

# The Teenage Brain

Physical and Health Education, Grade 7-9

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## Rationale

Students are living in an increasingly complex world. We want them to learn about the holistic model of health and understand how mental wellness is connected to their physical health and development. We also want students to know that they have choices and be empowered to take care of their own health. The teenage brain is also changing and developing at a huge rate during adolescence and students need to learn about these changes and the risks and opportunities that they create. Students also need to know that they have the ability to make choices about their own health.

## Big Ideas— *What students will UNDERSTAND*

- Healthy choices influence our physical, emotional, and mental well-being.
- We experience many changes in our lives that influence how we see ourselves and others.

## Curricular Competencies— *What students will be able to DO*

- Describe and assess strategies for promoting mental well-being, for self and others
- Explore the impact of transition and change on identities

## Content— *What students will KNOW*

- Influences of physical, emotional, and social changes on identities and relationships
- How student's thoughts and feelings might evolve or change during puberty and adolescence

## Core Competencies

Personal Awareness and Responsibility

- Self determination
- Well being

## First Peoples Principles of Learning

- Learning requires exploration of one's identity

# Your Amazing Brain



Risks	Opportunities
What impact/choices do you have given your knowledge of the risks and opportunities?	
<b>Impact and Choices</b>	

## Essential Questions

What makes a teenage brain different from that of an adult or a child?

What are the risks and the opportunities that come from these changes?

How could this understanding influence healthy decision-making?

## Instructional Strategies

Introduce the video and encourage students to identify differences in the teenage brain. Each student should have his or her own Your Amazing Brain worksheet. Some students may choose to record these differences during the video, while others may prefer to just watch and listen.

- **The Teenage Brain:** <https://www.youtube.com/watch?v=hiduiTq1ei8>

As a class, or in small groups, list the following:

- Differences in the teenage brain.
- Risks associated with these differences.
- Opportunities that these differences provide.

If you chose to have students work in small groups have those groups report out and make a master list for the entire class.

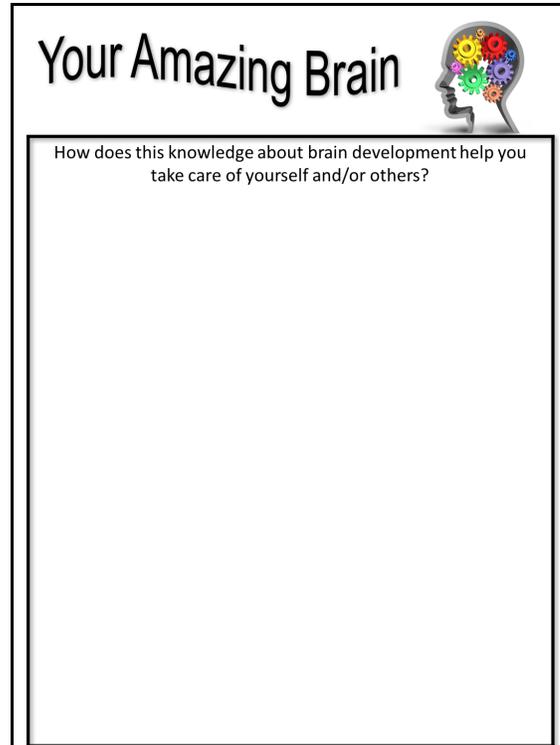
- After all the small groups have shared, each student should have the risks and opportunities section of their worksheets filled out.

Introduce the following question: *“What impact/choices do you have given the knowledge of the risks and opportunities?”*

- Have the students fill in the Impact and Choices section individually.
- Ask for volunteers to share their thoughts with the class.

## Assessment

- Assess student understanding from the 'Your Amazing Brain' worksheet (this could also be done orally)
- Ask students to do a self-assessment based on the Personal Awareness and Responsibility core competency.
- A journal write or a ticket out the door with a question like: *How does this knowledge about brain development help you take care of yourself and/or others?*



## Competency profile for Well-Being

*Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and have strategies that help them find peace in challenging situations.*

## Resources

- <http://teenmentalhealth.org/learn/the-teen-brain-2/>
- <http://psychologyfoundation.org/LaFondationdePsychologieduCanada/Public/Programs/Kids Have Stress Too/From Stressed Out to Chilled Out.aspx>

# Your Amazing Brain



**Risks**

**Opportunities**

What impact/choices do you have given your knowledge of the risks and opportunities?

**Impact and Choices**

# Your Amazing Brain



How does this knowledge about brain development help you take care of yourself and/or others?