

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

PEER LEADERSHIP

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 22, 2011

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Peer Leadership Workshop - Introduction

Introduction

Course Philosophy

The Peer Leadership course seeks to foster leadership through unique learning opportunities. Peer Leadership was designed and developed to provide students with the knowledge, motivation and skills to positively influence their lives as well as the lives of those around them. This philosophy stems from the belief that there is a need to provide and guide students with training in human relations and leadership skills. In doing so, students will explore personal, school and community related issues. Peer Leadership develops students' self-awareness, improves their ability to communicate effectively, and provides opportunities for students to practice and actively participate in leadership roles. This course also prepares students for college and career by helping them transition from adolescence into adulthood, from self-centered thinking to empathetic understanding.

Course Description

The Peer Leadership course is a comprehensive and challenging program. In this course students will develop leadership, interpersonal and intrapersonal communication skills. They will facilitate workshops with peers and underclassmen and plan and carry out community outreach programs and school events. Peer Leadership students learn and implement leadership and communication skills by participating in a host of personal development and team building activities and grow as they learn about themselves and their classmates. Throughout the course students work with peers, underclassmen and community members of all ages, routinely planning and successfully carrying out large and small group activities including: freshman mentoring, transition project, sophomore character education, junior and senior drinking and driving programs, charity fundraising and awareness campaigns (working with organizations like the Alzheimer's Association and Special Olympics), and community outreach opportunities like the Senior Citizen Prom. More than building leadership skills in the individual student, the Peer Leadership program offered by the Freehold Regional High School District plays a great role in strengthening community ties while developing a positive, forward-looking school climate.

The Peer Leadership course seeks students who are self-motivated role models for the school and community, and who work well independently and collaboratively with students and staff members. There is an application process that includes recommendations, essays, and attendance and discipline checks. The administration, guidance and social studies departments will work together to ensure that students will undergo proper evaluation.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
WORK.9-12.9.1.12.1 WORK.9.1.12A.1 WORK.9-12.1 WORK 12.9.2.12A.2	Reflection and introspection are critical to problem-solving, goal-setting and personal success	What is self-assessment and how can it be used to better oneself? Why is it important to plan and set goals? Why is it important to assess and reevaluate decisions?	Self evaluations Surveys Icebreakers	Journal entries Discussion questions Team-building exercises	Oral presentations Life Maps Values autobiography Collage Student facilitated icebreakers
WORK.9-12.9.1.12A.1, WORK.9-12.9.1.12B.4.K, WORK.9-12.1, WORK.9-12.1.22.B.3, WORK.9-12.1.12.1, WORK.9-12.9.1.12.2, WORK.9-12.9.1.12.C.5	Groups develop through interactions and activities to achieve a common goal	How do solutions reached by a group differ from solutions reached by an individual? How do you utilize essential group dynamic skills to problem solve? What group decision making skills need to be developed in order to successfully meet an objective? What is the process of group decision making and teambuilding? How can teambuilding exercises develop a climate of trust?	Listening exercises Group discussion	Cooperative learning Team-building exercises Observation	Role play Personal reflection logs Group identity project Community service projects Self-assessment worksheets

<p>WORK.9-12. 9.1.12.1, WORK.9.1.12A.1, WORK.9-12.1, WORK 9-12.9.2.12A.2 LA.9-12.3.3.12A.2, LA,9-12.3.3.12A.3, LA,9-123.3.12B-3, LA,9-12.3.3.12B.5, LA,9-12.3.4.12 A.1</p>	<p>Leadership is a skill that must be developed and sustained</p>	<p>What strategies are employed by effective leaders? What are the characteristics of effective leadership? Why is leadership a constant learning process? Why is it important for leaders to adapt?</p>	<p>Journal entries Self evaluations Discussion questions</p>	<p>Group discussions Direct instructions Collaborative learning groups Student participation Oral presentations</p>	<p>Reflective journal entries You Ought to Know speeches Peer-to-peer Leadership practicum Self-assessment worksheets</p>
<p>WORK.9-12 9.1.12.1, WORK.9.1.12A.1, WORK.9-12.1, WORK 9-12.9.2.12A.2</p>	<p>Leaders demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance</p>	<p>How do factors such as personality, attitude, charisma and confidence influence the quality and effectiveness of leaders? How can a leader inspire confidence in his peers? How can a leader communicate effectively?</p>	<p>Journal entries Self evaluations Discussion questions</p>	<p>Group discussions Direct instructions Collaborative learning groups Student participation Oral presentations</p>	<p>Reflective journal entries You Ought to Know speeches Peer-to-peer Community service projects Leadership practicum</p>
<p>WORK.9-12. 9.1.12.1, WORK.9.1.12A.1, WORK.9-12.1, WORK 9-12.9.2.12A.2</p>	<p>Effective communication, diversity of opinion and experience, cooperation, and collaboration are essential interpersonal skills</p>	<p>How can a leader communicate effectively? What can one gain from a diversity of ideas? Why are cooperation and collaboration important life skills? In what ways can life experiences strengthen character and be used to help others?</p>	<p>Self evaluations Group discussion</p>	<p>Group discussions Direct instruction Collaborative learning groups Student participation Oral presentations</p>	<p>Reflective journal entries You Ought to Know speeches Peer-to-peer Leadership practicum</p>
<p>WORK 9-</p>	<p>Effective communication,</p>	<p>What are characteristics</p>	<p>Self evaluations</p>	<p>Discussion questions</p>	<p>Cooperative learning</p>

<p>12.9.1.12B.4.a WORK 9-12.9.2.12C.1 WORK 9-12.9.2.12C.2 LA.9-12.3.3.12A.2 LA.9-12.3.3.12 A.3 LA.9-12.3.3.12 B3 LA.9-12.3.4.12 A.1 WORK.9-12.9.1.12.2 WORK.9-12.9.1.12.1</p>	<p>diversity of opinion and experience, cooperation, and collaboration are essential interpersonal skills</p>	<p>of effective communication?</p> <p>What role does trust play in effective communication?</p> <p>In what way do personality, experience, respect, and openness affect communication?</p> <p>What can be gained from an open and ongoing dialogue?</p> <p>What effect do positive interpersonal relationships have on one's life?</p>	<p>Group discussion</p>	<p>Student participation</p> <p>Collaborative learning groups</p>	<p>activities</p> <p>Reflective journal entries</p> <p>Oral presentation</p> <p>Leadership projects</p> <p>Peer-to-peer</p>
<p>WORK.9-12. 9.1.12.1, WORK.9.1.12A.1, WORK.9-12.1, WORK 9-12.9.2.12A.2</p>	<p>Self-development, interpersonal skills, mutual understanding, mutual cooperation and trust are important aspects of effective communication skills</p>	<p>What are characteristics of effective communication?</p> <p>What role does trust play in effective communication?</p> <p>3. In what way do personality, experience, respect, and openness affect communication?</p> <p>What can be gained from an open and ongoing dialogue?</p> <p>What effect do positive interpersonal relationships have on one's life?</p>	<p>Self evaluations</p> <p>Group discussion</p>	<p>Discussion questions</p> <p>Student participation</p> <p>Collaborative learning groups</p>	<p>Cooperative learning activities</p> <p>Reflective journal entries</p> <p>Oral presentation</p> <p>Leadership projects</p> <p>Peer-to-peer</p>

<p>SOC.912.6.2.12 E.6, SOC.9-12.6.2.12 E7, SOC.9-12.6.2.12 E8, SOC.9-12.6.2.12 E.13, WORK.9-12.9.1.12, WORK 9- 12.9.1.12.A.1, WORK 9-12.9.1.12.2</p>	<p>Stereotyping, prejudice, discrimination, bias and hate are part of a broad continuum of behavior that includes negative behaviors such as threats, exclusion, harassment and violence</p>	<p>How do societies categorize its people?</p> <p>For what purpose do people use stereotypes and where do ideas and attitudes come from?</p> <p>How can/do stereotypes lead to fear and hate in a society?</p> <p>Why do people who are biased pose a true danger to society?</p> <p>How does a society combat prejudice and racism?</p>	<p>Multimedia presentation</p> <p>Journaling</p> <p>Video/music clips</p>	<p>Web quest</p> <p>Multimedia presentation</p> <p>Character analysis</p> <p>Forum style discussion</p> <p>Current events</p> <p>Book analysis</p>	<p>Role play</p> <p>Oral presentation</p> <p>Reflection activities</p> <p>Action plan</p> <p>Fairy tale creation</p>
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
<p>Unit 1: Self-Awareness/Identity</p>	<p>Enduring Understanding(s): Reflection and introspection are critical to problem-solving, goal-setting and personal success.</p> <p>At the conclusion of this unit:</p> <p>Students will gain a greater appreciation of self identity and the role it plays in relating to others.</p>	<p>10 weeks</p>
<p>Unit 2: Group Dynamics/Teambuilding</p>	<p>Enduring Understanding(s): Groups develop through interactions and activities to achieve a common goal.</p> <p>At the conclusion of this unit:</p> <p>Students will be able to work through a series of problem solving tasks designed to develop teamwork, decision making skills and creative problem solving techniques.</p>	<p>6 weeks</p>

Unit 3: Leadership/Communication	<p>Enduring Understanding(s): Leadership is a skill that must be developed and sustained. Leaders demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance. Effective communication, diversity of opinion and experience, cooperation and collaboration are essential interpersonal skills.</p> <p>At the conclusion of this unit: Students will develop and practice their own leadership and interpersonal skills while evaluating the characteristics and behaviors of effective leadership.</p>	10 weeks
Unit 4: Communication Skills	<p>Enduring Understanding(s): Effective communication, diversity of opinion and experience, cooperation, and collaboration are essential interpersonal skills. Self-development, interpersonal skills, mutual understanding, mutual cooperation and trust are important aspects of effective communication skills and all play a role in the reduction and resolution of conflict.</p> <p>At the conclusion of this unit: Students will know the characteristics of effective communication, both verbal and nonverbal, understand the need for building positive interpersonal relationships, and the role communication plays in interpersonal relations.</p>	4 weeks
Unit 5: Societal Issues/Community	<p>Enduring Understanding(s): Stereotyping, prejudice, discrimination, bias and hate are part of a broad continuum of behavior that includes negative behaviors such as threats, exclusion, harassment and violence.</p> <p>At the conclusion of this unit: Students will be able to determine the different forms of stereotypes faced in school and globally and examine their manifestations.</p>	4 weeks

Unit 01 – Peer Leadership Workshop

Unit 1 : Self-Awareness/Identity

Enduring Understanding:

1. Reflection and introspection are critical to problem-solving, goal-setting and personal success.

Essential Questions:

1. What is self-assessment and how can it be used to better oneself?
2. What role does communication play in building relationships?
3. Why is it important to plan and set goals?
4. Why is it important to assess and reevaluate decisions?

Unit Goal:

Students will gain a greater appreciation of self identity and the role it plays in relating to others.

Recommended Duration: 10 weeks

NJCCCS: WORK.9-12. 9.1.12.1, WORK.9.1.12A, WORK.9.1.12A.1, WORK.9-12.1, WORK 9-12.9.2.12A.2

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>In what ways do you express who you are?</p> <p>What makes you who you are?</p>	<p>Reflective thought helps us understand ourselves; giving us greater perspective of others</p> <p>Life experiences and interactions with others define who we are and what we choose to become</p>	<p>Icebreakers, Warm-ups, Energizers</p> <p>Icebreakers, Fun Games, Group Activities</p> <p>Self-image collage</p>	<p>Direct instruction on the topic of self-awareness</p> <p>Group discussions</p> <p>Teacher facilitated activities regarding topic</p> <p>Collaborative learning groups</p> <p>Oral presentations</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p>
<p>How are your thoughts, actions and opinions affected by others?</p> <p>Who affects your thoughts, actions and opinions?</p>	<p>The positive and negative influences of others affect each individual in a unique way</p>	<p>Who Am I Meant to Be?</p> <p><u>Talk With Teens About Self and Stress</u>, Jean Sunde Peterson</p> <p>I Am . . . (Internet Survey)</p> <p>Life maps</p> <p>Values autobiography</p>	<p>Direct instruction on the topic of self-awareness</p> <p>Group discussions</p> <p>Teacher facilitated activities regarding topic</p> <p>Collaborative learning groups</p> <p>Oral presentations</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p>

WORK.9-12.

WORK.9-12.1

WORK.9-12.9.2.12 A.2

WORK.9-12.9.1.12.A

WORK.9-12.9.1.12.A.1

All students electing further study in career and technical education will also:

Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.

Describe and apply constructive responses to criticism.

Critical Thinking and Problem Solving

Apply critical thinking and problem-solving strategies during structured learning experiences.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. Several activities can be completed individually or collaboratively. The Life Map activity can be completed through the implementation of a variety of products (drawing, computer graphics, collage), allowing for student choice.

Technology

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. Opportunities for students to use technology to participate in relevant activities and real-world activities include having students create live Web Pages and/or Web Quests that pertain to information in this unit. Also, students may use technology to participate in online discussions and forums through the district-based Moodle software. Students may also use technology to create publications through the use of Microsoft word programs such as Publisher, PowerPoint, and Excel. Specifically, technology will be used in this unit during the student autobiography project. Students can create a “multimedia” autobiography.

College and Workplace Readiness

Peer Leadership implores students to actively explore and reflect upon various concepts and themes relevant to a teenager with the intent to serve as a foundation for life skills to be used in college and career experiences and throughout one's life. Students will directly explore their own life experiences and reflect on how these experiences have already impacted their lives and how these experiences will impact their lives in the future. Specifically, students will consider their individual personality traits and individual characteristics that can assist them in setting and achieving goals.

Unit 02 – Peer Leadership Workshop

Group Dynamics/Teambuilding

Enduring Understanding:

1. Groups develop through interactions and activities to achieve a common goal.

Essential Questions:

1. How do solutions reached by a group differ from solutions reached by an individual?
2. How do you utilize communication skills to problem solve?
3. What group decision making skills need to be developed in order to successfully meet an objective?
4. What is the process of group decision making and teambuilding?
5. How can teambuilding exercises develop a climate of trust?

Unit Goal:

Students will be able to work through a series of problem solving tasks designed to develop teamwork, decision making skills and creative problem solving techniques.

Recommended Duration: 6 weeks

NJCCCS: WORK.9-12.9.1.12A.1, WORK.9-12.9.1.12B.4.K, WORK.9-12.1, WORK.9-12.1.22.B.3, WORK.9-12.1.12.1, WORK.9-12.9.1.12.2, WORK.9-12.9.1.12.C.5

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are the benefits of working in a group?</p> <p>Identify the characteristics of effective and ineffective teams.</p>	<p>Importance of working in teams and describe how teams function</p> <p>Various team member roles and character traits</p> <p>Group decision-making skills</p>	<p><u>Teambuilding Activities for Every Group</u> by Alanna Jones</p> <p><u>More Team Games for Trainers</u> by Carolyn Nilson</p> <p><u>Social Skills Lessons and Activities</u> edited by Ruth Weltman Begun</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p>	<p>Teambuilding exercises</p> <p>Group challenge activities</p> <p>Group discussions</p> <p>Group identity projects</p>	<p>Cooperative learning</p> <p>Role play</p> <p>Personal reflection logs</p> <p>Observation</p> <p>Group tasks</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>
<p>What communication skills are necessary to build a cohesive team?</p> <p>Why do some teams operate more successfully than others?</p>	<p>Differences between verbal and non-verbal messages/cues</p> <p>Techniques for active listening</p> <p>Role of the observer/evaluator</p> <p>I Messages</p>	<p><u>Teambuilding Activities for Every Group</u> by Alanna Jones</p> <p><u>More Team Games for Trainers</u> by Carolyn Nilson</p> <p><u>Social Skills Lessons and Activities</u> edited by Ruth Weltman Begun</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p>	<p>Teambuilding exercises</p> <p>Group challenge activities</p> <p>Group discussions</p> <p>Group identity projects</p>	<p>Cooperative learning</p> <p>Role play</p> <p>Personal reflection logs</p> <p>Observation</p> <p>Group tasks</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>
<p>How can groups develop a climate of trust and a sense of community?</p> <p>How might teambuilding activities improve team unity?</p>	<p>Discover a personal understanding of classmates and increase awareness of self and others through progressive teambuilding activities</p> <p>The impact of self-awareness on the ability to function as a team</p> <p>Examine the transition from individual to group to team</p>	<p><u>Teambuilding Activities for Every Group</u> by Alanna Jones</p> <p><u>More Team Games for Trainers</u> by Carolyn Nilson</p> <p><u>Social Skills Lessons and Activities</u> edited by Ruth Weltman Begun</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p>	<p>Teambuilding exercises</p> <p>Group challenge activities</p> <p>Group discussions</p> <p>Group identity projects</p>	<p>Cooperative learning</p> <p>Role play</p> <p>Personal reflection logs</p> <p>Observation</p> <p>Group tasks</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>

WORK.9-12.9.1.12 A.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
WORK.9-12.9.1.12 B.4.k	Teamwork
WORK.9-12.1	Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. The Teacher may also incorporate visual and/or auditory stimuli to appeal to the different learning styles of the students in the class. Specifically in this unit, elements of the Class Unity project can be divided; different aspects of the project can be completed by different students dependent on ability and interest.

Technology

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. Opportunities for students to use technology to participate in relevant activities and real-world activities include having students create live Web Pages and/or Web Quests that pertain to information in this unit. Also, students will use technology to participate in online discussions and forums through the district-based Moodle software. Students may also use technology to create publications through the use of Microsoft word programs such as Publisher, PowerPoint, and Excel. Specifically in this unit, students will create a team Web Page collaboratively using cooperative group and decision making skills. Students will also create multimedia presentations on communication skills and teamwork.

College and Workplace Readiness

Peer Leadership implores students to actively explore and reflect upon various concepts and themes relevant to a teenager with the intent to serve as a foundation for life skills to be used in college and career experiences and throughout one's life. The development of collaborative skills will be used throughout college and career; students will understand how to work well with others and communicate their ideas effectively.

Unit 03 – Peer Leadership Workshop

Leadership/Communication

Enduring Understandings

1. Leadership is a skill that must be developed and sustained.
2. Leaders demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance.
3. Effective communication, diversity of opinion and experience, cooperation and collaboration are essential interpersonal skills.

Essential Questions:

1. What strategies are employed by effective leaders?
2. What are the characteristics of effective leadership?
3. Why is leadership a constant learning process?
4. Why is it important for leaders to adapt?
5. How do factors such as personality, attitude, charisma and confidence influence the quality and effectiveness of leaders?
6. How can a leader inspire confidence in his peers?
7. How can a leader communicate effectively?
8. What can one gain from a diversity of ideas?
9. Why are cooperation and collaboration important life skills?
10. In what ways can life experiences strengthen character and be used to help others?

Unit Goal:

While evaluating the characteristics and behaviors of effective leadership, students will develop and practice their own leadership and interpersonal skills.

Recommended Duration: 10 weeks

NJCCCS: WORK.9-12.9.1.12 A.1, WORK.9-12.1, WORK.9-12.9.2.12 C.2, LA.9-12.3.3.12 A.3, WORK.9-12.1.12.A.1, WORK.9-12.9.1.12.B.3, WORK.9-12.9.1.12.1, WORK.9-12.9.1.12.2, WORK.9-12.9.1.12.C2, WORK.9-12.9.1.12.C3, WORK.9-12.9.1.12.C.5, WORK.9-12.9.1.12.F.2

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Who inspires you and why?</p> <p>Why do we need leaders?</p> <p>What traits do good leaders exhibit? What traits do bad leaders exhibit?</p> <p>What types of leaders are respected? What types are not? Do we react differently to each? Why?</p>	<p>Students will know the role a leader plays in various settings within our society</p> <p>Students will understand the characteristics of effective leadership</p> <p>Students will understand what a role model is.</p> <p>Students will be able to differentiate between positive and negative leadership; good and bad leadership</p>	<p><u>Peer Leadership</u> by Thomas Turney</p> <p>The Leadership Challenge by James Kouzes and Barry Posner</p> <p><u>Leadership 101</u> by Mariam MacGregor</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p> <p><u>Transition Project Program</u> by the Princeton Center for Leadership Training</p> <p><u>Peer Power Workbook</u> by Judith A. Tindall</p>	<p>Direct instruction</p> <p>Group discussion</p> <p>Teacher facilitated activities regarding topic.</p> <p>Collaborative learning groups</p> <p>Oral presentation</p> <p>Leadership projects</p> <p>Peer-to-peer</p> <p>Leadership practicum</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p> <p>Leadership practicum</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>
<p>Why is it important for a leader to assess each situation and be able to adapt accordingly?</p> <p>What happens to a leader who cannot adapt?</p> <p>What role does trust and confidence play in leadership? How does a leader obtain those qualities?</p> <p>How do experience and the ability to cooperate/compromise with others affect leadership?</p>	<p>Students will understand that leadership is a fluid process that must adapt to unique situations</p> <p>Students will know that to remain an effective leader one must have the ability to gain and maintain the confidence of those he/she are leading</p> <p>Students will understand that effective leaders gain insight and skill through their life experiences and the experiences/knowledge of those that they collaborate with</p>	<p><u>Peer Leadership</u> by Thomas Turney</p> <p>The Leadership Challenge by James Kouzes and Barry Posner</p> <p><u>Leadership 101</u> by Mariam MacGregor</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p> <p><u>Transition Project Program</u> by the Princeton Center for Leadership Training</p> <p><u>Peer Power Workbook</u> by Judith A. Tindall</p>	<p>Direct instruction</p> <p>Group discussion</p> <p>Teacher facilitated activities regarding topic</p> <p>Collaborative learning groups</p> <p>Oral presentation</p> <p>Leadership projects</p> <p>Peer-to-peer</p> <p>Leadership practicum</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p> <p>Leadership practicum</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>

<p>What role does communication play in the leadership process?</p> <p>What happens if there is no communication between those being led and their leaders?</p> <p>Name several ways that a leader communicates with those being led.</p>	<p>Students will understand that effective communication between the leader and those he/she is leading must be a two-way process that occurs through both verbal and nonverbal means</p>	<p><u>Peer Leadership</u> by Thomas Turney</p> <p>The Leadership Challenge by James Kouzes and Barry Posner</p> <p><u>Leadership 101</u> by Mariam MacGregor</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p> <p><u>Transition Project Program</u> by the Princeton Center for Leadership Training</p> <p><u>Peer Power Workbook</u> by Judith A. Tindall</p>	<p>Direct instruction</p> <p>Group discussion</p> <p>Teacher facilitated activities regarding topic</p> <p>Collaborative learning groups</p> <p>Oral presentation</p> <p>Leadership projects</p> <p>Peer-to-peer</p> <p>Leadership practicum</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p> <p>Leadership practicum</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>
<p>What does a leader gain from considering the opinions and advice of those around him/her?</p> <p>Why is cooperation and collaboration important?</p> <p>What does a leader gain from experience? Does that experience always come from oneself or can it be acquired from others?</p>	<p>Students will understand that diversity of experience and perspective can be a positive factor when utilized in leadership</p> <p>Students will understand that cooperation is a valuable tool in interpersonal relationships and in achieving goals</p>	<p><u>Peer Leadership</u> by Thomas Turney</p> <p>The Leadership Challenge by James Kouzes and Barry Posner</p> <p><u>Leadership 101</u> by Mariam MacGregor</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p> <p><u>Transition Project Program</u> by the Princeton Center for Leadership Training</p> <p><u>Peer Power Workbook</u> by Judith A. Tindall</p>	<p>Direct instruction</p> <p>Group discussion</p> <p>Teacher facilitated activities regarding topic</p> <p>Collaborative learning groups</p> <p>Oral presentation</p> <p>Leadership projects</p> <p>Peer-to-peer</p> <p>Leadership practicum</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p> <p>Leadership practicum</p> <p>Community service projects</p> <p>Self-assessment worksheets</p>

WORK.9-12.9.1.12 A.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
WORK.9-12.1	Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
WORK.9-12.9.2.12 C.2	Communicate effectively in a variety of settings with a diverse group of people.
LA.9-12.3.3.12 A.3	Assume leadership roles in student-directed discussions, projects, and forums.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
WORK.9-12.9.1.12.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.9-12.9.1.12.2	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
WORK.9-12.9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
WORK.9-12.9.1.12.F.2	Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. Specifically in this unit, students can be provided with the option of participating in a group discussion or complete a written summary of the discussion points and supporting evidence.

Technology

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. Opportunities for students to use technology to participate in relevant activities and real-world activities include having students create live Web Pages and/or Web Quests that pertain to information in this unit. Students are encouraged to use a variety of Web 2.0 applications to further their technological knowledge. Also, students will use technology to participate in online discussions and forums through the district-based Moodle software. Specifically in this unit, students will be required to use multimedia software to supplement their Transition Project presentations and discussions.

College and Workplace Readiness

Peer Leadership implores students to actively explore and reflect upon various concepts and themes relevant to a teenager with the intent to serve as a foundation for life skills to be used in college and career experiences and throughout one's life. Specifically in this unit, students will develop leadership skills that will assist them in college and career. Students will serve in a leadership capacity for specific projects and develop important traits and characteristics to be an effective leader.

Unit 04 – Peer Leadership Workshop

Communication Skills

Enduring Understandings:

1. Effective communication, diversity of opinion and experience, cooperation, and collaboration are essential interpersonal skills.
2. Self-development, interpersonal skills, mutual understanding, mutual cooperation and trust are important aspects of effective communication skills and all play a role in the reduction and resolution of conflict.

Essential Questions:

1. What are characteristics of effective communication?
2. What role does trust play in effective communication?
3. In what way do personality, experience, respect, and openness affect communication?
4. What can be gained from an open and ongoing dialogue?
5. What effect do positive interpersonal relationships have on one's life?
6. How can positive communication strategies be used to reduce conflict?

Unit Goal:

Students will know the characteristics of effective communication, both verbal and nonverbal, understand the need for building positive interpersonal relationships, and the role communication plays in interpersonal relations.

Recommended Duration: 4 weeks

NJCCCS: WORK.9-12.9.1.12 B.4.a, WORK.9-12.9.2.12 C.1, WORK.9-12.9.2.12.C.2, LA.9-12.3.3.12 A.2, LA.9-12.3.3.12A.3, LA.9-12.3.3.12 B.3, LA.9-12.3.4.12 A.1, WORK.9-12.9.1.12.2, WORK.9-12.9.1.12.1

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Why is communication so important in our lives?</p> <p>How do people communicate with each other?</p> <p>Are there good and bad ways to communicate? What are the differences?</p> <p>Is personality a factor in communication? Explain.</p>	<p>Students will understand that the need to communicate is an integral part of our mental and social health, and binds society together</p> <p>Students will understand that communication is both verbal and nonverbal</p> <p>Students will be able to differentiate between positive and negative communication strategies</p> <p>Students will understand how personality affects communication</p>	<p><u>Peer Leadership</u> by Thomas Turney The Leadership</p> <p><u>Challenge</u> by James Kouzes and Barry Posner</p> <p><u>Leadership 101</u> by Mariam MacGregor</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p> <p><u>Peer Mediation Conflict Resolution in Schools</u> by Fred Schrupf, Donna Crawford and Richard Bodine</p> <p><u>Peer Power Workbook</u> by Judith A. Tindall</p>	<p>Direct instruction</p> <p>Group discussion</p> <p>Teacher facilitated activities</p> <p>Collaborative learning groups</p> <p>Oral presentations</p> <p>Leadership projects</p> <p>Peer-to-peer</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p> <p>Leadership practicum</p>
<p>Do you relate to and communicate differently with those that you trust and respect compared with those that you don't? Why?</p> <p>What can be gained from cooperating and collaborating with others?</p>	<p>Students will understand the importance of building trust and respect in effective communication and interpersonal relationships</p> <p>Students will understand the value of cooperation and openness in interpersonal relationships</p>	<p><u>Peer Leadership</u> by Thomas Turney The Leadership</p> <p><u>Challenge</u> by James Kouzes and Barry Posner</p> <p><u>Leadership 101</u> by Mariam MacGregor</p> <p><u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow</p> <p><u>Peer Mediation Conflict Resolution in Schools</u> by Fred Schrupf, Donna Crawford and Richard Bodine</p> <p><u>Peer Power Workbook</u> by Judith A. Tindall</p>	<p>Direct instruction</p> <p>Group discussion</p> <p>Teacher facilitated activities</p> <p>Collaborative learning groups</p> <p>Oral presentations</p> <p>Leadership projects</p> <p>Peer-to-peer</p>	<p>Reflective journal entries</p> <p>Self evaluations</p> <p>Oral presentations</p> <p>Student participation</p> <p>Discussion questions</p> <p>Cooperative learning activities</p> <p>Leadership practicum</p>

Does the way you communicate with someone affect your relationship with them?	Students will understand that positive and effective communication is a tool in conflict resolution and reduction	<u>Peer Leadership</u> by Thomas Turney The Leadership	Direct instruction	Reflective journal entries
Can you talk your way out of conflict? Why? How?	Students will know effective communication strategies to use in conflict resolution	<u>Challenge</u> by James Kouzes and Barry Posner	Group discussion	Self evaluations
Can communication be used to resolve conflicts? Explain how.		<u>Leadership 101</u> by Mariam MacGregor	Teacher facilitated Activities	Oral presentations
		<u>Leading With Character</u> by Barbara Farmer, Edgar Farmer, and James Burrow	Collaborative learning groups	Student participation
		<u>Peer Mediation Conflict Resolution in Schools</u> by Fred Schrupf, Donna Crawford and Richard Bodine	Oral presentations	Discussion questions
		<u>Peer Power Workbook</u> by Judith A. Tindall	Leadership projects	Cooperative learning activities
			Peer-to-peer	Leadership practicum

- WORK.9-12.9.1.12 B.4.a Communication
- WORK.9-12.9.2.12 C.1 Model interpersonal and effective conflict resolution skills.
- WORK.9-12.9.2.12 C.2 Communicate effectively in a variety of settings with a diverse group of people.
- LA.9-12.3.3.12 A.2 Support, modify, or refute a position in small or large-group discussions.
- LA.9-12.3.3.12 A.3 Assume leadership roles in student-directed discussions, projects, and forums.
- LA.9-12.3.3.12 B.3 Analyze, evaluate, and modify group processes.
- LA.9-12.3.4.12 A.1 Explore and reflect on ideas while hearing and focusing attentively.
- WORK.9-12.9.1.12.2 Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- WORK.9-12.9.1.12.1 Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience. Specifically in this unit, students can present positive and negative communication strategies as oral skits, written essays, or multimedia image collages.

Technology

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class. In addition, various technological strategies will be used to implement lesson plans and assess student performance. Students will also use 21st century communication tools (i.e. Moodle forums) to communicate and facilitate group discussions. This will model positive and negative communication strategies; students will identify important 21st century considerations for communication (i.e. clarity in email communication, positive communication through the use of social networks, etc.)

College and Workplace Readiness

Peer Leadership implores students to actively explore and reflect upon various concepts and themes relevant to a teenager with the intent to serve as a foundation for life skills to be used in college and career experiences and throughout one's life. Specifically in this unit, students will role-play important communication scenarios and develop essential communication skills for successful relationships and conflict resolution.

Unit 05 – Peer Leadership Workshop

Societal Issues/Community

Enduring Understanding:

1. Stereotyping, prejudice, discrimination, bias and hate are part of a broad continuum of behavior that includes negative behaviors such as threats, exclusion, harassment and violence.

Essential Questions:

1. How do societies categorize its people?
2. For what purpose do people use stereotypes and where do ideas and attitudes come from?
3. How can/do stereotypes lead to fear and hate in a society?
4. Why do people who are biased pose a true danger to society?
5. How does a society combat prejudice and racism?

Unit Goal:

Students will be able to determine the different forms of stereotypes faced in school and globally and examine their manifestations.

Recommended Duration: 4 weeks

NJCCCS:

SOC.9-12.6.2.12 E6, SOC.9-12.6.2.12 E7, SOC 9-12.6.2.12 E8, SOC.9-12.6.2.12 E.13, WORK.9-12.9.1.12, WORK9-12.9.1.12.A.1, WORK 9-12.9.1.12.2

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How are racial, religious, gender, sexual orientation and socio-economic statuses originated and manifested in various cultures?	Terms related to discrimination up to genocide. Media influence on terms Ethnic classifications Causes and effects of stereotypes	<u>Prom Night in Mississippi</u>	Reflection Activity: Identity Video clips from films, music and the media	Journaling Role playing Oral presentation Personal reflections
Do assumptions and labels inform us of a group's identity?	Identify various groups that experience stereotypes, including their demographic locations and roots of biases Terms related to stereotypes, labels and cliques in high schools and communities	<u>American Teen</u> <u>Crash</u> Stereotype Charades	Films and discussion questions	Character analysis Forum style discussions
What are the dangers of the bystander effect?	Strategies to cope with bullying, cyber bullying Definitions of targets, perpetrators and victims	Kitty Genovese story	Discussion	Action plan
How can hate crimes be prevented and what effects do they have on communities?	Demographics of hate Symbols/language of hate Hate crime laws Hate crime prevention Emotions of the victims	<u>Laramie Project</u>	Hate crime web quest Hate map Symbols of hate	Research current events
How do adolescents become aware of gender roles?	Development of male and female gender roles Evidence of male and female gender roles	Why it's hard to be a . . . Gender toy box Diaper equity survey	Children's books/fairy tale analysis	Book analysis Book creation Personal reflection

SOC.9-12.6.2.12 E.6	Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
SOC.9-12.6.2.12 E.7	Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).
SOC.9-12.6.2.12 E.8	Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
SOC.9-12.6.2.12 E.13	Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
WORK.9-12.9.1.12	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.2	Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods. A wide variety of assessment strategies complement the individual learning experience.

Specifically in this unit, students will use various resources to identify stereotyping, including: newspaper articles, video images, personal stories, media, etc. Additionally, during the “Reclaim a Word” project, students will have the option of school action plan. For example, a student may choose to develop an assembly to spread the message, a video message, or morning announcements.

Technology

Students will be encouraged throughout the course to use technology to access media sources to support our discussions within class; students will use several important Web sites to gather information and statistics on hate crimes. In addition, various technological strategies will be used to implement lesson plans and assess student performance. Specifically in this unit, students will identify examples of stereotyping through media portrayals and use these examples to create a multimedia presentation on stereotyping.

College and Workplace Readiness

Peer Leadership implores students to actively explore and reflect upon various concepts and themes relevant to a teenager with the intent to serve as a foundation for life skills to be used in college and career experiences and throughout one's life. Specifically in this unit, students will understand their own personal and societal biases and stereotypes; this will assist them in working with others in future life endeavors.