



Peer Mentoring

Peace River High School 2010/2011

Peer Mentoring Course Outline

Instructor: Kim Silverthorn, Leanne Lutz, Jennifer Favreau, Rama Castalino

Course Overview

The Peer Mentoring Program has been running at Peace High for 3 years now – this is the first year that the course has been able to offer credits for the students who are involved. The Peer Mentoring Program offers the opportunity for students to support other students – specifically those who are in need of assistance, encouragement and guidance as they transition and adjust to a successful high school experience. Mentors are provided with training and hands on practical experience before they are matched with Peers who could benefit from their supports. There is ongoing monitoring of these Mentoring matches by the staff involved in this course, from the time the match is officially made, until the Peer has successfully transitioned to their own support networks at school (and in the community). Throughout the year, Mentors participate in ongoing training reviews and special activities designed to enhance skill development on a monthly basis (one lunch break per month). Mentors can expect to be busiest at the start of each semester – matching needs can last anywhere between 2 weeks and the full semester, depending upon the Peers needs. A Mentor can accept 1-3 peer matches each semester, depending on their own life management needs. Mentors will sometimes work in tandem with one another, depending upon the Mentors comfort/skill level, and to better meet the needs of specific Peers.

Objectives

Upon completion of this class, the student will have:

- Increased their own personal awareness and self actualization in all aspects of their lives
- Had the opportunity to increase their physical, emotional, spiritual and mental wellbeing
- Increased their knowledge about Mentoring relationships and the positive impacts this has on the individuals involved (individually, at school, and in the community)
- Increased their awareness of the stages of healthy relationship development and the practical skills necessary for each stage
- Demonstrated the use of these skills in practice settings and in real life mentoring relationships
- Developed skills in the areas of healthy communication, problem solving, support development, esteem enhancement, etc
- Developed an understanding of the Developmental Assets checklist and create a personal inventory for social, career and citizenship pathways
- Increased their personal safety awareness
- Applied the knowledge learned in class to enhance work done in other courses and life outside of the school environment.

Students that are enrolled for the **first year** in this class will have the opportunity to participate in the following modules:

Year One

HSS1050 Introduction to Mentorship
HSS2050 Becoming a Mentor
HCS2020 First Aid/CPR with AED (limited option)

If a student enrolls for a **second year** in this class, they will have the opportunity to participate in the following modules:

Year Two

HSS1910 HSS Project A
HCS2020 First Aid/CPR with AED (if not already taken)

Student Expectations

- Students are expected to attend all training workshops. They are expected to participate fully in group discussions, assignment work, and experiential learning opportunities. Training for this course will happen on non-class time – usually on PD days, during lunch breaks or occasionally after school (this will only happen if a Mentor requires the exception).
- Students are expected to be matched with at least one Peer during the year – credits earned for each module of this course are determined by both the in class training time and the hands on practical application of the skills learned through the real life relationships with a Peer. Interaction with a Peer is expected to take place at school (on break, during lunch, occasionally for short periods of time after school if it is convenient for the Mentor) – not during a Mentor's personal life.
- Students are expected to adhere to the school's attendance policy in all other classes. Attendance issues in regular classes will prevent the student from being able to continue with this course (as positive role modelling is a huge component of this program).
- Students can be put "on hold" in this course as a result of behavioural issues that contradict the school policies. Students who are put "on hold" from this course are still expected to attend all training workshops and special events. However direct 1:1 involvement with any Peer will not be allowed until the Mentor has demonstrated that he/she is able to function as a positive role model once again.

Course Evaluation will be based on the following criteria (and depends upon which modules are taken by the student):

	5	4	3	2	1
Training – Half Day May					
Wellness Wheel Assignment (May)					
Training – 2 Full Days August					
Application Assignment (Aug)					
Facilitation Proposal (for some)					
Training – Half Day November					
Monthly Meetings - Attendance					
Program Activities					
Journal Semester 1					
Journal Semester 2					
Exam – Intro to Mentoring HSS1050					
Exam – Becoming a Mentor HSS2050					
Facilitation Evaluation HSS1910					
Self Evaluation Assignment - Aug					
Demonstrated Skills Development thru Peer Interaction					
Self Evaluation Assignment - May					
First Aid Course (Full) Attendance					
First Aid Course Exam					

If you have any questions regarding this course or concerns about your child's progress, please feel free to contact me at the school (624-4221) or via e-mail at silvertk@prsd.ab.ca