THE TEEN BRAIN
Curriculum for High School Teachers

Module 8
Student Presentations & Wrap-Up

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**Acknowledgments**

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Evaluation
Goodman Research Group, Inc.
In the final module of this series, students present their independent projects to one another, sharing new knowledge about teen brain development with important take-away messages for their peers.

This module invites students to explore the questions:

*What is unique about the teen brain?*

While exploring this idea, students will:
- Demonstrate deep understanding of a specific topic related to the teen brain.
- Deliver professional, clear, and engaging presentations to peers.
- Demonstrate knowledge learned over course through post-course assessment.

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:**
- Project presentations
- Final journal reflection

**Preparation:**
- If desired, make copies of the [post-course assessment](#) for all students (color is ideal for images). The assessment can be edited if there are questions on material that was not covered in your course. Review the [answer key](#) for the post-course assessment.

**Materials Needed:**

**Exploration 1: Student Presentations**
- Computer/tablet, cords, projector, and screen for students to be able to present their presentations easily to the class.

**Exploration 2: Post-Course Assessment**
- Post-course assessment
- Copies of post-course assessment (color if possible)
- Extra pens/pencils

**Journal Reflection**
- Journal books for each student
- Extra pens/pencils
Student Presentations (1 hour)
Driving Question: What is unique about the teen brain?
1. Allow students to present their individual presentations to the class. Tell students that after each presentation, there will be time for brief questions and discussion. As a goal for the end of the presentation session, encourage each student to contribute at least 2 comments total – one thing they liked about another person’s presentation, and one question.
2. After each presentation, encourage students to share things they liked about the presentation as well as questions they have for more information or clarification.
3. As a whole class, review the big ideas communicated throughout this course (or subset of modules taught). Ask questions that elicit students’ ideas and experiences that lead toward these conclusions:
   a. The brain changes throughout one’s life. It undergoes significant growth and changes during teen years, which has great potential that can be either positive (learning, good habits) or negative (drugs, risky decisions).
   b. A person’s experiences and behavior impacts the way their brain develops and functions.
   c. Similarly, development of our brains impact the way we experience the world.

Optional Post-Course Assessment (40 mins)
Driving Question: What have students learned as a result of participating in this course?
1. Pass out post-course assessments to students. Remind them that they cannot collaborate on this.

Journal Reflection (10 mins)
Driving Question: What are you thinking about after today’s class?
1. For the final journal reflection, encourage students to think about what they did and learned over the entire course. Ask them to consider and write about:
   a. What has this course made you think about?
   b. What do you think has changed for your ideas or perspective on the brain as a result of having participated in this course?
   c. What are you still curious to learn more about?
2. After the students have written a brief reflection, you can choose to either hold on to them for review (returning them later), or allow students to take their journals home.