Welcome to our first issue of the Exhibition Newsletter. Each publication will highlight the growth and development in our Ex’ groups. We hope to include snapshots of learning, capture student thought, share images from field trips and visits with guest speakers.

The introduction to Exhibition for 2011-2012 has begun with all engines running. After an interesting and informative IB PYP Workshop hosted at AKA,M earlier this year, teachers who attended “The Exhibition” workshop are ready and armed with insights and perspectives to make this year’s Ex’ a unique and successful one.

Thank you to those parents who attended our “Exhibition for Parents” session on May 3, 2012. We had a very positive turn out and we are thrilled to see the enthusiasm and energy bubbling over — remember however, this is the student’s opportunity to take their learning forward, so that all learning is authentic and organic :)

Students have time allocated in the week to meet with their groups and discuss the way forward. It is a good time for them to consolidate the research they are doing and to work together towards a common goal — a successful learning journey which they can showcase at the end of the Unit.

The Year 6 students and teachers meet every Wednesday as a group to check in on the journey and go over expectations for the coming week. Last Wednesday, the students went through the Handbook from start to finish and learned how to manage a long-term project, by using agendas, meeting notes, time lines and calendars. Students then saw photographs of the exhibition journey from different IB schools around the world. This gave them ideas on the types of inquiry they too can use for their projects. Finally, groups used the time to plan their agendas for their mentor meetings for the afternoon.

Next week, groups will be taking the next step and will begin to address their lines of inquiry and take the inquiry one step further. We wish all students, mentors and families an exciting learning journey ahead.

Timeline for the Ex’

- Week of May 14 2012—Finalize the main topic and assert lines of inquiry.
- Identify a Guest of Honour—please see Ms. Naheeda or Mr. Wilkins with suggestions
- May 23 2012—continue to gather information, seek out sources locally and from the region. Ensure all documentation is kept up-to-date.
- Week of May 28—Librarian to give a talk to parents and students on academic honesty.
- May 30 2012—Checkpoint for understanding of essential elements, PYP philosophy
- Week of June 4—Collecting pieces for the display and last opportunities for trips
- June 6 2012—Students present research work for scrutiny — check it against the central idea.
- Week of June 11—Putting it all together — allocate display
- June 13 2012—EX’ OPENING

Please note, these dates may change, revisions will be communicated

Transdisciplinary Theme: Sharing the Planet
In this theme we are focusing on the “rights and responsibilities in the struggle to share finite resources with other people”

Central idea: What do we want to learn: Sharing finite resources creates responsibilities

It took many discussions, revisions and consultations before the Central idea was finalized—the PYP is about the “process”
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.
<table>
<thead>
<tr>
<th>Group Name</th>
<th>Lines of Inquiry</th>
<th>Group Members</th>
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| Scramble for consumable Water      | 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!                          | 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!            | 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 Muhammed, Lando |
| Overfishing                         | 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)            | 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                         | 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                        | 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                   | 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            | 1. What poaching is  
2. Reasons for poaching  
3. Effects of poaching | Rohin, Shawn Abror, Anna, Rosie     |
| Children Sharing Finite Resources  | 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                 | 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        | 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!      | 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 | 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
- 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 😊

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 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
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.

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.

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 Wildlife.

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.

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

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.

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.

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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's 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! 😊

This newsletter has been brought to you by the Exhibition Team