

About Risky Behavior - Level 3 Staff Activity Guide



What is 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

Viewing the Video:

Without Student Video Viewing Guide - (3-5 minutes)

With Student Video Viewing Guide - (5-7 minutes)

Student Activities:

Activity #1 Write About It - (15 minutes)

Activity #2 Skit - (20 minutes)

Activity #3 Group Brainstorming - (10 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning answering the question "What does "risky behavior" mean?"
- Ask students to "pair and share" with a classmate how risky behavior may lead to poor consequences? What type of consequences?

During the video (3-5 minutes)

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



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Brain Quiz Answer Key: (5-10 minutes)

1. The chemical that our brain makes that signals we are doing something good for our survival is _____.
(Answer: c. Dopamine)
2. As soon as you eat, after not eating 4-6 hours, the body has _____% increase in dopamine. (Answer: a. 100)
3. True or False: It is critical to not use substances that spike dopamine above the natural hedonic levels. (Answer: True)
4. If you have genetic predisposition for addiction, your hedonic threshold is (higher/ lower) than the average person.
(Answer: Lower)
5. Arrested Development is _____. (Answer: c. A and B are true)

Student Activity Options:

Activity #1 Write About It (5-10 minutes)

- a. Materials Needed: Journal/paper and writing utensil.
- b. Have the students write on the following reflection questions: Is there a history of addiction in your family? How does this history affect you? Does it influence your thoughts on engaging in risky behavior?
- c. Criteria for Success: Students are able to reflect on personal family history and how it impacts them. Students will give their own thoughts on whether or not this influences their desire to engage in risky behavior.

Activity #2 Skit (20 minutes)

- a. Materials Needed: Paper and writing utensil.
- b. Prompt/ Directions: Divide the class into groups of 3-5 students. Have each group create a skit in which an older family member such as a parent or grandparent discusses their history with high-risk behavior with a younger family member and encourages the younger family member to avoid risky behavior.
- c. Criteria for Success: Students are able to have the grown-up in the skit give ways that risky behaviors have impacted them (substance abuse, gambling) and warn against getting involved (be intentional about using their frontal lobe and protect it).

Activity #3 Group Brainstorming (15 minutes)

- a. Materials Needed: 1 quarter-sheet poster board per group, markers.
- b. Directions: Divide the class into groups of 3-5 students per group. Instruct groups to brainstorm risky behaviors students see in their community or school along with possible negative consequences of these behaviors.
- c. Criteria for Success: Students will be able to identify risky behaviors and give examples of possible consequences.