



# My Heritage Project

Owl - St. Matthew: School-age 2

## Background

This project started at the beginning of November 2016 and finished on March 23, 2017. The children that participated in this project were six and seven years old. The staff that was involved in this project was Rukmanie Abdulla.

## Phase 1: Beginning the Project

This project started when the children were having snack one afternoon and we were having Polish sausage. While the children were busy eating Veronica said, "I know that this sausage is called "kielbasa" because my mom is Polish." Then Joseph said, "My dad is from Peru and he speaks Spanish." Then Sydney said, "My mom is from Romania and my dad is from El Salvador." This conversation continued for a while and then the children went off to play. The conversation emerged again when Polish sausage was served the next time. This time the conversation became more intense when Ellie said, "My mom is from Germany." Then George replied, "My mom is from Indonesia and the weather there is always warm." Joseph then joined in the conversation and said, "Chile is always warm. That is where my mom came from; I know this because I went there to visit." After listening to the children, as they were engrossed in their conversation, I decided to have a discussion about this topic. The next day I brought a globe into the classroom and together the children were able to identify on the globe where some of their parents originated from. While we were exploring this activity George said, "I know that Indonesia is warm because it is near the equator." Jessica then said, "China is sometimes cold. Does that mean it is far away from the equator?" We then looked at some of the countries and their location in relation to the equator. I then realized that this was a topic of interest and was the beginning of our project "My Heritage." The children then listed what they know, what they wanted to know, and who they could ask about this topic. After that I created a web for this topic with all the information we collected.

## What do we know about this topic?

- My family speaks different languages.
- Indonesia is near the equator.
- The weather is always warm in El Salvador.
- We eat different kinds of food.
- We travel by plane to visit my parent's country because it is far away.
- German celebrates Oktoberfest.
- In China the people celebrate Chinese New Year.

## What do we want to know about this topic?

- Where is Peru?
- What are some foods in Chile, Indonesia, China and Romania?
- What are some different types of music from "My Heritage?"
- Why are some people from warm countries, while others are from cold countries?
- Learning about different languages.
- Some celebration from "My Heritage"

## Experts we can ask about this topic

- Jessica's mom (Jing Jun) from China
- Joseph's dad (Jose) from Peru
- Matthias's mom (Carla) from Italy
- Sydney's dad (Hector)
- Freshco grocery store
- Chinese supermarket



## Phase 2: Developing the Project

### Vocabulary

- Climate
- Equator
- Temperature
- Heritage
- Globe
- Bagpipe
- Countries
- Celebration
- Rain stick
- Coconut

### Surveys and Charts

We did some surveys about whether the children had ever visited, or whether they would like to go on vacation or live in their country of heritage.

**Did you ever visited your country of Heritage?**

Names	Mom	Dad
Fiona	yes	yes
Quintin	yes	yes
Jessica	yes	yes
Sydney	No	No
George		
Hermione		
Nathaniel	No	No
Monica	yes	yes
Priya	yes	No
Shannon	yes	yes
Veronica	No	No
Joseph	yes	yes
Cortez	yes	No
Matthias	yes	yes

**Do I want to live or go on vacation at "My Heritage" country?**

Names	Vacation	Lived
Matthias	✓	
Monica	✓	
Veronica	✓	
Jessica		✓
Joseph	✓	
Cortez	✓	
Nathaniel		
George	Do not want to go to Indonesia	
Hermione	✓	
Shannon	✓	
Quintin	✓	
Fiona		✓
Priya	✓	
Sydney	✓	

This is another survey we did after tasting some fruit from China when we were celebrating Chinese New Year. We tasted different types of fruits from China (dragon fruit, star fruit, mangoes, mandarin oranges, and pomelo oranges). We discovered that the mandarin oranges were the most liked fruit and the star fruit was the least liked.

**Which fruits I like from China?**

Names	Mandarin oranges	Star Fruit	Dragon fruit	Mango	Pomelo
Fiona	✓				✓
Quintin	✓		✓	✓	✓
Jessica	✓		✓		
Sydney	✓				
George	✓			✓	✓
Hermione	✓	✓	✓	✓	✓
Monica	✓	✓	✓	✓	✓
Priya					
Shannon					✓
Veronica	✓		✓	✓	
Joseph	✓	✓		✓	✓
Nathaniel					
Matthias					
Cortez	✓	✓	✓	✓	✓

## Facts about “My Heritage”

Each family was then given a questionnaire from which we gathered some information about the parent’s country, language of origin, and their ethnic food. We then made a chart with all the information. In February, Matthias, Cortez and Nathaniel joined our group and showed a lot of interest in the topic. Matthias’ mom is from Italy and his dad is Canadian. Cortez’s mom is from Mexico and his dad is from Guyana. Nathaniel’s mom is Polish while his dad is Canadian.

**Facts about “My Heritage”**

Child's Name	Mom			Dad		
	Country of Origin	Language of Origin	Ethnic food	Country of Origin	Language of Origin	Ethnic food
Fiona	Canada	English	Hot Dogs	Canada	English	Macaroni
Quintin	Canada (Germany)	English	Hot Dogs	U.S.A.	English	Chesecate
Jessica	China	Chinese	Rice	China	Chinese	Rice
Sydney	Romanian	Romanian	Cabbage Rolls	El Salvador	Spanish	Papusas
George	Indonesia	Malay	Rice	Canada	English	Meat
Hermione	Indonesia	Malay	Rice	Canada	English	Meat
Ellie	Germany	German	Cabbage Rolls	Canada	English	Meat, Potatoes, Roast Beef
Monica	Canada	English	Maple Syrup	Canada	English	Mash Potatoes
Priya	Ukraine/Canada	English	Cabbage Rolls	Italy	English	Lasagna
Shannon	Canada	English	Poutine	Canada	English	Maple Syrup
Veronica	Ukraine	English	Perogies	Scotland	English	Haggies
Joseph	Chile	Spanish	Empanadas	Peru	Spanish	Long saltado

## Guest Experts

### Jing Jun, Guest Expert from China (Jessica's mom)

While we were starting to compile information about our heritage, Jessica said, "My mom can come and talk about China. She knows how to speak in Chinese." We then decided to invite her as one of our guest speakers. Jessica's mom Jing Jun came as our guest expert. She read a story in Chinese then Jessica translated it in English for the children to understand. Jing Jun then wrote some words in Chinese and we also listened to Chinese music.



This is guest speaker Jing Jun reading to the children in Chinese while Jessica (age 6) was interpreting in English for the children.



This is Jing Jun writing some words in Chinese while Jessica was explaining them to the other children. Joseph asked Jessica, "How did you learn to speak in Chinese?" Jessica replied, "I learned from my mom and I also go to Chinese school every Saturday."

## Jose, Guest Expert from Peru (Joseph's dad)

When Jing Jun left, Joseph asked if his parents could be guest speakers to talk about Peru and Chile. Joseph's parents were asked and his dad decided to visit and talk to the children in Spanish. He read a story in Spanish then explained it in English. He then gave the children a handout with names of animals and numbers one to ten in Spanish. After that, he gave them a word search with animal names.



This is Joseph's dad Jose reading to the children in Spanish when Joseph (age 6) said, "I know how to read in Spanish." His dad then gave him to read the story for the children.



George (age 7) said, "I want to read the numbers in Spanish, but I am not very good at reading in Spanish." He went in front of group and read all the numbers. The children then started to work on their word search. Monica (age 7) said, "I can't find the tiger." Then Veronica (age 6) said, "I can help you."

## Carla, Guest Expert from Italy (Matthias' mom)

The children were all getting excited about their parents coming in to volunteer in the classroom when Matthias said, "Can my mom come to talk about Italy? She knows a lot about Italy because that is where she came from." Matthias' mom was consulted and decided to be one of our guest speakers. She talked about some Italian foods and where Italy is located on the map. She also told the children about some of the places she and her family visited when they went to Italy.



This was Matthias (age 6), his mom Carla and sister Rebecca showing the children where Italy is located on the map. Matthias said, "I went to Italy 9 times because my grandparents still live there." Carla told the children that Italy is shaped like a boot. Then Carla showed the children pictures of her family in Italy. Then George said, "I heard that the pizza in Italy is really good." Then Carla replied, "Yes, and they have really good pasta, gelato (Italian ice cream) and polenta which is made from cornmeal."



Carla was reading "Green Eggs and Ham" (Prosciutto e Uvova Verdi) by Dr. Seuss, in Italian, while Matthias and Rebecca were reading it in English. Carla then spoke some words in Italian while Rebecca and Matthias explained them in English, then Jessica translated them in Chinese, and Joseph said them in Spanish.



## Hector, Guest Expert from El Salvador (Sydney's dad)

Sydney volunteered her dad to come and talk to the children about his country El Salvador.



Hector was telling the children about the way of life of people in El Salvador. He said that coffee and sugar are the main crops in his country. George asked, "What are some types of food people eat in El Salvador?" Hector said some of the foods are the same, but papusas and empanadas are famous.



Hector was showing the children a video of some celebrations in El Salvador. He said that the people celebrated the festival by singing and dancing in the streets.

### Questions we asked our experts

What language do you speak?

What are some of the foods you ate in your country?

Where is your country located?

What kind of weather do you have in your country?

What are some special celebrations in your country?

## Heritage Day

Family Day gave us an inspiration to celebrate our own Heritage Day. The children were given an opportunity to bring in items from their heritage to share with the other children. We also celebrated this day by listening to music for our heritage (Steel Pan, Tassa, Bagpipe, Salsa, Chinese, Polka and Mariachi).



Priya was wearing a Ukraine dancer's headpiece that was worn by her mom when she was younger. Sydney was showing a Romanian dance outfit that she wears when she does Romanian dancing.



Cortez (age 7) was showing off his Mexican hat (sombbrero), while Joseph brought a doll that he got from Peru.



Quintin (age 6) was showing a t-shirt and some coins that he got when he went to visit his dad's heritage, the USA. Veronica brought in a doll that was dressed in Ukraine's dance costume from her mom's heritage.



Take a look at our Mariachi dancers. Joseph, Nathaniel (age 6), Cortez and Veronica were listening and dancing to Mariachi music from Cortez's heritage (Mexico). This is money from Scotland (Veronica's dad heritage) and Guyana (Cortez's and Rukmanie's heritage).

## Location and Climate

After we collected the information on where the children's families originated, we made a globe to locate all the countries of heritage. First we looked at a real globe and tried to identify some of locations. Some of the children were surprised to learn that the location of a country affects the temperature.



Jessica and Ellie wrapped a yoga ball with a garbage bag and tape. Then Nathaniel, Sydney and Shannon did papier mache to cover the ball. Shannon said, "We are making the world." Nathaniel said, "What colour are we going to paint the globe?" Then Shannon replied, "Blue of course."

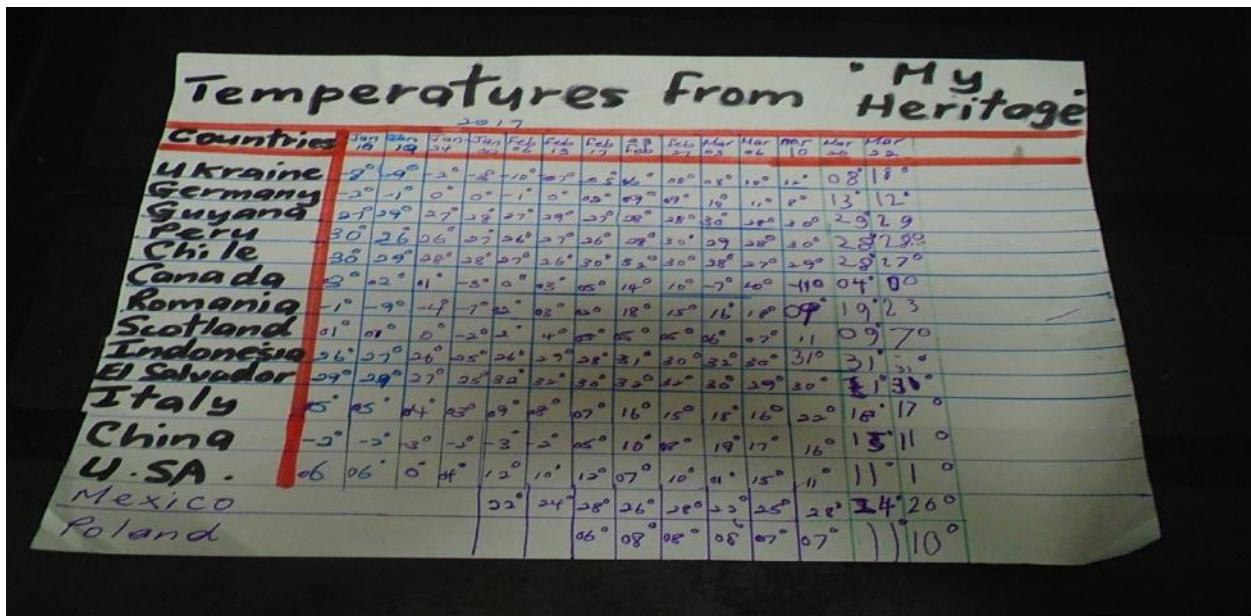


When the children finished the papier mache, they painted the ball blue and then started to glue pieces of an old discarded map to the blue ball. Jessica was gluing the different continents by using a hot glue gun when she said, "I have never used a hot glue gun before."



After the continents were glued to the ball the children took turns and glued red dots on their country of heritage. Priya was using the glue gun to glue her countries of heritage - Ukraine (mom) and Italy (dad). When it was finished, Monica, Sydney, Veronica, Ellie, Shannon and Sydney lifted the globe and were singing, “We have the whole world on our heads.”

## Temperature Chart



Countries	2017												
	Jan 10	Mar 19	Jan 14	Jan 15	Feb 16	Feb 17	Feb 18	Feb 19	Mar 20	Mar 21	Mar 22	Mar 23	
Ukraine	-2°	-9°	-2°	-8°	-10°	-7°	-5°	-6°	-8°	-10°	-12°	-8°	18°
Germany	-2°	-1°	0°	0°	-1°	0°	0.5°	0.7°	1°	1.1°	0°	13°	12°
Guyana	27°	29°	27°	28°	27°	29°	27°	28°	28°	28°	28°	29°	29°
Peru	30°	26°	26°	27°	26°	27°	26°	28°	30°	29°	28°	28°	29°
Chile	30°	29°	28°	28°	27°	26°	30°	32°	30°	38°	27°	28°	27°
Canada	22°	22°	21°	-2°	0°	2°	5°	14°	10°	-7°	10°	-11°	04°
Romania	-1°	-9°	-4°	-7°	22°	02°	12°	18°	15°	16°	18°	09°	19°
Scotland	01°	01°	0°	-2°	2°	4°	5°	5°	6°	6°	7°	11°	09°
Indonesia	26°	27°	26°	25°	26°	27°	28°	31°	30°	33°	30°	31°	31°
El Salvador	29°	29°	27°	28°	32°	32°	32°	32°	32°	30°	30°	30°	31°
Italy	5°	5°	4°	2°	0°	2°	0°	16°	15°	18°	16°	22°	18°
China	-2°	-2°	-2°	-2°	-3°	-2°	5°	10°	12°	19°	17°	16°	13°
U.S.A.	06°	06°	0°	4°	12°	10°	12°	07°	10°	11°	15°	11°	11°
Mexico					22°	24°	28°	26°	28°	22°	25°	28°	24°
Poland						06°	08°	08°	08°	08°	07°	07°	10°

We decided to chart the temperatures of our countries of heritage so that we could compare the differences and similarities of the temperature in relation to their locations. We discovered that the countries that are located closer to the equator (Indonesia, Guyana, Mexico, El Salvador, Chile and Peru) are warmer than the countries farther away. We also noticed that the temperatures on January 10th were colder than on March 22nd for countries that experienced winter (Ukraine, Germany, Canada, Romania, Scotland, Italy, China, USA and Poland).

## Flags

After we made the globe the children were having conversations about flags. We researched on the iPad to have an idea of what the flags look like, and then we used paper and started to make them.



Jessica and Monica cut paper and glued them together to make the flag of Germany, Ellie's heritage. While Sydney and Shannon were making flags from Italy, (Priya's dad and Matthias' mom's heritage) and El Salvador (Sydney's dad heritage).



Quintin was colouring the flag of the USA, his dad's heritage. Jessica was making a flag from China when she said, "I know that the China flag has five yellow stars and the rest is red."

## A list of all the flags the children made from their heritage

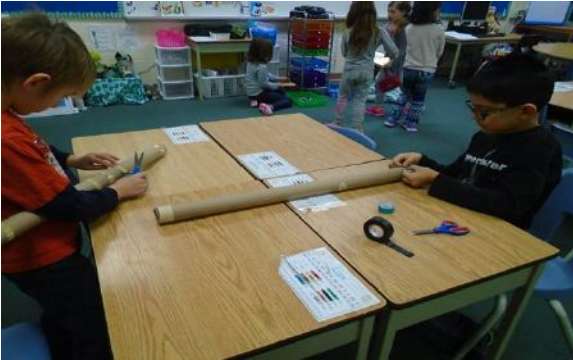


## Music and Dancing

### Musical Instruments

After listening to the different types of music from our heritage and researching about some of the musical instruments, we decided to make some of them. We made rain sticks from Chile, a flute from Indonesia and a bagpipe from Scotland.

## Rain Sticks from Chile, Joseph's heritage



Joseph and Quintin were making rain sticks by using cardboard tubes. The boys filled the tubes with rice and tiny rocks. They then taped the ends and decorated them. Joseph said, "Rain sticks are musical instruments from Chile, my dad is from Chile." Monica was shaking the rain sticks when she said, "The one with the rice sounds like the rain is falling."



Jessica was trying to make music with the rain sticks when she said, "The rain stick with the rocks sounds very loud, I like the sound of the one with the rice."



## Flute from Indonesia, Hermione's and George's heritage



We used a large cardboard tube to make a flute. The children took turns to use a saw to cut the tube to the required length. While Shannon was using the saw, Sydney and Veronica were holding the tube. She said, "I have to be very careful not to cut my fingers." After the tubes were cut, Monica used the hot glue gun to glue the pieces together when she said, "I know how to use a glue gun all by myself."



This is our finished flute that Quintin was trying to blow when he said, "It doesn't sound like a flute because it is not real." Then George said, "The real flutes from Indonesia are made with bamboo which is a plant."

## Bagpipe from Scotland, Veronica's heritage

Veronica wanted us to make a musical instrument from her heritage so we researched on the iPad and discovered that the bagpipe is from Scotland. Fortunately, one of our former school agers donated some fabric, which we used to make the bagpipe. First, we cut the fabric in the shape of a bagpipe and sewed it together.



Cortez was proudly using a sewing machine to sew the fabric to make the bagpipe. He said, "I like using the sewing machine. It sews the fabric very fast." After the fabric was sewed together, Veronica stuffed it with scraps of fabric when she said, "I am stuffing the bagpipe from my dad's country."



Quintin used duct tape to secure the paper towel tubes and a rolled up paper plate to make the pipes. Veronica then tried to blow air into the finished bagpipe then she said, "I have to show this to my dad. He will be very happy that we made a musical instrument from his country."

## Dancing

The children were listening to music from different cultures (Tassa, Steel Pan, Mariachi, Bagpipe, Polka, Salsa and Chinese).



Monica and Veronica were cutting a rug with their moves when Veronica said, “I love to dance to this music.” The girls then decided to do the limbo so they asked some of their other friends to hold the broomstick. Then Matthias said, “See how low you can go.” Monica replied, “I bet I can go lower than you.” Then the competition started when some of the other children joined in the fun.



Take a look, the boys at their best. During Heritage Day, we were listening to Mariachi music when Cortez, Joseph, Matthias and George started to dance the Mariachi. They then asked the girls to join them in a dance off - boys versus girls. Shannon, Veronica and Monica joined in, then Nathaniel and Quintin said they wanted to dance in the boys’ team. The children had such a great time dancing that we declared the competition a tie.

## Foods

### Corn Pone

Corn Pone is a familiar dessert that Guyanese and many South American countries eat. This treat is made with cornmeal, a very popular grain in many of our heritages.



Quintin was pouring some milk and melted margarine into the cornmeal and flour mixture. Shannon was cracking an egg to add to the mixture when Sydney said, "I can smell the vanilla."



Sydney was stirring the ingredients together while Nathaniel said, "I can't wait to eat the corn pone." Shannon then poured the finished batter into the baking pan. Then our corn pone was put to bake. After it was baked, we added some syrup on the finished product.



Our very delicious corn pone

## Coconut

Coconut is a staple fruit from many of our heritages (Chile, El Salvador, Guyana, Mexico, Peru, Indonesia and China). Many other countries also use coconut. Some of the children had never seen or tasted coconut before. The children felt the coconut when Veronica said, “The coconut shell is very hard.” Then George said, “I can’t wait to taste the coconut, I think I have had coconut water before.”



Fiona is using a hammer to crack open the coconut. She said, “This is hard to crack.” We collected the water in a bowl. Then Quintin and George tasted it when George said, “It tastes like nothing.” Some of the children then tasted the coconut flesh. Most of them did not like it.



We decided to make coconut clusters with the remaining coconut, because many of the children did not like the raw coconut flesh. Sydney and Monica used knives to dice the coconut into small pieces when Monica said, “This is so hard to cut but I am not giving up.” Priya, Veronica and Fiona then mixed melted chocolate into the diced coconut. Then Monica, Quintin and Jessica scooped the mixture onto a cookie sheet, which was refrigerated and enjoyed the next day. Yum!

## Tasting a variety of fruits from China

When we were celebrating Chinese New Year, the children tasted many different fruits from China. After they were finished, we took a survey to see which fruit the children liked the best. See Surveys and Charts for the result. Many of the children had never seen or ate star fruit, pomelo, or dragon fruit before.



There were mandarin oranges, star fruit, pomelo, dragon fruit and mangoes. The children were given an opportunity to touch and feel the texture of the fruits. Sydney said, “The dragon fruit feels a bit smooth, I bet the colour inside is purple. Then Veronica said, “I wonder why they call this fruit a star fruit.”



The fruits were then cut and with amazement, Veronica realized why the star fruit has its name. Hermione said, “It looks like a star.” Jessica said, “Chinese people said that mandarin oranges bring you good luck.” Quintin said, “The pomelo is really good.” George said, “I did not know that a dragon fruit is white with black seeds.” Veronica said, “The seeds look like kiwi.” Monica said, “I can’t wait to eat the mango, they are my favourite fruit. My mom buys them sometimes.”

## Pancakes

Baking was approaching and the children were asked which heritage they wanted our baking to be from. Monica said, “I want to make a treat from Canada.” Then most of the children agreed to this choice. Seeing that maple syrup is a popular Canadian food, we decided to make pancakes with chocolate chips and maple syrup.



Matthias, Fiona, Veronica, George, Cortez and Quintin were taking turns mixing the batter for the pancakes. George said, “I can’t wait to eat the pancakes, they smell so good.” The batter was then scooped onto the skillet and chocolate chips were added. While Monica was flipping the pancakes she said, “I have to be very careful not to spill the pancakes.”



Quintin was also excited to take a turn flipping the pancakes. He said, “These look yummy, I love chocolate chips in my pancakes.” Finally, it was time to enjoy our delicious pancakes with a dollop of margarine and some maple syrup. The expressions on their faces said it all: YUM! YUM! YUM!

## Empanadas

Empanadas are a favourite food in countries such as Chile, Peru, El Salvador, Mexico and Guyana. They can be a savoury or sweet treat that can be deep fried or baked. Joseph said, “Can we make a treat from Chile?” We researched some ideas and decided to make empanadas. This process took us three days to finish.



Jessica, Fiona and Veronica were mixing flour, baking powder, margarine and sugar together. Then Matthias was pouring cold water while Sydney was mixing the dough and said, “This dough is very hard to mix, it needs more water.” Matthias then added more water.



We then chilled the dough overnight. The next day Joseph started to roll the dough and then Matthias mashed bananas for the stuffing. We stuffed the dough with cinnamon, brown sugar, chocolate chips and mashed bananas. Sydney then folded the dough and crimped the edges.



The empanadas were frozen and then baked the next day. Then the children enjoyed this delicious treat from Joseph’s heritage.



## Celebrations

### Chinese New Year

Earlier when we started this project, we promised Jessica that we were going to celebrate Chinese New Year. When it was Chinese New Year we decided to do a celebration by making a dragon, making Chinese lanterns and hats and also listening to Chinese music.

### Chinese Dragon



Shannon, Veronica, Priya, Jessica, Hermione and George were painting paper plates to make the Chinese dragon. Jessica said, "The dragon will be red and yellow just like the Chinese flag."



Priya was cutting paper to make the features of the dragon. She said, "I am using black paper to make the eyes big and scary." Sydney then strung the painted plates with yarn and coloured spools.



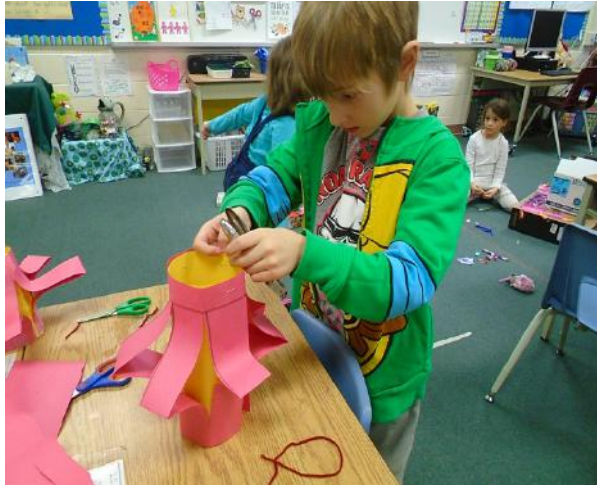
Priya was adding the finishing touches by adding the dragon's feet. The Chinese dragon was finally finished and ready for the celebration. When we were starting to do our Chinese dragon dance Veronica said, "Jessica should be in front of the line because it is her heritage we are celebrating. We listened to Chinese music and danced our way through the classroom and hallway of the school when they all shouted, "Happy Chinese New Year, Jessica!"

## Chinese Hats



Joseph, Hermione, George, Priya and Quintin cut paper and glued them together to make Chinese hats. They then tied strings to them and were proud to wear them home.

## Chinese Lanterns



Veronica, Shannon, Monica, Sydney and Joseph are cutting and folding paper to make Chinese lanterns. Quintin was trying to punch holes on his lantern so that he could tie a string for the handle.



Sydney and Jessica were also tying string to make handles for their lanterns when Sydney said, "I will hang my lantern in my room." The children were posing with their lanterns. Veronica said, "I wish I could put a light in my lantern and hang it on a tree."

## Mashramani

Mashramani is when the Guyanese celebrate their Republic Day on February 23<sup>rd</sup>. During this celebration, there are float parades throughout the country. There are endless sounds of Steel Pan music and dancing. Guyana is Rukmanie's and Cortez's heritage.



Hermione, Jessica and Sydney were using cardboard boxes to create our own Mashramani float. They decorated the boxes with colourful tissue paper, pompoms and sequins. Sydney said, "I am using the bright orange paper." Hermione said, "I will put pompoms on the red paper." The girls worked together until the float was finished.



It was February 23<sup>rd</sup>, the day for our Mashramani float parade. The Steel Pan music started and the children were so buzzing with excitement that they could not control their dancing spirit. They took turns dancing with the float. They picked their partners and even Quintin who wanted to carry the float by himself had a ball celebrating Guyana's Republic Day.

## Oktoberfest

When we started talking about our project, Ellie came in the next day with a piece of paper and asked me to read it for the group to hear. It said that her dad is Canadian, her mom is German, they celebrate Oktoberfest and their ethnic food is cabbage rolls. That was when the idea of celebrating Oktoberfest started.



Hermione and Quintin used red tissue paper to cover a beach ball to make the head for Onkel Hans, the Oktoberfest mascot. Monica then hot glued the eyes and some of the features.



Veronica then attached the nose and hat to complete Onkel Hans. After they were finished, the children listened to the Oktoberfest Polka music and pretended to have an Oktoberfest Parade.

## Ponchos

The children were having such a great time dancing the Mariachi and Mexican hat dance with Cortez's sombrero that we decided to make ponchos.



Nathaniel was folding white fabric and cutting a hole for the neck of the ponchos. Then Veronica and some of the other children used fabric markers to decorate the ponchos.



After the children finished making the ponchos, once again we were in the dancing mood. We listened to Spanish and Salsa music and cut the rug with great pride and enthusiasm. Looking at their faces you can see the true spirit of togetherness and acceptance.

## Phase 3: Concluding the Project

### Preparing for the Final Event

We were ready for the project to be finished because we answered all the questions that the children wanted to know. We also reflected on all the activities we did and if there were still any areas that they wanted to explore when Veronica said, "I would like to do Ukraine dancing." We then watched a video of children doing Ukraine dancing. Then the children listened and danced to Ukraine music. We started preparations for the final event. In order to involve all of the families' heritages, we baked cinnamon sugar cookies that are very popular in Ukraine, Poland, Italy, Romania, Germany and Scotland. We made a pineapple drink for Mexico, El Salvador, Chile, Peru and Guyana. We also baked an apple cake for Canada and the USA.

### Cinnamon Sugar Cookies



Cortez was mixing ingredients to make the dough for the sugar cookies when he said, "This is hard to mix." When the dough was finished Hermione used a rolling pin to roll the dough flat.



Shannon was using a drinking cup to cut the shape of the cookies. George and Hermione mixed brown sugar and cinnamon then sprinkled it on the cookies. The cookies were baked and ready.

## Apple Cake



Monica, Sydney and Nathaniel were dicing apples for the apple cake. Then Sydney tried to crack an egg when, oops, it went on the table instead of in the bowl.



Monica was mixing the flour, sugar, eggs, margarine, milk, vanilla, diced apples and some of our secret ingredients (shhh!!!!). Monica said, "This smells so good." Quintin then scooped the batter into the pan when he said, "This is very sticky because of the secret ingredient."



## Pineapple Drink

Pineapple is a popular fruit that are used in many of our countries of origin. Making pineapple drink was a unique experience for the children. Many of the children were eager to try this drink after it was made.

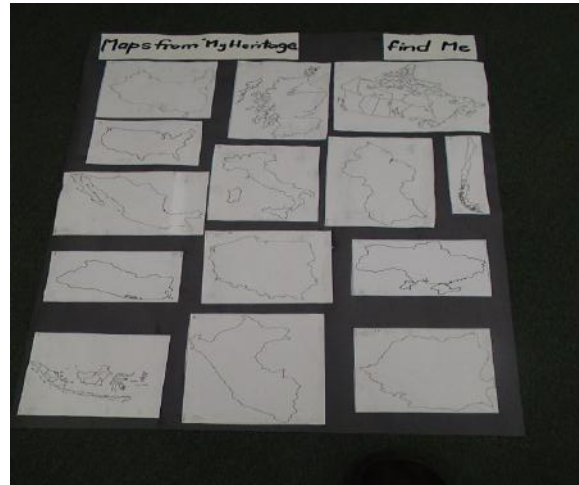


First the pineapple was peeled and then Monica, Jessica and Sydney cut it into big chunks, when Jessica said, "I wish I could have a piece of the pineapple to eat because I love pineapple."



Jessica was pouring the cut pineapple pieces into a pot of water. While Sydney was stirring the pot she said, "I wonder how this will taste." The mixture was left to ferment overnight. The next day we added sugar and left it to chill for the final event.

## Maps



We also made an activity for the parents to be involved in for the final event. Maps from the different heritage countries were printed on paper. Matthias was helping to glue the maps on to a large sheet of paper to make a collage. Then he pointed to Italy's map and said, "I know this is Italy, but my mom said that Italy is shaped like a boot, but I still can't figure how." Then Veronica said, "Maybe if you turn it upside down maybe it will look like a boot that just kicks and splatters some mud." Take a look at the map of Italy and try to figure out what she meant.

## Display Board



## Wall Display



Our wall display is showing our documentation that we have done throughout the project, charts, definitions, web, experts, vocabulary and activities that were part of the project.

## The Final Event

The anticipation was growing as the children were anxiously preparing and waiting for the final event. The day arrived at 3:20 PM. When the school bell went, the children rushed out of the school's door and were yelling, "Heritage party day! Heritage party day!" Veronica said, "My dad and my mom are both coming to the party." Then Sydney said, "My sister is also coming with my mom, then my dad is coming later." We then went inside and were eagerly waiting for our family members to arrive.



Monica's and Hermione's moms were taking a look at our crafts and display boards. Veronica's dad was trying to find the map of Scotland, his heritage.



There were also Quintin's mom, Sydney's mom and dad and Matthias's mom all looking at the children's wonderful creations and displays. The children were proudly explaining to the parents what they were doing in the pictures and how they made some of the crafts.



The food table was a hit. The parents were asking who made the treats when the children replied, “We made them all by ourselves.” Veronica’s mom said, “This apple cake is very delicious.” Then Veronica said, “We added our secret ingredient.”



Joseph’s mom said, “I would like the recipe for the apple cake.” Sydney’s mom was signing her name on the map from Romania.

## The finished map after the parents identified their country of origin.



The final event gave the parents an opportunity to be a part of our group. It showcased what we have done for the past five months and allowed the parents, children and staff to share ideas and connect with each other. The children were able to explain to their family members about all of the activities they did and the process that was involved in doing them. Some of the parents were amazed at the capabilities of their children. Joseph's mom said, "I can't believe that the children did all this baking, and look at Joseph - he is rolling the dough, maybe he can help me at home to cook." Sydney's mom said, "Sydney, did you really help to make this pineapple drink from scratch?" There were conversations everywhere in the room between families in their own first language. It was a family social more than a final event.

## Rukmanie's Reflections

While the children were exploring this topic, they were able to make choices, voice their opinions, ask and answer questions, research information to satisfy their curiosity, show their capabilities and be proud of their competencies. Throughout this project the children were given opportunities to develop many skills. The four foundations of "How Does Learning Happen?" were evident and practiced on a daily basis. The children expressed themselves by sharing ideas in conversations, discussions, illustrations and documentations. They developed a sense of belonging by involving the families - whether as a guest expert, sharing a recipe, coming into the classroom and dancing to our music, or even just acknowledging what the children were doing. The children were able to practice their first languages and be proud of who they are, regardless of their cultural differences. They developed self-esteem and self-confidence by sharing stories and special memories from their visit to their heritage. The children developed a sense of well-being, especially when they passed near the display wall and reflected upon their documentations of the project. They would have conversations about what was happening in the pictures. All the children were engaged one way or another during this project. Whether it was doing the crafts, participating in the food experiences, or listening and dancing to the different music, together we all participated to make this a great project. This project brought the parents, children and staff closer together by gaining a better knowledge about everyone's heritage and accepting each other regardless of our cultural differences.

***15 Heritages Coming Together,  
Accepting each other in 1 School-Age Group  
ALL DIFFERENT  
ALL EQUAL***