POLAR

Gregory-Portland ISD

Early Childhood Center



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EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom Polar really is a second teacher and the possibilities are endless!

What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

How does experiential education impact your role as a teacher?

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

How does experiential education impact the students' role?

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

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TABLE OF CONTENTS

ACTIVITIES... 7

ACTIVITY # AND NAME	ACTIVITY TYPE	SKILL DEVELOPMENT	CONNECTION TO STANDARDS	ASSESSMENT OPPORTUNITIES	PG #
PL.01 | Penguin Problems	Large Group and Small Group	Identifying emotions and expressing feelings	Self Concept, Self Regulation, and Motivation to Read	Observations and Checklists	9
PL.02 | Build an Animal	Large Group, Small Group, and Free Choice	Describing and discussing characteristics	Life Sciences and Fine Motor Development	Observations	10
PL.03 | Polar Word Bank: Winter Words	Large Group and Small Group	Recognizing beginning sounds in words and demonstrating understanding of print directionality	Phonological Awareness, Alphabet Knowledge, and Print Concepts	Observations and Checklists	11
PL.04 | Polar Alphabet: Alphabet Ice Painting	Free Choice	Experiencing letters in a variety of ways and contexts	Alphabet Recognition and Fine Motor Development	Observations, Checklists, and Picture Portfolios	12
PL.05 | Snowflake Drawings	Free Choice	Developing initial understandings about the forms, features, and functions of written language through marks and symbols	Motivation to Write and Fine Motor Development	Observations, Checklists, and Picture Portfolios	13
PL.06 | Ice Rescue	Free Choice and Small Group	Investigating the fundamental properties of water	Life Sciences, Physical Science and Relationships with Others	Observations, Checklists, and Picture Portfolios	14
PL.07 | Does it Belong?	Free Choice and Small Group	Sorting items that are the same and different	Vocabulary and Classification and Patterns	Observations, Checklists, and Picture Portfolios	15
PL.08 | Snow and Ice Math	Small Group and Free Choice	Counting up to 10 (20) using manipulatives	Counting and Adding To/ Taking Away	Observations and Checklists	16
PL.09 | Blubber Glove	Free Choice and Small Group	Exploring insulation properties and applying to marine mammal adaptations in the wild	Life Sciences	Observations, Checklists, and Picture Portfolios	17
PL.10 | Parachute	Free Choice, Small Group, and Large Group	Constructing parachutes out of open-ended items and making observations about movement	Physical Science and Relationships with Others	Observations, Checklists, and Picture Portfolios	18
PL.11 | Arctic Animal Life Cycle Sequencing	Free Choice and Small Group	Applying new information to activities and experiences	Vocabulary, Life Sciences and Physical Science	Observations, Checklists, and Picture Portfolios	19
PL.12 | Camouflage Coats	Free Choice	Exploring how animal features and habitat are related	Life Sciences	Observations, Checklists, and Picture Portfolios	20

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ACTIVITY # AND NAME	ACTIVITY TYPE	SKILL DEVELOPMENT	CONNECTION TO STANDARDS	ASSESSMENT OPPORTUNITIES	PG #
PL.13 | Let's Go Ice Fishing	Small Group and Free Choice	Exploring properties and characteristics of ice	Physical Science and Geography	Observations and Picture Portfolios	21
PL.14 | Frozen Paint: Process Art	Free Choice	Investigating and exploring art materials through the senses	Art and Fine Motor Development	Observations and Picture Portfolios	22
PL.15 | Life in Antarctica	Small Group	Recalling and recreating habitats through artistic representations	Motivation to Read, People, Past and Present, and Dramatic Expression	Observations, Checklists, and Picture Portfolios	23
PL.16 | Polar Prints	Free Choice	Comparing print sizes between animals and themselves	Life Sciences and Fine Motor Development	Observations and Checklists	24
PL.17 | Ice Sculptures	Free Choice and Small Group	Understanding properties of water and ice	Relationships with Others, Physical Science and Fine Motor Development	Observations, Checklists, and Picture Portfolios	25

THEMED LIBRARY... 27-29

GENERAL SUPPLY KIT... 31-32

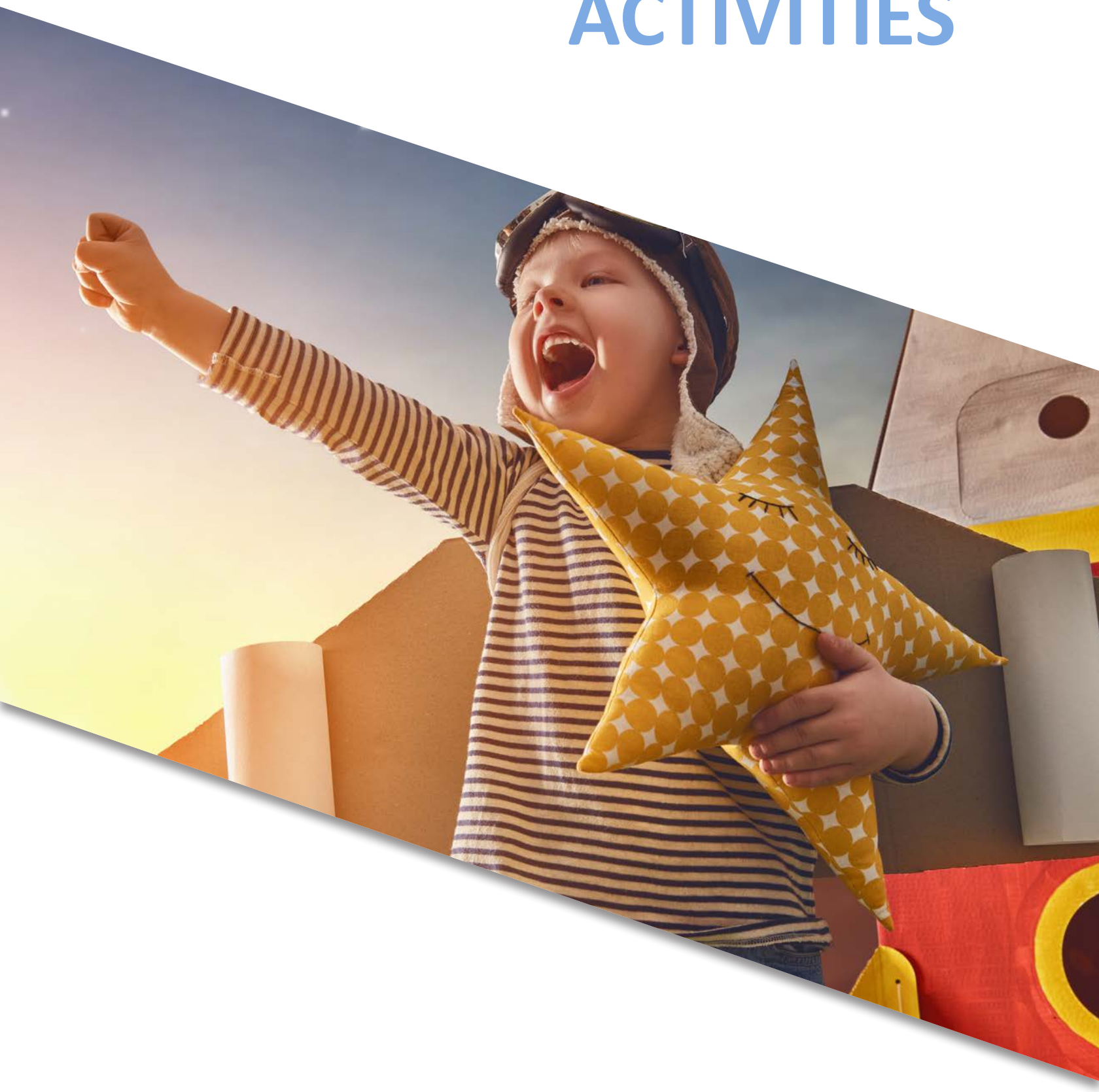
ASSESSMENT TOOLS... 33-37

Activity Rubric Scale... 34
Anecdotal Note Observation Form... 35
General Observations... 36
Picture Portfolio... 37

TEACHER SELF-ASSESSMENT... 39-41

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Penguin Problems

PL.01

I.B.2.a Child begins to understand the connection between emotions and behaviors.
II.B.1 Child uses language for multiple purposes.

After reading *Penguin Problems* by Jory John, students review the problems the penguin has shared. Students can discuss the difference between a problem and negative thinking and share things they are thankful for on a gratitude chart.

DOING THE ACTIVITY

1. Ask students to name some emotions and describe what they know about emotions. Explain that emotions are the way we feel. Practice showing emotions using facial and body expressions (i.e. show me what sadness looks like). Read *Penguin Problems* by Jory John, stopping throughout to name the emotions the penguin is feeling.
2. Ask students to think about the things they are grateful for. Use the dry erase gratitude chart to write/draw responses. Continue to add items as students reflect on their gratitude.

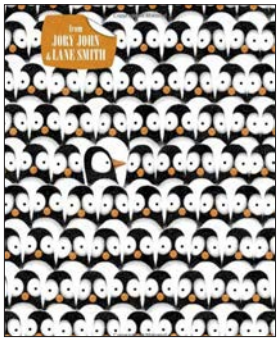
DIFFERENTIATION

- Start each day with a feelings check-in. Place the feelings meter close to the classroom door or morning meeting area and have students point to the emoji that most closely matches how they're feeling.
- After creating gratitude charts, move toward the idea of creating weekly compliment circles. Have students and educators sit in a circle. Educator starts by giving (modeling) a compliment to a student. The friend who received a compliment gives a compliment to another friend and so on. Students can sit criss-cross once they receive a compliment.

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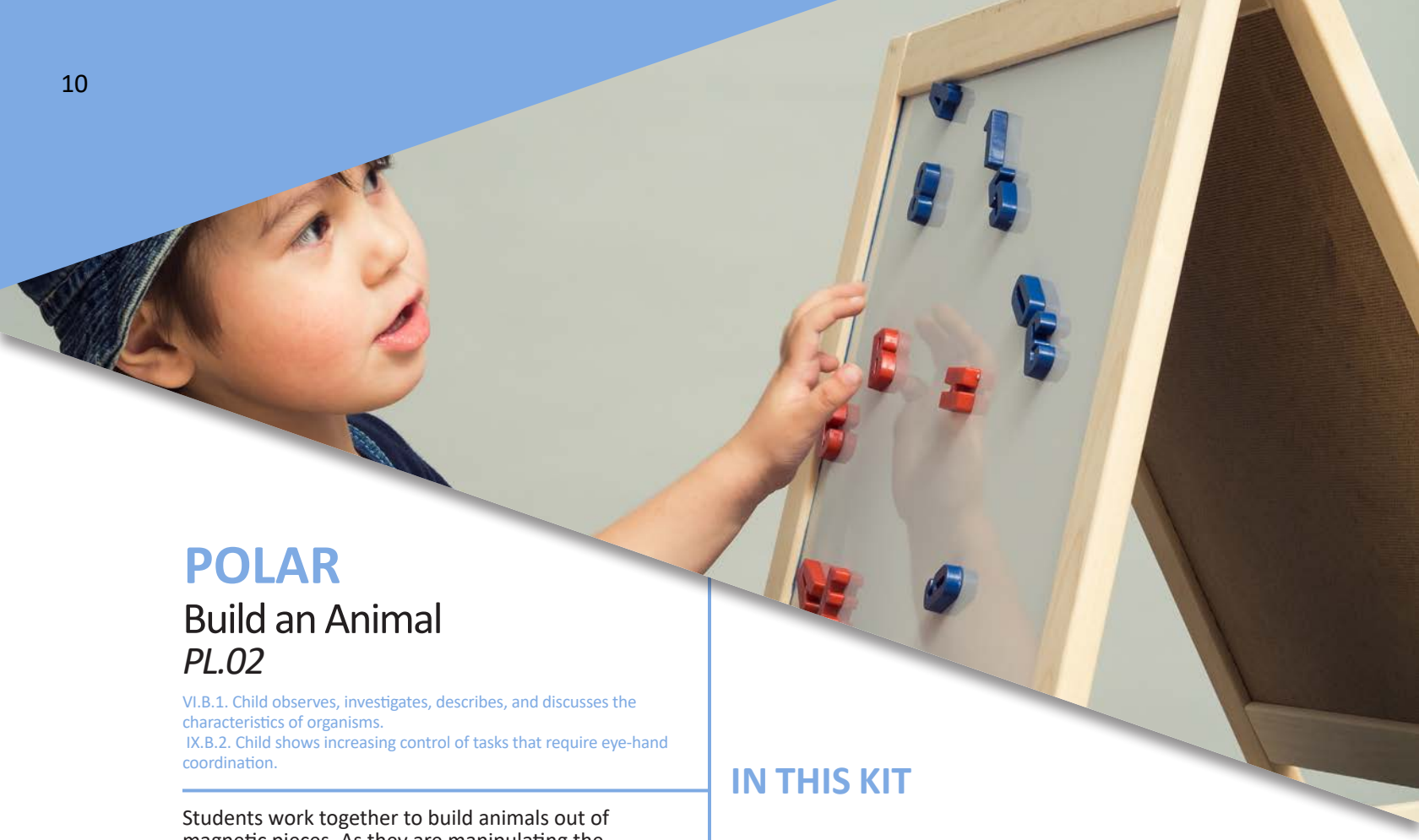






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Build an Animal

PL.02

VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.
IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.

Students work together to build animals out of magnetic pieces. As they are manipulating the magnetic pieces, students communicate, make verbal predictions, and test their predictions to create a whole animal. Parts to whole magnets encourage imaginative thinking as students can create “new” animals for imaginary environments.

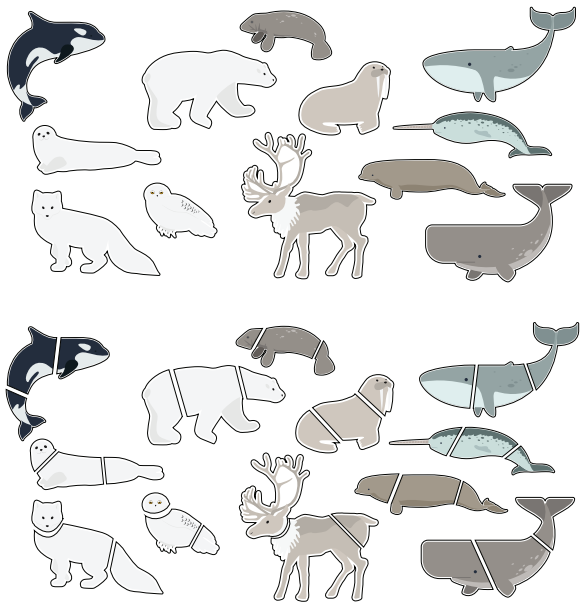
DOING THE ACTIVITY

1. Place the animal magnets on the magnetic wall for free exploration. Encourage students to build animals using the parts, discussing the animal features and unique aspects for adapting to the environment.
2. Continue with habitat discussions. Topics include things wild animals need to survive, how animals get their food in the wild, and habitat descriptions.

DIFFERENTIATION

- Expose students to the wide variety of habitats in the world and the diverse animals that live in each through websites and books. National Geographic Kids, Kids Planet, and World Wildlife Fund offer resources, photos, and videos that help students see beyond their own backyard.
- Add the magnets to the writing center to entice tracing. Students can trace the animal magnets and add details, creating a real or imaginary animal.
- Create a classroom community art mural using the magnets. Students can sort the animals by habitat on chart paper, trace the animals, and build a habitat around the animals using art materials.

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Polar Word Bank: Winter Words

PL.03

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
III.E.2 Child holds books right side up and demonstrates understanding of print directionality (e.g., knows where a book starts and ends, turns pages, points to words left to right, top to bottom, with correct sweeping).

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Winter Words:** Students identify and begin to recognize common winter themed words as they place a marker (bingo chip, manipulative, etc.) on the word/picture as it is called out by the educator. Students can use the winter word cards as they search for items in the classroom.

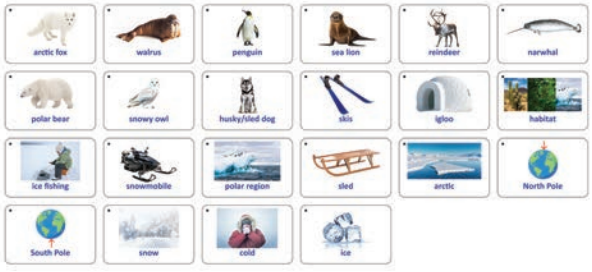
DOING THE ACTIVITY

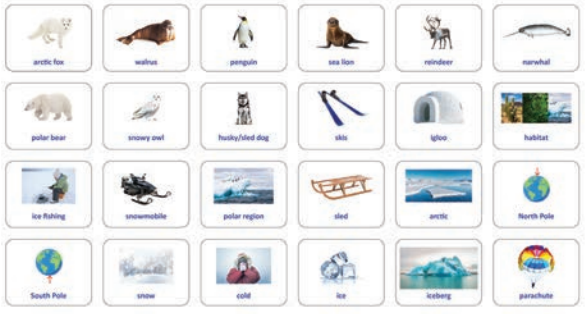
1. Pass out the winter word cards and go over the words and pictures on the cards. Explain that each box will be covered with a chip as an item is called out. A box may be covered once and some boxes may be left over.
2. As you call out items from the caller cards, be sure students are using the chips to cover an item. Decide what constitutes a full card and remind students that a full line is vertical, horizontal, or diagonal.

DIFFERENTIATION

- Reading and reciting new vocabulary regularly helps students learn about word families and teaches students the sound of the English language. Share the word bank words during group time often; provide a rhyming word with each and ask students to think of any additional rhyming words.
- Photocopy the winter word Bingo cards and cut out the individual photos/words. Place them around the room and encourage students to find the matching photo using the winter word Bingo cards.

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Polar Alphabet: Alphabet Ice Painting

PL.04

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Alphabet Ice Painting:** Students reinforce letter recognition by painting ice letters. As students are painting, they can identify the letter and find the letter in additional locations around the classroom.

DOING THE ACTIVITY

1. Before setting up the experience, fill the alphabet mold with water and freeze overnight. Once letters are frozen, they can be placed inside the sensory bin.
2. Place the washable paint inside the art tray and encourage students to “paint” the ice. As they are painting the ice, you can draw attention to each letter and reiterate other locations in the classroom to find letters. Encourage students to spell their name and other word bank words.

DIFFERENTIATION

- Mix the water with food coloring before freezing. Once the letters are frozen, students can “paint” on paper with the colored ice, describing how the letter changes as it melts.
- Encourage students to mix primary colors on the ice and describe their observations.

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Snowflake Drawings

PL.05

IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IX. B.1. Child shows control of tasks that require small-muscle strength and control.

Children benefit from the opportunity to practice fine motor skills and finger dexterity in multiple ways throughout the day. A vertical light table (light box) can help students practice the procedural knowledge that is essential in emergent writing. Snowflake and other polar related transparencies provide a start for the drawing, scribbling, and mock handwriting stages.

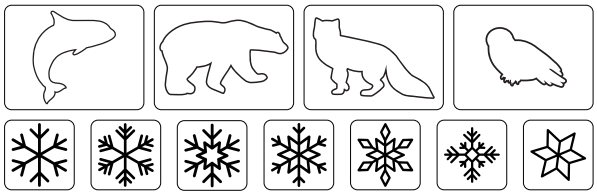
DOING THE ACTIVITY

Place the tabletop light table, tracing transparencies, and dry erase markers on a table for a center-based experience. Students practice tracing strokes and lines to help refine pre-writing skills. Students can draw letters, words, and images of their own on the open-ended transparencies.

DIFFERENTIATION

- No two snowflakes are the same but each snowflake is symmetrical. Have students make snowflakes out of strips of paper, focusing on the symmetrical nature.
- Ask students to measure the snowflakes using standard and non-standard forms of measurement and make comparisons.
- Wrap the tabletop light table with plastic and drip colored water over salted ice and watch as the colors mix and match into a gradient.

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Ice Rescue

PL.06

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
VI.B.3 Child observes, investigates, describes, and discusses the relationship of organisms in their environments.

Students observe and describe what happens to ice when in room temperature. Educator freezes a variety of polar region animals in ice for exploration in the sensory table. Topics of conversation can include temperature of materials, animal similarities and differences, and the importance of caring for our planet.

DOING THE ACTIVITY

Freeze the arctic animals in a bowl(s) of water with liquid watercolor and place in the Flora and Fauna Sensory Table. Provide students with a bowl of warm water, eyedroppers, and tweezers and encourage students to investigate ways to melt the ice. Can they melt the ice without using water?

DIFFERENTIATION

- Freeze water with arctic animals (or other items) in various shaped containers such as milk cartons, plastic food containers, disposable gloves, balloons, and ice cube molds. Ask students to observe how the ice melts differently depending on shape.
- Freeze water with items found outside like pinecones, leaves, rocks, and feathers.
- Encourage students to make predictions and observations about melting by adding salt, flour, and cornmeal to the ice. Students can have discussions about chemical reactions.

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Does it Belong?

PL.07

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.
VI.C.3. Child observes and describes what happens during changes in the earth and sky.

Students sort a variety of recreation and clothing flashcards based on region of use. Students can have educator-led discussions about where, when, and how to use the items, building vocabulary around the polar regions.

DOING THE ACTIVITY

Introduce the sorting cards as an educator-led or student-led activity. Students can sort recreation items and articles of clothing by season, weather, region of use, and other educator or student-initiated categories.

DIFFERENTIATION

- Ask students to think of other items that might fit into a specific category that are not included with the sorting cards.
- Write down any new or infrequently used words associated with the polar region on chart paper. Students can begin to create a polar region word wall which can be referenced often during activities and conversations.

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Snow and Ice Math

PL.08

V.A.3 Child counts up to 10 items and demonstrates cardinality by communicating that the last number indicates how many items are in
V.A.5 Child recognizes numerals 0-10.

Students learn to build ten with snow and ice math manipulatives. Using the math manipulatives and number identification cards, students make a one-to-one correspondence by placing the manipulatives on a graphing chart to reflect the amount on the number identification cards.

DOING THE ACTIVITY

Introduce the building 10 (or 20) cards to the students in a small group or center-based experience. Students can use the cotton balls (snow) and faux ice to build 10, following the card directive. Use the jumbo tweezers for an added fine motor challenge.

DIFFERENTIATION

- Have students use the cotton balls (snow) and faux ice to make patterns. Start with simple patterns (ABAB, AABB) and move toward more difficult patterns (AAB, ABB). Encourage students to create patterns of their own.
- Create the arctic in the sensory table. Add Insta Snow, ice cream cups, cotton balls, polar animals, and faux ice for free-choice play.

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Blubber Glove

PL.09

VI.B.1 Child observes, invstigates, describes, and discusses the characteristics of organisms.

Arctic animals have evolved to withstand the subfreezing air temperatures and extreme frigid water. These animals have a thick layer of body fat, called blubber, that helps them stay warm. Using cold water (in the sensory table), Ziplock bags, and shortening, students can experience what it feels like to have blubber in extreme cold.

DOING THE ACTIVITY

1. Fill the tabletop container or water table with cold water. Add ice. Fill a zipper lock bag with 3 or 4 heaping spoonfuls of shortening. Place your hand inside another zipper lock bag and push it into the shortening filled zipper lock bag, spreading the shortening around until the bag is mostly covered. Fold the top of the inner zipper lock bag over the top of the outer zipper lock bag and tape around the fold.
2. Ask students to stick their hand in the "glove" and dip into the icy water. Ask students to describe how their hand feels. Ask students to dip their hand into the icy water without the glove. Ask students to describe how their hand feels different. Tell students that shortening (a cooking fat) is similar to blubber (marine animal fat). The fat keeps heat in and cold out. Ask students the following reflection questions: "What arctic animals can you think of that use blubber to survive in the cold environment?" and "What are the similarities and differences in which humans and other animals stay warm in the winter?"

DIFFERENTIATION

Experiment with other insulators such as cotton balls, butter, sand, and tissue paper. Ask students to make comparisons between the insulators.

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Parachute

PL.10

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.

Parachutes help supplies and materials land safely in polar regions. The parachute material traps air and slows down movement. Students can create a variety of parachutes using different material, test their parachute, make observations about speed, and draw conclusions.

DOING THE ACTIVITY

1. Using the parachute photos as a guide, tell students that parachutes are used to slow moving objects. Ask students the following questions: “Where have you seen a parachute before?” and “How does a parachute slowly move objects?” Ask students to construct a parachute using the open-ended items. Student can construct parachutes individually, in a small group, or as a large group. Attach a small object (counting bear or similar) to the bottom of the parachute and test each parachute from a predetermined drop height (using the tape measure). As an added challenge, create a target on the ground using paper or tape.
2. Make observations and talk about how the parachutes fall to the ground as they are dropped. Discuss the variables in parachute design and drop, including material and drop height. These observations and discussion help students reflect, redesign, and test again.

DIFFERENTIATION

- Try dropping the parachutes from different heights and timing as they fall. What designs are most effective?
- Ask students to make containers to hold payloads using a paper cup or other small container. How does the added weight affect the parachute’s speed?
- Bring in a tabletop fan and make comparisons between the addition of wind and no wind. Ask students how the parachute moves differently with the addition of wind.

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Arctic Animal Life Cycle Sequencing

PL.11

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
VI.B.2 Child observes, describes, and discusses the life cycles of organisms.

A life cycle is a series of changes in living things from birth to adulthood. All living things, from plants to animals, have a life cycle. Students can learn about the transformation occurring during animal life cycles by manipulating life cycle sequencing cards.

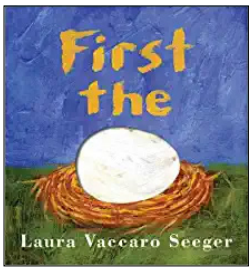
DOING THE ACTIVITY

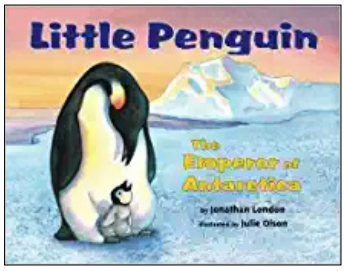
1. Read several books about animal life cycles such as *First the Egg* by Laura Vaccaro Seeger and *Little Penguin: The Emperor of Antarctica* by Jonathan London, emphasizing the changes throughout the text.
2. Introduce the life cycle sequencing cards during small group or as a center-based activity. Students can arrange the cards on the activity board, taking into account new information from the non-fiction read alouds.

DIFFERENTIATION

- Photocopy the life cycle cards, cut out each photo, and staple together to create a flip book. Each student can make an individual flip book to take home and share with families.
- Help students make connections to the human life cycle and the stages of human development.

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POLAR

Camouflage Coats

PL.12

VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.

Many arctic animals and birds are covered in white fur or feathers to camouflage against predators. White fur is also a better insulator as white lacks pigment, which traps air. Students can investigate the notion of camouflage by exploring arctic animals, white insulator (quilt batting, paper strips, and tissue paper), and other animals for comparison in the sensory table.

DOING THE ACTIVITY

1. Create an arctic ecosystem in the inflatable pool. Fill the pool with cotton balls, white paper strips, and crumpled white tissue paper. Add the arctic animal photos and arctic animal figures. Ask students the following questions: “What do they notice about the animals held up to the arctic scene?,” “Why is it important for the arctic animals to blend into (camouflage) with their environment?,” and “Which animals camouflage the most?”
2. Provide opportunities for students to use the arctic animals, arctic photos, and arctic scene in play-based situations.

DIFFERENTIATION

- Participate in camouflage outfit day. Pick a habitat mural in the classroom and encourage students to come dressed for school in an outfit best to camouflage in an arctic scene.
- Ask students to look for examples of camouflage in the classroom murals.

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POLAR

Let's Go Ice Fishing

PL.13

VI.C.1. Child observes, investigates, describes, and discusses earth materials and their properties and uses.
VII.C.1 Child identifies and creates common geographic features.

Ice fishing is the practice of catching fish with lines and fish hooks through the opening in ice on frozen water. Students can simulate catching frozen "fish" while learning about the properties of ice.

DOING THE ACTIVITY

1. Fill the silicone fish tray with water. Add a couple of drops of liquid watercolor to each individual tray. Place in the freezer for a few hours. Once fish are frozen, fill the bowls with water. Next, show students how to build a fishing rod. Take a craft stick and tie one end of an 8 inch piece of string to the craft stick.
2. Set the students up for the experience by connecting to background knowledge. Ask students what salt is used for (cooking, flavoring, etc.). Ask students if they know that salt is used for melting ice too. Once students have their fishing rods prepared, add several fish to a bowl of water and encourage them to "fish" with their fishing rod. Ask students to describe what is happening. Ask students to dip their fishing rod into salt and then encourage them to "fish" with their fishing rod. Ask students to describe what is happening now. Make connections to salt melting ice (causing the ice to stick to the string as the melted water dilutes and refreezes on the string).

DIFFERENTIATION

Try different types of salt (iodized salt, sea salt, kosher salt, Himalayan salt) and make comparisons as the salt melts the ice.

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POLAR

Frozen Paint: Process Art

PL.14

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Process art allows children the opportunity to participate in art experiences in child-directed and choice-driven ways. Students participate in process art by experimenting with frozen paint and creating products of their choosing.

DOING THE ACTIVITY

Fill each ice cube compartment half way with paint (paint located in General Supply Kit) and top with water. Stir each compartment and then cover the tray with foil. Using scissors, make a craft stick sized hole over each compartment and add a craft stick. Tape butcher paper to a table or floor and place the frozen paint on a plate with a small amount of water. Allow students to explore and create using the frozen paint.

DIFFERENTIATION

- Turn on music and encourage students to paint along with the beat.
- Add glitter or confetti to several of the compartments of paint to create textures.

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POLAR

Life in Antarctica

PL.15

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.
VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.

Students learn about life in other regions by reading fiction and non-fiction books in the classroom. Students can engage in dramatic play after reading books using arctic related materials and props, reenacting scenes and creating new situations and stories.

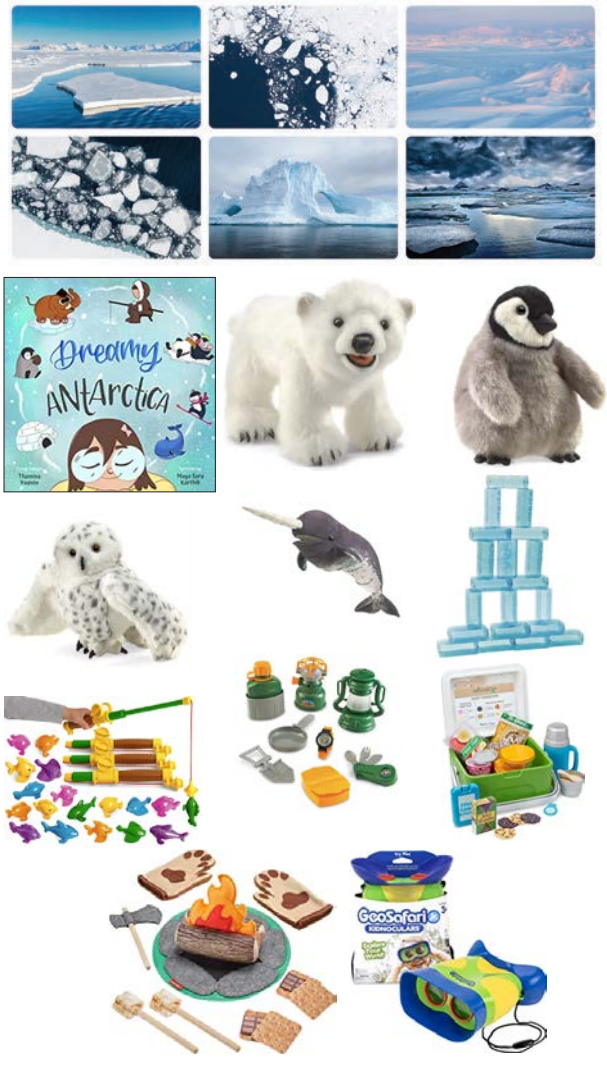
DOING THE ACTIVITY

1. Read *Dreamy Antarctica* by Maya Sara Karthik, discussing life in the arctic as you read each page. Make comparisons to life at home and in their own community. After reading books, review items people need to live and survive in the arctic.
2. Introduce students to the dramatic play items and arctic scenery photos. Encourage students to build igloos, have an arctic picnic after ice fishing, and observe arctic animals. Students can re-enact scenes from the read aloud or create new scenes from their understandings.

DIFFERENTIATION

Add additional materials as the play continues, such as white felt to simulate snow and cold weather clothing.

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POLAR

Polar Prints

PL.16

VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.
IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Students practice fine motor skills as they trace laminated polar animal prints and make comparisons to their own handprints and footprints. Students can also use the prints as sorting mats, matching the animal manipulative to the corresponding print.

DOING THE ACTIVITY

Place the polar prints, dry erase markers, and erasers in a free-choice center. Encourage students to trace their hand over the prints and make comparisons. Ask students to make comparisons between arctic animal prints.

DIFFERENTIATION

- Have students trace their hand onto a piece of paper and make comparisons between each other.
- Ask students to use non-standard and standard forms of measurement to make comparisons between the prints. Encourage students to record the measurement next to the corresponding print.

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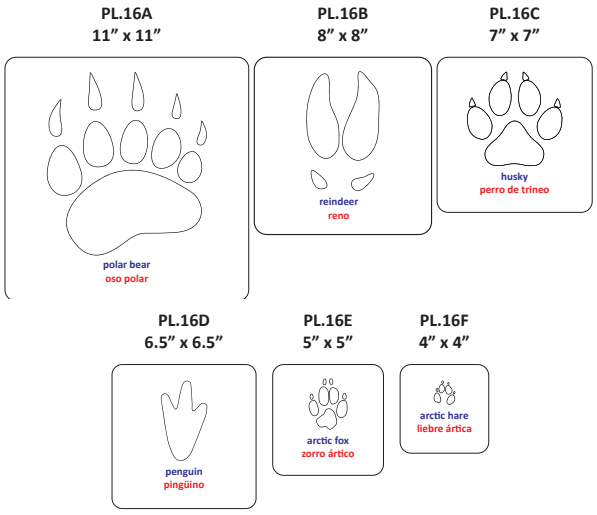






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POLAR

Ice Sculptures

PL.17

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

Students manipulate shaved ice to create free-choice ice sculptures in the sensory table. Students can add primary liquid watercolors to the ice to create new colors and manipulate ice with varied sized containers.

DOING THE ACTIVITY

1. Make the shaved ice and place in the empty water table right before the students will use it. Add the reusable cups, bowls, and utensils.
2. Encourage students to explore the shaved ice as they would with wet sand or mud. Talk about how the ice feels (cold and wet) and make observations as the ice melts (turns into water). Make connections to the properties of snow. Explain that snow is water in the form of ice crystals that grow in the atmosphere and fall to the ground.

DIFFERENTIATION

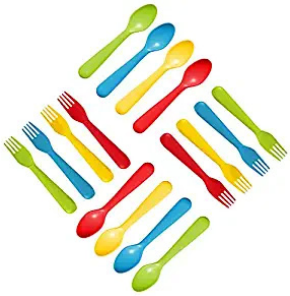
Make ice sculptures in the water table. Freeze water in a milk carton overnight and place the ice block in the water table. Encourage children to think about ways to make the ice melt and create new shapes (salt, warm water).

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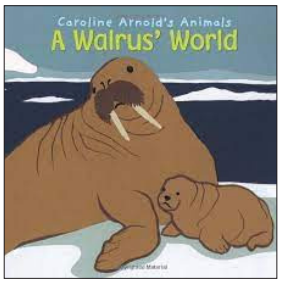
THEMED LIBRARY



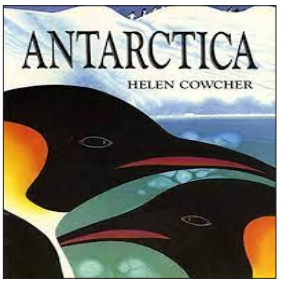
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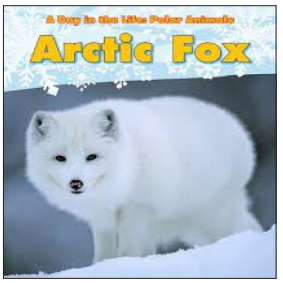
NON-FICTION



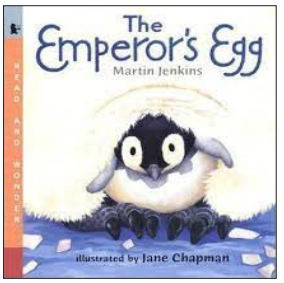
A Walrus' World



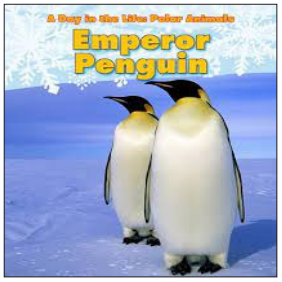
Antarctica



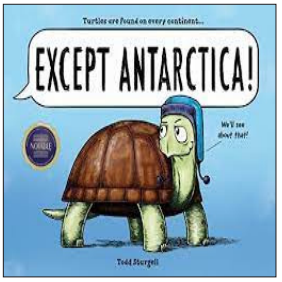
Arctic Fox



The Emperor's Egg



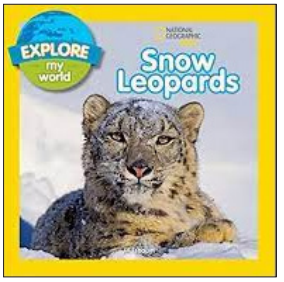
Emperor Penguin



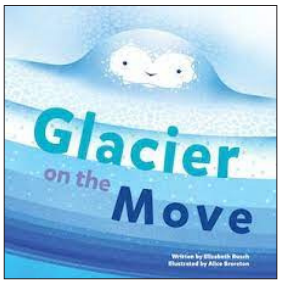
Except Antarctica



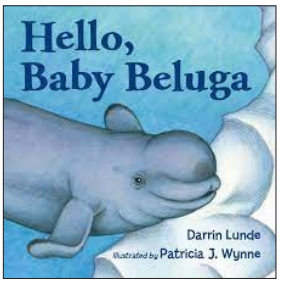
Explore My World: Penguins



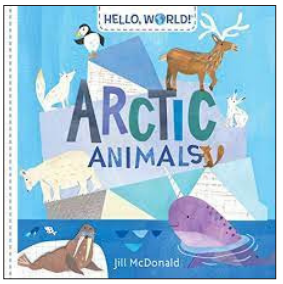
Explore My World: Snow Leopards



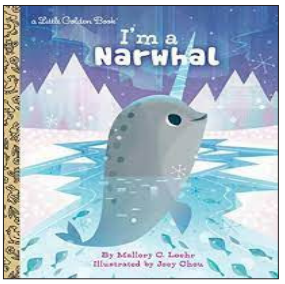
Glacier On The Move



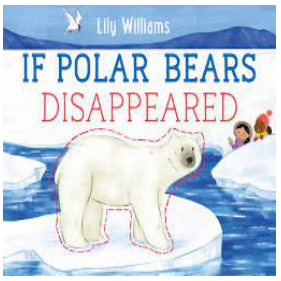
Hello, Baby Beluga



Hello, World! Arctic Animals



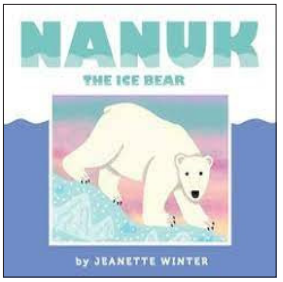
I'm a Narwhal



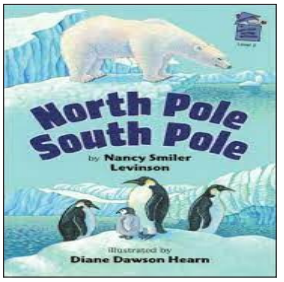
If Polar Bears Disappeared



Look Closer: Into the Arctic



Nanuk the Ice Bear



North Pole, South Pole

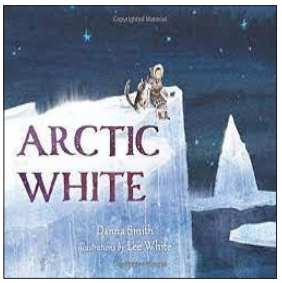


Reindeer

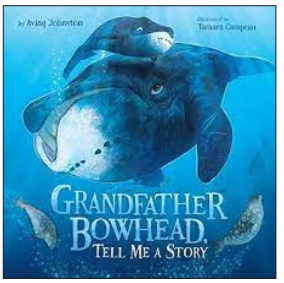
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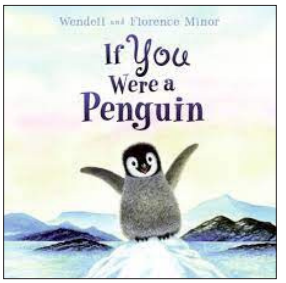
FICTION



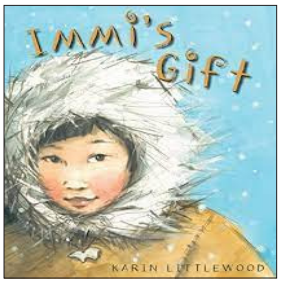
Arctic White



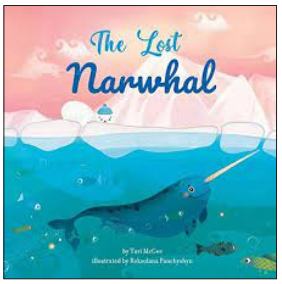
Grandfather Bowhead, Tell Me a Story



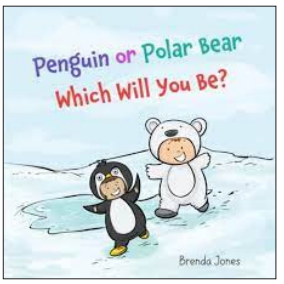
If You Were a Penguin



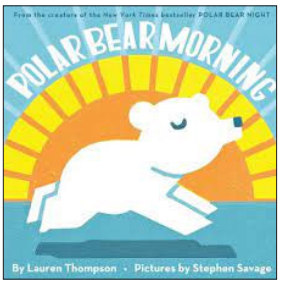
Immi's Gift



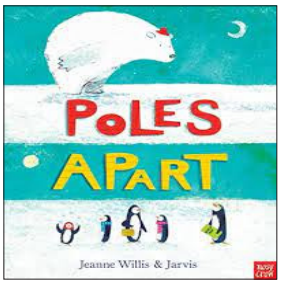
The Lost Narwhal



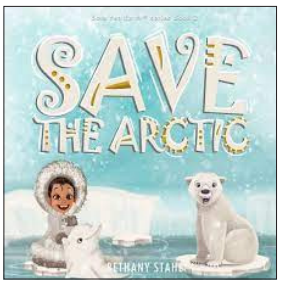
Penguin or Polar Bear: Which Will You Be?



Polar Bear Morning



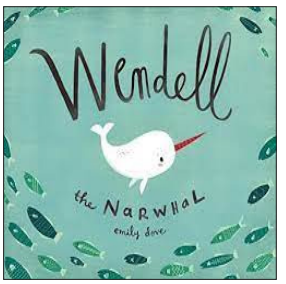
Poles Apart



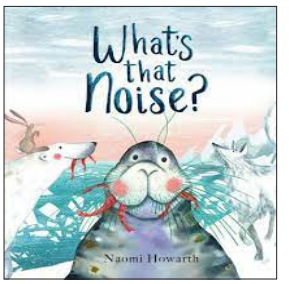
Save the Arctic



Sweetest Kulu



Wendell the Narwhal



What's that Noise?

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GENERAL SUPPLY KIT



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GENERAL SUPPLY KIT

























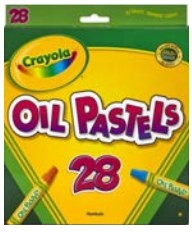












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ASSESSMENT TOOLS



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POLAR

Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

4 **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

3 **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

2 **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

1 **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

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POLAR

Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

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General Observations

DATE	TIME	SKILL	OBSERVATIONS

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Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

(Include photo or sample of student's work)

Notes:_____

_____

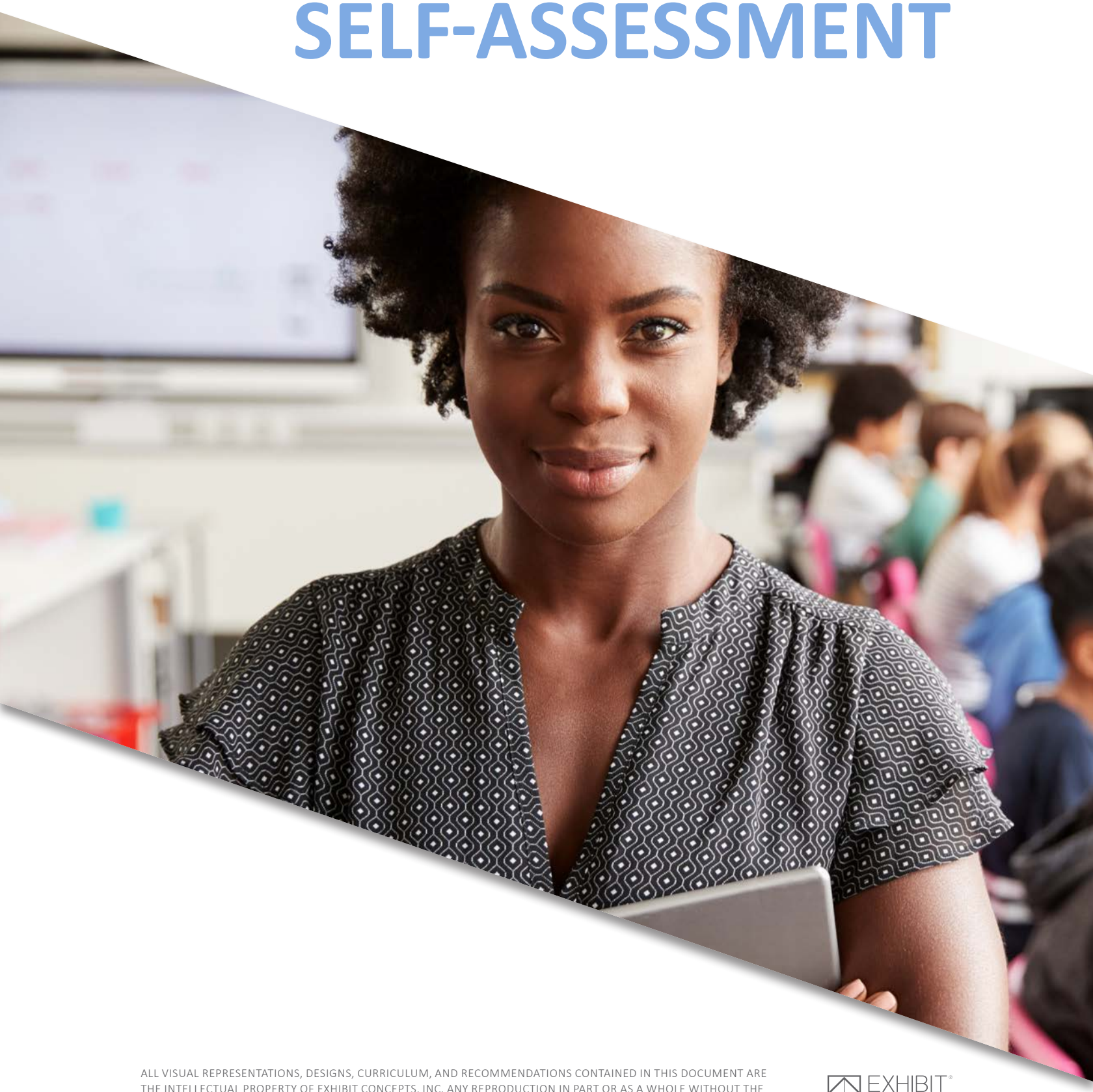
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TEACHER SELF-ASSESSMENT



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Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

WHEN I PLAN...	LACKING	EMERGING	PRACTICING
I plan activities and experiences that follow the interests of my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider multiple learning modalities.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I consider new and novel items to engage students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
WHEN I TEACH...	**LACKING**	**EMERGING**	**PRACTICING**
I give students choices.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I ask open-ended questions that help students think creatively and critically.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I observe my students.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I identify and respond to the existing knowledge and skills each student brings to an activity or experience.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I help students make connections between existing and new knowledge.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I use developmentally appropriate concepts and vocabulary to introduce new content.	☐☐☐☐	☐☐☐☐	☐☐☐☐
I individually reflect on how to continuously improve my instruction.	☐☐☐☐	☐☐☐☐	☐☐☐☐
IN MY CLASSROOM...	**LACKING**	**EMERGING**	**PRACTICING**
My students are active in the learning process by:			
• choosing items to engage with and participating in activities that interest them.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• working through problems and activities in real-life situations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• collaborating with peers, as developmentally appropriate.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• initiating their own investigations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• asking questions.	☐☐☐☐	☐☐☐☐	☐☐☐☐
• making observations.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students recognize and use developmentally appropriate vocabulary and concepts.	☐☐☐☐	☐☐☐☐	☐☐☐☐
My students are intrinsically motivated.	☐☐☐☐	☐☐☐☐	☐☐☐☐

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

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