

What *exactly* is
PYP exhibition?



What?

- Culminating project in the final PYP year that allows students to apply learning from previous years
- An in-depth collaborative inquiry that starts from personal interests and passions, but extends into real world local and global issues. (This issue matters to me and affects my life, my community and my world. It's Global!)

What It Isn't...

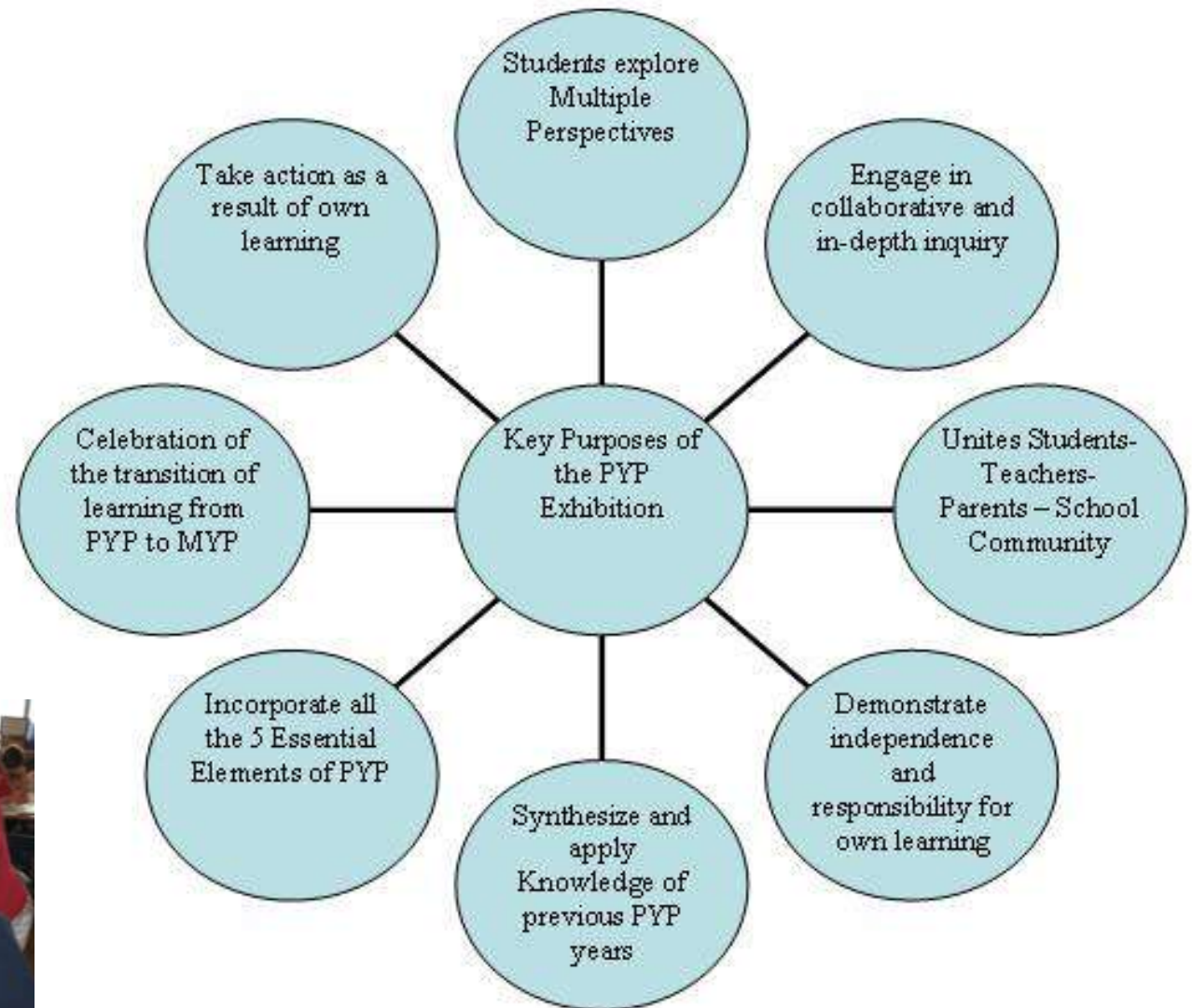


- Not a Science Fair project
- Not adult-directed
- Not a “free for all”

“Little people can think
big!”

Cody Englander

Why?



What?

- Demonstration of the five essentials elements of the PYP
 - Knowledge
 - Key Concepts
 - Attitudes and Attributes
 - Skills
 - Action



Knowledge



Our Theme

- We determined the theme. At Bolton we are going to do Exhibition under “How we organize ourselves.”
- The central idea: *Access to equal opportunities and social justice depends on the actions of individuals, organizations and governments.*

Theme: How We Organize Ourselves”

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Students select an issue:



- Significant/relevant (Locally and globally)
- Real life issue/problem
- Lends itself to open-ended inquiry
- Lends itself to local research
- Actionable
- Age/ audience appropriate
- Inclusive of all learners and learning styles

What's the Project Timeline?



January

- Select Exhibition issues
- Write Central Idea
- Establish work groups
- Begin research

February

- Gather all resources
- Keep collecting data
- Set up mentors
- Identify community support

March/April

- Complete research
- Begin taking Action
- Create Visual Display

May

Exhibit in Place/Rehearsals
PYP Exhibition (date TBD)











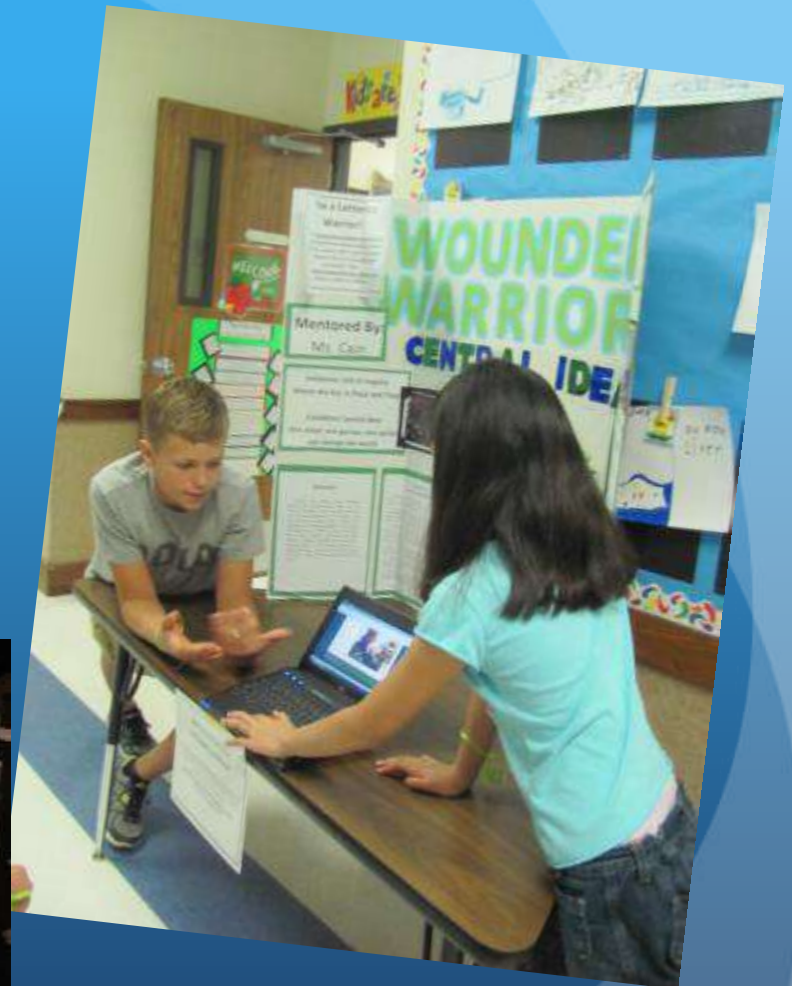
Pollution

Fossil fuels release deadly gases to the atmosphere when they are burned. One of the worst source of pollution is the electric power plant (EPL). They release poisonous gases like sulfur dioxide, nitrogen oxides, carbon dioxide and mercury. Pollution not only affects the natural resources, but also affects living things. Gases in the air create respiratory complications to humans. It can permanently damage lungs and can cause diseases like cancer.

03/26/2003



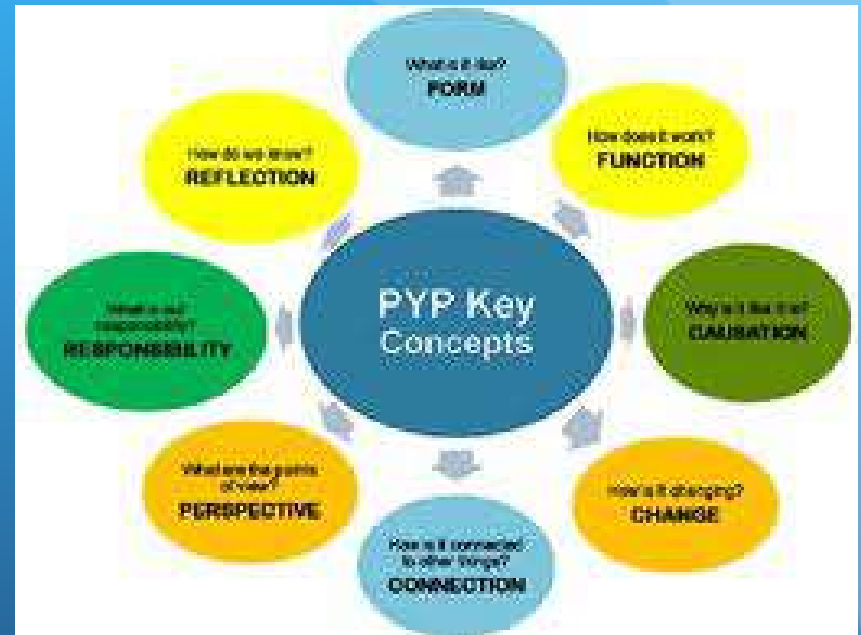
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Key Concepts



How does it work?

Function

The understanding that everything has a purpose, a role or a way of behaving which can be investigated.



Students ask and answer three key concepts questions about their topic.

Attitudes and attributes



- Students show the attributes and use the attitudes they have been developing over the previous 4 and a half years during their teamwork.

Respect	Integrity	Commitment
Independence		Empathy
Confidence		Cooperation
Tolerance		Appreciation
Enthusiasm	Curiosity	Creativity

Skills



Students use the skills they have developed over the previous 4 and a half years to conduct authentic investigations.

As part of exhibition,
students must take
action.



Action



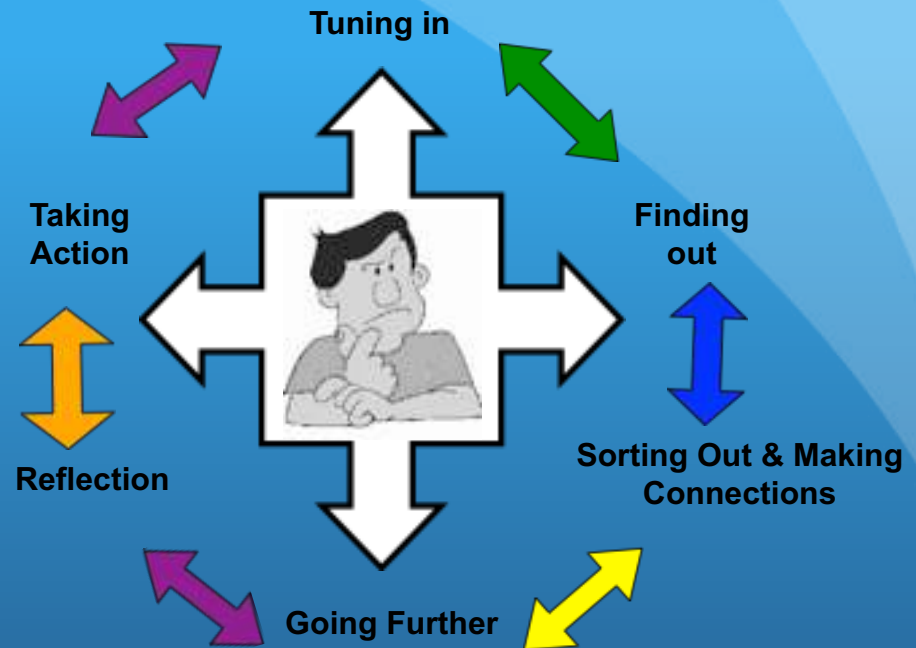
When?

- The final grade of the PYP .
- Near the end of the school year, as a celebration and demonstration of K-5 PYP learning.
- Ours is scheduled for May.



How?

- Over the course of many weeks, students will work in small groups independently, completing inquiry done with this cycle.



Student exhibition celebration must include:

Written- essays, reflections...

Visual - PowerPoint, Prezi, etc.

Creative Expression - performance, props, plays, songs, creations, models, movies, art, sculpture, data, graphs, labeled drawings, filmed interviews...

Students determine how they want to show what they know!

Through various uses of technology



Where?

- Using some local primary sources (on location?) when appropriate and possible



Who?

- Students
- Parents
- 5th grade teachers
- All of the students at Bolton
- Faculty
- PYP Coordinator and principal
- Community



Role of the students

- Select a real life issue
- Plan and carry out open-ended inquiry
- Demonstrate 5 essential elements
- Use multiple strategies and resources
- Reflect throughout the process
- Demonstrate learner profile attitudes and attributes
- Provide and accept feedback for self and peers
- Celebrate!





Role of the parents

- Support and encourage your child
- Ask questions
- Listen
- Provide assistance with resources (e.g. an expert to interview)
- Keep informed through newsletters and notifications
- Let the students do their own work
- Be part of the celebration!

Attend Exhibition in May!!



Role of the 5th grade teachers

- Initiate, facilitate and guide the exhibition process
- Provide support for student inquiries
- Plan the processes and logistics of exhibition with team and coordinator
- Communicate regularly with all stakeholders
- Help students gather use primary and secondary resources



- Provide timelines. Check in!
- Keep detailed records of student progress.
- Celebrate!

Role of community...perhaps you?

- Provide primary resource information
- Share expertise

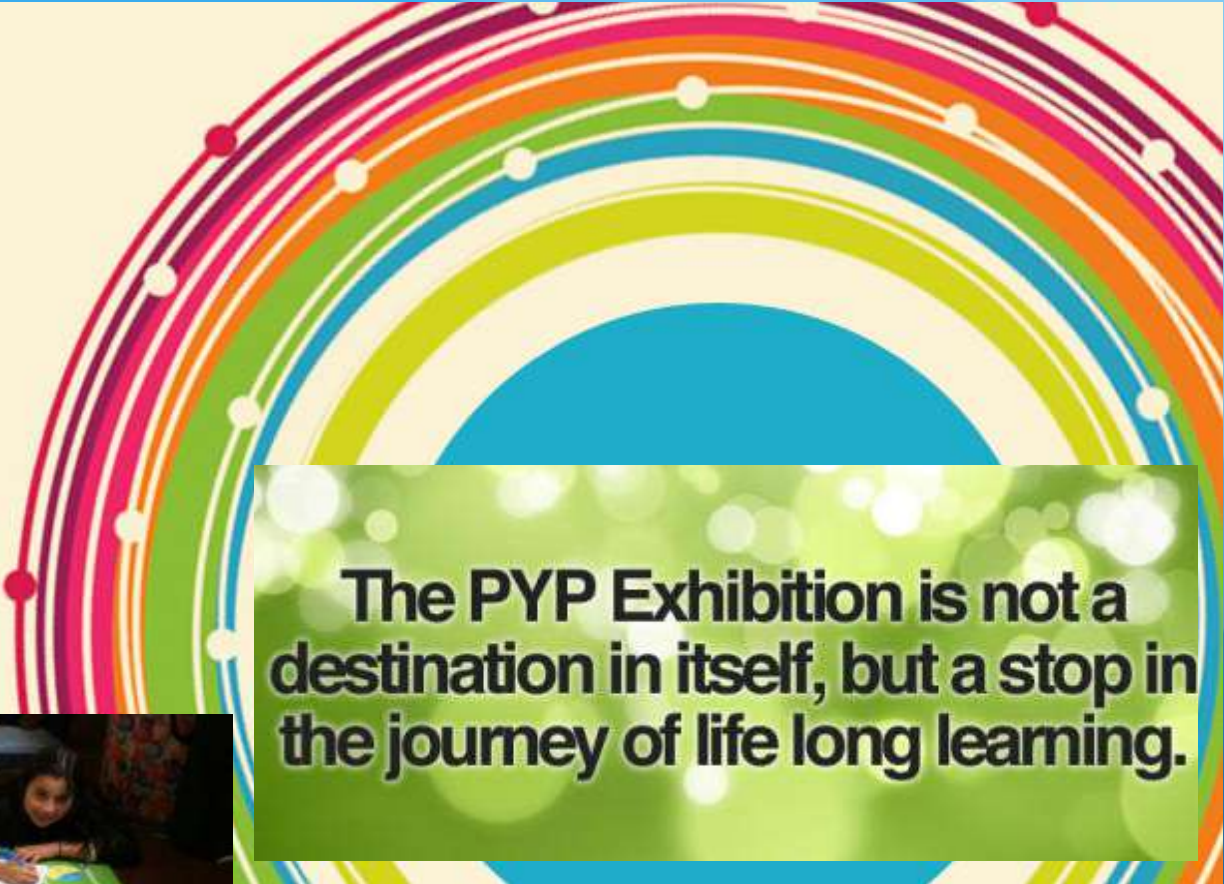




Assessment

- Students will receive ongoing feedback from various people throughout the Exhibition process. This feedback is *formative* - and meant to assist students in being successful - it is an assessment FOR learning.
- Self and peer assessments of group work
- The presentation is the students' summative assessment

Your questions...



The PYP Exhibition is not a destination in itself, but a stop in the journey of life long learning.

