

**Canterbury High School**  
Ottawa-Carleton District School Board  
**Leadership and Peer Support**  
Course Outline

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**Course Title:** Leadership and Peer Support  
**Course Code:** GPP30  
**Prerequisite:** None

**Grade Level:** 11  
**Credit Value:** 1

**Teacher:** L. Minnelli

**Course Description:**

This course prepares students to act in leadership and peer support roles. They will develop skills in communication, interpersonal relations, teamwork and conflict management and apply these skills in peer tutor support roles. Students will examine group dynamics and learn the value of diversity within groups and communities. (Guidance and Career Education, 2006).

**Key Areas of Learning:**

**Personal Knowledge and Management Skills**

- explain how their personal characteristics and acquired skills many affect their interactions with others in leadership and peer support roles
- identify the characteristics of an effective leader and use these to evaluation their own leadership and peer support capabilities
- identify and apply personal-management skills and characteristics required to succeed in leadership and peer support roles
- identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles

**Interpersonal Knowledge and Skills**

- use strategies to promote positive interpersonal relationships as they pertain to leadership and peer support
- demonstrate effective use of communication skills
- apply theories related to group dynamics and leadership in their assigned classes

**Exploration Opportunities**

- describe, on the basis of research, the range of leadership and peer support opportunities in the school and community and identify those to which they are most suited
- demonstrate the ability to design and implement a plan or program that addresses needs identified in their class placement
- identify the range of careers and post secondary options requiring skills in leadership and peer support

**Teaching Strategies:**

Student-Teacher Conferencing, Assignments, Small Group Work, Investigative Research, Brainstorming, Discussion/Reflection, Oral Presentations, Group Seminars, Multimedia Presentations

## **Assessment and Evaluation Strategies and Tools:**

Rubrics, Marking Schemes, Checklists, Anecdotal Comments, Rating Scales

### **Evaluation Summary:**

<b>Category</b>	<b>Weight</b>
<b>Knowledge/Understanding</b> <ul style="list-style-type: none"><li>• Weekly participation in lunch hour class</li><li>• Major assignments</li><li>•</li></ul>	15 %
<b>Thinking/Inquiry</b> <ul style="list-style-type: none"><li>• Weekly journal/practical application assignments</li><li>• Wednesday class student lead seminars and presentations</li><li>•</li></ul>	15 %
<b>Communication</b> <ul style="list-style-type: none"><li>• Wednesday class student lead seminars and presentations</li><li>• Thank you letter to teachers</li><li>• Student – teacher conferences</li></ul>	10 %
<b>Application</b> <ul style="list-style-type: none"><li>• Weekly log sheets</li><li>• Binder</li><li>• Associate teacher performance appraisals (3)</li></ul>	30%
<hr/> <b>Summative Evaluation</b> (written report and class presentation)	30%

### **References:**

[www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/)