Innate (Non-Specific) Defenses

*Assigned Topics & Partners*

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| # | Student Names | Defense Mechanisms |
| 1 | Eric X. | Physical Barriers |
| Mason B. |
| 2 | Rema A. | Phagocytes |
| Bryce S. |
| 3 | Meghan H. | Immune Surveillance |
| Saad R. |
| 4 | Sanjana K. | Interferons |
| Vikram T. |
| 5 | Ishaan B. | Complement System (Classical Pathway) |
| Brinda S. |
| 6 | Ashwin M. | Complement System (Alternative Pathway) |
| Tiffany Y. |
| 7 | Zech L. | Inflammation |
| Noah W. |
| 8 | Rachel H. | Fever |
| Saatvika N.  |

**The Student becomes the Teacher…**

Over the course of the next two days, you and your partner need to research your assigned innate defense, paying particular attention to the bulleted items below:

* Why is it an innate or non-specific defense mechanism? What *specifically* qualifies it as an innate defense mechanism (because we already defined what innate defense mechanisms are in general)
* What is the purpose or goal of your defense mechanism? What is it supposed to eliminate, minimize, control, etc. to protect the body?
* When/why might your defense mechanism be utilized or function over another mechanism(s)? Does it have advantages and/or limitations compared to other innate defenses?
* How does it work? What is the physiology involved in responding to an infection/injury? (Try to create a step-by-step sequence of events)
* What connections to or relationships with other defense mechanisms (including *specific* defense mechanisms) does your mechanism share, if any? Why does it have this/these connection(s)/relationship(s)?

Once you have become “experts” on your defense mechanism, you’ll need to verbally present your findings to the class. You are encouraged to utilize whatever visual aids you may need to help communicate what your classmates need to know about your defense mechanism. *Visual aids* may include, but are not limited to, PowerPoint presentations, animations/videos, handouts with diagrams/illustrations (either digital or hand-drawn), hands on demonstrations, etc. Your classmates will complete their unit notes using the information you provide through your “lesson” (presentations should be *at least* 10 minutes in length, though most will require more time to thoroughly cover their complexities). I will NOT be providing my own presentation and the only handout I’ll be giving is note pages. It’s up to you so have fun, be creative and learn!