

**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 – 9**

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

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| Application for: Projects, Presentations \_\_\_X\_\_  Resources, Materials \_\_\_\_\_ | | | | |
| Agency/Department:  Date of Submission: August 28, 2018  Contact Name: David DeVos  Phone Number:306-307-5312  Email: influencersmotivate@gmail.com | | | | |
| Request initiated by: David DeVos | | | | |
| Title of project, presentation, resource or material: Anti-Bullying Magic Show Featuring Brian Glow | | | | |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| k | PE/Health | Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Identify and describe a variety of unsafe and/or uncomfortable situations  Develop and demonstrate respectful behaviour when participating in activities with others  Identify caring behaviours among classmates and within families  Identify and describe practices that promote mental well-being  Identify personal skills, interests, and preferences  Identify and describe feelings and worries |
| 1 | PE/Health | Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Identify and describe a variety of unsafe and/or uncomfortable situations  Develop and demonstrate respectful behaviour when participating in activities with others  Identify caring behaviours among classmates and within families  Identify and describe practices that promote mental well-being  Identify personal skills, interests, and preferences  Identify and describe feelings and worries |
| 2 | PE/Health | Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Identify and describe a variety of unsafe and/or uncomfortable situations  Develop and demonstrate respectful behaviour when participating in activities with others  Identify caring behaviours among classmates and within families  Identify and describe practices that promote mental well-being  Identify personal skills, interests, and preferences  Identify and describe feelings and worries |
| 3 | PE/Health | Adopting healthy personal practices and safety strategies protects ourselves and others  Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Identify and apply strategies that promote mental well-being  Describe physical, emotional, and social changes as students grow older  Describe factors that influence mental well-being and self-identity  Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations  Describe and apply strategies for developing and maintaining positive relationships  Explore and describe strategies for pursuing personal healthy-living goals |
| 4 | PE/Health | Developing healthy relationships helps us feel connected, supported, and valued.  Personal choices and social and environmental factors influence our health and well-being. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Describe and assess strategies for promoting mental well-being, for self and others  Describe and assess strategies for managing problems related to mental well-being and substance use, for others  Explore and describe how personal identities adapt and change in different settings and situations  Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations  Describe and assess strategies for responding to discrimination, stereotyping, and bullying  Describe and apply strategies for developing and maintaining healthy relationships  Describe and apply strategies that promote a safe and caring environment |
| 5 | PE/Health | Developing healthy relationships helps us feel connected, supported, and valued.  Personal choices and social and environmental factors influence our health and well-being. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Describe and assess strategies for promoting mental well-being, for self and others  Describe and assess strategies for managing problems related to mental well-being and substance use, for others  Explore and describe how personal identities adapt and change in different settings and situations  Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations  Describe and assess strategies for responding to discrimination, stereotyping, and bullying  Describe and apply strategies for developing and maintaining healthy relationships  Describe and apply strategies that promote a safe and caring environment |
| 6 | PE/Health | Personal choices and social and environmental factors influence our health and well-being. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Avoiding unsafe situations and identifying tricks and lures used by predators. Strategies to protect themselves and other from potential abuse, exploitation, and harm in a variety of settings |
| 7 | PE/Health | Personal choices and social and environmental factors influence our health and well-being. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Avoiding unsafe situations and identifying tricks and lures used by predators. Strategies to protect themselves and other from potential abuse, exploitation, and harm in a variety of settings |
| 8 | PE/Health | Personal choices and social and environmental factors influence our health and well-being. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Avoiding unsafe situations and identifying tricks and lures used by predators. Strategies to protect themselves and other from potential abuse, exploitation, and harm in a variety of settings |
| 9 | PE/Health | Personal choices and social and environmental factors influence our health and well-being. | Personal and Social, Thinking and Communication  A student reflects on experiences that changed his goals and aspirations.  Solving problems in peaceful ways | Avoiding unsafe situations and identifying tricks and lures used by predators. Strategies to protect themselves and other from potential abuse, exploitation, and harm in a variety of settings |
| How will this presentation, project, resource or material enhance Yukon schools?  We will re-inforce the direction and communication from the schools regarding the seriousness of Bullying as well as help students understand how people feel when they are bullied as well as the potential consequences. | | | | |
| Please list and attach any professional review of this work.  Please see attached Letters of Support from a number of Nunavut Communities as well as a link to our YouTube page that features Video Testimonials from Nunavut, Teachers and Principals. | | | | |
| Any additional information that you would like to supply should be provided on separate pages.  Attached. | | | | |
| 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: | | | | |

**Application Form for Grades 10 - 12**

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

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| Application for: Projects, Presentations \_\_X\_\_\_  Resources, Materials \_\_\_\_\_ | | |
| Agency/Department:  Date of Submission: August 28, 2018  Contact Name: David DeVos  Phone Number: 306-307-5312  Email: influencersmotivate@gmail.com | | |
| Request initiated by: David DeVos | | |
| Title of project, presentation, resource or material: Anti-Bullying Magic Show Featuring Brian Glow | | |
| Grade | [Curriculum Subject Area](http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/) | Prescribed Learning Outcome |
| 10 | PE/Health | Healthy Choices influence, and are influenced by, our physical, emotional, and mental well-being. |
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| How will this presentation, project, resource or material enhance Yukon schools?  We will re-inforce the direction and communication from the schools regarding the seriousness of Bullying as well as help students understand how people feel when they are bullied as well as the potential consequences. | | |
| Please list and attach any professional review of this work.  Please see attached Letters of Support from a number of Nunavut Communities as well as a link to our YouTube page that features Video Testimonials from Nunavut, Teachers and Principals. | | |
| Any additional information that you would like to supply should be provided on separate pages.  See attached. | | |
| 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: | | |