Worms: A Student-Taught Lesson

Objective: Your objective today is to design a lesson that you can teach to your peers over the worm unit. By teaching the content back to others, it will help you to master the concepts and vocab associated with this complex study unit.

Requirements:

Create a LESSON (5-10 minutes) over the worm phyla (platyhelminthes and nematoda) and discuss with your classmates. In this activity, YOU are the teacher. It can be a lecture from the board, or a Prezi, or a PowerPoint, or whatever. It's whatever format you choose to put it into. Include major vocab words, anatomy structures, etc in the presentation. See rubric for grading details.

Your lesson will need to include an ASSIGNMENT. This will be handed out to students and they will complete it. The assignment MUST be worth exactly 20 points, with the points for each question being labeled on the sheet. See rubric for grading details.

You must include a MODEL with the lesson. Whether you build a tapeworm out of Play Doh, or create a proglottid segment from cardboard and label it, you must include a model to pass around for the audience to look at. See rubric for grading details.

Hints:

Choose a topic that you feel is one of your weaker points and expand your knowledge on that. By focusing on an area that's less familiar to you, it will go a long way in helping you become MORE familiar with the topic. Ideas include a unit over the flatworm phylum and classes, or the roundworm phylum and differences between flatworms and roundworms, or the life cycles of flukes vs turbellarians (with all important vocab), etc.

The Assignment Content

The assignment encourages the audience   +10
to expand on their knowledge of the two worm
phyla, is relevant to the subject matter, is worth 20
points, and includes all big ideas

The assignment is either missing key big   +5
ideas, does not stimulate higher-level thinking,
and/or is not worth 20 points

The assignment lacks the majority of big ideas   +0
and/or is not included

The Presentation

The presenter explains the material in a   +20
meaningful, engaging way, uses adequate
voice, and poise/presence is professional
& well-managed. The presenter clearly links
content to the importance of everyday life

The presenter explains some parts effectively   +10
but not others; some big ideas are not expanded
upon. The link to importance of everyday life is
not clearly evident

The presenter lacks meaning in the presentation,   +0
is not rehearsed/prepared, and/or there are
voice/poise issues or no link to everyday life. Or the
presenter just reads the information verbatim

The Model

The model is accurate, helps to explain a topic,   +10
and is passed around for the audience to see

The model lacks some accuracy, and/or isn't   +5
distributed throughout the audience

A model isn't provided   +0

Total Points Available: _____/40