

What is the IB PYP Exhibition?

In the final year of the IB program, students participate in a culminating project known as the Exhibition. Students are required to engage in a collaborative transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea must be of sufficient scope and significance to warrant a detailed investigation by all students.

The PYP exhibition has a number of key purposes:

- ❖ For students to engage in an in-depth, collaborative inquiry
- ❖ To provide students an opportunity to demonstrate independence and responsibility for their own learning
- ❖ To provide students with an opportunity to explore multiple perspectives
- ❖ For students to synthesize and apply learning of previous years and to reflect upon their journey through the PYP
- ❖ To provide an authentic process for assessing student understanding
- ❖ To demonstrate how students can take action as a result of their learning
- ❖ To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- ❖ To celebrate the transition of learners in the primary to middle/secondary education

What are the major features of the program that should be evidenced throughout the exhibition?

Learner Profile *Becoming internationally minded means achieving application of the learner profile.*

We strive to be:

inquirers, risk-takers, thinkers, knowledgeable, communicators, caring, open-minded, reflective, balanced and principled

Key Concepts *The key concepts should be shown through the use of key questions that guide student inquiry.*

The key concepts include:

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?
Reflection – How do we know?

Transdisciplinary Skills *Within the search for conceptual understanding of a student's topic, it is important that the student develop appropriate skills in the construction of meaning.*

These skills include:

Social Skills – Accepting responsibility, respecting others, cooperation, resolving conflict, group decision making and adopting a variety of group roles

Communication Skills – listening, speaking, reading, writing and non-verbal communication

Thinking Skills – Acquisition of knowledge, comprehension, application, synthesis, evaluation, dialectical thought and metacognition

Research Skills – formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

Self-Management Skills – gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices

Attitudes *We develop internationally minded students by instilling in them a set of attitudes that will help them to become the traits of the learner profile.*

These attitudes are:

Appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance

Action *All students must complete an authentic and appropriate action project. This may take place at school or away from school with supervision and parent permission. Students are encouraged to think of a variety of ways to take action!*

What is my role as a mentor for exhibition?

- ❖ **Encourage and support the efforts of the students**
- ❖ **Suggest/Provide resources**
- ❖ **Ask questions**
- ❖ **Help interpret difficult information**
- ❖ **Facilitate interviews/telephone calls**
- ❖ **Offer suggestions for action**
- ❖ **Assist with focus to topic/central idea**
- ❖ **Help with organization**
- ❖ **Document all meetings - Sign the student's exhibition organizer and jot notes in your mentor booklet.**
- ❖ **Be Reflective - Reflect on your meeting with your students on the reflection paper given**

What is NOT my role as a mentor? What should I NOT do?

- ❖ **Do not do the work for them.**
- ❖ **Do not leave campus with your group.**
- ❖ **It is not your role to tell them the direction to take, but instead ask probing questions to help facilitate their inquiry.**
- ❖ **Do not hesitate to ask for help from the homeroom teacher or the IB Coordinator. We want this to be a wonderful experience for you and the students!**

Important Dates

(dates are subject to change, dependent on school events)

APRIL

Week of April 6th – Exhibition Planning Phase begins
Students will share idea boards, select topics, form investigation groups, write central ideas, and lines of inquiry.

Week of April 13th – Research Phrase begins
Students research lines of inquiry questions.

Week of April 20th – Researching and Writing
Students will continue research and begin writing their finding in draft form. Status depends on groups progress.

First week mentors meet with student groups

Week of April 27th – Researching, Actions, and Writing
Students will continue research, begin to plan their actions and writing their final drafts of their personal essays. Status depends on groups progress.

Second week mentors meet with student groups

May

Week of May 4^h – Writing, Projects, Action and Presentation Planning
Third week mentors meet with student groups

Week of May 11th – Writing, Projects, Action and Presentation Planning
Fourth week mentors meet with student groups

Week of May 18th – Projects and Presentations
Fifth week mentors meet with student groups

Week of May 25th – Projects and Presentations
Sixth week mentors meet with student groups
May 25 No School: Memorial Day

June

Week of June 2nd – Projects/Presentations & Classroom/ peer presentations
Seventh week mentors meet with

June 8th – **EXHIBITION 6:00-7:30 p.m.**

Questions to Ask During Each Phase of the Process

April: Planning/Research

Why did you choose this topic?

What connections have you made to the central idea?

How are you doing with locating resources?

Can I see some of the resources you have chosen?

(Make sure students can read AND comprehend the information.)

Tell me what you have found out about your topic so far?

How is your note-taking going? Can I see your note-taking notebook?

Are you documenting your resources in the bibliography section?

What is something that I can do to help you?

Have you thought about action? Have you considered...?

Do you have questions for all of the key concepts?

Can I help you think of more questions?

May: Research/Action/Presenting

What types of writing are you considering? Why that type?

Who is your audience that you are gearing your writing towards?

What is your purpose for writing?

How are you synthesizing your notes?

What is your organization strategy for turning your notes in to an organized piece of writing? (graphic organizer or story map?) Have you started that?

If yes – May I see it? Have you considered...?

If no – Can I help you get started with that?

Is your writing going to double for part of your technology or action? If so, how?

How is your action plan moving forward?

What type of technology are you thinking about using for your presentation? Why?

Who will your audience be?

Is there a way to tailor your presentation to meet the needs of various audiences?

Have you completed a paper plan for your technology product?

If yes – May I see it? Have you considered...?

If no – Can I help you get started on that?

How is your action project coming along? What resources will you need to complete the task? What is your plan for acquiring those resources?

Have you started thinking about your oral presentation? If so, what are your thoughts?

Have you thought any about your tri-fold?

Thank you for taking the time to meet with our students! They are enriched because of the time you have given!