



Northern Beaches Christian School



Exhibition Planning Journal

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1. Central Idea, Key Concepts and Related Lines of Inquiry

Central Idea:

Design and Construct an element of a city that shows how living things depend on each other and careful human management...

Key Concepts:

Sustainability, Environmental Responsibility, Community

Lines of Inquiry:

- What impact do culture, safety and sustainability have on the environment?
- How do living things impact on one another?
- How do living things impact the environment?

2. Program Outline and Process

ECO warriors will see students engage in several steps of learning towards a final PBL task that will encapsulate all the knowledge and skills they have acquired.

- Students will select areas of study and complete 2 compulsory tasks in both the 'Built Environments' and 'Living Things' modules on the PETE portal. Students must select their task carefully to ensure they gain knowledge in an area relevant to the team they wish to join for the purpose of the PBL.
- After completion of the 4 compulsory tasks, students will be required to apply for membership of one of the Teams for the PBL task. Each team will be responsible for planning, making and integrating a component of the 'City of Eden'.
- The PBL Task: Within each team there will be;
 - *A Team Manager*
 - *2 Documentary Crew Members* (These members are solely responsible for filming, photographing and documenting the process of planning and making for their team. They must edit and produce a final documentary, showing their team's involvement in the project and post progress reports on the team Edmodo page)
- Final Showcase of the 'City of Eden' (Parents and visitors will be invited to come and see the Team documentaries and final 'City of Eden' model – as a celebration of learning).

3. Compulsory Tasks and Certification for Team Membership

My Compulsory Tasks- Write down the tasks you will complete.

Built Environments:

Task 1:

Task 2:

Living Things:

Task 1:

Task 2:

4. Team Options and Explanations

List of Teams:

- ***Project Managers (2 Students).*** These are the overall managers of the project. They must give approval for teams to build and insert components to the model city.
- ***Head Architects (2 Student)*** Must ensure all plans overlap and work well together.
- ***Architects*** Assisting with scaled drawings and evolution of maps. Making sure all the ideas and components will fit into the overall plans.
- ***Transport.*** Roads, Cars, Buses, Ferries, Airport, Bike Tracks, Footpaths etc.
- ***Electrics.*** Wiring to all facilities and houses/ buildings etc.
- ***Parks and Community.*** (Playgrounds, Parks, Community Areas, sporting fields etc.)
- ***Inner City.*** Office Buildings and city facilities.
- ***Shops and Facilities*** (Schools/ Hospitals/ Services/ Churches)
- ***Emergency Services*** (Fire, Ambulance/ Police)
- ***National Parks and Wildlife***
- ***Signs and Public Communication*** (Signs and directive symbols)
- ***Suburban Housing*** (Houses/ Units etc)
- ***Construction (Making and Building)*** ALL STUDENTS MUST BE IN THIS TEAM!

5. Team Application

My Proposal for Joining a Team:

Compulsory Team: CONSTRUCTION

Team 2: _____

My reason for wanting to join this particular Team:

- What impact do culture, safety and sustainability have on the environment?
- How do living things impact on one another?
- How do living things impact the environment?

Think about these questions and write down why you would like to join this team and how you can contribute to the overall outcome of the team.

Team 3: _____

My reason for wanting to join this particular Team:

- What impact do culture, safety and sustainability have on the environment?
- How do living things impact on one another?
- How do living things impact the environment?

Think about these questions and write down why you would like to join this team and how you can contribute to the overall outcome of the team.

6. Team meeting Minutes/ Notes

Each time your team meets, you will need to take notes about what is discussed and ensure you write down any jobs that have been allocated to you. The team must also agree on a date/time for the next meeting:

TEAM MEETING

Date:

Notes:

My Jobs:

Next Meeting Date:

TEAM MEETING

Date:

Notes:

My Jobs:

Next Meeting Date:

TEAM MEETING**Date:****Notes:****My Jobs:****Next Meeting Date:**

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TEAM MEETING

Date:

Notes:

My Jobs:

Next Meeting Date:

7. Planning for the PBL Project 'City of Eden'

At the back of this booklet you will find a Plan of the grounds where the City of Eden will be constructed. You will need to plan where your team will build and develop the city based on the zoning of the area.

You will need to meet with your team and plan the following (Take notes as you discuss these items):

What will be some of my key responsibilities?

How will I contribute to my team?

How will I contribute to the overall development of the City?

What other teams/ people will I need to meet/ work with?

9. Scaled Drawings– Plans for submission to Head Architects

See the back of this booklet for a scaled plan of the CITY. The scale used for the city is **1cm: 1m** this means that 1cm in the city is equal to 1m in real life.

You will need to make sure that all your constructions are according to this scale. Example: If a lane on a road is 3.5m wide in real life, the scaled city roads will be 3.5cm or 35mm wide in the *City of Eden*.

10. The Making Phase – Planning and Making

Draw some of your initial ideas and concepts here. This will help you in your meeting with the architects and project managers, as you seek approval for construction.

My ideas (Mind maps and Sketches of Team Ideas:

11. Documenting Learning

You need to insert evidence of the process and your learning in this section, showing photos, notes and mind maps about your planning and making for the project.

You will do this by creating a PowerPoint Called ECO Warriors. You will save all your information, pictures and notes into the PowerPoint as a way of reflecting on your learning.

In the PowerPoint you need to answer these questions clearly:

- What impact do culture, safety and sustainability have on the environment?
- How do living things impact on one another?
- How do living things impact the environment?

















12. Final Student Reflection

In your PowerPoint, you should write a final reflection that answers the following questions. This will take place at the end of the term.

- Why is it important to consider the impact of living things on the environment?
- How can living things cohabit into the future?
- How can we protect the environment into the future?
- Reflect on the bible verses linked to this unit and write a paragraph explaining *why we should care for our environment into the future, from a Christian perspective...*

Think about the habits of mind you implemented throughout your learning. It is useful to write a few sentences on *how* you implemented each habit as part of your reflective statement.

Habits of Mind

Persisting  <p>Stick to it! Persevering at task through to completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up!</p>	Striving for Accuracy  <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	Questioning and Posing Problems  <p>How do you know? Having a questioning attitude, knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	Thinking and Communicating with Clarity and Precision  <p>Be clear! Striving for accurate communication in both written and oral form; avoiding over-generalisations, distortions, deletions and exaggerations.</p>
Managing Impulsivity  <p>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>	Listening with understanding and Empathy  <p>Understand others! Devoting mental energy to another person's thoughts and ideas; make an effort to perceive another's point of view and emotions.</p>	Applying Past Knowledge to New Situations  <p>Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	Gathering Data through all the senses  <p>Use your natural pathways! Pay attention to the world around you. Gather data through all the sense; taste, touch, smell, hearing and sight.</p>
Thinking about your Thinking: Metacognition  <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effect on others.</p>	Thinking Flexibly  <p>Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>	Responding with Wonderment and Awe  <p>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. Being passionate.</p>	Creating, Imagining and Innovating  <p>Try a different way! Generating new and novel ideas; fluency, originality.</p>
Remaining Open to Continuous Learning  <p>Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.</p>	Thinking Interdependently  <p>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	Taking Responsible Risks  <p>Venture out! Being adventurous; living on the edge of one's competence. Try new things constantly.</p>	Finding Humour  <p>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>

13. Planning for Exhibition

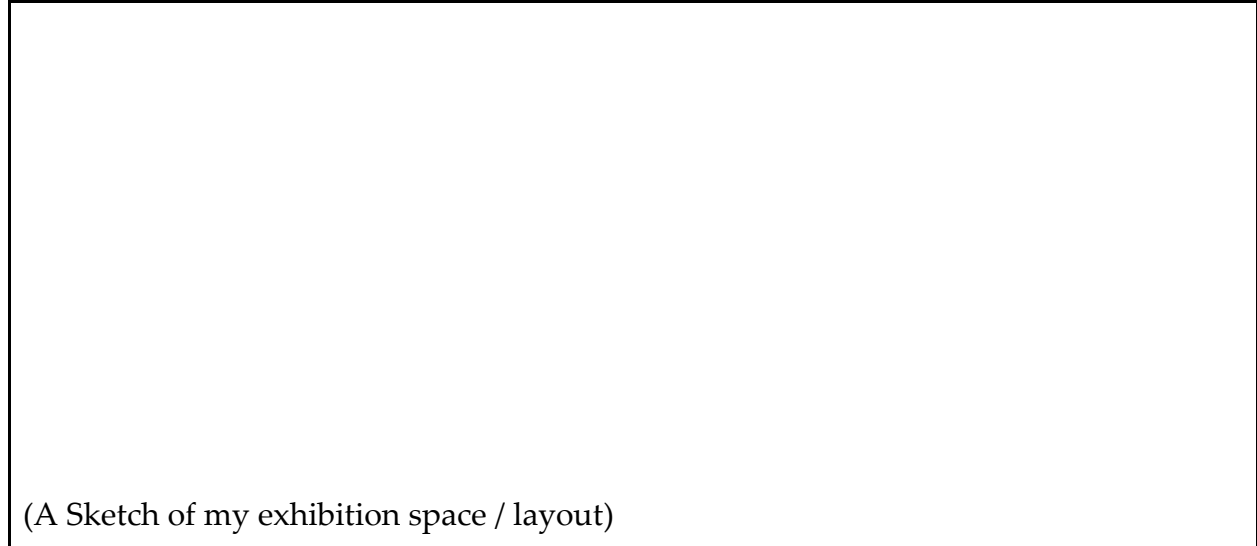
1. Main learning concepts and messages I am trying to convey to the audience
 - i. What is the learning about/ What are the key concepts I am trying to convey?
 - ii. How will I best explain what my work is about? (Think about language you might used if talking to the audience/ viewers)

- iii. Would a note with '**Contextual Information**' be useful as part of my display to give background to the learning and address the journey it took? (Download the "*Contextual Information About My Learning* Template – From Matrix EXTRAS" and complete and print to use with your display for the exhibition)

2. Planning the exhibition

- i. What materials will I need for the exhibition?
- ii. What space in the school will be used for the exhibition?
- iii. How will I get my equipment and resources to the area on the day?

- iv. How will I lay out my work and how will I present my work? (It may be useful to sketch your exhibition/ display area as a guide for how it will be set up)



(A Sketch of my exhibition space / layout)

Effective Communication of Learning as part of the Exhibition.

- Have you thought about some key words and phrases you could use in discussing the learning and work with the audience:

List some key phrases and words that might help you here:

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