


Board/Authority Authorized Course Framework

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| School District/Independent School Authority Name: Surrey | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD36 |
| Developed by: Mark Orso and Munile Sharma | Date Developed: April 2, 2018 |
| School Name: Enver Creek Secondary | Principal's Name: Mike Kilpatrick |
| Superintendent Approval Date (for School Districts only): April 6, 2018 | Superintendent Signature (for School Districts only)  |
| Board/Authority Approval Date: June 20, 2018 | Board/Authority Chair Signature: |
| Course Name: Peer Mediation 11 | Grade Level of Course 11 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s):

Written recommendations from two school staff members, inclusive of administrators or counsellors.

Special Training, Facilities or Equipment Required:

Student access to Wifi, projector/TV screen, computer/digital device, adaptor cables. Student access to computers/digital devices (optional / preferred).

Course Synopsis:

In Peer Mediation 11, the goal is to educate and facilitate skill acquisition in communication, interpersonal relations, leadership, teamwork and conflict resolution and apply these skills in mentoring roles within the school community. Peer mediators will incorporate these skills to address prevalent issues that relate to youth, and community. Furthermore, the course is designed to provide students with the basic skills necessary to establish and maintain successful helping relationships with peers. Students will develop skills in the areas of interpersonal communication, empathic listening, questioning techniques, ethics, decision-making, problem solving, peer mediation and mentoring.

Goals and Rationale:

- To understand and demonstrate respect, empathy and authenticity while working with others.
- To demonstrate and develop effective communication skills.
- To understand the importance of neutrality and suspension of judgment when assisting others.
- To gain skills in mediation conflict models.
- To develop an awareness and understanding of the signs, symptoms and management of common mental health issues.
- To encourage life-long learning and growth with mental health and its impacts and implications for themselves and others.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Peer Mediation supports the development and well-being of self and community
- Learning will be holistic, reflective and experiential
- Conflict resolution skills will be acquired and explored through memory, history and story
- Learning will involve patience and time
- Significant time will be spent on exploring one's identity
- Special attention will be paid to confidentiality, its limits, and the understanding that personal knowledge is sacred

Declaration of Aboriginal Worldviews and Perspectives

The First People's Principles of Learning are an integral part of Peer Mediation 11 and share a variety of Aboriginal Worldview(s) and Perspectives. Some of these are:

- One's identity and relationship with their community and environment
- Understanding of one's journey
- A learner-centered approach where the teacher is a facilitator and guide.
- Incorporating First People's and Aboriginal health understanding practices (ie: Medicine Wheel – Mind, Spirit, Body)

BIG IDEAS

Effective communication is central to navigating relationships.

Basic counselling skills are integral in the pursuit of a therapeutic relationship.

An effective **conflict resolution process** can help guide peers in understanding one another.

Understanding one's **self** is key to leading a healthy and fulfilling life.

Increased **mental health** awareness can positively impact one's social and emotional health and wellness.

Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following:</i></p> <p>Effective Communication:</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • To explore the modes, methods and intents of communication <p>Basic Counselling Skills:</p> <ul style="list-style-type: none"> • Understanding what individuals in crisis are experiencing and putting oneself in their place • Building healthy, trusting, therapeutic relationships <p>Conflict Resolution Process:</p> <ul style="list-style-type: none"> • Exploring strategies and methods to use when assisting individuals in resolving conflict <p>Self:</p> <ul style="list-style-type: none"> • To examine past and present influences and encourage critical thinking around future practices and be mindful of their impacts on one's social, emotional and behavioural identity <p>Mental Health Awareness:</p> <ul style="list-style-type: none"> • To explore different mental health issues prevalent in society • To promote healthy lifestyles, and prevention/management skills for mental health challenges | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Communication models • Strengths and limitations around verbal and non-verbal communication • Counselling micro skills • Conflict resolution/mediation model • Types of conflict styles • Needs of multiple parties/perspectives • Impact of family history and dynamics • Self-care strategies • Influences on human development (Environmental vs. Biological, Nature vs. Nurture) • Awareness of the prevalence of mental health issues/challenges among youth and adolescents • Strategies, services and resources available in addressing mental health issues/challenges |

Content – Elaborations

Communication Models - Linear Model (one way - sender to receiver), Interactive Model (two way - sender to receiver; receiver then channels message back to original sender), Transactional Model (two way communication utilizing both verbal and non-verbal language; much more fluid).

- Understanding context, perceptions and interpretations.

Verbal/Nonverbal Communication - Understanding characteristics of, and roadblocks to effective communication; Assumptions vs. Facts, Stereotypes, Judgment vs. Curiosity

Counselling Micro Skills - attending, restating, paraphrasing, summarizing, questioning, interpreting, reflecting feelings, empathizing, confronting, active listening; Client/Counsellor roles and training, case studies and role playing

- Limits to confidentiality

Conflict Styles - accommodating, collaborating, compromising, avoiding, competing; Mediation Training

Self - Utilizing Personality Styles Inventory, constructing and analyzing family genograms

Self-Care Strategies - mindfulness, relaxation, stress-managements, breathing techniques, art (drawing and painting), writing (journaling); Education around substance abuse (caffeine, drugs, alcohol), proper sleep and exercise, healthy eating. Self-care and improvement project

Human Development – Maslow’s Hierarchy of Needs, philosophy of the Human condition, values and beliefs, developmental stages of relationships

Mental Health – examination of different mental health challenges (anxiety, depression, self-harm, substance use/abuse, suicidal ideation)

- Education of services available to help youth, adolescents and young adults in our local communities
- Creating and examining safety plans

Recommended Instructional Components:

- Encourage students to think creatively and critically, communicate skillfully, and demonstrate care for self and others
- Acknowledge the social nature of learning
- Tailor flexible groupings to enhance engagement and learning
- Support the personal aspect to learning
- Differentiate content, processes, and products
- Promote risk-taking, wonder and curiosity
- Build connections across and within areas of knowledge
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self and peer-assessment
- Inspire and stretch student thinking
- Promote student engagement
- Reflect the relationships between emotion, motivation and cognition
- Connect learning to the local and global communities
- Provide opportunities for students to share learning and reflect
- Utilize technologies and other tools in purposeful ways
- Involve explicit and intentional teaching

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

Students will answer these questions on an ongoing basis:

- What am I learning?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

The teacher will:

- Clarify learning intentions
- Generate and provide clear success criteria in student-friendly language
- Frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- Provide ongoing feedback
- Provide opportunities for ongoing self and peer assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content. Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/achievement is required or necessary. The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Learning Resources:

Custom courseware package prepared by classroom instructor which will include, but is not limited to:

- Counselling skills checklist (micro and macro skills)
- Peer Mediation/Conflict Resolution process
- Communication Models
- Counselling & Therapeutic models/theories/styles/techniques
- Mental health fact sheets
 - Anxiety BC (<https://www.anxietybc.com/resources/downloadable-documents>)
 - Headspace (<https://headspace.org.au/resource-library/>)
 - Orygen: The National Centre Of Excellence in Youth Mental Health (<https://headspace.org.au/resource-library/>)
- Community services and resources
- Self-care strategies
- Developmental stages
- First Peoples & Aboriginal perspectives on health and wellness (ie: Medicine wheel, healing circles, etc)

Australian Institute of Professional Counsellors. (2007) AIPC's five therapies ebook: behaviour, cognitive behaviour, person-centred, solution-focused, gestalt. Queensland. Retrieved from www.aipc.net.au

Corey, G. (2009). Theory and practice of counseling and psychotherapy (8th Ed). Belmont, CA. Thomson Higher Education.

Pedicini, M. (2007). Peer Mediation Training 2007-2008. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Mentoring-Peer%20Mediation/Sample%20Documents/PM-handbook.doc> .