

BAA COURSE FRAMEWORK FOR

- District Name : Abbotsford
- District # : 34
- Developed by : Gail Wightman and a Team of Advisors from RHSS
- Date Developed/Modified : October 30, 2006
- School Name : Rick Hansen Senior Secondary
- Principals Name : Jinder Sarowa
- Board/Authority Approval Date : _____
- Board/Authority Signature : _____
- Course Name : Peer Counseling
- Grade Level of Course : Gr. 11
- Number of Credits : 4 credits
- Number of Hours of Instruction : 110 hours
- Prerequisite(s) : Successful referral and interview process
- Course Fees :

Special Training, Facilities or Equipment Required :

- ◇ The teacher must be trained in Mediation and Mentoring through Restorative Justice programs like CJI's VOM training, Restorative Action and Real Justice.
- ◇ A VCR, TV, and a computer equipped with e-mail access for retrieval of student information and communication within the school.

Course Synopsis:

This course is designed to introduce students to the basic skills necessary to establish and maintain successful helping relationships with peers. Skills learned will also promote and support successful relationships with family members and other members of society. Students will develop skills in the areas of interpersonal communication, empathic listening, questioning techniques, ethics, referrals, decision-making and problem solving, peer mediation, mentoring, suicide prevention awareness, assertiveness training, anger management, lesson plan development and self-assessment.

During the assigned Peer Counseling block students are linked to junior students and act as mentors and or classroom helpers. The peer counselors are responsible to maintain the Peer Counseling Centre and for creating and generating a positive response to mediation and mentoring within the community of Rick Hansen Secondary. Peer Counselors are also available to all students in the school for listening and/or mediation. Peer counselors also will meet on one day after school for an hour and a half to have a lesson on specific content areas not covered in the Mediation/Mentoring training at the

beginning of each semester.

Through the course of the year, students will have the opportunity to learn, practice and evaluate their skills in a variety of ways, including a workshop on Restorative justice. There will also be ongoing opportunity to debrief experiences. Closure to the course involves a series of self-evaluation and reflective activities completed by the students.

Rational:

Our current educational system uses a variety of peer counseling programs at the elementary, middle, secondary, college and university level. There has been a keen interest over the past decade in looking at harm through a restorative lens as opposed to a punitive outlook, which is reflected in our justice system and handling of youth crime. A growth of community based Restorative justice programs have sprung up and are sustained by a plethora of volunteers. Likewise, there has been substantial growth in the number of school programs that focus on restorative action, and current estimates suggest that over 95% of schools in North America have some kind of peer counseling/helping program in place.

The implementation of most of these peer helping programs are based on student needs. Several studies explain the value of their programs based on three key ideas: most high school students prefer to discuss personal matters with a peer rather than with a school counselor or administrator, both peer counselors and clients benefit developmentally from the process, and this is an effective way of having students use their own abilities to help each other (Morey et al, 1993). If all people involved in the program such as administration, parents, students and teachers are clear about the training and the limitations of peer counselors, there should be little misunderstanding about the role of the peer counselor/helper (Downe et al, 1986).

Peer mentoring helps new students adjust to and feel comfortable in a new school. It is estimated that on a yearly basis, one third of students in our Canadian educational system change schools because they have either moved to a new area, or they leave elementary or middle schools to enter the secondary level. Many of these students entering secondary schools have questions, worries, fears and expectations of the new school (Carr, 1988). Peer mentors help the new student feel at home.

Lastly, the benefit of a peer counseling program includes a positive effect on the peer counselors themselves; who learn lifelong leadership skills, become part of a highly visible program, show personal growth, have an opportunity to act as role models for other students which promotes student development. The mentors become more confident in their ability to help others, appreciate the fact they are helping others, and develop problem solving, decision making and communication skills (Scarborough, 1997).

Organizational Structure :

UNIT	DESCRIPTION	TIME
One	Orientation to the peer counseling program	5 hours
Two	Interpersonal Communication	5 hours
Three	Listening Skills	10 hours
Four	Feedback	4 hours
Five	The Role of Questioning in the Helping Relationship	6 hours
Six	Decision Making Process	6 hours
Seven	Ethics and Referral Process	4 hours
Eight	Conflict Resolution	6 hours
Nine	Mentoring	4 hours
Ten	Practicum	60 hours per semester

Unit Description:

The activities and learning opportunities that occur throughout the course are not limited to the unit in which they are found. As this is a skills-based course, these learning outcomes are repeated and reinforced over the duration of the course, allowing for a heightened understanding and appropriate development of skills. Furthermore, content from different units may overlap due to the interconnected nature of both human behavior and human psychology. Unit 8, the practicum, begins after the completion of the first seven units, and is concurrent with subsequent units over a period of time.

Curriculum Outcomes:

Curriculum outcomes are common to all units and focus on general skills and process which will enable the student to:

- acquire skills and knowledge appropriate to the area of study
- communicate effectively in written and spoken language as appropriate to peer counseling
- demonstrate the ability to think critically, including the ability to define an issue or problem as it relates to the peer counseling situation
- develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- assess the reliability, currency and objectivity of evidence
- develop and express appropriate responses to issues or problems
- reassess responses to issues on the basis of opinion
- demonstrate the ability to collaborate and consult with others
- respect and promote respect for the contributions of other group members
- interact confidentially
- compile task-specific information from a wide variety of print, audio, visual and electronic sources
- recognize connections between events and the causes, consequences and implications
- demonstrate awareness of the value of peer counseling skills education in daily life

Learning Outcomes:

Unit 1 : Orientation to the peer counseling program and training program

Time : 5 hours

Curriculum Organizer: introduction to training program

It is expected that students will:

- understand the goals and expectations of the training program
- participate in finalizing the meeting schedule for the training program
- list the content areas covered in the training process

Curriculum Organizer: Self and Society: group dynamics

It is expected that students will:

- identify the individual's role and responsibility in promoting successful group dynamics
- participate in get-acquainted activities
- develop positive group relations by providing a supportive environment in which risks can be taken and feelings disclosed
- exhibit trust of others by being willing to take risks and disclose feelings
- participate productively in the group by contributing ideas and information and supporting participation by all group members
- review of Covey's 7 Habits of highly effective teens
- describe the role of nonparties in conflict
- identify and explain the styles of managing conflict

Curriculum Organizer: Role of the Peer Counselor

It is expected that students will:

- identify the qualities and traits necessary in the role of peer counselor
- be able to explain the expectations and limitations of the peer counseling role
- discuss the rationale for incorporating peer counseling/helping programs in the high school setting
- differentiate between the role of high school counselor and peer counselor/helper

Unit 2: Interpersonal Communication

Time : 5 hours

Curriculum Organizer: Verbal and nonverbal communication

It is expected that students will:

- differentiate between verbal and nonverbal behavior
- demonstrate behaviors characteristic of verbal and nonverbal communication
- list examples of verbal and nonverbal behaviors
- assess the impact of verbal and nonverbal communication on the helping relationship

Curriculum Organizer: Attending Skills

It is expected that students will:

- identify key nonverbal attending behaviors
- demonstrate and explain the effect of these attending behaviors on another person in the helping relationship
- practice positive nonverbal attending skills in role-playing scenarios

Curriculum Organizer: Effective and ineffective verbal communication styles

It is expected that students will:

- identify examples of ineffective verbal communication
- evaluate and reflect on own use of ineffective verbal communication
- observe and record examples and impact of ineffective communication used by others
- analyze the impact of assumptions in generating negative nonverbal communication
- increase awareness and sensitivity to negative verbal communication styles at an experiential level via role-playing

Unit 3: Listening

Time: 10 hours

Curriculum Organizer: Active versus non-active listening

It is expected that students will:

- compare and contrast active and non-active listening at the experiential level
- explain the importance of active listening in a helping relationship
- experience the emotional impact of active and non-active listening

Curriculum Organizer: Empathic Listening

It is expected that students will:

- explain the components of empathic listening
- identify feelings and content in another person's written or spoken statements
- respond to feelings and content in another person's written or spoken statement
- demonstrate empathy in a role-playing scenario
- demonstrate effective use of the empathic listening formula response
- modify the formula response to suit personal style
- adopt a set of empathic conversation leads
- identify situations when not to use empathic listening
- assess situations to determine if empathic listening is appropriate

Curriculum Organizer: Feelings and Emotions

It is expected that students will:

- expand personal lexicon of feelings
- differentiate between a first and second feeling
- identify first feelings when addressing a problem or conflict
- practice identifying personal first feelings in everyday events

Curriculum Organizer: The Role of Values in the helping relationship

It is expected that students will:

- experience the influence of values on the ability to listen empathetically
- understand the necessity of not involving personal values when listening empathetically to a peer
- refer on if personal values impede the ability to listen empathetically

Unit 4: Feedback

Time: 4 hours

Curriculum Organizer: Feedback

It is expected that students will:

- explain the use of feedback in the helping relationship as well as in personal life
- explain how to positively give and receive feedback

Curriculum Organizer: Self-disclosure

It is expected that students will:

- differentiate between the impact of "You" messages and "I" messages
- compare and contrast the four different types of "I" messages
- analyze and practice the three parts of a full-bore "I" message
- demonstrate competency in using a full-bore "I" message
- describe the effect of another person's behavior on self
- describe another person's behavior without inferring an evaluation
- recognize the positive effect "I" messages have in problem solving
- use "I" messages in personal life when helpful

Unit 5: The Role of Questioning in the Helping Relationship Time: 6 hours

Curriculum Organizer: Type of questions

It is expected that students will:

- discuss the effective use of questions in a helping session
- Describe the different types of questions used in the helping relationship
- compare and contrast open and closed questions
- demonstrate appropriate use of open and closed questions
- explain the impact of open and closed questions in the helping relationship
- analyze the difference between what, where, when, who, how and why questions
- commit to limiting the use of "why" questions in the helping relationship
- recognize the impact of asking detailed-focused questions
- reduce the number of questions asked by turning the question

Unit 6: Decision Making Process Time: 6 hours

Curriculum Organizer: Problem solving and decision making

It is expected that students will:

- assess the role of values, ethics and beliefs in decision making
- explain the five step decision making and problem solving model
- implement the decision making model in addressing a personal decision or problem
- rationalize choices made in personal decision making experience
- incorporate the decision making/problem solving model into a peer counseling session when appropriate
- analyze and use appropriate problem solving strategies and critical thinking when resolving problems in a variety of contexts

Unit 7: Ethics and Referral Process Time: 4 hours

Curriculum Organizer: Code of ethics and conduct

It is expected that students will:

- explain the rationale for a code of ethics
- explain the role of ethics in a helping relationship
- discuss and understand the impact of keeping a code of ethics and behavior for a peer counselor
- recognize and practice the ethics in a high school peer helping context

- recognize the importance of confidentiality in the helping relationship
- practice confidentiality in all helping relationships

Curriculum Organizer: Referral process

It is expected that students will:

- describe the referral process
- explain the rationale for referring on
- describe how to refer on with students exhibiting different levels of willingness to be referred
- recognize the limitations of the role of the peer counselor in dealing with certain issues
- refer on when the issue is beyond his/her training or comfort level
- understand the requirement to refer on in specific situations
- practice informing peers that they need to refer on

Unit 8: Conflict Resolution

Time: 6 hours

Curriculum Organizer: The nature of conflict

It is expected that students will:

- identify the four types of conflict
- discuss the origins and elements of conflict
- give examples of triggers of conflict
- describe the role of perception in conflict
- describe and understand the principles of Anger Mountain
- describe the role of nonparties in conflict
- identify and explain the different styles of managing conflict

Curriculum Organizer: Self-awareness and conflict

It is expected that students will:

- identify personal conflict style
- practice skills to approach conflict positively
- adopt skills leading to a collaborative style of conflict resolution

Curriculum Organizer: Mediation

It is expected that students will:

- describe mediation process
- compare and contrast negotiation, mediation, and arbitration
- explain the purpose and benefits of peer mediation
- describe strengths required by peer mediators
- identify the ground rules necessary for peer mediation to proceed
- describe and explain the phases of the peer mediation model
- practice the peer mediation model

Unit 9: Mentoring

Time: 4 hours

Curriculum Organizer: Mentoring junior students

It is expected that students will:

- describe what a mentor is
- understand and explain the role of a peer counselor as a mentor
- identify techniques to be used with students when mentoring
- explain mentoring techniques specific to academic and social situations

Unit 10: Practicum

Time: 50 hrs.
(per semester)

Curriculum Organizer: Junior mentoring placement

It is expected that students will:

- liaise with junior student during peer counseling block
- provide assistance as required by the specific situation

Curriculum Organizer: School service

It is expected that students will:

- provide peer counseling services to grade 9-12 students in the school
- assist students resolve disputes via problem-solving techniques or mediation
- help with counseling area tasks when appropriate
- help familiarize new students with the school
- role model positive school behaviors in the hallways and when relating to staff
- reach out to troubled or lonely students in the school setting
- create and implement a school improvement project

Assessment Components:

Formative Assessment:

- peer **feedback** (on mentoring and mediation meetings) 15 %
- co-mediator **debriefing** once a week 15 %
- mediators will **self-evaluate** their skills through a) **reflective journals** and b) **weekly Mentoring logs/Mediation Memorandums.** 30 %
- Peer counselors and advisory staff will meet once at least once a week to discuss process (What went well and what did not). 15 %

Summative Assessment:

- **formal assessment** which will include a) presentation/portfolio of their learning, and b) a discussion paper outlining future plans to use mediation. 25 %

Learning Resources: Conversation Peace by CJI and Peace School by CNFB

Books: Steven Covey Jr.'s *The Seven Habits of Highly Effective Teens*; Larry Brendtro, Martin Brokenleg, and Steve Van Bockern's *Reclaiming Youth At Risk*; Howard Zehr's *The Little Book of Restorative Justice*

Multimedia: TBA

Video: Until the Dust Settles/ Waging War/Peace School

Additional Course Information : TBA