IB GLOBAL CONFERENCE 2017
20–23 July • Orlando FL, USA
PYP Exhibition: Call to Action
Transforming the PYP Exhibition

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Learning Objectives

- Participants will
  - identify the key changes made in the transformation of the exhibition;
  - differentiate the factors that focus the exhibition on Action;
  - be able to transform elements of their school’s exhibition.
Describe the PYP exhibition with:

➔ A word
➔ A phrase
➔ A sentence

Turn and share with a partner.
1. I am thinking of the PYP exhibition from the point of view of . . .

2. I think *(describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint)*. because . . . *(explain your reasoning)*

3. A question/concern I have from this viewpoint is . . .
<table>
<thead>
<tr>
<th>Roses</th>
<th>Thorns</th>
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<tbody>
<tr>
<td>-The provocation week with the guest speakers from the community (parents, staff, faculty, etc.) was inspiring for students and staff, cafeteria was used for presentations, tech was involved -digital template - public document, easy to share, easy to add to portfolio -scope and sequence of planner excellent -art component is big piece, different every year -art products -showing the process - anchor charts, pictures, (looped) slideshows, etc. -opening ceremony - created by Afzal with students’ speaking -matching mentors with students’ interests -schedule to meet with mentors same time every week (tried to organise it so majority of students were done at the same time) -topics good -parent information night - bring Grade 6s to speak about the process</td>
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<td>-The “action” component needed more planning -It was the week after music night last year and again this year. Difficult for the students to manage both so close together -planners → can be confusing, large, lots of scrolling, needs to be simplified -students “resolving” comments instead of addressing them -need commenting protocol -gathering appropriate resources at the beginning -parents as mentors</td>
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<table>
<thead>
<tr>
<th>Wishes</th>
<th>Concerns</th>
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<td>-different products -mentors to help with planning process and product, even if an art product where they are not the expert -creative component -collapsing schedules for both students and teachers -mentors from all divisions -trailer for Exhibition at Music night -students need to do pre-assessment about skills -present and get approval for product - must prepare plan/timeline -reflect at home with parents on skills/issues, etc.</td>
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<td>-this cohort’s skills, level of maturity, buy-in → helping them to think deeply #thestruggleisreal -art products will need support -different products can be chaotic</td>
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Questions I asked . . .

- How can we document and highlight the exhibition process?
- How can we shift the focus from “topics” to issues?
- How can we showcase Action?
<table>
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<tr>
<th>Past</th>
<th>New</th>
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<tbody>
<tr>
<td>● All students have same central idea/all students have a different central idea</td>
<td>● Small groups to have the same central idea</td>
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<tr>
<td>● All students have the same lines of inquiry/all students have a different line of inquiry</td>
<td>● Each member of the group has own line of inquiry</td>
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<td>● Focus on researching topic</td>
<td>● Action is planned and executed prior to Exhibition day</td>
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<td>● Presentations are 45 minutes and focus on the research</td>
<td>● Group presentations are 15 minutes and focus solely on action</td>
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<td>● Presentations are to families and students/other PYP schools</td>
<td>● Whole community is invited to learn about the process</td>
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First Steps

➔ Exhibition Planning 2016-2017

➔ G5 Exhibition 2016-2017 Checklist and Timeline
Action Examples

- LGBTQ Shelter book drive
- Board game
- Art piece
- Student presentation
- Information booth
- Building a beehive
- Planting a tree
- Community service
- Picture book
Provocations

➔ Accordion books
  ◆ Documenting the process
➔ Kick-off
➔ Provocation speakers
➔ Skills activities
  ◆ Approaches to learning
  ◆ Empathy Toy
Accordion Books

Accordion books were a new addition to the exhibition this year.
- Small groups to have the same central idea
- Each member of the group has own line of inquiry
Purpose

• Showcase the exhibition process
• Include all community members

Method

• Organize rooms as a part of the exhibition
• Students tour small groups through each room
Set-up

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Meet Tour Guides

Provocation & Skills Room

Accordion Book Room

Research Room

Research Room

Reflection Room

Art Gallery

Action Room

Action Room
Grade 5 students are tour guides. Student tour community members to each room, explaining the inquiry . . .
Provocation & Skills Week Room

... showcasing the inquiry
The Grade 5 students asked all students about their own ideas.
Research Room

- Research activity on renewable energy
- Discussion on wind energy
- Key words like "wind," "turbines," and "environmentally friendly"
- Summary note: "The notes = sentences"
Research was displayed as both notes and through technology.
Action in Action

Action in our school community and in the community.
Action in Action

MYTHBUSTERS

Kids were always told that video games were bad and make you more violent.

There are several benefits to video games:
- There are benefits to video games!
- Increase your attention
- Teach you how to track better
- Mapping and coordinate skills
- Estimating skills
- Helps Critical thinking

Brochure by: Mike SB
Exhibition 2017
How We Express Ourselves
An inquiry into the risks and rewards to first-person video games

Works Cited


The Best VIDEO GAMES
For Ages 8 to 16
The 3 best games for developing key learning skills

WATT! I'm good for you!!!
Action in Action
Art as Action
Reflecting Room

Let's Reflect!

Reflection Room

What action will you take?
We hung the reflection on the wall for a few weeks after the exhibition.
Purpose
• Celebrate the exhibition with families
• Highlight action

Method
• Opening Ceremony
• Action Presentations
• Community Carousel
Action Presentations

- Student Template
- Slide Checklist

• Student Example 1
• Student Example 2
Big take-aways . . .

➔ Identify what works and what doesn’t
➔ Have a vision
➔ Plan for change
➔ Communicate, communicate, communicate