IB Primary Years Program Exhibition
Mentor Guide Book

Utahloy International
School

May 2014
Sharing the Planet

What is the Exhibition?
In the final year of the Primary Years Programme, students participate in a culminating project known as the Exhibition. Students engage in a collaborative transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.

The Exhibition has a number of key purposes:
- For students to engage in an in-depth, collaborative inquiry
- To provide students an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply learning of previous years and to reflect upon their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners in the PYP to the MYP

Mentor Role: WE LOVE YOU!!

Tips for mentors:
- Be supportive and encouraging
- Advise and keep students on track
- Goal setting and provide time management advice
- There should be regular meetings
- Offer advice on locating resources and using them efficiently
- Ask guiding questions
- Help interpret sophisticated/difficult information
- Facilitate interviews, telephone calls, any electronic communication
- Document all mentor meetings by commenting on the Mentor Meeting Record Sheet.
- Celebrate achievements and successes with the students
**Communication is the key**
Mentors should complete ‘the Mentor Response form’ following every meeting. Mentors can email this to the P6 teacher or can make a photocopy and put it in the appropriate P6 teacher’s pigeon hole.

All emails must be sent to all the parties involved ie. Mentors, P6 teachers, PYPC, students).

The mentor response form could be used as a guide for the meeting.

Students will take minutes using the ‘minute form’.

If you are not sure that you understand what the homeroom teachers are expecting of the students, or if you think your group is moving in different directions,discuss this with the P6 teacher immediately. Open communication about any frustration or confusion you are having as a mentor is essential for a successful experience.
# P6 Exhibition Mentor - Meeting Record Sheet

<table>
<thead>
<tr>
<th>Mentor:</th>
<th>Date:</th>
<th>Students:</th>
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<table>
<thead>
<tr>
<th>Tasks/research/discussions etc completed since the last meeting:</th>
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<tr>
<td><em>(to be completed by the group using bullet points)</em></td>
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<table>
<thead>
<tr>
<th>Agenda: Meeting Notes:</th>
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<td><em>(to be completed by the group using bullet points)</em></td>
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<table>
<thead>
<tr>
<th>To Do List:</th>
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<tbody>
<tr>
<td><em>(before next Mentor meeting)</em></td>
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<table>
<thead>
<tr>
<th>Task(s):</th>
<th>Person Responsible:</th>
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<tr>
<td>Mentor feedback/ Comments:</td>
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<td>---------------------------</td>
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<table>
<thead>
<tr>
<th>Next Meeting Date/Time:</th>
<th>Location of Meeting:</th>
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Summary Information for Mentors

Mentor: ______________________________    Class: _________

Students: ____________________________________________________

Meeting Day and Time: _______________________________________

Exhibition Topic: ______________________________________________

Central idea:


Lines of Inquiry:

1. ________________________________________________ Mentor Checked
   Teacher Checked

2. ________________________________________________   Mentor Checked
   Teacher Checked

3. _______________________________________________   Mentor Checked
   Teacher Checked

Key Questions

1. ________________________________________________    Mentor Checked
   _______________________________________________________________________
   Teacher Checked

2. ________________________________________________   Mentor Checked
   _______________________________________________________________________
   Teacher Checked

3. _______________________________________________    Mentor Checked
   _______________________________________________________________________
   Teacher Checked

Skills and attitudes in focus:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
FIRST CONFERENCE WITH MENTORS

QUESTIONS TO BE DISCUSSED:

Before you begin……

Get to know the students in your mentor group. This is also a good opportunity for the students to get to know you.

1. In your own words, can you tell me about the central idea of the PYP Exhibition? (Reflect on how easy or hard it was for the students to articulate their thinking.)

2. What strategies have you used so far to help further your understanding of the central idea? What are your strategies for recording information and making observations?

3. What form of expression or big ideas has your group decided to explore and focus on?

4. What resources have you used or have you been thinking about using (people, organizations, print, and technology)? Which resources will your group need to gather and who should they contact? When should you have all of your research collected by? Why is it important to look ahead and have all the information collected by that date?

5. What have you researched so far? What other questions arose as you researched?

6. What are the next steps for your group. What can I do as a mentor to help you?

7. How should we communicate with each other? When should we meet next? Who will meet with

Additional Notes:
Possible Key Questions For Guiding Children’s Thinking at Various Stages of the Exhibition.

**Before the Exhibition Starts**

What do you know about the Exhibition?
How does it work?
What is your role and responsibilities throughout the exhibition?
What do I know about How We Express Ourselves?
Why would anyone want to be in my inquiry team?
What difficulties will get in my way with group work?
What research skills do I need to improve? How will I make sure I don’t let my team down?
How am I feeling about the Exhibition? Nervous, excited, scared?
What expectations do you have for the Exhibition process?
What Learner Profile attributes would I like to further develop?

**Formulating Questions**

What interests us about this subject?
Why have you chosen this topic?
What do you already know about the subject?
Do you have any personal experience or connections with this subject?
Why is this subject important from a global/local perspective?
Why is your subject/issue important to our school community?
What other issues are connected to your subject?
What actions could be taken that demonstrate your learning and caring about this issue?
What do others think about the subject?
Have you seen anything on T.V. or heard others talk about this topic?
What do you want to find out?
What do others in the group think? Do you have any similarities/differences?
**Planning**

How are we going to find out the answers to our questions? Which methods of gathering information will be the most useful? Are our methods of gathering information a valid way of answering our questions? How will we share the work fairly? i.e. Everyone gets to do some hard work and fun work. What does our research timeline look like? What strategies and agreements do we have as a group when things aren’t working? Where will we keep our group’s work so that everyone can have access to it?

**Gathering Information/ Collecting Data**

Which resources are going to be useful/important to our inquiry? Including: encyclopedias, books, websites, people, places.

What system do we have in place to keep track of our resources we have used? Including referencing pictures from the Internet etc.

What do we do when the information is too hard?

What do we do when we have too much information?

Who will help us with the English if we need it? Who will help us to translate information we may find in Chinese or any other language?

If my group needs to arrange a field trip, which people should I speak to? (Head of Primary, PYP Coordinator, Mentors, Teachers, Office etc.)

**Recording Data**

What will be the best way to keep a record of our findings? Tables, charts, taped interviews, note-taking, graphs, science reports,

What will be the best way to organize the data once we have it?
Who will help us to translate information we may find in Chinese or any other language?

**Evaluating Information**

Have we got enough information on our subject?
Have we explored all the different perspectives on our issue?
Have we got to the heart of the issue?
What do we think about it all? Do we agree? Disagree? Not sure?

**Synthesising Information**

What were the most important findings?
Which parts are important to tell to our school community?
How are different parts connected?

**Communicating Information/ Presenting Findings**

Who is the audience?
How knowledgeable are they about your subject?
Why is it important that they know about your issue/topic?
What will be the most suitable ways to communicate our findings?
Is there a creative way of expressing our findings that will give the audience a chance to interact with our display?
Is there a way of getting our audience to respond with appropriate actions?

**Evaluation Stage**

**MidPoint**

Is the workload being shared fairly? Why? Why not?
How much time is left? Have we met our goals so far?
Are we finding answers to our questions, or, are the questions changing because we know more now?
Are our research questions addressing the most important part of the issue?
Do we need to modify our plan or stick to it?
Is the team reliable at mentor meetings?
Is each student keeping a record of the exhibition process in his or her journals?
Am I displaying the Learner Profile, Transdisciplinary skills and PYP Attitudes?

Reflection

How did you feel before you started?
Are you proud of your group’s efforts?
Was your presentation successful?
Did you enjoy the day?
What was the most memorable thing?
What did you learn from other group’s presentations?
What would you do differently if you were given the opportunity to go back and do it again?
The next time you are asked to plan a research project again, what knowledge, skills and attitudes will you take with you from this exhibition experience?
Which Learner Profile attributes did you develop and best exhibit during the PYP Exhibition?
<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>Lines of Inquiry</td>
<td></td>
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<tr>
<td>What are my key questions for this field trip?</td>
<td></td>
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<tr>
<td>Proposed Date:</td>
<td></td>
</tr>
<tr>
<td>Student names:</td>
<td></td>
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<tr>
<td>Contact phone number on day of Field Trip:</td>
<td></td>
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<tr>
<td>Number of students attending:</td>
<td></td>
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<tr>
<td>Staff Attending:</td>
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<td>Parents attending:</td>
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<tr>
<td>Field Trip Destination</td>
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<tr>
<td>Venue:</td>
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<td>Phone number:</td>
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<tr>
<td>Contact person:</td>
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Head of Primary | Mentor | Classroom teacher
What are the major features of the program that should be evidenced throughout the exhibition?

Learner Profile – Becoming internationally minded means a full application of the learner profile. We strive to be

Key Concepts – The key concepts should be shown through the use of key questions that guide student inquiry. The key concepts include:

Form – What is it like?
Function – How does it work?
Causation – Why is it like it is?
Change – How is it changing?
Connection – How is it connected to other things?
Perspective – What are the points of view?
Responsibility – What is our responsibility?
Reflection – How do we know?
Transdisciplinary Skills – Within the search for conceptual understanding of a student’s topic, it is important that the student develop appropriate skills in the construction of meaning.

These skills include:

Social Skills – Accepting responsibility, respecting others, cooperation, resolving conflict, group decision making and adopting a variety of group roles

Communication Skills – listening, speaking, reading, writing and non-verbal communication

Thinking Skills – Acquisition of knowledge, comprehension, application, synthesis, evaluation, dialectical thought and metacognition

Research Skills – formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

Self-Management Skills – gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices

Attitudes – We develop internationally minded students by instilling in them a set of attitudes that will help them to become the traits of the learner profile. These attitudes are:

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Description</th>
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<tbody>
<tr>
<td>Appreciation</td>
<td>Appreciating the wonder and beauty of the world and its people.</td>
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<tr>
<td>Commitment</td>
<td>Being committed to their own learning, persevering and showing selfdiscipline and responsibility.</td>
</tr>
<tr>
<td>Confidence</td>
<td>Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.</td>
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<tr>
<td>Cooperation</td>
<td>Cooperating, collaborating, and leading or following as the situation demands.</td>
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**Action** – All students must complete an authentic and appropriate action project. This may take place at school or away from school with supervision and parent permission. Students are encouraged to think of a variety of ways to take action!
An overview of the Integrated Inquiry planning model
(Kath Murdoch, 2010)
**Key Concepts**

**Form/What is it like?**
- Define
- List
- Identify
- Describe
- Observe
- Notice
- Locate

**Function/ How does it work?**
- Explain
- Demonstrate
- Operate
- Construct
- Design
- Rearrange
- Create

**Change/How is it changing?**
- Contrast
- Compare
- Demonstrate
- Infer

**Connection/ How is connected to other things?**
- Match
- Categories
- Distinguish
- Contrast
- Combine
- Organize
- Compare
Causation /Why is it the way it is?
Support an opinion  Apply  Deduct
Analyse  Rearrange  Design

Perspective/What are the points of view?
Compare  Suppose  Respond
Respond  Contrast  Imagine

Responsibility/What is our responsibility?
Criticize  Support  Debate
Organize  Support an Opinion

Reflection/How do we know?
Evaluate  Support  Analyse
Judge  Value  Appraise
Debate