Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #73	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD73
Developed by: Carla Salituro/Jason Fowles	Date Developed: January 2018
School Name: Valleyview Secondary	Principal's Name: Barb Hamblett
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Cross-disciplinary and Interdisciplinary Arts: Peer Mentorship	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: None

Course Synopsis:

The Peer Mentorship course is for responsible students who model exceptional behaviour and who are interested in the opportunity to work with other students while developing their own interpersonal skills. The curriculum creates strong social, emotional, and academic foundations that guide students toward success. Students will develop social responsibility while acquiring skills in communication, interpersonal relations, coaching leadership, and teamwork. This course prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Peer Mentors will visit classes, especially grade 8 classes, throughout the year teaching structured lessons and creating develop strategies to help students learn. Mentors will also visit feeder schools and participate and develop activities and projects with them therefore building a sense of community between the students and the schools. Furthermore, to develop a broader perspective on leadership, students will initiate contact in the

community with charitable organizations to coordinate a partnership with the school. The goal of this course is to encourage students to become responsible citizens; it also includes opportunities for the development of character, critical thinking, and social skills.

Goals and Rationale:

The Peer Mentorship curriculum creates strong social and academic foundations that guide students toward academic success. Senior mentors will learn skills and strategies that will help them aid other students socially and academically. Peer mentors will create a nurturing environment that will promote social and academic success. To help others, mentors need to examine their own confidence, competences, and motivations. After understanding how they process information, mentors will be capable of educating the student body. Mentors will become responsible citizens and will create opportunities for the development of character, inquiry, critical thinking, and social skills.

Goals:

1. Students will understand how one's values, relationships, motivation style, and mindset impacts one's learning.
2. Students will learn how thinking occurs, how learning and memory work, and how they can improve their study habits and skills.
3. Students will develop strategies for time management and conflict resolution.
4. Students will establish guidelines for a mentors code of conduct.
5. Students will increase their understanding of techniques to develop a positive school culture and participate in various community activities.
6. Students will identify and practise strategies of effective communication.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principle of Learning:

● Mentoring supports the development of self in support of connecting with others.
● Leading involves learning from mentors as well as those we are meant to lead.
● Leadership and learning is holistic, reflexive, reflective, experiential, and relational.
● Mentoring requires exploration of one's identity, philosophy, and ethics.
● Becoming a mentor involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Peer Mentorship 10. Peer Mentorship is inseparable from connectedness and relationships; specifically:

● Community involvement (process and protocols)
● Experiential learning
● Flexibility
● Leadership
● A positive learner-centered approach
● Community engagement
● The role of the teacher (leader or coach)
● Local focus

BIG IDEAS

Traditions, perspectives, worldviews, and stories are shared through **media arts** and therefore enhances acceptance and understanding of others**.**	Having a **growth mindset** is key to success in all aspects of life.	**Media arts** are influenced and informed by social, ethical, and sustainability issues.	A **coaching philosophy** can help one become a better leader/mentor and engage the **mind and body**.	Creating **strong relationships** among and between staff, students, and the outside community will create a positive school culture and a sense of belonging in the community.

Learning Standards

Students are expected to do the following:	*Students are expected to know the following:*
Self Awareness • Increase understanding of one's self through **self-inventory**, values, and goal setting • Identify **personal stressors** and develop strategies to cope with stress • Develop an understanding of how positive relationships foster optimal learning environments • Set **goals** to focus on areas of importance in their lives and develop strategies to achieve those goals • Understand how one's **self-esteem** affects learning • Recognize First Peoples principle that learning requires exploration of one's identity **Social and Academic Support** • Understand motivational theories to create **learning environments** that aid cognitive growth • Use interpersonal and small group skills including: communication, decision making, and conflict resolution • Understand that individual students have different optimal ways of learning	• Self efficacy • **Stress management techniques** • **S.M.A.R.T** goals, goal setting • Self esteem effects on learning • Learn different **learning styles** • Accommodate different learning styles • **Brain Intelligences** • Difference between **intrinsic and extrinsic motivation** • Factors that lead to disengagement • First Peoples perspective of learning requires patience, time, and exploration of self • Strategies to help others learn and encourage individual success, effort, and investment • Strategies used for effective mentoring • Ways to positively interact with community and people in the school • **Questioning** to find the needs of the school and

- Foster encouragement and display enthusiasm and motivation when mentoring others
- Once a week, reflect on strategies used when mentoring students
- Develop activities based on Brain Intelligences
- Implement **peer tutoring procedures** and monitor one's own and their tutoree's progress
- Understand a variety of decision making strategies

School/Community Culture
- Increase their understanding of techniques to develop positive school/community climate
- Probe the school and the community for areas of needed support
- Create activities for the student body or the community

Communication
- Analyse and understand principles of communication
- Model effective listening skills
- Model effective public speaking techniques
- Students will create and lead group activities promoting effective listening and speaking skills

Social Responsibility
- Increase understanding of the influence of positive reinforcement
- Understand the importance of working in a group
- Use a variety of problem solving techniques
- Volunteer and participate in a variety of school and community activities

Students will be able to use creative processes to:

Exploring and creating
- Create media collaboratively and individually using imagination, observation, inquiry, and appropriate risk taking
- Identify creative opportunities, challenges, and points of view
- Identify, select, and adapt media arts materials, **technologies**, and processes
- Identify and develop **skills** and techniques using a range of styles and a variety of **sources of inspiration**
- Brainstorm and priortize ideas to create a range of possibilities
- Choose a form in pre-production and develop a plan for realizing the work.

Reasoning and reflection
- Create and document drafts and revisions of media works throughout the design process

community
- Ways to create a positive **school culture**
- Communication skills: decision making, conflict resolution, verbal, non-verbal
- Active listening: modeling listening skills, asking questions, inquiring
- Speaking skills: eye contact, presentable, understand content
- Leading small groups, large groups
- Understanding the importance of working cooperatively in a group
- **Mentoring** younger grades
- **Reflecting** on one's and others progress
- Become involved in the community: volunteering, participating, organizing
- **media technologies** for image development and design
- **elements of design**
- **principles of design**
- a range of **materials**, processes, and **techniques**
- media production skills:
  - **pre-production**
  - **production**
  - **post-production**
- **ethical, moral, and legal considerations** associated with using media arts technology
- the influence of social, cultural, historical, political, and personal context on artistic works
- personal and social responsibility associated with creating, perceiving, and responding in media arts

- Critically evaluate selected processes in media arts
- Understand the purpose of a **critique**

Communicating and documenting
- Share, **document**, and appreciate media artworks in a variety of ways and contexts
- Create works of art with a specific audience in mind
- Engage in **digital citizenship** throughout the creative process
- Use media art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values.
- Examine the influences of digital and non-digital media in documentation, communication, and self-expression

Connecting and expanding
- Create
- artistic works to reflect personal voice, story and values
- Demonstrate the application of the elements and principles of design, image, development strategies, and media arts processes and technologies
- Demonstrate safe use, care, and maintenance of tools, equipment, materials and work space.

Big Ideas – Elaborations

- **Media arts:** unique art forms that employ film, video, new media, and sound as a means of artistic expression
- **growth mindset:** the understanding that student abilities and intelligences can be developed. When students believe they can become smarter, they understand that effort matters.
- **coaching philosophy:** Identifying the purpose of your coaching, your coaching values and choosing your leadership style.
- **mind and body:** e.g., hands-on experiences activate students' minds
- **Relationship Building:** creates strong bonds between staff, students, and community members, fostering a sense of belonging and positive school climate

- **self-inventory:** ask questions about personal interests, values, behaviors, and traits or personality types.
- **personal stressors** are events or conditions that occur in a person's life that may adversely impact the person or their family's health or well being.
- **goal setting**: developing a plan to help motivate students to achieve their desired outcome
- **self-esteem** reflects a person's overall subjective emotional evaluation of his or her own worth.
- **learning environments:** refers to the diverse contexts in which students learn
- **peer tutoring procedures:**: procedures a tutor should follow when tutoring a student.
- **technologies:** in media arts, and image-making technology, such as cameras, computers, software, props, lighting; including the improvisational use of miscellaneous items
- **skills:** including problem-solving
- **sources of inspiration:** e.g. experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environment
- **critique:** feedback strategies (one on one dialogue, group discussions, reflective writing,m etc)
- **document:** activities that help students reflect on their learning (drawing, painting, journaling, video responses, portfolios etc)
- **digital citizenship:** using information and technology in a way that is respectful of self, others, and privacy laws

- **Stress management techniques**: Way to reduce stress in one's life: breathing activities, progressive muscle relaxation, yoga, etc

- **S.M.A.R.T**: goals that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imely
- **learning styles:** Is an individual's unique approach based on strengths, weaknesses, and preferences (Visual, Aural, Verbal, Physical)
- **Brain Intelligences:** Intelligence is broken down into nine different domains: Naturalistic, Musical, Logical-Mathematical, Existential, Interpersonal, Bodily-Kinesthetic, Linguistic, Intra-Personal, Spatial
- **intrinsic motivation** refers to behavior that is driven by internal reward
- **extrinsic motivation** refers to behavior that is driven by external reward
- **Questioning:** To ask questions to receive information
- **School culture** is a set of norms, values and belief, rituals and ceremonies, symbols and stories that make up the "persona" of the school.
- **Mentoring** is when a mentor helps guide the mentee to find direction and help him/her achieve academic/social success.
- **Reflection:** evaluating previous work, taking into consideration, feelings, thoughts, emotions, likes, and dislikes
- **media technologies:** video production layout and design, graphics and images, photography, etc
- **elements of design:** colour, form, line, shape, space, texture, tone, value, time
- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, depth, proportion and scale, unity
- **materials:** interlocking blocks, props, toys, lighting
- **techniques:** techniques for organizing ideas and information to create points of view in images
- **pre-production:** the stage before a production begins; involving planning (writing and fine tuning scripts or storyboards, designing costumes)
- **production:** the stage during which a product is actively created and developed; involves shooting video or film, setting up lights, programming a website
- **post production:** the stage after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (editing video footage, etc)
- **ethical, moral, and legal considerations:** regulatory issues relating to responsibility for duplication, copyright, and appropriation of imagery, sound and video.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Role Playing
- Peer teaching
- Experiential Learning
- Reflective writing
- Questionnaires and interviews

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- Journaling
- Peer Assessment
- Self Assessment
- Performance Assessment
- Oral Presentations
- Peer Reviews

Learning Resources:

Clemmer, J. (1999). Growing the Distance. Canada: TCG Press.

Covey, S. (2005). The 8th Habit. New York: Free Press.

Dweck, S.C. (2006). Mindset The New Psychology of Success. New York: Ballantine Books.

Johnson, T.J. (2005). Research based Strategies for Cooperative Learning. Retrieved from www.co-operaton.org/.

Kielburger Craig, & K. (2004). Me to We. New York: Simon & Schuster.

Levine, M. (2002). A Mind at a Time. New York: Simon & Schuster.

Levitin, D. (2006). This is Your Brain on Music: The Science of a Human Obsession. New York: Plume.

Mortenson & Relin, O.D. (2006). Three cups of Tea. New York: Penguin.

Neufeld, G. (2005). Hold On to Your Kids. Canada: Vintage Canada.

Passmore, R. (2010). Legacies From the "Alive & Kicking" Interviews: Life altering, Collective Knowledge From Experienced Canadians. Canada: Silvertongue Developments.

Renate Nummela Caine, G.C. (2009). 12 Brain/Mind Learning Principles in Action. Thousand Oaks, California: Corwin Press.
Urban, H. (2004). Positive Words, Powerful Results. New York: Fireside.

Additional Information:

Information for the document was taken from multiple sources including:

BC Curriculum Draft, Arts Education, Cross-disciplinary and Interdisciplinary Arts Courses, **Media Arts Ten**.