

## Summary of the 2017 Exhibition

The exhibition started with a **three-day conference** in Budapest. The purpose of the conference was to:

1. Decide on a topic for the exhibition.
2. Create the central idea.
3. Break into groups with different focuses on the chosen topic.
4. Create group plans for how to carry out the exhibition

### **2017 PYP 5 Exhibition Trip - Budapest, Hungary - Rottenbiller Apartments March 13-15**

#### **Minutes of the PYP5 Exhibition Conference**

##### **March 13<sup>th</sup>**

- Initial Brainstorming session- all possible ideas for the exhibition topic are thrown out and recorded.
- Discuss each possibility, what each could include, try to combine similar topics.
- Voting to decide which topics are the best or possible.
- Secret ballot to choose 3 favorite topic ideas.

##### **March 14<sup>th</sup>**

- Results of secret ballot voting announced, 7 final topics. (Human Rights, War, Money, Home, Emotional Problems, Waste, Ecological Issues).
- Analysis of each of the final 7 topics, discussion about what it would include
- Further discussion of the final topics, arguments for and against each topic.
- Selection of final topic – Emotional Problems
- Create Central Idea - The consequences of actions alter human emotions.
- Students discuss ideas and break into groups of similar interests for the exhibition.
- In groups: Write down everything they know about their own particular focus.
- Begin to write plans for the research stage of the exhibition, research via internet can begin.

##### **March 15<sup>th</sup>**

- Create a final plan, in groups, for the research stage of the exhibition, turn in plan to me.
- Reflection of the whole process so far, in exhibition journals.

At the conference we considered many topics. We discussed each one and the implications. We carefully considered how each topic could be done, the feasibility of it in Bratislava, and the interest of the class. We narrowed the topic down until we were left with just one, our topic - ecosystems and how they are affected.

We carefully constructed our central idea:

**The consequences of actions alter human emotions.**

Once our topic was decided, we broke into smaller groups so that each group could have a specific focus. The different focuses were:

1. Sleep
2. Loneliness
3. Addiction
4. Work (overwork)
5. Bullying

Each team then came up with an action plan for how to research, present findings and create some action for the exhibition. This plan was started at the conference and worked on throughout the exhibition.

The groups worked for eight weeks on the research and planning phases. The groups tried to find many experts on their topics that they could also get information and ideas from, both in Bratislava and over the Internet.

Mentors were assigned for each team. Bellow is the schedule for mentoring.

<b>DATE</b>	<b><u>Exhibition Stages</u></b>	<b><u>Mentoring... How can I help?</u></b>
<b>From Sept 2016 – March 13<sup>th</sup> 2017</b>	<b>Questioning:</b> Students consider their interests, focus on what they know, and pick a topic.	Teachers provide an opportunity for the student to explore their interests and consider what topics would really lend themselves to an in depth investigation.
<b>March 2017</b>	<b>Planning:</b> Students apply their understanding of their topic to create a plan to complete their research.	Mentors get to know their student. Mentors listen, providing feedback that helps the student frame their research plan. This usually includes help in developing key questions to research.
<b>April 2017 – May 2017</b>	<b>Finding/Using/Recording:</b> Students answer questions, find sources, and record their data in their own words.	The mentor can suggest different sources including using the portal search engines, help generate primary research, and work on students using their own words in note taking.
<b>May 15<sup>th</sup>, 2017</b>	<b>Research Completed:</b> Students finish and organize their research.	The mentor helps with reading, taking notes in their own words, recording information on a gathering grid, and assists with the bibliography.
<b>May 15<sup>th</sup>, 2017 – June 5<sup>th</sup>, 2017</b>	<b>Presentation Planning/ Action:</b> Students complete a design for their presentation and begin writing up their understandings to fit. Complete some action as a result of research	Mentors discuss ideas for presenting and help develop student perspectives so their understandings fit with the presentation plan. The assessment rubric needs to be considered. Help organize things with the actions.

<b>May 29<sup>th</sup>, 2017</b>	<b>Presentation Completed:</b> Students finish putting their understandings into presentation format.	Mentors help students understand their presentation obligations, including the action component and upcoming evaluation. A positive critique to help find areas of need is often useful along with the opportunity review understandings.
<b>May 29<sup>th</sup>, 2017 – June 5<sup>th</sup>, 2017</b>	Presentation Practice: Students rehearse and refine their presentations.	Peers and teacher help the students practice while providing constructive suggestions to prepare the students for the big night!
<b>June 5<sup>th</sup>, 2017</b>	Exhibition Day: 8:30- 14:00	Mentors are invited to be present and encourage their students.

The exhibition presentation was about ten weeks after our conference, and we presented their findings to the entire school and community. We set up an exhibition fair in the lobby of the school and classes and students visited during the entire day. Towards the end parents and family were also invited to come. The students explained their findings in a variety of ways, information posters and diagrams, hands-on experiments, slide shows, and videos.

### **Assessment of the Exhibition**

The exhibition was assessed in several ways.

The first assessment came at the conference where the topic was discussed. Students brought journals with all their ideas. We had a whole group discussion to help select the topic, during the discussion, the PYP 5 class teacher recorded how often students participated in the discussion. The initial selection of the topic and the creation of our central idea lasted over a period of two days, giving students many opportunities to take part in the discussions.

The second assessment was the student planner that each small group filled out for their participation in the exhibition. The planners first allowed the students to describe how the exhibition fit into the transdisciplinary themes. Then they listed their lines of inquiry and what they already knew on the topic. Then they set up goals and a plan on how they would conduct the exhibition. They carefully set up an action plan and listed what they needed to do, by whom, and when it should be done. Finally, they did a summative reflection about the exhibition. In this reflection they reflected on the five essential elements, as well as the learner profiles and attitudes.

Third, the students kept journals throughout the exhibition process. They recorded an entry into the journal each time they did an exhibition related activity. It included their thoughts and feelings about the process. The journals were viewed by the mentors at various times and collected at the end for a final evaluation (rubric).

Lastly, the students' participation on the day of the exhibition presentation was assessed. Questions like:

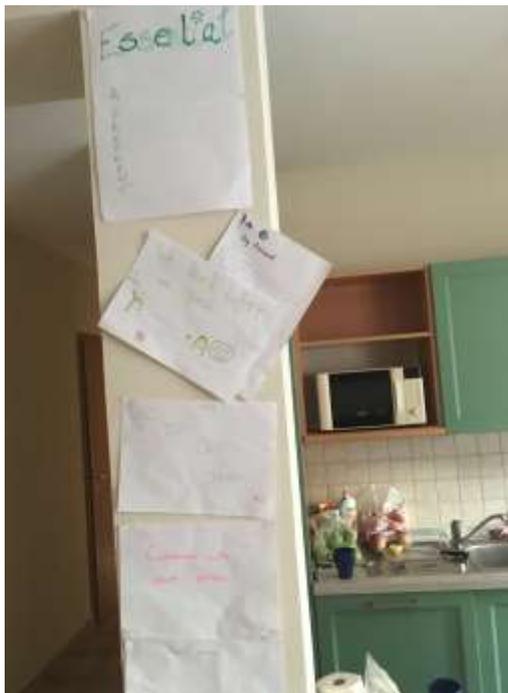
- How much did they contribute to the presentation? (student and peer evaluation)
- What role did they serve during the presentation? (student and peer evaluation)
- How knowledgeable about the topic were they during the presentation? (mentor and teacher evaluation)
- Were they on task? (tally chart)

### Time line in pictures from Budapest's Conference

1. Education is like ... a mountain, a garden, a forest or a beach – reflection of education – group work, presentation and discussion.



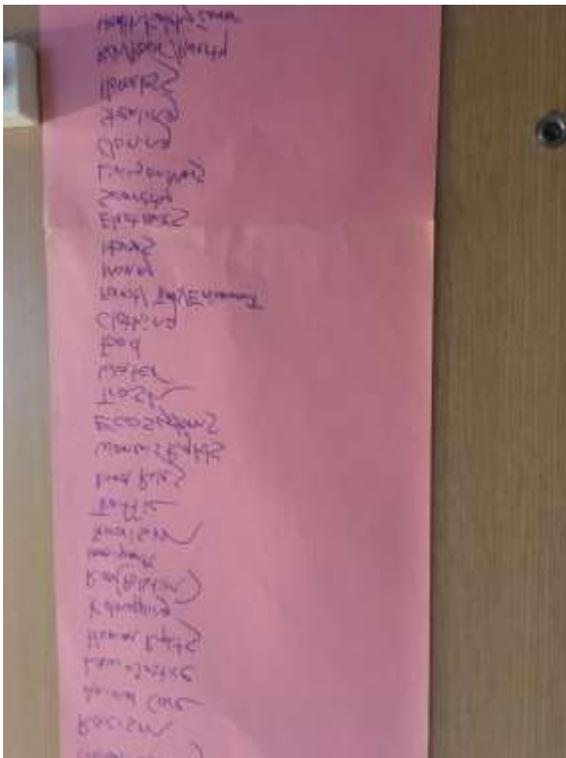
2. Essential agreements for cooperation during the conference.



3. Exhibition timeline – creation of timelines in groups, discussion and presentations.



4. Group work of defining and naming of all interesting issues which could be the final topic for the exhibition.



5. Voting for the final 7 topics.

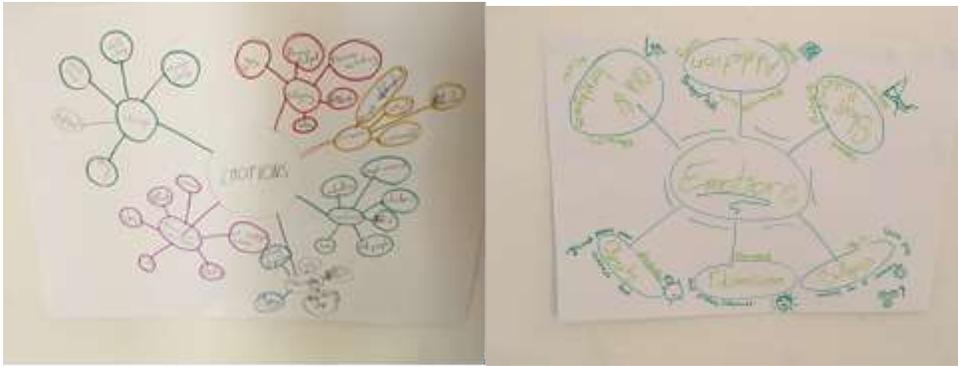


6. The following day students discussed all voted possibilities. They voted again and chose 4 final topics of which they chose the final option.



7. Students brainstormed ideas about the final choice – Emotional issues. They created mind maps of anything that was related to this topic. Students created the list of sub categories which they could investigate and were interested in. They worked on the central idea. Students used brainstorming, they worked in groups and presented their ideas at the end. Together they worked on the final wording of their central idea.





The consequences of  
actions  
alter human emotions

8. Students “unpacked” the central idea – they revised the key concepts and the basic questions, they analyzed the central idea according to the key concepts. They worked on lines of inquiry and matched lines of inquiry to concepts. They discussed the Inquiry cycle, what means could be used for their research, self-reflection and what can be the following action plan for the exhibition.
9. They were put into the groups according to their interests. And the research could begin.



10. Finally students presented their work to parents, peers and school community.

