

PYP Exhibition 2019

Clavis International Primary School



Name:

EXHIBITION OVERVIEW

The PYP exhibition is a **culminating experience** where you synthesize the essential elements of the PYP and share them with the whole school community. The exhibition is a **collaborative open-ended inquiry** that begins from personal interests and expands into a real-life issue or problem.

You will demonstrate an understanding of the essential elements of the PYP and will take **action** as a result of your learning. Your teachers, parents and mentors will guide you through the process. You will demonstrate understandings of the IB learner profile, attitudes, transdisciplinary skills and the key concepts. The emphasis is on the **process**, and all the stages are equally important.

The exhibition process includes the following:

- Discussing issues/problems which you will inquire into
- Deciding on the central idea and lines of inquiry
- Planning the exhibition
- Gathering the necessary materials
- Recording and reflecting
- Presenting the exhibition

You will need to:

- be balanced
- keep a journal of the exhibition process where you regularly record your ideas, decisions, actions, emotions and progress
- use a range of primary and secondary sources
- distribute the responsibilities for tasks
- use an exhibition handbook to guide and document the process
- communicate regularly with your group, parents, teacher-manager and mentor
- maintain a bibliography of resources used
- negotiate ways to share your findings
- assess and reflect on your progress

Your parents will

- regularly discuss your progress and work ethic with you (e.g. you will share your journal with them)
- support and encourage you
- communicate regularly with your teacher

Your teacher will:

- work with your group and with you individually during all stages of the process
- regularly discuss your progress and work ethic with you
- support and encourage you
- communicate regularly with you, your mentor, your parents and other teachers

Your mentor will:

- meet with you at least three times a week
- work with your group and with you individually during all stages of the process
- regularly discuss your progress and work ethic with you support and encourage you
- communicate regularly with you and your teacher

NOTE: The specialist subject teachers will also be an important stakeholder in the exhibition. You can work with them to brainstorm and develop ideas, get feedback/resources or to utilize their strengths (e.g. a specialist subject area such as music, art or IT, or specific skills they have)

Assessment:

You will be assessed on how well you have demonstrated your understandings of the central idea, lines of inquiry, essential and the key concepts. The student handbook, journal, rubrics, a bibliography and a reflective essay will be the evidence used for assessment.

You will be responsible for the home learning assignments. The inquiry homework will be related to the exhibition.

You will attend regular single subject lessons as usual, though the focus will be on the exhibition.

FRENCH

Please note that you will have to submit at least one piece of work in French

General Rules

Leaving classroom

- Ask teacher's permission to leave the classroom.
- Write name on whiteboard in appropriate box and erase on return to the classroom (If you do not do this, you may be restricted from leaving the classroom in the future.)

Copies of Work

- Make sure that you make copies of all important documents in case you lose them e.g. copies of questionnaires, ideas for a presentation etc.
- This does not mean you need to photocopy these things – just make sure that more than one member of the group writes the information down

Rules for Using I pads and the Internet

- Only one Ipad can be used for each exhibition group
- Only two people from a group can work on a computer at any time
- Everybody needs to ask for permission to go to Ict Lab / library. You then write your name on the whiteboard
- When researching on the internet you need to do the following:
 - Copy information into a word document
 - Highlight important information
 - Delete irrelevant information
 - Ask permission to print
 - Add website address into bibliography

Library Borrowing

- Ask class teacher for permission to go to the library
- Write name on board to show where you are
- Ask librarian for permission to borrow books from library
- Work quietly in library and do not disturb classes in library
- Return books back to the appropriate shelves and leave all tables tidy
- Bring books back from library to work with in the classroom

Mentor Meetings

- Write group's mentor meetings into weekly timetable every week
- Write period you are going to a mentor meeting on whiteboard / notice board

Reflection Booklet

- Keep your reflection booklet up to date. Reflections may include thoughts on how the group, and you, are progressing, ideas you may have, comments about things that worked or didn't work. It may include drawings and diagrams etc.

My First Exhibition Goals...

Write your first goals for the exhibition below by completing the sentences:

The exhibition will be a success for me if...

I believe my strengths are...

I think the areas I will have work at most are...

PROCESS

The transdisciplinary theme for this year is

WHO WE ARE-

An inquiry into the **nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships** including families, friends, communities, and cultures; **rights and responsibilities; what it means to be human.**

STEP 1

Tuning in

Tuning In to <u>my</u> thinking	Hints:
<p>What is this inquiry all about? Why is it worth investigating?</p> <p>What do I already think feel and know about this? What might this inquiry be working towards? Where is it headed?</p>	<p>Write some questions about your issue that you are interested in finding out about. It should be open ended. It should not be a question you already know the answer to. Think about what you might be able to do once you answer your question.</p>

What I would like to find out?

My Group:

--

Our Mentor:

--

OUR ISSUE:

--

MENTOR MEETING SCHEDULE

You will be meeting your mentor at least three times a week. The mentor will guide you and support you but you will be responsible for the completion of work.

DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TIME					

Essential Agreements:

Create a list of Essential Agreements for your group/yourself for this Exhibition

Step 2: BRAINSTORMING:

Our ideas for the central idea:

Our Final choice:

Reasons for our choice:

Central Idea

A central idea is not a title, not a question, not a phrase.

It is a rich sentence that clearly indicates what the unit of inquiry is about.

Anyone reading it would understand it.

It focuses on conceptual understanding and states the big idea.

A good Central Idea ...

- is significant
- is relevant; linked to prior knowledge
- is engaging; being of interest to many students
- is challenging and extends knowledge
- is written as a broad statement
- is clear and concise
- is value-free
- is globally transferable
- is complex to some degree
- promotes discovery
- determines the understanding of the unit
- is factual

KEY CONCEPTS

- Form: What is it like?

- Function: How does it work?

- Causation: Why is it like it is?

- Change: How is it changing?

- Connection: How is it connected to other things?

- Perspective: What are the points of view?

- Responsibility: What is our responsibility?

ATTITUDES	IB LEARNER PROFILE
<ul style="list-style-type: none"> · Appreciation · Commitment · Curiosity · Confidence · Cooperation · Creativity · Empathy · Enthusiasm · Independence · Integrity · Respect · Tolerance 	<ul style="list-style-type: none"> · Inquirers · Knowledgeable · Thinkers · Communicators · Risk-takers · Principled · Caring · Open-minded · Reflective · Balanced

TRANSDISCIPLINARY SKILLS

<p>Thinking</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis • Synthesis • Evaluation • Dialectical thinking • Metacognition 	<p>Self-management</p> <ul style="list-style-type: none"> • Gross motor skills • Fine motor skills • Spatial Awareness • Organization • Time management • Safety • Healthy lifestyle • Codes of behaviour • Informed choices
<p>Social</p> <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Cooperating • Resolving conflict • Group decision-making • Adopting a variety of group roles 	<p>Research</p> <ul style="list-style-type: none"> • Formulating questions • Observing • Planning • Collecting data • Recording data • Organizing data • Interpreting data • Presenting research findings
<p>Communication</p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Presenting • Non-verbal communication 	

Step 3 Planning the inquiry

Write down ideas for how you will explore and develop your understanding of your central idea and questions within the defined lines of inquiry.

In your group, ask questions such as:

- Where do we find the materials and resources we need?
- Who might have useful information?
- What kind of experiences might inform our inquiries?
- Do we need to carry out any experiments?
- Do we need to prepare a questionnaire or survey?
- What kind of technology will we need to have access to?

Choose sources and resource materials carefully; by looking at a variety of different sources, you can improve the quality of your exhibition.

When you have found a source of information, it is important to consider the possible bias of this information and how useful it is going to be

Academic Honesty: Gathering the necessary material

Always write down the sources of your material. This information will vary according to the type of source consulted.

- **A printed text:** record the author(s), title, publisher and date of publication
- **A website:** record the website address
(e.g. <http://www.un.org/Pubs/CyberSchoolBus/index.html>)
- **An interview:** record the name, address, role of the person and date of the interview
- **An experiment:** record the equipment and method used, the results and conclusions
- **A work of art:** record the title, artist and reference (museum, recording) if appropriate

SOURCES OF INFORMATION PLAN

Brainstorm ideas about the primary and secondary sources you could use to gather information about the central idea; with your group, teacher-manager and mentor.

Interviews and Field Trips:

Activities:

Books, Reference Materials, Magazines/Newspapers:

Audiovisual/Online Sources:

Guidelines for Organising a Field Trip

When organising a field trip, you must complete the following steps:

1. Complete the following **FIELD TRIP PROPOSAL** form:

FIELD TRIP PROPOSAL

Where do you want to go on your field trip?

How will you get there?

Who will accompany you on the field trip?

What are the reasons for wanting to go on this field trip?

What information do you hope to collect on the field trip?

2. Once your **FIELD TRIP PROPOSAL** form has been completed and **signed by a Year 6 teacher and your mentor**, you must complete the following permission note (which will be sent home for your parents to sign):

FIELD TRIP PERMISSION NOTE

Date:

The details of the field trip are as follows:

<i>Where</i>	
<i>When</i>	
<i>Departing from</i>	
<i>Time of departure</i>	
<i>Time of return</i>	
<i>Accompanying adult</i>	
<i>Transportation</i>	
<i>Cost</i>	

The field trip is an important part of our inquiry because

.....

Please sign the consent form below and return it to my class teacher by *(date)*
Please advise the class teacher of any medical issues or concerns that may be relevant to your child's participation on the field trip.

Yours sincerely,

(Year six team)

.....

.....

I, _____, give permission for _____ of
Year _____

6A/6 C/ 6Ch to attend the field trip to _____, 2019. I

consent to my child being accompanied on the excursion by _____ for the
duration of the field trip.

.....
Name

.....
Signature

.....
Date

In the Process...

Recording and reflecting

- Making regular entries in your journal of all your ideas, decisions and actions to record your progress as you work on the exhibition
- It should be filled in regularly to show you how your exhibition is progressing.
- A journal can also be used to show your mentor the progress being made.
- These reflections should be supported by recorded evidence of the process. This evidence could include photographic and video evidence, interview notes, feedback and comments from your peers, teachers and/or mentors and parents.

Step 4: Presenting the Exhibition

- Towards the end of the exhibition, you will need to think carefully about how you wish to present the results of your inquiries. You must always consider your presentation from other people's perspectives.
- Be informed about the material you choose to present. You will need to be able to answer any questions about it confidently.
- Discuss the presentation with your teacher and/or your mentor before you start working on it.
- Use diagrams, drawings and/or photographs to add to the clarity of your presentation.
- Look at the examples of exhibitions that other students have done at school in the past. In particular, the formats they have used to present their ideas.
- Make sure your presentation is clear, informative and appropriate for a range of audiences.

And finally, you should **CELEBRATE** your learning.

Step 6 Assessment

For the PYP Exhibition, you will be assessed on both the process as well as the product(s). Specifically, you will be assessed on...

- whether the issue was appropriately defined.
- how and where you collected your information and whether it was adequate.
- the process by which you prepare and complete the Exhibition.
- whether the attributes of the Learner Profile, PYP Attitudes and Transdisciplinary Skills were evident.
- the action(s) you have decided to undertake

ASSESSMENT CRITERIA

Descriptor	4	3	2	1	0
<p>Information/resources used You collected and used relevant information from a variety of primary and secondary sources. Resources for the exhibition are compiled in a bibliography.</p>	My exhibition contains excellent and relevant information and resources from a wide variety of appropriate primary and secondary sources. I have a bibliography with all parts included.	I collected and used a good amount of relevant information from primary and secondary resources. I have a bibliography with most parts included.	I collected a limited amount of useful information from primary and secondary resources. I have a bibliography but some parts are missing .	I collected few sources of information and resources. I did not use any primary source data, or most of the resources do not support my exhibition issue. I have a bibliography but many parts are missing .	I did not collect , use or document information from a variety of resources
<p>Organisation of work My work throughout the exhibition is organised and presented in a clear manner.</p>	My exhibition work is completely organised and clear. I have all the required parts. The presentation and neatness of my work are excellent .	My exhibition work is mostly organised and clear. I have most of the required parts. The presentation and neatness of my work are good .	My exhibition work is somewhat organised and clear. I have missed some of the required parts. The presentation and neatness of my work are okay but improvements could be made.	My exhibition work is poorly organised and doesn't make sense. My work is missing several required parts .	My work throughout the exhibition is not organised or presented in a clear manner.
<p>Understanding the issue I now know more about my issue than at the start of the exhibition. I can support my findings with newly found evidence from answering key questions.</p>	I clearly now know and understand a significant amount more about my issue. My answers to key questions all came from newly collected information. Any opportunity to analysis my issue further was taken.	I know and understand a considerable amount more about my issue. My answers to key questions mostly all came from newly collected information. Most opportunities to analysis my issue further were taken	I know and understand some more about my issue. Most of my answers to key questions are supported with newly collected evidence. However, I missed opportunities to analyze my issue further	I know and understand only a little bit more about my issue. My answers to key questions are largely based on what I already know .	I know the same about my issue as I did when I started my research but and cannot support my answers with evidence from my research.
<p>Learner Profile I modelled the attributes of the Learner Profile during the exhibition. I applied the PYP attitudes and transdisciplinary skills to my work.</p>	I showed outstanding evidence of the attributes of the Learner Profile, skills and/or attitudes	I showed good evidence of the attributes of the Learner Profile, skills and/or attitudes throughout the exhibition process.	I showed satisfactory evidence of the attributes of the Learner Profile, skills and/or attitudes throughout the exhibition process.	I showed little evidence of the attributes of the Learner Profile, skills and/or attitudes throughout the exhibition process.	I did not model the attributes of the Learner Profile during the exhibition.

	throughout the exhibition process.				
<p>Reflection of the exhibition I reflected throughout the stages of development of the exhibition.</p>	<p>My process journal entries show excellent reflection on the different stages of the exhibition. My reflections include an excellent analysis of the quality of my work and clear evidence of my decision making process. The required process journal entries completed fully.</p>	<p>My process journal entries show significant reflection on the different stages of the exhibition. My reflections include a good analysis of the quality of the my work and some evidence of my decision making process. The required process journal entries are complete.</p>	<p>My process journal entries show some reflection on the different stages of the exhibition including some sort of an analysis of the quality of my work. The majority of the required process journal entries are complete.</p>	<p>My process journal entries are simply a recall/recount of the development of the exhibition. Many of the required process journal entries are incomplete.</p>	<p>I did not reflect throughout the stages of the exhibition.</p>
<p>Taking action The solution I chose to take action on addressed my issue. It was a result of my research. It was both realistic, achievable and is sustainable.</p>	<p>The chosen solution was both realistic and sustainable and has been put into action.</p>	<p>The chosen solution was either realistic or sustainable and has been put into action.</p>	<p>One realistic solution was chosen from several possible ones but has not been put into action.</p>	<p>There was only ever one solution to the problem. It was not put into action.</p>	<p>I did not choose to take action on any solutions to the problem(s).</p>
<p>Modes of expression I produced and refined my mode of expression thinking about the message I wanted to convey, the audience and my strengths as a learner.</p>	<p>I produced personally relevant expression pieces that show excellent exploration of ideas reflecting both issue awareness and artistic qualities.</p>	<p>I produced personally relevant expression pieces that show a good exploration of ideas reflecting both issue awareness and artistic qualities</p>	<p>I produced expression pieces that show some exploration of ideas reflecting issue awareness and artistic qualities.</p>	<p>I produced an expression piece that shows little exploration of ideas or slightly reflects issue awareness or artistic qualities.</p>	<p>I did not put much thought into the production of my mode of expression</p>

Individual declaration of Academic Honesty

By signing this declaration I am confirming that I understand the meaning of 'plagiarism'.

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (eg. published books, periodicals, or the web) without due acknowledgement in the text.

I, _____ declare that for this submitted work:

- I did not cut-and paste information from others without appropriate use of quotation marks and direct reference to their work;
- I did not re-word the ideas of others without proper and clear acknowledgement;
- I did not write ideas or suggestions that originated from others and claim these as my own;
- I did not include words from other students' work without permission.

Signed:

Date:

Finding out

How will I find out?

<ul style="list-style-type: none">➤ Talk to people (inside & outside school)➤ Read a variety of print (books, pamphlets, maps, charts) to gather information.➤ Go on an excursion➤ Websearches➤ Watch TV/DVDs➤ Listen to CDs (musical and informative)➤ Create & conduct surveys➤ Define terms➤ Learn from an expert in the community	Think about the best place to get the information to answer your questions.
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Sorting out & making connections

How will I show what I have learnt?	Hints:
<p><i>You have to evaluate information and ideas and consider different perspectives.</i></p> <ul style="list-style-type: none">➤ Visual Organisers➤ Digital texts (web page, keynote, numbers)➤ Writing statements of generalisation➤ 6 Thinking Hats➤ Data Charts and graphic organisers to represent thinking➤ Different text types➤ Compare and contrast➤ Photos for visual and written responses	<p>Think about the main ideas and what is important to share with others.</p> <p><i>*Make sure the information is in your own words and you understand what you are presenting*</i></p>

Going further

Extending your thinking <i>examples</i>	Hints:
<ul style="list-style-type: none">▶ Focused Research task around unanswered questions▶ Individual or small group work▶ New 'finding out' experiences: Look at new texts.▶ Contact an expert group▶ Individualised inquiry	<p>How is this linked to your issue?</p> <p>Now, what do we want and need to know more about?</p>

Reflection

Thinking about the unit.	Hints:
<ul style="list-style-type: none">○ Weekly record○ Reflecting on your inquiry○ Thinking Hats on○ Peer Feedback Sheet○ Thinking backwards and forwards○ Thinking outside the square○ Tic tac toe○ 4 steps	<p>Take the opportunity to identify what you have learnt and the implications for your personal action.</p>

Taking action

How will I act or use what I have learnt?	Hints:
<ul style="list-style-type: none">○ Participate in community activity or voluntary work○ Create an information booklet○ Organise a fundraiserRaise awarenessNewspaperMultimedia○ Present at the Exhibition	How can we do something with what we have learned?

Central Idea

Initial Draft:

Feedback on Central Idea:

MENTOR:

CLASS TEACHER:

PYP COORDINATOR:

TIMELINE FOR EXHIBITION 2019

WEEK 1 14th – 17st of August

- Brainstorm what the group already knows about the issue and what they would like to find out
- Create the Central Idea
- Write concept questions and inquiry points

WEEK 2 19th – 23rd of August

- Finalise Central Idea
- Choose the lines of inquiry
- Plan activities and research
- Begin research.

Week 3 26th – 30th of August

- Begin Research
- Carry out activities.
- Begin exploring what action could look like.

WEEK 4 2nd – 6th September

- Brainstorm appropriate action that can be taken for your issue.
- Make contacts and organize action to take place.
- Draft or prepare written or visual evidence of action.
- Continue researching issue.

WEEK 5 9th – 13th of September

- Write drafts of all written work.
- Have some written work checked by the mentor.
- Discuss ideas for the final presentation – Oral, Performance or Composition, Written, Technology

WEEK 6 16th – 20th of September

- Finish writing final drafts of written work.
- Have last pieces of written work checked by the mentor.
- Publish all written work.
- Begin preparing final presentation.
- Practise final presentation.

PRESENTATION WEEK(Week 6) 23rd – 27th of September

- Finish preparing the final presentation.
- Practise the final presentation (Wednesday 25th of September)
- Present the Exhibition to parents and visitors (Thursday 26th of September).
- Present the Exhibition to Year groups 1 to 6(Friday 27th of September).