

Heritage Fair

Lesson 6: Display and Presentations

Culminating Task

Students will...

- Design and assemble a tri-fold display board summarizing their research.
- Prepare and deliver a short oral presentation explaining their project.
- Practice public speaking skills through peer review and group presentations.
- Participate in a question-and-answer session to engage their audience.

Materials:

- Tri-fold display boards
- Markers, colored paper, glue, and scissors
- Printed images, artifacts, or replicas related to students' topics
- Index cards for presentation notes
- Access to digital tools for multimedia elements (optional)
- **Heritage Fair Poster Boards** PowerPoint
- **Heritage Fair Display Board Evaluation Rubric**
- **Heritage Fair Peer Review** Worksheet
- **Heritage Fair Reflection** worksheet
- **Heritage Fair Display Board Rubric**
- **Heritage Fair Presentation Rubric**

Setting the Stage

Ask students to think about times when they have been to a museum exhibit, science fair, or even looked at informative posters in school halls or common areas. What makes certain displays stand out to them? What made presentations engaging? Was it the colors, the images, or how the information was arranged? Record their responses on the board. Guide them toward recognizing that effective displays use a combination of text, images, and sometimes artifacts, while strong presentations are clear, confident, and engaging.

Explain to students that the goal of the display board and presentation is to showcase their research in a way that is engaging, informative, and visually appealing. A strong display and presentation will help them effectively communicate what they have learned about their chosen topic in Canadian heritage. It should capture the audience's interest, effectively communicate their research, and leave a lasting impression. Just like a well-organized book or an exciting trailer for a film, a great presentation invites the audience to learn more.

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Direct Instruction – The Display Board

Creating an effective display board takes planning. A Heritage Fair display board is similar to those used in science fairs. It consists of three panels - one central panel and two side panels - that help organize information in a logical way. The purpose of the display is not to host all of the information from the research paper, but the important and interesting facts that the presenter wishes to share. These will also serve as cues during the presentation for talk points with the audience.

Students typically use a tri-fold display board for Heritage Fair displays, which provides three panels to arrange their information. Encourage students to consider their display as a “story” that has a beginning (introduction to their topic), middle (research findings), and end (conclusion or reflection).

*The accompanying **Heritage Fair Poster Boards** PowerPoint shows a variety of English and French examples, as well as notes to guide students in creating their own displays. There are also multitude of sites which will come up from a quick internet search.*

Show students examples of Heritage Fair displays. Ask students what they notice in each one, things that they like and find appealing, and things that they may not like the style of. Record generalizations on the board for them to reference. Draw attention as well to examples of presentations which go beyond just a display board. Some participants may use multimedia sources, being in artifacts or models/dioramas, or may even dress up to enhance their presentation! Ask students to think about how doing these extras supports could support their presentations.

Guide students through the following key aspects to ensure they produce a professional and engaging presentation:

Choosing a Strong Title. A clear and bold title is essential. Have students consider what their title communicates to an audience. A basic title such as "The History of Maple Syrup" may not be as engaging as "How Maple Syrup Became Canada's Sweetest Tradition." Encourage students to think creatively and consider adding a question or descriptive phrase to make their title stand out.

Organizing the Layout. Just like a book or a story, a display board should be structured in a way that makes it easy for viewers to follow. Explain that a tri-fold board typically consists of three panels, and a well-organized layout helps the audience absorb information more easily. Walk students through a suggested structure:

- **Middle Panel:** This should be the focal point of the display. The title should be placed at the top, followed by a summary of the topic and the key research question. If possible, include a main image or map that represents the subject, such as a visual of a sugar maple tree or a map of Canada's major syrup-producing regions.

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- **Left Panel:** This panel should introduce the topic with background information, historical context, and any relevant foundational knowledge, such as Indigenous methods of syrup collection and how they influenced modern techniques.
- **Right Panel:** This should focus on the impact of maple syrup production, key discoveries, and personal reflections. It may also include how the topic connects to modern Canada, such as the economic importance of the maple syrup industry today.

Encourage students to test different layouts by sketching a rough plan on paper before assembling their final board.

Making the Display Visually Engaging. A great display board combines text, visuals, and creativity. Visual elements make a display more engaging and help communicate information clearly. Encourage students to consider the following design principles:

- **Readable fonts and colors:** A high-contrast color scheme (such as dark text on a light background) ensures readability. Avoid using overly decorative fonts that may be difficult to read.
- **Effective use of images:** Photos, illustrations, maps, and diagrams bring a project to life. Each image should have a caption explaining its significance, such as "A traditional wooden spile used to tap maple trees."
- **Headings and Subheadings** – Large, bold titles and clear section labels will make the information easy to read. It is sometimes tempting to you fancy fonts, but it is more important that the audience can read them.
- **Neatness and clarity:** Remind students to space out their sections evenly, use bullet points where appropriate, and align text and images neatly to maintain a professional appearance.
- **Colour and Design** – Choosing a theme that reflects the topic can make the display visually appealing. However, it is important to maintain readability by using contrasting colors and avoiding clutter.

Hand out the **Heritage Fair Display Board Evaluation Rubric** to students, and display either new Heritage Fair board examples, or revisit the ones viewed at the beginning of the lesson. Have students assess each example for each of the categories, supporting their answers. Allow for discussions if they have different ideas.

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Allow time for them to sketch out a rough copy of their board on paper to organize their ideas and avoid last-minute adjustments that could damage the board. By taking a clear piece of paper and folding each side into the center they will have a similar set up as they will with a trifold poster board.

Once they have a rough idea of how they wish their board to look, and have considered what information they plan to put on it, allow time for students to create their boards. This may involve printing out parts of their papers, or rewording areas to be less cumbersome and catch interest.

Direct Instruction – The Presentation

After organizing their display boards, students will need to prepare to speak about their project. Many students feel nervous about public speaking, so reassure them that their research and their boards help to make experts on their topic and that practice will build their confidence.

The presentation portion of the Heritage Fair allows students to showcase their enthusiasm and expertise on their topic. Rather than memorizing a script, they should focus on communicating their research clearly and confidently.

Explain to students that their goal is to share what they have learned in an engaging and informative way. To do this, they should structure their presentation into three main parts:

1. The Introduction

Students should begin by introducing themselves and their topic. They should briefly explain why they chose their topic and its connection to Canadian heritage. Encourage them to open with an interesting fact, a question, or a short story to capture their audience's attention.

2. The Body

This is where students will present the key points from their research. Like their paper and board, their presentation should flow in the same, logical sequence as they take their audience through their project.

Instead of reading directly from their board, students should summarize their findings in their own words, using information on the board as cues as to what they want to say. Encourage them to focus on answering the central research question they developed earlier in the project. They should also be prepared to explain any visuals or artifacts they have included on their board.

3. The Conclusion

Students should end their presentation by summarizing what they learned and why it is important. Encourage students to end with a memorable takeaway - they can share what they found surprising, what they enjoyed most about their research, or what they hope the audience will remember. Finally, they should invite questions from the audience.

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Have students create a simple outline to guide their presentation. Their speech should follow a natural flow:

- A brief introduction where they state their name and topic.
- An explanation of why they chose this topic and why it is important.
- A summary of key findings, including interesting or surprising facts, such as "Did you know it takes 40 liters of sap to make just one liter of maple syrup?"
- A reflection on why this topic matters and how it connects to the present day.
- A closing statement, inviting questions from the audience.

Encourage students to write their points in bullet form rather than full paragraphs, so their presentation remains natural rather than read word-for-word. Provide cue cards to students, explaining that they are less distracting in their hands than paper to the audience, and are a good size to put their bullet points discouraging them from writing out and depending on full paragraphs).

Preparing for the Presentation

Public speaking can be nerve-racking, especially for younger students. To build confidence, have students practice in pairs or small groups. Provide the following tips:

- Maintain eye contact with the audience rather than looking down at notes.
- Speak at a steady pace, loud enough to be heard.
- Try to avoid reading directly from their notes.
- Use hand gestures and facial expressions to convey enthusiasm.
- Use the board! The flow of the display will help the order of their presentation, and pointing out visuals and artefacts if included) offer a break for the audience as they direct the attention there.
- Keep the presentation to a manageable length (typically 2-5 minutes, depending on grade level).

Part of a great presentation is being able to answer questions from the audience. Ask students to predict what questions they might be asked and practice answering them. Remind them that if they don't know an answer, it's okay to say, "That's a great question! I'll have to look into that more." This shows curiosity and openness to learning.

Have students set up their display boards and take turns presenting their projects to small groups. Each student should practice at least twice, receiving feedback from their peers. Provide a checklist which students can record on and provide feedback to the presenter, with questions such as:

- Is the board well-organized and easy to read?
- Is the speaker looking at the audience and not just the display board?
- Are the key points clear and easy to follow?
- Is the display visually engaging?
- Does the display board help support the presentation?

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If time permits, hold an in-class Heritage Fair where students walk around and present their projects in a fair-like setting. Teachers can provide feedback on clarity, volume, and engagement. If possible, record students' presentations and allow them to review their performance to identify areas for improvement.

Encourage students to give each other specific, supportive feedback, using the **Heritage Fair Peer Review** worksheet. Allow time for them to make final improvements.

If you are conducting a school Heritage Fair, this is an excellent time to assess projects and presentations. The running of the Heritage Fair will be time consuming, and students are more likely to be more nervous for this than when they only have their peers to present to.

Reflection

After the Heritage Fair is over (whether in class or more formal), discuss with students how they felt doing their presentations. Ask students to share what things they did that made them feel better prepared, and what helped while they were talking to people. After the class discussion, which may use the following discussion points, hand out the **Heritage Fair Reflection** page for students to complete.

- What was the most challenging part of preparing the display board and presentation?
- How did they feel about presenting in front of their peers?
- What thin helped them feel more confident?
- What strategies helped make the presentations engaging?
- What would they do differently next time?

Encourage students to write a short reflection on their experience, including what they felt went well and what they would improve. This self-assessment will help them carry these skills forward into future projects.

Evaluation

Focus for this lesson is based upon the final display board and presentation. This lesson connects to most English Language Arts outcomes around students' abilities to recognize their audience and prepare both visual and oral mediums to demonstrate effective communication.

A sample rubric is for both the poster board and presentation is provided. The *Related Outcomes* section is purposefully left blank so that specific outcomes for grade level and subject can be added at the educator's discretion. The achievement levels are based on middle school assessment, and may have to be changed to suit other grade levels.

Either rubric may be shared with students before they complete their work so they understand the goals they will be assessed on.

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Heritage Fair Display Board Evaluation Rubric

Your display board is your opportunity to bring your research to life, to share your research with others, and leave them feeling as passionate and interested in your topic as you do.

As you look at Heritage Fair display examples, use the following rubric to decide what level you would assess them for each category. Be prepared to support your decisions!

Category	Excellent	Good	Satisfactory	Needs Improvement
Overall Design	Visually appealing, well-balanced, and engaging.	Nicely arranged but could use more balance.	Some organization, but feels cluttered or too plain.	Lacks organization, difficult to follow.
Use of Color & Images	Colors and images meaningfully support the project and fit the theme.	Good use of color and images that are connected to the project, but do not add to it meaningfully.	Some color and images, but they don't add much.	Little or no color/images, making the board unappealing.
Layout & Organization	Easy to follow with clear sections and logical flow.	Mostly clear, but some parts feel disconnected.	Hard to follow in places, sections not clearly defined.	Disorganized and difficult to navigate.
Readability	Text is easy to read and well-spaced.	Mostly readable, but some sections are cramped or too small.	Some text is difficult to read due to size or color choices.	Text is very difficult to read due to poor spacing or color contrast.

Now that you have looked at some examples, it is time to plan your own Heritage Fair display! Fold the sides of a plain piece of paper into the center to create a trifold template, and map out what you want to put in your display, and where. Keep the above rubric in mind as you plan.

Name: _____

Date: _____

Homeroom: _____

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Heritage Fair Peer Review

It is time to support your classmates! You will be the audience for different classmates' presentations. Your role is to provide helpful feedback to each presenter as to what you like about their presentation, and any areas you think may need improvement. For each category, provide a score, and a short comment as to why you choose your assessment. Use the following as your score guide:

! = **Great!** I really liked how you...

? = **Question?** I did not understand ...

■ = **Reconsider.** This doesn't fit well or takes away from your presentation.

Heritage Fair Topic: _____

Presenter: _____ | **Assessed by:** _____

Category	Score	Reasoning
Display		
Is the board well-organized and easy to read?		
Is the display visually engaging?		
Does the display board help support the presentation?		

Presentation		
Is the speaker looking at the audience and not just the display board or notes?		
Does the speaker speak at a steady pace, loud enough to be heard?		
Was the speaker's voice clear and confident, demonstrating their understanding of the topic?		

Name:

Date:

Homeroom:

Heritage Fair

Heritage Fair Reflection

Now that the Heritage Fair has concluded, how did you feel about the process? Learning to conduct research, write a research paper, and hold a presentation are all valuable academic and life skills. While perhaps not for the same reason, you will likely use them all again in your futures.

Take some time to think about this unit, and answer the following questions in complete sentences. Please support your answers with evidence from your experience.

- What was the most challenging part of preparing the display board and presentation?
- How did you feel about presenting in front of people?
- What helped you feel more confident?
- What helped you make your presentation more engaging?
- What would you do differently next time?

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Heritage Fair Display Board

Name: _____

Homeroom: _____

Achievement Levels (AL)

LK	LK+	DK	DK+	CK	CK+	IK
Limited Knowledge (LK) and understanding of content and concepts. Limited application of the related skills (<i>You have not demonstrated the skills connected to the outcome</i>).		Developing Knowledge (DK) and understanding of content and concepts. Developing in the application of the related skills (<i>You are beginning to demonstrate the skills connected to the outcome</i>).		Competent Knowledge (CK) and understanding of content and concepts. Appropriate application of the related skills (<i>You are able to demonstrate the skills connected to the outcome</i>).		In-depth Knowledge (IK) and understanding of content and concepts. Able to extend the application of the related skills (<i>You have gone beyond demonstrating the skills connected to the outcome</i>).

Rubric

Assignment Breakdown	Expectations	Related Outcomes	AL
Category	Student/Parent friendly language of expectation	Outcome/indicator being assessed	Achievement Level
Layout & Organization	Your information flows logically with clear sections. It is well-organized, balanced, and easy to follow. Text is easy to read and sized appropriately.		
Use of Color & Images	Colors and images support and enhance your topic.		
Content Accuracy	Information is accurate, relevant, and well-researched.		
Supporting Details	Key facts and details help explain your topic clearly.		

Comments:

Heritage Fair

Heritage Fair Presentation

Name: _____

Homeroom: _____

Achievement Levels (AL)

LK	LK+	DK	DK+	CK	CK+	IK
Limited Knowledge (LK) and understanding of content and concepts. Limited application of the related skills (<i>You have not demonstrated the skills connected to the outcome</i>).		Developing Knowledge (DK) and understanding of content and concepts. Developing in the application of the related skills (<i>You are beginning to demonstrate the skills connected to the outcome</i>).		Competent Knowledge (CK) and understanding of content and concepts. Appropriate application of the related skills (<i>You are able to demonstrate the skills connected to the outcome</i>).		In-depth Knowledge (IK) and understanding of content and concepts. Able to extend the application of the related skills (<i>You have gone beyond demonstrating the skills connected to the outcome</i>).

Rubric

Assignment Breakdown	Expectations	Related Outcomes	AL
Category	Student/Parent friendly language of expectation	Outcome/indicator being assessed	Achievement Level
Introduction	You introduce yourself and clearly state your topic.		
Speaking Skills	You speak clearly, at a good volume, and with confidence.		
Engagement & Expression	You make your topic interesting with enthusiasm and expression. You look at the audience and use gestures to enhance your speech.		
Question Handling	You answer audience questions clearly and thoughtfully.		

Comments: