



BC Heritage Fairs Manual

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A. Heritage Fairs Program

1. Overview

The Heritage Fairs Program is an educational initiative designed to increase awareness and interest in Canadian history. The event of a 'history fair' actively involves Canadian youth, 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 that interests them, and then 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 local resources. Local businesses and community organizations can be involved by assisting students with their projects, volunteering for the Fairs, providing sponsorship for their region and providing their own exhibits for the Fairs.

The Heritage Fairs Program is about bringing people together to make history come alive.

The 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 celebrate 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. Until recently, this initiative was administered by the Historica Foundation whereby the program grew substantially throughout Canada. In 2003, the **British Columbia Heritage Fairs Society** was established to continue to promote the Heritage Fairs concept throughout our province.

2. Why Participate in a Heritage Fair?

- The Fairs Program **helps teachers meet their teaching goals**, provides recognition for student achievement, and satisfies curriculum requirements.
- Correlation studies have shown that the Fairs Program fits a number of the Prescribed Learning Outcomes of the British Columbia curriculum in **social studies, geography, and history for grades 4 to 10**.
- The creation of a Fairs project requires **hands-on learning and 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 initiating a valuable inter-generational dialogue.
- Fairs give students the chance to **share their own ideas and voices**, thereby building student **creativity and initiative**. Multidisciplinary approaches are easily accommodated.
- 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.
- This program **connects the classroom with the community** – to valuable organizations such as historical societies, museums, archives, libraries, and multicultural groups.

3. Program Structure

a. Classroom Level

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's this connection with the subject 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 an aspect of Canadian history. They take on the role of a researcher, historian, interpreter, interviewer, story-teller (even sometimes a myth-maker), a TV producer, a drama producer, an artist. In so doing they learn, and communicate this learning to others – their peers, teachers, parents and the wider community.

The methods of presenting this learning are limitless: 3-dimensional models and animated cartoons, role playing and play-acting, Internet sites and video productions are among the many forms to be seen at Heritage Fairs.

b. Regional Level

The Regional Fairs, which take place in spring, showcase some of the outstanding projects from the school and local fairs. Usually, a day or two is set aside for students to come together to set up their projects, share in the camaraderie, take part in a field trip and in heritage activities organized for the event. Community members are invited to act as judges/adjudicators and, following a pre-established set of criteria, interact with participants while providing them with the opportunity to discuss his/her project and the processes involved in the research. The Regional Fairs are set up so that the individuals chosen to attend have a further opportunity to celebrate their particular achievement. Recognition with local politicians and dignitaries make the event particularly special for all participants.

c. Provincial Level

Since 2008, the BC Heritage Fairs Society has had the opportunity to provide additional support to the Fairs Program by inviting participants to attend the Provincial Heritage Fair. Each participating site that hosts a Regional Fair, is able to select a number of participants to travel to the Provincial Fair. The Provincial Fair is usually held in a different location in a hosting community within BC.

B. Projects

1. Heritage Fair Projects should ...

- **have a Canadian theme:** local, provincial, regional, or international history or heritage can be researched, but projects based on **family or local history** are highly desirable.
- **NOT be expensive to produce:** basic supplies like poster boards, coloured paper and art/craft materials should be the only cost.
- **include title, credits, and bibliography:** Photographs must be properly credited. Any person/organization clearly identifiable in a presentation must give their permission.
- **avoid profanity, racial/sexist remarks or other potentially offensive matter.**
- **be free standing** (no wall access), this includes all displays and backboards; unless other arrangements have been made with the Regional Fair Coordinator.
- a commercially produced display board is the correct size format. The project board should not exceed **80cm deep, 150cm wide and 100cm high**. If students are encouraged to be creative and construct models, etc. they should be aware that for display purposes, they are limited to 150cm wide space. They may add to their display by expanding upward and forward as long as it is free standing.
- be accompanied by:
 - bibliography
 - abbreviated written summary and/or research journal
- students **may** prepare projects as **individuals, in pairs or in groups**. **However, group or partner projects** may be presented by only **one** student at the Provincial Fair and **it is important that the representative be selected well in advance**. **Check with your Regional Coordinators as to the expectations for your particular Regional Fair.**
- creative and unique projects are encouraged. Projects in a **wide variety of formats** are acceptable, and a list of ideas is available in the Resources section.
- 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 his/her topic.
- projects are welcome in **both Canadian official languages**. Projects entered *en français* will be judged accordingly. Where applicable, all efforts will be made to provide adjudicators that speak French.
- each project must be clearly labeled with student's name, school and grade in the bottom right corner of the display.

Projects selected for the **BC Provincial Fair**

- cannot exceed 80cm deep, 150cm wide and 100cm high
- can only have **one delegate**. If a group project is chosen to go, students must select who will represent them there *before* the Regional Fair.

2. Required Components

- Regional Fair adjudicators will consider the legibility, writing style, and grammar of the student project, but most emphasis will be placed on the **information content, historical relevance, and clarity of message**. The focus is on not just memorizing history, but actually *understanding* it.
- A sample of a **“Written Summary”** form is provided in this manual. This is a one-page form that asks students to state their research topic, explain their choice of project, give details about their research method, and outline their conclusions.
- A **bibliography or works cited** section that acknowledges all sources used, including interviews and Internet websites. Students should strive for a variety of sources.

Although the use of a **3-D Display Board** is not mandatory, it is recommended to draw attention to your project. Please check with your Regional Fair Coordinator as to the expectation for your particular Regional Fair.

3. Creative component:

In addition to the required elements listed above, projects should include at least one additional component that is appropriate to the topic. 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. Students who choose to include an original presentation, should contact the Fair Coordinator in their region for any limitations to length of the presentation and/or facilities.

Creative components may be, but are not limited to, the following:

Archival photographs- permission and information obtained from museum or original owner

Artistic Displays – original visual artwork of the presenter

Audio Tapes – on standard audiocassette, including a title and credits

Cartoons – black & white or colour, size 8.5” x 11” / 22 cm x 28 cm

Collections – historic or modern, with some historical relevance

Computer Displays – designed and created by students with minimal technical support

Drama and Skits – live or taped 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

Monologues and Public Speaking – maximum length 15 minutes

Music and Dance – live performance, maximum length 15 minutes

Oral Histories - interviewing and recording the stories of local pioneers in connection to your subject

Photographs – original photographic work of the presenter

Poetry – original written work of the presenter, minimum 14 lines

Short Stories and Fictional Diary Entries – 2-11 pages long, typed or handwritten

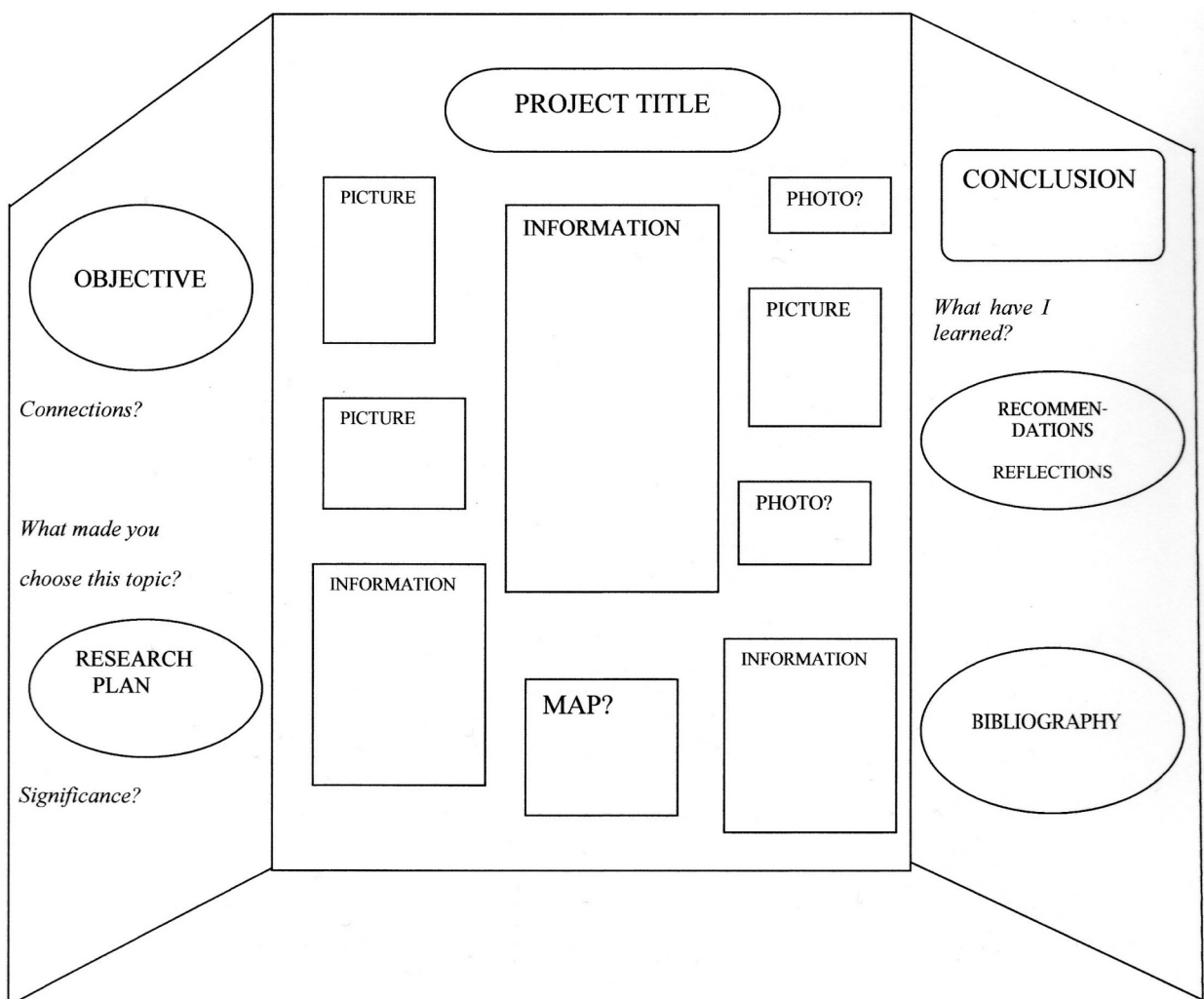
TV or Movie Scripts – 2-6 pages for grades 4-7 / 5-10 pages for grades 8-9, typed

Video Tapes – on standard VHS tape, written and directed by students, maximum length 15 minutes

4. Additional Suggestions 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 primary sources. There may be someone in your community who is an expert on your topic or has first hand information about it. Museums, local historical society, heritage groups are all good places to start.
- Before you decide on a creative component for your project, think about all the possibilities: models, maps, dioramas, creative writing, original art work, computer displays, videos, interviews, music, dance, drama ... and many other ideas.
- It is fine to ask your parents, teachers and other adults to help with your project, but be sure that you fully understand all of the information that you include. The work must be YOURS! You must be able to share the stories you have learned with judges/adjudicators and the public at the Fair.
- Be prepared to answer questions about your project – not just about the facts, but also about why you chose the topic and the format that you used.
- 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 of 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.
- 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 Fair, you may need to pack your project for transportation a second time.
- Think twice about including valuable or irreplaceable items in your project. Instead, consider using photographs of expensive items and placing fragile objects under a glass or plastic cover for protection or create a model of the item.
- Take a picture of yourself and your project for your scrapbook!



C. Class/School Heritage Fairs

There are many different ways to hold a Heritage Fair. Incorporating the concepts in the yearly planning, teachers can involve the whole class in a collaborative process to plan the fair and the individual topics for research. Students can work independently or collaboratively on a topic and instructions on the process of research can be provided throughout the working period. As the concept lends itself to a cross-curricular approach, process of the research and content writing can be taught and implemented throughout the time period that is developed. Inviting parents and other classes to view projects and interview the students can be a positive experience and incorporated in a celebratory event.

Ideally, the concept of the Heritage Fair or History Fair can work very successfully as a school wide theme. The Fair would then be a celebration that includes the entire school and acknowledges the achievements of all students. Although the Regional Fairs are only open to students in grades 4 to 10, all grade levels could be encouraged to create projects and participate in a School Fair. Check with the Regional Fair Coordinator for any grade restrictions at your Regional Fair.

1. Ideas and Suggestions

- Communicate Heritage Fair information to all staff members.
- Consider holding your Fair during Heritage Week, February.
- Recruit volunteer judges and train them in whatever judging system you have decided to use. Try parents, community leaders, principals, senior's organizations, and/or a history class from a nearby Secondary school.
- Invite clubs and community groups to attend your Fair and set up displays that will educate the students about their community.
- Arrange for publicity, including your local paper, school newsletter and website.
- Allow time for all classes to view the student projects. When possible, keep your Fair open in the evening for parents and families to visit.
- Plan heritage-related activities for students that will supplement the Fair and sustain their interest in history once the event is over.

2. Timeline for a Successful Class Fair

September-December

- **Register your class/classes with Regional Heritage Fair Committee in your area.**
- **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 with multicultural significance. (i.e. February-Black History Month or Heritage Week, March-Women's History Month, April-Earth Day).
- Connect with librarians to assist with ideas and research.

- **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 & criteria.** Select the assessment rubric that will be used then guide students through their projects using that rubric, prepare them for their interviews, and direct them towards useful resources. It is good practice to have students self assess their project using the assessment rubric you have selected.

January-April

- **Finalize date, time & location** of the Class Fair and **spread the word!** Encourage other teachers to visit with their classes, parents, administrators & other support staff.
- **Select adjudicators (judges) and distribute rubrics:** Administrators, support staff, other teaching staff, Regional Fair Coordinator, members of the PAC, community members, etc. Make sure that everyone is familiar with the assessment rubric provided.
- **It is recommended that schools use the same Assessment Rubric that will be used at the Regional Fair.** Contact Fair Coordinators to obtain a copy.
- **Ensure that all teachers involved are familiar with project guidelines & 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...

3. Assessment

Each project should be evaluated by a panel of judges/adjudicators (this may consist of 2-3 people, depending on how many interested volunteers have been recruited). It is important that the adjudicators have been trained to assess pre-determined criteria. This is usually done by the teacher, going over the forms used for assessment. There will be two parts to the assessment: an evaluation of the project and an interview with the student. The interview is an opportunity for the student to provide further information to the adjudicator who will be encouraging, positive, and constructive in criticism - they may also make suggestions to the student about further research possibilities.

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. Teachers may wish to assess students' projects for marking purposes and are free to develop their own assessment tools.

4. Regional Fair Selection

Contact the Fair Coordinator for your Regional Fair as each Fair is unique and has specific requirements for participation. Each Regional Fair Committee will have their own particular set of criteria as to how many projects can be displayed at their Fair and therefore a selection process for your school projects may need to be implemented. The following guidelines may help your selection:

- Choose a variety of project topics, ensuring that they have a strong Canadian heritage content.
- Choose a variety of student ages and sexes.
- Choose projects that are innovative and creative.
- Choose a project that rewards a student's hard work and dedication to the project (not always the "prettiest")
- Choose projects that are deserving where the participant has an excellent understanding of the research topic.
- Choose projects that demonstrate the excellence of your school.
- Choose projects that fall within the guidelines of size and participants.
- If choosing a group project, have students determine who will be the representative if chosen for the Provincial Fair. Note: many Regional Fairs 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, cooperative 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.

D. Regional Fairs

The Regional Fairs are a public presentation of the student projects that gather together the combined resources of educators, museums, heritage groups, community associations, local businesses and a host of other stakeholders. The result is a community-based celebration of Canadian heritage that has a lasting impact on the participants.

The first-ever Regional Fair was held in Winnipeg, Manitoba in 1993. From that small beginning, the Fairs Program has expanded to include students in every Canadian province and territory; the national manager of the program has written that its growth “surpassed all expectations.”

The first Regional Fair held in British Columbia was in Kamloops in 1996, soon to be followed by fairs in Abbotsford and Prince George. Currently, there are thirteen regional fair sites in the province of British Columbia:

- Fraser Valley (Abbotsford)
- Kamloops/Thompson (Kamloops)
- Central BC (Prince George)
- Lower Mainland South (Richmond)
- Rivers to Sea (Burnaby)
- Vancouver Island South (Victoria)
- Vancouver Island North (Port Alberni)
- Sea to Sky (North Vancouver)
- Vancouver
- Bulkley Valley/North Coast (Terrace)
- Okanagan (Kelowna)
- Northern Region (Hudson’s Hope)
- Kootenay (Creston/Nelson)

1. Regional Fair Rules & Guidelines

- Emphasis is on the **learning process**, participation and exchange of ideas.
- **Students must independently produce all submissions.** Teachers or other adult supervisors may provide guidance or assistance, but the student is responsible for the project & interview
- Although all grades are encouraged to take part in some way, especially at the school level; it is important to work collaboratively with Regional Coordinators to be aware of the expectations set by Coordinators in the various regions. Only students in **Grades 4-10** are eligible for 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 their **request in writing** to the Regional Fair Coordinator.

- **Complete participation** in all aspects of the Regional Fair, including transportation via school bus to local heritage site
- Possible participation at the Provincial Heritage Fair (Gr. 4-10). Students not wishing to participate should advise their teachers and Regional Coordinators at the time of registration.

Each Regional Fair Coordinator and Regional Committees will ensure appropriate parental consent forms are in place.

- **Final numbers** of how many projects per participating class can advance to the Regional Fair will be assigned by Regional Fair Coordinator.
- Students must be able to
 - o **set-up** their projects in the afternoon/early evening of designated date
 - o **present their display at the scheduled times** and **discuss their work** (in French or English) during the Fair
 - o **collect their projects** after the Fair
- Unless otherwise advised, 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 must be accompanied by at least one **adult supervisor** per school for Fair Days.

2. Student Conduct and Guidelines

The Program believes that students have the right to expect a safe, nurturing, educational environment. This code of conduct is intended to encourage acceptable student behaviour while attending a Regional Fair and to provide an atmosphere where all individuals feel a sense of respect, safety and belonging.

Student Participants are expected to:

- attend the designated days of the Regional Fair
- respect and accept the authority of student supervisors and Regional Fair staff and volunteers.
- set high standards for personal achievement in the Regional Fair activities.
- be punctual and enthusiastic in attending all scheduled activities.
- dress in an appropriate manner and adhere to Regional Fair guidelines.
- conduct themselves in a polite, respectful and co-operative manner at all times.
- be considerate of the thoughts, feelings, values and heritage of others.
- be free of illegal drugs, alcohol, and all tobacco products during the Fair.
- leave valuables at home or in the care of a responsible adult.

E. Provincial Fair

Due to the financial support of The Ministry of Tourism, Culture and the Arts through a BC 150 initiative, the first BC Provincial Heritage Fair was held in May of 2008. Continued support from this Ministry as well as the Provincial Capital Commission and the Province of British Columbia, the second Provincial Fair was held in Victoria in July of 2009. Providing the British Columbia Heritage Fairs Society is able to procure appropriate funding, it is hoped that this will become an annual event.

Each Regional Fair is allocated a number of spots to send students from their region to the Provincial Fair. The Provincial Fair will be hosted by a different community each year and depending on varying travel costs, the number of participants from each region taking part will also vary.

1. Guidelines

- In order to be considered for selection to the Provincial Fair Delegation, students must attend the Regional Fair in their area for the specified full days of scheduled activities.
- The decision of which student and project will travel to the Provincial Fair is made by Regional Fair Staff. The selection committee in place in each region will assess the eligibility of the candidates considered before the final selection is made.
- Participation in the Provincial Fair is a privilege, not a right. The suitability of the candidate to participate and represent their region is given a great deal of consideration. The opportunity to attend the Provincial Fair is not necessarily given to the top ranking project.
- Student places at the Provincial Fair cannot be negotiated or purchased.
- ALL DECISIONS MADE BY REGIONAL FAIR STAFF ARE FINAL.
- Students attending the Provincial Fair will be under the supervision of chaperones selected by each Regional Fair Committee.
- When necessary, it is the parent's responsibility to pack and ship the student's project to the Provincial Fair (well in advance of the Fair dates).
- Students chosen to participate in a Provincial Fair will be excluded from being selected the following year. Although students can participate in the Regional Fair more than once during their school years, they cannot be eligible for consideration to the Provincial Fair in consecutive years.
- Parents must transport students to the point of departure for the Provincial Fair and pick up their child at the designated return point after the Fair.

- Providing the expected funding is in place, it is the hope of the BCHFS that the costs associated with student transportation, accommodation, and meals, will be met by the BC Heritage Fairs Society.
- Students at the Provincial Fair are kept in a “closed campus” environment, which means that parents, relatives and friends will not be able to visit the students. Parents and friends may visit the one-day, non-competitive Provincial Exposition, but may not participate in any other Provincial Fair activities.
- For more information check out the BC Provincial Fair website.

G. Resources for Teachers and Students

Suggestions for classroom activities on heritage themes can be found in many teacher resource books, curriculum guides, resource packages, and commercially prepared sources.

1. Useful Teaching Resources

a) Local Museums and Archives

b) Senior Citizens in the Community

c) Electronic Resources

- **Historica-Dominion Institute** <http://www.historia-dominion.ca>
The Historica Foundation of Canada and The Dominion Institute merged to create this new organization. Although they are not sponsoring a Fairs Program, they have many usable resources listed on their website. See:
 - ***Encounters With Canada*** – bringing thousands of high school students to the capital every year to expose them to our national institutions
 - ***The Memory Project*** – allowing 1,500 veterans to share their stories of service and sacrifice with almost one million young Canadians
 - ***The Canadian Encyclopedia*** – the authoritative word on all things Canadian
 - ***Passages to Canada*** –600 successful immigrants share their own story of becoming Canadian citizens
- **Heritage For Kids** <http://www.heritagebc.ca/education>
 - Excellent resource as well as numerous links to even more heritage/history education sites.
- **Social Studies Resources for Canadian Teachers** <http://www.access.ca>
 - Reliable and authoritative resources directly tied to your curricular needs.
- **Provincial Capital Commission** <http://www.bcpcc.com>
 - A collection of unit plans, video clips and radio vignettes to start your class discussion of BC.
- **Portrait V2K: The City of Vancouver Millennium Project** <http://www.city.vancouver.bc.ca>
- **Ministry of Education** website:
http://www.bced.gov.bc.ca/irp/program_delivery/ss_storyofbc_teacherguide.pdf
- <http://www.bcarhives.ca>

2. Interview Tips for Students

- **Be at ease!** Your interview is simply your opportunity to tell the adjudicators what you learned by doing your project.
- **Be interested!** If you are really interested in your project and what you are saying, most likely the adjudicators will be interested, too!
- **Be prepared!** It is a very good idea to prepare for your interview. Ask adults and other students to question you about your project. Write down the questions they ask and be prepared to answer those questions and others like them.
- **Listen carefully!** Usually the adjudicators will ask you questions you can answer. If you are asked difficult question to which you do not know the answer, it is best to say you don't know or are not sure of the answer, rather than fake it.

Some questions that adjudicators often ask are:

Why is it important for people to know about this topic? (Historical Significance)

How did you find out the information for your project? (Evidence)

If you could do this project differently, what changes would you make?

- **Have fun!** Interviews are interesting, good practice, and fun. By talking to the adjudicators you will probably learn new things.

H. Sample Forms

1. School Participation Form

Each Regional Fair is unique and will emphasize and specify the issues that are important for that Fair. Following are some sample forms that may be used as guidelines in developing Regional Fair forms.

Regional Fair Name

CLASS REGISTRATION FORM

Thank you for your interest in participating in the Please complete the following and return to the appropriate Regional Fair Coordinator by to guarantee your class's participation.

Main Contact Information

Name of Teacher(s): _____ Grade(s): _____

Teacher E-mail: _____

Name of School: _____

Total # of students in the class: _____ # of students who wish to register: _____

If there is more than one class participating:

1. Teacher: _____ Grade: _____

Teacher E-mail: _____

Total # of students in the class: _____ # of students who wish to register: _____

2. Teacher: _____ Grade: _____

Teacher E-mail: _____

Total # of students in the class: _____ # of students who wish to register: _____

Due to space constraints, every student in your class may not be able to participate. The Fair Coordinator will inform you of the number of eligible participants. In the past, this number has been approx. ___ students per class.

Teachers decide which students to send to the Regional Heritage Fair. Teachers are encouraged to send responsible students with a genuine interest and/or demonstrated effort put into their projects.

**PLEASE RETURN THIS COMPLETED FORM
BY TO**

2. Student Project Registration

Regional Fair Information

PLEASE PRINT CLEARLY USING BLUE OR BLACK INK

First Name: _____ Last Name: _____

Address: _____

Postal Code: _____ Phone: _____

School: _____ Grade: _____

Classroom Teacher: _____

T-shirt size: __ Youth L __ Adult S __ Adult M __ Adult L __ Adult XL

Vegetarian meal
preference:

Please enter my project for an achievement award:

- 1) Aboriginal Culture 2) Art, Literature & Music 3) Canada & the World 4) Community Stories
5) Family History 6) Immigration and Multiculturalism 7) Provincial Stories
8) Outstanding People & Events 9) Occupations 10) Symbols & Celebrations
11) BC 150 Years

Write, in the box, **one** number
that best represents your
project topic.

Project Title: _____

Size of my display: _____ cm high x _____ cm wide x _____ cm deep
(Maximum size allowed is 1m high X 1m wide X 40cm deep)

My project requires: *If you check any of these you **must** also complete the Project Description Report.*

A ___ A scheduled time for me to do a live performance for the judges

B ___ Access to a player at a central location so judges can view my Video/DVD.

C ___ Access to electricity at my table location (I'll bring my own A/V equipment)
(Total maximum length of any presentation(s) is 15 minutes.)

3. Student Project Description Report

STUDENT PROJECT DESCRIPTION REPORT

Complete this form if you checked **A, B** or **C** under **My project requires:** on the STUDENT PROJECT REGISTRATION form. PLEASE PRINT IN BLUE OR BLACK INK.

Name: _____

School: _____ Grade: _____

The information will assist in ensuring that your requirements are met. Use the bottom of the page to provide any additional information that may be helpful.

IMPORTANT: The maximum combined performance/presentation time is 15 minutes.

A

Performance Type:

- Oral
- Musical
- Dance
- Other (Describe) _____

B

Video

Please check the type of player you require:

- Video
- DVD

C

Access to electricity at my table

I will be bringing my own:

- Laptop
- DVD player

Additional Information:

4. Written Summary Form

Project Title: _____

Research Topic / Main Questions: _____

Reasons for choice of topic:

Research Method: _____

Conclusions: _____

Student Name: _____ Grade: _____

School: _____

I. Possible Assessment Rubric

The following assessment tool was developed by the Richmond/Delta Fair and may be used as a guide. Many Regional Fairs have developed their own assessment rubric.

