

Chapter 3

How Adolescent Social Culture Shapes Relationships

Reading textbook tie-in: Fits with **Chapter 3, Reading #3** (Cognitive and Social Development in Adolescence).

Appeal of this video:

- Excellent introduction! It's a great way to have students focus on the introductions of their own presentations.
- Super good, brief explanation of the teenage brain
- There are a number of activities that the presenter explains -- you can do the activities with your ESL class as a pre-viewing activity to help them understand what the presenter is talking about
- This video offers phenomenal cultural insight into American adolescence that our students might not get elsewhere.

Listening Link

How Adolescent Social Culture Shapes Relationships	Type: Lecture/Talk	Full duration: 1:12:06
https://www.youtube.com/watch?v=W7I39yNhV-U		
	Featured segment #1: 0:00-2:13 (teacher introduces lecture) Featured segment #2: 8:12-12:28 (brain neurology) link to this timestamp Featured segment #3: 12:28-20:24 (adolescent social culture activity #1 & 2) link to this timestamp Featured segment #4: 30:29-43:20 (adolescent social culture activity #3) link to this timestamp Minimum lesson duration: ... not sure. You could just cut a few segments out, but I think it's all valuable and 2 hours is a conservative estimate of how long this will take Approximate lesson duration: 2 hours	
NOTES: 1) <i>The very beginning of the video is a great way to show students a great introduction to a lecture/talk.</i> 2) <i>There are no transcripts/closed captions for the video, so we'd have to ask the ATC to pay for them, which is expensive. Because many other videos out there cover similar materials, I decided not to include many segments of this video in a lesson.</i>		



Segments #1 (0:00-2:13) & 2 (8:12-12:28):

PRE-VIEWING ACTIVITIES (5'):

Discussion questions:

- o What are different ways to start an introduction to a presentation?

Vocab

Neuron
Pruning
Amygdala
Prefrontal cortex
Neuroplasticity

VIEWING ACTIVITIES

(7' to view, 20' to go over answers in groups/whole class):

Questions to answer while viewing Segment #1 (0:00-2:13):

1. How does the presenter begin her presentation? What type of introduction does she give?
2. You can see her full powerpoint slide at 1:20 in the video. Is this an effective slide? Why or why not?

Questions to answer while viewing Featured Segment #2 (8:12-12:28):

1. The speaker uses the term “fMRI” and then gives 2 definitions of an fMRI immediately after she says “fMRI.” What 2 definitions does she give?
2. The speaker describes the amygdala and the prefrontal cortex. Write down as much as you can about what these two parts of the brain do in general, and specifically what they do during adolescence. Focus on what you do understand, not on any details that you can't understand.
3. The speaker uses the term “neuroplasticity” and then defines it. Write down the definition.



Segment #3 (12:28-20:24):

PRE-VIEWING ACTIVITIES FOR SEGMENT #3 (15'):

4 corners activity:

- 1) Put 5 signs up around the room: definitely, usually, sometimes, almost never, never
- 2) Project these questions on the board. Ask students to walk to the answer (*definitely, usually, etc.*) they believe is true for each question. You may have to explain some of the vocab in these questions.
 - a. Are girls and women judged by what they wear?
 - b. Are boys and men judged by what they wear?
 - c. Do you think there's a clear social hierarchy at LCC?
 - d. Are people treated differently depending on what social group they're in?
 - e. Do you think there's a double-standard with teenage boys and girls with regards to hooking up (having sex)?

Close your eyes & raise your hands activity:

- 1) Ask students to put their heads down, close their eyes, and raise their hands if...
 - a) ...a friend has ever treated you nicely one-on-one and then been mean to you in a group.
 - b) ...you have felt hurt about the way someone has treated you and not spoken up about it.
 - c) ...you have felt uncomfortable about how a friend of yours was being treated, but you didn't say anything.

VIEWING ACTIVITIES FOR SEGMENT #3 (8' to view, 2' to go over answers popcorn style):

Questions to answer while viewing Featured Segment #3 (12:28-20:24):

1. How do teenagers (middle and high schoolers) react to the two activities that the presenter describes (the 4 corners activity and the close your eyes activity)? Write as many details as you can.



Segment #4 (30:29-43:20):

PRE-VIEWING ACTIVITIES FOR SEGMENT #4 (30:29-43:20) (15'):

Discuss in groups of 3 or 4 (ideally mixed-culture groups).

1. In your home culture...
 - a. What does a teenage boy look like, act like, or have to be like to get respect from his peers?
 - b. What does a teenage boy look like, act like, or have to be like when he is not respected by his peers?
 - c. What do teenage girls look like, act like, or have to be like to have high social status?
 - d. What do teenage girls look like, act like, or have to be like if they don't have high social status?
2. Did you ever think about your social culture when you were an adolescent? Did you ever have a teacher explain or help you understand your social culture growing up?

VIEWING ACTIVITIES FOR SEGMENT #4 (30:29-43:20) (13' to view, 5' to go over answers)

Questions to answer while viewing Featured Segment #4 (30:29-43:20):

1. What are some of the typical answers that American boys and girls give to the questions:
 - a. "What does a boy look like, act like, or have to be like to get respect from his peers?"
 - b. "What does a boy look like, act like, or have to be like when he is not respected by his peers?"
 - c. "What do teenage girls look like, act like, or have to be like to have high social status?"
 - d. "What do teenage girls look like, act like, or have to be like if they don't have high social status?"
2. According to the presenter, what is the point of this exercise? What makes this activity powerful for the kids that she does this activity with?

POST-VIEWING ACTIVITIES (20' for re-watching & explaining slang terms):

There are a ton of slang terms in Segment #4 that show positive and negative traits for boys and girls. It could be really, really valuable for students to understand these words, because they will likely encounter them, but it will be difficult in other situations for our students to ask about or learn about these words. I would listen to this segment



This lesson plan by [Jen Sacklin](#) is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).

again with students, jot down all of the relevant words on the board, and then explain them to students, including explaining how hurtful and awful many of the words are.

Homework ideas:

- Do an interview project asking Americans about their teenage years
- [Watch movies featuring American teenagers and give a presentation](#)
- Write a short paragraph / record a short audio journal about what surprised you in this video -- how are the actual American teenage years similar to or different from how they're portrayed in Hollywood
- In your next presentation, use an introduction like hers!

