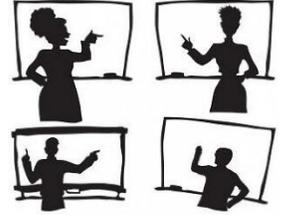


# “Look at Me Now, I’m Teachin’ Classes”



**Objective:** Summarize the general function of a major system of the human body (digestion, respiration, circulation, and excretion) and ways that this system interacts with others to sustain life through the teaching of a lesson to peers.

**Final Product:** Lesson to be presented to class

**Criteria:** (Each group is assigned 1 body system; ALL groups must incorporate “making the connection”)

<p><b>Digestive System:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain/show pathway food takes</li> <li><input type="checkbox"/> Organs/functions of each found in this system (in order)</li> <li><input type="checkbox"/> Mechanical vs. chemical digestion</li> </ul>	<p><b>Circulatory System:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain/show pathway (drop of blood starting in Aorta)</li> <li><input type="checkbox"/> Organs/functions of each found in this system (in order)</li> <li><input type="checkbox"/> Explain where to find oxygenated vs. deoxygenated blood within the body</li> </ul>
<p><b>Respiratory System:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain/show pathway air particle takes (start entering body)</li> <li><input type="checkbox"/> Organs/functions of each found in this system (in order)</li> </ul>	<p><b>Excretory System:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain/show pathway wastes takes</li> <li><input type="checkbox"/> Organs/functions of each found in this system (in order)</li> </ul>
<p><b>Making the Connection:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how your assigned system interacts with other four to sustain life/maintain homeostasis</li> </ul>	

Put yourself in the shoes of the teacher. Your group is responsible for creating a 20-25 minute lesson for their assigned body system. Each team is responsible for the following...

- Assigning each teammate to a role (Coordinator, Time Keeper, Go For, Troubleshooter)
- Developing a detailed written lesson plan that outlines the contents of their lesson (i.e. – what will be taught; how will it be taught; what materials will students need; what worksheets/documents will be created, etc...)
- Include necessary vocabulary for the body system
- Create/Gather all needed materials (i.e. – worksheets; PowerPoints, videos, etc..)
- Create/Determine what roles each teammate will play on the day of the lesson (i.e. – who is doing what part of the teaching? **ALL TEAM MEMBERS MUST PLAY A ROLE IN THE TEACHING!**)
- Complete a daily reflection log each day of planning
- Create a form of assessment (i.e. – exit ticket, quiz, etc.). Assessment must include the 5 questions from the pre-test PLUS five new questions created by the team (REMEMBER – your assessment should help you decide what you need to teach.
- Complete a lesson reflection after team has taught their lesson

**All worksheets, PowerPoints, videos, etc... MUST be approved by Ms. Hawks before use in a team’s lesson**

**NOTE: If any team member does not adhere to class expectations, they will be “pink slipped” and be required to do an alternate project on their own.**

# “Look at Me Now, I’m Teachin’ Classes” Rubric



<b>Parts of the Lesson (Criteria)</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Self</b>
<b>Prepared and Ready:</b> All materials ready at start of class ( <i>on day of presentation day</i> ) <input type="checkbox"/> Warmup, all documents, media, activities, etc...	<b>10</b>	<b>8</b>	<b>7</b>	<b>6</b>	
<b>Understanding of Content:</b> All team members understood material in order to teach class <input type="checkbox"/> Able to explain information without need of notes <input type="checkbox"/> All content presented is accurate	<b>20</b>	<b>16</b>	<b>14</b>	<b>12</b>	
<b>Lesson Plan: (written component)</b> Detailed plan that outlines content of lesson <input type="checkbox"/> Provides list of materials to be used (worksheets; technology, etc) <input type="checkbox"/> Explains procedure/activities to be used <input type="checkbox"/> Provides learning activities for students to practice or access information <input type="checkbox"/> Provides necessary vocabulary to be learned from lesson <input type="checkbox"/> Explains/Provides class w/ 10 question assessment <input type="checkbox"/> Provides enough detail that another “teacher” can pick up the lesson and teach a different class	<b>20</b>	<b>16</b>	<b>14</b>	<b>12</b>	
<b>Lesson Presentation:</b> <input type="checkbox"/> ALL team members play an active role in teaching of lesson <input type="checkbox"/> Presents content in a clear and easy to understand way <input type="checkbox"/> Activities are creative/interesting/fun <input type="checkbox"/> Students engaged in activity <input type="checkbox"/> Able to respond correctly to student questions <input type="checkbox"/> Visual/Auditory/Kinesthetic elements used <input type="checkbox"/> Form of assessment used at end of lesson	<b>40</b>	<b>32</b>	<b>28</b>	<b>24</b>	
<b>Daily Reflection Logs</b> <input type="checkbox"/> Provides daily updates/progress of team (areas of strength; improvement; etc...) & FINAL reflection at end of lesson	<b>10</b>	<b>8</b>	<b>7</b>	<b>6</b>	
<b>TOTAL POINTS POSSIBLE:</b>	<b>100</b>	<b>80</b>	<b>70</b>	<b>60</b>	
<b>TOTAL POINTS EARNED:</b>					
<b>Teacher Comments:</b>					

## Group/Self Evaluation Checklist

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Decide which rating (1-3; 3 being the best score) best suits the way your team worked together.

We finished our tasks on time and did a good job.	
We encouraged each other and cooperated with each other.	
We used quiet voices in our communications.	
We each shared our ideas, then listened and valued each other's ideas.	
We created action steps (to do list) for the next day	
Today, we did best at...	
Next time we could improve at...	

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