



## THINKING LOG

### INSTRUCTIONS FOR STUDENTS:

Your teacher will ask you a guiding question that you will think about as your teacher reads the text aloud to you. As your teacher reads the text aloud, listen and follow along in your text. After the text has been read aloud, work with a partner to reread the text and answer the supplementary questions. Use your glossary to help you. Your teacher will

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\_\_\_\_\_ may be \_\_\_\_\_ to see the \_\_\_\_\_ between video games and traditional athletics, or sports.

8. *If we think about neurology and the brain, why are video games so popular?*

Video games are so popular because they \_\_\_\_\_ circuitry (network).

9. *What does this mean?*

This means that playing video games makes \_\_\_\_\_, a neurotransmitter in the brain that \_\_\_\_\_ system.

10. *What increases dopamine in the brain's circuitry? What can this lead to?*

Hunger, sex, \_\_\_\_\_, and substance \_\_\_\_\_ may all lead to increased dopamine. This can lead to \_\_\_\_\_.

11. *What is addiction?*

Addiction is \_\_\_\_\_ and continuing to do something even though we know it has \_\_\_\_\_ (it is bad for us).

RESPONSE TO GUIDING QUESTION(S):

*Why do so many people play video games? How does neurology help us understand human attraction to video games?*

*Response:*

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# NEUROLOGIST NOTEBOOK

## INSTRUCTIONS FOR STUDENTS:

Work with a partner. Use your neurologist notebook to write down key, or important,

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## FUNCTIONAL ANALYSIS

### INSTRUCTIONS FOR STUDENTS:

Work with your class to analyze an important sentence(s) from the text.

- < Every sentence has someone or something that *does* something. First you determine this *who or what*.
- < Every sentence has something that they *do or did*. Figure that part out next. Now you have the most important parts of the sentence in place.
- < Then you will figure out what they did the action *to or for*.
- < Finally, you will write the descriptive details.
- < Write your answers in the spaces below.
- < When you are done, write the sentence again in your own words.

You may want to use definitions from the glossed text in the 100 Tz 504 522.43 471 18.1 r

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# EXIT TICKET

## INSTRUCTIONS FOR STUDENTS:

This graphic organizer will help you keep track of information about the brain for all

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## Appendix: Glossary

Word	Definition	Example
adapt	adjust or get used to something new	It might be possible for teen brains to <u>adapt</u> or get used to technological changes.
addiction	depending on, or craving a substance, like drugs; habit	Anything that may lead to addiction increases dopamine in the nucleus accumbens.
adverse	bad or harmful	People who are addicted to something continue despite adverse, or bad, consequences.
available	possible to get something	Video games are a \$25-billion-per-year industry and are popular and available across socioeconomic status and gender.
basic	fundamental or essential (very necessary)	All of our basic drives (e.g., hunger, sex, sleep), all substances of abuse, and everything that may lead to addiction (i.e., compulsive behavior characterized by loss of control and continuation despite adverse consequences) increase dopamine in the nucleus accumbens.
circuitry	the design of elements in an electric circuit	Dopamine is a key component of the circuitry in the nucleus accumbens.
component	a part of something	Dopamine is a key component of the circuitry in the nucleus accumbens.
computer	an electronic machine that is used to store, sort, and work with information at a high speed	The most common forms of digital entertainment are TV, music, and nongaming use of computers.
conventional	traditional	New game consoles blur the distinction between video gaming and conventional athletic endeavors.





ubiquitous	seeming to be everywhere at the same time	Mobile devices have become more ubiquitous.
variety	diversity; when there are many different types of something	The quality and variety of games continue to improve.