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**GRADE 11 Peer Leadership—GPP3OY 23-24**

**COURSE DESCRIPTION**

This course prepares students to act in leadership and peer support roles. They will develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles in the classroom. Students will examine group dynamics and learn the value of diversity within groups and communities. Students will explore the use of leadership skills in possible future careers and life situations. They will plan and lead an activity in their classroom.

<b>Course Title</b>	Peer Leadership
<b>Grade</b>	11
<b>Course Type</b>	Open
<b>Course Code</b>	GPP3OY
<b>Credit Value</b>	1.0
<b>Ministry Document</b>	Guidance and Career Education, The Ontario Curriculum Grade 11 & 12—2006 <a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf</a>

**ESSENTIAL LEARNINGS**

To be successful in this course you must be able to demonstrate the following:

- **Effective Communication:** active listening, give appropriate feedback to improve student learning (observational statements), mentoring, mediating in classroom environment, (Interpersonal Skills: Build positive self-esteem, accept reinforcement, understanding elements of effective interpersonal relations - honesty, integrity, equity, fairness, and flexibility in their support role. Addressing emotional, academic, and organizational needs of students in the classroom. Apply effective conflict-resolution skills.
- **Leadership Skills:** Identify use of leadership skills in the school, community, career, and interpersonal relationships. Group Dynamics: demonstrating effective use of leadership skills, organizing groups, enlisting engagement and setting goals, giving appropriate feedback and constructive criticism.
- **Personal Knowledge & Management Skills:** Personal Characteristics and personal management skills - assess own strengths and needs for further development. Demonstrate an understanding and appropriate application of the principles and protocols related to confidentiality, privacy rights and diversity in their leadership role. Identify and describe personal-management strategies that contribute to academic success (e.g., strategies for dealing with homework, tests, missed classes, workload, procrastination), and demonstrate how to communicate these strategies in tutoring and mentoring roles.
- **Planning and Presentation Skills:** Demonstrate an understanding of a range of teaching and learning strategies - positive reinforcement, individualized instruction, task management. Explain how to recognize other's learning challenges.
- **Exploration of Opportunities:** What are my personal goals? Discuss the relationship between personal experiences, life-long learning and career development. Identify postsecondary programs and careers requiring skills in leadership.

Essential Learning
<b>Communication &amp; Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Communicate effectively with classroom teacher and students</li> <li>• Address emotional, academic, and organizational needs of students in the classroom.</li> <li>• Apply effective conflict-resolution skills.</li> <li>• Give appropriate feedback</li> </ul>
<b>Leadership Skills</b> <ul style="list-style-type: none"> <li>• Describe characteristics of effective leaders, and use these criteria to assess their own strengths and needs for further development.</li> <li>• Identify use of leadership skills in personal relationships, career, and community</li> <li>• Show initiative in the classroom</li> </ul>
<b>Personal Knowledge &amp; Management Skills</b> <ul style="list-style-type: none"> <li>• Know your strengths and how you manage organization and school workload</li> <li>• Set goals for your own learning and that of others</li> <li>• Understand your learning style</li> </ul>
<b>Planning and Presentation Skills</b> <ul style="list-style-type: none"> <li>• Design and Plan level-appropriate activities or lessons</li> <li>• Demonstrate an understanding of a range of teaching and learning strategies</li> </ul>
<b>Exploration of Opportunities</b> <ul style="list-style-type: none"> <li>• Identify occupations or fields of work that require skills in leadership and peer support;</li> <li>• Investigate postsecondary programs and learning options for careers requiring skills in leadership and peer support</li> </ul>

Assessment	
Activity Reports 1-2	Formative
Activity Reports 3-7	Term
Activity Report 8-10	Summative 5%
Reflections 1-3	Term
Reflection Classes	Term
Activity/Lesson	Term
Reflection/Presentation/Letter	Summative 15%
Teacher Evaluation Midterm	Term
Teacher Evaluation Final	Summative 10%
Class Visit	Term

## PROCEDURES

**Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. All of the above listed skills/assignments in the Essential Learnings checklist must be submitted and/or demonstrated in order to earn this credit.

**Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school's attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

**Cheating and Plagiarism:** It is important for students to do their own best work. The nature of the TA course relies on the organizational and time management skills of students to complete their activity reports on their own time (keeping track of their hours in the classroom). Other assignments may be done within the classroom, observed by the teacher, and this helps to minimize the chances of cheating and plagiarism. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school's progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

Please refer to your student handbook for more details on these policies and other academic procedures.