis and self-assessment of: - strategies for success in school - skills for effective leadership and peer support - analysis of Leadership and Support Design Process
What leadership and peer support opportunities are available? Where do I fit in?	2 hours	PKV.02, EO1.01, EO2.01, -.05	Knowledge/ Understanding Thinking/ Inquiry	- identification, description and assessment of leadership and peer support opportunities in terms of personal interests and skills

Unit 2: How Do I Use My Understanding of Relationships and Knowledge of Diversity to Help Me Lead and Support Others?

Time: 15 hours

Unit Description

Unit 2 focuses on the nature of diversity and understanding interpersonal relationships. Students will explore various theories of human relations and the impact of diversity on personal development, interpersonal relationships and leading and supporting individuals and groups.

Through case studies, interviews, guest speakers, personal experience and discussion, students will examine various kinds of diversity (e.g., culture, race, religion, gender, age, social and economic status) and the value and challenges of diversity when working with individuals and groups. Students will explore the influence of factors such as power, privilege, dominance, bias, harassment, stereotyping, and prejudice on relationships and group dynamics. Through in-class support and leadership experiences (e.g., simulations, role playing, case studies) students will:

- develop strategies for leading or helping diverse groups;
- examine a variety of learning strategies required for peer tutoring;
- examine a variety of barriers to success and learning;
- develop and apply strategies to help individuals and groups deal with barriers to success;
- learn how to respond to confidential issues and disclosures.

Students will begin to work through a leadership and support design process as:

- assess needs in their school and community;
- select opportunities for leadership or peer support;
- determine the knowledge and skills that are required for a specific area of need;
- identify the skills they need to learn to be an effective leader or helper.

Students will document their interpersonal skills, leadership skills, and program design skills in their portfolios.

Suggestions for Unit Development

Unit 2 activities focus on the following:

- Key Learning Area 2 – effective strategies to overcome barriers
- Key Learning Area 5 – interpersonal skills
- Key Learning Area 7 – nature and impact of diversity

Unit Overview Chart

Activities	Time	Expectations	Assessment	Focus
1. What are the aspects of diversity that I need to know to lead and support?	4 hours	IKV.04, IK1.05, IK3.01, IK4.01, IK4.02, IK4.05, IK4.06	Knowledge/ Understanding Thinking/ Inquiry	- analysis of dimensions of diversity and implications for leadership and support - analysis of impact of individual rights and responsibilities
2. How do I use my knowledge of barriers to effectively help others learn?	3 hours	PKV.05, PK1.01, .02, .03, IK1.01, IK1.05, IK1.06, IK4.04	Knowledge/ Understanding Thinking/ Inquiry Application	- analysis and practise of learning strategies for peer tutoring - analysis of barriers to effective learning - selection of community resources that address these barriers

3. What skills do I need to learn to be a leader in a diverse population?	6 hours	IKV.01, IKV.03, IK1.02, IK1.03, IK2.01, IK2.04, PK3.04	Knowledge/ Understanding Application	- analysis of leadership strategies and interpersonal relationships - application of leadership skills, interpersonal skills - recognition of confidentiality issues
4. How can I design and plan a needs assessment to identify school/community needs?	2 hours	EOV.01, EOV.02, EO1.02, EO1.03, EO2.02, EO2.03	Application Communication	- development of an assessment that identifies school/community needs - designing approach to meet needs - analysis of required skills and knowledge

Unit 3: What Do I Need to Learn About Leadership, Support and Group Dynamics?

Time: 16 hours

Unit Description

In Unit 1, students will have developed an awareness of the variety of skills and strategies related to leading and helping others. In this unit, students will examine their styles of leadership and support in depth and develop and practise comprehensive sets of skills related to leadership and peer support. By participating in experiential activities in class or within the school and community (e.g., role playing, simulations, group fund raising event, peer tutors, team meetings, ‘school needs’ research committee, planning teams) that require students to work as leaders and supporters, students will apply, assess and document in their portfolios, a variety of communication, interpersonal and leadership skills. Students will ask the questions in the leadership and support design process to plan their activities, reflect on their experiences and set goals for improvement. Student will use the project design process as they determine the skills and strategies they will need to carry out the major leadership or peer support project that they will design and implement in Unit 4. Students will set goals for the use, improvement and practice of the skills that they predict they will need for their extended leadership/support project in Unit 4.

Suggestions for Unit Development

Unit 3 activities focus on the following:

- Key Learning Area 1 – self-directed learning
- Key Learning Area 3 – leadership and support processes, skills, styles and strategies
- Key Learning Area 5 – interpersonal skills

Unit Overview Chart

Activities	Time	Expectations	Assessment	Focus
1. What communication skills do I need to learn and refine to be an effective leader and/or helper?	5 hours	IKV.02, IK2.03, IK2.04, IK3.01	Knowledge/ Understanding Application Thinking/ Inquiry Communication	- listening, feedback, speaking to large groups (communication skills) - reflection/self-assessment - dealing with confidentiality - running a meeting
2. What is my leadership style and how do I grow to be an effective leader and/or helper?	3 hours	PKV.02, IKV.01, IK2.02, IK3.05, IK3.06, IK4.03, EO1.02	Knowledge/ Understanding Application Thinking/ Inquiry	- investigating and applying leadership styles and skills - planning in terms of individual rights and responsibilities

3. What team building/group dynamics strategies do I need to know to be an effective leader and/or helper?	5 hours	IKV.01, IKV.03, IK2.02, IK3.03, IK3.04, IK3.06, IK4.04	Application Knowledge/ Understanding Thinking/ Inquiry	- applying and analysing the use of team building and relationship building strategies - analysing barriers to effective group dynamics
4. How can I use conflict resolution and mediation skills to be an effective leader/helper?	3 hours	IKV.01, IK1.04	Knowledge/ Understanding Application Thinking/ Inquiry	- mediating conflict

Unit 4: How Can I Use My Leadership and Support Skills to Help Others?

Time: 54 hours

Unit Description

In this unit, students will apply the skills and knowledge developed in previous units in an extended school or community leadership or support project. In previous units, guided by the questions in the leadership and support project design process, students assessed school needs and predicted and developed skills required to meet those needs. In this unit, students assess their current leadership and support skills, select a leadership or support project based on their skills and their interests and define the needs of the specific project. Guided by the Leadership and Support Project Design Process, students will develop a personal action plan, and apply their knowledge and skills in a significant leading or helping project. Project opportunities may include: tutoring, mentoring, organizing a student, athletic or arts council event, coaching, peer mediation, a project associated with the production of the yearbook or school newspaper, working with community groups on specific projects (e.g., food drives, house league coaching, the Terry Fox Run). The unit allots a significant amount of time to planning and implementing the project. Teachers may choose to shorten the amount of time for the project so that students can plan and implement two or more projects. Students will use their Leadership and Peer Support Portfolio to document their development of knowledge and skills gained through the experience and use journals to record key events and define issues. Unit 4 is divided into three activities: Activity 4.1 focuses on planning, Activity 4.2 focuses on implementation and Activity 4.3 focuses on assessing the success of the project and the personal application of leadership/support skills and knowledge.

Suggestions for Unit Development

Unit 4 activities focus on the following:

- Key Learning Area 1 – self-directed learning
- Key Learning Area 2 – effective strategies to overcome barriers
- Key Learning Area 5 – interpersonal skills

Unit Overview Chart

Activities	Time	Expectations	Assessment	Focus
1. How can I design and plan a program to meet identified needs?	4 hours	PKV.02, PKV.03, PKV.05, IKV.03, IKV.04, EO.V.01, EO.V.02, EO.V.03, EO1.02, EO1.03, EO2.01, EO2.03, EO2.04, PK1.03, PK1.04, PK2.04, IK2.02, IK3.03, IK3.01, IK4.01	Application	- application of design process: developing a proposal and plan based on needs, interests and personal strengths
2. How do I carry out my plan?	4.6 hours	IKV.01, IKV.02, IKV.03, PKV.03, PKV.04, IK1.03, IK2.02, IK2.03, IK3.02, IK3.06, PK1.01, PK1.03, PK2.04, PK3.02, PK3.04	Application Communication	- application of interpersonal, personal management skills, problem solving and thinking strategies reflection and assessment of own work
3. How did I do and how effective was my plan?	4 hours	PKV.02, EO.V.02, PK2.04, EO2.04, EO2.05	Thinking/ Inquiry	- responding to individual difficulties and influences with empathy assessing leadership and support program; determine next steps assessing personal growth; determining next steps

Coded Expectations, Leadership and Peer Support, Grade 11, Open, GPP30

Personal Knowledge and Management Skills

Overall Expectations

- PKV.01** · explain how their aspirations, competencies, talents, temperaments, and characteristics may affect their interactions with others;
- PKV.02** · identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities;
- PKV.03** · identify and effectively use the personal management skills and characteristics required to succeed in leadership and peer support roles;
- PKV.04** · demonstrate an understanding of effective learning strategies for use in tutoring and mentoring roles;
- PKV.05** · demonstrate an understanding of barriers to effective learning and of school and community resources available to address these barriers.

Specific Expectations

Learning and Thinking Strategies

- PK1.01** – demonstrate an understanding of a range of effective learning strategies (e.g., study, research, note-taking, and recall strategies) that can be applied to helping others learn;
- PK1.02** – identify and describe barriers to effective learning (e.g., emotional barriers, motivational barriers, learning disabilities);
- PK1.03** – explain how to recognize barriers to learning in others and how to determine their own role in helping others address these barriers;
- PK1.04** – describe school and community programs and services available to support students' needs (e.g., guidance services, social service agencies, mentorship programs) and explain how to access them.

Personal Knowledge

- PK2.01** – produce a personal profile that describes how they interact with others and how others see them, using a variety of assessment techniques (e.g., personality inventories, feedback from others) that identify personal characteristics such as interests, skills, emotional intelligence, and temperament;
- PK2.02** – identify and describe the leadership style that is best suited to their personality profile;
- PK2.03** – explain how a variety of factors (e.g., culture, family background, personal experiences, the media) have influenced their motivation and skills related to support and leadership roles;
- PK2.04** – describe a set of criteria to assess the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own strengths and needs for further development.

Personal Management

- PK3.01** – identify the personal management skills and personal characteristics that are needed to be effective in leadership and peer support roles;
- PK3.02** – demonstrate the effective use of personal management skills in a variety of leadership and peer support roles;
- PK3.03** – identify and describe personal management strategies that contribute to academic success (e.g., strategies for dealing with homework, tests, missed classes, work load, procrastination) and demonstrate how to communicate these strategies in tutoring and mentoring roles;
- PK3.04** – demonstrate an understanding of the principles and protocols related to confidentiality and privacy rights and their relevance to leadership and peer support roles.

Interpersonal Knowledge and Skills

Overall Expectations

- IKV.01** · demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;
- IKV.02** · demonstrate an understanding of and use theories and strategies related to effective communication;
- IKV.03** · demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals;
- IKV.04** · demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles.

Specific Expectations

Interpersonal Relations

- IK1.01** – demonstrate an understanding of the characteristics of positive relationships and of the early signs of an abusive relationship;
- IK1.02** – demonstrate an understanding of the elements of good mental health;
- IK1.03** – describe the elements of effective interpersonal relations (e.g., respect for differences, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or community;
- IK1.04** – describe a conflict resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions;
- IK1.05** – define and explain concepts (e.g., bias, stereotyping, prejudice) and contemporary social problems (e.g., substance abuse, poverty, violence) that denote barriers to individual success, and identify strategies to address these barriers;
- IK1.06** – identify the types and sources of pressure on adolescents (e.g., peer pressure, family tensions, media influence), describe the behaviours that may result, and identify appropriate strategies to deal with pressure.

Communication Skills

- IK2.01** – explain the benefits and pitfalls of expressing emotions and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions;
- IK2.02** – describe the elements of effective communication (e.g., active listening, non-judgemental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects);
- IK2.03** – use feedback effectively and appropriately to help others identify their strengths and areas needing improvement;
- IK2.04** – demonstrate an understanding of how to respond appropriately to peers' disclosures of serious personal matters (e.g., health problems, physical and emotional abuse, family issues, harassment, substance abuse).

Group Dynamics

- IK3.01** – explain how cultural background may affect communication, interpersonal relations, and leadership styles;
- IK3.02** – demonstrate the skills required to help others define and achieve their goals (e.g., action planning, coaching);
- IK3.03** – describe theories of group dynamics (e.g., theories describing stages of group development, roles of group members) and produce an analysis of the dynamics of groups in which they participate;

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- IK3.04** – describe a variety of team-building strategies and explain how they facilitate positive interaction and improve group and individual results;
- IK3.05** – explain how selected leadership styles and strategies affect group interaction and results;
- IK3.06** – identify skills of effective leadership (e.g., building consensus, identifying and using strengths of group members) and demonstrate their use in classroom groups and in planning school or community events.

Connecting With the Community

- IK4.01** – describe the dimensions of diversity within their community (e.g., gender, culture, race, ability, age, religion, socioeconomic level) and identify the value of diversity as well as the challenges it poses;
- IK4.02** – describe their rights and responsibilities as a part of a community whose members come from diverse backgrounds;
- IK4.03** – identify how their rights and responsibilities and those of others influence the ways they perform various leadership and peer support roles;
- IK4.04** – explain how power can be used positively or misused in work, family, and peer contexts and identify strategies to deal with situations where power is misused (e.g., gang aggression, child abuse, workplace harassment);
- IK4.05** – describe the causes and costs to individuals, families, and communities of discrimination, harassment, violence, and poverty, using appropriate documentation and statistical information;
- IK4.06** – describe a personal vision of a just and equitable society and propose means of addressing social and individual problems.

Exploration of Opportunities

Overall Expectations

- EOV.01** · demonstrate the effective use of data-gathering techniques and print, electronic, and human resources to identify leadership and peer support opportunities in the school and the community;
- EOV.02** · demonstrate the effective use of program design techniques to design peer support/leadership programs to address needs they have identified in the school;
- EOV.03** · evaluate their own suitability for selected leadership and peer support opportunities (e.g., fundraising, peer mentoring, tutoring).

Specific Expectations

Accessing and Managing Information

- EO1.01** – produce a comprehensive list of the leadership and peer support opportunities available in their school and community, using print, electronic, and human resources;
- EO1.02** – demonstrate the ability to use desktop publishing or other appropriate software in accessing and managing information (e.g., to produce marketing materials promoting school events or peer support programs);
- EO1.03** – produce and present effective proposals (e.g., for the development of new peer support programs or for soliciting support from community partners).

Trends and Opportunities

EO2.01 – describe selected peer support roles (e.g., tutoring, mentoring) in terms of responsibilities of the role, skills required, time commitments, and benefits and challenges for the volunteer, and evaluate their own suitability for these opportunities;

EO2.02 – demonstrate the ability to design and use a needs assessment questionnaire to identify the types of support needed in their school;

EO2.03 – demonstrate the ability to design programs to meet identified needs (e.g., welcoming students who are new to the school);

EO2.04 – demonstrate the ability to design and use an evaluation tool to assess the programs that they have designed;

EO2.05 – explain how experience in leadership and peer support roles at school and in the community can help them achieve their future occupational and community involvement goals.

Unit 4: How can I use my leadership skills in helping others?

Time: 54 hours (+ 12 hours: Final 30% Evaluation)

Unit Description

Students apply the skills and knowledge developed in previous units in an extended school or community leadership or support project. In previous units, guided by the questions in the leadership and support project design process, students assessed school needs, and predicted, and developed skills required to meet those needs. In this unit, students will assess their current leadership, and support skills, select a leadership or support project based on their skills and their interests and define the needs of the specific project. Guided by the leadership and support project design process, students will develop a personal action plan, and apply their knowledge and skills in a significant leading or helping project. Project opportunities may include: tutoring, mentoring, organizing a student, athletic or arts council event, coaching, peer mediation, a project associated with the production of the yearbook or school newspaper, working with community groups on specific projects (e.g., food drives, house league coaching, Terry Fox Run).

The unit allots a significant amount of time to planning and implementing the project. Teachers may choose to shorten the amount of time for the project so that students can plan and implement two or more projects.

Students will use their Leadership and Peer Support Portfolio to document their development of knowledge and skills gained through the experience, and use journals to record key events, and define issues.

The unit is divided into three activities: Activity 4.1 focuses on planning, Activity 4.2 focuses on implementation and Activity 4.3 focuses on assessing the success of the project and the personal application of leadership/support skills and knowledge. The final 30% evaluation tasks follow the unit tasks.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Task
1. How can I design and plan a program to meet identified needs?	4 hours	PKV.02, PKV.03, PKV.05, IKV.03, IKV.04, EO.V.01, EO.V.02, EO.V.03, EO1.02, EO1.03, EO2.01, EO2.03, EO2.04, PK1.03, PK1.04, PK2.04, IK2.02, IK3.03, IK3.01, IK4.01	Thinking/ Inquiry Application Communication Knowledge/ Understanding	Summative - completion of Project Design Process template: rubric Formative - checklists of indicators: checklist Summative - proposal and proposal presentation: checklist and rubric Formative – completion of ‘Overcoming Obstacles chart’: checklist
2. How do I carry out my plan?	4.6 hours	IKV.01, IKV.02, IKV.03, PKV.03, PKV.04, IK1.03, IK2.02, IK2.03, IK3.02, IK3.06, PK1.01, PK1.03, PK2.04, PK3.02, PK3.04	Application Communication	Summative – skills demonstration (supervisor feedback and portfolio evidence): Rating Scales Summative – confidentiality (supervisor feedback and portfolio evidence): checklist Summative – reflection (portfolio and journal): rubric

3. How did I do and how effective was my plan?	4 hours	PKV.02, EO.V.02, PK2.04, EO2.04, EO2.05	Thinking/ Inquiry Application	Summative – Project Report: rubric or checklist
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Activity 4.1: How Can I Design and Plan a Program to Meet Identified Needs?

Time: 4 hours

Description

In this activity, students will select a major leadership or support project. Their selection will be made based on their current knowledge and skills as outlined in their Personal Profile and as supported by evidence in their portfolio.

Students will focus, research, and plan their extended leadership or support project using the steps in the Project Design Process. So that students can assess the success of their project, students will define their criteria for success and describe the results of meeting the specific needs of the project.

Strand(s) & Learning Expectations

Strand(s): Exploration of Opportunities, Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills

Overall Expectations

PKV.02 - identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities;

PKV.03 - identify and effectively use the personal management skills and characteristics required to succeed in leadership and peer support roles;

PKV.05 - demonstrate an understanding of barriers to effective learning and of school and community resources available to address these barriers;

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals;

IKV.04 - demonstrate an understanding of how community diversity and individual rights and responsibilities affect leadership and peer support roles;

EOV.01 - demonstrate the effective use of data-gathering techniques and print, electronic, and human resources to identify leadership and peer support opportunities in the school and the community;

EOV.02 - the effective use of program design techniques to design peer support/leadership programs to address needs they have identified in the school;

EOV.03 - evaluate their own suitability for selected leadership and peer support opportunities (e.g., fundraising, peer mentoring, tutoring).

Specific Expectations

EO1.02 - demonstrate the ability to use desktop publishing or other appropriate software in accessing and managing information (e.g., to produce marketing materials promoting school events or peer support programs);

EO1.03 - produce and present effective proposals (e.g., for the development of new peer support programs or for soliciting support from community partners);

EO2.01 - describe selected peer support roles (e.g. tutoring, mentoring) in terms of responsibilities of the role, skills required, time commitments, and benefits and challenges for the volunteer, and evaluate their own suitability for these opportunities;

EO2.03 - demonstrate the ability to design programs to meet identified needs (e.g., welcoming students who are new to the school);

EO2.04 - demonstrate the ability to design and use an evaluation tool to assess the programs that they have designed;

IK2.02 - describe the elements of effective communication (e.g., active listening, non-judgemental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects);

IK3.01 - explain how cultural background may affect communication, interpersonal relations, and leadership styles;

IK3.03 - describe theories of group dynamics (e.g., theories describing stages of group development, roles of group members) and produce an analysis of the dynamics of groups in which they participate;

IK4.01 - describe the dimensions of diversity within their community (e.g., gender, culture, race, ability, age, religion, socio-economic level) and identify the value of diversity as well as the challenges it poses;

PK1.03 - explain how to recognize barriers to learning in others and how to determine their own role in helping others address these barriers;

PK1.04 - describe school and community programs and services available to support students' needs (e.g., guidance services, social service agencies, mentorship programs) and explain how to access them;

PK2.04 - describe a set of criteria to assess the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own strengths and needs for further development.

Prior Knowledge & Skills

Students will use their Personal Profile developed in Units 1 and 3, their knowledge of diversity from Unit 2 and the results of the needs assessment in Unit 2 to select and design their leading/helping project. Students will be familiar with the Project Design Process.

Teaching/Learning Strategies

Selection of Major Leadership or Support Project

1. Students:

- as a class, summarize the leadership and peer support needs in the school as derived from the needs assessment completed in Unit 2;
- as a class, create a chart describing the potential peer support and leadership roles based on the shared results of the needs assessment;
- determine which needs are the most important for their school;
- as a class, brainstorm the benefits and challenges of each opportunity and the role, skills, knowledge and time required to plan and carry out each one;
- individually, select a project based on interest and current leadership and support skills and knowledge as detailed in their Personal Profiles and Portfolios;
- work alone or in groups – depending on the nature of the project.

2. The teacher:

- reviews and provides feedback for the Project Design Process (Appendix 1);
- has students work through the Project Design Process in terms of their individual project (see below) and record their research and decisions on the Project Design Process template (Appendix 2).

Students:

Step 1: Project Design Process

- find out more information about the project they selected (e.g., information interview, a 'job' shadow) to determine the specific needs that they can address; record this information on the Project Design Template;
- if working in groups, determine their specific role, function and purpose within the group.

Step 2: Project Design Process

- determine ‘what it will look like’ if they address the needs that they select; record these indicators of success on the Project Design Template. Students will use these indicators to assess the success of their project.

Step 3: Project Design Process

- predict the requirements of their project, given the information acquired in Step 1:
 - what they need to know and be able to do to meet the needs of the project;
 - what role they will assume: leader or supporter;
 - what amount of time they will need and how often they need to be involved;
 - what human and material resources they will need;
 - information about the people with whom they will be working and the context in which they will be working (e.g., diversity, barriers to success, other factors that influence behaviour);
- record these requirements on the Project Design Template.

Step 4: Project Design Process

- do a ‘Reality Check’ and assesses their current circumstances to determine:
 - their current knowledge and skills;
 - the amount of time that they have to give;
 - the human and material resources they have available;
 - their current understanding of working with diverse groups, overcoming obstacles and dealing with factors that influence behaviour. See Overcoming Obstacles, Appendix 6 and Influences Web, Appendix 5.
- record their findings on the Project Design Template (Appendix 2).

Step 5: Project Design Process

- determine how to:
 - acquire or refine the specific knowledge and skills required to meet the needs of the project;
 - how they will manage their time to complete the project as required;
 - gather the resources and work with people to complete the project;
 - develop strategies to overcome obstacles and work with diverse groups.
- record these strategies and list these specific skills and areas of knowledge on the Project Design Template;
- attach to the Project Design Template a list of indicators for effective use of this knowledge and skills, strategies, and resources (e.g., What does it look like when I use these required skills/strategies/knowledge/resources effectively?);
- research required information for this step (e.g., observe someone in a similar role, interview someone in a similar role to learn strategies for dealing with diverse groups).

Step 6: Project Design Process

incorporate the information in Steps 1 through 5 into a proposal and design a plan of action using the Project Management Template (Appendix 3) for their Leadership or Support Project.

3. Students:

- summarize their proposal and action plan for the class in a brief oral presentation See Communication Skills checklist, Appendix 7;
- use appropriate software to summarize the project for others (e.g., word processing, presentation);
- focus on the use of effective communication skills (creating and presenting the message) in the presentation.

Students create and hand in:

- an ‘Indicators of Project Success Checklist’ that lists the indicators of success for the project. This information is derived from Step 2 in the Project Design process. Students should incorporate as much detail as possible in their criteria;
- a ‘Personal Effectiveness Checklist’ that outlines indicators for effective use of selected skills, strategies, resources, and knowledge as determined in Step 5.

Assessment & Evaluation of Student Achievement

The student:

EO2.01, EO2.03, EO2.04, IK3.01, IK3.03, IK4.01, PK1.03, PK1.04

- completes each area of the Project Design template (summative: template completion, Leadership and Support Project Design Checklist, Appendix 4 or rubric)

EO2.04, PK2.04

- creates two checklists:
 - Checklist 1: indicators of meeting the needs of the project
 - Checklist 2: indicators of effective use of knowledge, skills, strategies and resources (formative: checklist indicators; rubric)

IK2.02, EO1.03, EO1.02

- writes, using word processing software, a project proposal based on the Program Design Process and includes an action plan for implementation (the Project Management template, Appendix 3) (summative: proposal; checklist or rubric)
- presents a brief summary of their project to the class (summative: Presenting the Message checklist. See Communication Skills, Appendix 7, rating scale)

PK1.03

- completes the ‘overcoming obstacles’ chart (Appendix 6) for each barrier that they feel their project poses. (formative: graphic organizer completion; checklist)

Accommodations

The teacher:

- allows more time to develop the proposal;
- provides a more structured approach to assist students who are less independent;
- has students work in pairs;
- provides choices for modes of presentation (e.g., role play, an interview, poster).

Resources

Brackenbury, Cheryl. *Peer Helpers Plus*. Markham: Pembroke Publishers, 1995. ISBN 1-55138-050-1

Brigman, Greg and Barbara Earley. *Peer Helping: A Training Guide*. Mind Resources, Box 126, Kitchener, ON N2G 3W9

Foster, E. S. *Tutoring: Learning by Helping*. Marvin Melnyk Associates Ltd., Queenston, ON L0S 1L0

Jones, Donald M. *Tutoring: One to One – Reading, Writing and Relating*. Neoteric Education Colleagues Inc., 291 Charlotte St., 3rd Floor, Peterborough, ON K9L 2V6

Townsend, W.J. *Peer Tutor Program*. Brownlee Publishing, 1005 Ottawa St. N., Box 37010, Kitchener, ON N2A 4A7

Williams, Bruce. *Twelve Roles of Facilitators*. Arlington Heights, Ill. IRI/Skylight Publishing, 1997.

Activity 4.2: How Do I Carry Out My Plan?

Time: 46 hours

Description

In this activity, students will implement the major leadership or support project that they researched and planned in Activity 4.1. In this extended experiential project, students will apply the skills and knowledge that they developed throughout the course.

The major project may be an extended one over several weeks (e.g., peer tutoring a small group of students in a math clinic) or may be more than one project over a similar period of time (e.g., two or three major projects as Athletic Council leaders or Teacher Adviser assistants). Regardless of the duration of the project, students research, plan, and assess each project according to the Project Design Process.

Strand(s) & Learning Expectations

Strand(s): Interpersonal Knowledge and Skills, Personal Knowledge and Management Skills

Overall Expectations

PKV.04 - demonstrate an understanding of effective learning strategies for use in tutoring and mentoring roles;

PKV.03 - identify and effectively use the personal management skills and characteristics required to succeed in leadership and peer support roles;

IKV.01 - demonstrate an understanding of and use theories and strategies related to positive and healthy interpersonal relationships;

IKV.02 - demonstrate an understanding of and use theories and strategies related to effective communication;

IKV.03 - demonstrate an understanding of theories and strategies related to leadership and group dynamics and use these to help individuals and diverse groups achieve their goals.

Specific Expectations

IK1.03 - describe the elements of effective interpersonal relations (e.g., respect for differences, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in the school or community;

IK2.02 - describe the elements of effective communication (e.g., active listening, non-judgmental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in the school or community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects);

IK2.03 - use feedback effectively and appropriately to help others identify their strengths and areas needing improvement;

IK3.02 - demonstrate the skills required to help others define and achieve their goals (e.g., action planning, coaching);

IK3.06 - identify skills of effective leadership (e.g., building consensus, identifying and using strengths of group members) and demonstrate their use in classroom groups and in planning school or community events;

PK1.01 - demonstrate an understanding of a range of effective learning strategies (e.g., study, research, note-taking, and recall strategies) that can be applied to helping others learn;

PK1.03 - explain how to recognize barriers to learning in others and how to determine their own role in helping others address these barriers;

PK2.04 - describe a set of criteria to assess the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own strengths and needs for further development;

PK3.02 - demonstrate the effective use of personal management skills in a variety of leadership and peer support roles;

PK3.04 - demonstrate an understanding of the principles and protocols related to confidentiality and privacy rights and their relevance to leadership and peer support roles.

Prior Knowledge & Skills

Students have had opportunities throughout the course to practice the skills used in this experiential activity.

Planning Notes

This major project can be structured in a variety of ways:

- i. Single On-Going Field Experience: Students participate in their project, usually in a helping or support role (e.g., assisting another teacher, tutoring students) three or four periods per week. The Leadership and Peer Support teacher meets regularly with the students one or two periods per week for reflection, learning, and feedback.
 - ii. Varied Field Experiences: Students plan one or more long term projects that require extensive use of leadership skills. These can be individual or group projects. For group projects, students must clearly define their individual role, function, and purpose, and create and implement their plan based on these expectations. As in the first model, the Leadership and Peer Support teacher meets regularly with the students one or two periods per week for reflection, learning, and feedback.
 - iii. Classroom based with short field experiences: Students participate in several short-term helping / leading experiences to develop the skills and knowledge required in the course. Many of these take place within the classroom. The major project takes place outside the classroom in the school.
- In all models, it is important that students have experienced Units 1, 2 and 3, prior to their major project and have had opportunities to achieve the expectations outlined for these units.
 - For models one and two, students will have had some prior involvement in a placement or in short projects throughout Units 1, 2 and 3.
 - In all models, if additional class time per week is used for the project, the teacher must arrange to meet with students at an alternate time during the school day.
 - In all models, the teacher monitors student projects regularly and keeps in close contact with teachers and school staff with/for whom the students are working.

The teacher, in consultation with the student and supervising teacher, prepares a personalized placement learning plan for each student. The following template may be used:

Specific Expectations for Project	Project Tasks (through which students demonstrate the specific expectations)	Supervising Teacher Feedback (e.g., checklists, rubrics)
IK1.03, IK2.02, IK2.03, IK3.02, IK3.06, PK1.01, PK1.03, PK2.04, PK3.02, PK3.04 (Activity 4.2 expectations)	e.g., working with a small group as a leader or peer tutor, finding solutions to a leadership/support problem, leading part of a teacher adviser session	e.g., leadership skills checklist

Assessment of student achievement is based on the feedback provided by the supervising teacher (e.g., checklists), observations by the Leadership and Peer Support teacher and any evidence gathered by the student and stored in his/her portfolio.

Teaching/Learning Strategies

1. Preparation

Prior to the start date of the major project, the teacher works with students to:

- review interpersonal, personal management, communication, leading and supporting skills related to student projects;
- refine and clarify indicators of success for each of the skill sets outlined above, e.g., Communication Skills (Appendix 7), Teamwork Skills (Appendix 8), Leadership Skills (Appendix 9), Mediation Skills (Appendix 9).
(Students included their own indicators of success as part of their proposal. This is an opportunity for the teacher to refine and clarify so that expectations for skill demonstration is clear prior to the project.);
- review the expectations for confidentiality (respect, established protocol);
- clarify expectations for their log (see Appendix 11);
 - Purpose: attendance check, completion of time requirement;
 - Requirements:
 - completed for each leading/supporting session;
 - includes date, name, signature of staff advisor/supervisor, duration spent on project on this date.
- clarify expectations for their journal: (see Appendix 11);
 - Purpose: to have students reflect on what they do, what they learn and what they might do next to better meet the needs of the project. This is the self-directed learning process.
 - Requirements:
 - date for each entry;
 - reflective comments (see Questions for Reflective Comments, Appendix 10);
 - other observations that will help with project (e.g., observations on how students learn, how groups interact, influences on learning or behaviour);
 - significant issues including attempts to problem-solve;
 - at least two entries per week indicating comprehensive reflection and observation.
- clarify the process of collecting evidence (e.g., videos, samples of work, staff supervisor assessments) that proves they completed the steps in their action plan and applied the skills and strategies outlined in their project proposal.

2. Participation

Students:

- complete logs and journals as outlined above;
- gather evidence of completion of steps in action plan/proposal components;
- clarify with their staff advisor/supervisor what skills and strategies they will be practising and other details of their plan;
- ask for their staff advisor's assistance in observing their participation and completing checklists as required.

Assessment & Evaluation of Student Achievement

The student:

IK1.03, IK2.02, IK2.03, IK3.02, IK3.06, PK1.01, PK1.03, PK3.02 (effective use of interpersonal skills, tutoring skills, communication skills, leadership skills and personal management skills)

- identifies specific skills in these categories and in his/her project proposal for use throughout the project. Assessment data is gathered in three ways for assessment and evaluation:
 1. Feedback is provided by the supervising teacher (e.g., completed checklists)
 2. The student documents use of these skills/knowledge in his/her portfolio (e.g., video tape, journal entry)
 3. The Leadership and Peer Support teacher observes the student during the project.
(summative: observation checklists, e.g., Appendices 7, 8 and 9; portfolio evidence, rubric (Portfolio Rubric, Appendix 13) or checklist)

PK3.04 (respecting confidentiality)

- follows expectations for confidentiality
(summative: portfolio evidence and journal entries; observation checklist)

PK2.04 (reflection - assess own strengths and needs for further development)

- self-assesses and reflects on skills and knowledge used in the project
(summative: journal, reflections on portfolio evidence; Reflection Rubric Appendix 10)

Accommodations

The teacher:

- monitors frequently to provide extra support;
- has students work in pairs;
- includes a variety of rehearsal opportunities (e.g., role play, simulations) with peer/teacher feedback.

Resources

Clifton A., T. Blackburn, L. Galen, F. Ward, and J. Twist. *Plan, Assess, Report, Guidance and Career Education, Grade 9 and 10*. Data Based Directions, 2001.

Activity 4.3: How Did I Do and How Effective Was My Plan?

Time: 4 hours

Description

In this activity, students reflect on their experiences, assess their effectiveness as leaders and supporters, determine the effectiveness of their projects and make connections to their future goals. This activity represents the evaluation phase of the Project Design Process.

Strand(s) & Learning Expectations

Strand(s): Personal Knowledge and Management Skills, Interpersonal Knowledge and Skills, Exploration of Opportunities

Overall Expectations

PKV.02 - identify criteria for assessing the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own leadership and peer support capabilities;

EOV.02 - demonstrate the effective use of program design techniques to design peer support/leadership programs to address needs they have identified in the school.

Specific Expectations

PK2.04 - describe a set of criteria to assess the effectiveness of individuals in leadership and peer support roles and use these criteria to assess their own strengths and needs for further development;

EO2.04 - demonstrate the ability to design and use an evaluation tool to assess the programs that they have designed;

EO2.05 - explain how experience in leadership and peer support roles at school and in the community can help them achieve their future occupational and community involvement goals.

Planning Notes

Students will need:

- Indicators of Project Success Checklist - developed in Unit 4 Activity 1;
- Indicators of Personal Success Checklist (effective use of skills, strategies, knowledge and resources) – developed in Unit 4, Activity 1;
- any personal project-related goals developed during the project as outlined in their portfolios or journals.

Teaching/Learning Strategies

Students:

- use the Indicators of Project Success Checklist developed in Activity 4.1 and, by examining their portfolio evidence, determine how many of the indicators were achieved;
- use the Indicators of Personal Success Checklist developed in Activity 4.1 and, by examining their journals, portfolio evidence and staff advisor/supervisor checklists, determine their own effectiveness in their roles as leaders/supporters;
- summarize the skills, knowledge and experience acquired as a result of their participation in the project;
- research the knowledge, skills and experience required for their preferred occupation or field of work and summarize the extent to which their learning from the project contributes to these requirements;
- update their resume and make any revisions to their Annual Education Plans as a result of their learning in the project.

Assessment & Evaluation of Student Achievement

The student:

PK2.04, EO2.04, EO2.05

- creates a short report for the project that:
 - describes the success of the project and bases this on portfolio evidence gathered during the project;
 - describes his/her effectiveness as a leader/supporter and bases this on portfolio evidence and feedback from his/her staff advisor/supervisor (e.g., checklists on applications of skills, knowledge, strategies and use of resources);
 - describes skills, knowledge and experience gained through the project in terms of a desired occupation or field of work.
(summative: constructed response; rubric or checklist)

Final 30% Evaluation Component

The final evaluation task is worth 30% of the course and is based on the Key Areas of Learning for Leadership and Peer Support as outlined in the course overview.

Parts A and B: 6 hours

Part A: Portfolio Development

Students have collected evidence of their learning in the course for their work in class and as a result of their project work. Students will create a Conference Portfolio organized around the Key Learning Areas in the Leadership and Peer Support course. (e.g., Sample Portfolio Categories, Appendix 12)

The student:

- (selection) selects best samples of work from his/her portfolio or relevant information from his/her Personal Profile that provide evidence of learning for each key area of learning in the course;
- describes the context for each piece of evidence (e.g., origin, why it exists) and attaches this description to each piece of evidence;
- (reflection) reflects on each piece of evidence using the What? So What? Now What? What Else? questions in Unit 4, Appendix 10 and attaches these reflective comments to each piece of evidence.
- Summative: Portfolio Rubric, Appendix 13; Reflection Rubric, Appendix 10

Part B: Conference and Presentation

Students will:

- present the conference portfolio to the teacher or to a group of peers describing the learning associated with each question;
- package their portfolios to reflect (i.e., the container, the design on the folder, etc.) them as leaders and supporters;
- create and use an agenda and presentation outline to organize their conference;
- demonstrate their communication skills in their presentation;
- map out and adhere to a critical path for the preparation and presentation of their portfolios (project management template);
- work with a partner to rehearse and stay on track.

Summative: conference presentation and preparation, rubric or checklist)

Example:

Key Area of Learning	Sample Final Evaluation Task
1. self assess, reflect on learning, plan next steps (self-directed learning)	Select one piece of evidence for each area of learning.
2. use effective strategies to overcome barriers (for self and others)	Describe the reason for each piece of evidence.
3. apply leadership and support processes, skills, styles and strategies	Provide reflective comments for each piece of evidence by answering the following questions:
4. use a leadership/support program design process	1. What learning did I use?
5. use effective interpersonal skill	2. Why was I trying to do it?
6. use effective personal management skills	3. What next steps can I take?
7. understand the nature and impact of diversity for leading and supporting	4. Where else can I apply what I learned?
	Present your conference portfolio to your teacher or to a small group of peers.

Part C: Final Leadership or Support Project (6 hours)

(to be completed before Portfolio Presentation)

1. The student completes a short leadership or support project:
 - that lasts no longer than one week and includes two periods of planning, two periods of implementing and one period of evaluating
 - that is a ‘new’ experience or is the ‘final component’ of another project or placement in which they are involved (e.g., leading a specific Teacher Adviser session, providing specific support for a student in math, English or computer lab, organizing a marketing campaign for the school play, organizing audience refreshments for a basketball game)
2. The student:
 - uses the Leadership and Support Project Design Process to guide the process
 - completes in detail all of the components of the Project Design Process Template (Appendix 2) over a five day duration
 - hands in the template and any related attachments to the teacher.

Or

Part C: Written or Oral Report

Students will:

- given a case study of a project to be completed and the needs it is to address, explain the project design process as it relates to the case study

If the majority of student work has been in leadership, students will select a peer support case study; If the majority of student work has been in peer support, students will select a leadership case study

Accommodations

The teacher:

- varies the degree of teacher direction;
- provides opportunities for students who are less independent to complete the extended project as part of a group;
- provides opportunities for students to demonstrate their learning using their strengths (e.g., oral, written, role play, video).

Resources

Burke, Kay. *What to Do With the Kid Who... Developing Cooperation, Self-Discipline and Responsibility in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Cohen, Richard. *Peer Mediation in Schools – Students Resolving Conflict*. Glenview, Il.: Good Year Books. 1994.

Crutsinger, Carla. *Thinking Smarter: Skills for Academic Success*. Carrollton, Texas: Brainworks, INC., 1992. ISBN 0-944662-01-3

Hoffman, Connie and Judy Ness. *Putting Sense Into Consensus*. Tacoma, WA.: Vista Associates, 1998. ISBN 0-9665529

Myers, Lynda. *Becoming an Effective Tutor*. Los Altos, Ca: Crisp Publications, INC., 1990. ISBN 1-56053-028-0

Myrick, Robert and Tom Emery. *Youth Helping Youth: A Handbook for Training Peer Facilitators*. Minneapolis: Educational Media Corporation, 1985. ISBN 0-932796-02-8

Silberman, M. *Active Learning*. Needham Heights: Allyn & Bacon, 1996.

Appendix 1

Leadership and Peer Support Project Design Process

Design Process	Key Questions	Inquiry Phase
1. Assess and prioritize needs; determine focus for leadership or support.	What needs are most important and what needs should I address?	Explore
2. List indicators of success.	How will I know that the project has met these needs?	
3. Determine resources and personal knowledge and skills will be required to meet needs.	What time, resources, personal knowledge and skills, strategies will I require to carry out this project successfully? What role will I play – leader or supporter?	
4. Assess current circumstances (reality check).	What personal skills and knowledge do I currently have? What resources currently exist? What do I need to know about the context in which I will be working? (aspects of diversity, barriers to success)	Focus
5. Acquire resources, develop personal skills and research information required to carry out plan.	How can I acquire other knowledge and skills that I will need to implement this plan? What strategies do I need to work in this situation? What solutions do I have to overcome any barriers? What does it look like when I use these required skills/strategies/knowledge/resources effectively?)	
6. Develop proposal and plan of action to address needs.	How do I propose to meet the identified needs? (What? Why? When? Where? With Whom? How?)	
7. Implement plan.	How do I begin?	Apply
8. Assess the extent to which needs were addressed.	How well did the project meet the needs? How do I know?	Evaluate
9. Assess personal leadership and/or support skills.	How well did I lead and/or support others to meet the identified needs? What did I learn?	
10. Determine next steps.	What are additional steps can I take to meet needs that haven't been met? In what other situation can I apply my skills?	

Appendix 2

Design Process Template

Design Process	Key Questions
1. Assess and prioritize needs; determine focus for leadership or support.	What needs are most important and what needs should I address?
2. List indicators of success.	How will I know that I have met these needs?
3. Determine resources and personal knowledge and skills will be required to meet needs.	What time, resources, personal knowledge and skills, strategies will I require to carry out this project successfully? What role will I play – leader or supporter?
4. Assess current circumstances (reality check).	What personal skills and knowledge do I currently have? What resources currently exist? What do I need to know about the context in which I will be working? (aspects of diversity, barriers to success)
5. Acquire resources, develop personal skills and research information required to carry out plan.	How can I acquire other knowledge and skills that I will need to implement this plan? What strategies do I need to work in this situation? What solutions do I have to overcome any barriers? What does it look like when I use these required skills/strategies/knowledge/resources effectively?)
6. Develop proposal and plan of action to address needs.	How do I propose to meet the identified needs? (What? Why? When? Where? With Whom? How?) (Use Project Management template to outline steps in action plan.
7. Implement plan.	
8. Assess the extent to, which needs were addressed.	How well did the project meet the needs? How do I know?
9. Assess personal leadership and/or support skills.	How well did I lead and/or support others to meet the identified needs? What did I learn?
10. Determine next steps.	What are additional steps can I take to meet needs that haven't been met? In what other situation can I apply my skills?

Appendix 3

Project Management Template

Process	Details			
1. Describe the desired results.				
2. List all the major tasks involved to achieve the end result.				
3. Outline sub task plans for each of the major tasks.				
4. Create a critical path – the sequence of tasks.				
5. Create a timeline – specific dates and times for each task.				
6. List the resources needed.				
7. What are potential problems and what is a back-up plan to deal with them?				

Appendix 4

Leadership And Peer Support Project Design Checklist (Achievement Category: Application)

Needs Assessment (Whole School)		✓
Are the questions clearly articulated?		
Are the questions relevant?		
Are sufficient numbers of people surveyed?		
Are a sufficient variety of people surveyed?		
Are the results analysed?		
Is a decision making process used to determine the most important needs?		
Are the results clearly communicated?		

Rating Scale: Level 4 = 7 of 7; Level 3 = 6 of 7; Level 2 = 5 of 7; Level 1 = 4 of 7

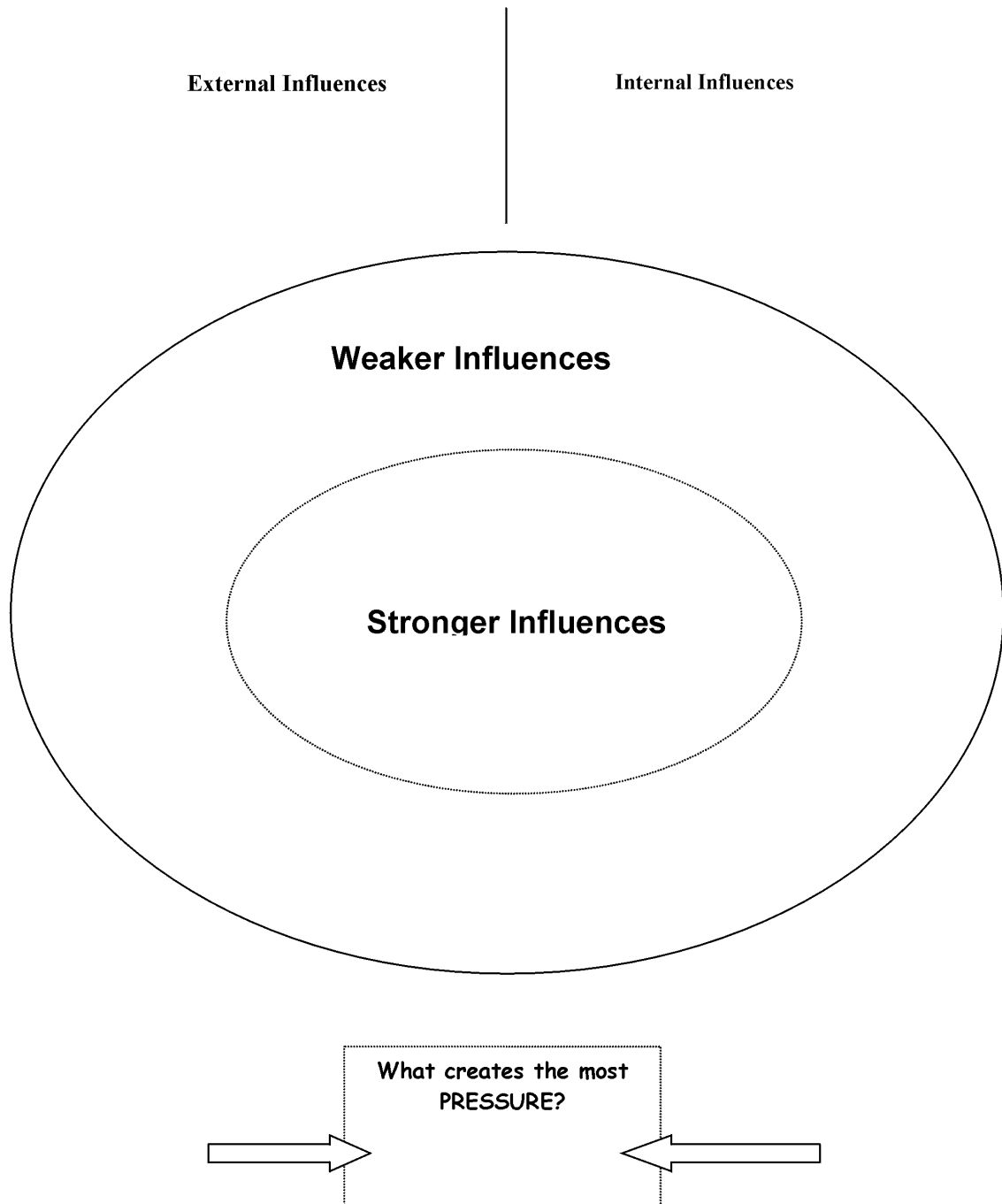
Project Design (Achievement Category Application)			✓
Explore	Step 1	Are the identified needs focused?	
		Are the identified needs clearly stated?	
	Step 2	Are all of the indicators of a successful project listed?	
Focus	Step 3	Are all necessary resources (human and material) identified?	
		Are the identified skills, knowledge, and strategies needed to carry out this plan appropriate?	
		Are appropriate strategies for overcoming obstacles identified?	
	Step 4	Are appropriate strategies for working in diverse groups identified?	
		Are currently available resources identified?	
		Are the skills the student currently possesses identified and related to the plan?	
		Is the current context for diversity described ?	
	Step 5	Are current potential obstacles described?	
		Is there a plan for acquiring the required skills/knowledge/strategies?	
		Are strategies identified for acquiring needed resources?	
Step 6	Are indicators included for personal effectiveness?		
	Does the proposal address the 5 Ws and H? What, Why, Where, With Whom, When? and How?		
	Is the plan fully outlined on the Project Management template?		
Evaluate	Step 8	Are the desired results of the plan clearly related to the stated needs?	
		Is project success gauged according to the initially developed indicators of project success	
	Step 9	Is project success backed by evidence?	
		Is personal effectiveness gauged according to the initially developed “indicators of personal success”?	
		Is project success backed by evidence?	
	Step 10	Does the evaluation process include a summary of learning?	
		Does the evaluation include goals for improvement?	

Rating Scale: Level 4 = 20-23 of 23; Level 3 = 17-19 of 23; Level 2 = 14-16 of 23; Level 1 = 11-13 of 23

Appendix 5

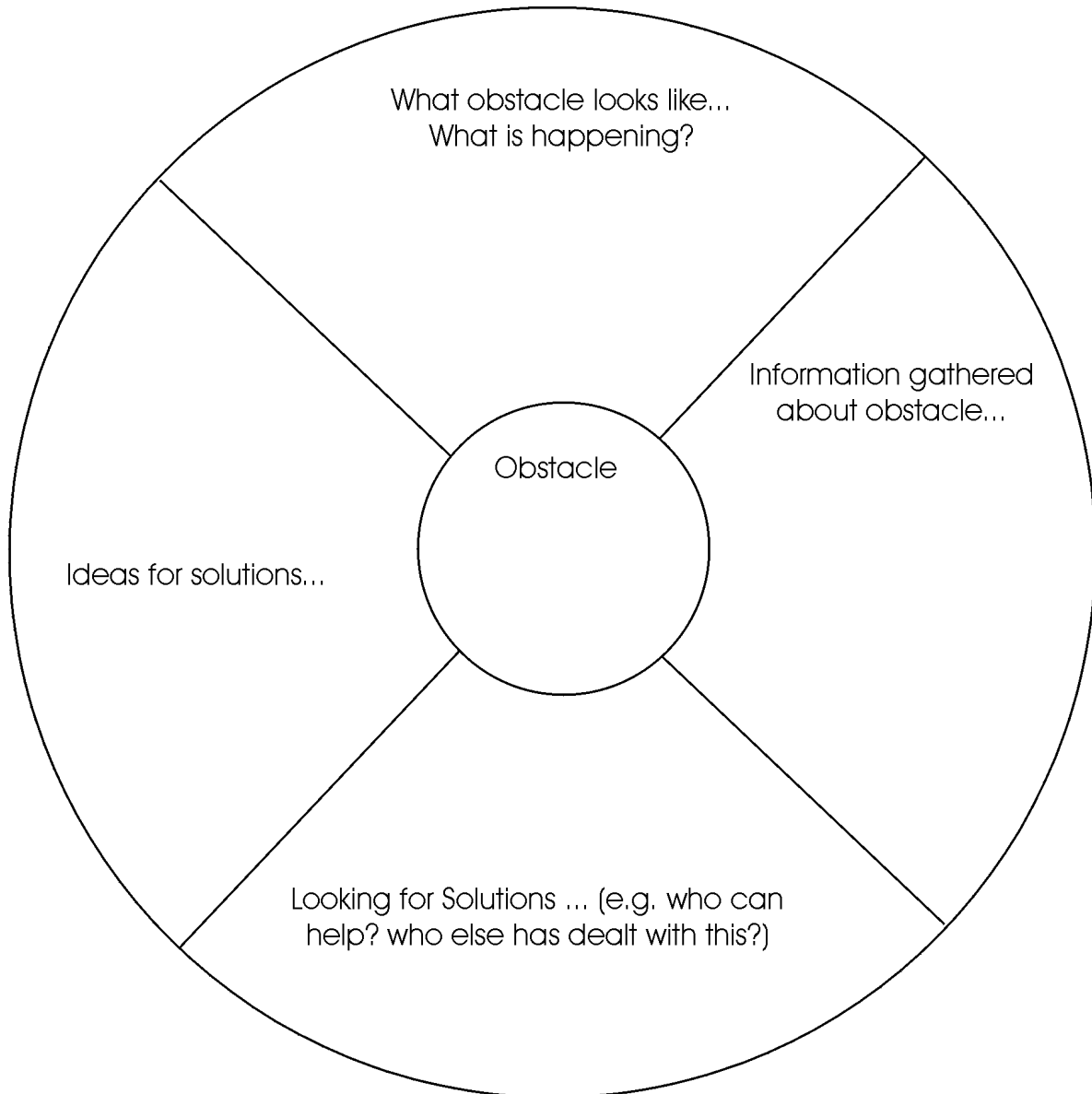
Influences Web

List and describe a variety of factors that influence the individual or group (e.g., factors that impact learning, motivation, skill development, self esteem, behaviour)



Appendix 6

Overcoming Obstacles



Appendix 7

Communication Skills

Students use this list to determine skills that may help them implement their project. A rating scale may be used to assess skill sets.

Creating the Message (Achievement Category: Application)

Date/Topic

Articulates the idea completely and clearly					
Clarifies the purpose of the message					
All ideas relate to the purpose					
Indicates ownership of ideas, I-statements for own thoughts and feelings					
Describes others' behaviours objectively (non-judgemental, without evaluation or interpretation)					

Rating Scale Level 4 = 5 of 5 Level 3 = 4 of 5 Level 2 = 3 of 5 Level 1 = 2 of 5

Presenting/Sending the Message (Achievement Category: Application)

Date/Topic

Uses correct terms and phrases					
Uses correct grammar or grammar appropriate to the listener and situation					
Maintains eye contact with the listeners					
Articulates ideas in a sequence that is logical for the message					
Uses non-verbal elements (gestures, expressions) that convey the same message as the spoken one					
Uses graphics and presentation software to enhance the message rather than overpower it					

Rating Scale Level 4 = 6 of 6 Level 3 = 5 of 5 Level 2 = 4 of 6 Level 1 = 3 of 6

Receiving the Message (Achievement Category: Application)

Date/Topic

Looks directly at the person who is talking					
Responds to the speaker to show that he/she is listening (e.g. facial expressions, gestures)					
Uses positive body language as feedback					
Remains neutral; does not interpret motives					
Avoids interrupting the speaker; saves questions until the speaker is finished					
Listens to all parts of the message					
Is aware of all non-verbal behaviours					
Listens for major points and supporting details					
Checks for understanding (e.g. asks questions, summarizes message)					

Rating Scale Level 4 = 9 of 9 Level 3 = 7 or 8 of 9 Level 2 = 5 or 6 of 9 Level 1 = 4 of 9

Appendix 8

Teamwork Skills

Students use this list to determine skills that may help them implement their project. A rating scale may be used to assess skill sets.

Team Building (Achievement Category: Application)

Date/Activity

Helps determine and clarify role to be played in group					
Adheres to groups norms for positive working environment (respectful and responsible behaviour)					
Contributes to group goal setting and planning					
Commits to work with the group					
Communicates effectively to minimize conflict					

Rating Scale Level 4 = 5 of 5; Level 3 = 4 of 5; Level 2 = 3 of 5; Level 1 = 2 of 5

Team Maintenance (Achievement Category: Application)

Date/Activity

Negotiates					
Compromises					
Supports group decisions					
Attends to group needs e.g., clarifies, includes others					
Problem-solves to resolve conflict					

Rating Scale Level 4 = 5 of 5; Level 3 = 4 of 5; Level 2 = 3 of 5; Level 1 = 2 of 5

Performing In A Team (Achievement Category: Application)

Date/Activity

Plans and makes decisions with others					
Co-operates to achieve group results/common goal					
Respects the thoughts and opinions of others in the group					
Leads when appropriate to help the group achieve the best results possible					
Contributes to group goal or group project according to their defined role					

Rating Scale Level 4 = 5 of 5; Level 3 = 4 of 5; Level 2 = 3 of 5; Level 1 = 2 of 5

Appendix 9

Leadership and Support Skills

Students use this list to determine skills that may help them implement their project. A rating scale may be used to assess skill sets.

Organizational Skills (Achievement Category: Application)

- sets goals and plans
- uses time management effectively
- prepares for sessions and events
- has equipment and materials ready
- appears organized
- competes tasks
- tidies up after task
- effectively manages information

Rating Scale:

8 of 8 = Level 4, 6 - 7 of 8 = Level 3
5 of 8 = Level 2, 4 of 8 = Level 1

Leader Skills (Achievement Category: Application)

- negotiates solutions to issues
- is clear about how decisions will be made
- facilitates group decision-making, planning and solving problems
- remains objective as a facilitator
- adapts leadership style to the context
- helps build consensus
- overcomes obstacles
- works effectively with diverse groups
- positively encourages participation
- positively encourages others
- projects image of positive role model
- demonstrates knowledge of topic
- solves problems in groups
- clarifies issues
- seeks feedback

Rating Scale:

13 or 14 of 14 = Level 4 11 or 12 of 14 = Level 3
9 or 10 of 14 = Level 2 7 or 8 of 14 = Level 1

Support Skills (Achievement Category: Application)

- listens
- recognizes needs; takes appropriate action
- solves problems
- shows patience
- clarifies issues
- assists with routines and preparation
- seeks help when required

Rating Scale:

7 of 7 = Level 4; 6 of 7 = Level 3
5 of 7 = Level 2; 4 of 7 = Level 1

Instructional Skills (Achievement Category: Application)

- makes decisions about instructional strategies based on content
- makes decisions about instructional strategies based on student learning preferences
- focuses on topic
- presents ideas sequentially
- checks for understanding

Rating Scale:

6 of 6 = Level 4, 5 of 6 = Level 3
4 of 6 = Level 2, 3 of 6 = Level 1

Appendix 9 (Continued)

Mediation Skills (Achievement Category: Application)

- welcomed the parties
- made parties feel comfortable
- explained the process
- asked questions
- listened actively
- took notes
- remained neutral
- provided each party an opportunity to speak
- avoided making suggestions
- maintained a positive environment
- facilitated the resolving of conflict
- worked with co-mediator
- wrote agreement
- brought closure to session
- arranged a follow up session

Rating Scale:

14 or 15 of 15 = Level 4

12 or 13 of 15 = Level 3

10 or 11 of 15 = Level 2

9 or 10 of 15 = Level 1

Appendix 10

Questions For Reflective Comments

<p>Checking It Out!</p> <ol style="list-style-type: none"> 1. What did I learn? 2. How/Where did I use my learning? 3. How did I do? 4. What can I do differently, if anything, next time? 5. Where else can I use this learning? 6. Additional thoughts: 	<p>Questions For Debriefing And Activity ... For Group Or Individual Use</p> <ol style="list-style-type: none"> 1. What were we/was I expected to do? 2. What did we/I do well? 3. If we/I had to do the task again, what would we/I do differently? 4. What assistance do we/I need from the teacher? 5. Is there anything else we/I need to know?
<p>PMI</p> <p>Plus: What was good about the experience?</p> <p>Minus: What was not good about the experience?</p> <p>Interesting: What was interesting about the experience?</p>	<p>What? So What? Now What? What Else?</p> <ol style="list-style-type: none"> 1. What learning did I use? 2. Why was I trying to do it? 3. What next steps can I take? 4. Where else can I apply what I learned?

Adapted from: Career Studies Public Board Course Profile

Reflection Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/Inquiry				
Analysis of Learning Experience	- lists superficial aspects of the skills/knowledge learned	- briefly describes the skills/knowledge learned	- describes, with some detail, the skills/knowledge learned	- gives detailed, in-depth description of the skills/knowledge learned
Next Steps	- refers vaguely to future learning and indicates that more learning needs to take place, but has difficulty being specific	- refers to future learning, but no specific targets set (<i>"I'll try harder"; "I'll do better next time"</i>)	- sets some targets for future learning (goal-setting) identifies another context in which to apply learning	- creates specific targets (goals and action plans) and plans for future learning; identifies several contexts in which to apply learning

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix 11

Guidelines for Journal Writing

Purpose: To clarify, summarize and record thoughts, questions, observations, ideas, and experiences, which relate to Leadership and Peer Support.

Expectations: Students maintain a log and a journal throughout the course.

Log

- Note key activities, date and time in log
- Include time invested in the activity as well as a brief description of the activity
- Ensure that Time Log is signed by supervising teacher to verify time and activities

Journal

- Date each entry.
- Minimum expectation is 1- 2 pages per week. Maximum - unlimited.
- The focus of the journal is to reflect on what you have learned about yourself as a leader/supporter.

Reflecting on your learning experiences

- To reflect on your learning and experiences, identify the learning that you applied, determine how well you did, determine the next steps and decide if there is another situation in which you might use the same learning.
- Each week select one leadership/peer support topic to discuss in detail. Select the topic that most closely relates to the opportunities you experienced that week.

Key Learning Areas in Leadership and Peer Support
1. self assess, reflect on learning, plan next steps
2. use effective strategies to overcome barriers (for self and others)
3. apply leadership and support processes, skills, styles and strategies
4. use a leadership/support program design process
5. use effective interpersonal skills
6. use effective personal management skills
7. understand the nature and impact of diversity for leading and supporting

The Reflection Rubric will be used to assess your journal.

Reflection Guides

A. Describing Learning (Choose some sentence starters to help you)

I learned...	How/where I use my learning...
How I did...	Next time I would do it differently,
How I could use this learning elsewhere ...	I need assistance from...
To do a better job, I need to learn...	The skills/knowledge I used were....
The skills/knowledge I learned...	My next steps are...
My strengths were...	My weaknesses were...
Opportunities available for me are...	Obstacles or barriers faced were...

B. PMI (when nothing fits from the A list above!)

Plus	What was good about the activity or experience?
Minus	What was not good about the activity or experience?
Interesting	What was interesting about the activity or experience?

Appendix 12

Sample Portfolio Categories

Key Areas of Learning	Portfolio Evidence of Knowledge and Skills (Best Work)
Self-Assessment	
temperaments, intelligences, skills, interests	
influences	
reflective comments for portfolio evidence	
Strategies to Overcome Barriers	
using learning styles, preferences, and strategies	
overcoming barriers to learning	
Leadership Skills	
using teamwork skill steam building showing understanding of group dynamics	
decision making	
problem solving	
Project Design Process	
completion of Project Design steps/tasks	
managing the project (project management template)	
designing/implementing needs assessment	
Interpersonal Skills	
using communication skills	
providing feedback, listening, using non-judgemental statements, paraphrasing	
resolving or managing conflict	
Personal Management Skills	
setting goals and monitoring progress evaluating completion of goals	
adapting to change	
managing time and tasks	
organizing	
Nature and Impact of Diversity	
dealing with cultural differences	
respecting rights and responsibilities	
demonstrating understanding and respect for diversity – value, challenges	

Appendix 13

Portfolio Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 60%)	Level 3 (70- 79%)	Level 4 (80-100%)
Contents Achievement Category: Application	- evidence selected for few categories	- evidence selected for some categories	- evidence selected for most categories	- evidence selected for all categories
Description of samples of work for Key Areas of Learning (Communication)	- limited information	- some information	- complete information	- complete and detailed information
Reflection Knowledge and understanding of selected work (Thinking/Inquiry)	- identifies the knowledge and skills associated with few samples of work	- identifies the knowledge and skills associated with some samples of work	- identifies the knowledge and skills associated with most samples of work	- identifies the knowledge and skills associated with all samples of work
Reflection Transfer to other contexts (Thinking/Inquiry)	- explains the purpose of most of the samples of work for this project only	- explains how the knowledge and skills involved for some samples of work could be used in other projects	- explains how the knowledge and skills involved for most samples of work could be used in other projects	- explains how the knowledge and skills involved for all samples of work could be used in other projects
Reflection Self-assessment (Thinking/Inquiry)	- for many samples of work, reflection relates more to feeling about evidence (likes and dislikes) rather than to knowledge about personal growth	- for many samples of work, reflection is about the learning acquired through the project – but is superficial without explanation	- for many samples of work, reflection shows insight into own learning; plans are included for further development (goal setting, action plans, etc.)	- for all samples of work, reflection shows insight into own learning; plans are included for further development (goal setting, action plans, etc.)
Organization (Thinking/Inquiry)	- sections and evidence are loosely organized	- some sections and evidence are clearly organized	- most sections and evidence are clearly organized	- all sections and evidence are clearly organized

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.