

Prince George

REGIONAL HERITAGE FAIR

A Guide to a Successful Fair Experience

For teachers, administrators, and others involved in the
Heritage Fairs Program

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A. Heritage Fairs Program

Heritage Fairs are a celebration of Canada's heritage in the form of student history projects that brings people together to make history come alive.

1. Overview

The Heritage Fairs program is a bilingual educational initiative that encourages students to explore an aspect of Canadian heritage in a dynamic and captivating learning environment. The event of a 'history fair' actively involves Canadian young people, schools, businesses and community groups in a contemporary celebration of our shared traditions and heritage.

Students are encouraged to research any aspect of Canadian history and present the results of their efforts in a public forum. When students are encouraged to look outside the classroom for their learning activities, they discover the wealth of information available to them from other local resources. Local businesses and community organizations can be involved by assisting students with their projects, by volunteering at the Fairs, by providing sponsorship for their region, and by providing their own exhibits at the Fairs.

The Heritage Fairs Program:

- creates an environment where students are excited to learn and share;
- provides recognition for student achievement;
- celebrates cultural diversity and multiple perspectives;
- reveals connections between the past and present;
- inspires Canadians to acknowledge their places in history.

The Charles R. Bronfman Foundation Heritage Project was started in 1993 to increase awareness of Canadian heritage and to create an exciting learning environment for students of history. This CRB Heritage Project began the Heritage Fairs program nationwide by introducing a series of Fairs in every province and territory. Management of this initiative was later taken over by the Historica Foundation whereby the program grew substantially throughout Canada to reach over 300,000 students at its peak. In 2003, the British Columbia Heritage Fairs Society was established to continue to promote the Heritage Fairs concept throughout the province.

Sponsored by the BC Heritage Fairs Society, the PG Regional Heritage Fair has been held since the early 2000s and is organized by a committee consisting of representatives from local museums and heritage organizations, teachers from SD57 and independent schools, and other community groups. The Regional Fair is a day-long event held annually in early May, featuring

project judging by volunteers, cultural activities, a field trip, and a Community Showcase and awards ceremony.

The program creates an engaging learning environment for students, thereby strengthening their appreciation of Canadian heritage. Students develop strong roots in their communities and cultures, which inspire them to participate in the shaping of Canada's future. Fairs are intended to support student growth and to celebrate the achievements of all participants in the Fair by showcasing students' ideas, ingenuity, creativity and enthusiasm.



2. Why Participate?

- The Fairs Program helps teachers meet their teaching goals, provides recognition for student achievement, and satisfies curriculum requirements, particularly in Social Studies, Geography, and History for Grades 4-9.
- The creation of a Fairs project requires hands-on learning, which develops research and communication skills.
- Learning becomes more meaningful when students explore topics that are personally relevant to them. Connections can be created within their families and cultures.
- Fairs give students the chance to share their own ideas and voices, thereby building student creativity and initiative.
- Creating a Fair project will enhance literacy skills. The emphasis on communication skills such as researching, interviewing, writing, editing, and speaking will benefit all students.
- This program connects the classroom with the community. Researching their projects can put them in contact with valuable organizations such as historical societies, museums, archives, libraries, and multicultural groups.
- Participation in a Fair engages citizenship skills. As young people develop stronger roots in their communities, they will have the confidence to become active citizens who shape the future of our country.

3. Participation Requirements

It is recommended that all young people wanting to participate in researching and completing a heritage project with the intent to participate in a Regional Heritage Fair contact a teacher at the school level for sponsorship. While all students are encouraged to create projects for school

fairs, only students in Grades 4 to 10 are eligible to participate in the Regional and Provincial Heritage Fairs. Students must be able to justify their topic's connection to an aspect of Canadian history or heritage to be eligible for the Regional and Provincial Fairs.

To implement a successful experience for students, teachers will:

- Identify themselves to the Regional Fair Coordinator to receive information about the Fair
- Act as sponsor for a class, multiple classes, or for individual students
- Ensure projects meet the project requirements
- Submit all necessary paperwork to participate in the Fair
- Meet all deadlines outlined by the Regional Fair Coordinator

4. Program Structure

Heritage Fairs occur in every Canadian province and territory in the early part of the calendar year. Their purpose is to involve students in undertaking research into an aspect of Indigenous history, local, regional, provincial or national history, and to engage them in the intriguing stories of the people and events which have shaped their history. Topics chosen by students vary widely and have included family heritage inquiries, projects on notable Canadians, explorations of discrimination and racism, major events in Canadian history, research into local landmarks, and many others.

Heritage Fair activities begin in the classroom as hands-on individual or group projects in which students are encouraged to research a topic of strong personal interest. It is this strong personal connection that sustains the students through the rigours of research, keeps them searching when leads seem to be going nowhere, and excites them to attain a higher standard in the presentation of their work. With the support of teachers, parents, community resource people (such as museum curators and archivists) and sometimes first-hand contact with a 'research subject,' students explore their chosen aspect of Canadian history. They take on the role of a researcher, historian, interpreter, interviewer, storyteller, a TV producer, a drama producer, an artist, and so forth. In so doing they learn and communicate this learning to others – their peers, teachers, parents and the wider community.

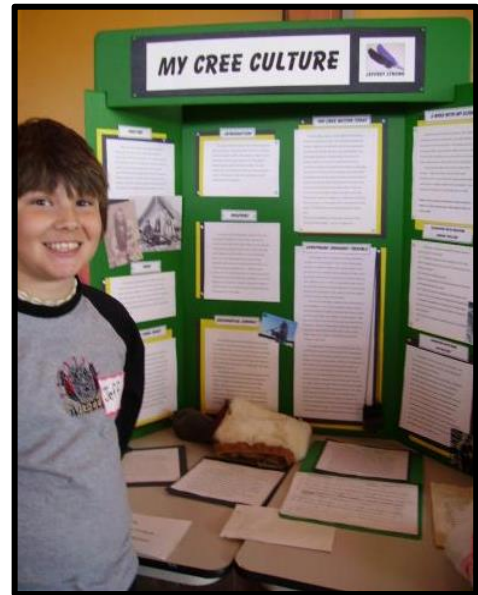
Teachers are encouraged to host a Classroom or School Heritage Fair with the students in their school who are participating in the program. These small fairs are a great way to showcase your students' hard work and prepare them for the potential of attending the Regional Heritage Fair. Deserving projects from schools and fairs throughout the Prince George region are showcased at the Prince George Regional Heritage Fair. One day is planned for students to come together

to share their projects, take part in a field trip and in heritage activities organized for the event. Judging takes place following established criteria and involves an interview in which the student has an opportunity to discuss their project and the processes involved in the research. Recognition at the evening Community Showcase makes the event particularly special for all participants. Outstanding projects from the Regional Fair are nominated to attend the BC Provincial Heritage Fair.

B. Projects

Providing students work under appropriate supervision, they may be eligible to be invited to participate at the Regional level. Home-school students, for example, do not necessarily have to participate in a class/school fair in order to be eligible. They must, however, comply with the projects guidelines as set out by the Prince George Regional Heritage Fair.

Joint research projects, whether in partners or a small group, are permitted at the school and regional level. However, upon registration at the Regional Fair, participants must choose which student will represent the project if chosen for Provincial Fair, as only one student per project is permitted at the provincial level.

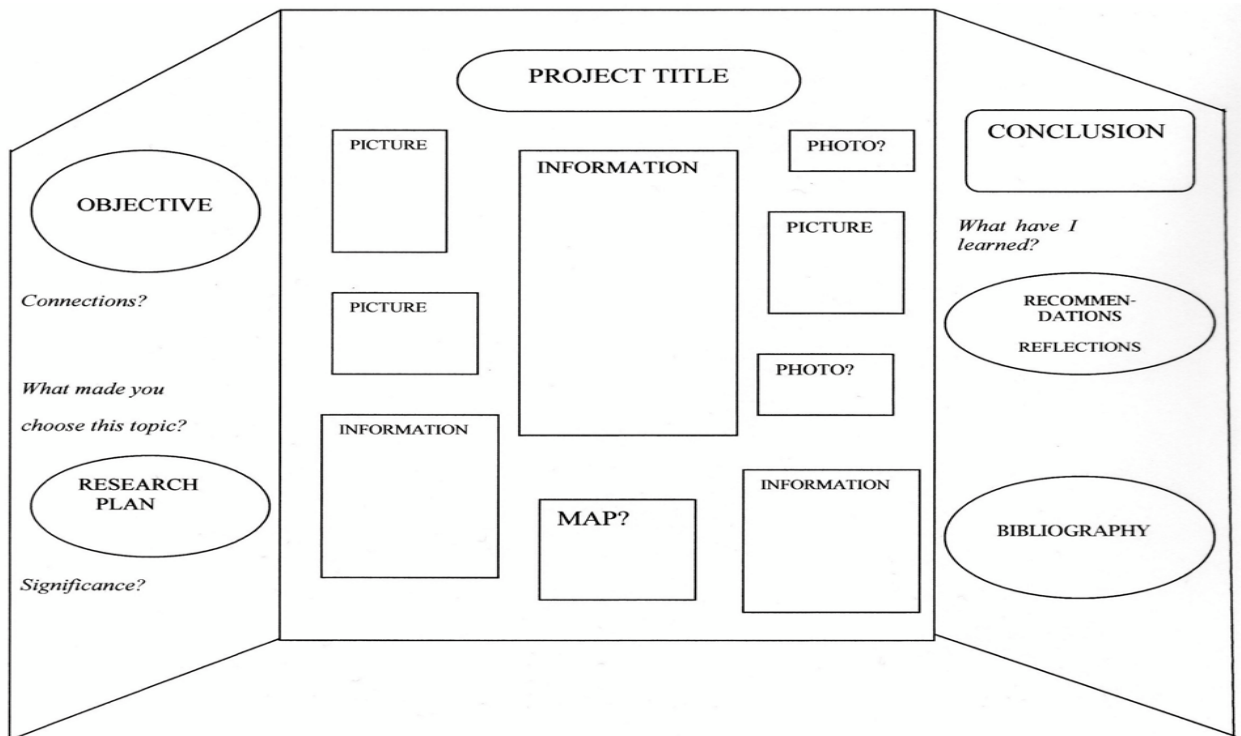


1. Project Requirements

- Projects must **have a Canadian theme**: Indigenous, local, provincial, regional, or national history or heritage can be researched; personal family histories are permitted, however the project should focus on the reasons for coming to and their family's experience in Canada, as opposed to being a research project on the country of origin.
- Projects must **NOT be expensive to produce**: basic supplies like poster boards, coloured paper and art/craft materials should be the only cost. A/V components are permitted.
- Projects must **include title, credits, and bibliography**: Photographs must be properly credited. Any person/organization clearly identifiable in a presentation must give their permission. A bibliography is required.
- Projects must **avoid profanity, racial/sexist remarks or other potentially offensive matter**.

- Projects must **be free standing**: this includes all displays and backboards, as there is no wall access. A commercially produced display board is the correct size format. The project board should not exceed 80cm deep, 100cm wide and 100cm high. If students wish to construct models, etc. they should be aware that for display purposes, they are limited to 100cm wide space - they may add to their display by expanding upward and forward.
- Projects must **be accompanied by**:
 - written research undertaken over the course of the project (approx. one page per grade level), either incorporated into the display or in a research journal,
 - a bibliography,
 - abbreviated written summary and/or journal of the research journey.
- Students may prepare projects as individuals, in pairs or in groups. Due to space constraints, the number of projects per class and student representatives will be limited at the Regional Fair. Group or partner projects may **be presented by only one student at the Provincial Fair**. Please select this individual when registering for the Regional Fair.
- Teachers should ensure that projects **are historically accurate** and encourage projects from all disciplines in a wide variety of formats.
- Projects **are the responsibility of the participants**. The Heritage Fair is not responsible for any projects lost, stolen or damaged while left unattended.
- **Creative and unique** projects are encouraged. Projects in a wide variety of formats are acceptable.
- Teachers and parents are welcome to assist with student projects, but the emphasis must remain on student learning and understanding. Students should formulate their own topics and research questions; projects must **contain some independent research conducted by the student**. Each participant is expected to give an oral explanation of their topic.
- Projects **are welcome in both official languages**. Projects entered in French will be judged accordingly, but students are encouraged to briefly summarize their research in English. The PG Regional Heritage Fair will do its best to ensure that French speaking judges are available to judge French projects but cannot guarantee that will be the case.
- Each project must **be clearly labeled** with the student's name, school, and grade in the bottom right corner of the display.

Here is an example of what a project display could look like:



Tri-fold cardboard or foam display boards can be purchased at Walmart and Staples, among other retailers, for between \$10 and \$17. Students are also welcome to make their own.

2. Project Formats

In addition to the required elements listed above, students should be encouraged to use their own means of creative expression to share their stories about Canadian history. The best projects will be multisensory - not just visual. Creative components may include, but are not limited to, the following:

- Artistic Displays – original visual artwork of the presenter
- Collections – historic or modern, with some historical relevance
- Computer Displays – designed and created by students with minimal technical support
- Drama and Skits – live or recorded performance, maximum length 15 minutes
- Maps – that illustrate an event or theme in Canadian history
- Models and crafts – that demonstrate some aspect of family or Canadian heritage

- Photographs – original photographic work or photos with proper permission and citation
- Music, dance, or drams – live or recorded performance, maximum length 15 minutes
- Poetry – original written work of the presenter
- Short Stories and Fictional Diary Entries – 2-11 pages long, typed or handwritten



3. Assessment and Rubrics

The purpose of the Heritage Fairs Program is to encourage students to develop an increased awareness and interest in Canadian history. The assessment process is designed to support growth and to celebrate their achievements. When assessing Fair projects, please consider the Regional Fair assessment procedure and rubric outlined below.

At the Regional Fair, all projects are evaluated by at least two volunteer judges. The first page of the judging forms with the evaluation rubric is used by the Heritage Fair Committee to determine the presentation of medals and awards. The second page is for the judges to provide constructive and supportive feedback on the project, which all students will take home at the end of the Fair.



Projects are assessed on:

Research	Interview	Presentation
<ul style="list-style-type: none"> • Uniqueness in the selection of topic • Extent of research (grade appropriate) • Use of primary sources • Citing of sources 	<ul style="list-style-type: none"> • Ability to elaborate upon work and knowledgeably discuss chosen subject, including personal relevance of topic • Demonstration of interest in history or heritage 	<ul style="list-style-type: none"> • Quality of project/ presentation • Clarity of message • Innovation in selection of medium • Creativity

A final consideration is the time and commitment the student has dedicated to his/her project. This may be determined through discussion with the teacher and other supervisors.

Judging Rubric - Prince George Regional Heritage Fair

Project Title:	Project #:	Table #:
Student Name(s):	Grade:	Language: Eng/ Fr

TOPIC	RESEARCH	DOCUMENTATION	DISPLAY	ANALYSIS	INTERVIEW	AWARD NOMINATION
<input type="checkbox"/> Student(s) posed a thoughtful, creative question that engaged them in challenging research. <input type="checkbox"/> Student(s) posed a focused question. <input type="checkbox"/> Student(s) did not pose a question and researched a general topic.	<input type="checkbox"/> Student(s) gathered information from a difficult resource (i.e. archival research, interview, etc.) <input type="checkbox"/> Student(s) gathered information from a variety of quality sources (print, electronic, etc.) <input type="checkbox"/> Students(s) gathered information from 1-2 sources.	<input type="checkbox"/> Student(s) very carefully documented all sources. Students prepared a complete bibliography. <input type="checkbox"/> Student(s) documented sources with some care. Their bibliography has some errors. <input type="checkbox"/> Students(s) did not take care to document their research. The bibliography is missing many sources, or not prepared.	<input type="checkbox"/> Student(s) effectively used appropriate communication tools to convey their conclusions. Project displays creativity and originality. <input type="checkbox"/> Student(s) satisfactorily organized the display of their project. <input type="checkbox"/> Project does not effectively communicate the student(s) findings.	<input type="checkbox"/> Student(s) carefully analyzed their collected information and can summarize their findings in an age-appropriate and/or innovative summary. <input type="checkbox"/> Project shows good effort was made in analyzing the information collected. <input type="checkbox"/> Student(s) restated information and did not draw conclusions.	<input type="checkbox"/> Student(s) is very interested in heritage. He/she approaches their project with enthusiasm and elaborates on the question /research /analysis with little prompting. He/she often comes up with new questions during their project. <input type="checkbox"/> Student(s) is interested in heritage. He/she approaches their project with enthusiasm. <input type="checkbox"/> Student(s) is not interested in heritage. He/she presents with flat affect.	<input type="checkbox"/> At the Regional level, several awards are available for projects that best meet the award criteria. These awards are sponsored by local or provincial groups and include prizes for outstanding projects with specific themes, excellent research, exceptional enthusiasm, etc.

Judge's Comments:

Student(s) Name: _____

Project Title: _____

Project # _____

Suggested interview questions:

- What can you tell me about your project? What is the most important thing for people to know?
- Why did you select this topic / question? What did you want to learn?
- How did you collect information? Did you interview someone? Do you have a bibliography, can I see it?
- What conclusions did you reach? How do you feel about the results you achieved?
- What did you learn about yourself and your abilities? What would you have done differently?
- Would you like to do another Heritage Fair project? Do you intend to apply what you learned/experienced doing this project elsewhere once the Fair is over? If so, how?

4. Tips for Students

- Be creative! The Heritage Fairs Program is a chance for you to learn about something that interests YOU. If you are excited about your topic, other people will be interested too.
- Try to find out about your topic from a lot of different sources – check the library and the Internet but try to talk to different people as well. There may be someone in your community who is an expert on your topic or has firsthand information about it.
- It is fine to ask your parents, teachers and other adults to help with your project, but be sure that you fully understand all the information that you include. The work must be YOURS! You must be able to share the stories you have learned with judges and the public at the Fair. You will be interviewed, and you are expected to answer a variety of questions on your topic.
- Before you decide on a creative component for your project, think about all the possibilities: models, maps, dioramas, creative writing, original artwork, computer displays, videos, interviews, music, dance, drama...and many other ideas.
- Be prepared to answer questions about your project, both the facts and about why you chose your topic and the format. You may also be asked how your project connects to Canadian history.
- Show the high quality of your learning by using original work rather than copies of what other people have done. When you adapt the work of other people, you will need to give those people credit by including a bibliography or works cited section in your project.
- Check your project early to make sure that it meets all the Heritage Fair requirements. (Your teacher can help you with this task.)
- Display your project on a sturdy, stand-alone backboard, or other type of tabletop exhibit.
- If your project includes a performance, you might want to print a program that will tell the judges and the audience about your special presentation.
- If your project requires electricity or other special equipment, remember to include that information on your Project Registration form. If your project depends on a computer, download all of your components onto the computer before the Fair, as there may not be internet access.
- Design your project so that you will be able to transport it to and from the Fair at your school: if you are chosen to attend the Regional or Provincial Fairs, you may need to pack up your project for transporting a few times.

- Think twice about including valuable or irreplaceable items in your project. Instead, consider using photographs of expensive items, placing fragile objects under a glass or plastic cover for protection, or creating a model of the item.

C. PLANNING A CLASS/SCHOOL FAIR

1. Why hold a Class/School Fair

Consider a Class/School Fair as a school spirit and community-building event. A Class/School Fair is not a pre-requisite for participation in the Prince George Regional Heritage Fair, however, it is a valuable learning opportunity for students:

- To help students gain confidence in their work by having a “trial run”
- To increase student participation and exposure, especially for those not selected to showcase their work at the Regional Fair
- To provide assessment opportunities for teachers
- To become a vehicle for school fundraising and other in-school community events

2. Timeline for a Successful Class/School Fair

January-March: Introducing Heritage Fairs and Completing Projects

- Select a date for the Fair and check the school calendar for conflicts. You might want to have the Fair coincide with an assembly or day/week/month with multicultural significance.
- Register your class for the Prince George Regional Heritage Fair.
- Fill out the Class Registration Form at www.hublehomestead.ca/pgheritagefair or the Regional Fair Coordinator via phone at 250-564-7033. Check the website above for the current registration deadline.
- Promote the Fair to other teachers and invite all classes to participate, either as engaged visitors, interviewers, or present projects of their own.
- Familiarize yourself with student project guidelines and criteria. Adapt the rubric provided, if necessary, then guide your students through their projects using that rubric, prepare them for their interviews, and direct them towards useful resources.

March: Planning the Class/School Fair

- Finalize date, time, and location of the Class/School Fair and spread the word! Encourage other teachers to visit with their classes, parents, administrators, and other support staff. Don't forget to invite parents and the Regional Fair Coordinator!
- Select adjudicators (judges) and distribute rubrics: Administrators, support staff, other teaching staff, Regional Fair Coordinator, community members, etc. Make sure that everyone is familiar with the rubric provided, which will help you with assessment and better prepare students selected for the Regional Fair.
- Ensure that all teachers involved are familiar with project guidelines and criteria.
- Other activities you may want to consider: official opening ceremony (presented by the teacher or an administrator), guest speaker, performance by the school band/choir...)

Early April: Hosting the Class/School Fair

- Consider using a classroom or multipurpose room to display the projects. Classes can be invited one at a time to look at the projects and speak to the students about their research. You might also consider having your students visit other classes to do short oral presentations.
- Have fun! There may be small glitches but stay flexible. The Fair should be an enjoyable experience for everybody.

Mid-April: After the School Fair

- You will be notified of the number of student places available for your class at the Regional Fair in April.
- Whatever judging or evaluation system you have used, you will need to select students to represent your school.



Additional Notes:

- Please ensure proper citation of all sources and be careful about student use of the Internet and its potential for plagiarism.
- The Regional Fair Coordinator is there to support you every step of the way! Please do not hesitate to reach out for suggestions, resources, volunteers, etc.

D. Prince George Regional Heritage Fair

1. Preparing for the Regional Heritage Fair

Ensure that you have registered your class for the Regional Heritage Fair by the deadline!

In April, the Regional Fair Coordinator will be in touch to let you know how many students from your class/school may attend the Regional Fair.

When selecting students for the Regional Fair:

- Choose a variety of project topics, ensuring that they have strong Canadian heritage content.
- Choose a variety of student ages and genders.
- Choose projects that are innovative and creative, visually stimulating and attractive.
- Choose projects that demonstrate the excellence or potential of your school.
- Choose projects that fall within the guidelines of size and participants.
- If choosing a group project, have students complete the form provided by the Regional Coordinator and determine which student will be the representative if the project is chosen for Provincial Fair. The Provincial Fair will permit only one student per project.

Once you have selected your student delegates for the Regional Fair, be sure to name at least two students as alternates, in case of illness or in the event that additional student placements become available at the Regional level. We strongly suggest that the student representatives from your school be enthusiastic, courteous, co-operative and willing to follow instructions. Please be sure that your students have agreed to attend the Regional Fair for the entirety of its program and will follow the planned schedule of activities. **Teachers must submit their students' registration forms by the deadline** so final planning decisions can be made by the PGRHF Committee.

Visit www.hublehomestead.ca/pgheritagefair for the full list of current registration deadlines and related forms.

2. Fair Rules and Guidelines

- Students must independently produce all submissions. Teachers or other adult supervisors may provide guidance or assistance, but the student is responsible for the project and interview.
- Only students in Grades 4-10 may participate at the Regional level, and only one student per project is eligible to attend the Provincial Fair.
- By submitting projects, parents/guardians are considered to have provided consent for:

- Projects and materials to be photographed or referred to in any Heritage Fairs promotions.
- Students not wishing to be photographed or to have their projects used in such promotions must make this known on their child's Regional Heritage Fair registration form.
- Complete participation in all aspects of the Regional Fair, including the community showcase and awards ceremony.
- Possible participation at the Provincial Heritage Fair (Gr. 4-10). Students not wishing to participate should advise their teachers at the time of registration.
- Final numbers of how many projects per participating class can advance to the Regional Fair will be assigned in April. Due to space limitations, the Regional Fair Coordinator reserves the right to register participants on a first come-first served basis.
- Students must have filled in and submitted the Registration Form by the deadline, posted at www.hublehomestead.ca/pgheritagefair.
- Students must be able to:
 - set-up their projects on the morning of the Fair at the Fair location;
 - present their display at the scheduled times and discuss their work in French or English during the Fair;
 - attend the community showcase and awards ceremony at 5pm, at the Fair location;
 - collect their projects after the Fair between 6:00 and 6:30pm on Fair day.
- Student presenters must supply any AV equipment (and extension cords) required for their projects. They will be responsible for this equipment and their projects during the Fair.
- Students from each school must be accompanied by at least one adult supervisor per school for the day of the Fair.

3. Regional Fair Timeline

Find all current deadlines and register your class for the Prince George Regional Heritage Fair using the “Class Registration Form” at www.hublehomestead.ca/pgheritagefair.

October - January

- Consult the Teacher’s Manual for student project ideas, ideas on planning a Class/School Fair, and how to prepare students for the Regional Heritage Fair.
- Encourage administrators, teachers, and other support staff to get on board to ensure that your Fair is an inclusive and engaging school-based event.

January

- Work your Heritage Fair project into your teaching plan.
- Introduce the Heritage Fair project to your class.
- Have students choose their topics and develop an inquiry question.

February-March

- Support students as they begin their research processes, find primary and secondary sources, take notes, and keep track of where they find their information for inclusion in their bibliography.
- Begin preparing for your Class/School Fair (optional)
- Support students through the creation of their rough drafts, editing, and final projects.
- Use some of the suggested classroom activities to prepare your students for their projects and get them pumped up for the Class/School Fair and Regional Fair!
- Register your class for the Prince George Regional Heritage Fair at www.hublehomestead.ca/pgheritagefair.

April

- Host your School or Class Fair.
- Choose which students will attend the Regional Heritage Fair, based on the number of spots provided by the Regional Fair Coordinator.
- Send home letters to parents.

- Ensure that all students chosen for the Regional Heritage Fair register, using the form found at www.hublehomestead.ca/pgheritagefair.
- Complete your school's field trip permission paperwork.

May

- Attend the Prince George Regional Heritage Fair! The day includes the display of projects, interviews, activities, and cultural performances, as well as the Community Showcase and awards presentations from 5:00-6:00pm. Students will take home their projects at the end of the showcase.

4. Awards

The Fair is intended to be non-competitive. For this reason, each student will be recognized and will take home a medal and goody bag on the day of the Regional Fair. Other local and provincially sponsored awards will be given to projects meeting the criteria, as determined by volunteer judges and representatives from the Prince George Regional Heritage Fair Committee.



E. Additional Resources

Find all current Prince George Regional Heritage Fair dates and forms on the website at www.hublehomestead.ca/pgheritagefair.

In addition, you will find project and topic ideas, ideas for classroom activities, and links to additional teaching and local research resources.

For help in any aspect of your Heritage Fair journey, don't hesitate to reach out to the Regional Fair Coordinator, Krystal Leason, at admin@hublehomestead.ca.