



# About Video Game Addiction - Level 2

## 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 Guide, 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.

### Viewing the Video:

Without Student Video Viewing Guide - (7 minutes)  
With Student Video Viewing Guide - (8-12 minutes)

### Student Activities:

Activity #1 Group Brainstorm - (10 minutes)  
Activity #2 Group Short Story - (15 minutes)  
Activity #3 Write About It - (10 minutes)

### Brain Quiz:

(5-10 minutes)

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students “popcorn out” (share without raising hand) to get the wheels turning, answering the question “Who here is a gamer and what do you enjoy about it?” (EX- It’s fun to challenge myself, I like to hang out with friends, etc).
- Ask students to “pair and share” with a classmate what they think signs of video games becoming a problem may be? (EX- play too much, failing my classes, staying up too late).

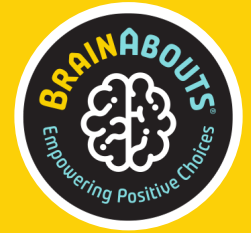
### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or



For more information and resources on this topic, please visit [BrainAbouts.Org](https://brainabouts.org).

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### Brain Quiz Answer Key: (5-10 minutes)

1. Our brains create new dendrites resulting in longer strings of neurons after engaging in an activity for \_\_\_\_ consecutive hours. (Answer: 3-4)
2. Which of the following is NOT a sign of gaming addiction?  
(Answer: d. Playing a game for no more than 1 hour per day)
3. A form of severe social withdrawal characterized by adolescents and young adults who become reclusive in their parents' homes is called \_\_\_\_\_.  
(Answer: Hikimori Syndrome)
4. Which is a strategy for keeping your frontal lobe growing and not limited by technology overuse?  
(Answer: d. All)



### Student Activity Options:

#### Activity #1 Group Brainstorm and Share (10 minutes)

- a. Materials needed: None.
- b. Directions: Divide the class into groups of 3-5 students. Have each group brainstorm different ways they can use their brain throughout the week instead of relying on technology. Have groups share their top strategies with the class.
- c. Criteria for success: Students will be able to identify ways to use their brains outside of technology. (EX- Homework, visiting with friends or family, sports, band, choir, learning a new skill such as cooking.)

#### Activity #2 Group Short Stories (15 minutes)

- a. Materials needed: Paper and pen.
- b. Divide the class into groups of 3-5 students. Have each group work together to write a story about a teenager who gets Hikimori Syndrome and how the teenager gets help.
- c. Criteria for success: Students can identify the Hikimori Syndrome, symptoms, and ways to get help. (EX- The teenager in the story becomes addicted to video games and is losing sleep and building his day around gaming. He begins to ignore all his friends. When he realizes he needs help, he asks his parents. They help him create & hold him accountable to a schedule. He begins to play basketball in an intramural league and begins to feel better.)

#### Activity #3 Write About It (10 minutes)

- a. Materials needed: Journal, paper and pen.
- b. Prompt or Directions: Think about your own gifts, goals, and dreams. What activity would you like to do for 3-4 consecutive hours to develop longer strings of neurons in this area? Develop a schedule for your week that includes balancing each day with face-to-face interaction, physical activity, and your desired area of growth.
- c. Criteria for success: Students can identify areas of their life or interests they would like to spend more time on and create a realistic weekly schedule. (EX- I want to be a chef so I will bake 2-3 new recipes each Saturday for 3-4 hours, during the week I will listen to a 30 minute baking podcast each day while I go for a jog.)