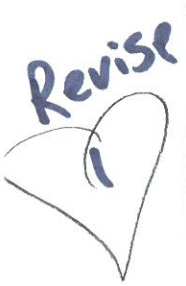
2

Imagine, you're having a good time at a party, and a group of friends are pressuring you to drink. You keep drinking just to please them, you leave thinking you feel fine to drive. You get in the car and see the red and blue lights in your rearview mirror.You know your in trouble, and you need to call your parents but you know they won't take the news lightly. Because the research on teen brains shows that teens are impulsive and illogical, the government should raise the driving age to 18.



Teens brains prefrontal cortexes are not developed. One piece of evidence that shows teens can be distracted by other desires such as friends or emotions, is from the article "*The Teenage Brain*" by Amanda Leigh Mascarelli. When she talks about the brain chemical called dopamine. According to the text, "Dopamine releases when something makes us feel good, this feel good response helps explain why teens give off to impulsive decisions." Which also causes problems when mixed with driving. For example, picture a teen is driving down the road and receives a funny text, that feel good feeling as known as dopamine, releases and causes the teen to pick up the phone and feel the urge to respond, and we all know thats not going to end good.

Another reason to postpone the driving age to 18, is because between the ages of 13-17 the ventral striatum, also known as the reward center is most active. Ages 16 and 17 is when teens start driving also. The ventral striatum is located behind the prefrontal cortex(master planner). An example from the text is, " The prefrontal cortex guides how we learn everyday procedures, and is not fully developed until after adolescence." This shows that teens are not fully equiped to be driving because they can't plan ahead.

Like the rest of our body, the brain needs time to mature in order for us to reach peak performance, and do our best at everything. According to the article, "*Teens and Decision making from the National Institute of Health*". "This process involves slow changes, strongly influenced by brain activity···" This shows that the longer the process the better matured you'll be. Although it will be inconvenient for teens not being able to drive till 18, it will be safer for everyone.

To conclude, I believe the driving age should be raised to 18 because teen brains and teens are impulsive and illogical.

Works cited

Mascarelli, Amanda. "The teenage brain", 2011

Allison Smith

Extending Paraghraph

Teen brains prefrontal cortex are not fully developed. Acorrding to Beatriz Luna, an eurosciantist at University of Pittsburg, "in their first three years of life, childeren develop a huge number of connections in their brain circuitry. Then, beggining in adolescence, the brain starts throwing away many of these connections." (Mascarelli, 4). If they are not developed fully this will cause many problems. For example, a teen could be driving and then crash because they can't make desicions fast enough. Therefor, teens under 18 should not be able to drive.

Emma Bennett

2

Extended Paragraph

Another reason to postpone the driving age to age to 18, is because between the ages of 13-17 the ventral striatum, also known as the reward center is most active. Ages 16 and 17 is when teens start driving also. The ventral striatum is located behind the pre-frontal cortex (master planner). An example Mascaro, a neuroscientist, is "Adolescents are more sensitive and responsive to influence by friends, desires and emotions, researchers say." (Mascerenhas 16) This shows that teens are not fully equipped to be driving because they can't plan ahead.

Dear Parents: Something you should know about The Teenage Brain

Have you ever witnessed your child making a bad decision? Certainly every parent could answer yes to this question. *How did you respond?* Answers to this question are more likely to vary. *Did you take away all their freedom or help them learn from their mistake?* Depending on your answer, you may be training your child for greatness or mediocrity. Because research on the teens brains shows that there brains are designed to help them gain independence, parents should allow their children more freedom to explore and learn from their mistakes.

Revision1 *Student revised this #- revision follows

First of all, parents, take note: Teens are wired to explore the world around them and take risks in order to gain independence. Although some of their choices may be dangerous, they are learning vital skills in order to step out and live on their own. Do you really want your 35 year old son living in your basement? If not, listen to this research.

Revision 2 *Student revised this #1

According to *'The Teenage Brain'* by Amanda Leigh Mascarelli, "Researchers believe the teen brain evolved to respond to rewards so teens would leave the protection of their parents." In other words, when your child is allowed freedom, it triggers reward centers in the brain, and he or she will like the feeling associated with that freedom. The reward center of the brain will actually respond and remember that feeling. Consequently, they are more likely to take calculated risks in the future in order to trigger that reward in the brain. This becomes a cycle that eventually leads to them leaving your house as an adult.

Although some parents feel like they have to hover over their children and protect them from all the dangers in the world, they are actually doing more harm for their child then good. By not allowing them a chance to explore, by driving themselves to school, or going out with their friends, or joining a new sport, they are changing their children's brains. By not allowing them to feel the sensations associated with the reward center, they are training their children NOT to take risks. Do you think Oprah Winfrey, Barack Obama, and Bill Gates took risks. What about Steve Jobs? What about Ghandi? Risks are an essential component on the path to greatness.

Revision1

First of all, teens are wired to explore the world around them and take risks in order to gain independence. According to Amanda Leigh Mascarelli, "Researchers believe the teen brain evolved to respond to rewards so teens would leave the protection of their parents. They need to start exploring their environment to start developing independence something they will need in adulthood." Based on this, some of the risk teens choices may be dangerous, but they are learning vital skills in order to step out and live on their own.

Revision 2

Extended Paragraph

According to "The Teenage Brain" by Amanda Leigh Mascarelli, "Researchers believe the teen brain evolved to respond to rewards so teens would leave the protection of their parents." In other words, when your child is allowed freedom, it triggers reward systems in the brain, and he or she will like the sensation associated with that feeling. The reward center of the brain will actually respond and remember that perception. In fact, B.J. Casey is a brain scientist at Cornell University, who studies the biological patterns in adolescents. She has figured out that there is more activity in the reward center whenever a teen is a risky question with a reward in the end. (Mascarelli 18). Consequently, they are more likely to take calculated risks in the future in order to trigger that reward in the brain. This becomes a cycle that eventually leads to them leaving your house as an adult.

Using Source Material -- Student Response Tool

Student Writer's Name: "Dear Parents"
(Write the Name of the Student Who Wrote the Paper Here)

Writing Topic: The Teenage Brain **Today's Date:** March 18, 2015
What is the writing about?

Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer's written piece, then circle the response options listed below to help you respond:

1. Does the writing include information from other sources? (Circle One)

   No sources ***One source*** ***Two Sources*** ***Three or More Sources***

   Please list specific examples of the sources included in this writing: 'The Teenage Brain' by Amanda Leigh Mascarelli

2. When using ideas or information from others, does the writer give credit to those sources? (Circle One)

   No credit is given ***Some credit is given*** ***Adequate credit is given***

3. Does the writing use quotation marks to indicate where source material is used? (Circle One)

   No quotes ***One quote*** ***Multiple Quotes***

4. Before the source material is used, does the writer introduce the quote with their own writing? (Circle One)

   No introduction ***Some introduction*** ***Adequate introduction***

5. After the source material is used, does the writer comment on that source material? (Circle One)

   No commentary **Some commentary** **Adequate commentary**

[redacted]

1

Teenage Brain and rewards

Should we reward teenagers for them doing a great job in school. Why? Recent research shows that if you reward teenagers, their behavior will likely change in the classroom or in other places like school, home, or any other public places.Their behavior will change soon if you try by rewarding them with money or treats.Teachers think this would be a good method because they would love for teenagers behavior being great.

Paragraph goes here →

Because teen brain research shows its hard for teens to resist rewards. Teachers should use rewarding teens to change classroom behavior. In the article 'Teenage Brain' by amanda leigh mascare says rewarding teens,called the 'ventral staiatum',is often called'rewarding center' of the brain'.

Revised 1 →

The region can drive us to repeat behavior that provides a reward,such as money and treats'.This makes teachers think because if you reward teens the behavior changes.For example if their behavior is good they should be rewarded because they have tried plus they have showed us they could improve their behavior by just being rewarded do now behavior changes in time.

Revised 2 →

If teachers do this it will show teens new lessons with good behavior you get what you want. 'So next time you are torn over whether teachers should reward teens worth a certain risk,teachers should remember the tug-of-war thats taking place in your brain and that somewhere in there,you have the tools to make the best decisions in life time'.

Works Cited

'Adolescence triggers brain-and behavior-changes that few kids or adults'
'Mascarelli amanda' 'teen brain' science news for students october 17, 2012

Revised 1

"Teenage Brain and Rewards" - New Paragraph

[redacted]

Teens should be rewarded for doing well in their activities because studies show that teens are driven to repeat actions that, in return, provides you with a reward. Amanda Leigh Mascarelli, a writer for the Society for Science and the Public, states, "A region, called the ventral straitium, is often called the 'reward center' for the brain. The region can drive us to repeat behaviors that provide a reward, such as money and treats." (Mascarelli 14) Looking specifically at one of my personal experiences, I repeated my good behavior in my classes to acquire a reward. Consequently, children's behavior and/or grades would certainly improve if the teachers used this region of the brain to their advantage by providing them with a reward if they did well.

C's = Consequence and Concrete Example

[redacted]

Rewrote 3rd Paragraph

Revised 2

"Teenage Brain and Rewards" paragraph

The teenage brain is very active, One region called the ventral striatum, is one of the most active. Eveline Crone, is a psychologist at Leiden the Netherlands. She stated that "Adolscents are more sensitive and responsive to influence by friends, desires and emotions" (Mascerelli 16) These influences are caused by a substance of the brain called dopamine. Eveline Crone, stated "The brain releases dopamine when something makes us feel good, like getting a compliment of finding a $20 bill" (Mascerelli in). Therefore teens will be influenced to do more things because of a chemical called dopamine.