

RISK

Open silent on BRAIN IMAGES and we SEE:
GRAPHIC OVER VIDEO:

**SafeTeen New Mexico
And
Christopher Productions, LLC
In association with**

As we HEAR:

SARA FELDSTEIN EWING pg. 4 The frontal lobes are the last part of your brain to develop and they're // actually located exactly where they sound, right in the front of your forehead basically. And they're//the last to develop. And that's relevant because it's also the decision-making area.

MUSIC STARTS

OVERLAID on bites, we see slo mo EXTREME TS blown up from original footage of the Ropes Course with a hand trying to grasp a ring, rope or bar...juxtaposed against some party footage and also some brain images. These images are very washed out in white and PARTIAL WORDS graphics (those in BOLD) are imposed on the images.

Sara Jade Chavez pg. 2

I wasn't really like **thinking** like what it would do to me. I just wanted to have fun.

Jolene Krueger pg. 1

I asked my daughter, "what were you thinking when you did that?" and she said "well, this other girl was doing it too.

Guillermo Diaz pg. 1

You don't think. You just, you know, you're out there saying, oh, I want to look cool.

GRAPHIC OVER VIDEO:

**New Mexico Public Education Department
Independent Insurance Agents of New Mexico
Cooperative Educational Services
New Mexico Mutual
and**

Benny Jackson pg. 1

My kids made plenty of **decisions** where I wondered, you know, what are you thinking?

Victoria Merritt pg. 2

What I was thinking is basically...what's going to happen now and if I'm going to have fun.

Anthony Soza pg. 3

RISK

I wasn't thinking about nothing. I was just thinking about having a good time. I wasn't thinking about the negatives.

GRAPHIC OVER VIDEO:

**New Mexico Mutual
Presbyterian Healthcare Foundation
Purdue Pharma L.P.
NM Attorney General's Office
NM Coalition of School Administrators**
present

Estrella Avila pg. 2

Kids take risks just because for **excitement**, you know, like the **adrenaline** rush...

Jamie Taylor pg. 1

They want what they want when they want it...and they do not think through the **consequences**.

Estrella Avila pg 2 like if they're in a car they speed down the street just for fun so they get the adrenaline pumping.

Jose Avila pg. 2 If they want to do something, they go for it ///They want it right there.

Arturo Tafoya pg. 2 I wasn't **thinking** what would happen.

START TITLE CARD BUILD

Kate Kuhfeldt pg. 2

A lot of times I act out of **impulse**. And I don't really know///..why I do that.

Victoria Merritt pg. 2

I wasn't really thinking about the **consequences** later on.

Cody Riley pg. 2

Like I had a gut feeling not to do it, but I just did it anyway.

Estrella Pg. 2

It's fun at the time.

TITLE CARD FULL:

RISK

CUT TO:

NAT SOUND of the kids suiting up for the Ropes Course. Over this we HEAR and eventually SEE sync sound of speaker:

RISK

SUPER: Ropes Course, Juvenile Diagnostic and Detention Center

Jamie Taylor, AYUDA program pg 3

I think all youth take risks. Some... are healthy risks, challenging, coming and participating in this program, coming in and doing an interview when they're scared to death, healthy risk of the ropes course and the climbing activities, healthy risk of putting your feelings out there and somebody's going to laugh at you but that's okay, this is what I need to say. And then unhealthy risks, by all means, you know,

GRAPHIC:

Over 1 in 10 NM
High School students
drove after drinking
2005 YRRS

climbing in the car with somebody that you know has been drinking.

Unprotected sex.

GRAPHIC:

Over half of NM
High School Seniors
Are sexually active
2005 YRRS

Hooking up at a party with someone you don't know... or you do know, but not being wise about it, and it's not just youth that take the risk.

FULL SYNC SOUND

We all do. We take risk in business every day. // but hopefully as we get a little bit older we are able to think about driving too fast on the freeway

SUPER:

Jamie Taylor pg. 3

We're hoping that we're able to get the kids to... to truly stop and think before they take an action... to go through the process, if I do this, this could be the consequence, good or bad.

FULL NAT SOUND ON ROPES COURSE:

CLIMBING PG. 1

Jesse: So gentlemen and ladies! You are at the giant's ladder. Okay? So the purpose of this giant's ladder is to do what?

Boy: Teamwork.

RISK

Jesse: Teamwork, exactly. It's actually not to get to the top. It's actually to focus on how you get to the next, these are called rungs, okay? So from this rung to this rung as a team, and I'll tell you, the key to this is using each other very wisely and very securely. If you don't do that as a team, /// then you probably can't do it.

JESSE PG. 1

they learn something about themselves that they didn't really understand that they had inside themselves. And usually that's something up against some sort of a fear that they might have. Whether fear of embarrassment, or fear of actually being able to do this, or fear of being hurt, fear of falling, there's a lot of things that we call perceived fear out here//////// you're up here trying to, you know, be stable on this wobbly piece of rickety wood, it feels very... very scary, so that's what they contend with and that's where the push through experiences come from. So they push through that, they learn something about it, and they can help put that in the context with life. So we transfer that to life. So it's a metaphor for life.

CLIMBING PG. 1 JESSE:

So what we like to say is that these represent stages in life.

Boy: That's what... (inaudible)

Jesse: Okay, good. So give me an example. What's a goal in life that you want to climb towards, that you want to work towards?

Boy: Like me, this step... this step would have been like my GED and I got my GED so I want to go to the next step. Go to college.

Jesse: Excellent.

Boy: And then get a degree.

Jesse: Did you get your GED?

Boy: Yea.

Jesse: All right. Knuckle up. All right. Good job. When did you get it? recently?

Boy: I just found out yesterday I got it.

SMALL TRANSITION then:

CLIMBING PG. 1

Jesse: So you may use the wooden part of this. Okay? But you may not use the metal parts or your rope. That's considering...cheating or taking the easy way.

CLIMBING PG. 3

RISK

Jesse: ../// that's like, you know, reaching out for drugs or going out on that activity that those bad influences are going to have you do, whatever that activity is, okay?

CLIMBING PG. 2

Boy: Stupid choices.

Jesse: Okay, so stupid choices. Describe some of those. Tell me what some of those are.

////////

Boy: Drugs.

Jesse: Drugs. Okay, yup. //////////

INSERT

Victoria Merritt pg. 1

You're invited to a party and you would do drugs or something not thinking about what's going to happen the next day////

GRAPHIC:

More than 1 in 4
NM students has used
Marijuana in the past 30 days
2005 YRRS

Jesse: What else? Anybody here can throw...

Boy: Bad influence friends.

Jesse: Bad influence friends, okay, yup.

INSERT

Estrella pg. 2

It all started like when I met some group of kids that I thought were cool, so I thought if I hung out with them I'd be cool, too.

GRAPHIC:

One teen passenger
With a teen driver
DOUBLES the risk of a
Fatal crash
Children's Hospital of Philadelphia Survey

Boy: Making the wrong choices.

Jesse: Okay, our own decision.

RISK

CLIMBING PG. 3

Jesse: So those are the things that these cables and that rope represents, so if you grab them, the cable or the rope //if you touch it or grab it for your balance, we're just going to ask that you come down one rung. So if you're up three, you come down one. That's all. Okay? And then you start it again so that you learn to do this without using these influences that take you off track of your goals, okay?

BRIEF NAT SOUND AS WE SEE THEM START TO CLIMB

TRANSITION TO:

NAT OF DR. ANGELA BRYAN WORKING

ANGELA BYRAN PG. 2

part of what we're doing as humans as we go through adolescence is essentially learning how to be adults // and how we're going to sort of be as a person as we get older.

ANGELA BYRAN PG. 4

one thing that we know about the developing adolescent brain is that the centers that are responsible for things like **impulsive behavior**, things like doing things just because they're exciting, things like making decisions that maybe you're not necessarily thinking about the long-term **consequences**, so thinking about the **immediate rewards** of behaviors. Those parts of the adolescent brain aren't fully developed yet.

SARA FELDSTEIN EWING PG. 2

we know that adolescent's brains continue to develop until they're about 25. And we know that there's certain parts of your brain that kind of, for example, there's the frontal lobes that are kind of... the... secretary of your brain that kind of organize planned behavior and your **decision** to do something, it's also responsible for helping you to inhibit **impulses**.

SARA EWING PG. 2

we know that everybody's brains work differently and perhaps for teenagers the way their brains work might affect their decision, their ability to decide maybe this is something I should do or maybe it's something I shouldn't do //

START ROPE COURSE COVER SEQUENCE STARTING UP GIANTS LADDER

SARA EWING PG 2 CONTINUED

a decision that would be appropriate in one situation isn't always appropriate in another situation and so I think sometimes adolescents have a harder time holding back the impulse or the urge to do something that might result in negative consequences

RISK

EITHER USE THE ROPE COURSE VIDEO AS A TRANSITION AND COVER THE START OF THE NEXT BITE....OR

NAT SOUND TRANSITION OF SARA CHAVEZ WORKING ON A PAPER.

SHARON BATY PG. 5

I met this young lady at the very beginning of the school year, a great student, you know, great grades, and there was a period of time during second semester that we started noticing a change of behavior.

SARA JADE CHAVEZ PG. 2

I used to just like want to like hang out with my friends and just like be cool with my friends and like do what my friends were doing and so that's why I like started doing like going down the wrong road.

SHARON BATY PG. 5

She was experimenting with some pretty hard drugs and she moved out of her home.

SARA CHAVEZ PG. 2

I found myself falling behind in school, like I was like pushing my family away ///I wasn't really thinking like what it would do to me. I just wanted to have fun.

SHARON BATY PG. 5

She was in a very, very bad relationship, and she was going down hill and eventually she did get in trouble where she was...she got busted on campus I think because she..there was suspicion that she was smoking pot.

SARA CHAVEZ PG. 2 I missed my family. I missed the fact that I wasn't in school anymore. And I just...I'm like how am I supposed to like go and be a lawyer if I'm not in school? How am I supposed to like achieve my goals if I'm stuck in a rut.

SHARON BATY PG. 5

and she made a choice to come back home and you know, the interesting thing is when I talked to her when she got back, she told me that she was very anxious about coming back to school and asking the principal if she could come back. But she figured if I can leave an abusive relationship, if I can stop doing drugs, I can go back in and talk to the principal about coming back to school. //// It didn't surprise me ... when that happened. She's an amazing young woman. And despite all the other stuff that she has in her life that are going against her, she's here, and she wants to be here.

SARA JADE CHAVEZ PG. 5

a lot of people do like impulse thinking like they just like want to like live in the moment. They want their life to be like good in that moment. They don't really think about how it's going to affect them down the road, because like not many people think that way. It... I don't know, it kind of like took a long time for me to start thinking that way.

RISK

NAT SOUND SEQUENCE OF RESEARCH USING THE MONITORS AND THE KID IN THE CHAIR IN MICHAEL WEISENDS LITTLE LAB AREA...KID IN CHAIR IS SEEING IMAGES AND WEISEND IS WATCHING IT ON A MONITOR.

MICHAEL WEISEND, PHD, PG1

Risky adolescent behavior is very closely linked to brain development. So as you are developing you have two processes going on that make you who you are. One process is sculpting. Okay, so for example, you have a large block of granite and

COVER WITH ROPES COURSE IMAGES

there are millions of different possibilities for what you can do with that to create an imagine, right, or a... or a sculpture. That's one process. The other process that's going on is to build new connections between different brain areas in order to form a complete representation of how you should... how to most effectively perform a task and much of learning is trial and error. Right? // and so you can imagine that if those connections

COVER WITH BLEND OF ROPES AND FAST MOTION DRIVING FOOTAGE

are immature and are in the process of being formed, you might expect that risk taking behavior would be tested as you develop those brain connections.

//// So as you... as your brain develops, you engage in a process where you are both creating new connections and sculpting away redundant connections to make you the person that you are. So if it's the case that the riskiest behaviors

COVER WITH PARTY FOOTAGE

are the ones that are most rewarding for you, those connections will not be sculpted away and will in fact be made stronger.

SYNC SOUND

Whereas if the safer behaviors are the things that are most rewarding to you,

COVER WITH PLAYING BALL AT BULLHEAD

those are the connections that will be preserved and the risky connections... connections that govern risky behavior will be sculpted away.

ANGELA BRYANT PG. 4

We all make bad decisions and, you know, the key is to try to make sure we don't get too badly hurt by those decisions.

ROPE COURSE SHORT INTERVAL MID WAY TO THE TOP
MIGHT WANT TO COVER THE NEXT BITES WITH THE ROPES IMAGES

IAN CAMPOS CLIMBING INT 1

Yeah, I knew it was dangerous

VICTORIA PG. 3

When I was first taking a lot of risks, I was thinking about...trying to relieve a lot of stress.

LAMAR WATTS CLIMBING INT. 2

RISK

I know that I'm going to get into trouble but once I get angry I don't really think what's going to happen.

ESTRELLA PG. 2

When you take risks, I think it's just in the moment. You know, and you get excited and the idea just ///makes you want to do crazy things.

CODY RILEY CLIMBING INT 3

We try and do live every day as if it was our last.

VICTORIA PG. 2

A lot of people ended up hurt in the end.

IAN CAMPOS

Now looking back, I probably wouldn't have done it. .///It's not worth it.

SYNC SOUND NOW FOR NEXT BITES

JOLENE KRUEGER PG. 2

I think she's very intelligent. She's a hard worker, really good kid, her counselor once called her one of the most empathetic kids she had ever met. I've always thought she had a pretty good head on her shoulders. Now that adolescence has set in, not so much....

JOSE AVILA PG. 1

She's getting better at making decisions /// when she first came to high school, it was a little bit rough for her.

JAMIE TAYLOR PG. 2 Many times they get caught up in the moment, they do not stop and think as to right and wrong, it's immediate gratification.

BENNY JACKSON PG. 2

They do a lot of things that they're really not supposed to do, because they're not thinking before they do it.

BRAIN TRANSITION

SARA FELDSTEIN EWING PG. 2

Maybe their frontal lobes aren't there totally quite yet /// but I mean, we know that everybody's brains work differently and perhaps for teenagers the way their brains work might affect ///their ability to decide maybe this is something I should do or maybe it's something I shouldn't do///

JOLENE KRUEGER PG. 1

Sex-ting. Not texting...more girls sext than boys. It's when they take their, you know, the cell phone camera and they hold it, I guess somehow like that and they shoot them,

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maybe a body part, something naked, maybe just some part of their...body, in a in a salacious way...and they send it to a boy////I asked my daughter, what were you thinking when you did that? And she said, "well, this other girl was doing it too."

VISUAL TRANSITION OF A PARTY

VICTORIA PG. 2

Most of the time there was other people involved.

ESTRELLA PG. 4

I felt like this is what I should be doing because everybody else was doing it.

ROPES COURSE COVER...KID STRUGGLING

CODY RILEY CLIMBING INT 3 PG 3

'cause there's always a consequence to something but if there's a good consequence to doing something right then something good will come out of it, but if it's a bad decision that you're making, then there's going to be a bad consequence to come out of it later.

ROPE COURSE ...STARTING UP A POLE WITH A KID TOWARD THE HIGHEST RING SECTION COVER FIRST PART OF HER BITE

ANGELA BRYAN PG. 6

when we think about cognitive function and the way that cognition works, it's usually split into sort of two domains: hot cognition and cold cognition. When we think about hot cognition we think about the very emotional side of our decision-making process. So when we see chocolate cake on the table and it looks delicious, that's a very hot cognition. When we're with a partner and we're sexual aroused, that's hot cognition. ///// SYNC SOUND

And as you might imagine, hot cognition tends not to be so concerned with consequences, it's not concerned about the future, is concerned with literally what feels good or bad right now. On the other hand, cold cognition is the rational side, is thinking about, well, what are the consequences of engaging in this behavior? ////Will I feel bad about myself? Will I feel guilty? Gosh, could this partner, you know, have a sexually transmitted disease? Should I think about that? Should we talk about that? Those are the more rational kinds of decision-making processes. ///// pretty much no matter what decision we're making, there's some level of hot and cold cognition going on. As you might imagine though, with risk behaviors there's a lot more hot cognition that comes into play,

PARTY FOOTAGE

and so if you're at a party and someone hands you a beer, that's a situation where now you're aroused because a peer is handing you something that they clearly want you to do, you want to be accepted by your peers, the whole rest of the party is drinking, and so that really is a situation where hot cognition is starting to take over. And maybe all those great talks you had with your parents or that you learned about in school, all those

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things that took place in a very cold cognitive environment are diff... more difficult to access when hot... hot cognitions are activated.

SYNC SOUND

So that's really the challenge we face is that when we talk to our kids, either you know,, in our intervention programs or when we talk to our kids as parents, it's a very cold cognitive environment and we're talking about cold cognition. We're talking about consequences and rationality and reason but when they're actually in the situation being forced to make this decision it's not cold at all. It's as hot as it gets.

LARMAR WATTS PG. 3

So when we talk about it now, I'm not high, not drunk. When we see it at a party there's a whole bunch of people drinking, smoking...you're not thinking of the consequences of your actions.

VICTORIA PG. 3

Some kids just are thinking about how cool it's going to make them or how they're going to fit in///

IAN CAMPOS PG. 3

It didn't matter because I saw them doing it and I said why not me do it?

SARA JADE CHAVEZ PG. 5

Some of it's just like more of an impulse thing, like they don't really think ahead. They just like do it because it's like right there, it's fun right in the moment.

ESTRELLA PG. 3

I went with my big group of friends.///

GUILLERMO DIAZ PG. 1 You're out there saying, oh, I want to look cool ///I want to be just like everyone else is doing that and you don't think about it.

CODY RILEY CLIMBING INT 3 PG 3

When kids are at a party it's tough to make a tough decision because their friends and peer pressure////you're in the moment

ANGELA BRYAN PG. 7

What are the ways that we could get around that? So one of the things we talk about in our interventions is we know it's going to be tough to make the decision right there in the moment, so make the decision ahead of time. **Think ahead** of time about the ways that you could deal with those situations. So when somebody offers you that beer, ROPES OR PARTY FOOTAGE OR BOTH BLENDED

have a plan in mind, have something that you are absolutely ready to say, oh, no thanks, I just had one, I'll catch you later. And so if you have that ready to go, you have those strategies ready, then you're going to be more likely to be able to access them because they're going to come to you more easily.

SYNC SOUND

RISK

So we do a lot of practicing of what you would say in a particular situation. So a partner wants you to have sex without a condom, what do you say? And if you have those responses ready to go and **planned** and **practiced**, it's going to be easier to use them, even if you are in one of those hot cognition situations.

PARTY IMAGES...WE HEAR:

VICTORIA PG. 4

///a lot of people are around them, encouraging them. And I think a lot of people take the wrong advice from the wrong people and they do take a lot of wrong roads///

CODY RILEY CLIMBING INT 3 PG 3

/// it's like they expect you to make a decision quick and right then and there but they don't allow you to think about it like twice

ANGELA BRYAN PG. 7

You need it to be **automatic**. You need it to be something that you don't have to give a whole lot of thought to because you've already thought about. /////. So let's think about what's going to be the most natural way for you to say this? What's going to be the easiest thing for you to say? Now let's **practice** it, /////, what they're going to do and what they're going to say, hopefully becomes automatic and it doesn't require a whole lot of cold cognition because they... it's become a part of them, it's become a part of their plan for how they're going to deal with these situations.

VICTORIA PG. 4

I would have to say that thinking before acting would help a lot.

ANTHONY SOZA PG. 4

Thinking...thinking the consequences before it does help. It actually stops you from doing what your doing.

SARA JADE CHAVEZ PG. 3

If I'm at a party now like and they want me to like drink or something like that, I don't. I'm more like the designated driver now. That way everybody gets home safe. And like if they tell me, you know, just smoke a little weed, you'll be fine, you can still drive, I'm like no, I can't. And like I don't want to. I already know what that's going to lead to.

SARA JADE CHAVEZ PG. 4

And they just have to like...just tell them, you know, like respect my wishes and you know, I respect yours.

SHARON BATY PG. 2

We talk about the need to begin setting boundaries and understanding what a friend is. And a friend doesn't cross the boundary, which no is a boundary, if they're a true friend.

ANGELA BRYAN PG. 5

RISK

even my six year old we talk about what a good friend is and if somebody really is a good friend, would they ask you to do something you don't want to do? And... and the answer to that is obviously no, whether you're 6 or 16 or 60.

SARA FELDSTEIN EWING PG. 6

I think the number one thing that kids could do to help them be safe is to have... have a **goal** for what they want to do in terms of their... the fir... the upcoming year and the upcoming five years, for example, I think it's really important for them to think about whether or not they'd like to graduate high school or where they'd like to go to college or what they would like to do in terms of their job.

ESTRELLA PG. 4

I want to design things. I like woodworking.

ARTURO TAFOYA CLIMBING INT 4 PG 1

I was never thinking about what, you know, what was going to happen in my future until I came in here. Came here, got my GED, you know what I mean? Started getting my life together///

VICTORIA PG. 4

Think about your life and think about how ou can do and think about what your purpose on this earth is and don't throw it away. I mean, thank about what you're supposed to be doing in life.

SARA JADE CHAVEZ PG. 1

After I get done with my high school education, I'm going to go and get my basic four years and get my bachelor's degree and become a (check audio) and from there go into the Navy so they can pay for me to go to law school.

ROPES COURSE

Woman: Do you guys know what I mean by a safe risk?

Boy: Yes, being...knowing that you're... that you have a harness on, that you're not going to fall.

Woman: Excellent. Very nice. So let's hear from each one of you what it was like to be taking a safe risk in your life today.

Boy: It's a lot better than taking a non-safe risk.

Woman: So what's an example of non-safe risk?

Boy: Going up there without one of those things on.

RISK

Woman: Okay. What else.

Boy: A harness. Like in here at the ropes course?

Woman: Anywhere.

Boy: Drugs.

Boy: Like if you're driving and you're drinking, that's not a safe risk because you could cause serious damage on the road or someone else.

Woman: Nice. So again, let's go around and let's hear what it was like to take that safe risk today, to be in a safe setting but still taking risk.

Boy: It was good.

TAKE SOUND UNDER BUT CONTINUE ON THESE VISUALS AS WE HEAR:

SARAH JADE CHAVEZ PG. 3

Like... I don't know. With the people I hang out with I think about like if they're doing something that isn't right for me, if I hang out with them then am I going to start doing it? So I like try to like stay away from those people.

GUILLERMO DIAZ PG. 2

I have a lot of things going for me, you know, I have a 3.6 GPA, you know, I can get scholarships, you know, I have... I'm going to be graduating next year and just to throw it all away for a fun night or so that friends don't be calling you, you know, you're not down or you're not going to do this, it's not worth it.

SARAH JADE CHAVEZ PG. 3

I started thinking ah... ahead like about what it's go... or how it's going to affect my life like if I go down this road where will it take me, but if I go down this other road is it going to be a better choice?

CODY RILEY CLIMBING INT 3 PG. 2

The things that we did while we were young, they affect us when we get older.

GUILLERMO DIAZ PG. 4

all risks you take and might be they seem like small risks but those small risks can lead up to something big. It's just as simple as texting, you know, can lead to a fatal crash. So it's like... you just... any risk you take, as small as it, you just have to always think that it could lead to something bigger than what that small thing can be, you know, any risk you do.

CONTINUED IMAGES FROM ROPES COURSE AND AWARDS AT END

RISK

TRANSITION TO:

Jesse: It's certificate time. So I'm going to read your name and I'm going to read what you've accomplished and then I want you to get up and get your certificate. All right? This certificate of completion certifies that Lamar Watts has honorably and satisfactorily completed the Bernalillo County JCJ ropes course program, demonstrating cooperation, courage, respect, trust and leadership. All right.

[applause]

CREDITS ROLL AS WE:

[Continues with rest of certificates]