

Teacher Manual



Red River Heritage Fair

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Male – means both male and female

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Good News!!

Whenever we receive information on ‘another’ type of project, our tendency is to think when and where will I fit this in to my already busy year.”

Good News!! You can participate in a Heritage Fair by doing what you already do, achieve curricular outcomes and allow your students to express themselves in any medium you or they, choose.

We have put together this ‘How To’ package to share the Heritage Fair program and our acquired knowledge. Our hope is to give you the basics and from there you can ‘pick and choose’ and create your own process to fit the strengths of yourself and your students.

Step 1: Choosing the topic: Start Simple!! Sometimes focusing on a specific theme that fits your curriculum (Provinces, Famous Canadians, Aboriginals, Inventions, etc.) will help with choosing/creating a general research format that can be created with criteria set by the students. By setting a theme, teachers can then do some ‘pre-teaching’ so as to give the students a background in the topics before they choose one that appeals to them. Initially choosing a standard presentation format for the whole class will also help setting criteria for final presentation evaluation.

Awards are available for the following categories:

- Manitoba
- Famous Winnipeg Citizens
- Aboriginal
- Métis
- Sports
- Impact of Faith
- Explorers
- French Language/St Boniface
- Black History
- Park’s Canada
- Technology
- Veterans

***updated annually from website:

The Heritage Fairs are an experience unlike any other!

The Heritage Fairs Program *is a bilingual educational initiative* which encourages students to explore Canadian heritage in a dynamic, hands-on learning environment. Students use the medium of their choice to tell stories about Canadian heroes, legends, milestones, and achievements - and present the results of their research at a public exhibition.

Since its beginning in 1993, the Fairs Program has grown to include more than 300,000 students across Canada each year. The Historica Foundation initially funded the fairs program but has changed their focus and Heritage Fairs that are now held at the regional or provincial level need to procure their own funding.

Participation in the Heritage Fair:

- 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

Why Participate?

The target group for Fair participants is students from Grade 4 through Grade 9. As of 2011 there is also the opportunity for Grade 10 and 11 students to participate at the Red River Heritage Fair.

A Heritage Fair project specifically ties into many of the learning outcomes in Grade 4-11 Social Studies, but will also satisfy many outcomes in English or French Language Arts, LwICT, Sustainability, Science and Math, as well as Art. Collaboration between classroom teachers and teacher librarians ensure resource-based, information and technology infused experiences for learning. Participating in the program should not be looked at as an additional project in the classroom, but instead, as a different way of presenting a topic already covered as part of curriculum, and achieving many of the suggested GLO's and SLO's. The program encourages a cross-curricular approach to teaching and learning, fitting in very well with the Inquiry Model Process.

Heritage Fairs give students the chance to share their own ideas and voices, thereby building student creativity and initiative. A wide variety of expressive styles are encouraged so that students can tell their own stories in their own ways.

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.

The nature of the project topics explored by students often leads to valuable intergenerational dialogue. There are many opportunities for home / school / community interaction.

Project research may include family history, a prominent person or place, an immigration story of their ancestors, and **must** include the impact on Canada as we know it today. Each project must have a strong Canadian connection.

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.

What is a School Fair?

The goal of the School Fair is to share stories and celebrate learning by including as many people as possible. School Fairs are as unique as the schools that host them! Many include heritage-related activities like workshops, performances, and guest speakers. Even Classroom Fairs can involve the whole school: projects can be displayed in a classroom, library, or multipurpose room.

Heritage Fairs begin as hands-on, independent research projects. The inquiry method lets students take on the roles of historian, interpreter, storyteller, and myth-maker. They learn and teach others about Canadian heroes and legends, milestones in their communities, or family achievements.

There are many different ways for your school to participate in the Heritage Fairs Program. Fairs begin as hands-on classroom projects. Students research an area of Canadian history or heritage, often of local or family interest, and present their discoveries using the medium of their choice. Student presentations range from tabletop dioramas to performance pieces to web-based projects.

School and Classroom Fairs are the most important level of involvement: more than 200,000 Canadian students participate in Fairs at their schools each year.

A School Fair is a celebration that includes the entire school and acknowledges the achievements of all students. Students of all ages may create projects and share their stories at the School Fair. These Fairs can take place any time before the middle of April; many are held during Heritage Week in February to coordinate with other events happening in the community.

Schools may choose to evaluate projects in a formal or an informal fashion to aid in the selection of projects for any regional Fair. See RRHF judging rubric in Appendix VIII.

What is a Regional Fair?

Once students have participated in the classroom or at a School Fair, their projects may be selected to attend a regional Heritage Fair. There are four regions holding fairs in the Province of Manitoba: Brandon (Western Manitoba), St. James (St. James/Assiniboia School Division – Grades 4-9), Selkirk (Grade 6 from within the Lord Selkirk School Division) and The Red River Heritage Fair (RRHF) which hosts schools generally from the greater Winnipeg and surrounding rural areas, but is open to any applicants.

What is the Red River Heritage Fair?

The Red River Heritage Fair, which showcases anywhere from 200 to 300 projects, representing as many as 400 students, generally takes place the first Thursday in May.

The RRHF is a vibrant community celebration where local museums, historical associations, businesses and multicultural groups come together to offer displays, demonstrations, food, and entertainment.

The RRHF includes heritage-related activities like educational workshops, cultural performances, and guest speakers, which enhance the students' experiences during the Fair and sustain their interest in history after the event is over.

The RRHF has public open hours when students are asked to interpret their projects for visitors, thereby sharing their stories with the community.

For details on the number of eligible projects per school ¹ and the cost to participate, please visit the Red River Heritage Fair website for more information: <http://redriverheritage.ca>

Regional Fair Selection

Here are some guidelines to select students for the Red River Heritage Fair.

Choose:

- a variety of project topics, ensuring that they have a strong Canadian heritage content
- projects that are innovative and creative, visually stimulating and attractive
- projects that demonstrate the excellence of your school
- projects that fall within the guidelines of size and participants.

Consider diversity which reflects your student population

If choosing a group project, have students determine who will be the representative. The Red River Heritage Fair will permit only two students per project.

Once you have selected your student delegates for the Red River Heritage Fair, be sure to name at least two students as alternates in the event that additional student placements become available at this 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 Fair for the **entirety of its program**, and will follow the planned schedule of activities.

¹ *These numbers may vary on an annual basis*

General Learning Outcomes (4-11)

(at the moment the French language ELA curriculum is under revision at the department level)

Social Studies – Grades 4-11

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

English Language Arts – Grades 4-11

GO#1 - Explore thoughts, ideas, feelings and experiences

GO#2 - Comprehend and respond personally and critically to oral, literary, and media texts

GO#3 – Manage Ideas and Information

GO#4 - Enhance the Clarity and Artistry of Communication

GO#5 – Celebrate and Build Community

Please find included in Appendix appendices IX-XIII other continuum including a version of the LWICT continuum highlighting the minimal number of outcomes addressed through doing a Heritage Fair Project.

See Department of Education website for more resources:

<http://www.edu.gov.mb.ca/k12/tech/lict/index.html>

The Inquiry Process

An inquiry framework guides students through learning activities that build critical thinking capabilities and information literacy competencies. Inquiry models are provided in provincial curricula which are then supported by specific research requirements at each school or in classrooms. School developed supports

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such as project organizing tools or logbooks, style sheets for citations, format requirements, oral presentation guidelines, and project rubrics are aids for successful learning experiences and assessments of students.

Inquiry begins by determining the essential or guiding questions to focus the investigation and needs to be narrowed or broadened as well as revised to provide clear direction for inquiry that will lead in a meaningful direction. This is a pertinent stage of inquiry as it sets the direction and determines which resources need to be located as well as the relevance of the information.

Inquiry models include stages for setting criteria, preparing to research, accessing information, processing information, and communicating learning. All the stages incorporate information literacy competencies which are developmentally organized to apply across all grade levels. Using a consistent inquiry model across all grades/ subjects in a school can ensure comprehensive, sequential development of the essential competencies.

Inquiry is a circular process in which students return to certain stages more than once as they take time to reflect on their progress and to revise their plans based on new information, new questions, and consideration of how their project is evolving. As students work through the stages of their projects and develop the various components – the research, the presentations, the displays – they learn more about their own learning processes.

Their final products demonstrate their learning of the content, the inquiry process, and their own development as a learner.

Red River Heritage Fair Deadlines

Normally held the first Thursday in May

(Current dates can be found on line)

- Intent to Participate – first Friday in February
- On-line registration per student - first school week in April

- Registration fees – immediately following on-line registration
- Relocate Reggie submission – last week in April
- Set up of projects – day before the fair after 5 p.m.
- Student registration – day of fair 8:00 a.m.
- Signed consent forms – day of fair

Appendix I Parent letter

(School Letterhead)

Dear Parents/Guardians,

You child will begin researching a Canadian themed topic this term and the final product will be a Heritage Fair project. After looking at a variety of possible choices your child has chosen the topic _____.

This project will be integrated into our Language Arts and Social Studies curriculum as we learn research skills, including how to take notes, make jot notes, and learn more about report writing. Students will be given instruction on how to research and prepare a report/project. Parent support will be required at various steps throughout the process. Class time will be given throughout the next six weeks. Students will be allotted marks for completing the weekly steps. Time for work at home would be a great benefit.

Here are our basic timelines:

Week One: Search and Select - Access Resources (Date _____) *optional*

Teach how to access resources/ research skills

Week Two: Think and Connect - Process Information (Date _____)

Teach skills to process research

Week Three: Create and Share- Transfer Learning (Date _____)

Teach skills on revision of research

Week Four and five: Create and Share - Transfer Learning (Date _____)

Create a written, visual and oral presentation

Week Five: Presentation – Class or School Fair (Date _____)

Please feel free to contact me if you have any questions or concerns,

Sincerely,

Teacher name

Contact info

I hereby give permission for my child _____ to participate in the above project and am fully aware of the deadlines.

(Parent/Guardian Signature)

Appendix II
Bibliography Sample and Worksheet

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Appendix II: Bibliography Sample and Worksheet

Bibliography Citations

World Book	Author's name, last name first (if given). "Article Title." Title of database. Publication date or last update. Place of access. Date of access and <URL>.
	Beasley, Maurine H. "Roosevelt, Theodore." <i>World Book Kids</i> . 2006. John Adams High School Lib., Chicago, IL. 20 Aug. 2006 http://www.worldbookonline.com/kids/Article?id=ar831870 .
Web Site	Title of Web site. Name of the editor of the site (if given). Publication date or last update and name of any sponsoring institution. Date of access and <URL>.
	NASA. Jim Wilson. 8 Aug. 2006. National Aeronautics and Space Administration. 8 Aug. 2006 http://www.nasa.gov/home/index.html .
Print Encyclopedia	Author's name, last name first (if given). "Article title." Publication Title. Edition (if stated). Year of publication.
	McGrath, William J. "Vienna". <i>The World Book Encyclopedia</i> . 2006 ed. 2006.
Book – one author	Author's name, last name first. Full book title. City of publication: Publisher's name, year of publication.
	Truss, Lynne. <i>Eats, Shoots & Leaves: the Zero Tolerance Approach to Punctuation</i> . New York: Gotham Books, 2004.
Book – two authors	First listed author's name, last name first, next listed author's name(s) in normal form. Full book title. (underlined or in italics) City of publication: Publisher's name, year of publication.
	Garbarino, Merwyn S., and Robert F. Sasso. <i>Native American Heritage</i> . 3 rd ed. Prospect Heights, IL: Waveland Press, Inc., 1994
Magazine	Authors; name, last name first. "Article title." Publication title date of publication: page numbers.
	Maughan, Shannon. "The Kids Stay in the Picture." <i>Publishers Weekly</i> 6 Oct. 2003: 21-23.
Magazine – published every month or two	Author's name, last name first. "Article title." Publication title date of publication: page numbers
	Van Dyk, Jere. "The Long Journey of the Pacific Salmon." <i>National Geographic</i> July 1990: 3-37
Newspaper Article	Author's name, last name first. "Article title." Publication title complete date of publication, edition (if given), section letter or number (if applicable): page numbers.
	Keaten, Jamey. "Tears Fill Shipyard Town." <i>Chicago Tribune</i> 17 Nov. 2003, final ed., sec.1:6.

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Appendix II

Bibliography Citations

Book – one author	Author’s first name, last name. <u>Full book title</u>, City of publication: Publisher’s name, year of publication.
	1.
	2.
	3.
	4.
	Truss, Lynne. <u>Eats, Shoots & Leaves: the Zero Tolerance Approach to Punctuation</u> , New York: Gotham Books, 2004.
Book – two authors	First listed author’s first name, last name, next author’s name(s) in normal form. <u>Full book title</u>, City of publication: Publisher’s name, year of publication.
	1.
	2.
	Garbarino, Merwyn S., and Robert F. Sasso. <u>Native American Heritage</u> , 3 rd ed. Prospect Heights, IL: Waveland Press, Inc., 1994

Appendix II

Print Encyclopedia	Publication title, Edition (if stated). Year of publication. "Article title."
	1.
	2.
	<i>The World Book Encyclopedia. 2006 ed. 2006. "Vienna".</i>
Newspaper Article	Author's first name, last name. "Article title." <i>Publication title</i> complete date of publication, edition (if given), section letter or number (if applicable): page numbers.
	1.
	2.
	Keaten, Jamey. "Tears Fill Shipyard Town." <i>Chicago Tribune</i> 17 Nov. 2003, final ed., sec.1:6.

**Appendix III
Possible Topics**

Appendix III

Possible Topics for Heritage Fair Presentation

Government

- famous politicians/politicians from your community
- political parties
- Confederation
- early settlers/forts
- Hudson's Bay Co.
- patterns of settlement
- founding families of a community
- celebrations: Canada Day/May Day/Civic Day
- family/cultural traditions
- religious holidays

Housing/Buildings

- architectural characteristics
- buildings threatened with demolition/designated as heritage property
- furnishings – local manufacturers
- historic buildings: churches, schools, post office, train station
- origin of street names
- land use/parks/bird sanctuaries
- tools for building
- types of buildings: log huts, homesteads
- building materials

Personal Memories

- self and family
- narrative histories
- family's heritage (country, language, traditions and connection to Canada)
- immigration of grandparents
- family traditions
- leisure activities
- cultural celebrations/religious holidays

Special Characteristics in your Community

- graveyard/cemeteries
- zoo/ranch
- telegraph office/court house/post

Aboriginal Culture

- settlement, games, arts and crafts
- housing, jobs
- foods, clothing, interaction
- Aboriginal influence
- political leaders
- treaties
- oral history
- residential schools
- war veterans
- arts
- Métis
- Inuit

Archeological Heritage

- settlement (e.g. tipi rings, excavated sites)
- art (Petroglyphs, northern rock paintings, other sites, portable art)
- food-getting (buffalo pounds, fishing)
- boulder configurations (and/or medicine wheels)
- ancient technologies (fire-making, pottery, stone tool making)
- specialized artifacts (hammerstones, stone axes, etc.)
- historic archaeology
- local archaeological sites and tourism
- trade

Mining

- development of mining techniques
- gold rush/Gold Rush Trail

Fads

- clothing/hobbies
- sayings and slang

Appendix III

office

- newspaper
- bricks for building
- resources: oil, potash, electricity
- downtown area (Main street)

- buildings: schools, churches, businesses
- Diocese: cathedral, bishop's residence
- prominent person's residence
- Winnipeg Realtors' Walk of Fame

Geography/Environment/Climate

- influences on settlement and development
- comparisons of our climate with others
- weather extremes and challenges
- badlands (vegetation, topography)
- pioneer trails/wagon trains
- Sustainability
- endangered animals
- pollution
- National Parks
- use of natural resources

Recreation

- sports clubs
- dances in homes and old school houses
- parks
- hockey
- old fashioned toys and games
- entertainment (games, theatre, salons, outdoor recreation)
- rivers, water sports
- flying, parachutes, parasailing

Business

- occupations and professions
- industry (forestry, manufacturing)
- economy (agricultural)
- farming/market gardens

Communication

- radio/TV/CBC
- growth of news media
- telephone
- media (history and growth)
- mail/electronic media
- famous figures
- pony express
- newspapers

- agricultural (changes in machinery, ranching)
- ranching and cattle (feedlots)
- importance of the rivers
- general stores

Artists and Intellectuals

- famous artists
- literature/authors
- local authors (poets)
- local artists (cowboy poetry, painting)
- Canadian music
- dance companies
- scientists and inventors
- teachers and education
- television and movies

Historic Events

- Battle of the Plains of Abraham
- Red River Settlement – 200th Anniversary
- War of 1812
- Canada's Role in WWI/WWII

Social Structures

- families
- values
- historical figures
- famous pioneers/pioneer women
- childhood responsibilities/work
- family trees

Appendix III

Food

- cooking/utensils
- food processing (canneries)
- gardening/canning

Canadian Railroad CPR/CNR

- Chinese workers
- controversies
- transportation routes
- Transcontinental Railway

Symbols (Symbolism) of Canada

- flag/beaver
- money
- Canada Post/stamps
- hockey
- coat of arms
- national anthem
- provincial flags/flowers, etc
- Home furnishings
- historic buildings
- street names
- tools and building materials

Catastrophes

- fires
- landslides
- drought/grasshoppers
- flooding
- epidemics

Canada and the World

- diplomacy or peacekeeping
- relationship with the USA
- united Nations
- international treaties
- Canadian Armed Forces
- world Famous Canadians

Early Settlers

- fur trade
- exploration of Canada
- New France
- Hudson's Bay Company/Forts
- Upper and Lower Canada
- the Prairies
- patterns of settlement

Commerce

- forestry
- fishing
- farming/ranching
- stores and banking
- early transportation
- growth of industry
- technological changes

Housing

- Architecture

**Appendix IV
Student Checklists**

My Work Log/Tracking Sheet

What are my important dates?

Date	Record of My Research Tasks	Who can help me? Where can I get information?	Initials
	Stage One – Wonder and Explore <i>Prepare for Research</i> <input type="checkbox"/> Topic Selection <input type="checkbox"/> Research Focus Question		
	Stage Two – Search and Select <i>Access Resources</i> <input type="checkbox"/> Search Plan <input type="checkbox"/> Format of Presentation Decided <input type="checkbox"/> List of Resources		
	Stage Three – Think and Connect <i>Process Information</i> <input type="checkbox"/> Jot Notes <input type="checkbox"/> Outline of Research <input type="checkbox"/> Outline of Poster Board <input type="checkbox"/> First Draft of Written Work <input type="checkbox"/> Visuals <input type="checkbox"/> Oral Presentation Prepared		
	Stage Four – Create and Share <i>Transfer Learning</i> <input type="checkbox"/> Edit and Revise/Rehearse <input type="checkbox"/> List of Resources Used <input type="checkbox"/> Final Product/Presentation		

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Appendix IV

Stage 1- Wonder and Explore
What Resources do I need?

Types of Information for Topic/Project	Most Appropriate Resources
<input type="checkbox"/> Background Information <input type="checkbox"/> Overview of Topic <input type="checkbox"/> Quick Facts <input type="checkbox"/> Terms and Definitions <input type="checkbox"/> Charts or Graphs <input type="checkbox"/> Current Information <input type="checkbox"/> Expert Information <input type="checkbox"/> In-depth Information <input type="checkbox"/> Maps (e.g., geographical, historical) <input type="checkbox"/> Perspective of an issue <input type="checkbox"/> Primary Sources (e.g., print, graphical, people, audio, A/V) <input type="checkbox"/> Statistics <input type="checkbox"/> Survey Results	<input type="checkbox"/> Almanacs and Yearbooks <input type="checkbox"/> Encyclopedias (e.g., print or online) <input type="checkbox"/> Atlases <input type="checkbox"/> Pamphlets and Factsheets <input type="checkbox"/> Internet Search Engines <input type="checkbox"/> Museums or historical sites <input type="checkbox"/> School Library Website <input type="checkbox"/> Online Databases (e.g., e-Library, EBSCO) <input type="checkbox"/> Government Internet Online Sites (e.g., Statistics Canada, Veterans Affairs) <input type="checkbox"/> Periodicals (e.g. Journals, Magazines, Newspaper articles) <input type="checkbox"/> Non-fiction Books <input type="checkbox"/> Videos <input type="checkbox"/> Audio Sources (e.g., CDs and Tapes) <input type="checkbox"/> Artifacts <input type="checkbox"/> Interviews <input type="checkbox"/> Local archive
Types of Information for My Topic/Project	Types of Resources for My Project
<input type="checkbox"/> Background Information	
<input type="checkbox"/> Overview of Topic	
<input type="checkbox"/> Quick Facts	
<input type="checkbox"/> Terms and Definitions	
<input type="checkbox"/> Charts or Graphs	
<input type="checkbox"/> Current Information	
<input type="checkbox"/> Expert Information	
<input type="checkbox"/> In-depth Information	
<input type="checkbox"/> Maps (e.g., geographical, historical)	
<input type="checkbox"/> Perspective of an issue	
<input type="checkbox"/> Primary Sources (e.g., print, graphical, people, audio, A/V)	
<input type="checkbox"/> Statistics	
<input type="checkbox"/> Survey Results	

Appendix IV

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**Stage 2- Student Scoring Chart
Search and Select**

1 means "I have used one or two resources,"

2 means "I have used two or three resources"

3 means "I have used more than three types of resources, 4 means "I have used more than 5 different types of resources

Research Knowledge and Skills	Score 1-4	Comments
I have read/viewed a variety of print, resources in my school library	1 2 3 4	
I have read/viewed a variety of online resources	1 2 3 4	
I have read/viewed a variety of primary sources	1 2 3 4	
I have spoken with or interviewed people connected to my topic	1 2 3 4	
I have recorded the sources of information that I have selected	1 2 3 4	
I have selected the best resources for my assignment	1 2 3 4	
I have continued to record my research plan in my agenda.	1 2 3 4	
I have maintained my resources in my research folder	1 2 3 4	

Appendix IV

Stage 3- Student Self Scoring Chart

Think and Connect

1 means "I have just started,"

2 means "I am almost there"

3 means "I have a good project to present"

4 means "I have a really good research project to present"

Research Knowledge and Skills	Score 1- 4	Comments
I have made notes in a variety of ways that make sense to me (e.g., point form, pictures, diagrams)	1 2 3 4	
I have taken care not to copy directly, but to put information in my own words.	1 2 3 4	
I understand what plagiarism is and know how to use information honestly.	1 2 3 4	
I use quotation marks when I have copied information directly.	1 2 3 4	
I have analyzed and evaluated print resources to be sure they are accurate and related to my topic.	1 2 3 4	
I have analyzed and evaluated online resources.	1 2 3 4	
I have used visual organizers to sort and understand my information.	1 2 3 4	
I have written an outline for my work.	1 2 3 4	
I know how to support my main ideas with evidence.	1 2 3 4	
I have answered my research question.	1 2 3 4	
I am organizing my research information in a folder or research portfolio.	1 2 3 4	

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Stage 4- Scoring Chart
Create and Share – To be Assessed by teacher

Research Knowledge and Skills	Score 1- 4	Comments
Clearly communicates the research and new learning	1 2 3 4	
Organized their information logically for the format they have chosen	1 2 3 4	
Developed and edited, and revised their work to meet the requirements of the assignment	1 2 3 4	
Have made a report/poster board with accuracy to my intended audience	1 2 3 4	
Have extended skills in the use of visual aids and computer applications	1 2 3 4	
I have analyzed and evaluated online resources.	1 2 3 4	
Have listed resources in the proper format	1 2 3 4	
Has prepared oral presentation	1 2 3 4	

TIC	TIC
What is my Task? _____ _____ _____	What is my Task? _____ _____ _____
What is the Intent? _____ _____ _____	What is the Intent? _____ _____ _____
What is the Criteria? _____ _____ _____	What is the Criteria? _____ _____ _____
Reflection _____ _____ _____	Reflection _____ _____ _____

Cc/de/iz Sargent Park 2011

Appendix V
How to Create a Backboard

Appendix V

Backboard Presentation



1. Focal Point - first item to establish, usually in centre of board
 - may include title, illustrations, photo, etc.
2. Margin - all around the board to frame it
 - can be a blank space or filled with coloured border
 - larger on the bottom; sides and top should be the same
3. Colours - should be complimentary
 - limit yourself to 2-3 colours, too many are distracting
 - use the color wheel
4. Font- should remain the same throughout the board
 - connects all areas
5. 3-D - anything that you can project from the board will add visual interest
 - i.e. lift-a-flap, spring style, artefacts, etc.
6. Highlight- point form information only under pictures
 - *do not use a whole printed pages from your report*
 - use most important parts of your project
 - use captions to draw attention to the pictures, or to help you describe your presentation
7. Photos and pictures - place captions/descriptions below the picture
 - be sure to have permission for use of pictures in Bibliography
 - be sure to acknowledge where you got the picture from for your project
8. Balance - place items on the board to achieve balance
 - same number and size of items make an impact
9. First Draft - always sketch it first and figure out a proper layout
 - example: fold a piece of paper to create a mini- backboard
 - do a layout of your board, re-arrange if necessary before gluing it down
10. Other - models, dioramas, videos, eyewitness books, dress as the character, travel brochures, posters, photo albums, music, tablecloths, etc. will add to appeal
11. Final Copy - written report will be placed in front of board
 - be sure it includes a Bibliography citing all sources for info and pictures
 - have rough draft(s) of work included to show evidence of process
 - judges will browse through it and ask questions about your process.
12. Speech - every student will prepare a short information speech to recite when approached by the judge.

Appendix VI
Teacher Resources

Appendix VI

Teacher Resources

Useful Teaching Resources:

Electronic Resources

- Historica-Dominion Institute <<http://www.histori.ca>>

The Historica Foundation of Canada and The Dominion Institute merged to create this new charitable organization to celebrate our country's history, to deepen our understanding of the rights and responsibilities of citizenship, and to promote a greater awareness of being Canadian.

Signature programmes:

- o **Encounters With Canada** – bringing thousands of high school students to the capital every year to expose them to our national institutions
- o **The Memory Project** – allowing 1,500 veterans to share their stories of service and sacrifice with almost one million young Canadians
- o **The Canadian Encyclopedia** – the authoritative word on all things Canadian
- o **Passages to Canada** – enabling 600 successful immigrants to share their own story of becoming Canadian with the citizens of tomorrow

Excellent resource as well as numerous links to even more Heritage/history education sites.

- Social Studies Resources for Canadian Teachers <http://www.access.ca>

Appendix VII
Relocate Reggie

Relocate "Reggie" ... the Red River Heritage Fair Buffalo Mascot!



We would like all students who are participating in the Heritage Fair to help Reggie visit as many places as possible in Manitoba at the same time.

Let's see how many different places we can have Reggie in!

Three students whose drawings are selected will be presented with certificates during the closing ceremonies of the Red River Heritage Fair.

Your submission should include:

- the Reggie buffalo mascot
- a Manitoba landmark or historic setting as your setting

Drawings:

- Please use pencil crayons or fine tipped markers.
- Use bold colours and above all have fun!

Digital submission:

- Digital format is being investigated i.e. videos, green screen, photoshop, Imovie, movie maker, claymation, etc.

Let Your Imaginations And Creativity Go Wild!

please contact the RRHF committee – info@redriverheritage.ca

**Appendix VIII
Sample Forms
&
RRHF Judging Rubrics**

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Appendix VIII

RRHF Heritage Fair Judges Form – Backboard

	Excellent 30-29-28-27-26	Good 25-24-23-22-21	Average 20-19-18-17-16	Fair 15-14-13-12-11 10-9-8-7-6-5-4-3-2-1
HISTORICAL RESEARCH/ WRITTEN WORK ____/(30)	____ Extremely well organized and prepared ____ Demonstrates clear connection to Canada ____ Lots of detail ____ Detailed evidence of research process i.e. notes, outline & rough copy ____ Detailed bibliography	____ Good preparation and mostly effective organization ____ Demonstrates some connection To Canada ____ Subject is described in detail ____ Evidence of research process i.e. notes, outline or rough copy ____ Bibliography	____ Acceptable level of organization ____ Demonstrates minimal connection to Canada ____ Information provided is incomplete, lacks thoroughness or detail ____ Limited evidence of research process ____ Bibliography	____ Poorly prepared and /or organized ____ Demonstrates no connection to Canada ____ Few details provided ____ No evidence of research process ____ No bibliography or works cited
INTERVIEW ____/(30)	____ Extremely knowledgeable ____ Well prepared ____ Responds to questions accurately and completely ____ Confident	____ Knowledgeable about topic ____ Unsure of background or details of subject ____ Uses notes to assist	____ Somewhat unsure of topic or details ____ Little background knowledge ____ May lose focus ____ Cannot answer several questions	____ Unsure of topic and supporting details ____ Cannot answer most questions ____ Loses focus ____ Difficult to understand
DISPLAY/ PRESENTATION (Visual Display, Model, etc.) ____/(30)	____ Information is interpreted in unique or original manner ____ Display is accurate and attractive ____ Presentation showcases interests/talents of presenters	____ Interesting display ____ Display is neat and attractive ____ Presentation is effective in conveying subject matter	____ a nondescript display ____ Information is well presented and clear, but may not be neat and attractive ____ Presentation may lack additional materials ____ Presentation may include material off topic	____ Display is messy, difficult to understand and unattractive ____ Presentation of information is not well-organized and information is sparse
CREATIVITY/ ORIGINALITY ____ (10)	____ Original interpretation of topic ____ Creative use of material ____ Unique project	____ Interesting topic choice ____ Effective use of materials ____ Project is different, has unique elements	____ Little original thought put into topic ____ Use of material is standard	____ Unoriginal topic ____ Little uniqueness in materials or Presentation

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RRHF Heritage Fair Judges Form – Technology

	Excellent	Good	Average	Fair
HISTORICAL RESEARCH/ WRITTEN WORK ___/(30)	30-29-28-27-26 ___ Extremely well organized and prepared ___ Demonstrates clear connection to Canada ___ Lots of detail ___ Detailed evidence of research process Such as notes, outline & rough copy ___ Detailed bibliography	25-24-23-22-21 ___ Good preparation and mostly effective organization ___ Demonstrates some connection to Canada ___ Subject is described in detail ___ Evidence of research process Such as notes, outline or rough copy ___ Bibliography	20-19-18-17-16 ___ Acceptable level of organization ___ Demonstrates minimal connection to Canada ___ Information provided is incomplete, lacks thoroughness or detail ___ Limited evidence of research process ___ Bibliography	15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ___ Poorly prepared and /or organized ___ Demonstrates no connection to Canada ___ Few details provided ___ No evidence of research process ___ No bibliography or works cited
INTERVIEW ___/(30)	30-29-28-27-26 ___ Extremely knowledgeable ___ Well prepared ___ Responds to questions accurately and completely ___ Confident	25-24-23-22-21 ___ Knowledgeable about topic ___ Unsure of background or details of subject ___ Uses notes to assist	20-19-18-17-16 ___ Somewhat unsure of topic or details ___ Little background knowledge ___ May lose focus ___ Cannot answer several questions	15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ___ Unsure of topic and supporting details ___ Cannot answer most questions ___ Loses focus ___ Difficult to understand
DISPLAY/ PRESENTATION (Power Point, Video, Photostory, Webpage, etc.) ___/(30)	30-29-28-27-26 ___ design compliments format ___ ease of navigation ___ Information is presented in a concise, logical sequence ___ Graphics/photos are appropriate ___ Use of a variety of sources for information	25- 24-23-22- 21 ___ design is appropriate for format ___ navigation is appropriate ___ Information mainly presented in concise, logical sequence ___ Most graphics and photos are appropriate ___ Use of sources standard	20-19-18-17-16 ___ design is adequate for purpose ___ navigation has a few problems ___ Information gaps & lengthy text evident ___ Few graphics used/do not relate to topic ___ Use of sources unclear	15-14-13-12-11 10-9-8-7-6-5-4-3-2-1 ___ design detracts from format ___ navigation is difficult or broken ___ Information incomplete ___ Logical sequence not evident ___ Little or no attempt to use graphics or transitions ___ no use of sources
CREATIVITY/ ORIGINALITY ___(10)	10-9-8 ___ Creative way of using technology ___ Unique interpretation/ project ___ use of personally designed photos/graphics ___ layout is creative and enhances overall impression ___ Connects to student-developed resources	7-6 ___ traditional use of technology ___ Project is different, has unique elements ___ Effective use of photos & graphics ___ layout is appropriate and compliments overall impression	5-4 ___ basic use of technology ___ Little uniqueness ___ Average use of photos & graphics ___ layout is average	3-2-1 ___ simple use of technology ___ Unoriginal topic ___ No uniqueness in materials or presentation ___ Poor use of photos & graphics ___ layout is poor and does nothing to compliment overall impression

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Appendix VIII

School Intent to Participate Form

Are you coming to the Red River Fair? We need some information first.

* Required

School Name/Nom de l'école *

School address/Address de l'école

City/Ville

Postal Code/Code Postale

Phone/Numero de telephone

Contact Person

Email/Courriel

Principal's name/Nom du directeur

School Division/Division scolaire

Years going to the Red River Fair

Grades participating (4-11)

Number of students doing projects at school

Language

- English
- French
- Both/Les deux

Appendix VIII

Red River Heritage Fair
Thursday May 2, 2013
University of Winnipeg Duckworth Centre

Student Photo Consent Form

School _____ Teachers name _____
Student _____ Phone number _____
Address _____ City _____ Postal Code _____
Parent's name _____ Daytime phone number _____

Project

Project Title _____ Language of Project: English French

I consent for my child's name and photo/video to be used for the purpose of media promotion of the Red River Heritage Fair:

Parent/Guardian signature(s) Date

Please mail this form along with payment by April 10 to: James Dykstra
c/o Linden Christian School
877 Wilkes Ave.
Winnipeg Manitoba R2C 3Z9

**Appendix IX
LwICT Outcomes**

Name _____ Room _____

Appendix IX

Literacy with ICT Student Continuum Page 1

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Red River Heritage Fair Teacher Manual
Minimal Outcomes Addressed through doing a Heritage Fair

	Know-Comprehend-Become Aware	Analyze - Apply -Believe	Synthesize - Evaluate -Value
Plan and Question	P-1.1 I recall what I already know about something, and think about what I want to learn.	P-2.1 I ask 'how' and 'why' questions, and I know when I need more information to answer my questions.	P-3.1 I decide if I am asking the right questions and I can change my questions to get the information I need.
	P-1.2 I follow a plan my teacher gives me.	P-2.2 I change a plan my teacher gives me.	P-3.2 I design my own plan to help me map out how I will complete my work.
Gather and Make Sense	G-1.1 I find information I need, from CD-ROMs or websites that my teacher gives me.	G-2.1 I search in many ways and narrow my search to find just the right information.	G-3.1 I combine new information I find, with what I already know, and use the results to change my plan.
	G-1.2 I make a bibliography of where I got my information, and of who created it.	G-2.2 I check the information I find by comparing it with given criteria.	G-3.2 I think critically about the information I find, and about its source, to determine if it might be biased in any way.
	G-1.3 I take notes in my own words and organize my notes so they make sense.	G-2.3 I categorize my information using suitable tools.	
	G-1.4 I collect information of my own using a digital camera or other tools.	G-2.4 I determine if the information I find is useful for my purpose, and if I have enough information to answer my questions.	
	G-1.5 I question if information I find is real or distracting.	G-2.5 I figure out if the information I find is true and if I can trust its source.	
Produce to Show Understanding	Pr-1.1 I help come up with criteria for what I am making.	Pr-2.1 I choose suitable tools to create my electronic work and explain my choices.	Pr-3.1 I design and create my own electronic products that respond to the needs of my audience.
	Pr-1.2 I make an electronic product using words, numbers, sounds, pictures, or graphs that shows I understand my information.	Pr-2.2 I make the content of my electronic work clear and appealing to my audience, and revise it based on criteria or on feedback.	Pr-3.2 I look for ways to enhance the quality of my electronic work, beyond the established criteria, to better meet the needs of my audience.
	Pr-1.3 I edit my work to match the criteria.	Pr-2.3 I analyze the information and data I find, so that I can solve problems and make my own conclusions.	Pr-3.3 I design and create my own simulations and models to explain concepts.

Appendix IX

Name _____ Rm. _____

Literacy with ICT Student Continuum Page 2

Minimal Outcomes Addressed through doing a Heritage Fair

	Know-Comprehend-Become Aware	Analyze - Apply -Believe	Synthesize - Evaluate -Value
Communicate	C-1.1 I show and explain the plan I followed, the information I	C-2.1 discuss my work with others at a distance by using	C-3.1 I communicate with a wide audience and collect

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Red River Heritage Fair Teacher Manual

	gathered, or the work I created.	electronic communication tools.	feedback to improve my work.
Reflect	R-1.1 I talk with others about how I use ICT to help me learn.	R-2.1 I ask for and share feedback about learning with ICT.	R-3.1 I set my own learning goals and think about how ICT might help me to meet them.
Ethics and Responsibility	E-1 .1 I show respect as I work with others and with ICT.	E-2.1 I follow my school division rules for using ICT	E-3.1 I think about the effects that my use of ICT has on others and I choose to use ICT ethically and responsibly.
	E-1 .2 I understand the rules and how they help keep me safe when I use ICT.	E-2.2 I follow guidelines that help keep me safe while communicating electronically.	E-3.2 I evaluate whether my use of ICT will help or get in the way of my learning in a particular situation.
	E-1 .3 I know I must give credit to authors when I use their work.	E-2.3 I tell how breaking the rules of using ICT can hurt me and others.	
	E-1.4 I tell about ways that using ICT can be unhealthy.	E-2.4 I am a good digital citizen and use ICT responsibly.	
Social Implications	S-1.1 I give examples of how ICT is used in my home, in school, and where people work.	S-2.1 I predict how ICT might be used in the future.	S-3.1 I make up my mind about whether information needs to remain private or be made public.
	S-1.2 I explain how dishonest use of ICT can harm people and society.	S-2.2 I predict some ICT skills I might need in my future career.	S-3.2 I determine some benefits and risks of ICT for society.
	S-1 .3 I use ICT only at appropriate times and in appropriate places.	S-2.3 I analyze some of the advantages and disadvantages of how ICT is used in the world.	
Collaboration	Co-1.1 I work with others to gather information or to create electronic work.	Co-2.1 I team up with others to plan and work together.	Co-3.1 I lead my group in a collaborative task.
		Co-2.2 I work with others online to complete assignments.	Co-3.2 I determine the benefits and challenges of using ICT to complete a particular collaborative task.
Motivation and Confidence	M-1.1 I am confident and interested in what I am doing and learning with ICT.	M-2.1 I investigate and solve ICT problems.	M-3.1 I combine what I already know, with new information, to solve new ICT problems.
	M-1.2 I am aware when I am having problems with ICT and I know how to get help.	M-2.2 I figure out more than one way to solve difficult ICT problems and I keep trying.	
	M-1.3 I remember how I fixed problems I once had with ICT, and try to fix any new problems I have.		

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Appendix X
Science Outcomes

General Learning Outcomes

Nature of Science and Technology

- A1. recognize both the power and limitations of science as a way of answering questions about the world and explaining natural phenomena
- A2. recognize that scientific knowledge is based on evidence, models and explanations, and evolves as new evidence appears and new conceptualizations develop
- A3. distinguish critically between science and technology in terms of their respective contexts, goals, methods, products, and values
- A4. identify and appreciate contributions made by women and men from many societies and cultural backgrounds towards increasing our understanding of the world and in bringing about technological innovations
- A5. recognize that science and technology interact with and advance one another

Science, Technology, Society, and the Environment (STSE)

- B1. describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies and the environment, both locally and globally.
- B2. recognize that scientific and technological endeavors have been and continue to be influenced by human needs and the societal context of the time
- B5. identify and demonstrate actions that promote a sustainable environment, society and economy, both locally and globally

Scientific and Technological Skills and Attitudes

- C2. demonstrate appropriate scientific inquiry skills when seeking answers to questions
- C3. demonstrate appropriate problem-solving skills while seeking solutions to technological challenges
- C4. demonstrate appropriate critical thinking and decision-making skills when choosing a course of action based on scientific and technological information
- C5. demonstrate curiosity, scepticism, creativity, open-mindedness, accuracy, precision, honesty, and persistence, and appreciate their importance as scientific and technological habits of mind
- C6. employ effective communication skills and utilize information technology to gather and share scientific and technological ideas and data
- C7. work cooperatively and value the ideas and contributions of others while carrying out scientific and technological activities
- C8. evaluate, from a scientific perspective, information and ideas encountered during investigations and in daily life

Grade 11 Current Topics in the Sciences (30S)

- The Nature of Science and Technology
- Science, Technology, Society, and the Environment (STSE)
- Scientific and Technological Skills and Attitudes

Appendix XI
Math Outcomes

Math Outcomes

The strands and sub strands, including the general outcome for each, follow.

Shape and Space

Measurement

_ Use direct and indirect measure to solve problems.

3-D Objects and 2-D Shapes

_ Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Statistics and Probability

Data Analysis

_ Collect, display, and analyze data to solve problems.

Chance and Uncertainty

_ Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Appendix XII
Art Outcomes

Appendix XII

Art Learning Outcomes

Students demonstrate understanding of and facility with visual art elements, principles, and media.

GENERAL LEARNING OUTCOMES

A–L1 Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.

A–L2 Students demonstrate understanding of and facility with visual art media, tools, and processes.

A–L3 Students develop skills in observation and depiction.

Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.

GENERAL LEARNING OUTCOMES

A–C1 Students generate and use ideas from a variety of sources for creating art.

A–C2 Students develop original artworks, creatively integrating ideas and art elements, principles, and media.

A–C3 Students finalize and share their original artworks.

Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.

GENERAL LEARNING OUTCOMES

A–U1 Students experience and develop awareness of artworks from various times, places, social groups, and cultures.

A–U2 Students experience and develop awareness of a variety of art forms, styles, and traditions.

A–U3 Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

Students analyze, reflect on, and construct meaning in response to their own and others' visual art.

GENERAL LEARNING OUTCOMES

A–V1 Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.

A–V2 Students analyze their own and others' artistic compositions.

A–V3 Students construct personal interpretations of their own and others' artworks.

A–V4 Students assess their learning in creating and experiencing art.

Appendix XIII
Sustainability Outcomes

Appendix XII

Sustainability

Educating for Sustainability: Knowledge

Students demonstrate knowledge of the dynamic interrelationship among human health and well-being, the environment, and the economy

Educating for Sustainability: Values

Students demonstrate values that reflect the importance of continued balance and harmony among the health and wellbeing of humans, the environment, and the economy.

Educating for Sustainability: Sustainable Decision-Making Skills

Students demonstrate the skills necessary to make decisions that balance the needs of human health and well-being, the environment, and the economy.

Decision making from a sustainability perspective is a complex process. In order to make informed decisions, students require four **foundation skills**:

1. Literacy and Communication

- using language, in all its forms, in learning across subject areas
- reading, writing, listening, speaking, viewing, and other ways of knowing (e.g., role playing, sketching, diagramming, dramatizing) are vehicles and tools for learning across the provincial curriculum

2. Problem Solving

- developing problem-solving applications including
 - critical and creative thinking
 - reasoning and logic
 - learning to learn
- understanding, appreciating, and using abstract patterns, relationships, concepts, and connections with numbers, words, ideas, issues

3. Human Relations

- developing understanding of, and appreciation for, self
- developing work habits including responsibility, adaptability, entrepreneurship, management of change, accountability
- developing an understanding of, and appreciation for, our society's diverse population
- developing tolerance, teamwork, and leadership
- developing a sense of global interconnectedness

Appendix XII

4. Technology

- using technology to learn
- making connections among technology, society, and the environment

In addition to the four foundation skills, there are a number of steps to consider when making decisions from a sustainability perspective.

1. Identify/recognize a sustainability issue or concern.
2. Identify and consult with stakeholders affected by the issue.
3. Research the positive and negative impacts to the health and well-being of people, the environment, and the economy.
4. Propose creative options to solve the problem, address the issue, or to improve or rectify the identified situation.
5. Assess the options as to their positive and negative impacts on the health and well-being of people, the environment, and the economy.
6. Through a process of consensus, decide upon the best course of action.
7. Develop an action plan.
8. Implement the action plan.
9. Evaluate the action plan.
10. Communicate to the stakeholders the results of the actions.
11. Reassess the issue/situation based on evaluation and feedback from stakeholders.

Educating for Sustainability: Life Practices

Students demonstrate life practices and choices that balance the needs of human health and well-being, the environment, and the economy.