Career Education, Grade 10 - Personal development/Self-Awareness

Adapted from The Learning Network

**Overview/Rationale:**

Teens having an awareness about what is happening physiologically with their own brains is valuable in supporting them to make quality decisions, and learn best how plan and organize themselves.

**Duration:**

1 full class

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| **Big Ideas** | * Finding a balance between work and personal life is essential to good physical and mental health
* Effective career planning considers both internal and external factors
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| **Curricular Competencies** | * Consider the impact of personal and career choices on themselves and others
* Recognize the need for a healthy balance between school and other life activities
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| **Content** | * Self assessment for career research
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**Materials/Links:**

Blank Venn Diagram

The purpose of the teenage brain:

<https://www.youtube.com/watch?v=gw9GrgNcYcg>

Communication and the Teenage Brain:

<https://www.youtube.com/watch?v=BbruY110Ql8>

Interactive feature on child’s developing brain:

<http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html>

Video projection equipment

Computers with Internet access

Poster paper,

Highlighter, tape

**Activity**

* Distribute blank Venn Diagrams
* Show two TEd talks: The purpose of the teenage brain and Communication and the Teenage Brain:
* Questions for discussion/reflection – have each of these questions written on a different area of the board, or on individual poster paper to write answers onto:

How are adolescent brains different from adult brains?

What methods are neuroscientists using to learn about these differences?

What teen behaviors do researchers suggest are connected to differences in the prefrontal cortex of the adolescent brain?

How might this research be applied?

What do you think we as a society should do to respond to research that shows teenage brains are different than adult brains?

(If students need help thinking through these questions, suggest that they think about such things as teen drivers’ licensing laws, criminal sentencing, the amount of freedom teens are given by parents, and so on.)

* Record answers onto posters as conversation continues
* Put students into small work groups. Begin by having the groups watch, read and explore other videos on adolescent brain development. Have students continue to add to their charts or Venn diagrams as they pull information from a variety of sources. Also have students highlight the main ideas, facts and details that are the most important to them or that they feel connect to the overall guiding question.  Have them investigate the interactive feature on the child’s developing brain at: <http://www.nytimes.com/interactive/2008/09/15/health/20080915-brain-development.html>
* Final questions for reflection – how could this information help you to become better at planning and decision making?  What implications does brain imaging research on teenagers have for reconsidering societal rules and responsibilities for this age group?
* Encourage students to share videos with their parents

**Additional Resource Links for Teachers:**

Book – Brainstorm, The Power and Purpose of the Teenage Brain, Daniel J. Siegel, MD

The ESSENCE of adolescence:

http://www.drdansiegel.com/blog/2014/02/07/the-essence-of-adolescence/

**Adult Brain vs Adolescent Brain**

