UNIT A: LESSON 8

LEARNING TARGETS

INSTRUCTIONS FOR STUDENTS:
Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

<table>
<thead>
<tr>
<th>Learning Target:</th>
<th>determine – decide</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can determine the main ideas and supporting details in the article “You Trouble.”</td>
<td>main – central or most important</td>
</tr>
<tr>
<td></td>
<td>supporting details – helping ideas</td>
</tr>
<tr>
<td></td>
<td>article – a short text in a newspaper or magazine</td>
</tr>
<tr>
<td></td>
<td>connections – links</td>
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<td></td>
<td>multiple – more than one</td>
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</table>

Learning Target:
I can make connections among multiple texts.

ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR STUDENTS:
Use your glossary for the rest of the lesson to find meanings for words you don’t know. Words that are bolded in the text and word banks can be found in the glossary. The glossary is located in the Appendix at the end of the lesson.
THINKING LOG

INSTRUCTIONS FOR STUDENTS:
Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, work with a partner to reread the text and answer the supplementary questions. Use your glossary to help you. Your teacher will review the answers with the class. You will then discuss the guiding question(s) with your teacher and the class. Finally, you will complete a written response to the guiding question(s).

GUIDING QUESTION: Why do teenagers engage in, or do, dangerous behaviors on YouTube?

YOU TROUBLE

In 2009, a 15-year-old boy decided to become famous. His plan was to soak a basketball in gasoline, set it on fire, and sink a perfect three-pointer. He would film the glorious scene and post the video on YouTube. He dreamed of being an Internet celebrity.

Unfortunately, the plan didn’t work out quite as he imagined. As he took his shot, his clothing burst into flames. He was rushed to the hospital with second- and third-degree burns on his chest and legs.

He survived, but he’ll have the scars forever.

NO PAIN, NO GAIN

YouTube hosts countless clips of people, many of them young teens, attempting wild, dangerous, and downright stupid stunts. Many of the videos are inspired by shows like Jackass and Fear Factor, and they cover pretty much any risky activity you can imagine: playing with fire, “surfing” on top of moving cars, soaring off flimsy homemade ramps on bikes and skateboards, and shooting people point-blank with paintball guns.

Stunt videos on YouTube get millions of hits. But according to some experts, they are far from harmless entertainment. These experts say that by hosting such videos, YouTube encourages young viewers to take potentially or possible deadly risks.
Research or studies by the Centers for Disease Control and Prevention shows that more than 180,000 Americans die from accidental injuries every year. That works out to one person every three minutes. More than 14,000 of them are under the age of 19.

Is YouTube to blame?

**WORD BANK:**
- 14,000  burned  guns  shot
- 19  clothes  moving cars  skateboards
- basketball  encourages  risks  soaring
- bikes  fire  shooting

**SUPPLEMENTARY QUESTIONS:**
1. In the first paragraph, what was the 15-year-old boy trying to do?
The 15-year-old boy was trying to set a ________on ________and make a three-point, or long, ________.

2. What happened to the boy?
The boy’s ________caught on ________and he was ________on his chest and legs.

3. List the five examples of risky stunts, or activities to get attention, that the author gives.
   A. playing with ______
   B. “surfing,” or balancing, on ________
   C. ________, or jumping, off ramps on ________and ________
   D. ________people with paintball, or play, ______

4. What do experts say about videos of risky activities on YouTube?
Experts say that YouTube ________, or motivates, young viewers to take deadly ________.

5. How many American teenagers die from accidental injuries each year?
More than ________Americans under the age of ______die from accidental injuries each year.

**LAUGHING AT VIOLENCE**

... People have always found it entertaining to watch others attempt risky things, and also, sometimes, to watch them fail. Audiences love to see a good wipeout or blowup, at least as long as it’s not too serious. In fact, viewers often shriek with laughter at stunts gone wrong.
... And now, anyone with a camera and a YouTube account can create or make this kind of “entertainment.”

YouTube provides access to an audience of millions. Many of those viewers—particularly teenage viewers—are inspired by what they see and eager to try it for themselves. “YouTube has taken the one-upmanship of playing in the neighborhood to the global level” says family therapist Clair Mellenthin. “The peer pressure is greatly increased, because now we can see what others are doing literally around the world.”

**WORD BANK:**
- access
- fail
- risky
- blowup
- global
- serious
- eager
- peer pressure
- wipeout

**SUPPLEMENTARY QUESTIONS:**

6. *What is something people find entertaining, or fun, about watching videos of risky activities?*
People like to watch others _________. They like to see a good _________ (fall) or _________ if it’s not very _________, or harmful.

7. *According to the author, what is YouTube’s role, or part, in encouraging risky activities?*
YouTube provides _________ to a very large _________, or worldwide, audience. People are _________, or want, to try the _________ activities they see. They feel _________, or influence by others, to try the _________ activities.

**DON’T BLAME ME, BLAME MY BRAIN**

There is another reason, beyond peer pressure, that many teens are willing to risk their safety and even their lives for the sake of a 30-second stunt video: Their brains are telling them to. During your teen years, the area or part of your brain that seeks pleasure and reward is well-developed. However, the area of your brain that controls judgment, the prefrontal cortex, is not. This fact, combined with the hormones that are surging through your body and your natural desire for new experiences, can lead to serious risk-taking: The voice in your head that tells you to do something exciting is a lot louder than the one that tells you why you shouldn’t.

This doesn’t mean risk-taking teens aren’t thinking. Often, they can see quite clearly how dangerous a certain activity is. They just do it anyway.
“A lot of [teens’] risk-taking is not impulsive,” says Valerie Reyna, a psychology professor at Cornell University. After carefully considering a risk, teens are likely to decide it’s worth it for the thrill.

... It’s true that the odds of being killed while leaping from your bedroom window into your swimming pool may be relatively small. But there’s a problem with this logic that most teens don’t quite get. That is, no matter how small the risk, the worst possible thing can happen to you. And as Reyna says, when trying something risky, “it only takes once” to be killed.

**WORD BANK:**

area experiences odds reward
brains judgment once small
dangerous killed pleasure thrill

**SUPPLEMENTARY QUESTIONS:**

8. What is another reason that teens engage in risky activities on YouTube?
Teens engage in risky activities because their ___________ tell them to.

9. Why does the author say teens’ brains are to blame for risky activities?
The ___________ of a teen’s brain that seeks, or looks for, ___________ and ___________ is well-developed. The ___________ that controls ___________, or careful thought, is not well-developed. Teens naturally desire new ___________. These are the reasons the author says teens’ brains are to blame for risky activities.

10. Why does the author say these risky activities are not impulsive, or done without thought?
Teens can judge, or tell, how ___________ an activity is. But they do it anyway because they think it is worth the ___________, or excitement.

11. What is wrong with teens’ logic, or thinking, about risky activities?
Even if the ___________, or chance of something, going wrong is very ___________, it’s not worth it. The author says it only takes ___________, or one bad outcome, to be ___________.

**NOT WORTH IT**

Fully developed brains or no, Reyna believes, teens do have the ability to take precautions and behave sensibly. Most know that no matter how exciting or hilarious something they saw in a video might be, they shouldn’t do it if it’s obviously dangerous.
Defenders of YouTube’s right to display stunt videos argue that it’s not YouTube’s responsibility to censor its content. Instead, they say, it’s parents who must ensure or make sure that their teenage kids are behaving safely and responsibly.

Whether or not you believe YouTube should have stricter rules, here’s a piece of advice: Never light a basketball on fire.

That’s just stupid.

**WORD BANK:**

<table>
<thead>
<tr>
<th>basketball</th>
<th>dangerous</th>
<th>fire</th>
<th>right</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>display</td>
<td>hilarious</td>
<td>videos</td>
</tr>
<tr>
<td>censor</td>
<td>exciting</td>
<td>parents</td>
<td></td>
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</table>

**SUPPLEMENTARY QUESTIONS:**

12. What should teens not do?
Teens should not do ___________ things, no matter how ___________ or ___________, or funny, a video is.

13. The author presents two positions, or sides, about who is responsible, or in charge of, helping keep teenagers safe. What are these two positions?
a. Some people think that YouTube should ____________, or control content, of ____________ on its site.
b. Other people think that YouTube has a __________ to __________, or show, stunt videos. They say that __________ must ensure, or take care of, teen safety.

14. What advice does the author end with? What part of the text is he referring, or pointing, to?
The author says to never light a __________ on __________. The author is referring to the 15-year-old ________ at the beginning of the text.

**RESPONSE TO GUIDING QUESTION(S):**

*Why do teenagers engage in, or do, risky activities on YouTube?*
*Response: Teenagers engage in risky activities on YouTube for two reasons. The first reason is _____________________________________________________________________________.
The second reason is _____________________________________________________________________________.*
NEUROLOGIST NOTEBOOK

INSTRUCTIONS FOR STUDENTS:
Work with a partner. Use your neurologist notebook to write down key, or important, information from the text. You will write down main ideas and some details, or specific information, about each main idea. You can use information from your Thinking Log. Some information is already filled in for you.

WORD BANK:
access, better, brains, dangerous, global, imitate, judgment, reward, risks, risky activities, world

Summary of the article:
Teens see many _____________ on YouTube, and sometimes they try these _____________ stunts themselves.

<table>
<thead>
<tr>
<th>Reason 1:</th>
<th>Supporting details:</th>
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<tbody>
<tr>
<td>Teens want to ________ the risky activities they see.</td>
<td>YouTube provides _________ to a very large _________, or worldwide, audience. Teens can see other teens all over the world doing ___________. Teens want to _________ what they see.</td>
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<table>
<thead>
<tr>
<th>Reason 2:</th>
<th>Supporting details:</th>
</tr>
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<tbody>
<tr>
<td>Teens’ ________ are the reason teens take _________.</td>
<td>Teens’ brains seek _________, but the area that exercises _________ is not well-developed.</td>
</tr>
</tbody>
</table>
**INSTRUCTIONS FOR STUDENTS:**
Work with a partner to fill out the graphic organizer about teens and risk taking. Use information you have gathered in your Neurologist Notebooks from all of the lessons in the unit, starting with today’s lesson. Then write a paragraph summarizing what you have learned.

**WORD BANK:** adapt, brain, brains, decision-making, decisions, environment, feelings, global, imitate, **impulse** control, judgment, limbic system, planning, **plastic**, prefrontal cortex, rewards, risks, risky, self-control, specialized, **survive**, thinking, world

| “You Trouble” [Lesson 8] | 1. YouTube videos are __________. Teens from all over the __________ can watch __________ stunts on YouTube. They want to __________ what they see.  
| Give the two reasons from “You Trouble” that teens take risks. | 2. Teens’ __________ are the reason teens take __________. The area of teens’ __________ that exercises __________ is not well-developed. |
| “Teens and Decision Making: What Brain Science Reveals” [Lesson 1] | Teens do not have a well-developed __________. This is the part of the brain that helps you figure out __________ and __________. Teens are more likely to use the __________ to make __________. The __________ is the brain’s __________ center. |
| Explain why teens make decisions differently than adults. | Teens are more likely to make decisions based on __________ instead of __________. |
| Write the changes that happen in the brain at different ages. | 2. Impulse control means your ability to stop yourself from a sudden desire or decision. __________ and __________ become better by age 21. |
| “The Digital Revolution and Adolescent Brain Evolution” [Lesson 5] | Changes in the __________ help teens __________ to being adults. Teen brains are __________ so they are better able to respond to the __________ and become more __________. Our brains have evolved this way to help us __________ independently.  
| Explain the evolution of the teen brain. |
Write a paragraph summarizing, or restating, what you have learned about why teens take risks. Use your graphic organizer to help you.

WORD BANK:

adapt, adults, brain, brains, decisions, decision making, environment, feelings, impulse control, judgment, peer pressure, planning, plastic, prefrontal cortex, respond, risks, risky, self-control, survive, thinking, well-developed

According to, or based on, “You Trouble,” teens engage in ________activities for two reasons:

1. First, they want to ________what they see in videos.
2. Second, the part of their ________that controls ________is not ________. This encourages ________behavior.

The facts in “You Trouble” are supported, or backed up, by “Teens and Decision Making” and “The Child’s Developing Brain.” Teens are more likely to make ________based on ________instead of ________, because they do not have a ________ ________. Teens do not have good ________and ________until they are 17. They do not have good ________and ________until they are 21.

There is a good reason for this. According to “The Digital Revolution and Adolescent Brain Evolution,” teens experience these changes in the ________to be able to ________to becoming ________. Their ________brains help them ________to their ________. This helps teens ________independently.
# Appendix: Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapt</td>
<td>adjust or get used to something new</td>
<td>Changes in the brain help teens adapt to being adults.</td>
</tr>
<tr>
<td>access</td>
<td>a way of finding or using something</td>
<td>YouTube provides access to an audience of millions.</td>
</tr>
<tr>
<td>dangerous</td>
<td>not safe; likely to cause harm</td>
<td>YouTube has many videos of young teens trying dangerous and downright stupid stunts.</td>
</tr>
<tr>
<td>display</td>
<td>show</td>
<td>Some people say it is YouTube’s right to display stunt videos.</td>
</tr>
<tr>
<td>expert</td>
<td>someone who knows a lot about a topic</td>
<td>According to some experts, YouTube videos are far from harmless entertainment.</td>
</tr>
<tr>
<td>find (found)</td>
<td>perceive or think</td>
<td>People have always found it entertaining to watch others attempt risky things.</td>
</tr>
<tr>
<td>global</td>
<td>worldwide</td>
<td>YouTube has taken the one-upmanship of playing in the neighborhood to the global level.</td>
</tr>
<tr>
<td>imitate</td>
<td>copy</td>
<td>Teens want to imitate the risky activities they see.</td>
</tr>
<tr>
<td>impulse control</td>
<td>ability to stop or prevent a sudden decision</td>
<td>Impulse control means your ability to stop yourself from a sudden desire or decision.</td>
</tr>
<tr>
<td>injury</td>
<td>harm or wound</td>
<td>More than 180,000 Americans die from accidental injuries every year.</td>
</tr>
<tr>
<td>judgment</td>
<td>careful thought</td>
<td>The area of your brain that controls judgment, the prefrontal cortex, is not well-developed.</td>
</tr>
<tr>
<td>logic</td>
<td>thinking or reasoning</td>
<td>It’s true that the odds of being killed while leaping from your bedroom window into your swimming pool may be relatively small, but there’s a problem with this logic.</td>
</tr>
<tr>
<td>obvious (obviously)</td>
<td>easy to see or notice; easily understood</td>
<td>Most people know that no matter how exciting something they saw in a video might be, they shouldn’t do it if it’s obviously dangerous.</td>
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<td>---------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>odds</td>
<td>chance</td>
<td>It’s true that the odds of being killed while leaping from your bedroom window into your swimming pool may be small.</td>
</tr>
<tr>
<td>peer pressure</td>
<td>influence by others, especially people the same age</td>
<td>YouTube videos increase peer pressure, because now we can see what others are doing literally around the world.</td>
</tr>
<tr>
<td>plastic</td>
<td>easily shaped or molded</td>
<td>Teen brains are plastic so they are better able to respond to the environment and become more specialized.</td>
</tr>
<tr>
<td>prefrontal cortex</td>
<td>a region of the brain that is important for logic and thinking ahead</td>
<td>However, the area of your brain that controls judgment, the prefrontal cortex, is not.</td>
</tr>
<tr>
<td>psychology</td>
<td>study of the human mind</td>
<td>People who study psychology learn a lot about the human mind.</td>
</tr>
<tr>
<td>respond</td>
<td>act in a certain way in reaction to someone or something else</td>
<td>Teen brains are plastic so they are better able to respond to the environment</td>
</tr>
<tr>
<td>reward</td>
<td>something that pleases you or makes you feel good</td>
<td>During your teen years, the area of your brain that seeks pleasure and reward is well-developed.</td>
</tr>
<tr>
<td>risky</td>
<td>potentially unsafe or likely to cause harm</td>
<td>People have always found it entertaining to watch others attempt risky things.</td>
</tr>
<tr>
<td>seek</td>
<td>look for</td>
<td>During your teen years, the area of your brain that seeks pleasure and reward is well-developed.</td>
</tr>
<tr>
<td>survive</td>
<td>continue to live</td>
<td>He survived, but he’ll have the scars forever.</td>
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</table>