

**Approval Guidelines for Projects, Presentations, Resources and Materials in Yukon Schools**

Yukon Education supports community agencies and departmental partners who want to enhance students’ education. The following guidelines complement the Agencies in the Schools Policy.

**Guiding Principles:**

1. Yukon Education will facilitate the access to presentations, projects and learning opportunities, which meet and enhance curricular objectives of Yukon schools;
2. Yukon Education will support and coordinate the use of community and agency resources that meet Yukon schools’ curricula (New grades [K-9 curricula](https://www.curriculum.gov.bc.ca/curriculum) and current grades [10-12 curricula](http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/));
3. Yukon Education will ensure that the number and schedule of approvals will enhance the schools ability to provide curriculum objectives to students. Some requests may be rescheduled or refused for this reason;
4. Yukon Education will ensure academic instructional time is respected;
5. Yukon Education will be fiscally responsible.

**Guidelines:**

The following guidelines will be used to review requests made by agencies and community organizations who want access to Yukon schools.

1. Agencies and organizations will fill in the attached application.
2. Agencies and organizations will send the completed application form to the Project Approval Committee ([curriculum@gov.yk.ca](mailto:curriculum@gov.yk.ca)).
3. The applications will be reviewed four times a year; August, November, February and May.
4. The application will be reviewed by Yukon Education’s Project Approval Committee. Approved applications will be valid for 2 years.
5. A written response will be provided to the applicants within 15 days of the application being reviewed.

**Approval for projects and/or presentations**

Submitted projects and/or presentations will adhere to the following categories.

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|  | **Level of access Requested** | **Access**  **Granted to** | **Access Granted by (Please follow levels of approval)** | **Advertising**  **Allowed in the schools** | **Funding provided by** |
| 1. **Community Resource People** | **\***School level Principal approval – Does not need to come to the committee unless the person is represented by an agency refer C) | | | | |
| 1. **Community Clubs/Activities for Students** | n/a | Display materials | n/a | School information board | n/a |
| 1. **Community Agencies or other Territorial Educational Programs** | School wide or classrooms | Support curricular outcomes | 1st – Yukon Education  2nd – Principals  3rd – Teachers | Newsletters or Websites | School |
| 1. **Yukon Government Departments** | School wide or classrooms | Support curricular outcomes | 1st – Yukon Education  2nd – Principals  3rd – Teachers | Newsletters or Websites | Sponsoring Department |
| 1. **Out of Territory Agencies** | School wide | Support curricular outcomes | 1st – Yukon Education  2nd – Principals | Newsletters or Websites | Determined by Yukon Education |

**Approval for Resources and/or materials**

The following will guide approval for outside resources and/or materials to be used in Yukon schools.

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| * Support prescribed learning outcomes; * Support Yukon Education’s values; * Develop areas of literary and content knowledge appreciation, aesthetic values, and ethical standards; * Enhance students’ abilities to develop the practice of thinking critically and solving problems in their daily lives; * Representative of the many religious, ethnic, and cultural groups and their contributions to Canada’s national heritage and to the world community; * Support the varied interests, abilities, socio-economic backgrounds, learning needs, age and maturity levels of the students; * Comply with copyright legislation; * Presented in an accessible and appropriate format to the content presented; * Appropriate for community in which they will be used; * Fair, objective, free from bias, propaganda, discrimination and gender stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking about specific issues; * Interesting and adaptable to the teaching/learning situation; * Well-organized, good quality and worthy of use in terms of both the time and resources involved; * Reflect the comprehension level for the intended audience. |

**Application Form for Grades K – 10**

**Projects, presentations, materials and resources in Yukon Schools**

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| --- | --- | --- | --- | --- |
| Application for: Projects, Presentations \_\_\_\_\_  Resources, Materials \_\_\_\_\_ | | | | |
| Agency/Department: Yukon Workers’ Compensation Health and Safety Board  Date of Submission: May 21, 2019  Contact Name: Noah Chaikel  Phone Number: 867 332-1058  Email: noah.chaikel@gov.yk.ca | | | | |
| Request initiated by: | | | | |
| Title of project, presentation, resource or material: *Safety Build* | | | | |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| 1 | Physical and Health Education | -Knowing about our bodies and making healthy choices helps us look after ourselves.  - Good health comprises physical, mental, and emotional well-being. | Physical literacy  - Develop and demonstrate safety, fair play, and leadership in physical activities  Healthy and active living  - Identify opportunities to make choices that contribute to health and well-being  Social and community health  - Describe ways to prevent and respond to a variety of unsafe and or uncomfortable situations  - Develop and demonstrate respectful behaviour when participating in activities with others  Mental well-being  - Identify and describe practices that promote mental well-being | - effects of different activities on the body  - practices that promote health and well-being  - different types of substances and how to safely use or avoid them  - hazards and potentially unsafe situations |
| 2 | Physical and Health Education | -Adopting healthy personal practices and safety strategies protects ourselves and others.  -Our physical, emotional, and mental health are interconnected. | Physical literacy  -Develop and demonstrate safety, fair play, and leadership in physical activities  Healthy and active living  - Explore and describe components of healthy living  Social and community health  -Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations  -Develop and demonstrate respectful behaviour when participating in activities with others  Mental well-being  -Identify and apply strategies that promote mental well-being | -practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention  -strategies and skills to use in potentially hazardous, unsafe, or abusive situations  -effects of different substances and strategies for preventing personal harm |
| 3 | Physical and Health Education | Adopting healthy personal practices and safety strategies protects ourselves and others.  Our physical, emotional, and mental health are interconnected. | Physical literacy  - Develop and demonstrate safety, fair play, and leadership in physical activities  Healthy and active living  - Explore and describe strategies for pursuing personal healthy-living goals  Social and community health  - Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations  Mental well-being  - Identify and apply strategies that promote mental well-being | -practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention  - strategies and skills to use in potentially hazardous, unsafe, or abusive situations  - effects of different substances, and strategies for preventing personal harm |
| 4 | Physical and Health Education | Personal choices and social and environmental factors influence our health and well-being.  Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. | Physical literacy  - Develop and demonstrate safety, fair play, and leadership in physical activities  Healthy and active living  - Identify and describe factors that influence healthy choices  Social and community health  - Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations  Mental well-being  - Describe and assess strategies for promoting mental well-being | - practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention  - strategies and skills to use in potentially hazardous, unsafe or abusive situations  - effects of different substances, and strategies for preventing personal harm |
| 5 | Physical and Health Education | Personal choices and social and environmental factors influence our health and well-being  Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle. | Physical literacy  - Develop and demonstrate safety, fair play, and leadership in physical activities  Healthy and active living  - Describe the impacts of personal choices on health and well-being  Social and community health  - Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations  Mental well-being  - Describe and assess strategies for promoting mental well-being, for self and others | - practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention  - strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings  - effects of different substances, and strategies for preventing personal harm |
| How will this presentation, project, resource or material enhance Yukon schools?  -Presentations access students’ knowledge of Yukon places and activities to learn about making healthy and safe choices. Presentations use exciting LEGO materials and interesting activities to engage students in developmentally appropriate learning. Presentations help students develop core competencies by discussing what they can think about, say and do to keep healthy and safe. Big questions are used to guide learning curricular competencies. Grade 1 students answer the big question, “How can I keep healthy and safe during the summer?” Grade 2 students answer, “How can I keep healthy and safe at school?” Grade 3 students answer, “How can I keep healthy and safe at home?” Grade 4 students answer, “How can I keep healthy and safe during sports?” and Grade 5 students answer “How can I keep healthy and safe on the land?” | | | | |
| Please list and attach any professional review of this work.  -See below. | | | | |
| Any additional information that you would like to supply should be provided on separate pages. | | | | |
| Forward application to the Project Approval Committee: [curriculum@gov.yk.ca](mailto:curriculum@gov.yk.ca) | | | | |
| Department Resource Committee Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Approved: Yes \_\_\_\_\_ No \_\_\_\_\_  Reasons if application is declined: | | | | |
| Approved for: | | | | |
| Restrictions, if any: | | | | |

<http://www.psc.gov.yk.ca/premiersaward.html>

Premier's Award of Excellence and Innovation

The Premier's Award of Excellence and Innovation celebrates the good work of the public service and showcases the talents of our employees.

2018 recipients

YWCHSB Community Outreach and Education Team

Category: Public Service

Yukon Workers’ Compensation Health and Safety Board: Natalie Thivierge, Noah Chaikel, Vanessa Stewart

A decade ago the Yukon Workers' Compensation Health and Safety Board began working with stakeholders on ways to improve the health and safety of young and new workers in Yukon workplaces. As a result, the “Work Shouldn’t Hurt” high school education program was established. Since that time, the Community Outreach and Education Team’s efforts have expanded to include almost a dozen outreach programs and activities, six educational programs, and three full curricula for Yukon elementary school students. With the delivery of these materials the Board has noted a considerable drop in reported workplace injuries among young workers. This growth, expansion and measurable success is due almost entirely to the self-motivated leadership and singular vision of Natalie Thivierge and her colleagues Noah Chaikel and Vanessa Stewart. These three, known as the "Learn Safe team," are remarkable public servants who regularly exceed expectations and have a measurable positive impact on Yukoners. They are regularly in Yukon classrooms, reaching students from kindergarten through college. They visit organizations to reach workers who are new to Yukon workplaces, including immigrants and older people re-entering the workforce. They frequently develop new information, programs, and activities as they identify needs in the community. These three are exemplary public servants and they make a direct difference every day in the lives of Yukon citizens, young and old.