

DeAnn Engelthaler
Junior Peers 2016-2017
Course Syllabus and Expectations
dengelthaler@northlandprep.org

Course Overview: Junior Peers is a life skills course designed to be offered as an elective course to 8th grade students. The Peer Mentor Course will provide an engaging learning environment centered around positive human relationships. The course will focus on communication, leadership, stress management, self-awareness, and relevant relationships; therefore engaging in a positive approach to student learning.

The following concepts will be covered in this course:

Students will be able to:

- Demonstrate how using “I” messages and other effective communication skills can help them stand up for themselves and promote a culture of kindness.
- Identify and explain the body’s physical and psychological responses to stressful situations.
- Demonstrate negotiation skills to support the healthy expression of personal needs.
- Demonstrate the ability to state personal needs and articulate limits.
- Identify that being grateful is a kind way to communicate.
- Demonstrate the ability to engage in active listening as a way to be kind.
- Demonstrate that individuals belong to different groups and communities and that speaking and acting kindly shows respect toward others and can result in a culture of kindness.
- Identify ways that they can help those with disabilities in the community or how to respond to those in need.
- Compare and contrast positive and negative ways of dealing with stress.
- Define stress and identify personal stressors.
- Develop personal strategies to deal with stressors.
- Practice techniques such as physical activity, relaxation techniques, journaling, and talking with someone to reduce stress.
- Describe the difference between caring and “overcaring” and realize the role it can play in stress.
- Demonstrate how to prevent or stop bullying as a bystander, perpetrator or a victim.
- Stand up for those being bullied.
- Advocate for a positive and respectful school environment that supports pro-social behavior.
- Analyze how culture, media, and others influence personal feelings and emotions.
- Describe how personal and family values and feelings influence choices.
- Analyze how avoiding negative peer pressure shows kindness toward themselves and others and can positively influence their mental health.
- Analyze internal factors that contribute to mental and emotional health.

Required Course Materials:

- 1 1.5"-2" 3-ring binder filled with loose leaf paper
- 1 folder with pockets and binder holes
- 2 composition notebooks
- 1 package of white index cards
- pens and pencils for daily use
- 1 pkg of 24 colored pencils
- 1 pkg markers (washable crayolas or similar)
- 1 pkg of loose leaf paper

Course expectations:

Production will occur in the form of class presentations, community service, class and community projects, journal entries, trustworthiness, binder and journal checks, and class participation.

Homework will be posted on the classroom white board daily and on the website. Students are expected to copy down the homework in their agenda/planner.

This course will have the workload similar to an art or music, or even a health class- lots of independent and class work. Please be ready to commit to the workload if you commit to the class. You will be asked to share some of your work at different points throughout the year. CONFIDENTIALITY is imperative. You will be asked to sign a confidentiality waiver. Building trust and companionship is essential to the success of this class. If you at any time breach confidentiality, you will be removed from this course and into another elective.

Attendance Frequent absences hinder students' ability to be successful in class—students should make every effort to attend class every day. However, sometimes absences cannot be avoided: the following policies are in place to help ensure student responsibility for their work during absences, as well as offer consistency for all student absences.

If a student is absent the day an assignment is due, it needs to be turned in the day the student returns. If a student is absent the day an assignment is given, the student will have as many days as he/she is absent to turn it in (Ex. if a student is absent for two days when an assignment is given, the student will have two days beyond the due date to turn it in). If a student has prior knowledge of a major assignment and misses days between the day the assignment was given and the due date, he/she is still expected to hand in the assignment on time unless other arrangements have been made. Students and parents are always welcome to email me or talk to me in person if other special arrangements need to be made, and PLEASE check the website for assignments!

Be on time to class! Tardiness interferes with your learning and your peers' learning. Bring all materials to class, every day. Continual "can I go to my locker?" will be reflected in the participation portion of your grade. Snacks will be allowed on occasion, but please try to eat before school and at lunch. Water and tea are the only drinks allowed.

Cell phones are not welcome. Please leave them in your lockers or book bags. Turned off and out of sight. iPods/iphones will be allowed occasionally during independent work-time, only for listening to music, otherwise they need to stay out of sight.

This classroom will be a place where students feel safe, comfortable, and free to be themselves. I will not tolerate behavior that is hurtful or inappropriate. We will have many activities and discussions where all students are expected to participate—they should feel comfortable doing so without fear of judgment from their peers or teacher.

I will post my office hours on my website as well as on my classroom door as soon as they become available.

All materials need to be in class by Monday, August 15th . Please fill out the following information and return no later than Monday, August 15th . - - - - -

We have read through and discussed the syllabus and expectations and understand what is expected throughout the year. I understand that this course requires a high level of maturity, cooperation, and confidentiality, and I am prepared to meet these expectations.

Student Name: _____

Student Signature: _____ Date: _____

Parent Name: _____

Parent Signature: _____ Date: _____

PLEASE write legibly so that we can easily contact through email. If more than one person should be emailed (both parents, step-parents, other legal guardians, etc.), please fill in the information with that person's name, relationship to student, and email.

Parent Email: _____

Other Emails:

