

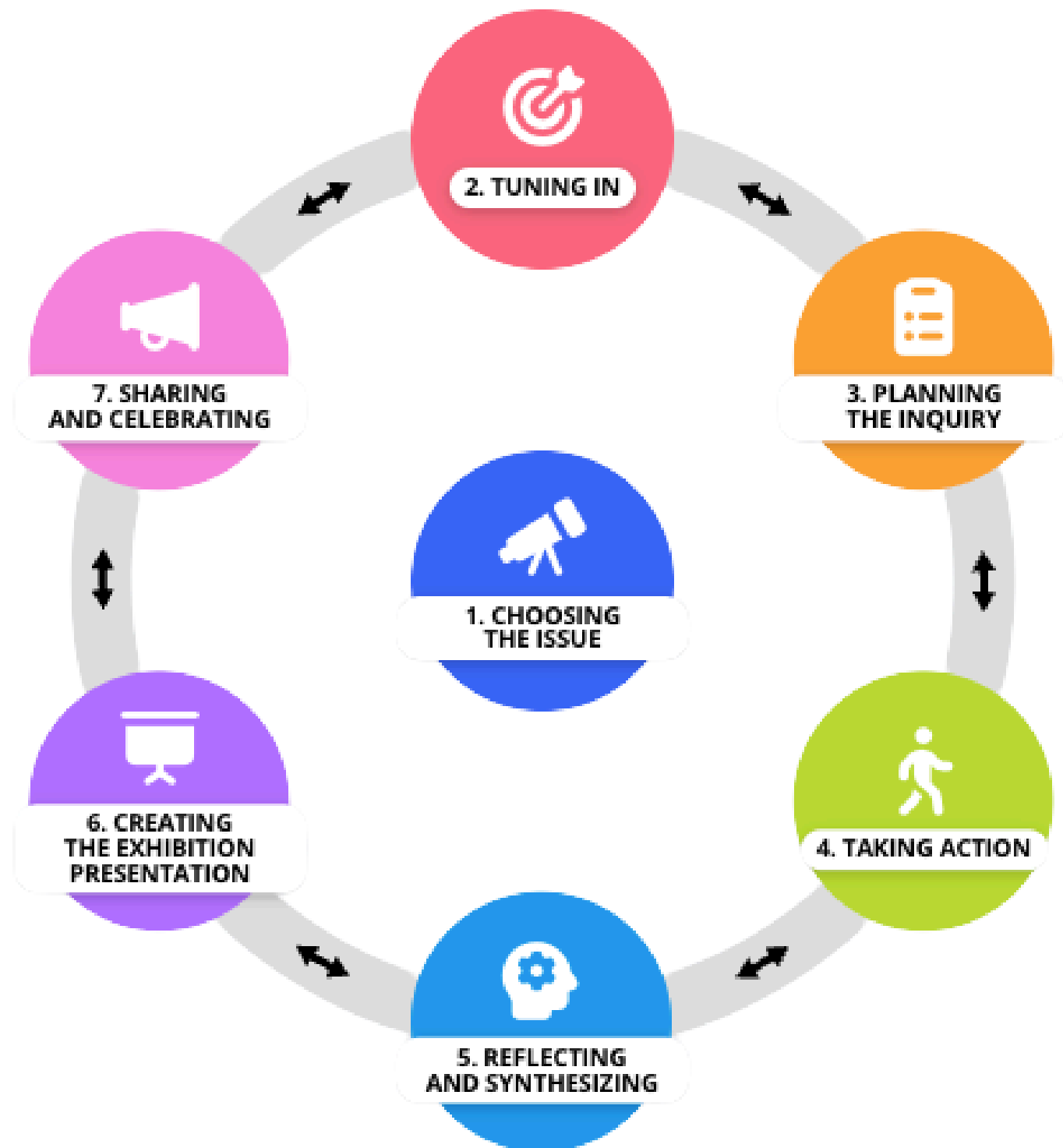
Welcome to the PYP Exhibition !

The Exhibition process is like one big **inquiry cycle**, giving you a chance to put into action everything you have learned in the PYP.



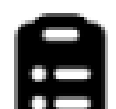

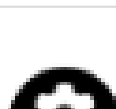


In each stage, you will develop your **ATL Skills, conceptual learning, and Learner Profile Attributes** - all while preparing to **share your special inquiry** with your community.

There are many tools here to **guide** you, and you can bring your **own ideas** in as well!

Let's get started!




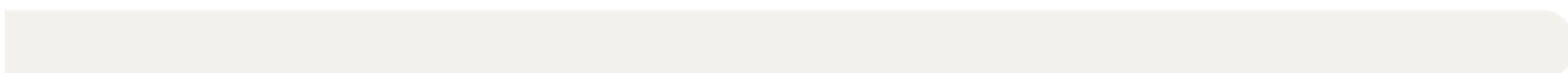

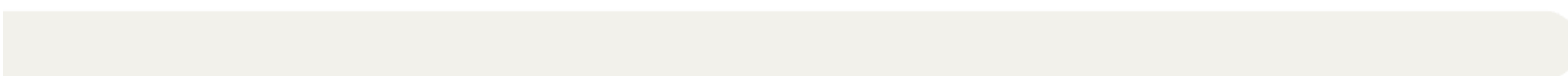










PYP Exhibition Cycle Rubric

| PYPx Cycle Stage | | Emerging | Developing | Proficient | Extending |
|-------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|  | Choosing the issue | I can think about issues and what matters to me | I can choose an issue and explain why it matters | I can choose a meaningful issue and connect it to the world | I can choose a meaningful issue and clearly explain why it matters locally and globally |
|  | Tuning In | I can explore ideas and ask simple questions | I can ask questions and think about different ideas | I can ask clear questions and explore different perspectives | I can ask strong questions and understand different perspectives deeply |
|  | Planning the inquiry | I can think about how to find information | I can plan how to find answers to my questions | I can plan my inquiry and choose helpful sources | I can plan my inquiry independently and choose effective strategies and sources |
|  | Taking action | I can think about ways to take action | I can take action with some purpose | I can take meaningful action connected to my learning | I can take meaningful action that makes a difference and shows responsibility |
|  | Reflecting and synthesizing | I can share what I have learned | I can connect some of my ideas | I can connect ideas and explain my understanding clearly | I can connect ideas deeply and explain my understanding in a clear and meaningful way |
|  | Creating the presentation | I can share my ideas in simple ways | I can present my learning clearly | I can present my learning clearly for an audience | I can present my learning confidently and adapt it for different audiences |
|  | Sharing and celebrating | I can talk about what I did | I can reflect on my learning | I can reflect on my learning and growth | I can reflect deeply and explain how I will use my learning in the future |

➤➤➤ Revisit this rubric when reflecting - there is one included in each stage.



PYP Exhibition Cycle Tracker

| PYPx Cycle Stage | | As you move through each stage of the Exhibition, color in the bar to show your progress. | |
|-------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|  | Choosing the issue |  | I have identified an issue that matters to me and the world |
|  | Tuning In |  | I have explored ideas, perspectives, and questions about my issue. |
|  | Planning the inquiry |  | I have developed questions and planned how to find out more. |
|  | Taking action |  | I am ready to take meaningful action connected to my learning. |
|  | Reflecting and synthesizing |  | I have connected ideas and shaped my understanding. |
|  | Creating the presentation |  | I can communicate my learning clearly and creatively. |
|  | Sharing and celebrating |  | I have shared my learning with others and reflected on my journey. |

➤➤➤ You can revisit this tracker during reflection.



PYP Exhibition Goal Setting



ATL SKILLS

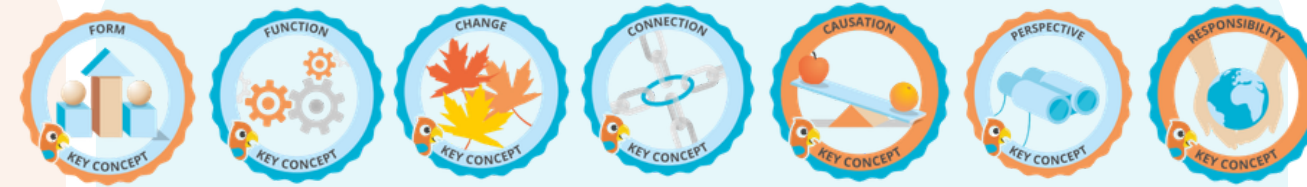
Name two **ATL strengths** you have:

- 1)
- 2)

Name two ATL areas you would **like to develop** during the Exhibition:

- 1)
- 2)

How will you know when you have reached your **ATL goals**?



CONCEPTS

Name two **Concept strengths** you have:

- 1)
- 2)

Name two Concept areas you would **like to develop** during the Exhibition:

- 1)
- 2)

How will you know when you have reached your **Concept goals**?



LEARNER PROFILE ATTRIBUTES

Name two **Learner Profile strengths** you have:

- 1)
- 2)

Name two Learner Profile areas you would **like to develop** during the Exhibition:

- 1)
- 2)

How will you know when you have reached your **Learner Profile goals**?



You can revisit your goals during reflection.



PYP Exhibition Cycle Guide

Stage 1:



This resource has been developed independently and is not endorsed by the International Baccalaureate Organization (IB).

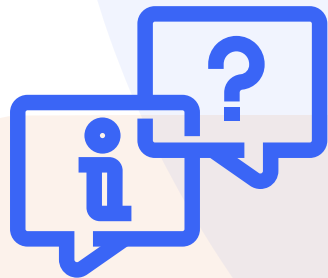




What you are learning in this stage

| | | ATL SKILLS | | | | | CONCEPTS | | | | | LEARNER PROFILE ATTRIBUTES | | | | | | | | | | | | |
|---|--------------------|------------|-----------------|----------|---------------|--------|----------|----------|------------|--------|-----------|----------------------------|----------------|----------|----------|--------|--------------|----------|---------------|-------------|------------|------------|------------|---------|
| | | Research | Self-Management | Thinking | Communication | Social | Form | Function | Connection | Change | Causation | Perspective | Responsibility | Identity | Balanced | Caring | Communicator | Inquirer | Knowledgeable | Open-Minded | Principled | Reflective | Risk-Taker | Thinker |
| 1 | Choosing the issue | | | | | | | | | | | | | | | | | | | | | | | |

ATL Skills: Research, Thinking
Key Concepts: Perspective, Responsibility
Learner Profile: Inquirer, Principled





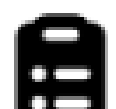

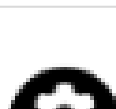


This stage will help you to:

- Understand the purpose of the PYP Exhibition
- Explore issues that matter locally and globally
- Begin to take ownership of your learning

Stop & Capture
 At different points in this stage, pause and make your thinking visible.



PYP Exhibition Cycle Rubric

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➤➤➤ Revisit this rubric when reflecting in this stage.



The Concept of Identity in Stage 1

In this stage of the Exhibition, you are understanding the **concept** of identity.

Your identity is everything that makes you you - **your experiences, your values, your culture, your family, your interests, and the communities you're part of.**

During the Exhibition, identity helps you understand **why you care** about certain issues.

When you explore possible Exhibition topics, think about how your identity shapes:

What feels **important** or **unfair**

What you are **curious** about

What **experiences** you have had

What you want to **change** in the world

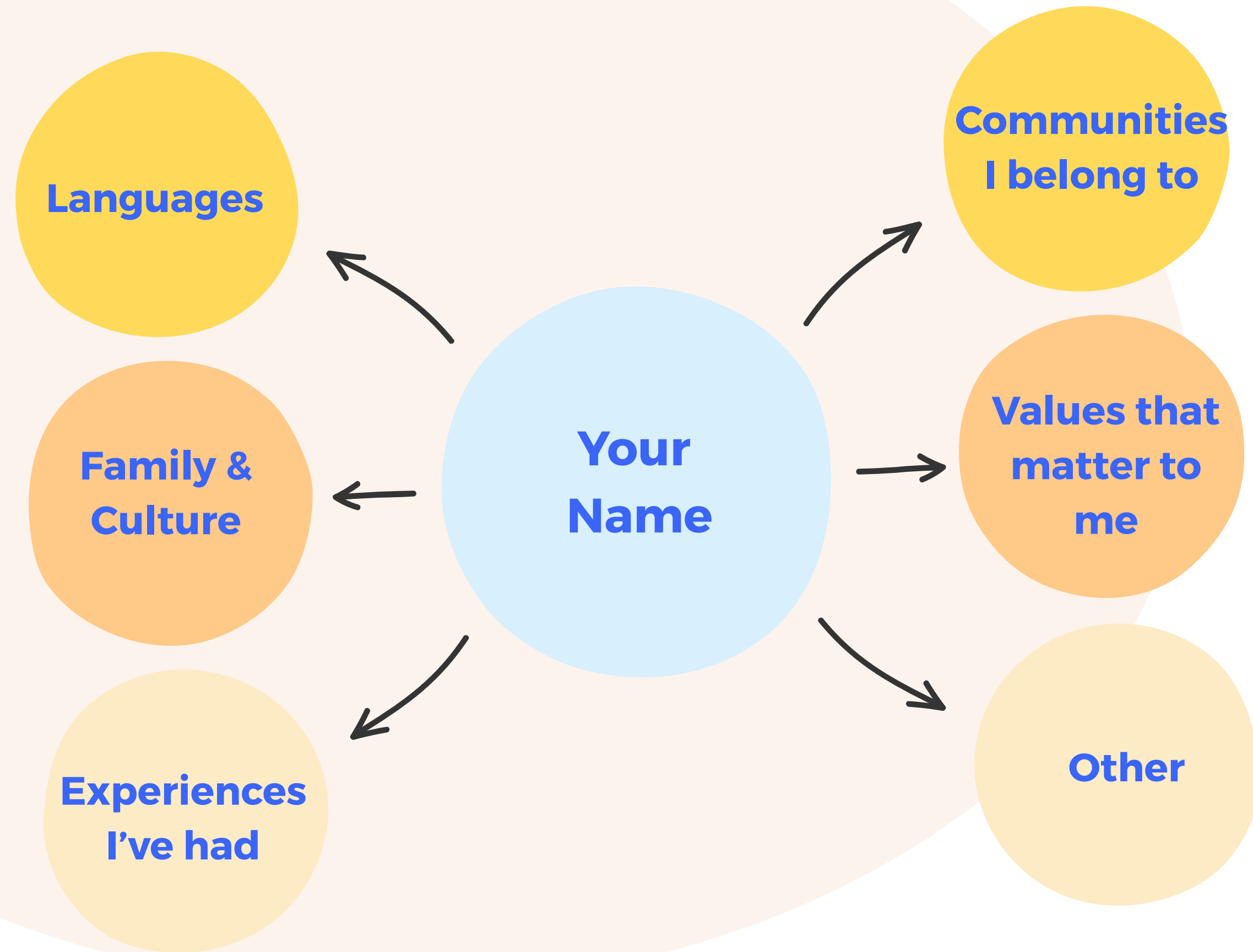




My Identity Map

What you do:

Create your own
Identity Map
like this:





WHY?

What Matters to Me

What you do:

1) Draw **three circles**:

2) Choose one item to **share with a partner** or small group (only what you feel comfortable sharing).

3) **Explain**: "This matters to me because..."

Things that matter to me

Why they matter to me

How these connect to possible Exhibition issues

Stop & Capture – your ideas

- One issue I care about:
- Why it matters to me:





Research Skills in Stage 1

In this stage of the Exhibition, you will look at **different issues and choose one** that matters to you. Your job is to **learn about topics, ask good questions, and find real facts.**

You will practice:

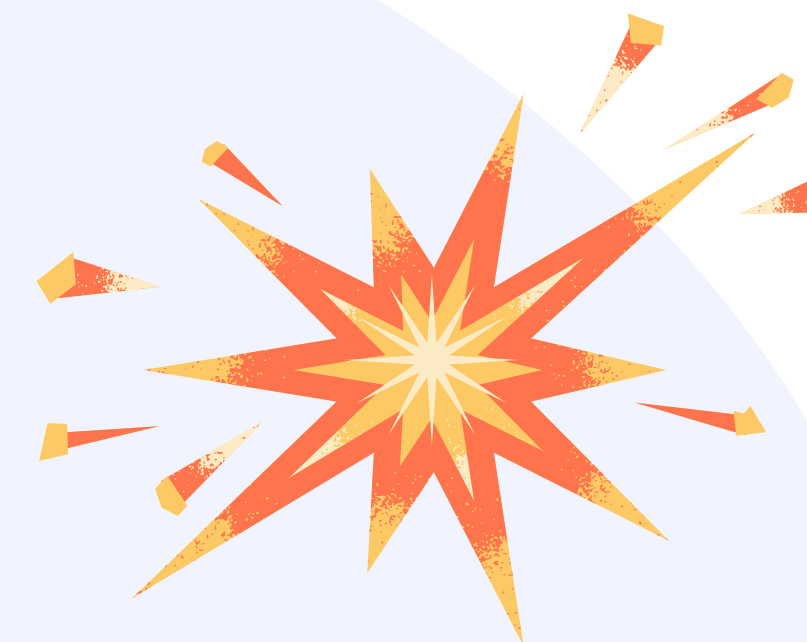


- Finding information you can **trust**
- Asking **strong questions**
- Knowing the **difference** between something you like and something important
- Keeping **notes** about what you learn





Question Explosion!



What you do:

1) **Choose an issue** you might be interested in.

2) Set a timer for **5 minutes**.



3) Write as many **questions** as you can—don't stop to think too much.

4) When the timer ends, **circle 3** of the most interesting open-ended questions (questions that start with how, why, or what).

Stop & Capture

- My 2–3 most powerful questions:
- One question I want to explore further:





Keywords Detective



What you do:

1) Choose one possible **issue** you're curious about.

2) Make a Keyword Map:

- Write your issue in the **middle**.
- Around it, add **important words or phrases** connected to the issue.
- Add **synonyms or related terms** (this helps with searching!).

| | | |
|--|-----------------|--|
| | | |
| | <i>My Issue</i> | |
| | | |

3) Use your Keyword Map to **try one short search** and write down one **interesting fact** you discover.

Stop & Capture

- One useful keyword I identified:
- One fact I discovered:
- Where I found it:



Source Tracker



What you do:

1) Create a quick **log with these columns:**

| What I learned | Where I found it | Why it seems trustworthy |
|----------------|------------------|--------------------------|
| | | |
| | | |

2) Fill it in each time you find something new.

Questions to help you decide if a source is trustworthy:

- Does it come from an expert or reliable organization?
- Does it explain where the information comes from?
- Does it match what other sources say?





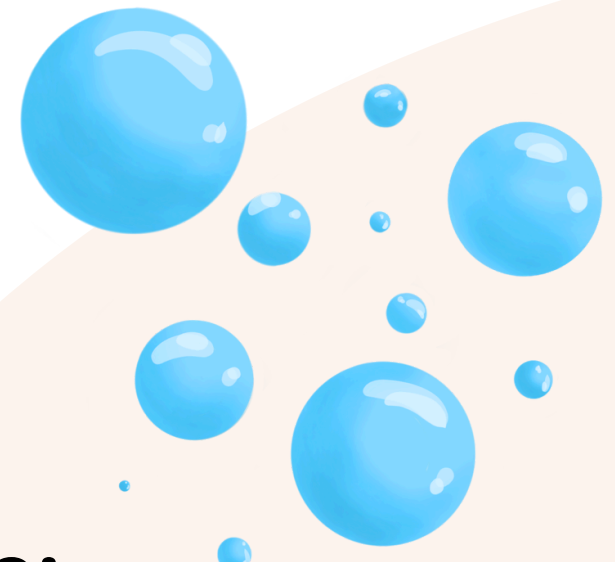
Self-Management Skills in Stage 1

During this part of the Exhibition process, you're exploring different issues and trying to decide which one is the best fit for you. To do this well, you need to **manage your time, stay organized, and handle the ups and downs of making a big decision.**

You will practice:

- Keeping your ideas **organized** so you can compare them
- **Planning** your next steps instead of feeling stuck
- Staying **focused**, even when you feel unsure
- **Making choices** that feel thoughtful and intentional
- **Reflecting** on your progress before you move forward

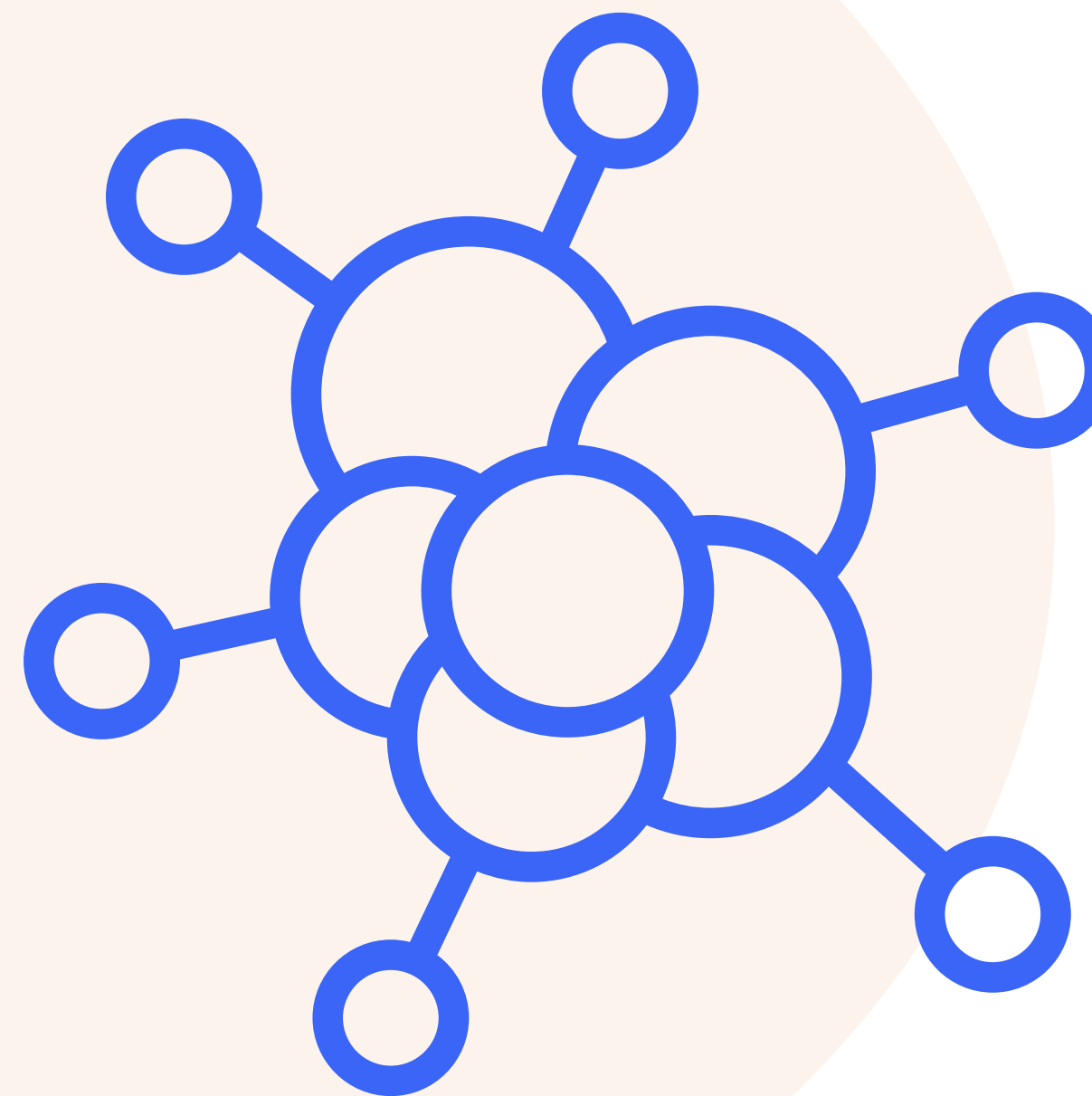




Bubble Brainstorm

What you do:

- 1) Fill in** the Bubble diagram using the issues you are currently interested in.
- 2) Add more bubbles** as needed.
- 3) Highlight** the ideas or issues that stand out to you the most.





Four Steps to Choosing



What you do:

1) Move through the four steps one by one, without jumping ahead.

2) Write a short “**why this matters**” statement.



Stop & Capture

- The issue I have chosen:
- Why I chose it:



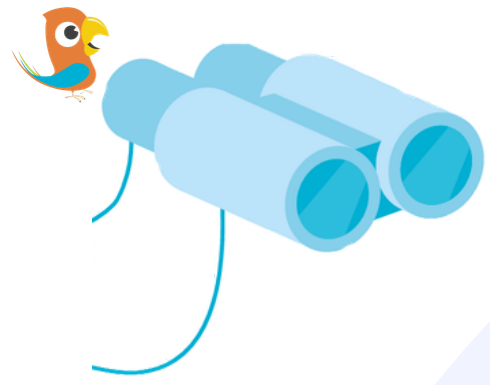


Integrity Check-In

What to do:

1) **Create a short checklist** that you use after exploring each issue:





The Concept of Perspective in Stage 1

In this stage of the Exhibition, you are understanding the **concept** of perspective.

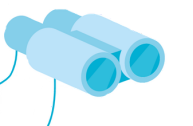
Perspective means people can see the **same issue in different ways**.

We all have different experiences, cultures, and feelings, so we **understand things differently**.

Learning about perspective helps you make **fair and open-minded choices**.

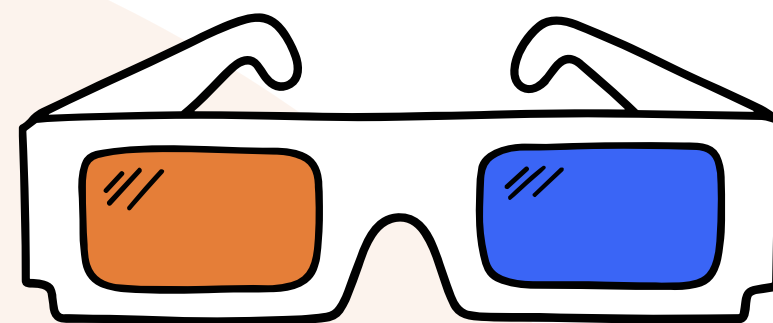
During the Exhibition, you will learn to:

- **Listen** to other people's ideas
- **Notice** how your background affects your thinking
- **Understand** why people might not agree
- Look for **voices** you have not heard yet



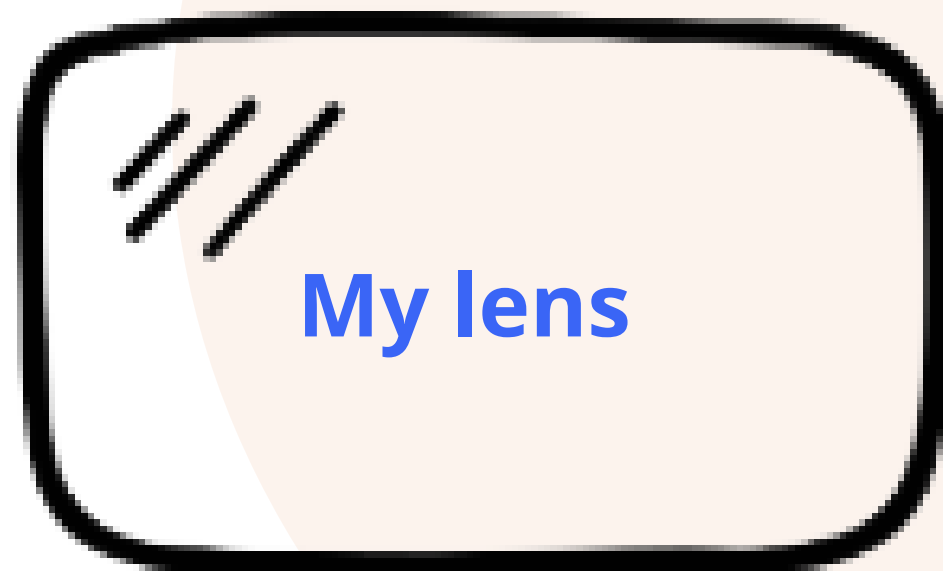


Different Lenses



What you do:

- 1) **Choose an issue** you're thinking about for the Exhibition.
- 2) Draw **and label three "lenses"** on your page like this:



- 3) In each lens, write how **that person might see** the issue.

Stop & Capture

- My perspective:
- A different perspective:
- Something new I noticed:



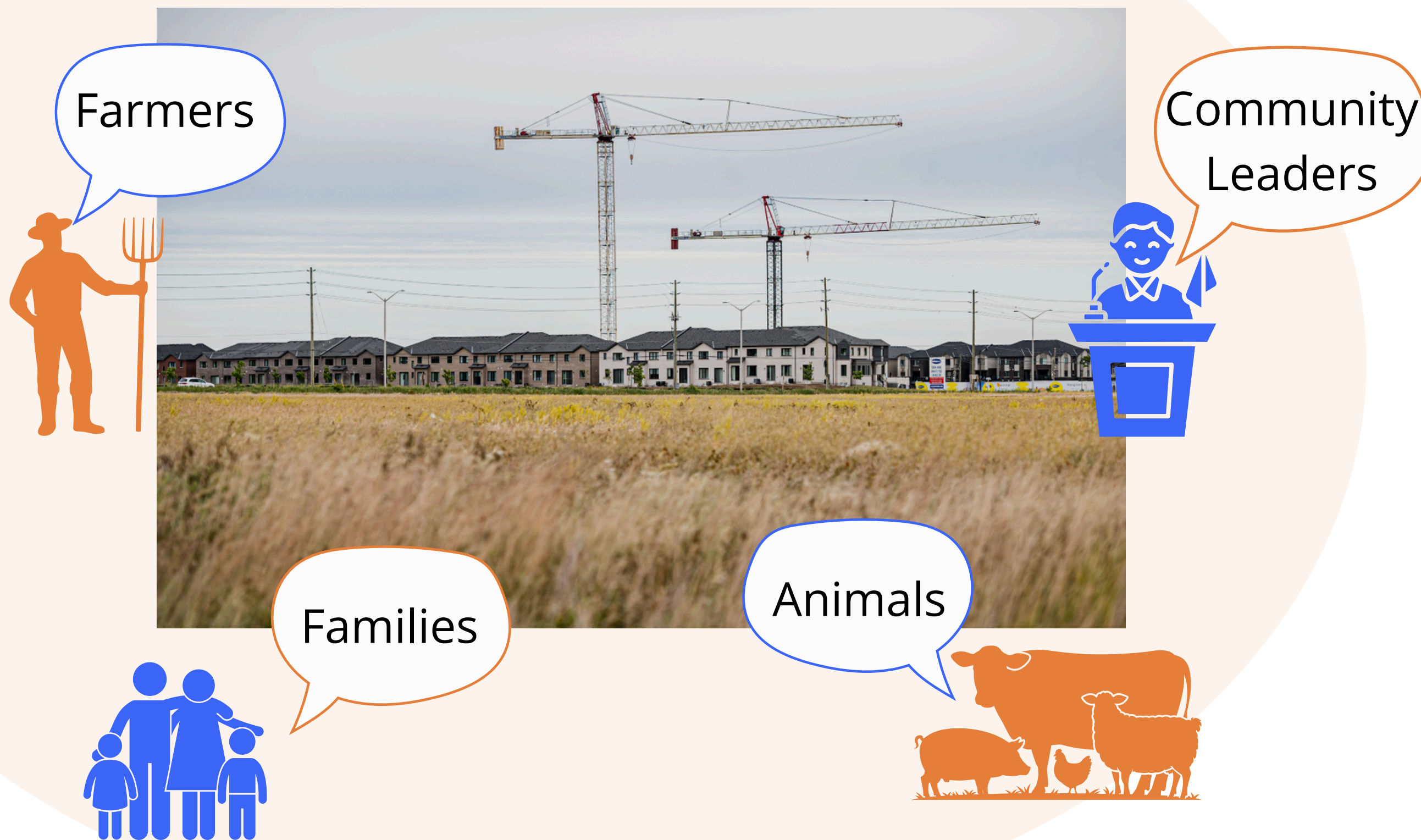


Viewpoint Change

What you do:

1) Work with a partner to **imagine what different views** on the building of new homes would be.

2) Ask yourself: What **changes** when I consider all these viewpoints?





Becoming an Inquirer in Stage 1

In this stage of the Exhibition, you are learning how to be an **Inquirer**.

This means **following your curiosity, asking deep questions, and wanting to understand the world better**. You explore topics not just to find answers, but to **discover ideas** no one has explained yet.

Your questions guide your learning. Ask yourself:

What am I **truly curious** about?

What do I **want to understand** that isn't clear yet?





Wonder Wall Cards

What you do:

1) **Create** three cards:



2) Use these cards to **collect ideas** as you explore different issues.





Draw Your Inquiry Path!

What you do:

1) Draw a path showing four points where your curiosity could take you.

The issue you are exploring



Possible sub-questions



Places you could find information



People or groups you could learn from





Becoming Principled in Stage 1

You are also learning how to be Principled.

This means acting **honestly, fairly, and responsibly**—especially when choosing your Exhibition issue. Being principled is about choosing something **meaningful**, using **trustworthy research**, and thinking about **how your choices affect** others.

Ask yourself:

Am I choosing this issue **because it matters**, not because it's easy?

How can I make sure my **research is honest and accurate**?

How will this issue choice show **responsibility toward myself, others, and the world**?





Impact Circles

What you do:

- 1) Draw a set of three circles:**
- 2) Choose an issue and write how investigating it responsibly could **impact** each circle.**





Responsible Research Pledge

What you do:

1) Write a short **promise statement** about how you will conduct yourself as a researcher. Use these ideas:

"I will use reliable sources."

"I will represent people's perspectives fairly."

"I will be honest about what I know and don't know."



Jm

2) Sign it as a commitment.



Pause & Reflect in Stage 1

Making a meaningful choice



Take a moment to look at all your notes, keywords, charts, and ideas.



What have I learned about different issues?

What matters most to me?

Which issue feels most meaningful and why?



Stage Check: Am I ready to move on?

| | |
|------------------------------------------------|--|
| I understand why my issue matters. | |
| I can explain my choice. | |
| I have chosen an issue and shared my thinking. | |

➤➤➤ Am I ready to choose the issue I will focus on?

Stop & Capture

The issue I am leaning towards:
Why it matters to me:

Use your PYPx goals, tracker, and rubric to support your reflection!



Check Your Progress

Where am I now in my learning?
What have I improved so far?
What is my next step?