Module 7
Working on Independent Projects
What is unique about the teen brain?

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The Franklin Institute
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Evaluation
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In Module 7, students identify a topic relating to teen brain development that is particularly interesting to them, and begin gathering research and synthesizing an engaging presentation to educate their peers.

This module invites students to explore the questions:

_What is unique about the teen brain?_

While exploring this idea, students will:

- Research a topic relating to the teen brain.
- Synthesize research into an engaging and understandable presentation for peer education.

Frequently engage students in discussion by asking questions, eliciting their prior knowledge, experience, and ideas. Examples of probing and reflective questions are embedded throughout the curriculum guide, to scaffold meaningful and relevant experiences for students.

**Time Frame:** 2 hours

**Activities:**
- Time to work on final project presentation.
- Journal reflections/questions

**Preparation:**
- Ensure Internet access and computers/tablets for students to do independent research

**Materials Needed:**

**Exploration 1: Independent Research**
- Computers, laptops, or tablets for students to do independent research

**Journal Reflection**
- Journal books for each student
- Extra pens/pencils

**Review (10 mins)**

**Driving Questions:** How do drugs affect the brain? Why are they particularly dangerous for teens?

1. Discuss with students the effects of various drugs on the brain, as learned in the previous module. Encourage students to share why these drugs are more dangerous for teens than adults.
Independent Research (1 hour 40 mins)
Driving Questions: What is unique about the teen brain? What do I want to learn more about?
1. Encourage students to share their teen brain project topic and question with their peers. Allow students to share questions or ideas that further one another’s thinking and specificity about that topic.
2. If desired, explain a rubric for how this project will be graded with criteria such as:
   a. Providing accurate and thorough information (referencing credible sources)
   b. Connecting the theme to what we learned in the mini-course
   c. Professionalism in presentation (clear speaking, visual aids like PowerPoint, poster, or handout)
3. Provide time for students to research their topic and prepare their presentations. Circulate through the room, asking students to share what they have found out so far, and how they plan to present the information. Challenge students to be clear about the information they are presenting drawing upon what has been discussed in the modules.

Journal Reflection (10 mins)
Driving question: What are you thinking about after today’s session?
1. Encourage students to think about what they did and learned today. Ask them to consider and write about:
   a. What does that make you think?
   b. Where do you feel confused?
   c. What are you still curious to learn more about?