

Exhibition info...



Talking through the process: The Ex' in a culminating experience for Year 6 students in the PYP. Year 6 teachers explain the process, requirements and the journey begins!

What is our purpose?

How will we be assessed?

After frontloading activities, students will select a topic they wish to investigate further. As a result of their inquiry, students will share what they have explored and learned by organizing a school-wide PYP Exhibition showcase.

The audience for presentations will include the entire AKA,M Community: PYP and MYP teachers, parents, and peers who will question and comment on their projects.

How Best Will We Learn?

Learning Experiences

- Public display of prior knowledge chart
- Reflections on quotes, facts, videos, field trips, guest speakers
- Reflections in the Exhibition booklet and Exhibition journal
- Written reports
- Technology component
- Creativity component
- Demonstrations
- Presentations
- Students taking action
- Mentor record sheet (feedback from Mentors)
- Exhibition public evaluations
- Posters promoting environmental awareness

Unit Transdisciplinary Skills:

These are the skills we are focusing on during this unit of inquiry. Try to provide opportunities to practice these skills at home.



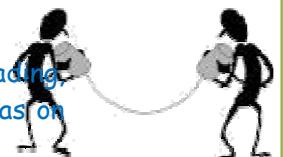
Social skills: Group work, classroom discussions throughout the unit.

Research skills: Planning, collecting data, recording, organizing and interpreting data, presenting research findings - brainstorming, planning, drafting, collecting data, synthesizing information, revising, proofreading and editing Exhibition written reports.



Thinking skills: Application, evaluation, meta-cognition - reflecting, asking questions, making connections, visualizing, applying to different contexts during guest speakers' presentations, reading articles and watching videos.

Communication skills - listening, speaking, and making connections while presenting; reading, writing, reflecting, making connections, and asking questions while researching ideas on resources, groups and communities that share resources.



Self-management skills: organization, time management - text structure, planning and setting and meeting deadlines for all four components of the Exhibition.

Group Name	Lines of Inquiry	Group Members
Scramble for consumable Water	<ol style="list-style-type: none"> 1. Sources of Water 2. Activities that lead to inadequate supply of consumable water 3. Our responsibility towards sustaining consumable water 	Lakisha, Saumya, Alykhan, Shehriar
Garbeach!	<ol style="list-style-type: none"> 1. How garbage effects marine life 2. Who and what is responsible for the pollution of the ocean 	Salwa, Nicole, Kamil Preet
Stop Tanning the World!	<ol style="list-style-type: none"> 1. The ozone layer and how it protects the earth. 2. Causes and effects of the shrinking ozone layer 3. Action that has been taken or can be taken to reduce the shrinking of the ozone layer 	Rishika, Yavan, Ashley Muhamed, Lando
Overfishing	<ol style="list-style-type: none"> 1. Definitions of over-fishing 2. Effects of over-fishing 3. Sustainable solutions to over-fishing 	Zahra H, Asma, Kyle Neel, Nia
Sharing Lifeblood (oil)	<ol style="list-style-type: none"> 1. Types of oil shared between countries 2. Advantages and disadvantages of sharing oil 3. Our responsibilities in sharing oil 	Sabrina, Ramyz, William Abir, Imaan K
Black Gold	<ol style="list-style-type: none"> 1. Whether oil in Turkana is a curse or a blessing 2. Impact of oil in Kenya 	Akil, Zahra G, Prudence Steven, Haytham
Coral Moral	<ol style="list-style-type: none"> 1. Different types of coral reef and how they are changing 2. Mediums influencing the growth of coral reef 3. Human devotion towards coral reef 	Inaara, Shaan Sydney, Japheth, Priya
Robbing the Ruts	<ol style="list-style-type: none"> 1. Should poor be given more land and space? 2. How different is slavery from the past and present? 3. How can we help poor people gain back their position? 	Bibaswan, Simran Alisha, Taha
Patch the Poached Earth	<ol style="list-style-type: none"> 1. What poaching is 2. Reasons for poaching 3. Effects of poaching 	Rohin, Shawn Abror, Anna, Rosie
Children Sharing Finite Resources	<ol style="list-style-type: none"> 1. Finite resources for children 2. How are children deprived/denied of their rights? 3. Why are children neglected? 4. How can we make a difference into their lives? 	Ruth, Saahil, Urvi Njau, Farosat
Struggle for space	<ol style="list-style-type: none"> 1. Resources in the Masai Mara 2. Relationships of resources in Mara 3. Effects of human and nature in Mara 4. The way we maintain resources in Mara 	Namrata, Sameer Amaar, Ahmed, Keziah
Watersources—title undecided	<ol style="list-style-type: none"> 1. Uses of the Aberdare Forest's Resources 2. How humans effect the forest 3. Conservation on the forest's resources 4. Our responsibilities towards the forest 	Mansur, Nikita, Colin Josephine, Imaan
Stop cutting! Start planting!	<ol style="list-style-type: none"> 1. Effects of land-grabbing and deforestation on the environment 2. How human activities cause environment degradation 3. The choices we make and their impact on the environment 	Masrur, Ali Akshi, Catherine, Victor
Rescuing the Diminishing, Crying Mau Forest	<ol style="list-style-type: none"> 1. Finite resources in the Mau Forest 2. Importance of the resources in the Mau Forest 3. Effects of sharing the Mau Forest 4. Our responsibility towards the conservation of Mau Forest 	Omar, Pretty, Nabeel Paul, Maryam

Role of the Parents

We commend the parents for attending the information session in early May.

We discussed the purpose of the Ex', and defined the Exhibition as an opportunity for **students** to:

- engage in an in-depth, collaborative inquiry
- demonstrate independence and responsibility for their own learning
- provide opportunities to explore multiple perspectives
- synthesize and apply their learning
- reflect upon their journey through the PYP
- provide an authentic process for assessing student understanding
- demonstrate how students can take action as a result of their learning
- unite the students, teachers, parents and other members of

the school community in a collaborative experience that incorporates the essential elements of the PYP

- celebrate the transition of learners from primary to MYP and onwards in their educational career.

We also shared the guidelines from parents from the IB PYP philosophy.

Parents should seek to:

- have an understanding of the purpose and requirements of the exhibition—newsletters and conversations with Year 6 teachers, mentors, Ms. Naheeda and Mr. Wilkins may help :)
- be informed by reading newsletters, attending meetings, talking with students
- help students to access resources—people, places, media and information based on **student-directed and student-initiated** inquiries. It is **NOT** an opportunity for parents to direct

the inquiry nor lead the groups forward— please remember this is a mentor/student role.

- provide expert subject knowledge where applicable
- encourage independent inquiry and respect student ownership of the process
- have an opportunity to reflect on and give feedback on the exhibition
- celebrate with the students by attending the showcase 😊



Parents as inquirers: Finding out what information is available in the Ex' journey display in the IWB Room

Role of the students

- Understand the purpose and requirements of the exhibition
- Participate in selecting real-life issues for the exhibition
- Develop and carry out the open-ended inquiry collaborative
- Plan learning and assessment experiences; these should involve independent and collaborative work and students should be involved in all stages of the planning and staging of the exhibition
- Demonstrate an understanding of the components of the PYP, in particular the IB learner profile
- Demonstrate an understanding of the five essential elements—knowledge, concepts, skills, attitudes and action
- Communicate effectively with teachers, peers and parents
- Carry out self-assessment and peer assessment
- Select and utilize a variety of strategies and resources to meet the outcomes of the inquiry; wherever possible, students should use a variety of source materials, such as first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, working models, not just book and/or internet research
- Be academically honest when referring to sources of information
- Reflect on the components of and processes involved in the

Collection of thoughts from Year 6 Parents:

When I hear the word "Exhibition" I think of....

"hard work, fun and inquiry!"

exhibition; keep a journal or portfolio of your planning, draft pieces of work, sketches and photographs of work in progress as well as the final product

- Celebrate your learning at the



Parent information session on the Exhibition, May 3, 2012

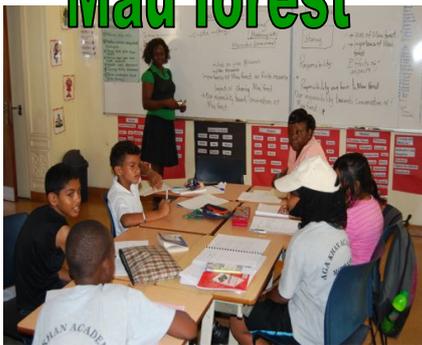
Exhibition Photo Gallery

Watersources



Whoa, this has been a long process of defining what we want to find out. Students know they are passionate about water sources and sustainability of the Aberdares and Mzima Springs. We ended the session asking: *What do we want to find out?*

Mau forest



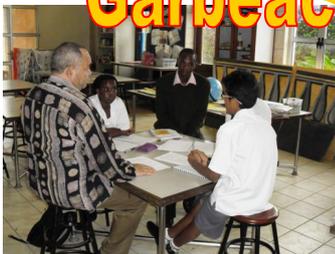
The Students have come up with their title and they had a lengthy discussion before arriving at the lines of inquiry. Each picked on the aspect that they would like to go and research on and the information was to be ready by the next meeting which then will further guide the inquiry.

Land grabbing



After some discussion about the direction of the Exhibition, we are hoping to have a meeting soon with our group to shift the focus from deforestation to land grabbing. We will update you about our group's progress after the meeting.

Garbeach



Students have decided to call the product "No Garbeach". They wish to collect information first hand as they want the process to be localized, as result they have asked for beach visits and interviews with beach operators and Kenya wild life.

Coral Moral



Students are very excited about their topic of research. We have planned a trip to the Marine Park on 19th May. The students have already started to bring in information about their inquiry

"The buzz in the Junior School on Wednesday afternoons is contagious—I really enjoy sitting in your mentor meetings"

- Ms. Naheeda, PYP Coordinator

Struggle for space



Our first guests from KWS discussed the history of Mara, effects of human and animal activities on Mara and action taken by the governments, NGO'S, local communities and other friends of the Mara.

Patch the poached Earth



We joined the 'Masai Mara' group for the KWS talk. The officers addressed several issues among them; what poaching is, why people poach and what KWS and the government are doing to reduce/stop the vice. Funny how one of the parents admitted owning elephant tasks without a license!

A smile for every child



Students are discussing the rights of the child—why do some students get access to education and other don't? Good questions!

Turkana Oil



Students have a calendar of what to do based on time and level of the journey. We re-visited the lines of inquiry, discussed the first line of inquiry as a group, outlining what information would guide them into the inquiry and identifying sources of information and resource people.

Rich vs Poor



We discuss the poverty divide, and talk about people who have access to resources, including money. There's many issues to discuss!



Our group is looking at the atmosphere and environment. We are linking with the AKA,M Green Gang and the Kisauni Youth Polytechnic to work on a recycling project. We're excited!

Recycling

Consumable water



We visited the library and collected some more information on the 2nd line of inquiry. The group agreed to locate and map the distribution of sources of consumable water. Ms Fatuma will contact organizations that deal with water purification to plan a field trip soon.

Overfishing



Our group finalized on three key concepts-form, perspective, and responsibility. We discussed on a field we are going to take this Saturday. We will be going to visit a commercial fisherman to find out more about the rules and regulations as well as some other facts.



The students have begun discussions and are sourcing information. The new Turkana Oil discover is interesting. They are also looking for a resource person to tell us where Kenya gets their oil from—any leads?

Sharing Oil

A central part of the programme and Exhibition, as you know, is engaging in sustainable ACTION. While we encourage students to take the initiative and attempt to "solve the world's problems", we should be encouraging them to engage with the community and serve via the channels that exist as opposed to planning short-lived fundraising events such as competitions, bake sales, prize draws, sponsored events that have little or no connection to their project.

Therefore, when students discuss their desire to hold these events, the questions you may want to ask are:

- *What is the long term impact you want to have in relation to the issue you are exploring?*
- *How sustainable is the action you are taking?*
- *What is most beneficial way of "doing something about it"?*
- *What action would have the greatest impact towards change/creating information/sharing knowledge?*
- *Is the event you are planning directly related to the cause?*

It is crucially important that the outcomes we envisage for the Ex' remain true to the spirit of development and change through service as opposed to short-lived episodes of charity and donations.

We encourage students to work with teachers and mentors to guide the inquiry, frame the right kinds of questions and push through the discovery phase into creating "new" knowledge.

Lastly, we invite the AKA,M community to assist in identifying a Guest of Honour to open our Exhibition. This year's theme is aligned with the world's focus on going-green. Any environmentalists, community helpers, organizations that support similar thinking are possible options. Please see Ms. Naheeda or Mr. Wilkins with your suggestions and contact information. Remember, the key is to enjoy the process of inquiry. Going from the known to the unknown can be a delightful experience. Thank you! ☺