

“The Mysterious Workings of the Adolescent Brain”

Presentation given by: Cognitive neuroscientist Sarah-Jayne Blakemore

Key Vocabulary		
adolescence (adolescent)	puberty	brain regions
prefrontal cortex	cognitive functions	species

What types of information are given at the beginning of lectures? Consider this sentence and discuss with a partner:

Fifteen years ago, it was widely assumed that the vast majority of brain development takes place in the first few years of life. Back then, fifteen years ago, we didn't have the ability to look inside the living human brain and track development across the lifespan.

How do you know when someone is drawing a conclusion? There are several ways to draw conclusions.

When someone draws a conclusion, he or she is usually answering one of these questions:

1. What is the most important point?
2. Why does all of this matter? Why is it so important?
3. What is the ultimate meaning of a series of points?
4. Why should the audience care?

There are certain characteristics of language that signal when someone is drawing a conclusion. Here are a few.

1. So.... or, So, okay...
2. This has radically changed the way we think about....
3. Studies have shown/have found that.../One finding is...
4. This is really important because...
5. What this means is...
6. This has implications for.../The implications of this are...

Module 1: Lecture 3 “The Mysterious Workings of the Adolescent Brain”

Part 1 Discussion Questions

(your CANVAS recorded response is due no later than _____)

1. What is synaptic pruning and how is it related to the development of the adolescent brain?
2. Why are the percentage errors for director tasks and no director tasks significant? In other words, what conclusion can you draw from the table about percentage errors?
3. What does her lecture matter for society? In other words, what ultimate conclusions can you draw from this entire lecture?