

**Peer Leadership Syllabus 2011-2012**  
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**Course Description:** The student of the Peer Leadership course has been selected to participate in the class after submitting to the selection process and is presumed to be presently in an active\moving toward an active role of leadership in an academic, athletic, social and\or parish realm. As the student matures in this area, the Peer Leadership course aims to equip the individual with techniques and understanding to better minister in such facets of their world. The course depends on various student experiences while affording a variety of possibilities to implement the learned peer facilitator skills in practical ways. The Peer Leadership course will concentrate on three aims: understanding self-we will look at the students' own growth and stages of development and their giftedness. What is hereditary, innate and developed? Relating to others-we will concentrate on skills in group dynamics, listening, communicating, confrontation and intervention. Responding to God- we will grow in the understanding that our faith is the living out of our daily life in a Christian way. We are all part of the shared ministry of helping one another.

**TERM I:** September to November During this time we will explore the various roadblocks to healthy communication and begin to take a closer look at the skills that ensure healthy communication.

Text: Friends Helping Friends by Carol Painter. This book is to be purchased by the students in the MPS bookstore.

Go Ask Alice, anonymous author. This will be provided by the school on a loan basis and enhances the student's understanding of how problems can lead to the destruction of life.

**TERM II:** December to March During this term the primary focus is on the skills necessary to be a good peer counselor and peer mediator when conflicts arise. Extensive use of role-plays will be incorporated to simulate live situations.

**TERM III:** March to June During this final term the students will present a 45 minute session on a problem facing teens today. This will be heavily researched and must engage the class interactively, as well as simply informing the class.

Text: Tenth Circle by Jodi Picoult. This will be provided by the school and will lend insight into how events affect people in a variety of ways.

## Course Requirements

It is expected that each student will buy the primary text, Friends Helping Friends. There will be an essay every two weeks that reflects the students' thoughts on one item that transpired during the previous two-week period. This is to be an intellectual discourse and ought to focus on a single piece of information. All written assignments are to be completed by the due date. Should an assignment be late, the grade will be lowered one letter grade every calendar school day that it is late. Since this is primarily an interactive class all students must contribute to the class discussions. This will be a significant part of the grade for each term. Role-plays and large and small group work will be used often and participation in those will be part of the grade. If a student is absent, it is her/his responsibility to ask for the missed assignments and notes.

Technology Quotient: Many of the assignments may lend themselves to using technology. Each graduating student will have achieved a minimum technology quotient of 3.5 on a 5.0 scale. This Technology Quotient (TQ) will be a quantitative assessment of the technological competency accumulated throughout the student's tenure at MPS. If the student wishes to use an assignment as part of their personal Technology Accomplishment portfolio, the teacher should be apprised.

All students will be expected to mirror the values contained in the MPS Code of Honor. The grading scale for this course will be as stated in the handbook.