

# What is the Exhibition?

- \* A culminating project for the PYP
- \* A collaborative inquiry that students have a personal interest in exploring
- \* An inquiry that requires students to apply their learning from previous years
- \* A demonstration of how students can take action as a result of their learning
- \* A celebration of who our students are as learners



# What will students inquire into?

- \* The inquiry and action should be something which affects the student's life (school, family or local community)
- \* Students should have a high interest in their inquiry and it should inspire students to take positive action



# How much time do students spend working on the exhibition?

- \*The majority of each day will be used working on inquiries as they incorporate all curriculum areas.



# Etiquette

- \* A big part of the Exhibition process involves using primary resources. This involves emailing, interviewing, phoning and possibly Skyping. We ask that no emails are sent without showing the teacher and all phone calls are scripted and discussed with the teacher beforehand.

# What about Exhibition homework?

- \* Students should use their time at home to research and prepare for the work in class
- \* **NB: Students should always have their work on the Exhibition with them at school either in hard copy, on a USB, or device so that they are able to progress through the inquiry**
- \* Most of the work should be done in class so the teacher can keep track of progress



# How can parents help?

- \* Ask your child about the Exhibition
- \* Support and encourage your child
- \* Provide background knowledge
- \* Help to locate resources – people, places, media and information
- \* Celebrate with your child by attending the final Exhibition
- \* Liaise with your child's teacher earlier, rather than later, if there are any problems
- \* Help them to get a USB/bring their device charged up and ready to go, and headphones



# How can parents help to develop critical thinking?

- \* Ask your child open ended questions about their inquiry
- \* Encourage them to try to solve their own problems
- \* Let them be responsible for their own learning
- \* Encourage independent inquiry and respect student ownership of the process
- \* Monitor, challenge, question, clarify



# How can students take action?

- \* The concept of taking action can be daunting and often students will be keen to raise money.
- \* Taking action is so much more than this, in fact, raising money will not be part of the exhibition process.





# How can students take action?

\* You may be able to remember a time when something that your child has learnt at school has resulted in a change of perspective or behaviour. E.g. Switching lights off, recycling, asking you not to buy something with a particular ingredient.

These are all actions.



# Action

**\*Remember that actions are verbs.**



## DOING

Have you **DONE**  
something? Given?  
Helped? Picked up?  
Turned off? Cuddled?

## HAVING

Do you **HAVE** more of  
something? More  
knowledge? Respect?  
Care? Determination?

## THINKING

Have you **THOUGHT**  
differently? Changed your  
mind? Wondered?  
Imagined?

## SAYING

Have you **SAID**  
something? Informed?  
Explained? Told?  
Discussed? Debated?

## FEELING

Have you **FELT**  
differently?  
Empathised? Loved?  
Felt inspired? Worried?

## BEING

Have you **BEEN** a different  
person? Changed  
behaviours? Been more  
patient? More respectful?

Areas to develop	Success Criteria	Advanced
	<p><b>Group skills /30</b> Excellent cooperation evident. Able to effectively resolve conflict and contribute equally.</p>	
	<p><b>Inquiry /60</b> The issue/problem was thoroughly researched. Evidence that new learning was analysed and interpreted.</p>	
	<p><b>Sources and bibliography /10</b> Found and correctly cited many useful sources - books and electronic media.</p>	
	<p><b>Reflection /20</b> Journal entries were consistently thoughtful and detailed.</p>	
	<p><b>Exhibition /40</b> Exhibit was creative, organized and visually appealing. Exhibit included written display, activity and digital message.</p>	
	<p><b>Self management /40</b> High level of effort was evident.</p>	
	<p><b>Total /200</b></p>	

# Additional information

Our Exhibition night will be on

Tuesday 17<sup>th</sup>

November 5-6 pm

