

Leadership and Peer Support, Grade 11 Open

Grade	Topic	Expectations
Strand: Personal Knowledge and Management Skills		
11	Personal Knowledge	Summarize their leadership qualities and experiences, and describe how they may affect interactions with others in leadership and peer support roles.
		Explain how a variety of factors (e.g., culture, family background, personal experiences, the media) have influenced their personal motivation and skills related to leadership and peer support roles.
11	Leadership Qualities	Research and identify the leadership qualities and styles of a diverse range of people, including Aboriginal individuals, in leadership and support roles (e.g., in sports, politics, community, and/or school).
		Describe various learning styles (e.g., auditory, visual, kinesthetic) and identify strategies used to support people with these learning styles.
		Describe a set of criteria (e.g., personal management skills, personal characteristics) to assess the effectiveness of individuals in leadership and peer support roles, and use these criteria to assess their own strengths and needs for further development.
11	Personal Management	Explain how acquiring experience in leadership and peer support roles at school and in the community can help them achieve their present and future goals (e.g., meeting diploma requirements for community involvement, developing skills for specific jobs, attaining scholarships and awards).
11	Strategies and Resources	Demonstrate an understanding of a range of teaching and learning strategies (e.g., positive reinforcement, individualized instruction, task management) that can be applied to assist others in achieving their goals.
		Identify and describe challenges (e.g., emotional, motivational, learning, socioeconomic, family-related) to effective learning and goal achievement.
		Explain how to recognize challenges to learning in others and how to determine their own role in helping others address these challenges.
		Describe school and community support programs and services (e.g., guidance services, social service agencies, cultural and religious organizations, mentorship programs available to support students' needs) and explain how to access them.
Strand: Interpersonal Knowledge and Skills		
11	Interpersonal Relations	Identify the elements that contribute to building positive self-esteem (e.g., maintaining optimism, recovering from mistakes, overcoming fears, achieving goals, accepting positive reinforcement from others).
		Describe the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in school or in the community.

		Describe a conflict-resolution model and demonstrate its use in a variety of situations to reduce conflict and reach mutually agreeable solutions.
		Describe the elements of effective interpersonal relations (e.g., respect for differences, commitment to equity and fairness, flexibility, honesty, integrity) and demonstrate their use in selected leadership and peer support roles in school or in the community.
		Identify sources of pressure on adolescents (e.g., peer behaviour and attitudes, family relationships, prejudice, discrimination, media influences), and appropriate strategies to deal with these pressures.
11	Communication Skills	Describe the elements of effective communication (e.g., active listening, non-judgemental statements, paraphrasing) and demonstrate their use in selected leadership and peer support roles in school or in the community (e.g., tutoring, mentoring, coaching, mediating, assisting with school or community projects).
		Explain the benefits and pitfalls of expressing emotions, and demonstrate appropriate ways of managing their own emotions and responding to others' expressions of emotions.
		Demonstrate an understanding of how to respond appropriately (e.g., remaining calm, empathizing, recommending a referral) to peers' disclosures of serious personal matters (e.g., health problems, physical and emotional abuse, bullying, exclusion, discrimination, family issues, harassment, substance abuse).
		Demonstrate the ability to provide feedback to help others identify their strengths and areas needing improvement.
11	Group Dynamics	Demonstrate a variety of team-building strategies (e.g., listening, task sharing, providing positive feedback and constructive criticism, building consensus, identifying and using strengths of group members) and explain how they facilitate positive interaction and improve group and individual results.
		Explain how selected leadership styles (e.g., autocratic, democratic, delegative) and strategies (e.g., organizing groups, soliciting support, setting goals) affect group interaction and results.
		Demonstrate effective use of leadership skills in classroom groups and in planning school or community events.
11	Connecting With the Community	Describe the dimensions of diversity within their community (e.g., gender, race, culture, ethnicity, ability, sexual orientation, age, religion, socioeconomic level) and identify the value of diversity as well as the challenges it poses.
		Explain how cultural diversity within groups may affect communication, interpersonal relations, and leadership styles, both positively and negatively.
		Explain how power can be used positively (e.g. to promote engagement and inclusion) or misused (e.g., in situations involving bullying, exclusion, workplace harassment) in work, family, and peer contexts, and identify strategies to deal with situations where power is misused.

		Describe their rights (e.g., a safe environment, freedom from harassment and discrimination, adequate training) and responsibilities (e.g., adhering to ethical behaviour, maintaining confidentiality, showing respect for others and their property, following safety procedures) in various leadership and peer support roles.
Strand: Exploration of Opportunities		
11	Accessing Options	Produce a comprehensive list of the leadership and peer support opportunities available in their school and community, using print, electronic, and human resources.
		Analyse selected leadership or peer support roles (e.g., tutor, student host, team captain, student council member) in terms of responsibilities of the role, skills required, time commitments, and benefits and challenges.
		Evaluate their own suitability for a selected leadership or peer support role and provide a rationale for their choice of role.
11	Developing a Plan	Identify an opportunity within the school or community (e.g., orientation for new students to the school, career fair, school arts showcase, community agency fair, social justice event, fund-raising events) where they can take a leadership and/or support role.
		Design and present a plan to address a need identified within the school or community where they can make a positive contribution.
11	Exploring Careers	Identify occupations or fields of work that require skills in leadership and peer support.