

  	School of Health, Education and Human Services
	<b>EHE 310</b> <b>Health Education in Elementary Schools</b>
	Fall 2025 3 course credits
<b>Course Outline</b>	
<b>INSTRUCTOR:</b> Laura Erickson <b>OFFICE LOCATION:</b> n/a 7226 <b>E-MAIL:</b> <a href="mailto:lerickson@yukonu.ca">lerickson@yukonu.ca</a> <b>DATES:</b> Tuesdays Sept 3 – Dec 3, 2024	
<b>OFFICE HOURS:</b> TBA <b>CLASSROOM:</b> Zoom meeting # 439 249  <b>TIME:</b> 6:00 pm- 8:50 pm	

### COURSE DESCRIPTION

This course provides the background information and skills teachers need to implement comprehensive school health education in the elementary and middle years. It provides opportunities for students to learn how to help children reflect and act on health issues in their lives or in their communities.

### COURSE REQUIREMENTS

Typically, EHE 310 follows successful completed ECS 100 and ECS 110.

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:  
<https://www.yukonu.ca/admissions/transfer-credit>

### LEARNING OUTCOMES

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

1. Become confident and competent using the information in the BC Curriculum Guides to plan health activities and a health program.
2. Use a variety of instructional strategies for a wide range of learning styles.
3. Develop an awareness of the emphasis and design of current, effective health education programs.

4. Develop an awareness of current health issues that affect children and youth.
5. 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.
6. Develop interprofessional skills necessary to function in an interprofessional context.
7. Develop the skills necessary for problem solving and decision-making in groups.
8. Identify best practices that serve to overcome barriers and create sustainable interprofessional partnerships.

## **COURSE FORMAT**

This 45-hour course will be in-person learning on Zoom. The presentation of information will be delivered by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning strategies. These strategies may include lecture, large and small discussion groups, in-class projects, experiences, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

This course utilizes a social constructivist approach to learning, whereby information is presented, and knowledge is created through dialogue and experience. Students must be prepared to engage in lively discussions and class activities. **To this end, readings must be done ahead of time** and will be posted on Moodle in advance of each class.

## **Delivery format**

Class will take place primarily on Zoom. Classes consist of lectures, site visits, guest speakers, hands-on activities, cooperative work, class and small group discussions, demonstrations, videos, and student presentations.

## **EVALUATION**

Personal Reflection Statements (in 2 parts)	30 %
Curriculum map	35 %
Presentation	35 %
Total	100%

### Assignment Descriptions:

Personal Reflection Statements	<p>This assignment will help you reflect on your learning throughout this course. You will have the opportunity to consider and articulate your philosophy/attitudes regarding the role of a classroom teacher in building healthy learning environments. You will want to consider your beliefs about the child, the learning environment and the educator.</p> <p><b>DUE: Sept 24 (Part 1: 15% of mark) 250 word limit</b> <b>Dec 3 (Part 2: 15% of mark) 250 word limit</b></p>
Curriculum map	<p>You will have the opportunity to develop a comprehensive curriculum map for one grade level using the BC Health Curriculum. The map will align with curricular learning outcomes and incorporate effective learning activities. Class time will be used to complete this assignment, some out-of-class time needed to complete all learning objectives.</p> <p><b>DUE: Nov 12 (35% of total mark.)</b></p>
Presentation	<p>You will examine and address a health issue from the curriculum. Topics that create discussion and debate will be chosen with input from students. (ie sexual health curriculum). The purpose is to develop an understanding of how potentially divisive health issues affecting children or youth can be addressed by a classroom teacher. An awareness of how you may address these issues as a classroom teacher will be developed.</p> <p>Class time will be used to complete this assignment, some out-of-class time needed to complete all learning objectives.</p> <p><b>DUE: Various dates (35% of total mark.)</b></p>

### Late Assignments:

It is expected that all assignments be handed in on time. If you require an extension, please do not leave it to the last minute to make a request. Life happens and it is easier to mitigate problems by being proactive. Before you are in crisis, please reach out to me.

### **Responsibility for Learning Environment**

A YNTEP student's attitude and behavior must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon University 'Code of Ethics'. See the YNTEP student handbook for more details.

### **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

### **TEXTBOOKS & LEARNING MATERIALS**

All learning materials will be provided on the course Moodle page. There is **no** additional textbook required.

### **ACADEMIC INTEGRITY**

Students are expected to contribute to a positive and supportive environment. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

### **AI Guidelines**

While students are free to use generative AI to brainstorm or draft their assignments, the final submission must reflect the student's own original understandings and insights. AI **must not** be used for final submissions of assignments.

### **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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca)

## **TOPIC OUTLINE**

Topics for this class include but not limited to:

- Introduction to Health Education
- Physical Health and Wellness
- Emotional and Mental Health
- Sexual Health Education
- Social Health and Relationships
- Safety and Injury Prevention
- Substance Abuse Prevention
- Healthy Habits and Lifestyle Choices
- Growth and Development