

R.H. KING ACADEMY

Leadership and Peer Support Course, Grade 11. GPP301

Course Description and Overview

This course prepares and motivates students to provide leadership and peer assistance to others in their school and communities. Students will develop skills in interpersonal relationships, leadership, communication, teamwork, conflict management and apply them in roles such as tutoring, coaching and mentoring.

Prerequisites

Must be enrolled in R.H. King's Future Leader Leadership Pathway program.

Textbooks

Leadership and Peer Support - Course Readings
The 7 Habits of Highly Effective Teens

Rationale and Philosophy

The R.H. King leadership course is a designated values course. Our Leadership course will reflect and embody the core values of our school: "We Care, We Strive, We Serve" by providing students opportunities for personal growth as well as the means to apply their skills to better their school and community.

The philosophy behind the leadership course is based on the belief that young people can obtain valuable skills, experiences and mind sets through a leadership development course which will have a direct positive effect on themselves, their school and their community at large. A proper study of student leadership therefore must have a balance between theory and practical application. The course while dealing with theoretical topics will have real life applications and experiences. Students will apply class work to project work with the aim of improving school wide student satisfaction with their school experience.

General Overview

The Leadership course will be comprised of four major units. The first three units will be theoretical and classroom based while the last unit will involve a leadership practicum with a greater emphasis on application and hands on experiences.

Unit Outlines:

Unit # 1 Self-Understanding		15 Hrs.
	<ul style="list-style-type: none">• Understand self and sharing• Conditioned response• Learning Styles• Leadership Styles• Goal Setting	
Unit # 2	Communication Skills	15 Hrs.
	<ul style="list-style-type: none">• First Impressions• Public Speaking Skills• Interpersonal Communication• Listening Skills• Negotiation	

Unit # 3 **Group Processes** 15Hrs.

- Team Building
- Group Development
- Problem Solving
- Group Roles
- Managerial Skills

Unit #4 Peer Tutoring and Mentoring Practicum (Independent Study). How do I Use My Leadership and Support Skills to Help Others? 45Hrs.

- Peer Tutor Resources
- Project Design and Implementation
- Junior Achievement

GPP301 Course Assessment and Evaluation

Assessments and evaluations are focused on course expectations in each unit and can be either formative or summative in nature. A variety of assessments will be utilized to determine final course evaluation for each student and demonstration of student learning.

Assessment Method

Assessment Strategies

Pencil and paper	quizzes, tests, reports, checklists, rubrics
Demonstrations/Performances	class, school, community based projects, skill demonstrations, role playing, simulations etc.
Personal Communication	journals, interviews, portfolios, student-teacher interviews etc.

Since students demonstrate their knowledge and skills in a variety of settings-in the classroom, in the school and sometimes in the community, it is impossible for teachers to observe all demonstrations by all students. For this reason, alternate methods of collecting information for assessment must be used. Examples of this may include:

- Evidence (proof of achieving expectations of the task) is gathered by the student, eg. a log of activities, an outline of a presentation, a meeting agenda, copies of work produced, written summaries, videos, audiotapes etc.
- Checklists or rubrics completed by the supervising teacher.
- Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and /or other method of evaluation.

Final Summative Evaluation

The final 30% summative evaluation should address several of the course expectations covered in previous units of study. This may take the form of a report, a presentation, a video, documentary, a portfolio presentation, or any other method which reflects student learning in the course.

Evaluation in this course will incorporate four broad categories of student learning:

Knowledge and Understanding:	15% (quizzes, tests, self-evaluations)
Thinking/Inquiry:	15% (talks, reflections, journals, etc.)
Communication:	20% (group work, presentations, reports, etc.)
Application:	20% (projects, research, etc)
Summative Practicum:	30% (Project, Presentation, Written Report)