

## 1. What is our purpose?

### To inquire into the following

- **transdisciplinary theme**

*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.*

- **central idea**

*Beliefs, values, culture, health and the environment have an impact on who we are as individuals.*

### Summative assessment task:

#### What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

1. *Ongoing reflection on progress, achievement and challenges, eg what is/was challenging. Early in unit students reflect on the transdisciplinary skills and then reflect on them throughout the unit.*

*Twice a week, students reflect using a range of prompts regarding the process and content of the exhibition inquiry, eg*

- *What have you accomplished today/this week?*
- *What have you found challenging/frustrating/exciting/interesting?*
- *What knowledge/new understanding have you gained about your topic?*

*In these reflections, students highlight the learner profile and attitudes. They identify which attributes they are displaying strength and which ones they might like to address as a future goal.*

2. *At the end of the exhibition students will evaluate participation on a continuum assessing themselves from: Not evident, satisfactory, proficient or outstanding in areas of involvement, reflections, research and final presentation. There is both individual and group assessment.*
3. *Students will be assessed on their understanding of the central idea and concept questions. Each group's final presentation needs to include an oral, visual, technological, and interactive component.*
4. *Learner profile rubric: individually, students carry out a pre- and post-unit assessment of their understanding and demonstration of the various attributes.*

**Class/grade:**

**Age group:** 12 yrs

**School:**

**School code:**

**Title:** Exhibition

**Teachers:**

**Date:**

**Proposed duration:** 10 weeks



PYP planner

## 2. What do we want to learn?

### What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

*Students chose a range of concepts depending on their inquiry. These are recorded in their exhibition booklets.*

### What lines of inquiry will define the scope of the inquiry into the central idea?

- *Factors that contribute to being a successful athlete*
- *Customs and beliefs and the impact they have on people*
- *Our self-esteem and physical health and how this influences our choices as we age*
- *The effects of mental and behavioural disorders on individuals and those around them*
- *The causes of discrimination and the impact it has on people*
- *Nutrition and how it affects our wellbeing*
- *The impact of nature and nurture on our physical development*
- *How the brain functions and how to keep it healthy and working to its full potential*
- *Culture and belief and the impact of these on the perception of beauty*
- *Factors that influence our choices we make*

### What teacher questions/provocations will drive these inquiries?

*What is the purpose of an exhibition?*

*What is the PYP exhibition like?*

*How does the PYP exhibition work?*

*What are our roles in the exhibition?*

*How we know if the exhibition has been successful?*

*What do we mean by "Who we are"?*

### 3. How might we know what we have learned?

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

*Review the essential elements. What do the students already know about knowledge, concepts, skills, attitudes, action? Implement activities as necessary to increase understanding of these prior to start of unit.*

*Use the teacher questions to establish what students understand about the exhibition. This helps with grouping of students, allocation of mentors, and ensuring that the right kind of support can be provided so that all students can engage successfully with the exhibition.*

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

*Exhibition journal: Students reflecting on progress, achievement and challenges about their exhibition inquiries (students are inquiring into different aspects of the central idea through self-selected lines of inquiry)*

- *What was challenging?*
- *How am I getting on with my goals?*
- *What evidence have I got of demonstrating the learner profile attributes, attitudes and transdisciplinary skills?*

*In these reflections, students highlight the learner profile and attitudes. They identify which attributes they are displaying strength and which ones they might like to address as a future goal. Teachers check frequently the quality of students’ reflections. Are they reflecting on a range of attitudes and learner profile attributes? Are they actively trying to improve once they have identified areas in their reflections? Can they justify their reflections when prompted by peers and/or mentors, teachers?*

### 5. What resources need to be gathered?

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

- *Mentors, parents, teachers, video camera, computers, camera, trips, phone calls—conferencing*
- *Library resources (including guidance from librarians)*
- *ICT and art teachers*

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

- *Students are able to work in either classroom or in library; the schedule is flexible to allow regular and sustained inquiry with mentor groups; visits to primary sources in small groups with parents/mentors; phone conferences organized by students*

### 4. How best might we learn?

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

**(See more detailed timeline)**

#### Week 1-2

- *Teachers facilitate some initial engagements focusing on:
 
  - *the essential elements of the PYP and the learner profile*
  - *establishing students’ prior knowledge regarding the exhibition*
  - *exploration of group and individual strengths and needs (How will we collaborate? How will the transdisciplinary skills help us?)**
- *Set up exhibition journal for ongoing student reflections throughout the exhibition*
- *Mentor meeting/training with parents/community members (booklet and timeline provided)*
- *Collaboratively establish central idea, lines of inquiries and concept questions with students*
- *Introduce how the exhibition will be assessed*

#### Week 3

- *Students articulate central idea and lines of inquiry, concept questions with PYP coordinator*
- *Define an inquiry/research process using familiar inquiry cycle (Kath Murdoch, Gwen Gawith); establish criteria for academic honesty and source reliability in research*
- *Identify primary and secondary resources, plan any data gathering*
- *Start thinking about how they will present learning to community*
- *Set goals*
- *Ongoing reflection in exhibition journal*

#### Week 4-7

- *First meeting with mentors*
- *Begin research into group inquiries (individual component to inquiry through self-selected concept questions)*
- *Group discussion and preparation for final presentations begins*
- *Ongoing reflection in exhibition journal*
- *Teacher feedback to individuals and groups on progress to date, students in need of extra support identified*
- *Reflect on and refine goals*

#### Week 8-9

- *Prepare presentations*
- *Feedback and recommendations to students in previous year group (and teachers)*
- *Final presentations to school community over two days*

#### Week 10

- *Self-assessment – attitudes, learner profile*
- *Final reflections using open-ended questions regarding the process*
- *Thank you event with mentors*

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

- *Each student to have a copy of the transdisciplinary skills to inform their reflections*
- *Read through and discuss in student-friendly language what transdisciplinary skills and learner profile attributes mean*
- *Set goals for use/application of transdisciplinary skills, learner profile, attitudes*
- *During the unit reflect on their goals and how well they were progressing*

## 6. To what extent did we achieve our purpose?

**Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

*Although students demonstrated a good understanding of the central idea and how their personal inquiries linked to it, we had to do quite a lot of work to collaboratively develop a central idea common to all group and personal inquiries. Each year we have handed over more and more responsibility for the development of the central idea to students. Next year we would like each group to come up with their own central idea that will then be easier for them to make explicit connections to their lines of inquiry and concept questions. Time will need to be built into the early stages of planning for the exhibition.*

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea (and exhibition process).**

*Exhibition journal reflections: students wrote reflections throughout the exhibition on the attitudes, learner profile, transdisciplinary skills, and their inquiry/research process. They used the journal prompts provided by the teachers, highlighted references to specific skills, attitudes and attributes of the learner profile and provided specific examples of application to support/justify their reflections. For next year we would like to explore other types of reflection other than narrative. This would encourage students who are not strong writers to be more reflective. We could use checklist reflections or video/audio recorded reflections. Alternatively, students who struggle with narrative forms could be supported through a guided writing session once a week to help them keep on track and accountable. We also thought we would like students to identify a "next step" at the end of each reflection.*

*Learner profile rubric: Pre- and post-unit reflections on how well they demonstrated each of the learner profile attributes. This was really useful in terms of students self-assessing and reflecting on how they had developed over the exhibition journey.*

*End point evaluation: Some parts of this needed explaining in depth so that they could understand what they were being asked to assess themselves on. This is something that we may be able to simplify or put in supporting examples for next time.*

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

*Students had a good understanding of how their inquiry and questions directly linked to words and phrases in the theme. They could articulate this connection by explaining how the central idea related to the transdisciplinary theme "Who we are". For example, one student stated "beliefs, values, culture, health and environment all make us who we are! They all influence us."*

## 7. To what extent did we include the elements of the PYP? What were the learning experiences that enabled students to

- **develop an understanding of the concepts identified in "What do we want to learn?"**

*A concept prompt sheet was given to the students which provoked thinking about each of the PYP concepts. The students' questions were developed and refined with mentor/teachers/PYP coordinator and 2-3 were chosen for further investigation. Prior to beginning their research, time was given for students to explore the reasonableness of their questions in terms of how they would go about researching particular questions. A range of research strategies needed to be used, eg some questions were more open to secondary source research while others required direct primary source (interviews, observations) research.*

- **demonstrate the learning and application of particular transdisciplinary skills?**

*All students reflected on their skills on a regular basis. They recorded these reflections in their exhibition journals either as a goal for future practice or something they have achieved well during the day/week. In one class a wall chart was on the wall for students to reflect on what skills they had used and in the other class students reflected upon the skills they had used using post-it notes and a chart.*

- **develop particular attributes of the learner profile and/or attitudes?**

*Each student assessed themselves on their demonstration of learner profile attributes and PYP attitudes using a rubric. The learner profile attributes were unpacked in the rubric using student-friendly language and students set goals as to how they could improve particular attributes throughout the exhibition. In addition to this, student reflections in the exhibition journals highlighted demonstration of learner profile attributes and attitudes. In one classroom an overview chart was available for each student to record particular skills being practised or observed by others. In the other class, oral feedback was given. At least twice a week, we had a joint sharing time, where all the students came together to discuss and reflect on their successes and challenges, eg one student said "I am beginning to appreciate the different expertise the group members bring to the group and I have learnt from them". Students occasionally initiated these whole group discussion times as they were keen to share their experiences.*

*We are interested in trialling some form of quick written feedback, eg post-it notes used to record and update the skills and learner profile being used and then passed to students.*

### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

**Final inquiries have included the following:**

- Factors that contribute to being a successful athlete
- Customs and beliefs and the impact they have on people
- Our self-esteem and physical health and how this influences our choices as we age
- The effects of mental and behavioural disorders on individuals and those around them
- The causes of discrimination and the impact it has on people
- Nutrition and how it affects our well-being
- The impact of nature and nurture on our physical development
- How the brain functions and how to keep it healthy and working to its full potential
- Culture and belief and the impact of these on the perception of beauty
- Factors that influence our choices we make

### What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Two websites were developed to raise awareness of discrimination and what influences our choices.
- Pamphlets about various issues were developed and handed out to adults and peers at exhibition.
- Informing others through their presentations.

### 9. Teacher notes

- **Students requiring additional support**  
*A number of students required close monitoring and these were mentored by the PYP coordinator.*
- **ESOL**  
*Information was given to ESOL teacher in regards to personal inquiries being undertaken by ESOL students. The ESOL teacher could then support these students with writing, vocabulary development, and finding resources relevant to their inquiries. Next year we need to meet with the ESOL teacher in order to discuss how she can further support students in their exhibition inquiries during small group ESOL sessions, eg introducing some specific research skills prior to beginning the exhibition, and using the language of PYP.*
- **Mentors**  
*Discuss with mentors the purpose, procedure and appropriateness of trips.*
- **Overall organization**  
*Divide the big responsibilities between the three teachers involved in next year's exhibition:*
  1. Organising the trips, liaising between mentor and the principal, the paperwork, supervising the students emailing their questions to experts and mentors
  2. Organising the experts, liaising with mentors, supervising the students emailing their questions to experts and mentors, confirming times, booking space for meeting
  3. ICT – booking of cameras and charging them, liaising with ICT teacher and ICT experts (students), supporting students with the ICT presentation component
- **National curriculum requirements**  
*Through the exhibition unit learning in relation to the following aspects of the national curriculum were in evidence:*
  - Values: excellence, inquiry, innovation, curiosity, community and anticipation, ecological sustainability, respect
  - Key competencies: thinking, using language, symbols and texts, managing self, relating to others, participating and contributing
  - Learning areas  
*Health and PE: Relationships with other people AO1 and AO3.  
Technology: Nature of technology AO2  
Science: Physical world, Material world  
English: Reading, Writing, Speaking, Presenting, Listening  
Social sciences: understand how formal and informal groups make decision that impact communities*