



# LET'S CELEBRATE WINTER

## Field Trip Guide

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## Acknowledgements

Thank you to Tina Kuan and Gina Yuan, 2023 UBC Teacher-Candidates, for their thoughtful review of this document and creative activity suggestions.

## Program Description

Discover Richmond's diverse cultures by exploring multicultural winter celebrations.



## Program Outline

- Learn about Coast Salish winter traditions, as well as pioneer Christmas, Diwali and Lunar New Year.
- Play Fuku Warai, a Japanese New Year game.
- Make a pomander to bring back to the classroom and home.
- Listen to a story about an upcoming winter celebration.

### **Richmond Museum & Heritage Services—School Programs Policy**

To mobilize Museum resources on the history and culture of Richmond to spark interest in and encourage active engagement by people of all ages and backgrounds in an interactive learning environment.

## Learning Objectives

- To understand that different cultures have different ways of celebrating winter, and have brought these traditions to Richmond, BC.
- To describe several winter celebrations, including local First Peoples celebrations, pioneer Christmas, and multicultural festivals.
- To recognize concepts of change and continuity in winter traditions and objects.

## Curriculum Connections

This program addresses the key features of BC's **Social Studies** curriculum for Kindergarten to Grade 3.

### Core Competencies

- Communication
- Critical Thinking
- Positive Personal & Cultural Identity

### Big Ideas

#### *Kindergarten*

- Our communities are diverse and made of individuals who have a lot in common.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.

#### *Grade 1*

- Healthy communities recognize and respect the diversity of individuals.

#### *Grade 2*

- Canada is made up of many diverse regions and communities.

#### *Grade 3*

- People from diverse cultures and societies share some common experiences and aspects of life.

Curricular Competencies	Content
<p><b>Kindergarten to Grade 3</b></p> <ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</li> <li>• Explain the significance of personal or local events, objects, people, and places (significance).</li> <li>• Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same (continuity and change).</li> <li>• Acknowledge different perspectives on people, places, issues, and events in their lives (perspective).</li> </ul>	<p><b>Kindergarten: Identity and Families</b></p> <ul style="list-style-type: none"> <li>• Ways in which individuals and families differ and are the same.</li> <li>• Personal and family history and traditions.</li> </ul>
	<p><b>Grade 1: Local Communities</b></p> <ul style="list-style-type: none"> <li>• Diverse cultures, backgrounds, and perspectives within the local and other communities.</li> </ul>
	<p><b>Grade 2: Regional and Global Communities</b></p> <ul style="list-style-type: none"> <li>• Diverse characteristics of communities and cultures in Canada and around the world.</li> </ul>
	<p><b>Grade 3: Global Indigenous Peoples</b></p> <ul style="list-style-type: none"> <li>• Cultural characteristics and ways of life of local First Peoples.</li> <li>• Aspects of life shared by and common to peoples and cultures.</li> <li>• Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures.</li> </ul>

It also incorporates elements of BC's **Language Arts** curriculum for Grades Kindergarten to Grade 3, particularly these **Big Ideas**:

- Stories and other texts connect to ourselves, our families, and our communities.
- Everyone has a unique story to share.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

## Frequently Asked Questions

### **Where are you located?**

This field trip begins and ends at the Richmond Cultural Centre Annex, 7660 Minoru Gate.

### **Is there free parking?**

Parking is free in the parking lot next to the building. School buses can park next to the Richmond Arena and pick-up/drop-off in the Loading Zone next to the Richmond Cultural Centre Annex.

### **How do we get there by public transit?**

It's a short walk from Richmond-Brighouse Canada Line Station, and along the 406 and 414 bus route.

### **How long is this program?**

90 minutes. Please have your snack before or after the program. There is no time for snack during the program.

### **What is the cost for students and adults?**

\$160 per class. No additional charge for adults. Payment is due upon arrival.

### **Are adult chaperones necessary?**

We encourage a ratio of 1 adult chaperone for every 5 students. Adults are expected to help supervise the group and participate in the program as needed.

### **What do I need to prepare for our visit?**

- Students should be organized into **FOUR GROUPS**.
- Students should wear **NAME TAGS** that indicate their name and group.
- Ask parents to complete photo waivers and bring these forms with you.

### **What do I do when we arrive?**

- Please gather your class and wait in the Richmond Cultural Centre Annex Lounge by the entrance.
- The Front Desk attendant will collect payment.
- Students should be encouraged to use the washroom.
- A coat rack will be provided for jackets and other belongings.

### **What is your cancellation policy?**

Cancellations require two weeks notice for a full refund. We will charge 50% of the fee for cancellations made under two weeks and 100% of the fee for failure to attend the program without notice.

**What if some parents do not want photos taken of their children?**

Photos may be taken for records and promotional purposes. If parents do not want photos taken of their children, they should not fill out a photo waiver form. Only children who have permission to have their photos taken should fill out the photo waiver. If you have further questions about this, please contact the Educational Programs Coordinator.

# City of Richmond

## Photograph (Still/Digital) Waiver / Release

I, \_\_\_\_\_ *(please print name)*, agree to permit the City to take one or more photographs of me and/or my child and to use, reproduce and release to others such images, whether in photographic, digital, electronic or other form without payment or other compensation to me or my child, for any City purposes.

I release the City and its employees, officials, officers, volunteers, representatives, agents or contractors, from all liability relating to the use, reproduction or release of my image or that of my child for any City purposes.

I also agree to the inclusion of my name, and/or my child's name in connection any of the matters referred to herein:       Yes       No

*Personal contact information will be treated as confidential, subject to any statutory requirements or lawful orders or directives, unless you consent in writing to a further request for its release.*

Participant's / Child's Name	Age of Participant / Child

\_\_\_\_\_  
Signature (or Parent Signature – *if for a child under 18 yrs old*)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Email or other Contact Address

\_\_\_\_\_  
Phone Number

*(For City of Richmond Office Use Only)*

**Activity/Event & Location:** \_\_\_\_\_

**Photo Description (of person):** \_\_\_\_\_

\_\_\_\_\_

Photographer Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Photo Title or Number: \_\_\_\_\_

Location in (S:) Drive: \_\_\_\_\_



## Sample Name Tags

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

\_\_\_\_\_

**Name**

**Group:** \_\_\_\_\_

## Children's Storybooks

The following recommended books are available through the Richmond Public Library. For availability, please visit [yourlibrary.ca](http://yourlibrary.ca).

### Lunar New Year

Kim, Aram. *Tomorrow Is New Year's Day*

Follow a little girl sharing the fun customs of Seollal—the Korean Lunar New Year—with her classmates.

Lin, Grace. *Bringing in the New Year*

A Chinese-American family prepares for the Lunar New Year. Each member of the family lends a hand as they sweep out the dust of the old year, hang decorations, and make dumplings.

### Hanukkah

Spinner, Stephanie. *It's a Miracle!: A Hanukkah Storybook*

Join a little boy named Owen in discovering a different story every night of Hanukkah in this wonderful book about faith, family and the miracle of Hanukkah.

Ziefert, Harriet. *Hanukkah Haiku*

There is a haiku for each night of Hanukkah, every poem bright as a candle on a winter's night. Each time a page is turned, one candle is added to the menorah while every member of the family joins in the celebration with latkes, gelt, dreidels, and dancing.

### Kwanzaa

Grier, Ella. *Seven Days of Kwanzaa: A Holiday Step Book*

For the seven days of Kwanzaa, join in a celebration of rich African-American culture and traditions, from lighting candles, storytelling, and song, to making mkeka mats. Harambee! We are pulling together to make things better.

### French

Corr, Christopher. *L'année en fêtes et célébrations*

Ce livre passionnant sur les festivals et les célébrations vous transportera aux quatre coins du monde et à travers les quatre saisons.

# Pre-Visit Activities

## K–3 Activities

### Happy Holidays!

Teach each other different ways of greeting or wishing well for different winter celebrations.

Now create greeting cards using the new greetings. You may even want to send them to a neighbourhood institution representing those groups.

## K/1 Activities

### Now and Then Picture Sorting

Brainstorm everything we use in winter, and then think about what would have been used in the past. What will we still use in the future? Prepare a poster or paper with three headings: past, present and future. Cut out and glue the images provided into each section.

### Picture Walk

Have students walk around the classroom looking at the images provided or ones of your own of different winter celebrations. Discuss what they know or have questions about in each image. Then discuss what culture or religion each image belongs to.

## Grade 2/3 Activities

### Word Search

During your visit students will learn about the winter celebrations of many different cultural groups. Use the word search provided to familiarize students with these groups and their winter celebrations. Answer key and word search definition sheets are provided.

### Now and Then

Brainstorm everything we use in winter, and then think about what would have been used in the past. What will we still use in the future?

Ask students to divide a piece of paper into three and label each section **“past”**, **“present”** and **“future”**. Choose one of the items discussed and draw a picture for each.

For example: **“Past”** – wool socks, **“Present”** – cotton socks, **“Future”** – astronaut socks!

## Grade 2/3 Activities

### Picture Match

Using the images provided, create a word/picture match worksheet. Put images down one side of the page and then mix up the celebration words on the other. Have students draw a line from the word to the picture of the celebration.

### How to Make a Diwali Paper Candle Craft



#### Materials:

- Long stripes of coloured construction paper
- Flame of the candle from yellow construction paper
- Scissors
- String
- Tape

#### Step 1:

Fold the coloured paper again and again on itself until it resembles an accordion.



**Step 2:**

Scrunch the accordion in together and then fold it in half.



**Step 3:**

Using tape connect the ends of the paper together until it forms a semicircle.



**Step 4:**

Attach the flame to the top of the candle.



**Step 5:**

Attach the flame part of the candle craft on to string using tape so that you can hang the Diwali candle crafts around the classroom.

**Let's Celebrate Winter**

D	E	A	D	Q	W	M	D	D	C	D	S	H	K	T	D	V	G	M
J	E	F	A	D	H	V	S	C	H	I	N	E	S	E	I	N	D	D
A	W	G	Q	M	F	A	X	G	Z	L	M	U	F	S	J	D	R	S
S	C	S	G	Y	S	W	A	D	M	J	N	J	G	D	G	T	E	D
A	Y	J	B	D	S	I	S	S	J	N	V	H	S	U	G	U	I	F
L	G	F	C	R	E	E	N	O	I	P	M	A	A	D	N	U	D	G
I	A	W	S	D	G	C	B	D	Q	D	Y	D	S	F	N	H	E	V
S	X	Q	J	N	H	H	V	A	D	S	W	S	D	R	V	A	L	M
H	M	U	L	Y	A	A	P	C	G	A	E	W	J	J	C	S	T	K
S	I	O	E	E	S	W	I	V	H	Y	D	T	T	A	W	F	T	H
Q	T	V	A	V	D	F	R	C	S	H	F	B	R	P	D	G	R	F
H	Q	S	R	F	M	O	C	H	I	G	B	D	A	A	S	S	Y	R
U	D	X	Z	W	G	J	J	F	M	A	G	F	F	N	D	D	K	A
E	F	B	G	U	S	Y	S	D	F	U	J	S	M	E	F	F	Q	E
D	I	M	S	D	D	E	F	A	F	D	S	A	N	S	G	G	K	Y
T	A	U	Z	S	D	F	F	M	D	G	S	E	T	E	S	G	D	W
C	H	A	N	U	K	A	H	H	E	T	F	A	U	S	A	E	S	E
D	D	S	X	A	A	E	S	B	I	R	N	T	W	M	T	F	F	N
C	G	A	V	N	A	V	U	F	D	E	E	R	T	I	H	S	G	D
Z	N	D	N	B	S	D	M	O	Q	W	A	S	F	D	S	E	J	Q

Salish

Japanese

Dreidel

Pioneer

New Year

Mochi

Chinese

Chanukah

**Can you find the bonus word?** (*Hint: where are you going for your field trip?*)

-----

Name: \_\_\_\_\_

### Let's Celebrate Winter (Answer Key)

D	E	A	D	Q	W	M	D	D	C	D	S	H	K	T	D	V	G	M
J	E	F	A	D	H	V	S	C	H	I	N	E	S	E	I	N	D	D
A	W	G	Q	M	F	A	X	G	Z	L	M	U	F	S	J	D	R	S
S	C	S	G	Y	S	W	A	D	M	J	N	J	G	D	G	T	E	D
A	Y	J	B	D	S	I	S	S	J	N	V	H	S	U	G	U	I	F
L	G	F	C	R	E	E	N	O	I	P	M	A	A	D	N	U	D	G
I	A	W	S	D	G	C	B	D	Q	D	Y	D	S	F	N	H	E	V
S	X	Q	J	N	H	H	V	A	D	S	W	S	D	R	V	A	L	M
H	M	U	L	Y	A	A	P	C	G	A	E	W	J	J	C	S	T	K
S	I	O	E	E	S	W	I	V	H	Y	D	T	T	A	W	F	T	H
Q	T	V	A	V	D	F	R	C	S	H	F	B	R	P	D	G	R	F
H	Q	S	R	F	M	O	C	H	I	G	B	D	A	A	S	S	Y	R
U	D	X	Z	W	G	J	J	F	M	A	G	F	F	N	D	D	K	A
E	F	B	G	U	S	Y	S	D	F	U	J	S	M	E	F	F	Q	E
D	I	M	S	D	D	E	F	A	F	D	S	A	N	S	G	G	K	Y
T	A	U	Z	S	D	F	F	M	D	G	S	E	T	E	S	G	D	W
C	H	A	N	U	K	A	H	H	E	T	F	A	U	S	A	E	S	E
D	D	S	X	A	A	E	S	B	I	R	N	T	W	M	T	F	F	N
C	G	A	V	N	A	V	U	F	D	E	E	R	T	I	H	S	G	D
Z	N	D	N	B	S	D	M	O	Q	W	A	S	F	D	S	E	J	Q

Salish

Japanese

Dreidel

Pioneer

New Year

Mochi

Chinese

Chanukah

**Can you find the bonus word?** (Hint: where are you going for your field trip?)

MUSEUM

Name: \_\_\_\_\_

## Word Search Definitions

**Salish:** People that belong to indigenous communities in BC, including the Cowichan, Squamish, Musqueam, Chilliwack, Nanaimo, Sechelt, and others.

**Pioneer:** One of the first to settle in a territory.

**Chinese:** A person of Chinese descent.

**Japanese:** A person of Japanese descent.

**New Year:** The calendar year about to start or recently started.

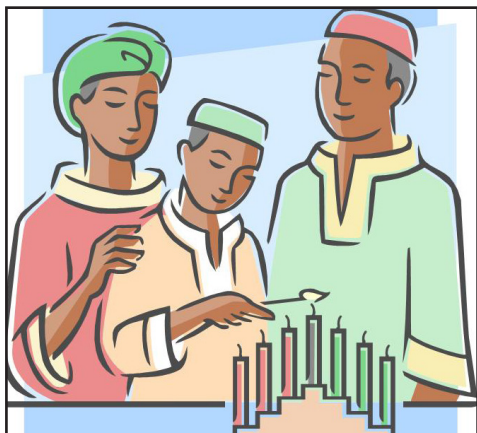
**Chanukah:** An eight day Jewish holiday beginning on the 25th of Kislev and commemorating the rededication of the Temple of Jerusalem after its defilement by Antiochus of Syria. Also known as Hanukkah.

**Dreidel:** A four-sided toy marked with Hebrew letters and spun like a top in a game of chance.

**Mochi:** Japanese rice cake made from mochigome (a short-grain glutinous rice). The rice is pounded into a paste and molded into the desired shape. It is eaten year-round but is a traditional food for Japanese New Year.

## Picture Walk Images

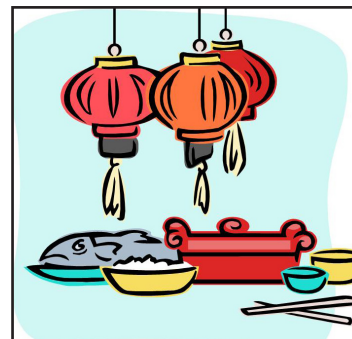
### Kwanzaa



### Christmas



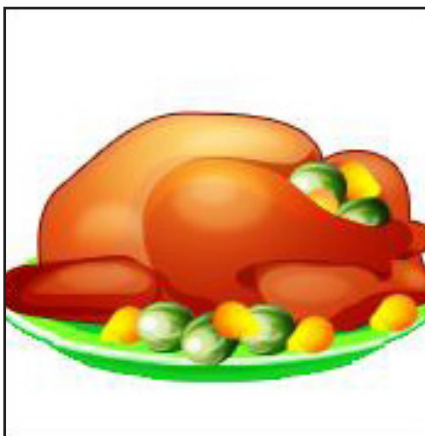
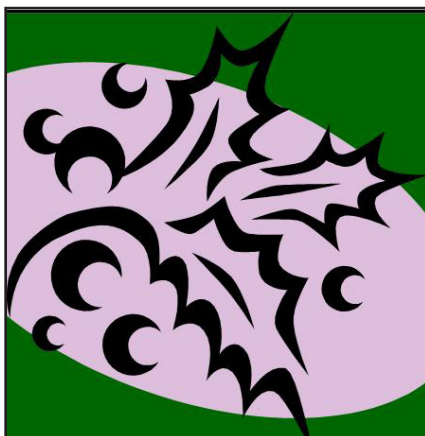
### Lunar New Year



### Hanukkah



## Now and Then Picture Sorting Images



## Looking at Objects

During the program, your class will have the opportunity to examine some fascinating objects from the past. The following activity is designed to ensure a more meaningful experience by introducing the concept of **in-depth object analysis**.

### Why learn with objects?

- an opportunity for children to use all their senses to explore their world
- encourages children to learn through discussion and interaction
- emphasizes discovery and reasoning rather than “the right answer”

### Instructions

Ask students to choose an object from home, one that other children might not be able to easily identify. For example, this could be a cultural object. Now analyze their object using the worksheet provided.

Prompt as necessary to use all their senses in coming up with adjectives & questions about their object.

After the activity, ask students:

- three things they found out.
- two questions they still have.
- one object they would like to analyze next time.

Explain that during the program, they will have the chance to handle some very important objects. They will be asked to analyze their objects using a similar process.

### Extension/Challenge

- Now imagine that you are the object and write a story of your life.
- Create a “Who Am I” based on the adjectives you came up with. See if your classmates can guess what your object is.

## What Am I? Worksheet 1

Draw the clues that come to your mind when you explore this object.








I think that this object is:

Name: \_\_\_\_\_

## What Am I? Worksheet 2

Write down **10 describing words** that come to your mind when you look at this object.

Write down **a question** that comes to your mind as you look at the object.

I think that this object is \_\_\_\_\_

because:

1. \_\_\_\_\_

2. \_\_\_\_\_

Name: \_\_\_\_\_

# Post-Visit Activities

## K–3 Activities

### Write a letter to the Museum

The Richmond Museum loves to receive letters and drawings from children. It is especially rewarding for us to hear about their favourite activity or what they learned. A template is provided.

Please mail letters to: **Emily Ooi**  
**Richmond Museum**  
**180-7700 Minoru Gate**  
**Richmond, BC V6Y 1R9**

### What WE celebrate!

Brainstorm as many winter/year-end celebrations from around the world that may or may not be celebrated in Richmond. Now identify all the ones celebrated in your class and create a poster that can be hung in the classroom to show all the different cultural celebrations in your class. Use the winter holiday visuals from the pre-visit activity to add to the class poster.

Discuss winter holidays. What is similar about what we celebrate? What is different? You can also repeat this activity for other seasons.

### Multicultural Winter Party

Think about what winter celebrations were discussed during the field trip and ask students to share what their family does to celebrate winter. Then have a party celebrating all the different winter festivals in Richmond. Eat mochi for Japanese New Year. Play the dreidel game for Hanukkah. Make greeting cards for Christmas. Learn how to write “Lunar New Year” on red strips of paper.

### Class Book

Have students draw the winter celebration that they celebrate at home. Put the students’ work together in protective sheets in a binder to make a class book that students can revisit. To extend this activity, ask students to write about their celebrations using invented spelling.

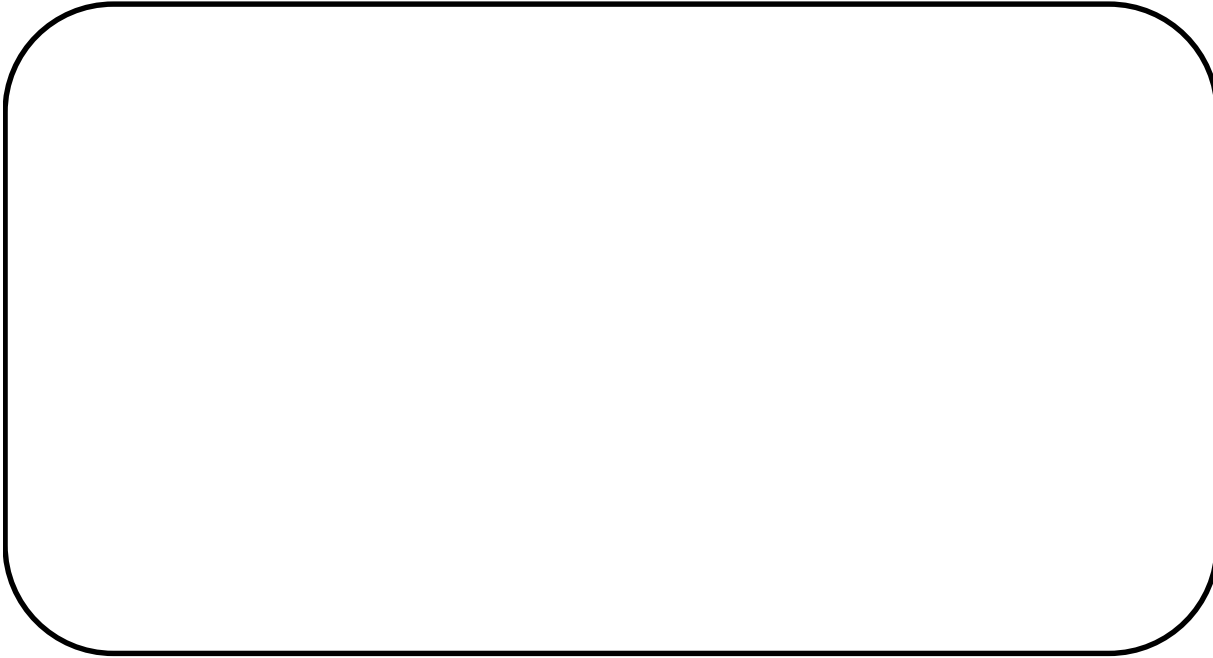
## K/1 Activities

### Show and Tell

Ask each student to come to class and show, tell or teach the class one of their winter traditions. It may be a song, a game, a story, a craft, a gift, or they may want to share some traditional food.

Parents could also be invited to share their family’s cultural traditions for winter. Again, you could repeat this activity for other seasons.

**Let's Celebrate Winter at the Richmond Museum**



Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Two horizontal writing lines: a dashed top line and a solid bottom line.

Name: \_\_\_\_\_

## Useful References

Jack Canfield, Mark Victor Hansen, Patty Hansen and Irene Dunlap. *Chicken Soup for the Soul: Christmas Treasury for Kids*

This unique collection provides a story a day from December 1st through Christmas. These stories were evaluated by over 350 children across the United States, some even written by kids themselves.

Nancy Luenn. *Celebrations of Light*

A lovely storybook that takes readers through the calendar by celebrating a holiday in a different part of the world each month. In each of these holidays, light plays a significant role.

Dianne M. Macmillan. *Tet Vietnamese New Year*

Part of the “*Best Holiday Books*” series, this is a children-friendly resource on Vietnamese New Year and includes a glossary of vocabulary words and plenty of photos and pictures.

Caroline Parry. *Let’s celebrate! Canada’s Special Days*

This is an amazing resource on celebrations of all kinds in a year-long calendar. It also contains games, crafts, science experiments and lots of poems and riddles to help you celebrate in the classroom.

Betty Reynolds. *Japanese Celebrations, Cherry Blossoms, Lanterns and Stars*

An excellent way to introduce children to Japanese culture is through the traditions of Japanese New Year. Colourful pictures and simple text make it accessible for elementary students.

Nina Simonds, Leslie Swartz, & The Children’s Museum, Boston. *Moonbeams, Dumplings & Dragon Boats*

A wonderfully written and beautifully illustrated children’s book on Chinese holidays, including traditional stories, tasty recipes, and engaging activities that will inspire you to enjoy a full year of Chinese holidays.



## City of Richmond

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