

UNIT A: LESSON 8

LEARNING TARGETS

INSTRUCTIONS FOR TEACHERS:

- Refer students to the standards and objectives.
- Review the standards and objectives with students one at a time.
- At the end of the lesson, ask students what they did in class to meet the standards.

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.

Learning Target:

I can **determine** the **main** ideas and **supporting details** in the **article** "You Trouble."

Learning Target:

I can make **connections** among **multiple** texts.

determine – decide
main – central or most important
supporting details – helping ideas
article – a short text in a newspaper or magazine
connections – links
multiple – more than one

ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR TEACHERS:

- Review student instructions.
- Familiarize students with their glossary. It is located in Appendix A (Glossary; labeled “Appendix: Glossary” in the student version). Tell students to use the glossary throughout the lesson.

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 TEACHERS:

- Read the guiding question and text aloud to students, modeling appropriate pace and intonation.
- During the read-aloud, define words and phrases in context that students are unlikely to know, drawing definitions from the glossary when you can. Translations, examples, gestures, and visuals also help.
- Ask students to read the text on their own and work with a partner to answer supplementary questions.
- Ask students to use their glossary to help them with word meanings.
- Call on pairs to answer the supplementary questions.
- Discuss the guiding question(s) as a group and then have students write the answer in their student chart.

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 basketball on fire and make a three-point, or long, shot.

2. *What happened to the boy?*

The boy’s clothes caught on fire and he was burned 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 fire
- B. “surfing,” or balancing, on moving cars
- C. soaring, or jumping, off ramps on bikes and skateboards
- D. shooting people with paintball, or play, guns

4. *What do experts say about videos of risky activities on YouTube?*

Experts say that YouTube encourages, or motivates, young viewers to take deadly risks.

5. How many American teenagers die from accidental injuries each year?

More than 14,000 Americans under the age of 19 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 fail. They like to see a good wipeout (fall) or blowup if it's not very serious, or harmful.

7. According to the author, what is YouTube's role, or part, in encouraging risky activities?

YouTube provides access to a very large global, or worldwide, audience. People are eager, or want, to try the risky activities they see. They feel peer pressure, or influence by others, to try the risky 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 brains tell them to.

9. *Why does the author say teens' brains are to blame for risky activities?*

The area of a teen's brain that seeks, or looks for, pleasure and reward is well-developed. The area that controls judgment, or careful thought, is not well-developed. Teens naturally desire new experiences. 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 dangerous an activity is. But they do it anyway because they think it is worth the thrill, or excitement.

11. *What is wrong with teens' logic, or thinking, about risky activities?*

Even if the odds, or chance of something, going wrong is very small, it's not worth it. The author says it only takes once, or one bad outcome, to be killed.

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:

basketball	dangerous	fire	right
boy	display	hilarious	videos
censor	exciting	parents	

SUPPLEMENTARY QUESTIONS:

12. *What should teens not do?*

Teens should not do dangerous things, no matter how exciting or hilarious, 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?*

- Some people think that YouTube should censor, or control content, of videos on its site.
- Other people think that YouTube has a right to display, or show, stunt videos. They say that parents 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 basketball on fire. The author is referring to the 15-year-old boy at the beginning of the text.

RESPONSE TO GUIDING QUESTION(S):

Why do teenagers engage in, or do, risky activities on YouTube?

Suggested Response: Teenagers engage in risky activities on YouTube for two reasons.

The first reason is teens are influenced by what they see others doing on YouTube.

The second reason is the part of teens' brains that controls judgment is not well-developed. Teens understand that risky activities are dangerous, but they do them anyway.

NEUROLOGIST NOTEBOOK

INSTRUCTIONS FOR TEACHERS: <ul style="list-style-type: none"> • Review student instructions. 	
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 <u>risky activities</u> on YouTube, and sometimes they try these <u>dangerous</u> stunts themselves.	
Reason 1: Teens want to <u>imitate</u> the risky activities they see.	Supporting details: YouTube provides <u>access</u> to a very large <u>global</u> , or worldwide, audience. Teens can see other teens all over the world doing <u>risky activities</u> . Teens want to <u>imitate</u> what they see.
Reason 2: Teens' <u>brains</u> are the reason teens take <u>risks</u> .	Supporting details: Teens' brains seek <u>reward</u> , but the area that exercises <u>judgment</u> is not well-developed.

PREPARE FOR WRITING – SUMMARY OF PAST READINGS

INSTRUCTIONS FOR TEACHERS: Review student instructions.	
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] <i>Give the two reasons from “You Trouble” that teens take risks.</i>	1. YouTube videos are <u>global</u> . Teens from all over the <u>world</u> can watch <u>risky</u> stunts on YouTube. They want to <u>imitate</u> what they see. 2. Teens’ <u>brains</u> are the reason teens take <u>risks</u> . The area of teens’ <u>brains</u> that exercises <u>judgment</u> is not well-developed.
“Teens and Decision Making: What Brain Science Reveals” [Lesson 1] <i>Explain why teens make decisions differently than adults.</i>	Teens do not have a well-developed <u>prefrontal cortex</u> . This is the part of the brain that helps you figure out <u>risks</u> and <u>rewards</u> . Teens are more likely to use the <u>limbic system</u> to make <u>decisions</u> . The <u>limbic system</u> is the brain’s <u>feelings</u> center. Teens are more likely to make decisions based on <u>feelings</u> instead of <u>thinking</u> .
“The Child’s Developing Brain” [Lesson 3] <i>Write the changes that happen in the brain at different ages.</i>	1. Self-control means holding back. According to “The Child’s Developing Brain,” <u>planning</u> and <u>self-control</u> become possible at age 17. 2. Impulse control means your ability to stop yourself from a sudden desire or decision. <u>Impulse control</u> and <u>decision-making</u> become better by age 21.
“The Digital Revolution and Adolescent Brain Evolution” [Lesson 5] <i>Explain the evolution of the teen brain.</i>	Changes in the <u>brain</u> help teens <u>adapt</u> to being adults. Teen brains are <u>plastic</u> so they are better able to respond to the <u>environment</u> and become more <u>specialized</u> . Our brains have evolved this way to help us <u>survive</u> independently.

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 risky activities for two reasons:

1. First, they want to imitate what they see in videos.
2. Second, the part of their brains that controls judgment is not well-developed. This encourages risky 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 decisions based on feelings instead of thinking, because they do not have a well-developed prefrontal cortex. Teens do not have good planning and self-control until they are 17. They do not have good impulse control and decision making 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 brain to be able to adapt to becoming adults. Their plastic brains help them respond to their environment. This helps teens survive independently.

Appendix A: Glossary

Word	Definition	Example
adapt	adjust or get used to something new	Changes in the brain help teens adapt to being adults.
<i>access</i>	a way of finding or using something	YouTube provides access to an audience of millions.
dangerous	not safe; likely to cause harm	YouTube has many videos of young teens trying dangerous and downright stupid stunts.
<i>display</i>	show	Some people say it is YouTube's right to display stunt videos.
<i>expert</i>	someone who knows a lot about a topic	According to some experts , YouTube videos are far from harmless entertainment.
<i>find</i> (<i>found</i>)	perceive or think	People have always found it entertaining to watch others attempt risky things.
<i>global</i>	worldwide	YouTube has taken the one-upmanship of playing in the neighborhood to the global level.
<i>imitate</i>	copy	Teens want to imitate the risky activities they see.
impulse control	ability to stop or prevent a sudden decision	Impulse control means your ability to stop yourself from a sudden desire or decision.
<i>injury</i>	harm or wound	More than 180,000 Americans die from accidental injuries every year.
judgment	careful thought	The area of your brain that controls judgment , the prefrontal cortex, is not well-developed.
<i>logic</i>	thinking or reasoning	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 .

<i>obvious</i> (<i>obviously</i>)	easy to see or notice; easily understood	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.
<i>odds</i>	chance	It's true that the odds of being killed while leaping from your bedroom window into your swimming pool may be small.
peer pressure	influence by others, especially people the same age	YouTube videos increase peer pressure , because now we can see what others are doing literally around the world.
plastic	easily shaped or molded	Teen brains are plastic so they are better able to respond to the environment and become more specialized.
prefrontal cortex	a region of the brain that is important for logic and thinking ahead	However, the area of your brain that controls judgment, the prefrontal cortex , is not.
psychology	study of the human mind	People who study psychology learn a lot about the human mind.
respond	act in a certain way in reaction to someone or something else	Teen brains are plastic so they are better able to respond to the environment
reward	something that pleases you or makes you feel good	During your teen years, the area of your brain that seeks pleasure and reward is well-developed.
<i>risky</i>	potentially unsafe or likely to cause harm	People have always found it entertaining to watch others attempt risky things.
<i>seek</i>	look for	During your teen years, the area of your brain that seeks pleasure and reward is well-developed.
survive	continue to live	He survived , but he'll have the scars forever.

Italicized words are from the Academic Word List