**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-12 curricula](https://www.curriculum.gov.bc.ca/curriculum));
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 standards; * 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 – 12**

**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 (YWCHSB)  Date of Submission: July 12, 2021  Contact Name: Noah Chaikel  Phone Number: 867 332-1058  Email: noah.chaikel@gov.yk.ca | | | | |
| Request initiated by: Noah Chaikel, Safety Communications Consultant, YWCHSB | | | | |
| Title of project, presentation, resource or material:  YWCHSB Education programs for students in K-12.   * Susie the safety squirrel (K-1)   Students meet Susie the safety squirrel, share what they do to be kind and how it feels when others are kind. Students play kindness charades and listen to a story about kindness. Students learn how kindness can help keep us safe.   * Safety Build (2-5)   Students discuss what they do to keep healthy and safe in their lives. They build LEGO models to depict potentially dangerous situations at school, at home or outdoors and what they can do to keep safe. Students share their builds and discuss why making healthy and safe choices is important for everyone.   * Kindness Works (2-5)   Students discuss what kindness means and how kindness feels. They learn about kindness science, learn new kind words and play a kind game. Students watch a short film about how being kind can build resiliency. Students learn how kindness can help keep us safe.   * Head First (4-6)   Students learn about concussions, brain anatomy basics and use a Jell-O brain to understand what happens to the brain when a concussion occurs. They learn how to prevent concussions and what they should do if they think they have one.   * Work Shouldn’t Hurt (10)   Students learn why young workers are more likely to be injured than older, more experienced workers. They learn how young workers are injured. They learn about common workplace hazards and how to mitigate them. They learn about their workplace rights and responsibilities and how the workers’ compensation system supports injured workers.   * Mental health (8 and 12)   Students discuss what mental health is, what they are doing to take care of their mental health and how they feel when they don’t. They learn about the benefits and timing of eating, sleeping and exercising. They learn about the negative effects of spending too much time online. They learn about tools to maintain positive mental well-being and find out where to seek help in Yukon. | | | | |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| K-1  *Susie the safety squirrel* | Physical and Health Education | Good health comprises physical, mental, and emotional well-being. | Describe ways to prevent and respond to a variety of unsafe and or uncomfortable situations | * different types of substances and how to safely use or avoid them * hazards and potentially unsafe situations * caring behaviours in groups and families |
| 2-5  *Safety Build* | Physical and Health Education | Our physical, emotional, and mental health are interconnected. | Identify and describe strategies for avoiding and/or responding to potentially unsafe situations | * strategies to protect themselves and others from harm in a variety of settings |
| 2-5  *Kindness Works* | Physical and Health Education | Our physical, emotional, and mental health are interconnected. | Identify and describe strategies for avoiding and/or responding to potentially unsafe situations | * strategies to protect themselves and others from harm in a variety of settings |
| 4-6  *Head First* | Physical and Health Education | Personal choices and social and environmental factors influence our health and well-being. | Describe the impacts of personal choices on health and well-being  Describe strategies for communicating medical concerns and getting help with health issues | * strategies to protect themselves and others from harm in a variety of settings |
| 10  *Work Shouldn’t Hurt* | Physical and Health Education | Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being. | Propose strategies for avoiding and responding to potentially unsafe, abusive, or exploitative situations | * strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings |
| 8 and 12  *Mental health* | Physical and Health Education | Healthy choices influence our physical, emotional, and mental well-being. | Identify and apply strategies to pursue personal healthy-living goals  Describe and assess strategies for promoting mental well-being, for self and others | * signs and symptoms of stress, anxiety, and depression * influences of physical, emotional, and social changes on identities and relationships |
| Active Living | Physical activity is an important part of overall health and well-being. | Explain how developing competencies in physical activities can increase confidence and encourage lifelong participation in those activities  Demonstrate reasoned decision-making related to their personal health and well-being | Health and well-being  • the role of nutrition and how it can affect health and performance  • potential short- and long-term consequences of health decisions  benefits of physical activities for health and mental well-being |
| How will this presentation, project, resource or material enhance Yukon schools?  At YWCHSB, we believe that learning about safety at home, at school and at play gives children a foundation for preventing injuries throughout their lives. We offer class visits adapted to students’ interests, learning styles and levels to help students develop an awareness about their roles in making healthy and safe choices. YWCHSB has been presenting programs in Yukon schools since 2008. | | | | |
| Please list and attach any professional review of this work.  In 2018, YWCHSB Outreach and Education Team was recognized with Premier’s Award of Excellence in Excellence and Innovation for their health and safety programming in schools. | | | | |
| 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: | | | | |