

APPLIED ARTS DIVISION
EHE 310
3 Credit Course
Winter 2020



COURSE OUTLINE

EHE 310

Elementary School Health Education: Methods, Content and Materials

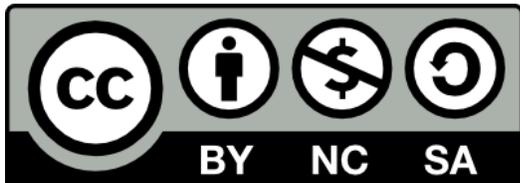
3 CREDITS

PREPARED BY: Tina Busetto, Ian Parker and Mark Connell
DATE: December 13, 2019

APPROVED BY: Name, Title
DATE: Click or tap to enter a date

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date
RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date

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EHE 310: Elementary School Health Education - Methods, Content and Materials

INSTRUCTOR: Ian Parker, Tina Busetto and Cathy Bradbury OFFICE HOURS: By Appointment

OFFICE LOCATION: CLASSROOM: A2101

E-MAIL: tina.busetto@gov.yk.ca TIME: Wednesday 9am-11:55am

TELEPHONE: DATES: January 8th - April 15th

COURSE DESCRIPTION

This course prompts students to thoughtfully consider different perspectives of health and how this translates throughout a school community. It provides students with knowledge, tools and resources that will allow them to confidently and successfully contribute towards building healthy school environments in the Yukon. It provides opportunities to prompt critical reflection on: The BC Health Curriculum, available teaching materials/resources, enduring and emerging health practices in school communities, and personal/professional attitudes towards health and the role of teachers in promoting it.

The course will have less emphasis on “how to teach about health” and more emphasis on “how can a classroom teacher use their influence to promote improved health and learning outcomes?” for their students, schools and broader school community.

“I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming.”

– Haim G. Ginott, [Teacher and Child: A Book for Parents and Teachers](#)

PREREQUISITES

EHE 310 is usually completed following the 16 week Internship, ELFD 405. ECS 311 is a prerequisite.

EQUIVALENCY OR TRANSFERABILITY

EHE 310 is a University of Regina Course.

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- Exhibit personal responsibility for individual growth as a health educator and group responsibility for the successful outcome of the course.
- Understand the contextual basis of health and wellness within the classroom, school, and Yukon community.
- Develop a comprehensive understanding of the philosophical framework of Health Education in Yukon.
- Understand the emphasis and design of territorial elementary/middle-level Health Education curricula.
- Develop an awareness of current health issues that affect children and youth.
- Use information from strength-based ideology to apply in daily teaching routines and in creating a healthy classroom environment that recognizes the development of the whole child.
- Examine and demonstrate a variety of instructional and learning strategies that will engage all students in meaningful Health Education experiences relevant to their lives and communities.
- Demonstrate thoughtful curriculum-based planning for learning (e.g., lesson plans, integrated learning plan).
- Demonstrate an understanding of how to use formative and summative assessment for the purpose of effective planning.
- Purposefully reflect on school-based experiences.

COURSE FORMAT

This course will be a total of 39 class-contact hours. In line with YNTEP's attention to experiential learning, some of the weekly instructional time will be devoted to activities that prompt and model approaches of effective Health Education. Some of the activities may include food literacy labs, lesson delivery, off-site observations, and participation in a Yukon-wide Community Forum on "Reconciliation and Health Promotion".

ASSESSMENTS AND EVALUATION:

Assessment Task	Brief Overview of Criteria / Requirement (More detail provided in class)	
Personal Exploration Statement	1 page paper (250-500 words) Due week 2 Students reflect on and articulate their own philosophy/attitudes regarding the role of a classroom teacher on building healthy learning environments with individual students, within classrooms, schools and the broader school community.	15%
Attend in-person presentation w/ health professional (off-site observations)	Intentional reflection on: <ul style="list-style-type: none"> • Personal current views of the focus of the presentation • Diverse, potentially conflicting, views on topic • How this topic/issue may impact children, youth and the community • Delivery format of presentation and other potential methods Assignment Requirements: <ul style="list-style-type: none"> • De-brief discussion with health professional (notes submitted) • Reflection journal presentation 	25%
Group Presentation (groups of 2-4) Examining an issue related to school health	Sections: <ol style="list-style-type: none"> 1. Topic selection and scan of relevant literature (including media) - 10% <ul style="list-style-type: none"> • 10 sources (that examine both sides of topic) and summary of why this topic is important 2. Self-assessment - 5% 3. Peer assessment -5 % 4. 1-hour Presentation - 10% *This presentation should include considerations on addressing and meeting the needs of First Nations students.	30%

	This assignment is marked based on 4 sections. Due dates noted.	
<p>Comprehensive School Health Paper: A Teacher’s journey/adventure (Two Part Paper)</p> <p>(a) Personal and professional Core Values regarding role of a teacher in promoting health</p> <p>(b) Description of how your classroom will reflect your core values (daily practices, curricular integration, physical layout)</p>	<p>Approx. 2500 words (5 pages single spaced)</p> <p>A paper that will have the following sections and describe:</p> <ul style="list-style-type: none"> • How your personal and professional values have evolved during the course and how this impacts your views on promoting health in schools • Where you see your “sphere of influence” within the model of Comprehensive School Health. How/where do other available resources fit-in? How can they complement your practice? • How can you apply First Nations perspectives of Health o maximize the health of First Nations Children? • How your classroom will reflect your core values 	30%
Total		100%

REQUIRED TEXTBOOKS AND MATERIAL

None required.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact [the Learning Assistance Centre \(LAC\)](mailto:the.Learning.Assistance.Centre): lac@yukoncollege.yk.ca.

TOPIC OUTLINE

DATE	FOCUS	NOTES	RESOURCES
Jan. 8	Introduction	<ul style="list-style-type: none"> > Introductions (teaching team, students) > Course overview (outline and assignments) > Reflecting on school health (as a student, as a teacher, as a parent, etc..) > Intro to Comprehensive School Health > Intro to themes 	<ul style="list-style-type: none"> • Statement on Reconciliation (HPU) • JCSH website and tools <p>https://www.jcsh-cces.ca/</p> <p>Pan-Canadian Joint Consortium for School Health (JCSH) Statement on Reconciliation</p> <p>Presenters: Ian, Tina</p>
Jan. 15	Indigenous Perspectives on Health and Education	<ul style="list-style-type: none"> > What do we know about the health of Indigenous students? > History > Challenges > Traditions 	<p>Presenters: Roberta (CYFN) Circle of Courage</p> <p>Presenters: CYFN (Jennifer, Melanie) Elder</p>
Jan. 22	The Determinants of Health	<ul style="list-style-type: none"> > What are the SDOH? > The role of trauma (ACES) > Trauma-informed classrooms > Exploration of 'equity' in the classroom 	<p>Presenters: HPU (Jen, Stacey) MWSU (Jane)</p>
Jan. 29	Developmental Assets and HBSC	<ul style="list-style-type: none"> > What do we know about the health of Yukon students? > How can teacher's foster assets in their classrooms and schools? > The role of relationships <ul style="list-style-type: none"> • > Promoting and sustaining positive relationships • 	<p>Presenters: Youth Directorate BBBS (Angela) HBSC (Jen)</p>
Feb. 6 (Thursday)	Forum on Reconciliation and Health Promotion (NO CLASS ON FEB 5 th)		
Feb. 12	Mental Health and self-regulation (?)		<p>Resources: Positive Mental Health Toolkit</p> <p>Schools as a Setting for Positive Mental Health: Better Practices and Perspectives, (2nd Ed.) 2013</p>

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			Presenters: MWSU HPU (Stacey)
Feb. 19	Sexual Health Education		SHARE HBSC Presenters: HPU (Adria)
Feb. 26	Substance Use Education/Prevention	> To include tobacco/vaping/cannabis and other substances	Kickin' Ash Let's Talk Pot Let's Talk Vaping Vaping Resource for Schools Building on Our Strengths: Canadian Standards for School-based Youth Substance Abuse Prevention—A Guide for Education and Health Personnel (Canadian Centre on Substance Abuse) JCSH Substance Use - Classroom Education Toolkit (PDF) Presenters: MWSU (Jane) HPU (Emily)
Mar. 4	Nutrition in Schools		HPU (Tina) CYFN
Mar. 11	Resources in the Community: Who's your Neighbour? Scavenger Hunt		HPU Community Nursing Dental Program Experienced Teacher (Dave Michayluk?) BT4D BYTE CYFN MWSU Others?
*Mar. 18	READING WEEK (NO CLASSES)		
*Mar. 25	NO CLASS (off-site visits, or time in-lieu)		
Apr. 1	Student Projects		Presenters: HPU team
Apr. 8	Student Projects and/or celebration		Presenters: HPU team

GRADING SYSTEM AND DESCRIPTIONS:

The University of Regina employs a percentage grading system. Unless otherwise specified, a grade of less than 50% is a failing grade for undergraduate programs.

GRADING DESCRIPTIONS

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49

Unacceptable performance

Adapted from 2019-2020 University of Regina Undergraduate Calendar - Grading System and Descriptions

Grading System and Descriptions

The University of Regina employs a percentage grading system. Unless otherwise specified, a grade of less than 50% is a failing grade for undergraduate programs.

GRADING DESCRIPTIONS

Percentage grades

Grade	Description
90-100	<p>An outstanding performance with very strong evidence of:</p> <ul style="list-style-type: none"> • an insightful and comprehensive grasp of the subject matter; • a clear ability to make sound and original critical evaluation of the material given; • outstanding capacity for original creative and/or logical thought; • an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.
80-89	<p>Very good performance with strong evidence of:</p> <ul style="list-style-type: none"> • a comprehensive grasp of the subject matter; • an ability to make sound critical evaluation of the material given; • a good capacity for original, creative, and/or logical thinking; • a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.
70-79	<p>Above average performance with evidence of:</p> <ul style="list-style-type: none"> • a substantial knowledge of the subject matter; • a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques; • some capacity for original, creative, and/or logical thinking; • an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and • to express thoughts both in speech and in writing.
60-69	<p>A generally satisfactory and intellectually adequate performance with evidence of:</p> <ul style="list-style-type: none"> • an acceptable basic grasp of the subject material; • a fair understanding of the relevant issues; • a general familiarity with the relevant literature and techniques; • an ability to develop solutions to moderately difficult problems related to the subject material; • a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.
50-59	<p>A barely acceptable performance with evidence of:</p> <ul style="list-style-type: none"> • a familiarity with the subject material; • some evidence that analytical skills have been developed; • some understanding of relevant issues; • some familiarity with the relevant literature and techniques; • partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner; • basic competence in writing.
0-49	<p>Unacceptable performance.</p>