About Risky Behavior – Level 3 Student Activity Guide



Think About It

1. What does "risky behavior" mean?

2. How might "risky behavior" lead to poor consequences? What type of consequences?

Brain Quiz!

1. The chemical that our brain makes that signals we are doing something good for our survival is

- a. Glutamate
- b. Dendrites
- c. Dopamine
- d. Receptor sites

2. As soon as you eat, after not eating 4-6 hours, the body has _____% increase in dopamine.

- a. 100
- b. 200
- c. 50
- d. 25

3. True or False: It is critical to not use substances that spike dopamine above the natural hedonic levels.

4. If you have genetic predisposition for addiction, your hedonic threshold is (higher/lower) than the average person.

5. Arrested Development is _____

a. When the frontal lobe matures only to the age that an person starts engaging in high-risk behaviors.b. When the frontal lobe is off and unable to grow.c. a. and b. are true.d. Neither a. nor b. are true.

Activity #1 Write About It:

Journal: 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?



Activity #2 Group Skit:

In groups of 3-5 students, 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.



Activity #3 Group Brainstorming:

In groups of 3-5 students, brainstorm risky behaviors students see in their community or school along with possible negative consequences of these behaviors.
