

About Risky Behavior - Level 1 Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing Guide - 4 minutes

With Student Video Viewing Guide - 10 minutes

- **Student Activities -**

Write About It Prompt - 10 minutes

Group Activity - 10 minutes

Independent Practice - 5 minutes

Extended Learning - 10 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for CFU Question 1 - What are some other examples of "**risky behaviors**" that you may encounter while at school?

Pause the video to talk about for CFU Question 2 - What does "**Use it or Lose it**" mean when developing your brain? (Answer: You have to practice using your frontal lobe or "**brakes**" when encountering risky behaviors. The more you exercise your "**brakes**," the stronger they get with positive decision making skills.)

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Student Activity Options:

• **Write About It Prompt (5-10 minutes) -**

- a. **Materials needed:** Paper/writing utensil
- b. **Prompt:** We learned that we all need to exercise our frontal lobe or “brakes” in the brain while it is growing and developing. What are some strategies you could use when a risky behavior arises? Provide one example of a risky behavior in your life and state a strategy you might use in the moment.

• **Independent Practice Activity (5 minutes) -**

- a. **Materials needed:** Piece of paper/writing utensil, students will make a 2 column chart as seen in the student resources to complete.
- b. **Directions for students:** Complete the chart below stating specific examples. For example: I smile, my palms sweat, etc.

How does YOUR body feel when you make positive choices?	How does YOUR body feel when you DO NOT make positive choices?

- c. **Criteria for Success:** The student has listed at least 2 specific descriptors for physical bodily signs on both sides of the chart. **For example:** I smile, my palms sweat, my face turns red, etc.

• **Group Lesson Activity (10 minutes) -**

- a. **Materials needed:** Somewhere to write out answers as a class (white board, projected on board, large poster paper/markers, etc.)
- b. **Directions for students:** As a class, create the following chart to identify 3-5 risky behaviors in the school setting. Each risky behavior listed should have a corresponding statement that can be used when the risky behavior occurs.

What are some risky behaviors that you may encounter while at school?	What is one statement that you could use when the risky behavior arises?

- a. **Materials needed:** A list of students in groups of 2-3
 - b. **Directions for students:** As a class we have identified 3-5 risky behaviors at school and what we can do in the moment to use our frontal lobe or “brakes.” Divide the class into groups of 2-3 students. Each group will select a “risky behavior” at school to role play. Within your group, make sure you practice using the statement and walking away.
 - c. **Criteria for Success:** Students engaged and participating as evidenced by teacher actively monitoring the room.
- **Brain Quiz Answer Key (5-10 minutes)**
1. Behaviors that can harm you or put you in danger
 2. C. Age 12
 3. B. Age 25
 4. D. Dopamine
 5. True