

Skin Deep

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Vetted Project: The next time you think about getting a tattoo, you might want to consider what you are putting into your body. It could be such elements as Mercury, Lead, Titanium, Copper, and Carbon. These are just a few of the ingredients in the ink that tattoo artists use. Despite the toxic nature of these elements, the practice is not regulated by the Food and Drug Administration or any federal agency so it can be used without question. In this research project, students will attempt to describe possible effects of tattooing on the human body. Using a variety of methods, they will research and organize information in order to describe the tattooing process, its effects on the integument (skin) involved, and the potential long and short-term health risks associated with the process. Within the process, students will describe, discover and identify the roles, and components of the integument on the immune system (how they relate). **Sustainability:** Students and community members were informed about the pros and cons of getting a tattoo. **Driving Question:** How does tattooing affect the layers of the integument and the immune system? **Student Reflection:** From the student reflection questionnaire, students really enjoyed the project. They were all excited about the tattoo parlor visit, in which they interviewed 2 tattoo artists. They also were fortunate to have Shelley Carpenter, from Praisier Dermatology to come in to give a presentation. They were really engaged with the special guests that they interviewed. Students found nothing that they did not like, only that they need more time because they were involved in the PBL projects. **Teacher Reflection:** I think the most impactful moments for the students is when they were allowed to visit a tattoo parlor and to get up close and personal to someone that was actually getting one. The dermatology technician came to visit SHS to give students valuable information as well. They had the opportunity to ask questions to get a more in depth understanding of what can happen when tattoo ink is applied to the skin. They came up with the saying "THINK BEFORE YOU INK." **Lessons Learned:** I would start the project earlier.

I. Authenticity

Demonstrating

Exhibit / Contest

Film / Documentary

Lab Activity

Producing / Revising

Model or Prototype

Portfolio / Presentation Board

Product

Presenting

Leverage Media Technologies

Utilize Visuals

II. Media Produced

Digital Content

Audio Content

Video Content

Digital Arts / Graphics

Digital Photography

Computer-based

Multimedia-software Generated

Tactile

Buidling

Artistic Composition

Journal / Diary

Technical Writing

Lab / Research Report

Marketing Pitch / Brochure

Physical Drawings & Fine Arts

Illustration

III. Challenging Problems

Questions

Self Reflection & Evaluation

Themes

Research-based

Topics: Physical World

Human Body

Topics: Humans in the World

Ethics

IV. Achieved Literacy Skills

Information / Technology

Utilize Spreadsheets / Graphs / Tables

Media

Utilize Media Creation Tools

Project / Work

Learn / Develop Expertise

Manage Time / Workload

Leadership

Balance Diverse Views

I. Parameters & Feasibility

Project Timeframe

3-4 Weeks

Assessment Timeframe

Timed Assessment
Within a Class Period
More than a Class Period

of Project Members
Small Group

Grade Level
High School (Grades 9-12)

Authentic Audience / Evaluators
Peers
Parents
Teachers & Administrators
Community Members

Special Test Accommodations
Timing / Scheduling

II. Intended Learning Outcomes

Creativity
Brainstorm
Change
Design / Create
Elaborate / Expand
Envision / Invent
Improve / Refine

Communication
Engage Creatively
Instruct
Point of View

Collaboration
Assume Shared Responsibility
Develop Trust
Encourage Others
Exercise Flexibility
Ignore Distractions
Incorporate Feedback
Manage People / Team
Respond to Failure
Value Contributions Made by Others
Work with Diverse Teams

Critical Thinking
Assemble Parts of a Whole
Balance / Weigh Alternatives
Clarify Meaning
Critique Reasoning of Others
Overcome Obstacles
Rational, Objective Decision-making
Reflect Critically on Learning
Solve Problems Innovatively

Instilled Citizenship Values
Community & Public Issues
Express Empathy / Compassion
Personal Responsibility
Strong Personal / Work Ethic

III. Success Skills & Depth of Knowledge

Cognitive Demand
Identifying / Remembering
Comprehending / Understanding
Applying
Analyzing
Evaluating
Creating

Social & Emotional Skills
Self-awareness
Self-management
Group-awareness
Group-management

Learning Styles / Intelligences
Interpersonal / Social
Verbal / Linguistic
Visual / Spatial

Assessment Structures / Resources
Checklists
Interviews / Conferences
Journals
Learning Logs
Rubrics

IV. CTEs & Disciplines

Career & Technical
Education
Health Services
Human Services
Information Technology
Printing & Publishing



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