2027 Yukon Stikine Regional Heritage Fair Information Package

Date: Thursday, May 6, 2027
Location: Kwanlin Dun Cultural Centre

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Heritage Fair Program Overview

Participation in the Yukon/Stikine Regional Heritage Fair program is an exciting, bilingual educational initiative that encourages students to explore an aspect of Yukon/Canadian heritage in a dynamic and captivating learning environment.

Students select and research a topic they feel connected to and then proudly present the results of their research at a public exhibition, using the media of their choice to share their learning about Canadian individuals, milestones, events, achievements, etc. The projects are reviewed by volunteer judges and students have the chance to talk about their work. There are prizes and medals given for excellence.

Some schools host their own heritage fairs to select participants for the Yukon/Stikine Regional Heritage Fair, while others choose a different way to select students for participation at the Fair. Teachers also have access to additional resources to help guide them through the Heritage Fair program, as well as the https://yukonstikineheritagefair.ca/ website.

Participation in the Fair program allows students the opportunity to not only explore and analyse a Yukon/Canadian topic of their choice, but to have their voices heard as they tell a story in their own way, to become enthusiastic and creative, and to become a part of a community of people who celebrate and honour Canadian heritage and history.

The 2027 Yukon/Stikine Regional Heritage Fair will take place on Thursday, May 6 at the Kwanlin Dün Cultural Centre. **Come join us as we gather to celebrate the hard work of the students!**

Different Models of Participation

Here are some ways different schools have their students participate:

- each student in a class completes projects
- the school runs the heritage fair work as a club for interested students
- some schools have grades 4 and 5 do the heritage fair, and the grade 6/7's do the science fair
- some schools alternate from year to year between heritage fair and science fair

What model of participation might work for you? Please contact the Fair Coordinator to discuss possible ways for your school to participate.

Who Can Participate?

The YSRHF is open to Yukon/Atlin students from grades 4-9. If yours is a rural school with combined grade level classes and you would like to include students in higher grades, please contact the Fair Coordinator.

Why Participate in the Heritage Fair?

Flexible:
Content for Heritage Fair projects is at the discretion of the teacher. Many teachers use the Heritage Fair as an opportunity to introduce curricular content and big ideas that are relevant to their grade level. Teachers may also choose to create opportunities for personal learning and allow students the freedom to explore content areas not traditionally covered by the curriculum.

Support the aims of the Yukon/B.C. curriculum:
Inquiry-based Heritage Fair projects meet many of the Social Studies curricular competencies, while the list of potential topics in this package compliment the content. B.C./Yukon curriculum emphasizes that inquiry-based learning gives students the deeper understanding they need to make informed decisions.

Meet teaching goals efficiently through cross-curricular learning:
The creation of a Heritage Fair project engages students in a variety of subject areas, such as Language Arts, Social Studies, and Fine Arts.

Develop literacy skills:
The creation of a Heritage Fair project develops such skills as researching, interviewing, writing, editing, and speaking.

Personalized learning is more meaningful:
Learning becomes more meaningful when students explore topics that are personally relevant to them. Connections can be made to their families and cultures, and to their local community. Projects can also help develop positive personal and cultural identity. Some students, while exploring family heritage, have opened great conversations within their families. Additionally, as families often tend to think that the stories of their family will be remembered, in fact, much family history is lost – until a student chooses to research and record it. This has the potential to be a great gift a student can give to their family.

Develop citizenship and leadership skills:
Heritage Fair connects the classroom with the community. As young people develop stronger roots in their communities, they will have the confidence to share their own ideas and voices.

Students have the chance to be a historian:
As students research and present their findings, they put their own view into their work, just as any other historian does. Additionally, they have the opportunity to tell a story of events, people, and traditions of their own communities that may not yet be recorded or celebrated.

Information For Teachers & Schools

Fast Important Facts

- Fair Date: **Thursday, May 6, 2027**
- Set Up Time: Open for set up at **8:30 a.m.**
- End Time: **2:30 p.m.**
- Location: Kwanlin Dün Cultural Centre, Whitehorse
- Lunch and snacks will be provided
- Maximum of 5 students per school
- Fair is open to students in Grades 4 to 9

Individual projects can be presented on a project board or on a computer. Computer-based projects must be accompanied by a board with a title and a bibliography.

FAQs

1) Can projects be in French?
Yes! We welcome projects in French; please advise your coordinator when you indicate your school's participation so that YSRHF organizers have enough time to acquire French-speaking judges.

2) Can projects be done in groups?
Yes! No more than two students may work together to create projects for judging. See FAQ #4.

3) What is the maximum project size for in-person fair projects?
They may not exceed 80 cm in depth; 150 cm in width; and 100 cm in height. The project must be able to fit on half a table.

4) How many students can I bring from my school?
Each school can select 5 students. If you have two students working on one project, then the maximum number of projects would be four. The number of students that can be selected for the Fair *may* increase, depending on logistics/number of schools participating.

5) How do I select the five students/projects to attend the Heritage Fair?
Usually this is done by having a school-wide heritage fair or a class fair at your school, with judges, and often parents and other classes being able to drop in and view the projects. The judges, in conjunction with the participating classroom teachers, decide which students and their projects will attend. Your school may wish to come up with another method to select the students/projects to submit to the Regional Fair.

6) How can I find judges for my school's heritage fair?
Call on your network of friends, school supporters, retired teachers, or your local Yukon University campus.

7) Is there support available for schools outside of Whitehorse to attend the Heritage Fair?
Yes, YSRHF has a modest travel budget for schools more than 1 hour outside of Whitehorse. See Travel Policy on p.7.

8) Why is getting the forms completed before the Fair so important?
YSRHF has a legal obligation to have signed forms for each student and each school. Forms A (school authorization), B (guardian permission), and C (media release) must ***all*** be signed and submitted. We must have these forms by the dates given on the timeline before the Fair to give the committee enough time to organize judges, schedules, etc. The committee is made up of volunteers who are giving their time for this program.

9) Do the students' projects require a bibliography?
Yes, all projects must have a visible bibliography with at least 3 sources listed, including individuals who may have been interviewed.

10) What is the role of teachers and parents?
Students are understood and expected to need support and teaching from teachers and parents, but the work must ultimately be each student's own.

Yukon/B.C. Curriculum

- Many aspects of the curriculum can be covered as you work through the process of the Heritage Fair. Examples include:
    - **Language Arts**:
        - reading for information
        - writing non-fiction, interviewing skills, oral presentation
        - transform ideas and information to create original texts
        - communicate in writing, using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation
    - **Social Studies:**
        - use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas
        - communicate findings and decisions
        - ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
        - Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
        - Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)

- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement)

YSRHF Code of Conduct

Students are expected to:

- conduct themselves in a polite, respectful and cooperative manner at all times.
- be punctual for set up at the Fair and during the period of exhibition.
- be considerate of the thoughts, feelings, and heritage of others.
- be sensitive to and responsible for the facility where the Fair is held.
- be free of illegal drugs/alcohol (possession, use, or influence) at all times under the jurisdiction of the Yukon/Stikine Regional Heritage Fair Program. <u>This includes all tobacco products.</u>
- be at their booths throughout the judging and public portions of the Fair, unless otherwise instructed.

Students, teachers, and parents are expected to understand the criteria for judging of YSRHF projects, to be respectful of the role of the Fair's volunteer judges, and to respect and abide by the final decision of the judges.

Timeline

This timeline can be used as a guide while planning your year. While the initial steps can be completed earlier, it is recommended that students be encouraged to re-familiarize themselves with their projects before presenting at the regional Fair if the projects were completed significantly in advance.

December/January	It is recommended that you have students begin thinking about what topics spark their interest. Once they have a topic in mind, they have time to think about their topics, to look for resources, write letters to people who can provide information, etc. *Teachers*: Download and familiarize yourself with the contents of the information package and begin looking at *What's the Story – Educational Guide* - https://canadashistory.ca/education/classroom-resources/what-s-the-story/what-s-the-story-educator-s-guide. *Note:* There is a teacher's version and a student version – written by students for students. Both can be downloaded.
January/February	*Teachers*: contact your Yukon/Stikine Regional Heritage Fair Coordinator to inform them of your intention to participate in the program.
February/March	Students work on their projects – research, writing, deciding how they want to present their work, etc.
April	Students complete their projects. School hosts a heritage fair to give all students a chance to present their work. Five students are selected from this to attend the regional Fair. Teachers may also choose another method of selecting students to attend the Fair.
April	Students who are participating in the regional Fair will take their paperwork home and have it signed. Deadline to submit students' paperwork is ***Thursday, April 22***.
May 6	Join us for an exciting day of celebrating Canadian heritage at the Yukon/Stikine Regional Heritage Fair!

Travel Policy

YSRHF has a modest budget to support travel and accommodations for students/chaperones travelling from communities that *are more than 1 hour away* from Whitehorse. The dollar amount provided to support travel to Whitehorse will be announced pending availability of funds. Please contact the Heritage Fair coordinator to discuss your school's travel plans and to confirm the allowance amount for food and hotels.

Hotel arrangements are to be made by the participating school.

REIMBURSEMENTS CAN ONLY BE PROVIDED WHEN THE CORRECT RECEIPTS ARE SUBMITTED AFTER THE FAIR. PLEASE REMEMBER TO KEEP YOUR RECEIPTS!

How to Create a Heritage Project

Getting Started on a Heritage Fair Project

What's the Story?

Canada's History has published a free PDF file called *What's the Story?* specifically aimed at youth undertaking historical inquiry projects, such as Heritage Fairs projects. This is an excellent resource to help you guide your students (and yourself) through the process of developing their projects. We highly recommend you look through it and use it to inform your teaching. There is a teacher's version and a student's version – both can be downloaded.

- https://canadashistory.ca/education/classroom-resources/what-s-the-story/what-s-the-story-educator-s-guide
- https://www.histoirecanada.ca/education/ressources-pedagogiques/quelle-histoire!/guide-de-l-enseignant-quelle-histoire-!

1) Choosing a Topic

Students will select a topic on the Yukon or another topic about Canada. Assist the students in finding a topic that interests them. You may wish to brainstorm a list of topics with the students or get ideas by googling 'Canadian Heritage Fairs' or you can look at the list of suggested topics on p. 12 of this package.

Many teachers find that when students feel a connection to their topics, they are more likely to 'own it' and be excited about it. Make sure the topic is not too broad as to overwhelm the student. For example, instead of doing World War One, focus on a particular aspect of this war such as the use of horses, the Battle of Vimy Ridge, etc. Some teachers have all their students research their family history, or a person in their family. The sky is the limit, but each topic must be Canadian or have a Canadian connection, and it must be of interest to the student!

2) Sources of Information

Make sure each student selects a topic that they can find enough information on. There is a list of potential resources included in this package. The students will learn about the topic and write the important information. Make sure they jot down their sources as they work so they don't forget where they found their information.

3) Yukon Topics

It can be very meaningful to select a topic that is specifically about the Yukon community in which students live, such as historic buildings in Dawson, traditional beadwork in Pelly Crossing, traditional snowshoes in Teslin, the traditional lifestyles of Indigenous grandparents, etc. There is a great opportunity to use local resources to explore and record details of topics that may have little written information in existence. Interviewing community members is a great way for students to get first-hand or primary information.

4) Genealogy

Some teachers have students explore their family history/individuals in their families. This type of project can be an easy point of entry for first-time heritage students, and is a chance for great conversations in families and for students to do the important work of preserving family history. This could include stories of immigration or, especially for new Canadians, of ancestors who lived elsewhere. If a project focuses on an ancestor who never lived in Canada, students can connect their story to Canada by, for example, looking at how their ancestor has impacted the student as someone now living in Canada, or comparing their ancestor's experiences to what a Canadian living at the same time might have experienced.

5) Planning the project:

Once the topics have been selected, you will want to go through a process of planning with your students. Asking questions, and having the students ask questions, is an important part of the process. Creating an Inquiry Question or **'big question'** will help students keep their focus while researching and writing so that they don't become overwhelmed with information. Answering the 'big question' will help them analyse their work and come to their own conclusions. Teachers assist them with how to find resources. '***What's the Story'*** has a useful section on inquiry questions that students may find helpful.

Project Requirements and Considerations

Students should consider what they want people to know about their topic and generate an inquiry question:

Why is it important? How does it contribute to Yukon/Canadian heritage? Help students make connections between the topic and the history/heritage of the Yukon/Canada. For example, if a student's topic is about grandparents, the student could link their grandparents' story to what was going on in their society at that time. If the topic is on the street names in your community, the student can link the names to who/what they were named for and why they were important: how did the choices of names reflect what was important at that time? Students can

ask themselves, what changes occurred because of this event, or the actions of this person? Analysing and reflecting on their research is an important part of each student's project.

Sample Inquiry Questions:
What was the significance and impact of _____?
How has _____ changed and what has stayed the same?
Why is _____ important to us today?
What do people think about _____?
How did people respond to _____?
How did Canada have an impact on _____?
How did this event impact _____?
What can be learned from _____?
What difficulties were faced by/during _____?
How did _____ impact this community?
Who was _____ and how did they impact _____?

Choose a Canadian theme:
Students choose any aspect of local, provincial, regional, or national history or heritage. Topic ideas in this package (p.13) can be used of course but there are many, many other ideas that students can select.

Create a project display or presentation:
Students may use a display board, computer, video, model, artwork, creative writing, or other medium to present their findings.

Title: A project title must be easily visible.

Include original written content:
Written content, based on historical research, should demonstrate the student's learning and is key element of the final project. This can take the form of text on a display board or a short story, essay, comic strip, letter, or other writing. Students should check for correct spelling. Writing must be in the student's own words.

Include a bibliography:
Students are required to have a bibliography that lists *all* books, magazines, websites, mixed media, people, or other sources used in the research and development of their project.

Accuracy: Historical information should be as accurate as possible.

Oral Presentation: The student must be able to talk about their project and answer judges' questions.

Project Size: The project must not be any wider than 3ft. (half a table) , though objects can be placed under and around the main project.

Offensive Language: Projects must not contain any offensive language or racial slander.

Visual Supports: The project should include visual items that support and enhance the topic and make it come alive. These could consist of pictures, drawings, a page from a diary, newspaper clippings, artifacts (or photos of artifacts), models, dioramas, creative writing, letters, signs, timelines, maps, medals, models of artifacts made by the student, comics and drawings by the students, written copies of interviews, songs, etc. This is a chance for creativity!

Support for Students: While it is understood that students will need help, support, and teaching through this process, it is expected that the work is done by the student. Teachers and parents need to be mindful of this when helping their student/child.

Bibliography

A bibliography is a record of all the sources of information a student has used. List these and place it on the project board, or in another visible location. A bibliography may include the following:

- Primary Sources: journals, letters, newspapers, any information gained from discussions and interviews with individuals and organizations, books/articles that are first-person information, etc.
- Secondary Sources: Print and multi-media: books, internet articles, magazines, audio/visual media; etc.

'***What's the Story***' has a useful section on primary and secondary sources that students may find helpful. A suggested classroom exercise on primary and secondary sources is included in the Educator's Guide.

Assessment and Rubrics

All projects will be evaluated by the judges using consistent criteria. The following documents, shared separately, will help in the development or effective projects that meet judging criteria:

- Judge's Rubric: Teachers can use the same rubric as the judges to help guide students in what is expected of a heritage project.
- Student Self-Assessment: Students can use this form to assess their own work.
- Please access these documents on the Heritage Fair website: https://yukonstikineheritagefair.ca

Canada's History National Showcase

The Heritage Fair National Showcase celebrates outstanding student work in the Heritage Fair program, aimed at fostering a deep appreciation for Canadian history and heritage among

young learners. Students are selected at Regional Heritage Fairs and will be celebrated online and in print by Canada's History Society. By highlighting diverse historical topics and encouraging rigorous research and inquiry, the National Showcase not only recognizes student achievements but also promotes a greater understanding of Canada's rich history and heritage.

For further information please check out the website: https://www.canadashistory.ca/youth/heritage-fairs-en/heritage-fair-national-showcase/rules-and-criteria

Please be sure to check out rules and criteria before your students do their heritage projects. There are certain criteria that must be met for a student to be selected to participate in the National Showcase.

Resources and Sources of Information

It is expected that you will use a variety of sources to deepen the students' understanding of their topics. Use of various internet sites, books, newspapers, archives, photos, films, interviews with relevant individuals, guest presenters in the class, etc. are all great sources to help you and your students find the information you need.

- Yukon Archives: They are very keen to help with the Heritage Fair projects. They also encourage students to use their services. https://yukon.ca/archives, https://yukon.ca/en/archival-reproductions
- Yukon Government heritage research publications: A variety of Yukon government publications on Yukon palaeontology, archaeology, historic sites, and history are available online. Paper copies can also be requested. https://yukon.ca/en/arts-and-culture/heritage/find-heritage-research-and-publications
- Yukon First Nations offices: Heritage or Lands and Resources departments
- Local Elders
- Rural communities: Community Education Liaison Coordinators
- Yukon First Nations Education Directorate: https://www.yfned.ca
- Searching For Our Heritage: This database locates Yukon First Nations artifacts held in institutions around the world. https://searching-for-our-heritage.service.yukon.ca/
- Museums: Dawson City Museum, MacBride Museum (Whitehorse), Old Log Church Museum (Whitehorse), Yukon Transportation Museum (Whitehorse), Binet House (Mayo), George Johnston Museum (Teslin), etc.
- Cultural Centres: Kwanlin Dün Cultural Centre, Dänojà Zho Cultural Centre (Dawson City), Haa Shagóon Hídi (Carcross), Da Kų Cultural Centre (Haines Junction), etc.
- Explore North blog: This website, created and maintained by Murray Lundberg, is the world's largest website that focuses on travel in, and the history of, Alaska, the Yukon, the Northwest Territories and northern British Columbia. https://explorenorth.com
- Yukon History and Abandoned Places Facebook group: For any teachers who have Facebook accounts, you might try joining the group called 'Yukon History and

Abandoned Places'. There are a lot of knowledgeable people in this group who have long memories about the Yukon's past. A lot of photos get posted on there. If you have a specific question, you could try posting it on there and seeing what response you get (teachers would need to do this, rather than having students on Facebook).

- Yukon Nuggets: These are a series of radio broadcasts narrated by Les McLaughlin. They are great to listen to, packed with information, and might even spark some project ideas. https://yukonnuggets.com/
- History Hunter columns: Similar to the Yukon Nuggets, Michael Gates' History Hunter column in the Yukon News could be somewhere to start. https://www.yukon-news.com/search?search=on&q=%22history+hunter%22
- Hidden Histories Society Yukon: HHSY focuses on uncovering previously underrepresented histories in the Yukon, with a particular focus on the history of Black and Asian people. https://hhsy.org/
- Yukon Register of Historic Places: http://register.yukonhistoricplaces.ca/
- Canadian Register of Historic Places: https://www.historicplaces.ca/en/pages/register-repertoire.aspx
- Yukon Heritage Planning: http://yukonheritage.com/
- Sights and Sites of the Yukon (highway interpretive signs): https://sightsandsites.ca/
- Yukon Historical & Museums Association/Heritage Yukon: https://www.heritageyukon.ca/our-heritage
- Canadian Encyclopedia: https://www.thecanadianencyclopedia.ca/en
- Canadian museums and galleries: research and contact these
- Canada's History:
    - Classroom resources: https://www.canadashistory.ca/education/classroom-resources
    - *Kayak* magazine articles: https://www.canadashistory.ca/youth/explore-kayak-all-stories
- Library and Archives Canada: https://library-archives.canada.ca/eng/collection/Pages/collection.aspx

Ideas for Project Topics

This is a list of possible ideas for projects but is by no means the limit. There are endless possibilities! Considering the students' interests can help guide their topic selection.

Yukon

- Yukon River – lifeline of the Yukon - could also be a way to connect two communities who live on the Yukon River. How has this river impacted the Yukon?
- The river your community is situated by
- History of Whitehorse (or Dawson, Mayo, Faro, etc.)
- Various Yukon individuals – e.g. Sam Steele, Jim Robb, Victoria Faulkner, Keith Wolfe Smarch, Dennis Shorty, Angela Sydney, Elijah Smith, Elders in your community, artist and musicians, Yukon politicians, George and Martha Black

- Chilkoot Trail – following the diary of one of the prospectors (use the Yukon Archives for this)
- White Pass and Yukon Route – its role in the Yukon, how it changed life in the Yukon
- Streets of Whitehorse or rural communities – who were the people they are named for?
- Historic buildings in Whitehorse or rural communities
- Connection between Carmacks, Pelly Crossing, and Dawson – Yukon River communities; comparing Yukon communities
- First Nations Way of Life – e.g. Family fish camps; traditional beadwork and the people who bead; changes over time in First Nation arts and crafts; traditional First Nations toys; drumming and drum making; First Nation lifestyles; traditional medicine; traditional trapping and hunting; history of hand games
    - Comparing beadwork from different communities would allow two schools to link up.
- Yukon Order of Pioneers; Pioneer Women of the Yukon
- Transportation in the Yukon: then and now. What were the challenges? How has it changed life in the Yukon?
- Mining – yesterday and today; consider also the changes in attitudes about mining
- Teslin snowshoes
- Trading posts
- Yukon sports/Yukon Olympians
- Yukoners at War – soldiers of WW1 or WW2
- Yukon First Nations' roads to settling land claims and self-government
- Palaeontology in the Yukon
- Yukon place names – how they were named/how they have changed
- How Yukon parks are managed
- Kohklux Map or Kandik Map
- History of Silver City or Stewart City (there are people in Dawson who could assist with this), Keno, or abandoned towns
- Historic Mileposts on the Alaska Highway, roadhouses

Project Ideas About the Rest of Canada

- Canada at War – aspects of different wars such as WW1 and WW2; Canada's role in peacekeeping; focus on specific battles or themes – e.g. the Battle of the Somme, Vimy Ridge, life in the trenches
- Canadian disasters – e.g. the sinking of the Empress of Ireland, the collapse of the Second Narrows Bridge (Iron Workers' Memorial Bridge), mine disasters - Springhill Mine Disaster; Frank Slide; Hillcrest Mine Explosion; The Halifax Explosion
- Historical events – War of 1812, Riel Rebellions; Canada in WW1 and 11,
- Conflicts – The Oka Crisis
- Cultural – focus on a cultural group – e.g. how the Irish settled in Canada, Indigenous culture, music,
- history of mining, fishing, forestry in specific places – their impact on people and places
- how forest fires are affecting Canada

- Canadian historical figures, e.g. Laura Secord, Louis Riel, Prime Ministers, Gabriel Dumont, Agnus McPhail, Tommy Douglas, Wop May, John McCrae, Nellie McClung, Frederick Banting, Sir Julian Byng,
- Canadian athletes/musicians/authors/artists: Group of Seven, Olympic athletes, Lucy Maud Montgomery, Bill Reid, Emily Carr, Margaret Atwood, Tom Thompson, Leonard Cohen, Gordon Lightfoot, Stan Rogers, etc.
- History of hockey – the oldest team, goalie masks, etc.
- Canadian Immigration – how did people come to Canada? Focus on a specific group – such as the Irish, Dutch, etc.
- Research the history of your own family
- Indigenous rights in Canada – how it has changed
- History of Human Rights in Canada
- Canadian Inventions – e.g. insulin, the Canadarm, gas masks
- Canada in space
- life of children during the Great Depression
- events/lifestyles in different provinces and territories – e.g. lobster fishing in Nova Scotia, farm life in Saskatchewan, traditional hunting in Nunavut;
- **Anniversaries in 2027**:
    - 160th year of Canadian Confederation
    - 110th anniversary of the Battle of Vimy Ridge
    - 85th anniversary of the Dieppe Raid
    - 110th anniversary of the Battle of Passchendaele
    - 110 anniversary of the Halifax Explosion
- This day in history: look at your own birthday and research what events happened on that date in Canadian history
- Aviation history – e.g. bush planes and early aviation; the Avro Arrow, Early Yukon aviation
- Women's Rights – The Famous Five
- French Canadian heritage/authors/athletes/political figures, etc.
- Indigenous place names of Canada (e.g. the M'ikmaq name for Prince Edward Island is Aberguit and means 'Cradled in the Sea'. What are other Indigenous place names and their meanings?)
- Residential Schools – their history and long-lasting impact
- Immigration to Canada – how it has changed over time
- French Canadian culture and traditions

Awards

1st, 2nd and 3rd Place Medals

These are awarded for each grade-group category.

Special Awards

Various members of the Yukon community provide donations for special awards. These can vary somewhat from year to year, but the following awards are typically given:

- Yukon History Hunter: For a student whose project demonstrates exceptional, original research exploring a Yukon-based topic, including the use of primary sources. Student is expected to be fully engaged when speaking about their topic.
- Oral History: For a student whose project demonstrates exceptional use of oral history.
- Indigenous Heritage and Culture: For a student who has done an excellent project on a topic related to Canadian First Nations, Métis, or Inuit.
- Genealogy: For a student who has done a thorough job of recording the genealogy of their family or has focused on an individual in their family.
- Design: For a student whose project display demonstrates exceptional/creative design.
- Research and Writing: For a student whose project demonstrates exceptional writing and thorough research.
- Yukon Archives: For a student whose project demonstrates the use and citation of archival resources to deepen knowledge of their topic.
- Oral Presentation: For a student whose oral presentation during their interview demonstrates excellent knowledge of and enthusiasm for their topic.
- Canadian Heritage Award: For a student who has done exceptional work on a project relating to any Canadian/Yukon topic.

Forms

Please review the attached forms carefully and ensure all forms are correctly submitted by Thursday, April 22:

- Form A – School Authorization – one form per school
- Form B – Student/Guardian Form – one for *each student* attending the Fair
- Form C – Media Release – one for *each student* attending the Fair

LA FÊTE RÉGIONALE DE PATRIMOINE
YUKON/STÎKINE
REGIONAL HERITAGE FAIR

Form A 2027 School Authorization Form

PLEASE PRINT CLEARLY

School authorization is required for students to participate in the Yukon/Stikine Regional Heritage Fair. Please ensure students will be good representatives for your school, adhere to the code of conduct, and help make it a fun, welcoming experience for all.

School Name: _____

School Phone: _____

Each school is required to send at least one staff member as a chaperone.

Chaperone Name: _____

Chaperone Phone Number: _____

Chaperone Email: _____

TO BE COMPLETED BY THE SCHOOL PRINCIPAL
I hereby recommend and grant permission for the students named below to take part in the Yukon/Stikine Regional Heritage Fair in Whitehorse on May 6 ,2027.

Student Names 1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

I am confident that these students will be good representatives for our school.

Principal Name: _____

Principal Email: _____

Principal Signature: _____ Date: _____

LA FÊTE RÉGIONALE DE PATRIMOINE
YUKON/STÎKINE
REGIONAL HERITAGE FAIR

Form B 2027 Student Form - *one per student*

PLEASE PRINT CLEARLY

School Name: _____

Teacher Name: _____ Phone: _____

Chaperone Name: _____ Phone: _____

Student Name: _____

Grade Level (circle one): 4 5 6 7 8 9 10 11 12 Age: _____

Project Title: _____

Is this a partner project? If so, who is the partner? _____

Requirements (Electrical Outlet, WiFi, etc.):

_____

Official Language to be judged in (circle one): English French

Student Allergies / Medical Conditions:

_____

_____

Parent / Guardian Name: _____

Phone: _____ Email: _____

Emergency Contact (if different): _____

Phone: _____

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

We look forward to seeing you at the Fair!

LA FÊTE RÉGIONALE DE PATRIMOINE
YUKON/STÎKINE
REGIONAL HERITAGE FAIR

Form C 2027 Parent/Guardian Release Form

Student Name: _____

School Name: _____

Dear Parents/Guardians,

The 2027 Yukon/Stikine Regional Heritage Fair is organized by the Heritage Fair Committee, a partnership between the Yukon Historical & Museums Association (YHMA), Yukon Heritage Resources Board (YHRB), and Parks Canada, funded by Yukon Education.

The students participating in the Yukon/Stikine Regional Heritage Fair have completed projects that deserve to be celebrated. The event often has great photo opportunities that can promote student achievement, and showcase their learning. Sometimes, the Fair partners (YHMA, YHRB, and Parks Canada) may wish to use photos of a student and/or their heritage fair project in newsletters and reports both online and in print, or on their websites.

Please be aware that external media organizations may attend and wish to interview students, take their photos, and publish them on websites (online) or in hard copy (print). While external media organizations cannot be bound by this release form, if you do not give your permission for your child to appear in photographs, the Fair organizers will make every effort to ensure that while engaged in the Fair, your child is not included in media interviews and photographs.

A) Student work:

_____ Yes, I give my permission for photos of my child's *project* to be taken at the 2027 Yukon/Stikine Regional Heritage Fair for the purposes mentioned above.

OR

_____ No, I do not give permission for my child's *project* to appear in photos for the 2027 Yukon/Stikine Regional Heritage Fair.

B) Image of student:

_____ Yes, I give my permission for photos of my *child* to be taken at the 2027 Yukon/Stikine Regional Heritage Fair for the purposes mentioned above.

OR

_____ No, I do not give permission for my *child* to appear in the photos for the 2027 Yukon/Stikine Regional Heritage Fair.

Name of Parent/Guardian: _____ (please print)

Parent/Guardian signature: _____

Important Things to Remember

Print this page and post it for quick reference.

Date of Fair: Thursday, May 6
Location of Fair: Kwanlin Dün Cultural Centre, Whitehorse

Due Date for Paperwork: Thursday, April 22

Form A – School Authorization – one form per school
Form B – Student/Guardian Form – one for *each student* attending the Fair
Form C – Media Release – one for *each student* attending the Fair

Please do student selection for the Fair enough in advance that students can get their permission slips signed by the parents.

***Very Important: please email a list of the names of the students and their project title by Friday, April 23 as this gives the Fair judge coordinator enough time to complete the huge amount of organizing needed to be done ahead of the Fair. Even if the student has not returned their paperwork, please send in the list.

Make sure the students have completed their projects before you send in the paperwork.

A bibliography must be included with each project and must be visible.

Projects must have a visible title.

Please have your students check their spelling and ensure it is correct. Judges are particular about this.

Remind parents that lunch is provided at the Fair.