Peers as Partners in Learning - High School

Lesson Plan 1.1: Exploring Peer Supports and the Tools Needed

Approximate time to allow: 110-140 minutes

Unit

Fostering a Community Culture

Lesson

Exploring Peer Supports and the Tools Needed

Standards Supported in this Lesson	Rubric Essential Concepts
ELA.K12.EE.4.1 ELA.K12.EE.1.1 ELA.K12.EE.6.1 ELD.K12.ELL.SI.1	Promoting Access, Involvement, and Progress

Essential Question(s)

How can we effectively and respectfully impact the lives of others and why is that important?

Learning Objectives

Students will:

- Define peer support systems and describe what effective provision of supports looks like.
- Determine possible benefits of peer support systems for both sets of students.
- Explain confidentiality as it applies to peer supports.
- Explain course expectations and requirements.

Technology/Materials

- Presume Competence, by Kathie Snow (1 per student or displayed for students to access electronically).
    a. Paper
    b. Presumed Competence Sentence-Phrase-Word Activity (1 section per student)
- Compare FERPA, HIPAA and Peers as Partners in Learning Top 5 FERPA & HIPAA Misconceptions for Schools, https://www.sbmabenefits.com/hipaa-vs-ferpa/
    a. Computers or school approved device with internet access
    b. Paper, word document, comparison chart for note-taking
    c. Example graphic for class display, or chart paper, or whiteboard
    d. Markers (office supplies as needed)
- Course benefits
    a. Index cards
- Employability slideshow; projector; screen
    a. Handout: What does this job look like?
    b. High School Journal Prompts
- Wanted Posters:
    a. Poster paper, markers, tape, other supplies as needed
    b. High tech alternative: Teams may create using an electronic platform for poster-making
- Accommodations Assisting Students with Disabilities Manual
- Student characteristic summary sheet
- HS Reflection Journal Entry Prompts
- Optional: Use video Twenty-first Century Skills (https://youtu.be/qwJIhZcAd0I), projector; screen; speakers (2.07)

Lesson Steps

1. Welcome and thank peer support students in the Peers as Partners in Learning (PPL) course for their participation in the program.
    a. Purpose: To establish connections with students and explain course expectations and requirements.
    b. Directions:
        i. Ask students why they chose to take the course; have them share out.
        ii. Discuss the purpose for the program. Explain that students with disabilities (SWDs) have many abilities, talents, and gifts, and they also have something that creates challenges at school. It may be a bodily challenge, like not being able to walk or see. It may be a brain that works differently. This does not mean that they are any less deserving of a successful life with friends, a job, and full participation in their community. To achieve that, support may be needed for mastery of school academics.
            - Explain the course requirements as established by your school's PPL program (e.g., attendance, activity log, reflection journal, legacy assignment, end of course exam). Describe grading policies and weight of each requirement (e.g., assisting student 30%, daily activity log 20%, weekly reflection journal 20%, book report 10%, Legacy Project 20%)
            - Explain pre-classroom tasks, if assigned, for example student learning profile.

iii. Explain course benefits for the students with disabilities in need of support and the peer support student benefits from this course.
    - Quick Solo Write: Students write on index cards their response to, "What do you hope to gain from being part of this course?"
    - Pair share: Students pair up and share reflections with each other.
    - Discuss whole group: Teacher collects these cards to re-examine at the end of the year.
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2. Hand out copies and invite students to read the 2 page article Presume Competence (allow time for students to read independently).
    c. Purpose: To establish a vision of competence and open discussion about assumptions related to those with disabilities.
    d. Directions:
        i. Conduct a "Sentence-Phrase-Word" Activity. After reading the article, "Presume Competence" by Kathie Snow, revisit the article and write:
            - A sentence that was meaningful
            - A phrase that struck you
            - A word that was powerful
        ii. Conduct a discussion. As a group, discuss your choices.
            - Begin by sharing your words, then phrases, then sentences.
            - Explain why you made the selections you did.
            - Look at your group's collective choices of words, phrases, and sentences
            - Reflect on the conversation by identifying:
                1. What themes emerge?
                2. What implications or predictions can be drawn?
                3. Were there aspects of the text not captured in your choices?

3. Describe confidentiality by comparing PPL to the Health Insurance Portability and Accountability Act (HIPAA) rules for medical professionals and the Family Educational Rights and Privacy Act (FERPA) law protecting student education records.
    a. Purpose: To emphasize the importance of confidentiality.
    b. Directions:
        i. Small group (2-3 students): Identify a scribe, reporter, and technology manager. Students go to the HIPAA or FERPA websites (you may want to assign groups to a specific website). Groups identify and discuss the key elements from HIPAA and FERPA. The scribe takes notes using paper, a word document, or comparison chart. The reporter will share information with large group.
        ii. Large group: Using Comparison Charts (see Example graphic for class display), reporters popcorn out key elements for the teacher (or a scribe) to write on the chart paper. Once a list is created, then guide the discussion towards selecting the key elements that might apply to PPL.

4. Lead a discussion regarding targeted employability skills that guides the group to discover what attributes make them effective as a peer support student that could also contribute to high employability in the workforce.
    a. Purpose: To establish expectations and make connections to life skills.
    b. Directions:
        i. View Employability slideshow and/or video of Twenty-first Century Skills.
        ii. Discuss terms: Work ethic, positive attitude, communication skills (including tact), patience, time management, problem solving skills, collaboration (being a team player and a good partner), accepting of suggestions/criticism, flexibility, organizational skills, technology skills, self-confidence, reliable attendance/on time arrival, modeling situationally appropriate dress and behavioral standards.
        iii. Student teams examine handout, "What does this job look like?" Put a checkmark by strategies they can do and star the ones they do best. Share one of each. In the Reflection Journal, reflect on their choices and where they expect to see growth.

5. Activity: Wanted Posters
    a. Purpose: To consider the characteristics of an effective peer support student.
    b. Directions:
        i. Divide into small groups of 3-4 students. Give each group poster paper, markers, tape, other supplies as needed. (High tech alternative: teams may create using online program for poster-making).
        ii. Instruct students to develop a "wanted poster" with the following criteria:
            - A graphic or picture in the middle of the poster.
            - Words describing at least five attributes of an outstanding peer support student around the graphic.
        iii. Set up a gallery walk for display with one individual debriefing the work to the other students as they "walk" to each poster (for high tech, you may opt to project finished products or set up each finished product on a separate computer display for students to view).
        iv. Teacher summarizes, emphasizes critical attributes.

6. Activity: Tools of the Trade
    a. Purpose: To simulate use of available materials to address student needs.
    b. Directions:
        i. Provide a brief overview of the purpose for the "Accommodations: Assisting Students with Disabilities," and "Teacher's Resource Guide, 4th ed." resources. Give examples of common difficulties that students with disabilities may encounter in classes (notetaking while listening, organizing and turning in work, running out of time on a test, etc.). Walk students through how each of the resources may be used to address common difficulties.
        ii. Divide into small groups. Provide access to Accommodations: Assisting Students with Disabilities, and Teacher's Resource Guide, 4th ed. for each group. Provide each group with a student characteristic summary sheet.
        iii. Groups use resource books to brainstorm ideas for addressing specific student needs as described on the sheet.
        iv. A spokesperson for the group can provide a quick overview of their brainstormed ways to address described student needs (optional: groups may write a summary or create a visual with their ideas).

Assessments

Formative:

- Teacher observation/checklist: Does each student participate in partner sharing, small group and whole group activities? Note outliers. Adjust lesson if needed in future by timing each share opportunity.
- Sentence Phrase Word completion and participation.
- Team notes from HIPAA, PPL, and FERPA activity.
- Reflection Journal: Look for evidence that the student addressed the guiding question and whether additional clarification is needed.

Summative:

- Reflection Journal entry which shows evidence that the student considered at least two strategies to impact the lives of others based on the "What Does This Job Look Like?" handout.
- Students' Wanted Poster included visual or graphic that ties to the attributes they listed on the poster; there at least 5 attributes; the student is able to explain the connection between the visual/graphic, words, and the concept of an outstanding peer support student.
- Group brainstorm sessions produce viable options to address described student needs.

Considerations

- A transcript of the videos may be provided.
- Close captioning, a script, or interpreter may need to be provided for students with hearing challenges.
- Increased font size on handouts or braille format may be provided for students with visual needs.
- Technology may be used to complete the poster for students with writing difficulties or to provide choice.
- Handouts may be read aloud or technology text to speech option may be used.