

<b>Grade:</b> 6	<b>Strand:</b> Puberty and Adolescent Development	<b>Lesson:</b> The Adolescent Brain
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<p><b>Materials Needed:</b></p> <p>Pre-Assessment: <a href="#">Google Pre/Post Assessment Form</a></p> <p>Videos: (9:42) <a href="#">Ted Talk: Adriana Galvan</a> (2:55) <a href="#">Teenage Brain Under Construction</a></p> <p>Articles: <a href="#">Teenage Brain-Science News Problem Solving and the Teen Brain</a></p> <p>Resources: <a href="#">Right/Left Brain Inventory Sheet</a> <a href="#">Right/Left Brain Answers</a> <a href="#">16 Personality Online Survey</a> <a href="#">16 Personality Student Form</a></p>	<p><b>Other Notes:</b> 2-3 Day Lesson</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>● PD.8.CC.1-I (14)</li> <li>● PD.8.INF.1/PD.12.INF.1-I (15)</li> <li>● PD.8.DM1-I (17)</li> <li>● PD.12.CC.1-I; (18)</li> <li>● PD.12.DM.1 (19)</li> </ul>
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<p><b>Lesson Plan:</b></p> <ul style="list-style-type: none"> <li>● Students take pre-assessment. Students review individual results to better understand what they know and what they need to learn about human growth and development. Teachers should also use the results to identify areas that students may have misconceptions about, paying close attention to those areas during instruction.</li> <li>● Students will learn how brain development impacts cognitive, social and emotional changes of adolescence.</li> <li>● Students will understand that their brain is not yet fully developed, which explains the difference between adult/teen decision-making, impulsivity, social sensitivity, and risk-taking. Brains continually change.</li> <li>● Students will take online surveys to find out more about themselves and their personality traits.</li> </ul>
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- Students will learn that people may have different personality types, but it is important to understand this and respect each other. Students will learn that each person has something positive to contribute..

**Lesson Plan: 2-3 Day Lesson**

- Teachers will show the videos and follow them with class discussions.
- Students will take the right/left brain inventory sheet, and teachers will discuss what generalities and tendencies those results may imply.
- Students will take the 16 Personality Types inventory online, and teachers will lead conversations related to the different personalities. Students will learn about their personality tendencies, strengths & weaknesses, relationships and friendships implications, (future) parenting and career tendencies, etc.
- *Essential Elements:* Describing the physical, social, cognitive and emotional changes of adolescence. Analyzing how friends, family, media, society and culture can influence self-concept and body image. Demonstrating how the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make. And, analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.

**Closure/Reflection:**

- Students reflect on the results of the survey and inventory to share insights related to their personality. Class data would be collected and discussed.
- Teachers may end each day's lesson with a question and answer session, "exit slips," review, and/or formal or informal assessment.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
<input type="checkbox"/> Check and correct homework <input type="checkbox"/> Quiz <input type="checkbox"/> Test <input type="checkbox"/> Presentation <input type="checkbox"/> Project <input type="checkbox"/> Writing Assignment <input type="checkbox"/> Individual <input type="checkbox"/> Conference <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Walk around <input type="checkbox"/> Signaling <input type="checkbox"/> Class work <input checked="" type="checkbox"/> Oral questioning <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Conferencing <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Video <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Internet <input checked="" type="checkbox"/> Reference Materials <input checked="" type="checkbox"/> Chromebooks <input type="checkbox"/> iPads <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative learning <input type="checkbox"/> Varied grouping <input type="checkbox"/> Adjusting questions <input type="checkbox"/> Choice provided <input type="checkbox"/> Movement <input type="checkbox"/> Contract <input type="checkbox"/> Peer editing/helping <input type="checkbox"/> Stations <input type="checkbox"/> Think/Pair/Share <input type="checkbox"/> Other:

# Grade 6 Human Growth & Development Pre & Post Assessment

Your email address ([susan.hull@neenah.k12.wi.us](mailto:susan.hull@neenah.k12.wi.us)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

Normal adolescent brain development impacts intellectual (thinking,) social, and emotional changes. \* 1 point

- That sounds about right.
- I think that might not be right.
- How am I supposed to know?

By learning how to communicate in more adult-like ways, adolescents can change the ways in which adults interact with them. \* 1 point

- That sounds like it might be true.
- I doubt it, but it'd be nice if it was true.
- I have no idea.



People go through puberty pretty much the same way and at pretty much the same time \* 1 point

- Yep ... we all go through puberty about the same way at about the same age.
- Nope ... even though we all go through puberty, it is slightly different for everyone.
- Huh?

During puberty a person's body begins producing sex hormones (mostly testosterone in girls and mostly estrogen in boys.) \* 1 point

- That's true.
- That can't be true.
- Wait, what?

As part of puberty, males begin producing semen and sperm and females begin releasing eggs. \* 1 point

- That's true.
- That can't be true.
- Wait, what?

As people go through puberty it is normal for ... \*

1 point

- hair to begin growing in areas it has not grown before, (under arms, facial hair, pubic hair, etc)
- a person's voice to change.
- them to need to shower more because their bodies produce more oil, sweat, and body odor.
- all of the stuff above to happen.
- none of the stuff above to happen.

Females menstruate (have a period) because the egg released has not been fertilized. \*

1 point

- That's true.
- That can't be true.
- Wait, what?

The best way to prevent pregnancy and sexually transmitted diseases (STIs) is ... \*

1 point

- to use birth control, like condoms.
- to not have sexual intercourse.
- not possible; there is no way to prevent pregnancy.
- not something I know anything about.

As soon as males are producing sperm and females are producing eggs, they are physically capable of making babies.

1 point

\*

- Yeah, and that means they're ready to be parents!
- Yeah, but adolescents are not ready for the responsibilities of parenthood.
- No, parents have to be adults and you have to be married to make babies.

Most STIs are transmitted through... \*

1 point

- unprotected sex.
- dirty/affected toilet seats.
- sharing things like towels and toothbrushes.
- all of the above
- none of the above

The following are STI risk factors ... \*

1 point

- having sexual intercourse with many partners
- having sexual interactions from an early age
- having unprotected sex
- all of the above
- none of the above

Many STIs ... \*

1 point

- are extremely painful
- cause visible sores on pubic areas
- have no symptoms
- all of the above
- none of the above

"Gender" refers to the parts we are born with. (Boys have boy parts and girls have girl parts.) \*

1 point

- That's obviously true
- No, there's more to it than that
- Is this a trick question?

People express themselves in many different ways, and ... \*

1 point

- that's fine; we all need accept our differences and be respectful of one another.
- we have a responsibility to help people who are different to change so they can be more "normal." .
- and they shouldn't.

Send me a copy of my responses.

SUBMIT

## Right and Left Brain Survey - Highlight your choices.

Name:

1. Are you better at recognizing and remembering names or faces? Names Faces
2. Do you keep your locker/closet messy or organized? Messy Organized
3. Do you learn best through words (written or spoken) or pictures? Words Pictures
4. Are you usually late or on time? Late On Time
5. Are you pretty good at math? Yes No
6. Do like following routines or do you like spontaneous decisions? Routine Spontaneous
7. Do you keep a to do list (written or in head)? Yes No
8. Do you like to draw? Yes No
9. Are you musically inclined? Yes No
10. When assembling something, do you read the directions first or jump in? Read Jump
11. Do you gesture a lot when you talk? Yes No
12. Do you make decisions based on facts or gut instinct? Facts Gut Instincts
13. If you loose something, do you logically retrace your steps or just start looking?  
Retrace Start Looking
14. I would like Job #1: requires me to design, act, create, sing, draw or write  
Job #2: requires me to use details, research, science, math, computers
15. Do you prefer crossword puzzles or picture puzzles? Crossword Picture
16. Do you listen to what people say or how they say it? What How
17. If you are in an argument, do you use emotion or logic? Emotion Logic
18. Do you plan ahead or wait until the last minute? Plan Wait
19. Do you prefer open-ended assignments or structured ones? Open-ended Structured
20. Do you stay on task or get side tracked easily? Stay on Task Get Sidetracked



21. When asked for your opinion, do you answer immediately or think before you speak?      Immediately      Think

22. What is easier to understand algebra or geometry?      Algebra      Geometry

23. When you read a magazine, do you start at page one or jump around?      Page 1      Jump

# of Right Brained Responses \_\_\_\_\_

# of Left Brained Responses \_\_\_\_\_

## Human Growth and Development - The BRAIN

1. Take the 16 PERSONALITY TEST at this link. It is 100 questions. When choosing an answer, be honest, as it will give you the most accurate results. Try not to answer too many that fall exactly in the middle. Remember, there are no correct answers here. When you are finished, you will find out the results.
2. Use the results of your personality test to fill in the red sections below.

Your Name:	
Your Personality Type (Example: Campaigner):	
Your personality Letters (Example: ENFP):	
<b>Select "START READING." On the left side of the page is a heading that says EXPLORE YOUR TYPE.</b> The links under that match the headings on the left side of the chart below. The first section is the INTRODUCTION. Read it, and fill in the correct section below. To go to the next section, you can click on the red button at the bottom of each page or use the links on the left side of the website. ANSWER ALL OF THE RED SECTIONS BELOW!	
<b>Introduction</b>	List 2 things you learned from this page. 1.  2.  List 2 famous people have the same Personality Type as you. 1.  2.
<b>Strengths &amp; Weaknesses</b>	List <b>at least</b> one strength and one weakness.... more if you want! Only pick the ones that really seem to be accurate for YOU!  Strengths:  Weaknesses:
<b>Relationships</b>	Please don't take this too seriously... You're too young to be too serious about relationships... but it might help as you get older. Just read this for your information.
<b>Friendships</b>	This is a neat thing to hear about who you are as a friend. Write two things you read that SOUND LIKE YOU as a friend.  1.  2.

<i>Parenthood</i>	<i>Clearly, you are not a parent! You can skip this one :)</i>
<b>Career Paths</b>	<p>As you look ahead to thinking about being an adult someday, what does it tell you would be a good career FOR YOU? List the names of the career or a characteristic. Examples: Engineer, Psychologist or Working with People, Freedom to be creative.</p> <p>1.</p> <p>2.</p>
<b>Workplace Habits</b>	<p>Pretend this says "School Habits"... What traits accurately describe YOU at school?</p> <p>1.</p> <p>2.</p>
<b>FINAL THOUGHTS</b>	<p>How well do you think this personality type describes you? Change the font of your answer to RED.</p> <p>It describes me VERY WELL.</p> <p>It describes me PRETTY WELL.</p> <p>It SORT OF describes me.</p> <p>It DOES NOT describe me at all.</p>