



Board/Authority Authorized Course: **Peer Counselling 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Mary Kirchner and Nicci Wright	Date Developed: April 25, 2019
School Name: Secondary Schools in School District #79, Cowichan Valley	Principal's Name: School District # 79 Principals
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Peer Counselling	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 90
Course Category: Interpersonal Skills	Course Code: YIPS-1A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Basic Classroom setting with ability to move chairs into a circle. Audio/video access.

Course Synopsis:

Peer Counselling is designed to provide training to students in communication, interpersonal, and specific intervention skills. These skills enable students to help their peers with the problem-solving process, and take an active role in helping to create and deliver prevention programs in a secondary school.

Students will learn to identify a problem, help others understand the essence of a problem, and help others with the solution process by seeking information and strategies.

Goals and Rationale:

This introductory course has been developed with the understanding that students talk with their peers first when problems arise in their lives. Self-awareness activities will be included in this course because students must know something about themselves before they can help others. Students will explore and be guided through a problem-solving process that examines the skills of active listening, non-verbal communication, empathy, tolerance, acceptance, and respect. Through this problem-solving process students develop abilities independently, interdependently, and cooperatively. Furthermore, students will explore the richness and diversity of the adolescent development. This course enables students to explore the multitude of changes that young people and their families face in an ever-changing society. Peer Counsellors are made aware of community agencies and made aware of how to access them.

Indigenous Worldviews and Perspectives:

Peer Counselling 11 addresses many of the First People's Principles of Learning through its focus on: holistic, reflexive, experiential and relational learning (focused on connectedness, on reciprocal relationships, and a sense of place). Through discussion, the course analyzes family roles and culture, and in some cases generational roles and responsibilities. Talking circles and story are embedded in the format of delivery through check-ins, and the seating structure of a circle. Exploring one's identity and self-awareness is a constant thread of the program. Community engagement is a large focus of the course, which may include guest speakers and projects, to promote inclusivity within the school, local community, and beyond.

BIG IDEAS

Learning is **holistic, reflexive, experiential** and **relational** learning (focused on connectedness, on reciprocal relationships, and a **sense of place**).

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or under certain situations.

Empathetic listening is at the heart of counselling.

Self-awareness is an essential key to **empathy**.

Needs of our peers fluctuate.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>1. Group Processes/Self-Awareness</p> <ul style="list-style-type: none"> • Establish trust and safety interpersonally and within a group • Identify qualities of a peer counsellor • Develop qualities to suspend judgement of others and accept other student's point of view • Develop qualities to enhance acceptance of others, including awareness of cultural differences. • Students will engage in a variety of interpersonal activities to gain a stronger level of self-awareness. <p>2. Problem-solving Process</p> <ul style="list-style-type: none"> • Develop appropriate nonverbal attending skills with body language (i.e. FELLOR - Face, Eye-contact, Lean, Listen, Open Stance, Relax), including 	<p><i>Students are expected to know the following:</i></p> <p>1. Group Process/Self-Awareness</p> <ul style="list-style-type: none"> • Students will become self-aware through a variety of trust, interpersonal, communication, and personality inventory exercises. • Identify vocabulary common to helping skills: empathy, attending, active listening, verbal and nonverbal communication, confidentiality, and inclusive leadership <p>2. Problem-solving Process</p> <ul style="list-style-type: none"> • Students will become familiar with the four-step problem-solving model: identify the problem, brainstorming for solutions, selecting an alternative, checking it out later (evaluate the process).

learning patience (letting the story teller take the lead), validation, and wait time

- Develop the skill of **reflective listening**
- Develop the skill of paraphrasing and summarizing
- learn to gage the appropriate use of **self-disclosure** to continue a conversation, and to brainstorm for solutions rather than giving advice (ask permission)
- Practice trust through maintaining confidentiality
- Students will engage in the four-step problem solving process, and evaluate its effectiveness

3. Communication Skills

- Identify non-verbal communication behaviours ie. facial expressions, tone of voice, body language
- Practice good listening/attending responses
- Practice using and recognizing roadblocks to communication
- Demonstrate **"I" messages**
- Demonstrate understanding of the different styles of communication including assertive, aggressive and passive responding, and differences in **cultural communication** i.e. Indigenous communication
- Practice **conflict resolution strategies**

- Learn the importance of **open-ended questions** and how to ask open-ended questions
- Learn when it is important to access help (learning the limits of confidentiality i.e. suicidal and or abusive cases, harming others)
- learn how to follow up with contact (evaluate, check it out, how did it go?)
- Students will learn effective communication skills that include "I" messages, **roadblocks to communication**, non-verbal and verbal communication strategies to enhance the positive communication process, and understanding cultural differences - including respectful language that is **inclusive** of all people.
- Students will become aware of social, emotional and developmental challenges that face teens and their families.

Intervention Strategies

- Have an awareness of current societal issues and concerns that affect youth and their families i.e. disordered eating, suicide prevention, sexual orientation/gender identity (SOGI), addictions, mental health issues, abuse prevention, dating violence prevention, stress/anxiety, family discord, violence prevention etc...
- Demonstrate knowledge of resources that are able to support and guide young people in need of help, i.e. Ministry of Children and Families, RCMP, Canadian Mental Health, Cowichan Valley Youth Services, Discovery Youth and Family Services etc...
- Understand the importance of confidentiality and when issue arise that predicate when it is imperative to breach confidentiality i.e. Child abuse, suicide ideation, and other severe safety issues

Big Ideas – Elaborations

Holistic: involves the body, mind and spirit. In fact, Yoga is always an attempt to harmonize the three.

Reflexive: a practice that invites us to reflect on our ways of being both in the world and on the mat.

Experiential: is the process of learning through experience.

Relational: focuses on connectiveness, on reciprocal relationships, and a sense of place.

Self-Awareness: invite students to get curious about the state of their bodies, minds and spirits

Reciprocal Relationships: a relationship in which two people feel the same way about each other, or do or give similar things to each other.

Empathetic Listening: is a way of listening and responding to another person that improves mutual understanding and trust.

Empathy: the ability to understand and share the feelings of another.

Curricular Competencies – Elaborations

Interpersonal activities: are activities or strategies provided by peers, teachers, parents, and community members which increase students' overall interpersonal skills for increased social interaction with one or more individuals.

Attending skills: involves the counsellor observing client verbal and nonverbal behaviours.

Reflective listening: is a communication strategy involving two steps: seeking to understand a speaker's idea, then offering the idea to the speaker, to confirm the idea has been understood correctly.

Self-disclosure: is a process of communication by which one person reveals information about themselves to another.

"I" messages: is an assertion about the feelings, beliefs, values, etc of the person speaking, generally expressed as a sentence beginning with the word "I".

Cultural Communication: is a way of life of a group of people – the behaviours, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Conflict Resolution Strategies: strategies to help the process by which two or more parties reach a peaceful resolution to a dispute.

Content – Elaborations

Self-aware: is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotion. Self-awareness allows you to understand other people, how they perceive you, your attitude and your response to them in the moment.

Interpersonal: relating to relationships or communication between people

Personality Inventory: is a self-assessment tool that career counselors and other career development professionals use to help people learn about their personality types. It reveals information about individual social traits, motivations, strengths and weakness, and attitudes.

Four Step Problem Solving Model: a step-by-step model to assist individuals to solve problems.

Roadblocks to Communication: an awareness of 12 words that will make an individual stop communicating

Open-ended Questions: is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a closed-ended question, which encourages a short or single-word answer.

Recommended Instructional Components:

- Direct instruction
- Modeling
- Interactive instruction
- Personal reflection
- Group instruction
- Brainstorming
- Indirect Instruction
- Group discussion
- Guest speakers
- Simulations
- Peer teaching
- Experiential learning

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

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Specific to this course students will use the following strategies as evidence of learning:

- Journaling
- Performance Assessment
- Reflections of learning
- Oral presentations
- Project - complete a minimum of 25% of the course in a volunteer/inquiry project
 - choose projects with the approval of the instructor, which could include initiating/creating a service club, or joining an established club in the school or community, or developing a passion project

Learning Resources:

- BCTF Social Justice Website
- teenmentalhealth.org
- ted talks
- Kelty mental health
- SOGeducation.org
- mindcheck.ca
- Vancouver Island Crisis Line
- Familysmart.ca
- youthagainstviolence.com
- School Mental Health & Global Challenges & Opportunities by S. Kutcher
- Respectful future: Shaping Healthy Relationships
- Representatives (guest speakers) from community agencies