



MACFARLANE PARK ELEMENTARY EXHIBITION PROCESS

5th Grade

How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;
the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

2023-2024

Macfarlane Park Exhibition Overview

Organization: Exhibition at Macfarlane Park is a year-long inquiry into the transdisciplinary theme, *How We Express Ourselves*. Although students work on their Exhibition projects throughout the year, explicit learning experiences are delivered via 5 phases of the project, each delivered during the last week of the other 5 IB units. Students work in groups of 3-4 for Exhibition.

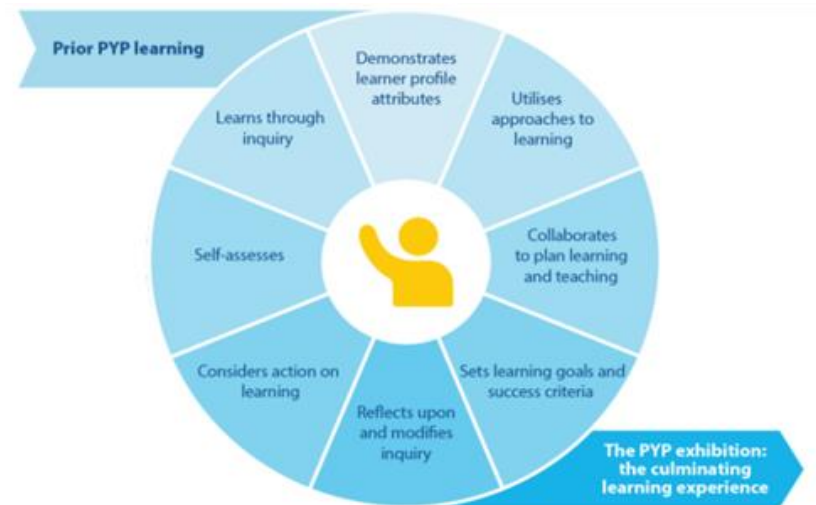
Mentors: After Exhibition groups have determined their central ideas (usually by late November), all Macfarlane Park Staff members are invited to sign up to mentor one of the groups. Students meet with their mentors 30 minutes per week throughout the year. The duties of the mentor include ensuring their group stays abreast of the project timeline, helping students locate resources for their project, and supervising communication made between the students and community experts, agencies, and organizations for the purpose of gathering research or taking action.

Documentation: Every 5th grade exhibition group has an exhibition binder. Inside the binder is a student packet that includes directions for each step of the project, rubrics for each step, and reflection journals. Students also use their binders to organize articles, pamphlets, and brochures collected during the research phase. The majority of their project is documented on an online collaboration Padlet. Finally, each group completes a research paper that is housed in the binder and/or on their Padlet.

Taking Action: At the heart of each project is action. Taking action may be in the form of writing letters to enact change, raising awareness, volunteering, fundraising, or organizing a supply collection. Students break their action ideas down into the areas of Aid, Activism, and Awareness.

Community Involvement: Members of our community help with Exhibition by serving as topic experts, hosting inquiry field trips, and presenting as guest speakers on relevant topics.

Assessment: Student groups complete self-assessment and peer feedback rubrics on each phase of the project and are assessed on the same rubric by their teacher. Students conference with their teacher and mentor regularly and periodically complete reflections on the Learner Profile Traits and Approaches to Learning.



Exhibition Timeline

PLANNING	Requirements	Due Date	Done
1. Selecting a Topic	Find issues of local, national and/or global significance and bring articles to class. Explore topics about which you have a passion. Find other students with your same passions. Brainstorm what the local and global connections might be for each of your topics.	Oct. 10	
2. Our Central Idea	Formulate the enduring understanding. <ul style="list-style-type: none"> Identify an overall statement that addresses your issue to be studied. Brainstorm some possible actions you could take in regards to this issue. Just jot down a few ideas. 	Oct. 24	
3. Lines of Inquiry	Break down their central idea into specific areas of study. <ul style="list-style-type: none"> Identify 3-4 topics of study you will need to research in order to fully explore your central idea. Make sure your list of topics flow in a logical order. Look at look at your topic locally, globally, and through the lens of the Exhibition theme, "How We Express Ourselves". 	Nov. 3	
4. Key Concept Questions	Identify key questions to be answered under each line of inquiry. <ul style="list-style-type: none"> Using the IB Key Concept Map as a guide, create 2-3 specific questions you would like to answer under each line of inquiry. These are not the only questions you will answer in your research but they will be the main focus. Make sure your key concept questions help you address your central idea. Make sure to look at your topic locally, globally, and through the lens of the Exhibition theme, "How We Express Ourselves". 	Nov. 9	
RESEARCH/ACTION	Requirements	Due Date	Done
5. Research	Identify resources. Research answers to your key concept questions. <ul style="list-style-type: none"> Identify both primary and secondary sources. Record them in your bibliography. Take note facts on individual sticky notes and place them on your lines of inquiry sheets. Be sure your research addresses your 3 lines of inquiry. 	Note Facts Jan. 20	
6. Plan of Action	Be descriptive in your written Plan of Action and on your Visual Planning Sheet.	Feb. 3	
7. Research Paper	Use information from your sticky notes and graphic organizers to write your research paper in paragraph form. Complete the graphic organizer planning sheet for each section and convert to paragraph form to create a complete paper. Research Paper sections include: <ul style="list-style-type: none"> Introduction Background Problem Solution Conclusion 	Intro. Feb. 9 Background Feb. 17 Problem Feb. 23 Solution Mar. 1 Final Paper Mar. 8	
8. Visual Planning	Start preparations for the creation of your visual.	Mar. 28	
PRESENTATION	Requirements	Due Date	Done
9. Publicity	Invite relevant special guests and media to our exhibition event. Consider publishing your research findings.	Apr. 5	
10. Visual	Create a visual display to use on Exhibition Presentation Day. The visual may be digital, 2D/3D artwork, dance, drama etc.	May 16	
11. Performance Presentation	Create notes on cards and practice presentation at home and at school.	May 16	
12. Exhibition Day	Let's Celebrate!!!!!!!!!!	May 16	

Phases of Exhibition

Topic Selection

- Students read a variety of current articles on global issues and discuss how they align to the UN Global Goals for 2030, work together to brainstorm possible central ideas, and notice the connection between central and main ideas.
- Students identify their top 3 topics of interest for exhibition and will form research groups.
- Students work together to form a central idea for their Exhibition topic.
- Students develop lines of inquiry that aim to deepen understanding of their central idea.

Research

- Students develop key concept questions related to central idea and lines of inquiry of their Exhibition project.
- Students participate in a lesson on the Independent Investigation Method (IIM) method of taking research notes and how to navigate their group Padlet.
- Media Specialist teaches a lesson on safe internet searches and creating bibliographies.
- Students listen to a presentation from a local TV reporter regarding the importance of research and how to best conduct an interview.
- Students research lines of inquiry, synthesize notes and cite sources in an online bibliography.
- Students complete an informative writing piece summarizing all aspects of their Exhibition project.
- Students present a synopsis of research completed on their group's global issue. Presentations will be peer and self-assessed using a rubric.

Action

- Students participate in a service learning lesson on the 3 A's of Service (Aide, Activism, and Awareness) and brainstorm possible actions that would fit into each category.
- Students will listen to a guest speaker talk about being an activist and how students can affect change.
- Students research 2 to 3 examples of action for Aid, Activism, & Awareness that relates to their global issue.
- Students complete an action plan, steps needed to complete their action, and a way to determine if their action was successful.
- Students follow through on their action plan and write a reflection stating their experience and its effectiveness on addressing their global issue.

Visual Displays

- Students view a variety of videos depicting global issues and ways in which people choose to bring awareness to those issues.
- Students meet with a graphic designer, learn how to use Microsoft Publisher to create presentation banners, brochures, flyers etc. as a form of expression, and artistically design their group's visuals.
- Students will create visual aids to use for their display and presentation on exhibition day.
- Students will co-construct a rubric for quality visual material to be used during a presentation.

Expression of Ideas

- Students interview an event planner about how to create an aesthetically pleasing and informative display for their project.
- Students will create a video (movie trailer) to raise awareness of their global issue and promote Exhibition Day.

Sample Exhibition Padlet

Podlet

angela_hartie • 10 • 2mo

(SAMPLE) Environment and Mental Health Research Sticky Notes

Make sure each sticky note has a line of inquiry number and a resource letter. Also, make sure you are not posting anonymously.

Central Idea

angela_hartie 3yr

Environmental surroundings influence mental health and can have long lasting effects.

Add comment

Line 1 - Places people live and work

angela_hartie 3yr

Key Concept Question 1

What are the different environments people live and work?

Add comment

angela_hartie 3yr

Key Concept Question 2

Which environments have the most people with mental health issues?

Add comment

John morales 3yr

C1

40% of workers reported their job was very or extremely stressful

Add comment

angela_hartie 3yr

Karys 1G

One-fifth of all respondents in a recent Mind Share Partners' survey said they voluntarily left roles due to mental health reasons.

Add comment

KARYS SOMMER 3yr

1A

In the work place you can feel like your powerlessness and nothing can be done.

Add comment

KARYS SOMMER 3yr

1A

Some jobs are traumatic and dangerous like a criminal justice person, fire fighters, ambulance drivers, military personnel, and disaster terms

Add comment

John morales 3yr

C1

29% of workers felt quite a bit or extremely stressed at work

Line 2 - Connection between environment and mental health

angela_hartie 3yr

Key Concept Question 2

What steps can be taken in an environment to improve mental health?

Add comment

angela_hartie 3yr

Key Concept Question 1

How do different experiences cause a change in mental health?

Add comment

Samantha Lynge 3yr

2A

"The loss of a job can be devastating, putting unemployed workers at risk for physical illness, mental strain, anxiety, depression, and even suicide."

Add comment

angela_hartie 3yr

Karys G2

Poor work conditions can lead to health issues, missed work days and low work performance.

Add comment

PRESLEY GOMEZ 3yr

2D

Animals can get very stressed when in a new environment. They can also get stressed when something traumatizing happens. Just like people in the military get stressed so do military dogs.

Add comment

KARYS SOMMER 3yr

F2

some physical factors that cause mental health is if you have a unhealthy sleep cycle, if you grow up in a polluted environment or even battling big whether hazards

Add comment

KARYS SOMMER 3yr

F2

some social problems is that if you have been in a environment that you have experienced violence

Line 3 - Effect of mental health on quality of life

angela_hartie 3yr

Key Concept Question 1

How does mental health affect people's lives?

Add comment

angela_hartie 3yr

Key Concept Question 2

How important do people feel mental health is to their life?

Add comment

angela_hartie 3yr

3B

Mental health affects many physical and emotional parts of our lives like sleep, mood, and pain.

Add comment

PRESLEY GOMEZ 3yr

3I

Animals can get Mentally ill just like Humans. When they have life experiences that are very traumatizing can cause Mental Health issues.

Add comment

PRESLEY GOMEZ 3yr

3E

Animals also help people that struggle with Mental Health. they are service animals.

Add comment

PRESLEY GOMEZ 3yr

3L

Animals can have mental health but they can also help people that have mental health issues, like service dogs. If you have a dog or other animal and you are upset or stressed animals will make you feel comforting. [found information in text]


Add comment

Venus-R 3yr

Resource List

angela_hartie 3yr


A

 Stress in the workplace

Add comment

angela_hartie 3yr


B

 What is Mental Health?

Add comment

John morales 3yr

C

 ComPsych StressPulse Report

Mentor Minutes

angela_hartie 3yr

Date: 1/14

Each person bring articles to the next meeting that address our key questions.

Can be general articles or specific to a certain work environment.

Add comment

angela_hartie 3yr

Date: 1/28

Bring at least one article specific to your area.

Take at least 5 note facts from that article for line 2.

John K "done"

Karys F

Presley D and L "done"

Venus J

Add comment

angela_hartie 3yr

2/4

Find an expert, friend or family member or organization you would like to interview.

Edit the questions to fit your area of study.

Take at least 3 note facts from article F

Add comment

angela_hartie 3yr

2/11 (next mtg is 2/25)

Submit interview questions by 2/18

Conduct interview by 2/25

Continue to take note facts

Add comment

angela_hartie 3yr

3/4

Karys, Presley, Venus- add action ideas to the padlet and send your interviews

Action Opportunities Brainstorm Ideas

angela_hartie 3yr

Types of Action

Aid - donating time or money

Activism - doing something to create change (writing letters, boycotting something etc)

Awareness - raising awareness or teaching people about an issue

Add comment

angela_hartie 3yr

Aid

donating money or goods to a business that has a bad work environment. Maybe donating live plants or soft music or fans for offices

Add comment

John morales 3yr

Activism

write letters to a company manger to try to convince them to improve the work Environment for there workers

Add comment

John morales 3yr

Awareness

hold zoom meetings with business owners or give out brochures talking about how the Environment affects mental health

Add comment

KARYS SOMMER 3yr


we could make brochures and put ways to handle stress for children

Add comment

Interviews


angela_hartie 3yr

Police Interview Questions

 Interview Questions

Add comment

KARYS SOMMER 3yr

 CRISIS CENTER OF TAMPA BAY

crisiscenter.com

Contact - Crisis Center Of Tampa Bay

Add comment

angela_hartie 3yr

Animals

1. How does an animals physical environment affect their mental health?

2. How does an animals Mental Health effect its quality of life?

3. Do you ever have days when you sit with an animal to feel better? What effect do animals have on people who have Mental Health issues?

4. What strategies do you use when an animal has Mental Health issues?

5. Is there anything about your work environment with animals that has a positive effect on your mental health?

Add comment

angela_hartie 3yr

Covid

1. How does covid isolation affect peoples mental health?

2. How does being physically

Final Interviews

angela_hartie 3yr

Today is 1:20 on Friday afternoon. I thought we agreed Venus, Karys and Presley would upload their final interview draft to here on Friday so we could send them out Monday?

Add comment

Anonymous 3yr

venus- Dear Ms. Davis, I am a 5th grader at Macfarlane Park. I am in Mrs. Lynge's class, I assume you know who I am because I see u taking my friend Karys to talk to her. I would like to interview you for an Exhibition project called Effect of Environment on Mental Health. Would you mind answering some questions for me? I would like to finish gathering my information by next Thursday because that's my deadline. Thank you for your time

1. How do safety hazards in a kid's environment affect their mental health?

2. How does the physical space that kids live and study in affect their mental health? Is it small? Too loud? Too cold or hot?

3. Why did you choose this job or occupation?


4. When kids leave school stressed, what do you suggest they do to manage their stress?

5. When a child is in a stressful social environment (bullying classmates, strict teachers, gender inequality etc.) How does it affect their mental health?

6. Is there anything about a child's school environment that has a positive effect on their mental health?

Brochure

John morales 3yr

 8 Ways to Stress Less

Add comment

Anonymous 3yr

From: presley

Importance of Mental Health

How we feel and how we act are connected. If we are stressed, we are more likely to get sick and have a harder time dealing with life.

Add comment

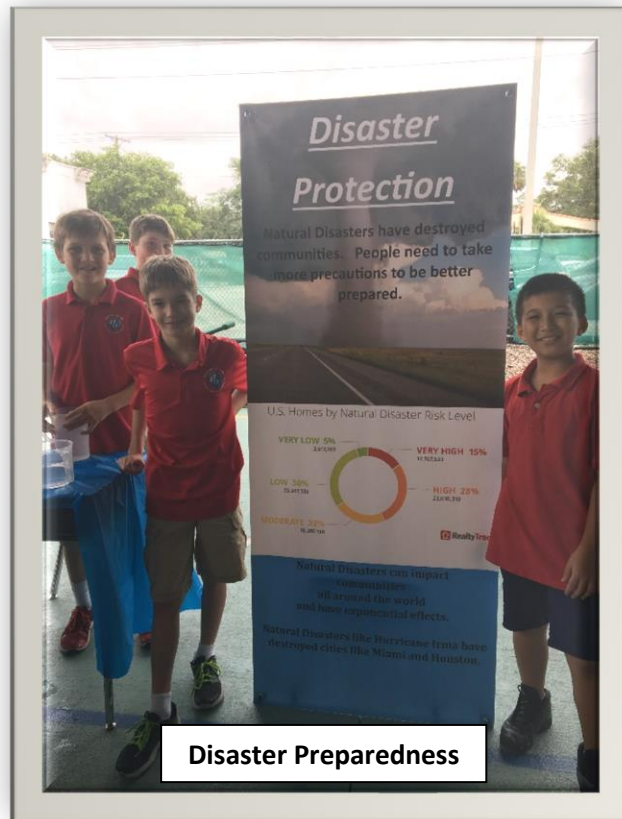
Anonymous 3yr

From: presley

Mental health is important. It affects how we feel, how we act, and how we deal with life.

Add comment

Exhibition Day!



Exhibition Day is an event that is highly anticipated by all students. Students from kindergarten to fourth grade can be heard declaring, “I already know what my Exhibition topic is going to be!” Our fifth-grade students view Exhibition as their transitional event to middle school and the last time for them to shine as an IB student at Macfarlane Park.

Exhibition day is entirely planned by our 5th grade students. The students look at the list of topics for that year and divide them into four themes. Each theme group holds their Exhibition in a different classroom. Last year’s themes included, Animals, Environment, Human Society and Technology.

The groups that fall under each theme meet and discuss how they want their room set up for Exhibition. They decide which section of the room each group will occupy, how they will decorate the door to welcome guests, any sound effects or lighting they want in the room, and how all visuals will be displayed.

Each group designs and creates their own visuals to be displayed at the event. These visuals range from digital presentations, posters, artwork, models, and demonstrations to interactive displays. Each group also has the option to design a professional, full color banner for their display. These banners are purchased by our PTA.

Parents, community members and K-4 students are all invited to attend Exhibition and learn about all of the amazing research and action completed by our fifth-grade students. At the end of Exhibition Day, students complete a reflection sheet and discuss their thoughts on the entire process and the presentation day.

