

# The “How To” Guide to Exhibit

~ "Tell me and I forget. Teach me and I remember. Involve me and I learn." ~  
Benjamin Franklin

~ "Experience is the teacher of all things" ~  
Julius Caesar

## Purpose

Some lessons simply cannot be taught in the classroom. Exhibit is an independent study program that provides Upper School students with the opportunity to immerse themselves in an area of interest outside the classroom, offering invaluable growth through hands-on learning, problem solving, and application of knowledge. As a student-led experience, every Exhibit project is unique. The struggles, obstacles, and even failures students experience along their journey help them gain a deeper understanding of themselves, their topic of study, and the skills they need for maximizing opportunities in college and beyond. Alumni frequently cite Exhibit as a driving force behind their focus in college, reinforcing interests in certain fields while deterring them from others. Greater self-awareness and sharpening of time management, communication, and organization provide invaluable tools as graduates navigate life beyond FA. With an understanding that every experience provides an opportunity to learn and grow, our Upper School students immerse themselves in 30-60 hours of rigorous study before showcasing their gained expertise through a final presentation delivered to the community.

## Scope & Sequence

Students begin Exhibit at the start of sophomore year and finish at the conclusion of junior year. During sophomore year, students plan, organize, and perform a [Learning Activity](#), a 30 hour immersion in a topic of interest under the guidance of a mentor. The Learning Activity must be finished by spring semester junior year and can focus on any topic of interest, as long as the topic is approved by the student's [GEM](#) (Group Exhibit Mentor) and [Exhibit Coordinators](#). Some students may wish to pursue an "[Extended Learning Activity](#)," which requires a total of 60 hours of study and proficiency in the topic. This is a good option for students whose Learning Activity does not naturally lend itself to a traditional Application.

During junior year, students plan, organize, and execute an [Application](#), a tangible product that showcases expertise and proficiency developed during the Learning Activity. The Application does not require the guidance of a mentor, but students may choose to seek out mentorship as they develop their project. The Application should take a minimum of 30 hours and must be completed by the end of fall semester. The Application and Learning Activity are both showcased by the student in the [Final Presentation](#) delivered spring semester. The entire junior class also showcases their work conference style at the annual [Exhibit Reception](#), typically held in April. Seniors also have the option of delving deeper into their studies through a [Capstone](#).

## Exhibit Timeline

	9th	10th	11th	12th
Fall	No Class	GEMs Begin Exhibit Class Begins Proposals for Learning Activity	Application (Finish by Spring)	Capstone (Optional)
Spring	Intro to Exhibit GEM Selection	Learning Activity (Finish by August)	Final Presentations Exhibit Reception	Capstone (Optional)

## Terminology

### Learning Activity:

Planned during the fall of sophomore year and executed during the spring and summer, the Learning Activity is an opportunity for students to immerse themselves in a topic of interest for 30 hours under the guidance of a mentor. Students may choose any topic of interest as long as they gain approval from their GEM and the Exhibit Coordinator using the [Learning Activity Application Form](#) provided in the “[Paperwork](#)” section below.

Emphasizing rigor, hands-on learning, problem solving, independent learning, and self-awareness, the Learning Activity should push the student to learn and grow, strengthening their skill set for future academic and non-academic endeavors. Students keep track of their hours with their GEM using the [Learning Activity Hours Log](#). Any adult instructor who oversaw their work must also complete a [Learning Activity Instructor Evaluation](#). These forms must be turned into the Exhibit Coordinators prior to beginning the Application.

([Back to “Scope & Sequence”](#))

### Extended Learning Activity

An alternative to the more traditional Learning Activity is the Extended Learning Activity, which requires 60 hours of immersion and recognized proficiency in the topic. This is a good option for students whose Learning Activity does not naturally lend itself to a traditional Application. An example would be Emergency Medical Training -- while a student cannot become an EMT in 60 hours, or apply their skills after 30 hours, they can take a course and become certified in basic emergency response skills. After gaining certification for the course, they can then showcase their knowledge through the final presentation.

Students must gain approval from his or her GEM and the Exhibit Coordinator using the [Learning Activity Application Form](#) and completing the supplemental section entitled “Extended Learning Activity Proposal.” Students must keep track of their hours with their GEM using the [Learning Activity Hours Log](#). Any adult instructor who oversaw their work must also complete a [Learning Activity Instructor Evaluation](#). These forms must be turned into the Exhibit Coordinators prior to the Final Presentation.

[\(Back to “Scope & Sequence”\)](#)

## Application

Planned and executed during the fall of junior year, the Application is a tangible product that showcases expertise and proficiency developed by the student during the Learning Activity. The Application does not require the guidance of a mentor, but students may choose to seek out mentorship as they develop their project. If a student chooses to utilize a mentor, the mentor must complete the [Application Instructor Evaluation](#). The Application should take a minimum of 30 hours and must be completed by the end of fall semester. Students must keep track of their hours using the [Application Hours Log](#). Applications vary widely in their nature -- the major requirements is that they relate to the Learning Activity in some way and highlight in a deep and meaningful manner the knowledge and skills that a student develops during their Learning Activity. The Hours Log and Instructor Evaluation (if applicable) must be turned into the Exhibit Coordinators prior to the Final Presentation.

[\(Back to “Scope & Sequence”\)](#)

## Final Presentation

In the spring of junior year, students share their Exhibit experience with the greater FA community in a formal presentation, typically held in the Upper School Theater or Middle School Commons. The final presentation should be 25-30 minutes in length followed by a Q&A session and highlight the skills acquired through the Learning Activity, how these skills were showcased in the Application, and how the student grew as an individual through the Exhibit process. A practice presentation is held prior to the final with a student’s GEM, the Exhibit Coordinators, and a peer of choice present to provide feedback and prepare the student for the final presentation. A student’s final course grade in Exhibit is determined using a [rubric](#) completed by the faculty. Freshmen, sophomores, and juniors must attend at least **five** final presentations -- attendance will be recorded by the Exhibit Coordinators. Additional guidelines for preparing the final presentation are provided [below](#).

[\(Back to “Scope & Sequence”\)](#)

## Exhibit Reception

The entire junior class showcases their work at the annual Exhibit Reception, typically held in April. Celebrating and highlighting their accomplishments while simultaneously enriching the learning environment around them, juniors invite family, friends, mentors,

and members of the community to attend this “poster” presentation in the US Lobby. Attire is business casual, and each student must set-up their display table with a visual representation of his or her work beyond just a laptop PowerPoint. Tri-fold boards are available in the Falcon’s Nest. Physical examples of Application work and live demonstrations are highly encouraged to best engage the audience. Invitations designed by the junior class will be mailed out to guests (up to five) in advance of the Reception to notify them of the event. Sophomores are required to attend and attendance will be recorded by the Exhibit Coordinators.

[\(Back to “Scope & Sequence”\)](#)

### **GEMs (Group Exhibit Mentors):**

GEMs is a student-faculty group that meets approximately once every month to review and discuss pending Exhibit deadlines, anticipated plans, and solutions to possible setbacks. The role of the GEM leader is to ensure students are on track for successful completion of their Exhibit. Students help one-another in this group by sharing their experiences and offering suggestion to peers to help them navigate through their projects. Juniors who have completed their final presentation play a pivotal role in helping sophomores overcome obstacles and reach their goals.

[\(Back to “Scope & Sequence”\)](#)

### **Capstone:**

Students interested in pursuing their Exhibit Learning Activity and Application in significantly more breadth and depth, have the option of doing a Capstone during the senior year. Specifications for this program will be determined on an individual basis, with the option to earn course credit to appear on one’s transcript. Please contact Mr. Steinberger and Mrs. Fischer for additional details.

[\(Back to “Scope & Sequence”\)](#)

### **Exhibit Coordinators**

Exhibit is coordinated by Mr. Steinberger (MS Room 2) and Mrs. Fischer (US Main Office).

[\(Back to “Scope & Sequence”\)](#)

### **Paperwork:**

[Learning Activity Application Form](#)

[Learning Activity Hours Log](#)

[Learning Activity Instructor Eval](#)

[Application Hours Log](#)  
[Application Instructor Eval](#)

[Final & Practice Presentation Rubric](#)

[\(Back to "Terminology"\)](#)

## Final Presentation Guidelines

- Make sure you have a "hook" to grab your audience's attention from the start.
- Look for ways to engage your audience. Talking for 25-30 minutes straight, even if the topic is interesting, can be difficult on your audience.
- Make sure your thesis is clear. Refer back to your thesis throughout the presentation to drive home your main ideas. Make sure your conclusion is clear.
- Make sure to thoroughly explain your Learning Activity and Application or Extended Learning Activity. What did you learn from them and how are they connected? What did you learn about yourself through the process?
- Showcase the depth of your knowledge! Make sure what you took away from the experience is evident. How did you grow as a person and what did you learn about yourself through the Exhibit process?
- Be mindful of your audience. Avoid jargon and unfamiliar terminology, but if you must use them be sure to explain. Use analogies and metaphors to drive your arguments home.
- Make sure slides are not too wordy, not too crowded, and utilize fonts and colors that are both engaging and easy to read.
- Practice ahead of time. Make sure your presentation is 25-30 minutes long.
- Be ready to effectively and respectfully answer all questions from your audience at the end of your presentation.

[\(Back to "Final Presentation"\)](#)