

Exhibition planner template

Directions to work with this template:

- Create your own copy of this template.
- Please fill in the sections as directed by the italicized prompts.

THINKING ABOUT MY EXHIBITION

Name:	Start date:
Mentor(s):	End date:
Teachers:	

Starting the exhibition process

*Reflect and comment on the following:
Thinking about discussions I have had surrounding local and global issues and opportunities (discussions with peers, teachers, mentor(s), and members of the learning community and beyond).*

My exhibition inquiry

My chosen local and global issue or opportunity to explore (as a grade level, as a class, as a group or individual).

My interests, ideas, passions, strengths and experiences connected to local and global issues and opportunities.

What I already know and what I would like to know more about.

EXHIBITION PLANNING

Transdisciplinary theme(s): *(inquire within and across transdisciplinary theme/s)– I have decided upon the transdisciplinary theme/s with my teachers and peers.*

Lines of inquiry

Central idea: *I have developed my central idea and lines of inquiry with support from my teachers and peers.*

I have co-constructed my learning goals and success criteria with support and feedback.

Learning goals

Where am I going in my learning? What do I want to learn? (knowledge, skills and conceptual understandings).

Key concepts

Related concepts

Action *(action that I might already have in mind in response to my inquiries).*

Approaches to learning *(skills that I will further develop and demonstrate).*

Success criteria

How will I learn it? How will I know I have learned it?

Learner profile *(learner profile attributes that I will further develop and demonstrate).*

My timeline (plan and check): *I have begun to develop my timeline with support from my teachers and peers.*



INQUIRING

Name:

Mentor(s):

Teachers:

Collaboration: *Who am I going to collaborate with during the exhibition process? (peers, teachers, mentors, members of the learning community and beyond) How am I going to collaborate?*

My questions:

(evolving questions and theories)

- *What new questions do I have?*
- *How do my questions help me further my understanding of the central idea?*

Resources: *(time, people, places, technologies, learning spaces, physical materials)*

- *What resources do I need to be successful and how will I use and organize them?*

Self assessment

How am I doing and how do I know?

How am I documenting my learning?

Who is giving me feedback and how am I using it?

My exhibition inquiry: *(research and investigations)*

- *How am I using my resources and what strategies will I use? (for example, interviews, surveys, field visits)*
- *How will I keep track of the information/research I am gathering? (calendars, timetables, gathering grids, organizers)*

Action *(action that I might already have in mind in response to my inquiries).*

Approaches to learning *(skills that I will further develop and demonstrate).*

Learner profile *How am I developing and demonstrating the learner profile attributes?*

Reflections: *(after meeting with teachers, mentors and peers)*

- *Have I reflected upon and modified my inquiries?*
- *Have I adjusted my direction of learning when necessary?*

My timeline : *(review and update)*

I am achieving my exhibition milestones based on my timeline.



SHARING MY EXHIBITION

Name:

Mentor(s):

Teachers:

Collaboration: *Who am I sharing exhibition with? How am I sharing it?*

My plan for sharing the exhibition:

(product and process: planning and presenting my learning).

MY REFLECTIONS

Exhibition reflections:

- *My exhibition (process and journey)–What did I enjoy? What did I find challenging?*
- *My sharing experience (product)–What worked well? What would I do differently?*
- *Reflections on feedback from: teacher, mentor, peers, learning community*

Approaches to learning (*Skills that I have further developed and demonstrated.*)

Learner profile (*Learner profile attributes that I have further developed and demonstrated.*)

Action (*My reflections on action*)

Learning goals and success criteria

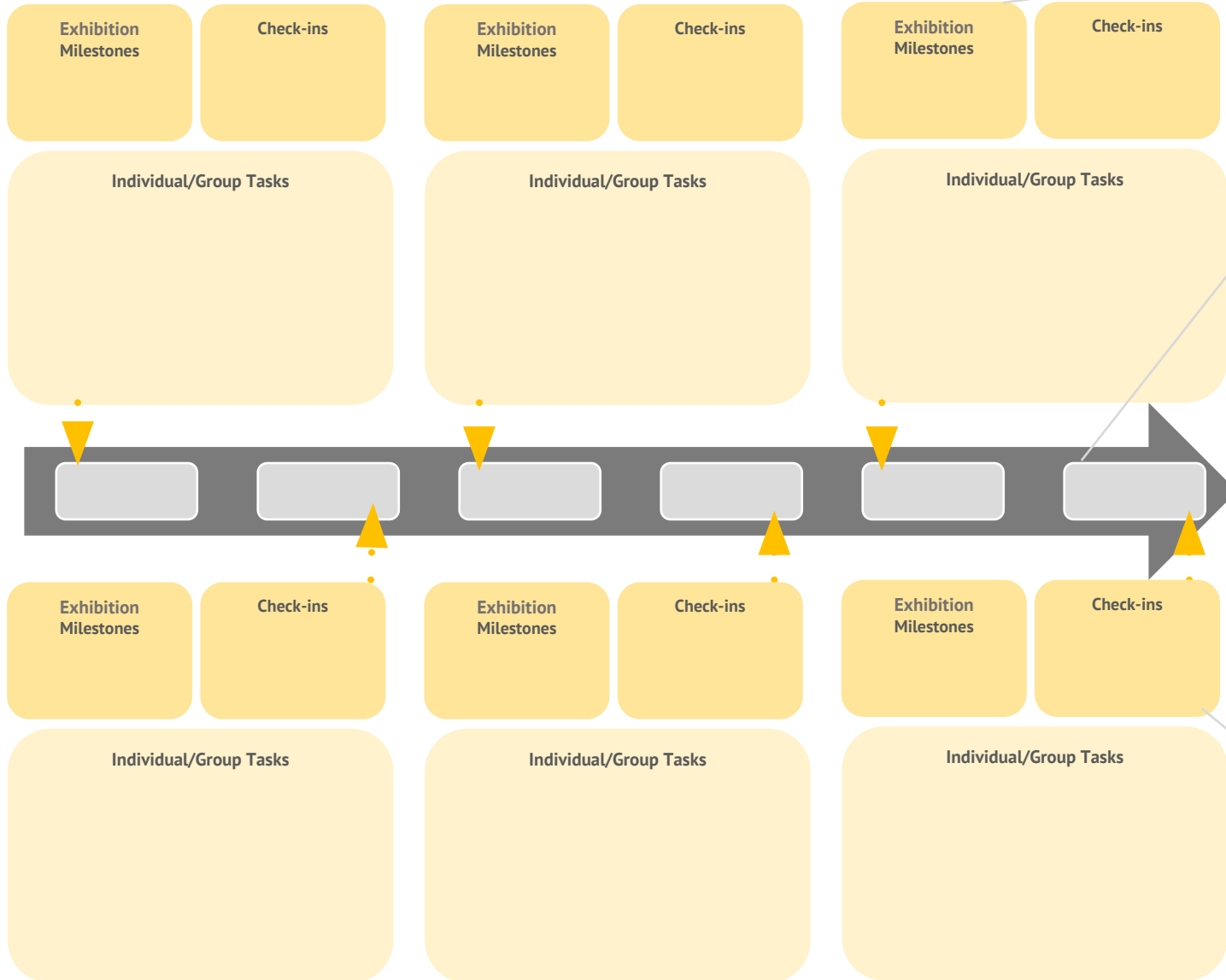
Did I achieve what I wanted to learn? How do I know? What would I still like to learn?

Next steps

- *What have I learned about myself?–give an/some example (s)*
- *What will I take with me from my exhibition experience?*

MY TIMELINE

Exhibition milestones tracking



My exhibition milestones
What are my key project milestones?
I have recorded these on my timeline

- Specific number of weeks, alongside units of inquiry or over a longer period (months)
- Fill in depending on the timeframe/length of your exhibition.

My planned check-ins with teacher & mentor
When are the best times to regularly meet with my mentor?
I have recorded these on my timeline.