

## **Peer Mentorship & Community Leadership in Action 12**

**School Name:** Porter Creek Secondary

**Developed by:** Stacey Burnard, Nicole Cross, and Nicole Morgan

**Date Developed:** June 2012

**Principal's Name:** Brendan Kelly

**Department Authorized Approval Date:** January 2013

**Department Signature:**

**Course Name:** Peer Mentorship & Community Leadership in Action 12

**Grade Level of Course:** 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 100-120

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** None

### **Course Synopsis:**

This course consists of 3 components. The components are Peer Mentorship, Leadership and Tutoring. Through direct instruction, small group activities, conferencing, experiential learning and modeling promising practices, students will develop leadership communication and listening skills required to collaboratively strengthen the positive climate in the school and community. This course will provide students with essential interpersonal skills such as; conflict management, problem solving skills and an appreciation of cultural diversity and that will help them to find success in the workplace.

### **Possible Careers include:**

Social Work

Recreation Management

Entrepreneurs

Counseling

Education

Health Care

Environmental

Management

NGO's/non-profit

FN Development Corporation

**Course Rationale:** This course supports the development of the four c’s, Critical thinking, Creative Problem Solving, Communication and Collaboration in our 21<sup>st</sup> century learners. The goal is to empower students to achieve social, emotional and academic success as well as become socially responsible citizens and leaders in our local and global community. The course also aligns with the present educational goals of the Yukon Department of Education in regards to transitions, family of schools, student resiliency and social-emotional learning.

**Organizational Structure: Suggested time frame**

Unit/Topic	Title	Time
Topic 1	Community Leadership	35-40
Topic 2	Peer Mentoring	20-25
Topic 3	Peer Tutoring	20-25
Topic 4	Building Partnerships	25-30
	Total Hours	100-120

**Community Leadership**

**Suggested Time: 35-40 hours**

***Through this portion of the course it is possible for students to complete the 30 volunteer or work hours needed for Graduation.***

Community leadership involves the exploration of the concepts of effective leadership models and styles. Through examination of local, First Nation and global leadership roles students will identify most promising practices in formal -leadership models and make connections to effective leadership skills. Students will also examine the value of volunteer, community-based leadership opportunities in supporting community and personal development.

It is expected that students will:

- Describe what effective leadership is.
- Point out several promising practices in leadership skills and leadership styles.
- Work in an experiential environment: job shadow community/local leader
- Describe what it means to be a First Nation leader.
- Identify levels of First Nation leadership (Government/parent/teacher/chief)

- Identify and describe leadership roles and styles in our local and global community while examining local/national and global issues.
- Demonstrate their understanding of ethical leadership.
- Identify the four areas of the Circle of Courage (Dr. Martin Brokenleg) and make connections to their personal experiences.
- Describe what volunteerism is and point out the benefits to community development. (The volunteer work supports grad transitions)
- Describe what environmental leadership is and point out the benefits to community development.

### **Peer Mentorship**

**Suggested Time: 20-25 hours**

***Completion in this section of the course will result in a Certificate in Individual Crisis Intervention and Peer Support.***

Peer mentorship can be broken down into two aspects, one of mentorship skill development and the other the application of mentorship skills through a mentorship placement. Students will be able to apply their understanding of the parameters of mentorship disclosure, ethics and referral requirements as well as demonstrate prosocial skills support through concepts of: empathy, cooperation, self-advocacy, conflict management, problem solving and initiating friendships and conversations.

It is expected that students will:

- Demonstrate their understanding of balance among the physical, mental, social, spiritual and emotional being (medicine wheel).
- Identify the characteristics of pro-social skills including empathy and cooperation, self-advocacy, conflict management, and initiating friendships and conversations.
- Identify the characteristics of active and empathetic listening.
- Demonstrate what it means to listen.
- Identify and apply the T-B-F x B-D-A Problem Solving Model (other problem solving models maybe substituted)
- Identify, through case study, the parameters of disclosure, ethics and referral requirements.
- Apply, through mentorship of a mentee, the parameters of disclosure, ethics and referral requirements.
- Demonstrate their understanding of pro-social skills, self-advocacy, establishing boundaries, and initiating friendships and conversations through mentorship opportunities.

## **Peer Tutoring**

**Suggested Time: 20-25 hours**

***Completion in this section of the course will result in a Certificate in Peer Tutoring.***

Peer tutoring also has two aspects, one of tutoring skill development and the other the application of tutoring skills through a tutoring work-experience placement. Students will apply their knowledge of learning theory, organizational skills, writing and proofreading skills as well as testing taking and study skills.

It is expected that students will:

- Identify and explain the theory of multiple intelligences.
- Identify organization and time management skills.
- Apply organization and time management skills individually and through peer tutoring experience.
- Identify writing, editing and proof reading strategies.
- Apply writing, editing and proofreading strategies individually and through peer tutoring experience.
- Identify study skills & test taking skills.
- Apply study skills & test taking skills individually and through peer tutoring experience.
- Demonstrate their understanding of work place ethics and employability skills by working as a peer tutor in a supervised environment (school, community).

## **Building Partnerships**

**Suggested Time: 25-30 Hours**

Building partnerships focuses on the concept that healthy communities are supported through effective communication, managing transitions to move people forward, collaborative decision-making and meaningful partnerships that empower citizens. Students will have an opportunity to model these concepts through a community-based project.

It is expected that students will:

- Discuss the concept of building healthy communities.
- Distinguish the difference between partnerships versus relationship; noting that partnerships are a cycle – there is no beginning or end (a continuous equitable circle vs. individual power)
- Identify the characteristics of effective communication.
- Identify the characteristics of collaborative decision-making.
- Identify the importance managing transitions and moving people forward.
- Describe the importance of business and entrepreneurship to building community.
- Identify FN Development Corporations are their contributions to community building.
- Demonstrate understanding by designing and participating in a community-based project.

**Instructional Components:**

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Individual Instruction
- Self-Assessments (reflective)
- Modeling
- Group Work
- Case Study
- Community Based Partnership Project
- Reflective Journal of Personal Growth
- Monthly oral debriefing with Instructor on selected topic

**Assessment and Evaluation:**

Triangulation of Assessment Data	Assessment Tools
<b>Products</b>	<p><b>Classroom assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Tutoring:</b> Tutoring Log, employability skills, resume update</li> <li>• <b>Mentorship:</b> Reflective Journal (personal growth)</li> <li>• <b>Leadership:</b> Multi-media Presentation/ Portfolio</li> <li>• <b>Partnership:</b> Community-based Project</li> </ul> <p><i>* Note that the leadership and partnership projects are interwoven</i></p>
<b>Observations</b>	<p><b>Observation Checklist (see chart in resources section)</b></p> <ul style="list-style-type: none"> <li>• <b>Tutoring:</b> connections/applications during class activities</li> <li>• <b>Mentorship:</b> application of problem solving model, role playing</li> <li>• <b>Leadership:</b> feedback and feed forward exit slips, taking action exit slips from class activities, peer assessment</li> <li>• <b>Partnerships:</b> application of understanding, Career Plan – “Day on the Job”</li> </ul>
<b>Conversations</b>	<p><b>Regular debriefing</b></p> <ul style="list-style-type: none"> <li>• <b>Tutoring</b> Reflections on learning styles (personal and connections to others) and self assessment</li> <li>• <b>Mentorship:</b> Mentor/mentee interviews with teacher topics including communication, problem solving, and conflict management processes</li> <li>• <b>Leadership:</b> Exit interview: How do you see yourself in the future?</li> <li>• <b>Partnership:</b> Goals setting (related to community project)</li> </ul>

**A. Formative Assessment:** Assessment tools will be used formatively to inform instruction and provide descriptive feedback to students during the learning process. All students will be provided the opportunity to demonstrate their ability through class activities that address multiple intelligences.

**Sample Observations Checklist**

Name	Activity/Date	Activity/Date	Activity/Date	Activity/Date
Student 1	ESWUC	ESWUC	ESWUC	ESWUC
Student 2	ESWUC	ESWUC	ESWUC	ESWUC
Student 3	ESWUC	ESWUC	ESWUC	ESWUC

- Circle letter that corresponds with student’s participation as observed in class

**ESWUC**

- (E) Engages productively in activities
- (S) Self-reflection
- (G) Works as part of a small group
- (U) Understands leadership/mentorship/tutoring concepts being taught
- (C) Makes connections to new situations

**Sample Observations Exit Slip (Anne Davies)**

One thing I was reminded of is...	One question I have is...

**B. Summative Assessment:** Teacher observations and conversations that occur during class, as well as the products produced by the student will be used to triangulate evidence to inform the final evaluation.

<b>Practical Experience</b>	<b>Hours outside of class</b>
<b>Peer Tutoring OR</b>	<b>Once a week – at minimum</b>
<b>Peer Mentorship</b>	<b>Once a week- at minimum</b>

**Learning Resources:**

- BYTE (leadership development series)
- FN Programs and Partnership Unit
- Individual Crisis Intervention and Peer Support Workshop (Yukon College: Northern Institute of Social Justice)
- National and international leadership opportunities (New Horizons, Activate North, Encounters Canada)
- The 4<sup>th</sup> R program
- Stacey Burnard, SEL Consultant Department of Education
- Experiential Consultants from Department of Education
- Many Rivers Counselling Services
- Alcohol and Drug Services Youth Counsellor
- CYFN
- School-based CELCs and elders

**Additional Course Information:**

It is recommended that the class size be between 16-20 students in order to:

- Facilitate community job shadow placement
- Develop and model mentorship
- Track Mentor/Tutor progress
- Allow for community movement