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
FREEHOLD REGIONAL HIGH SCHOOL
DISTRICT

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Introduction

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

<table>
<thead>
<tr>
<th>Relevant Standards</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK.9-12.9.1.12A.1</td>
<td>Reflection and introspection are critical to problem-solving, goal-setting and personal success</td>
<td>What is self-assessment and how can it be used to better oneself?</td>
<td>Self evaluations</td>
<td>Journal entries</td>
<td>Oral presentations</td>
<td></td>
</tr>
<tr>
<td>WORK.9-12.1</td>
<td></td>
<td>Why is it important to plan and set goals?</td>
<td>Surveys</td>
<td>Discussion questions</td>
<td>Life Maps</td>
<td></td>
</tr>
<tr>
<td>WORK 12.9.2.12A.2</td>
<td></td>
<td>Why is it important to assess and reevaluate decisions?</td>
<td>Icebreakers</td>
<td>Team-building exercises</td>
<td>Values autobiography</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>How do you utilize essential group dynamic skills to problem solve?</td>
<td>Group discussion</td>
<td>Team-building exercises</td>
<td>Personal reflection logs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What group decision making skills need to be developed in order to successfully meet an objective?</td>
<td>Observation</td>
<td>Group identity project</td>
<td>Community service projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the process of group decision making and teambuilding?</td>
<td></td>
<td></td>
<td>Self-assessment worksheets</td>
<td></td>
</tr>
</tbody>
</table>
**Leadership is a skill that must be developed and sustained**

- 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?

**Leaders demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance**

- 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?

**Effective communication, diversity of opinion and experience, cooperation, and collaboration are essential interpersonal skills**

- 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?
<table>
<thead>
<tr>
<th>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</th>
<th>diversity of opinion and experience, cooperation, and collaboration are essential interpersonal skills</th>
<th>of effective communication?  What role does trust play in effective communication?  In what way do personality, experience, respect, and openness affect communication?  What can be gained from an open and ongoing dialogue?  What effect do positive interpersonal relationships have on one's life?</th>
<th>Group discussion</th>
<th>Student participation</th>
<th>Collaborative learning groups</th>
<th>activities  Reflective journal entries  Oral presentation  Leadership projects  Peer-to-peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK.9-12. 9.1.12.1, WORK.9.1.12A.1, WORK.9-12.1, WORK 9-12.9.2.12A.2</td>
<td>Self-development, interpersonal skills, mutual understanding, mutual cooperation and trust are important aspects of effective communication skills</td>
<td>What are characteristics of effective communication?  What role does trust play in effective communication?  3. In what way do personality, experience, respect, and openness affect communication?  What can be gained from an open and ongoing dialogue?  What effect do positive interpersonal relationships have on one's life?</td>
<td>Self evaluations  Group discussion</td>
<td>Discussion questions  Student participation</td>
<td>Collaborative learning groups</td>
<td>Cooperative learning activities  Reflective journal entries  Oral presentation  Leadership projects  Peer-to-peer</td>
</tr>
</tbody>
</table>
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. How do societies categorize its people? For what purpose do people use stereotypes and where do ideas and attitudes come from? How can/do stereotypes lead to fear and hate in a society? Why do people who are biased pose a true danger to society? How does a society combat prejudice and racism?

Proficiencies and Pacing

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Understanding(s) and Goal(s)</th>
<th>Recommended Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Self-Awareness/Identity</td>
<td>Enduring Understanding(s): Reflection and introspection are critical to problem-solving, goal-setting and personal success. At the conclusion of this unit: Students will gain a greater appreciation of self identity and the role it plays in relating to others.</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Unit 2: Group Dynamics/Teambuilding</td>
<td>Enduring Understanding(s): Groups develop through interactions and activities to achieve a common goal. At the conclusion of this unit: 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.</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>
| Unit 3: Leadership/Communication | 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.  
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. | 10 weeks |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Unit 4: Communication Skills     | 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.  
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. | 4 weeks |
| Unit 5: Societal Issues/Community| 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.  
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. | 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

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

WORK.9-12. All students electing further study in career and technical education will also:
WORK.9-12.1 Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
WORK.9-12.9.2.12 A.2 Describe and apply constructive responses to criticism.
WORK.9-12.9.1.12.A.1 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

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

<table>
<thead>
<tr>
<th>Guiding/Topical Questions</th>
<th>Content/Themes/Skills</th>
<th>Resources and Materials</th>
<th>Suggested Strategies</th>
<th>Suggested Assessments</th>
</tr>
</thead>
</table>
| Who inspires you and why? | Students will know the role a leader plays in various settings within our society | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
**Leading With Character** by Barbara Farmer, Edgar Farmer, and James Burrow  
**Transition Project Program** by the Princeton Center for Leadership Training  
**Peer Power Workbook** by Judith A. Tindall | Direct instruction  
Group discussion  
Teacher facilitated activities regarding topic  
Collaborative learning groups  
Oral presentation  
Leadership projects  
Peer-to-peer  
Leadership practicum | Reflective journal entries  
Self evaluations  
Oral presentations  
Student participation  
Discussion questions  
Cooperative learning activities  
Leadership practicum  
Community service projects  
Self-assessment worksheets |
| Why do we need leaders? | Students will understand the characteristics of effective leadership | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
**Leading With Character** by Barbara Farmer, Edgar Farmer, and James Burrow  
**Transition Project Program** by the Princeton Center for Leadership Training  
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Student participation  
Discussion questions  
Cooperative learning activities  
Leadership practicum  
Community service projects  
Self-assessment worksheets |
| What traits do good leaders exhibit? What traits do bad leaders exhibit? | Students will understand what a role model is. | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
**Leading With Character** by Barbara Farmer, Edgar Farmer, and James Burrow  
**Transition Project Program** by the Princeton Center for Leadership Training  
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Oral presentations  
Student participation  
Discussion questions  
Cooperative learning activities  
Leadership practicum  
Community service projects  
Self-assessment worksheets |
| What types of leaders are respected? What types are not? Do we react differently to each? Why? | Students will be able to differentiate between positive and negative leadership; good and bad leadership | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
**Leading With Character** by Barbara Farmer, Edgar Farmer, and James Burrow  
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Community service projects  
Self-assessment worksheets |
| Why is it important for a leader to assess each situation and be able to adapt accordingly? | Students will understand that leadership is a fluid process that must adapt to unique situations | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
**Leading With Character** by Barbara Farmer, Edgar Farmer, and James Burrow  
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Community service projects  
Self-assessment worksheets |
| What role does communication play in the leadership process? | 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. | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
Leading With Character by Barbara Farmer, Edgar Farmer, and James Burrow  
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Cooperative learning activities  
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Community service projects  
Self-assessment worksheets |
| What happens if there is no communication between those being led and their leaders? | Name several ways that a leader communicates with those being led. | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
Leading With Character by Barbara Farmer, Edgar Farmer, and James Burrow  
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Community service projects  
Self-assessment worksheets |
| What does a leader gain from considering the opinions and advice of those around him/her? | Students will understand that diversity of experience and perspective can be a positive factor when utilized in leadership. | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
Leading With Character by Barbara Farmer, Edgar Farmer, and James Burrow  
Transition Project Program by the Princeton Center for Leadership Training  
**Peer Power Workbook** by Judith A. Tindall | Direct instruction  
Group discussion  
Teacher facilitated activities regarding topic  
Collaborative learning groups  
Oral presentation  
Leadership projects  
Peer-to-peer  
Leadership practicum | Reflective journal entries  
Self evaluations  
Oral presentations  
Student participation  
Discussion questions  
Cooperative learning activities  
Leadership practicum  
Community service projects  
Self-assessment worksheets |
| Why is cooperation and collaboration important? | Students will understand that cooperation is a valuable tool in interpersonal relationships and in achieving goals. | **Peer Leadership** by Thomas Turney  
The Leadership Challenge by James Kouzes and Barry Posner  
**Leadership 101** by Mariam MacGregor  
Leading With Character by Barbara Farmer, Edgar Farmer, and James Burrow  
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Self-assessment worksheets |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>WORK.9-12.9.1.12.A.1</td>
<td>Re-evaluate personal interests, abilities, and skills through various measures including self assessments.</td>
</tr>
<tr>
<td>WORK.9-12.1</td>
<td>Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.</td>
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<tr>
<td>WORK.9-12.9.2.12.C.2</td>
<td>Communicate effectively in a variety of settings with a diverse group of people.</td>
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<tr>
<td>LA.9-12.3.3.12.A.3</td>
<td>Assume leadership roles in student-directed discussions, projects, and forums.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.A.1</td>
<td>Apply critical thinking and problem-solving strategies during structured learning experiences.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.B.3</td>
<td>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.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.1</td>
<td>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.2</td>
<td>Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.C.2</td>
<td>Analyze the common traits of effective state, national, or international leaders.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.C.3</td>
<td>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.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.C.5</td>
<td>Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</td>
</tr>
<tr>
<td>WORK.9-12.9.1.12.F.2</td>
<td>Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</td>
</tr>
</tbody>
</table>

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

Can you talk your way out of conflict? Why? How?

Can communication be used to resolve conflicts? Explain how.

Students will understand that positive and effective communication is a tool in conflict resolution and reduction.

Students will know effective communication strategies to use in conflict resolution.

**Peer Leadership** by Thomas Turney
The Leadership Challenge by James Kouzes and Barry Posner
**Leadership 101** by Mariam MacGregor
**Leading With Character** by Barbara Farmer, Edgar Farmer, and James Burrow
**Peer Mediation Conflict Resolution in Schools** by Fred Schrumpf, Donna Crawford and Richard Bodine
**Peer Power Workbook** by Judith A. Tindall

**Direct instruction**
**Group discussion**
**Teacher facilitated Activities**
**Collaborative learning groups**
**Oral presentations**
**Student participation**
**Leadership projects**
**Peer-to-peer**
**Leadership practicum**

**Communication**

**Model interpersonal and effective conflict resolution skills.**

**Communicate effectively in a variety of settings with a diverse group of people.**

**Assume leadership roles in student-directed discussions, projects, and forums.**

**Analyze, evaluate, and modify group processes.**

**Explore and reflect on ideas while hearing and focusing attentively.**

**Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.**

**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
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| How are racial, religious, gender, sexual orientation and socio-economic statuses       | Terms related to discrimination up to genocide.  
Media influence on terms  
Ethnic classifications  
Causes and effects of stereotypes                                                 | Prom Night in Mississippi                                             | Reflection Activity:  
Identity                                              | Journaling  
Role playing  
Oral presentation  
Personal reflections                                     |
| originated and manifested in various cultures?                                           |                                                                                                                                                     |                                                                       |                                                            |                                           |
| 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 | American Teen  
Crash  
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         | Laramie Project                                                | 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                                     |
|                                                                                       |                                                                                                                                                     |                                                                       |                                                            |                                           |
SSOC.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.