



School of Health, Education and Human Services

Course title: EHE 310

Health Education in Elementary Schools

Term: Winter, 2022

Number of Credits: 3

Course Outline

INSTRUCTOR: Laura Erickson

OFFICE HOURS: M 1:30-3:30

OFFICE LOCATION: Mayo

CLASSROOM: Zoom ID #: 927 1141 8838

E-MAIL: lerickson@yukonu.ca

TIME: Wednesday 5:30-8:20 pm

TELEPHONE: 867.332.4947

DATES: Jan 5 – April 6, 2021

COURSE DESCRIPTION

This course provides information, strategies and skills teachers need to implement comprehensive school health education. It provides opportunities for students to learn how to help children reflect and act on health issues in their lives and their communities. The new health curricula support children in developing a solid foundation for attaining and maintaining a balanced life. Students will have a look at the way they can use strength-based approaches to examine the broad areas of learning through helping children achieve knowledge, skills and attitudes in these Broad Areas of Learning: Lifelong Learners, Sense of Self, Community and Place and Engaged Citizens.

An important focus of this course is on the skills needed to develop curricula and teach health in a way that engages students. Current information is provided on school health services, safe and healthful environments, comprehensive school health curriculum and instructional strategies and technologies. A central focus will be to consider health education as a means of challenging and changing authoritative and oppressive cultural norms and working towards a more just society.

Rationale: Health education is important for all students to experience, as good health is a fundamental aspect of a viable society. While health education assists individuals to be responsible for maintaining his/her own health and also for promoting the health in others and it also considers how social practices and social organizations influence health.

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X
Web Browser	Firefox, Edge, or Google Chrome	Firefox, Edge, or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

LEARNING OUTCOMES

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

1. Become confident and competent using the information in the Saskatchewan 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

Weekly breakdown of instructional hours and Delivery format

Wednesday evening classes will take place online using Zoom. Zoom is a synchronous (in real time) virtual format that enables face-to-face approaches to teaching and learning. These classes take place at specific times.

With this in mind, and to the extent possible, classes will be a combination of lectures, instructor demonstrations, use of videos, group exercises, student presentations, and group discussions. Students are expected to come prepared to contribute opinions, observations, insights, and experiences to all group discussions.

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.

EVALUATION

Personal Exploration Statement	20 %
Individual Presentation (to a group of 2-3 classmates)	40 %
Comprehensive School Health Paper: A Teacher's journey/adventure	40 %
Total	100%

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

None required.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. 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.

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.

TOPIC OUTLINE: DRAFT

DATE	FOCUS	NOTES	RESOURCES
Jan 5	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 	
Jan 12	Conceptualizing a Philosophy of Health Education	<ul style="list-style-type: none"> > What do we know about the health of Indigenous students? > History > Challenges > Traditions 	
Jan 19	Conceptualizing a Philosophical Framework for Health Education	<ul style="list-style-type: none"> > What are the SDOH? > The role of trauma (ACES) > Trauma-informed classrooms > Exploration of 'equity' in the classroom 	
Jan 26	Health Education: BC Curriculum and Yukon Education & Sexuality Education	<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 • 	
Feb 2	Drug Education	To include tobacco/vaping/cannabis and other substances	

Feb 9	Curriculum Intergration/play based education		
Feb 16	Restorative Justice Practices		
Feb 23		Reading Week. No class.	
March 2	Positive Behavior Intervention and Supports (PBIS)		
March 9	Keeping Safe		
March 16	Keeping Safe		
March 23	Trauma Informed Classrooms		
March 30	Class presentations		
April 6	Class presentations and course summation		