



Leadership-Peer Resource

Overview Information

Title of Course: Leadership-Peer Resource	
Course Author(s): Mrs. Jennifer Brown	Schools where the course will be taught: Archie Williams, Redwood, and Tamalpais High School
Length of Course: Full Year	Subject Area and Discipline: Non-Departmental
Grade Levels: 10-12	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes, G
Prerequisites (required or recommended): none	Co-requisites (required or recommended): none
If there are prerequisites for the course, please include a justification as to why they are in place: n/a	
Check all that apply: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UC A-G course "G elective" <input type="checkbox"/> Graduation Requirement (specify the requirement this course meets) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> CTE 	

Introduction to the Course

Course Overview:

Peer Resource Leadership is an application and interview based course where students gain the knowledge and skills to educate, support, and mentor their peers in teen wellness issues including health, mental health, substance mis/use and sexual health. Students collaborate with our Wellness Center to become educated on wellness issues, analyze current statistics, and collaboratively research to create and implement education and outreach events for their greater community. Throughout the year, students are challenged to think critically about their own health and wellness needs and how those relate to the diverse needs of their peers, thus developing intercultural competency along the way. Ultimately, they learn how to be an active listener and develop leadership, research, oral, reading, and writing skills through diverse and collaborative settings. The skills developed in this Peer Resource Leadership program educate our students to be critical thinkers who are caring, collaborative, and knowledgeable community members who work to improve a diverse and dynamic society while supporting their peers. This course develops student skills and dispositions that achieve the expectations of our TUHSD Graduate Profile. The course will focus on the development of speaking and listening skills named in the Common Core English Language Arts Anchor standards, including comprehension and

collaboration, and presentation of knowledge and ideas. Public speaking, written communication, service learning, presentation skills and service within our high school communities will be priorities of the course. The outcomes addressed throughout this course will support the college and career readiness expectations of high school students.

Unit One: *Citizenship*

Unit Summary:

This unit focuses on the role of the student leader as both an individual and a member of a greater school and local community. Since student leaders represent the greater student body, awareness of self is the cornerstone to building empathy and understanding of a group. This unit also promotes an understanding of the role of equity and inclusivity in building a positive school culture and climate and how the management of both small and large group dynamics plays a vital role in fostering that climate. Other important aspects of this unit include activities and projects to employ creative thinking and taking initiative while acting as an advocate for student voice on campus. Finally, the foundation of this unit includes opportunities for students to set recursive goals and reflect on the outcomes of their work.

Unit Standards: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Unit Outcomes:

Sub-category	Students will:
1a: Self Awareness	<ul style="list-style-type: none">● engage in and be trained to lead group discussions● acknowledge their own strengths and know when and how to use focused discussion● develop multiple lenses to view their work through in order to provide equitable outreach● acknowledge their own weaknesses and know when and how to ask for help● maintain a positive attitude and growth mindset● understand their leadership position and how they connect with others● model integrity● believe in themselves to create positive growth

	<ul style="list-style-type: none"> ● maintain awareness of personal needs for self care leading to balanced priorities
1b: Equitable and Inclusive Citizenship	<ul style="list-style-type: none"> ● learn how to recognize bias and microaggressions ● learn how to interrupt bias with calling-out and calling-in strategies ● learn about and educate others during cultural heritage months ● use equity as a lens for all events, programs, and practices for the class and school at large ● provide outreach to various student groups for enhanced representation
1c: Group Dynamics	<ul style="list-style-type: none"> ● set and follow group dynamic norms such as: <ul style="list-style-type: none"> ○ showing support and respect for others ○ maintaining a positive attitude ○ actively listening during discussions ○ allowing others to have a voice ○ assuming positive intent ● synthesize ideas and compromise when needed to reach a consensus ● delegate tasks to effectively share responsibility ● hold others accountable
1d: Goal Setting and Reflection	<ul style="list-style-type: none"> ● regularly set realistic and manageable goals ● reflect with the intention of continual improvement ● invite and utilize constructive feedback from peers ● collect and consider a range of data during reflection
1e: Advocacy	<ul style="list-style-type: none"> ● seek opinions and feedback from school community members ● ensure student voice is present in areas where it may be missing, including marginalized groups ● accept the fact that personal opinions may differ from those represented
1f: Creative Thinking	<ul style="list-style-type: none"> ● set and follow creative thinking norms such as: <ul style="list-style-type: none"> ○ considering other perspectives ○ maintaining an awareness of new social trends ○ considering audience and community ○ using a “yes, and…” approach to new ideas ● use feedback loops, previous experiences, and outside research to develop new ideas
1g: Initiative	<ul style="list-style-type: none"> ● seek out tasks and responsibilities proactively during times of inactivity ● anticipate possible shortfalls by remaining aware of an ever changing environment ● act when others do not for the good of the group ● take risks ● assign tasks independently and spontaneously as needed ● actively seek to gain knowledge by shadowing experienced students and/or seek out novice students to mentor in specific tasks and functions

Sample Unit Assignments:

At the beginning of the year, students learn how to become self aware and explore the diverse needs of their peers. They set up and follow group norms, and begin to learn active listening to apply these skills to the diverse needs and perspectives of their peers. As the unit progresses, students move from active participants in discussion to leading their peers to set intentions, follow norms, and be active listeners. They learn how to facilitate groups so that diverse views are validated and elevated to be inclusive of all voices.

Sample unit Assessment:

Example Rubric [Peer Resource Leadership Rubric](#) for the first grading period allows students to self assess, include evidence and reasoning for their learning, and provide space for personal reflection, growth, and goals.

Unit Two: *Communication***Unit Summary:**

This unit focuses on the primary role of communication skills in various areas of responsibility for student leaders. Since these leaders are often called upon to address large groups, this unit includes instruction designed to build good public speaking skills. Often these students are also expected to collaborate with adults in the school community, and this unit includes activities that acclimate students to these unfamiliar relationship dynamics in positive, structured ways. Students will acquire interpersonal conflict resolution skills by setting norms and engaging in role play scenarios to build the needed communication skills of a successful leader. In addition to these interactive communication elements, this unit tasks students to market, advertise, and publicize a variety of information to the student body via a variety of media including Crew/Advisory/SMART Tutorial announcements, posters, social media, and graphic design. All of the elements of this unit include activities that create opportunities to learn about and practice constructive evaluation and reflection as a student leader.

Unit Standards: Comprehension and Collaboration

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CCSS.ELA-Literacy.SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and

informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

Unit Outcomes:

Sub-category	Students will:
2a: Public Speaking	<ul style="list-style-type: none">● set and follow public speaking norms such as: maintaining audible volume, eye contact, clarity, appropriate gesturing and body language, diction, pacing, tone, style, etc.● inspire and motivate others through multiple modes of communication● demonstrate an awareness of audience through speaking style
2b: Procedures and meetings	<ul style="list-style-type: none">● create agendas and take meeting minutes● utilize a self created agenda to facilitate the class
2c: Student Leaders	<ul style="list-style-type: none">● lead an underclassmen Crew/Advisory/SMART Tutorial● relay school announcements● act as a role model and mentor to their younger peers● engage Crew in community building activities
2d: Committees	<ul style="list-style-type: none">● understand how smaller groups contribute to success of the whole● use strategic delegation as a tool to achieving success as multiple projects are happening simultaneously
2e: Student and Adult Relationship Dynamics	<ul style="list-style-type: none">● collaborate with staff about events and activities on and off campus● understand ways to discuss an action plan with adults● foster trusting relationships with adults through constant communication. Understand how to appropriately accept decisions that are displeasing
2f: Conflict Resolution	<ul style="list-style-type: none">● speak openly and honestly about concerns of the group and/or individuals● respect confidentiality● acknowledge and address conflict or adversity in a timely manner● use conflict as an opportunity for growth● listen and validate others' points of view● be willing to compromise
2g: Evaluation and Reflection	<ul style="list-style-type: none">● self-evaluate and use data to adapt based on personal, peer, and teacher feedback● develop vocabulary to provide feedback in a constructive manner

	<ul style="list-style-type: none"> ● use appropriate positive and negative prompts to bring about constructive changes ● continually improve while respecting tradition ● seek out the opinions of various stakeholders on a regular basis ● maintain documentation of class materials and accomplishments
2h: Interpersonal Skills	<ul style="list-style-type: none"> ● set and follow norms for interpersonal skills described in public speaking communication 2a as well as: <ul style="list-style-type: none"> ○ listening actively ○ avoiding repetition ○ knowing when to walk away ○ provide feedback in a constructive manner and accept it with grace ○ treat others and self with respect and dignity ○ know when to seek help or guidance from an adult
2i: Marketing, Advertising, and Publicity	<ul style="list-style-type: none"> ● write reports of committee and class work ● design posters, flyers and other print media to advertise and provide outreach ● create outreach video clips for PTV (video announcements) ● design marketing for use on online platforms ● use research to guide choices about which kind of media to use for different events and audiences ● send personalized thank you notes or other publication of thanks

Sample Unit Assignments:

In the Sexual Health and Condom Availability Training, staff from the Wellness Center provide content on sexual health with the ultimate goal of training the student leaders on how to communicate this subject matter to their peers. In addition to discussing harm reduction, how to use condoms accurately, and sexually transmitted infections, the leaders practice using language that can be uncomfortable. During the exercise, they have to guess a word related to sex that is on a sticky note on their forehead, and they have to ask questions to get to their word using gender neutral language and without making it “funny”. This lesson helps students with their public speaking and interpersonal communication skills as they learn how to educate their peers on sensitive topics.

Throughout the year, each student “facilitates” the class. They create a timed agenda with goals, whats, whys, and hows, then proceed to lead the class through the period. First year students pair up with second years, giving them a chance to model and follow the model. This gives the students a chance to “lead from within”, in a safe environment, so that when they do their outreach outside of the classroom they have had some practice. It also aids in their adult/student interactions (the teacher okay’s the agenda, etc) and to grow their interpersonal skills.

Sample unit Assessment:

Example Rubric [Peer Resource Leadership Rubric](#) for the first grading period allows students to self assess, include evidence and reasoning for their learning, and provide space for personal reflection, growth, and goals. [Example Student Created Daily Agenda](#)

Unit Three: *Wellness*

Unit Summary:

In order to effectively and accurately provide outreach to their peers, the Peer Leadership students need to become educated by professionals on all Wellness topics. Throughout the year, professionals from the Wellness Center and professional vetted outside speakers will provide workshops and education events to teach Wellness content to PR Leaders. All workshops are conducted with gender neutral language and cultural relevance.

Unit Standards: Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

Unit Outcomes:

Sub-category	Students will:
3a: Harm Reduction	<ul style="list-style-type: none"> ● become versed on harm reduction ● utilize harm reduction methods during all outreach without condoning risky behaviors
3b: Consent and Confidentiality	<ul style="list-style-type: none"> ● become versed on the rules of consent and confidentiality ● hold themselves and all peers accountable to the rules of consent and confidentiality ● create and provide outreach to peers ● know when an adult is needed to step in if shared information must be disclosed or if a higher level of support is needed
3c: Gender and Sexuality	<ul style="list-style-type: none"> ● be trained on the difference between gender and sexuality ● utilize gender neutral language in their outreach ● create and provide outreach to peers
3d: Sexual Health	<ul style="list-style-type: none"> ● become versed on sexual health, including Sexually Transmitted Infections (STI's), safer sex methods, contraception, and proper condom use ● create and provide outreach to peers ● with adult assistance and oversight, provide training and access to free condoms via the Condom Availability Program (CAP)
3e: Substance Abuse	<ul style="list-style-type: none"> ● become versed on substance mis/use, including alcohol, tobacco, cannabis, and illicit drugs ● understand the cycle of addiction ● create and provide outreach to peers

3f: Healthy Relationships	<ul style="list-style-type: none"> ● become versed on the qualities of healthy vs. unhealthy relationships ● create and provide outreach to peers
3g: Body Image	<ul style="list-style-type: none"> ● become versed on positive, negative, and neutral body image ● create and provide outreach to peers
3h: Depression, Anxiety, and Healthy Coping Mechanisms	<ul style="list-style-type: none"> ● become versed on depression, anxiety, and healthy vs. unhealthy coping mechanisms ● create and provide outreach to peers ● develop and provide healthy coping mechanism activities for peers during high stress time periods (ie before finals week)

Sample Unit Assignments:

In general, student participation in the various workshops comprises the student assignments. They keep a journal of their learning to take notes, reflect, and write down questions that they might have.

After students participate in workshops to learn Wellness content, they work in collaborative groups to either create or modify workshops to be given to 9-10 grade or 7-8 grade students. Students analyze recent Youth Truth and California Healthy Kids Survey data to find out what is actually happening in their community, research relevant and trusted sources on the topics, analyze their research, create relevant, accurate workshops, and present them to younger students.

Sample unit Assessment:

Various Kahoot's and formative assessments capture the students' knowledge during content teaching.

Unit Four: *Outreach & Events*

Unit Summary:

This unit centers upon the planning for, execution of, and reflection on the outreach and events that the students create and execute over the course of the year. Activities will highlight necessary logistics, design, coordination, and publicity while consistently viewing through an equitable and inclusive lens. This hands-on unit incorporates a series of formative activities followed by consistent reflection to maintain a growth mindset and value process over product. Students will have the opportunity to try similar events many times in the cycle to build proficiency in these learning goals.

Unit Standards: Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or

appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

Unit Outcomes:

Sub-category	Students will:
4a: Logistics, Planning, and Design	<ul style="list-style-type: none"> ● plan ahead, work with admin and other student groups to calendar outreach events ● review and evaluate previous events that were of a similar purpose ● create action plans and gather required materials ahead of time ● manage the custodial, technological, and supervisory aspects of the event
4b: Coordination	<ul style="list-style-type: none"> ● manage contacts and communication between other on and off-campus stakeholders for various events and projects (ie teachers, administration, staff at feeder middle schools for middle school outreach, custodial staff, etc) ● coordinate preparation and clean up for the location of the event
4c: Pacing and Timing	<ul style="list-style-type: none"> ● consider timing (supply orders, school calendar, advertising, etc.) when planning, publicizing, and implementing events ● follow agreed upon timeline as to when events begin and end ● utilize the ability to improvise and adjust based on progress of event as conflicts arise
4d: Calendar	<ul style="list-style-type: none"> ● consider outside calendar events and dates (college admission deadlines, testing schedules, religious observances, etc) when setting calendar ● communicate with administration when calendaring large events ● respect and value the calendar needs of other school groups
4e: Inclusivity	<ul style="list-style-type: none"> ● ensure events planned are inclusive and nondiscriminatory ● use equitable practices to avoid and/or remove institutional barriers to participation and engagement ● prioritize attracting students of all types to attend events ● gather input from various cultural backgrounds when designing outreach and events
4f: Publicity	<ul style="list-style-type: none"> ● take ownership of events by publicizing appropriately in public and private ways utilize various forms of communication in timely manners to promote events ● actively work to reach peers in the community who historically have low contact with leadership
4g: Execution	<ul style="list-style-type: none"> ● follow-through of action plans as prescribed ● be flexible when last minute change is needed, including having a contingency plan organize, maintain and return all workshop materials
4h: Reflection	<ul style="list-style-type: none"> ● where appropriate, seek student body input after events as a part of a feedback cycle ● record achievements and challenges in an accessible location for future reference and application ● review teacher evaluations in addition to other forms of feedback as a component of overall reflection

Sample Unit Assignments:

During the Spring Semester, students create a "Passion Project". The intent of the project is to identify a Wellness area in need of outreach in their community, research and think critically about why the issue exists, propose an outreach event, then plan and conduct the event. Throughout this project, students collaboratively plan, design, coordinate, time, calendar, and publicize the event. They then conduct the event, seek feedback, reflect, and document their work so that it is accessible for the next year.

Sample unit Assessment:

Example Rubric [Single Point Rubric for PR Passion Project](#)

Resources for Course

1. [Foundations of Mental Health Resources](#)
2. [Advocates for Youth-Rights, Respect and Responsibility](#)
3. [Be Real. Be Ready curriculum](#)
4. [Stanford-Saftey First Drug Education](#)
5. [English Language Arts Standards-Speaking and Listening 11-12](#)
6. "CircleUp Education." *Circleup-Education*, 2014, www.circleuped.org/. Accessed 21 Oct. 2024.
7. Davenport, Mary. "[Using Circle Practice in the Classroom.](#)" *Edutopia*, 16 Aug. 2018, www.edutopia.org/article/using-circle-practice-classroom/.
8. "Dr Lori a Watson · Race-Work." *Dr Lori a Watson · Race-Work*, www.race-work.com/.

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UC "G" Approval Date: 2/25/2025