

## Chapter 3

### Insight into the Teenage Brain

<a href="https://www.youtube.com/watch?v=LWUkW4s3XxY">Insight into the Teenage Brain</a> <a href="https://www.youtube.com/watch?v=LWUkW4s3XxY">https://www.youtube.com/watch?v=LWUkW4s3XxY</a>	TEDx Talk	Full duration: 9:42
<i>In this TEDx Talk, Dr. Adriana Galván tells middle and high school students about the sensitivity of the teenage brain to rewards.</i>	Featured segment: 0:00-9:42 (9min, 42 sec) Approximate lesson duration: <b>50 minutes</b>	
<b>Textbook tie-in:</b> Chapter 3 – Reading 1 “The Teenage Years”		

#### WARM-UP (4')

- o *Think back on your teenage years. Do you think that your brain worked differently then than it does now? (If you're a teenager now, do you think that your brain works differently than when you were a kid?)*
- o *Do you usually make good decisions? How do you make decisions?*

#### PRE-TEACH (6')

- **Useful Vocabulary** ([Quizlet](#) & [Youglish](#) to explain words )

seek  
reward

region  
activate

sensitive  
response

mature  
adolescent

- Other background knowledge
  - o *In this 10-minute TEDx Talk, Dr. Adriana Galván tells middle and high school students about how their fascinating adolescent brains work.*
- **Predict** - Have Ss guess what they will hear about, based on discussions and vocabulary.

#### VIEWING #1 FOCUS (10')

- Note main ideas
- Organize notes into outline (listening for signals to show organization and transitions)

#### POST-VIEWING #1 ACTIVITIES (5')

- Assess and revise your notes
- Comprehension questions



- o *What does Dr. Galván want to learn about the adolescent brain?*
- o *Describe the procedure and significance of:*
  - *the **sugar** experiment.*
  - *the **money** experiment.*
- o *What does Dr. Galván predict the future could hold for the study of the unique adolescent brain?*

## VIEWING #2 FOCUS (10')

- Note more specific details.
- Add to and revise notes
- *Point out listening/note-taking strategies that appear in the video*

## POST-VIEWING #2 ACTIVITIES (5')

- Application Activities
  - o *Dr. Galván predicted that in the future, “We will learn how to take advantage of the sensitivity of the brain during adolescence to generate new ideas and to promote creative thinking.”*

*How do you think society could benefit from this?*

## DICTATION PRACTICE (2')

- Repeat naturally & fluently 1-3x, have Ss write. Quickly scan their answers. Discuss things like reduced speech, linking words, and writing unfamiliar words phonetically
  - o *well into your mid-20's*
  - o *but they actually did*
  - o *so we started to wonder*

## COMPREHENSION QUIZ (8') Kahoot

1. (T/F) After childhood, your brain will essentially stay the same.
2. Scientists have known about the constantly-changing nature of the brain for the past... 15 years
3. Your brain keeps developing until you are about... mid-20's
4. When the teenage brain makes a decision, it is very sensitive to... rewards and emotions
5. The special characteristics of the adolescent brain help teenagers... (establish independence from caregivers)
6. (T/F) The human brain develops from back to front.
7. What part of the brain regulates your behavior and actions? (prefrontal cortex)
8. Which part of the brain releases the “reward hormone”, dopamine? striatum, status, stretum, shriathem
9. Which behavior does a teenager’s brain NOT tend to do: seek out new adventures, try to meet new people, solve problems in unique ways, **make wise decisions**
10. (T/F) Children are more sensitive to rewards than teenagers.



## Transcript Listening Strategy and Signal Notes

Time	Signal Words	Listening Strategy
0:30	<i>we've discovered one of the most fascinating things, and that is...</i>	Strategy 5. Listen for and note arguments: <i>claim</i>
1:17	<i>Compared to children and adults, the teenage brain...</i>	Strategy 7. Listen for and note comparisons and contrasts: <i>contrast</i>
1:50	<i>- how does the teenage brain make decisions?...</i>	Strategy 2. Listen for organizational cues to create and follow an outline for your notes: <i>transition</i>
2:58	<i>called the striatum. And the striatum is the...</i>	Strategy 4. Use comprehension strategies when you don't understand something: <i>listen for definitions</i>
5:01	<i>So instead of focusing on the prefrontal cortex,...</i>	Strategy 7. Listen for and note comparisons and contrasts: <i>contrast</i>
7:01	<i>and we found that again...</i>	Strategy 5. Listen for and note arguments: <i>evidence → claim</i>
7:34	<i>So this is telling us that ...</i>	Strategy 5. Listen for and note arguments: <i>evidence → claim</i>
8:06	<i>So what does this all mean for behavior and for your everyday life? ...</i>	Strategy 2. Listen for organizational cues to create and follow an outline for your notes: <i>transition with rhetorical question</i>
8:36	<i>but it also presents...</i>	Strategy 7. Listen for and note comparisons and contrasts: <i>contrast</i>

