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**PYP Exhibition**

**2013/2014**

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**Mentor : Ms.Imel, Ms.Dhini, Mr.Ma’ruf**

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**My roles:**

* **Meet with mentors based on schedule**
* **Cooperation**
* **Respect each other**
* **Thinker**
* **Communicative what I have learn**

**Mentor’s roles:**

* **Provide the times**
* **Supervise the mentis work**
* **Guide the mentis to find resources**
* **Recheck there work**
* **Update what they have done**

**Parents’ roles:**

* **Provide vehicle for the field trip**
* **Help to find resources for the info**
* **Support the action**

What do I need to understand, know and agree to?

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**Essential agreement for my group**

**As a group we are agree to:**

* **Commitment to come on time**
* **Do the best to finished on time**
* **Use time effectively**
* **Cooperate with group**
* **Confidence to communicate**

**Signed by all of us:**

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**Individual declaration of academic honesty**

**I, \_Alfin, Cifa, Yasir, Rakha declared that for this submitted work:**

* **I did not cut and paste from others without appropriate usage of quotation marks and direct reference to their works.**
* **I did not re-word the ideas of others without proper and clear acknowledgement.**
* **I did not write ideas and suggestion that originated from others.**
* **I did not publish or upload any pictures, videos without acknowledgement.**
* **I did not include the other students’ works without permission.**

**Signed : Alfin, Cifa, Yasir, Rakha**

**Date : \_12/03/14\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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…QS 30 ayat 41 telah nampak kerusakan di darat dan di laut disebabkan karena perbuatan tangan manusia. Supoaya allah merasakan kepada mereka sebahagian dari .(akibat) berbuatan mereka agar mereka kembali(ke jalan yang benar: “ adakah perjalan di muka bumi dan perhatikan bagaimana kesudahan yang terdahulu”.………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

Al Quran Quotation

**The Action Plan**

**How we organize ourselves**

*Government systems influence the lives of citizens*

**Step 1**

**Independent Thoughts and Ideas**

Discussing and Thinking about possible real-life issues or problems to be investigated which fit the theme, “How we Organize Ourselves”. Try to consider issues or problems (positive and negative) that you have noticed in your school or local area that could lead to an in-depth inquiry.

**Brainstorm**

**What matters to me when I look at the descriptor of trans-disciplinary theme:**

**How we Organize ourselves**

disaster

weather

street

fire

economy

robbery

flood

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment

action

banks

farmer

Food

rain

environment

citizens

**How we organize ourselves**

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**Step 2**

**Finding Keywords in Trans disciplinary Themes**

**What are the keywords in Trans disciplinary Themes?**

* **Disaster**
* **Enviroment**
* **Street**
* **Food**
* **Citizens**
* **Economy**
* **Government**
* **Landslide**
* **flood**

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**Step 3**

**Defining the Concepts**

**What are the concepts to support and structure our inquiries?**

* ( function ) what purpose/ function that drainage have?

What is the government function to plan the location of the drainage system?

* ( responsibility ) does the citizens do their responsibility?

Will the flood be reducing if the citizens do their responsibility?

Will the citizens take care of the drainage in their neighborhood?

* ( perspective ) what is the citizens perspective of flood

What will happen if a drainage system is broken and the government didn’t fix it?

* ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Step 4**

# **Synthesizing Our Central Idea and Developing Lines of Inquiry**

**The central idea is:**

**Government systems influence the lives of citizens**

**The Lines of Inquiry are:**

* **How government systems function**
* **How decision-making practices reflect human rights**
* **Impact of government on citizens**
* **The rights and responsibilities of citizenship**

Social Skills:

1. **Formulate and ask questions about the past, the future, places and society**
2. **Orientate in relation to place and time**
3. Use and analyze evidence from a variety of historical, geographical and societal sources
4. **Identify roles, rights and responsibilities in society**
5. Assess the accuracy, validity and possible bias of sources

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**Step 5**

**Formulating and asking questions**

**about the past, the future, places and society**

**My group’s questions that will support the lines of inquiry:**

1. How governments protect the citizens from flood?

2. How government relocated citizens that live beside river

3. What is the government function to plan the location of the drainage system?

4. What will happen if a drainage system is broken and the government didn’t fix it?

5. Will the citizens take care of the drainage in their neighborhood?



6. Will the flood be reducing if the citizens do their responsibility?

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**On Going Questions**

**During the process of learning, you may develop some new inquiry questions. What other questions do you still have during the exhibition process?**

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| --- | --- | --- |
| **Questions** | **Concepts** | **Date** |
| Where did the water go? | Function | 19/02/14 |
| What is the rule and regulation about to keep the environment clear that is also citizens responsibility? | responsibility |  |
| How the government have city plan to prevent the flood? | responsibility |  |
| What is the government plane to handle flood problem 3 years and 5 years from now | responsibility |  |
| What will happen if a drainage system is broken and the government didn’t fix it? | perspective |  |
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**Step 6**

**Orientate in relation to place and time**

(Finding out the student’s prior knowledge and any subjects you are interested in to be more involved)

1. What do you want to learn in this stage (your goal)?

About the drainage system like the canal in east and west Jakarta

1. Why is this worth investigating?

Because we want to know the goverment function to plan the drainage system. Because we want to know the impact of less drainage system to the citizens.

1. What do we already think, feel and know about this?

We already know about rules and regulation of the city plan from the website like: [www.penataanruang.com](http://www.penataanruang.com) undang-undang nomor 26 tahun2007

1. Choose or add the strategies you will use to achieve your goal in tuning-in.

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| --- | --- |
| **Strategies** | **Resource Needed**  **(Who/ What?)** |
| * Concept mapping, flow charts, Y charts and other visual organizers * PMI’s using prior knowledge * Using visual texts – analysis/captions * Talk to the picture – what does the picture tell you? * Writing/speaking from experience * Interviewing each other (eg using donut strategy) * Post box – collecting data about the class’s prior knowledge * Posing problems or challenges associated with this topic –how would we go about solving this now? (compare later) * KWL (use sparingly!) * Exploring related objects – what do we know about these? How are they linked? (placemat to record thinking) * Mind maps * Word splash – defining and connecting key word * NSEW: Need to know, Suggestions for finding out, Excited about, Worried about… | KWL chart  Tchart |

1. How can we know what we have learned? (Assessment tools)

We used KWL and T chart to asking question during the field trip

1. What have we come up to (learned/investigated)

We used P.M.I. chart as reflection after the field trip to dinas tata ruang kota and we learn about the Jakarta drain age city plan, the canal function, and the drainage system.

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**Step 7**

**Use and analyze evidence from a variety of historical, geographical and societal sources**

**7.a. Collecting new information by using skills and knowledge to develop the student’s understanding**

1. What do you want to learn in this stage (your goal)?

We want to know what is dinas P.U. responsibility. We want to know why do the government think/ build more big building instead of the drainage system. We want to know how the governments do daily check on the drainage system to see if it’s working or not. We want to know how the citizens aware or not to take care there drainage system in the neighborhood.

1. Choose or add the strategies you will use for finding info

|  |  |
| --- | --- |
| **Strategies** | **Resource Needed**  **(Who/ What?)** |
| * Excursions and incursions – and the organization and recording associated with these.’ * Working with/learning from real people in the community with expertise in the field * Observing and recording real events, behaviors (eg schoolground, community) * Composing questions and defining terms * Viewing videos/film, photos, paintings and other visual texts asresources – recording information * Interviewing experts on the topic * Interviewing a range of people to seek opinions or gather data * Creating and conducting surveys * Reading a range of print material (fiction and non fiction books, pamphlets, maps, charts, etc.) to gather information * Note taking and other record keeping to document research * Learning from each other – individual or small group presentations on an aspect of the topic * Letter writing * Web searches, use of websites, wikis, clips, simulations etc | Flooding victims  We observe and take picture of the drainage system around our neighborhood  We interview bapak Yanuar from dinas P.U.  We conduct survey to the citizens ship who live beside the river  www.penataanruang.com  www.dinastatakota |

1. How can we know what we have learned? (Assessment tools)

Article about the government deep tunnel project, article about Jakarta map on how the government plan for the future

1. How does the information you got make you develop/wonder more?

Why the drainage system does some are open but some are closed?

**7.b Processing information through different ways by using the skills and knowledge to deepen and broaden the understanding**

1. What are your findings so far? (or what have we come to understand?)

We know about the drainage system minor and mayor drainage system, and we find out more about why there is still flood in Jakarta when there is a lot of drainage system

1. Choose or add the strategies you will use for showing you know and understand

|  |  |
| --- | --- |
| **Strategies** | **Resource Needed**  **(Who/ What?)** |
| * Artistic representations – (show what you have found out) across all modes of visual arts * Musical composition – instrumental, vocal, using existing pieces and making a sound scape) Raps, chants, songs * Movement and dance – mime, freeze frame, short skits * Mathematical forms of visual representation, mapping, graphing, venn diagrams * Writing across genres * Reading ‘comprehension’ tasks: TS, TT, TW, talk to the author, * Data charts and other graphic organizers to help sort and represent thinking about the topic * Using photos for visual and written responses * Drama activities: role play, question in role, conscience game * DeBono’s Thinking Hats * Revisiting early work (tuning in) – how has our thinking changed? * Compare and contrast (with related concept) * Creating digital texts –web pages, excel, powerpoint, etc. * Mind maps and other visual organizers that emphasise sorting and connections | Barograph, pie chart  Powepoint-Alfin |

1. What new questions arise? (or what do you still need to do/find out?)

Why still people throw rubbish to the drainage system? Why do people think more to build the building instead of the drainage? Why flood is still happening meanwhile the government officer check the drainage system regularly?

**7.c Using the Information**

(Creatively and effectively presenting what you have learned)

1. What are your special interests?

Canal, flood, water, drainage polder system, absorbent well.

1. Choose or add the strategies you will use to organize your own inquiry

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| --- | --- |
| **Strategies** | **Resource Needed (Who/What?)** |
| * Wonder wall. Wonder boxes: following up new lines of inquiry. * Creating small interest based inquiry groups * Individual and/or small group contracts with a range of choices for students * Individualized mini inquiries * Alternative ‘finding out’ experiences – new texts, contrasting experiences * Focused research tasks around unanswered questions or interests * Individual or small group work leading to culminating task * Learning centers/research centers * Jigsaw – expert groups * Working in real life problems, issues associated with this topic | From the information we got.  Internet and website.  Internet, and website |

1. How can you know what you have learned? (Assessment tools)

By making T-chart and reflection after the field trip by making presentation in PowerPoint program. We discussed to make conclusion after interview the experts.

1. Now, what do we want and need to know more about?

About how does the polder system work. About how many drainage system exist right now. We want to know more why the citizens still throwing rubbish to the drainage system.

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**Step 8**

**Reviewing & Preparing for Action**

(Culminating Tasks)

1. How can we do something with what we have learned?

Presenting our knowledge in public area. Asked civil to work together to clean the drainage system in their neighborhood. We will make the sticker to persuade people to not throw rubbish to the drainage system

1. Choose or add the strategies you will use for taking action over what you have learned

|  |  |
| --- | --- |
| **Strategies** | **Resource Needed**  **(Who/ What?)** |
| * Exhibitions of learning to school and community. What and how can we teach others? * Performances, ‘show offs’ to promote a cause or celebrate learning * Social or environmental action projects – working with local and global communities to make a difference * Creating pamphlets and other texts to promote, persuade, encourage, inform * Personal goal setting and action plans * Publishing writing to celebrate the inquiry throughout the unit * Learning logs/research journals/thinking books…various self and peer assessment tasks * Reviewing and responding to questions asked during the inquiry |  |

1. What do we still need to know and do?

We do bazaar to collect some money for our action because we want to use it to make sticker and print sticker and gotong royong to clean our drainage system around our neighborhood.

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**Step 9**

**Reflection**

(Making conclusion and making logical connections among ideas)

1. What understandings have you found out about world after inquiring about this transdisciplinary theme? (What important/challenging things you have learnt?)

I learn about different types of drainage system and how they work. I learned about how government agency responsibility regarding to the drainage system.

1. Choose or add the strategies you will use for reflecting

|  |  |
| --- | --- |
| **Strategies** | **Resource Needed**  **(Who/ What?)** |
| * Making summary statement * Reassessing the hypothesis * Self-Assessment/Evaluation * Peer Discussion * De Bono’s Thinking Hats * Publishing writing to celebrate the inquiry throughout the unit * Think-Pair- Share * PMI * Thinking Outside The Square * Mini Journals |  |

1. What do you still need to know? Do?

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**Primary and Secondary Resources**

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| --- | --- |
| **Things I have consulted** | **Places I have** |
| * **Library** * **Online encyclopedia** * **Non-fiction books** * **Internet** * **CD-Rom** * **Video/TV Programs** * **http://www.comensa.co.za/portals/0/may-mongezi-Coloured-hands.jpgAtlas/Almanac** * **Charts and Posters** * **Pamphlets** * **Dictionraies/Thesaurus** | * **Library** * **Environmental organizations** * **Museums** * **Art galleries** * **Local community examples and connections** * **Government offices** * **Charities or associated social groups** * **Expert associations related to my Inquiry** * **Venues that are linked to my inquiry: and the people living/working there** |
| **People I have talked to** | **Things I have done** |
| * **Teachers** * **Experts at school** * **Experts directly linked to the issue we are inquiring about** * **Librarian** * **Parents and Family** * **Friends** * **Community Representatives** * **Environmental groups** * **People living in the area involved** * **People affected by the issue** * **Other students** | * **Read/viewed** * **Listened/talked/interviewed** * **Searched/surveyed** * **Written/sketched** * **Emailed/faxed/telephoned** * **Brainstormed/questioned** * **Scanned for visuals and headings** * **Skimmed for relevant data** * **Kept good notes** * **Used graphic organizers** * **Used thinking tools** * **Created graphic organizers/mind maps** * **Recorded all sources** * **Have kept all these forms of evidence in my Exhibition Journal (dated/label)** |