



# Grade 5 PYP Exhibition

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Speaking of stereotypes, while women seem to bear the brunt of it, men and boys also have stereotypes attached to their gender. When a baby boy is born, what kind of gifts do people usually bring for him? A car or airplane and a doll for girls.



Speaker 1

You know, I watched this ad called "Boys don't cry." It made no sense because a boy was showing his emotions towards something and the mother said that boys don't cry. Why do boys have the pressure of not showing their emotions? The moral: "Everyone has emotions and should be allowed to express them. Whether it's a girl or a boy."

Speaker 2

You would be pardoned for thinking that this was a discussion between two adults, but in fact, gender equality was the theme of this panel discussion between five 11-year-olds at BIS as a part of their culminating exhibition.

The exhibition represents a unique opportunity for students to exhibit the IB learner profile developed throughout the Primary Years Programme, using all of the knowledge, skills, and understanding they have acquired. The focus of the exhibition this year was on taking learning out of the classroom and using it in the real world to create long-lasting, sustainable change.

And our changemakers stood up to the challenge like never before. From writing to the prime minister to enforce stricter anti-smoking laws, writing blogs about women empowerment, creating an app that would help you calculate your power consumption, or simply convincing bakeries to move to eco-friendly packaging, the range of action taken was enthralling.



However, the exhibition was not without its own challenges, both for the teachers and the students. Being unable to come up with sustainable action, quite a few students wanted to change track midway through the process which meant that they had to go back to the drawing board! Naturally, some students wanted to work in pairs and some wanted to forge ahead individually. If you sat in one of the mentor meetings, you would hear of the struggles of setting goals, meeting deadlines, creating presentations, conducting interviews, preparing surveys, and analyzing the results.

It wasn't easy for the mentors and the teachers either – sending reminder emails, getting guest speakers organized, following up on missed deadlines, and pushing the children to achieve their potential could be quite challenging too!

We are sure you are thinking: “This sounds interesting, but what are the children learning? How do you grade them?”

The beauty of this process is that the children are implicitly learning and using all their skills. Most importantly, they are learning how to be a good learner and follow their own passion! Since they have set success goals for themselves, they are evaluating themselves at the end of the process and reflecting on their journeys.

**And these journeys are the ones that prove to be the best teachers!**

