



Peak School Class of 2015

PYP Exhibition

9 March– 14 May 2015

STUDENT GUIDELINES

Are you ready for a new challenge? Well, the PYP Exhibition is coming up and it's your chance to shine and show the Peak School community how **YOU** can make a difference in this world!

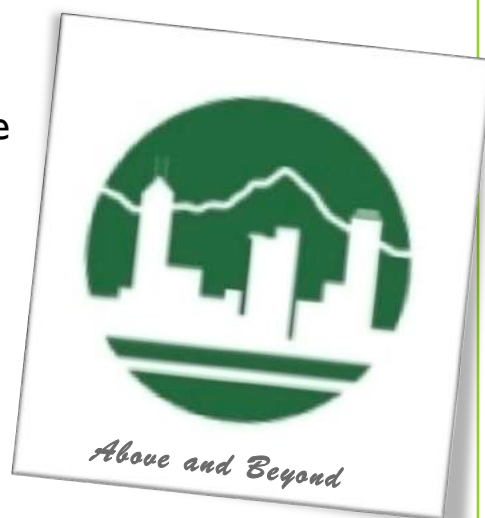
The Exhibition unit will run from March 7th to May 13th. During this period, you will be working with a small group and you will demonstrate your learning in the PYP. It's the best time to show everyone how you have developed the attributes of the learner profile, the PYP attitudes and skills, and your understanding of the inquiry cycle by taking action on **AN ISSUE OF YOUR CHOICE**.

This year, our theme is **WHO WE ARE**. Before we start the unit, take time to reflect. What do you stand for? What is important to you?



We believe you can make a difference! Now think about how you can use your knowledge and your talents to **TAKE ACTION** and help make this world a truly awesome place!!!

More inside!



Peak School Mission Statement

At Peak School we aim to become effective communicators, confident critical thinkers and enthusiastic life-long learners. In partnership with our community, we strive to have integrity and be socially responsible global citizens.

Here's your mission:

- understand the purpose and requirements of the exhibition
- participate in selecting a real-life issue or problem for the exhibition
- develop the inquiry by helping to decide on a central idea, lines of inquiry and student questions
- work independently and collaboratively with your peers. You should be involved in all stages of the planning and staging of the exhibition
- carry out an inquiry into a real-life issue or problem
- understand the components of the PYP, in particular the **IB learner profile**. The exhibition is an opportunity for you to show what you have learned and how you have developed the learner profile attributes
- show knowledge and understanding of concepts, skills, attitudes, action and the different subjects related to your inquiry
- select and use a variety of strategies and resources. Try your best to use a variety of research materials, such as first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, working models. Go beyond books and the internet and you will find lots of interesting information.
- be academically honest when referring to your sources of information
- communicate effectively with teachers, peers, and parents
- reflect on the components of and processes involved in the exhibition. Keep your exhibition journal updated with your planning, draft pieces of work, sketches and photographs of work in progress as well as the final product
- carry out self-assessment and peer assessment
- celebrate your learning by presenting the exhibition to the school community!



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.

I AM ...

principled
reflective
knowledgeable
caring
balanced
open-minded

Would you like to
MAKE A DIFFERENCE?

The Exhibition Process



Use the following skills throughout the exhibition:

Research skills

Communication skills

Self-management skills

Social skills

Thinking skills

1. Discuss possible real-life issues or problems you wish to investigate

With other members of the Peak School community, take some time to reflect on the transdisciplinary themes and the inquiries that you have been involved with over the past year(s). Discuss issues or problems you have noticed in your school or local area which you think could lead to an in-depth inquiry. These issues could be directly connected to Peak School, your neighborhood or even Hong Kong, and they may also be relevant to children in other parts of the world. You should talk with your teacher about your ideas and questions to see if they could become the basis for your exhibition. The Peak School teachers and the other students may have ideas too, and you should give all the ideas careful consideration before making a final decision.

2. Pose questions that will help you define the central idea and then decide upon your group's lines of inquiry

When the issue or problem has been selected, you will need to have a basic understanding of the issue and be able to explain why it is important in order to investigate it in more depth. Some ideas for exploring the issue include the following.

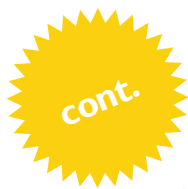
- Discuss your ideas with different people, both inside and outside school.
- Visit a local site.
- Identify and look at available books and resources.
- Consider how the issue connects to the transdisciplinary themes.

These explorations could help you to form a better understanding of the issue and to develop a central idea to explain the significance of your inquiry. Thinking about the PYP concepts (form, function, causation, change, connection, perspective, responsibility and reflection) that are related to this issue could help you construct questions to guide your inquiries.

It is useful to identify the lines of inquiry you will follow in order to explore your questions and develop your understanding of the central idea. The central idea, lines of inquiry and questions will help you to stay focused during this investigation and help you find out about your exhibition issue.

This may be the first time you have been involved in such a detailed investigation. It is important that you (and your group) have a discussion with your teacher and/or mentor to see if your ideas are realistic and achievable.

More on the next page!



3. Plan the exhibition

Now that you have decided on the purpose and scope of your inquiry, you can plan the next part of the process. You should write down ideas for how you will explore and develop your understanding of the central idea and the questions related to the lines of inquiry. In your group, ask questions such as: Where will 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 access?

Choose sources and resource materials carefully; by looking at a variety of different sources, you can improve the quality of your exhibition. Other sources can also help you: a reference book might have a useful bibliography; the person you interview might have a further suggestion for your inquiries; an experiment might lead to other investigations. When you find a source of information, it is important to consider how useful it is going to be.

4. Gather the necessary material

Always write down the source of your information. Here is a guide:

- A printed text: record the author(s), title, publisher and date of publication
- A website: record the website address (for example, <http://www.un.org/Pubs/CyberSchoolBus/index.html>)
- An interview: record the name, address, role of the person and the 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

5. Record your findings and ideas then reflect

You will need to reflect on your exhibition in a constructive way. Make regular entries in your exhibition journal of all your ideas, decisions and actions and record your progress as you work on the exhibition. This will clearly show the work you have been engaged in as well as how you are developing your understanding of the issue. You should write on it regularly to show you how your exhibition is progressing. Your journal can also be used to show your mentor your progress. 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.

6. Present 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 the presentation.
- Look at the examples of exhibitions that other students have done in your 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!

I AM ...

an inquirer, a thinker, a risk-taker, a communicator.