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District Name: Kamloops

District Number: SD #73

Developed by: Sherry Stade

Date Developed: December 2010

School Name: Valleyview Secondary

Principal's Name: Walt Kirschner

Board/Authority Approved Date: _____

Board/Authority Signature: _____

Course Name: Peer Mentorship

Grade Level of Course: 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s):

Special Training, Facilities or Equipment Required: Computers, video camera, camera, green screen, and projector for giving media presentations.

Course synopsis:

The Peer Mentorship curriculum creates strong social and academic foundations that guide students toward academic success. It equips senior mentors with the tools necessary to scaffold grade eights academically, bring awareness to teen social issues, and encourages volunteerism in the community. As student issues arise, mentors will inform and involve the student body through a forum where peers discuss current concerns. The objective of the forum is to create a caring school climate that engages students in service learning. This course is designed to give students the opportunity to learn ways that they can become successful leaders in their school and community.

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Students' ability to quickly receive and amass information requires that high schools establish social and academic interventions so that students can succeed in their studies. In high school expectations are greater and the teaching environment is diverse, making the transition from elementary school difficult for grade eight students. When students enter high school the social networks they form change from adults to peers who provide them with a sense of acceptance and validation. This shift can have negative implications on student motivation to learn. By intentionally creating positive social network groups, peer mentors can provide a nurturing environment that promotes social and academic success.

Because of the shift in attachment, from adults to peers, a curriculum where senior students tutor grade eights would be beneficial to enhance student learning. To meet this need, Peer Mentorship is a course that provides the necessary tools for grade 10's to support grade eights. To help others develop strategies for personal growth, mentors first need to examine their own confidence, competence, and motivation. After understanding how they process information mentors will be capable of educating both their juniors and the student body. This course supports the goal of teaching students to become responsible citizens; it also includes opportunities for the development of character, critical thinking, and social skills.

Organizational Structure

Unit	Title	Hours
1	Inspiring Self-Efficacy	20
2	Social and Academic Peer Support	50
3	School Culture	30
4	Social Responsibility	20
	Total	120

Unit Descriptions:

Unit 1: Inspiring Self-Efficacy

Time: 20 hours

This unit teaches students that their attitude toward success and failure affects the way they view themselves and their interactions with others. Students will be taught how thinking occurs, how learning and memory work, and how they can improve their study habits and skills. Mentors will examine their own motivation to learn and assess how they conduct themselves so that they may better model others. Through personal analysis, students will gain knowledge about their temperament traits, values, and skills. Students will discover how they manage

...e wasters and focus on things that contribute to success

Curriculum Organizer: Self Awareness

It is expected that students will:

- Increase their understanding of one's self through self-inventory, values clarification, and goal setting
- Explain their mindset in coping with failure and success
- Identify how they deal with criticism and praise
- Identify personal stress and develop strategies for managing stress

Curriculum Organizer: Brain Intelligences

It is expected that students will:

- Develop an understanding of how positive relationships work to create optimal emotional states for learning
- Understand the link between social relationships and learning
- Explain how we process and store information in our mind
- Identify and compare different learning styles

Curriculum Organizer: Time Management

It is expected that students will:

- Set goals to specifically focus on what is important in their lives and concentrate their efforts on those areas
- Develop time management strategies that suit their needs
- Review long term plans and modify them to reflect changing priorities and experiences.

Unit 2: Social and Academic Support

Time: 50 hours

In this unit mentors study motivational theories to create positive learning environments that inspire cognitive development. They learn strategies to maintain or increase mentee engagement in learning and provide continuous feedback to support learning. Once a week, mentors meet to discuss their successes and struggles by sharing their experiences with other mentors to gauge the effectiveness of their tutoring. Mentors learn how to implement peer tutoring procedures, monitor their progress, and reflect on their experiences facilitating their groups. Mentorship teams will research and create strategies to produce a class resource that incorporates positive ways to improve motivation to learn, academic performance, and active engagement in the classroom.

Curriculum Organizer: Motivation to Learn

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- Explain how peer orientation determines student motivation in the classroom
- Understand how students develop their identity is a factor in how they participate in learning
- Distinguish between intrinsic motivation and extrinsic motivation

Curriculum Organizer: Student Engagement

It is expected that mentors will:

- Identify factors that lead to disengagement
- Analyze their behavior, participation, and emotional commitment to active learning

Curriculum Organizer: Cooperative Groups

It is expected that mentors will:

- Help each other learn and encourage individual success
- Understand that they are accountable to each other as a distinct unit
- Use interpersonal and small-group skills including communication, decision making
- Develop strategies for conflict resolution and time management

Curriculum Organizer: Social Support

It is expected that mentors will:

- Use strategies that encourage effort and investment in work
- Understand that the brain controls information behaviorally and emotionally
- Be sensitive to student issues with learning

Curriculum Organizer: Academic Support

It is expected that mentors will:

- Offer encouragement, demonstrate enthusiasm, and be motivated to tutor others
- Accommodate different learning styles
- Establish an interactive environment for learning to take place
- Reflect on peer tutoring implementation procedures

Curriculum Organizer: Mentor Resource

It is expected that mentors will:

- Establish guidelines for mentor code of conduct



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up work
olving steps and strategies

Unit 3: School Culture

Time: 30 Hours

In this unit mentors will create projects that are meaningful to the student body. Through research, students will get a feel for the tone and culture of the school and work to ensure that these activities create an inclusive environment. Students will assess how school climate is affected by social media. A variety of presentation formats will be taught such as public speaking, dramatizations, power point, video, and interactive question and discussion groups.

Curriculum Organizer: Social Media

It is expected that students will:

- Identify how social media has shifted the way we communicate
- Identify and utilize different resources
- Increase awareness of the importance of technology citizenship

Curriculum Organizer: Public Relations

It is expected that students will:

- Increase their understanding of techniques to develop positive school climate
- Improve presentation skills and techniques in front of audiences
- Create activities and events that meet the needs of a diverse student body

Curriculum Organizer: Communication

It is expected that students will:

- Practice strategies of effective communication
- Increase awareness of verbal and non-verbal communication
- Understand the impact words online, written and spoken have on others

Curriculum Organizer: Leading Groups

It is expected that students will:

- Improve speaking and listening skills in small and large groups
- Develop skills to guide a discussion and involve all group members
- Increase their understanding of appropriate debriefing techniques



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Time: 20 Hours

To develop a broader perspective on leadership, students initiate contact in the community to non-profit groups to cultivate a partnership with the school. Students will create a community service project, plan it, and put into action a volunteer opportunity for their peers. Students will reflect on their volunteer project discussing their experiences and the benefits of showing charity in their local community. Mentors build a positive school culture that supports student learning and social responsibility by being stewards of change in their own community.

Curriculum Organizer: Project Planning

It is expected that students will:

- Use a system of time management and project organization
- Increase their understanding of the value of positive reinforcement
- Use prioritizing techniques
- Understand a variety of decision making strategies

Curriculum Organizer: Teamwork

It is expected that students will

- Understand the importance of working cooperatively in a group
- Use various problem solving techniques
- Evaluate and debrief their work

Curriculum Organizer: Service Learning

It is expected that students will:

- Identify and respond to current issues in the community
- Volunteer and participate in various service activities in the school and community

Instructional Component:

Students will be actively involved in various learning activities that may include direct instruction, demonstration, cooperative learning strategies, power point presentations, group and individual presentations, and class discussions.

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- Online research and data collection
- Media application
- Interactive instruction
- Experiential learning
- Practical experience
- Brainstorming
- Role-play
- Modeling

Assessment Component:

The elements of formative assessment (70%) and summative assessment (30%) are embedded throughout this curriculum and will be collected in a portfolio that includes samples of work, process and implementation of projects, self-reflection on person growth, peer assessment, and a checklist of learning outcomes. Teacher and student will collaborate to determine what information will be collected to demonstrate the learning outcomes. Students will conference with the instructor to provide ongoing feedback on goal setting, interventions, growth portfolio, and communicating achievement.

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • Self-knowledge checklists and reflection on learning and performance • Peer reviews • Portfolio review and revision • Informal observation/discussion • Rubric formation and application for mentorship • Revising mentorship resources • Progress reports • Questionnaires and interviews • Collaborating with others to improve mentorship skills 	<p>Holistic and analytic-trait rubrics will be used to demonstrate understanding and performance quality for:</p> <ul style="list-style-type: none"> • Presentations • Project planning • Mentorship skills • Mentorship resource research and lessons

Assessment Elements:

Inspiring Self-Efficacy	15%
Social and Academic Peer Support	45%



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25%
15%

Learning Resources:

Clemmer, J. (1999). *Growing the Distance*. Canada: TCG Press.

Covey, S. (2005). *The 8th Habit*. New York: Free Press.

Dweck, S. C. (2006). *Mindset The New Psychology of Success*. New York: Ballantine Books.

Johnson, T. J. (2005). *Research based Strategies for Cooperative Learning*. Retrieved from www.cooperaton.org/.

Kielburger Craig, & K. (2004). *Me to We*. New York: Simon & Schuster.

Levine, M. (2002). *A Mind at a Time*. New York: Simon & Schuster.

Levitin, D. (2006). *This is Your Brain on Music: The Science of a Human Obsession*. New York: Plume.

Mortenson & Relin, O. D. (2006). *Three cups of Tea*. New York: Penguin.

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Passmore, R. (2010). *Legacies From the 'Alive & Kicking" Interviews: Life altering, Collective Knowledge From Experienced Candians*. Canada: Silvertongue Developments.

Renate Nummela Caine, G. C. (2009). *12 Brain/Mind Learning Prnciples in Action*. Thousand Oaks, California: Corwin Press.

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