

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

PEER LEADERSHIP

Date: December 2016
Proposed Grade Level(s): 10-12
Grading: A-F
CTE Sector / Pathway: NA

Course Length: 1 Year
Subject Area: Elective
Credits: 5 per semester
Articulation Units: N/A

Prerequisite(s): Teacher or counselor recommendation

Intent to Pursue 'A-G' College Prep Status: Yes

COURSE DESCRIPTION:

Built on the belief that students can help students succeed, Peer Leaders are members of the sophomore, junior and senior classes. Throughout the course, the leaders will research, plan, and implement service projects designed to enrich their communities, both on and off campus; they will act as role models, mediators and conflict managers while guiding the process of solution development; they will tutor and mentor; and they will guide the freshmen to discover what it takes to be successful through high school and beyond. This will be achieved by training the students in interpersonal skills so that they can support their peers through peer counseling, conflict management, leadership, service projects, tutoring, and education. The course begins with a self-study to understand how our past circumstances have shaped what we value, realizing that everyone has unique as well as universally shared life experiences, and that we all have different values. From this seed of empathy, the students grow to learn communication and conflict resolution skills. By the end of the course Peer Leaders are transferring these new skills to other students who they support through one-on-one counseling, conflict mediation, and educational outreach.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The Peer Leadership class is developed to enhance the confidence, achievements, and self-esteem of the students, as well as strengthen the socio-emotional health of school community as a whole. (Essential question: How can the school foster a stronger sense of confidence, pride, and resiliency in its students so that the students can, in turn, better attend to their educations and insure that their successes are enduring?)

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT: (eliminate standards that do not apply to your subject).

Writing Anchor Standards (K-12)

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Values and Judgments: *What are values, judgments, and Frames of Reference?*

The course begins with a study of values, judgments, and frames of reference. Through readings that are meant to inspire reflection, students will discover how values are developed through investigation and analysis of social, cultural and familial influences, as well as individual inspirations and experiences. Through journal writing, they will reflect on the people, situations, memories, and influences in their past that have shaped who they are and how sociological influences shape individuals in society. They will analyze life experiences for what they can understand about themselves and others from these assessments. They will also uncover what is important to them now and how those values can affect their future. They will share their values publicly through creative expression.

Communication: *Nonverbal, Open-ended questions, Paraphrasing, "I" messages, Confidentiality and Duty to Inform*

The next unit of study is formed around effective communication including non-verbal cues, open-ended questioning, paraphrasing, "I" messages, and confidentiality versus duty to inform. Students will learn how to communicate non-verbally. Students will be given examples and learn how to create their own open-ended questions to insure that when they support their peers they are guiding without giving advice. They will learn the fundamental essentials of communication and trust by developing the skills of active listening, "I" messaging, and paraphrasing. *Rules of Confidentiality versus Duties to Inform* will be explicitly taught and practiced through research, instruction, and role play.

EXAMPLE ASSIGNMENT: Confidentiality is at the crux of this unit. Students will learn the necessity of both confidentiality and duty to inform within the Peers program through a whole class discussion on past experiences of confidentiality, secrets, and trust. After researching several laws that are related to the duty to inform (age of consent, etc.), students will present their findings through reciprocal teaching to the class.

Peer Support: *How do we support students in need? What are the limits of what a peer leader can do? When is a leader required to break confidentiality and report an incident?*

Peer Helping Handbook and Butte County Office of Education Curriculum

- Three mandatory reportable incidents
- Four Steps taken when you assume the Peer Helping role
- Six characteristics of Active Listening
- Effective use of "I" messages
- Psychologist William Glasser's 5 Basic Human Needs
- The 5 Languages of Love

Enabling and Chemically Dependent Families

Understanding Conflict

What is conflict? Different Types – Inter and Intra, Conflict Cycle, Conflict Mediation: Coming to Resolution
Understanding conflict and how to resolve it comes next as we explore what conflict is, the different types of conflict, and conflict mediation and resolution. Students will discuss how conflict is a natural and in fact necessary part of life, and that conflict challenges us to grow. Students will be able to identify the different types of conflict and how they each call for a different style of conflict resolution. After being trained in the essentials of conflict resolution through interactive role play and instruction, they will act as mediators to help facilitate peaceful resolution between peers who have real-life differences. For example, after two students are suspended for fighting on campus, the peers will facilitate a formal contract and agreement between the parties involved.

Community Outreach

Getting the word out; Educational Outreach– One-on-One Interventions, Conflict Mediation, Awareness Campaigns, Campus Unity Seminars

Students will engage in community outreach increasingly throughout the course. They will choose social issues that are important to our student body and “get the word out” through public outreach, one-on-one interventions, conflict meditations, awareness campaigns, and campus unity seminars. Students will discuss and choose from a broad range of social topics (i.e. bullying, gender and identity, interpersonal relationships, etc.) to educate younger peers through outreach. The students will learn how to facilitate as the leaders of a classroom so that they can broaden the scope of their message through public service announcements and class presentation. They will also organize a medium through which pertinent social issues on campus can be discussed

TEXTBOOKS AND RESOURCE MATERIALS:

The following supplementary materials will be used:

What Do You Stand For? For Teens: A Guide to Building Character (Lewis, B., 2005)

Seven Habits of Highly Effective Teens (Covey, Sean, 1998)

“Peer Mediation Curriculum” packet from California Office of Education

“Peer Assistance Leadership Training Strategies” packet from California Office of Education

Sacramento Office of Education Curriculum for Tutoring Strategies

Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities: Generic mentoring program, policy, and procedure manual (Ballasy, L., Fullop, M., & Garringer, M., 2007)

Making Connections: building community and gender dialogue in secondary schools (Beardall, N. G., 2007)

Becoming an Effective Peer Helper and Conflict Mediator (Revised/Expanded ed.) (Tindall, J., 2009)

“Peer power, book two workbook applying peer helper skills” (Revised/Expanded ed.) (Tindall, J., 2009)

Teacher Selected Materials

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

National Standards and Quality Indicators--Youth Development and Leadership Standards

3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

3.1.1 Youth are able to explore various roles and identities, promoting self-determination.

3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.

3.1.5 Youth interact with peers and have a sense of belonging.

- 3.1.6 Youth participate in a variety of teamwork and networking experiences.
- 3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.
- 3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.
 - 3.2.1 Youth develop ethical values and reasoning skills.
 - 3.2.2 Youth develop individual strengths.
 - 3.2.3 Youth demonstrate the ability to set goals and develop a plan.
 - 3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.
- 3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.
 - 3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
 - 3.3.2 Youth learn the history, values, and beliefs of their communities.
 - 3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.
 - 3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.
 - 3.3.5 Youth participate in service to others in their community, their country, and their world.
 - 3.3.6 Youth identify and use resources in their community.
- 3.4 Youth demonstrate the ability to make informed decisions for themselves.
 - 3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.
 - 3.4.2 Youth demonstrate independent living skills

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who take responsibility for their own learning, work independently to develop and implement projects to completion.
- **Constructive Thinkers:** who identify critical issues in their school and communities and develop solutions based on available resources and the best practices they've been trained to utilize; and who are capable of risk-taking, problem solving and decision making in a variety of settings.
- **Effective Communicators:** who are able to relate clearly and logically in all writing and oral assignments. Students will be able to effectively communicate with their peers for conflict resolution and creative problem solving. Student writing will be free from errors in convention and adhere to appropriate formats.
- **Collaborative Workers:** who are capable of working in interpersonal, small or large group settings and at all stages of project development.
- **Quality Producers/Performers:** who take pride in all assignments and peer leadership responsibilities and realize the value of their work at school and in the greater community..
- **Responsible Citizens:** who will identify areas of opportunity to engage the student body in fostering a positive and healthy culture in the school community, establish links within the school and resources in local community that will support student success, and demonstrate strong work ethic and personal accountability for the good of the whole.

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