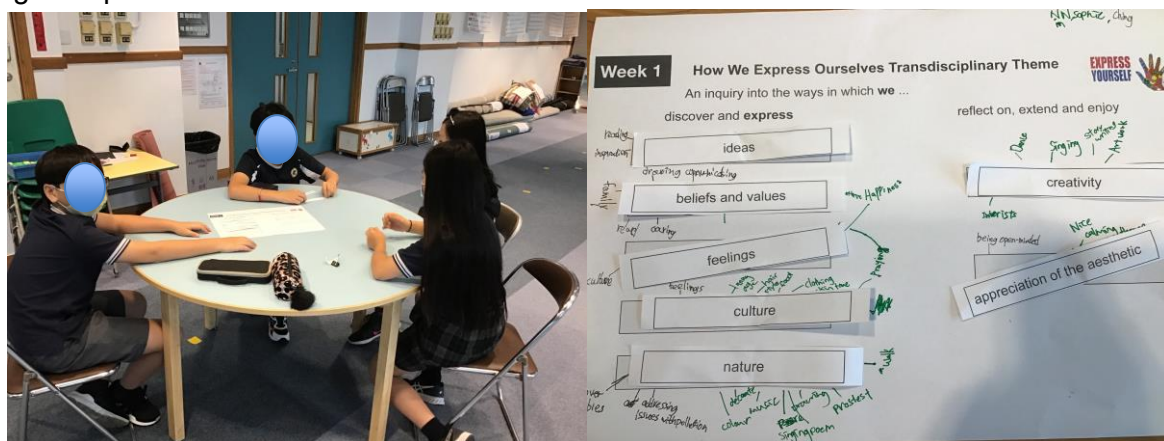


## Learning at JIS – from Cath Wan, Deputy Principal/ PYP Coordinator

### The Exhibition Process

P6 classroom is buzzing at the moment as the students prepare for their culminating project of the PYP - the exhibition. Throughout the world, the format of the PYP exhibition has changed as students have risen to the challenges that the pandemic has brought, by embracing technology. The students' final presentations will be a mix of photographs, written work and videos, but the process goes far beyond that.

At the start of the exhibition process, students spent time exploring their passions and connecting them to issues represented in the global goals, as well as the transdisciplinary theme, How We Express Ourselves. Making these connections challenged the students to 'go deeper' into their ideas.



For example, some students expressed interest in video games. Rather than stop at that, they dug deeper. Now we have students inquiring into how video games can help us become more creative, how they can help us to learn new languages, how they can encourage action on real-life issues, and a different perspective, video game addiction. Some students were interested in artistic expression through drama, singing, visual art and K-Pop. These students have connected their passions to health and wellbeing, as well as gender equality.

From digging deep into their passions, students created their own lines of inquiry. These helped students form a structure to their research, further developing their skills in organising their understandings and keeping them focused.

Students have ensured that their research has come from a variety of sources - primary and secondary. Our whole teaching staff are supporting the process, meeting the students in small groups and helping them locate resources, arrange interviews and stay on track. Throughout the whole process, students have been reflecting on what skills and learner profile attributes they are developing in their journey. These skills and attributes are integral

to the whole IB programme; being aware of these 'tools' and how to use them, is setting the students up for lifelong learning.

Students are also thinking about action - taking ownership of their learning by making a difference. Some students have taken action by making a personal lifestyle choice, such as creating strategies to minimise the chances of video game addiction. Some children's action is 'advocacy', for example, teaching others, leading clubs and creating useful products to share with our community.



This week, all children have created their own central ideas. The central idea is the 'big idea' that encompasses their exhibition. In their PYP journey, students have always investigated central ideas provided by our school's programme of inquiry. In their exhibition, they create their own. The discussions in creating the central ideas have really demonstrated the critical thinking skills of our students. Examples of our student's central ideas are:

- Expressing your feelings through drama can affect your mental health and well-being.
- Animals are suited to their habitat and they are used by people in different ways
- Video games are ways to express your creativity and communicate with others
- Different forms of communication affect peace.
- Music has an impact on gender equality.

Our JIS exhibition will open (digitally) on June 11th. More details on how to visit our online exhibition will follow in the next few weeks. Judging by the enthusiastic commitment that is happening in the P6 classroom at the moment, it will be something to truly celebrate! If you have any questions on learning at JIS, feel free to contact me at \*\*\*\*\*