



High School

National FFA Organization

Lesson HS.23

TAKING RISKS

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts. C3: Demonstrate Courage to Take Risks.

K7: Practice healthy expressions of love

O4: Experiments and takes risks

National Standards. NSS-EC.9-12.4 — Positive and Negative Incentives — Understand that acting as citizens, people respond to incentives in order to allocate their scarce resources in ways that provide the highest possible returns to them.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify opportunities for taking risks.

- 2 List five factors which affect the willingness to take risks and list five steps to taking that risk.
- 3 Analyze the rewards for taking risks.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Markers
- ✓ Open Space, preferably outdoors
- ✓ Overhead Projector
- ✓ Transparencies HS.23.TM.A–C
- ✓ Poster Paper
- ✓ Student Evaluation—HS.23.Assess—One per student
- ✓ Student Notebooks
- ✓ "Risky Business"—HS.23.AS.A—One per student
- ✓ Writing Surface
- ✓ Writing Tools



Key Terms. The following term is presented in this lesson and appears in bold italics:

➤ ***Risk***



Interest Approach

Take students outside, into the hall or into any other open space. Explain to students they must be focused, caring learners as we participate in an exercise that deals heavily with risk and trust. Divide students into four groups. Ask for one volunteer from each group to participate in a “trust fall.” Explain to students they will test their willingness to take risks. Stand between each group to best oversee the activity. You may wish to repeat the activity several times with other volunteers. Read the following instructions to each group:



Make a giant closed zipper by standing in two lines that face one another. All arms are outstretched with palms up. All eyes must remain on the “Faller.” All hands must remain on the back and arms of the faller.

Faller stands with back to the group, their arms crossed over the chest and hands grasping their shoulders.



When I say, “Go,” the faller will fall backwards onto the outstretched arms of their groups. Group members must be sure to catch the faller, preventing that person from making contact with the ground. All weight will be equally distributed amongst the various members of the group. Ready, set, go!



Gather students together and discuss the following questions before going back to seats:



What made the fallers decide to volunteer for the activity? What things made this experience scary for the fallers? How did it feel to be a group member in control of the result of the faller’s risk?

You are amazing! I am constantly delighted by your willingness to challenge yourselves and your growth. Carry the memories of this activity with you as we learn about risk taking, and discover how our behaviors dictate our willingness to take risks.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify opportunities for taking risks.

Divide students into groups of four. Distribute one sheet of poster paper and markers to each group. Have students brainstorm various careers and the risks associated with each. Allow three minutes for students to complete this activity. Call on each group to present their findings. Facilitate a class discussion based on the following questions:



We came up with many careers where risk is integral to their job descriptions. Think quietly for a moment about the following questions. How does risk transcend careers like those mentioned on your posters, and affect other people? (All careers may have the risk of job opportunity.) What can we do in our daily lives to take more positive risks? When I say, “Go,” turn to your partner and exchange thoughts. Cease all discussion when I say, “Stop.” Ready, set, go!

Once pairs have had sufficient time to share, seize their attention by calling out, “stop!”



As the fallers expressed through their volunteerism, and as each of you have mentioned in your pair-share, risk can be a part of our everyday lives. Way to go!

Have students capture the following content in their notebooks and show HS.23.TM.A. Instruct students to select only three “Opportunities for taking risks” to add to their notebooks, to save on time.

I. Recognizing Risks:

A. **Risk**—accepting a new challenge, despite unpredictable results.

B. Opportunities for taking risks:

1. Taking challenging courses at school
2. Meeting new people
3. Attending leadership conferences
4. Getting a job



5. Getting a boyfriend/girlfriend.
 6. Saying “I love you.”
 7. Accepting a leadership role.
 8. Teaching others.
- C. Motivation and risk work together to affect personal growth.
1. There is no risk taking without motivation.

Use a Marcel Marceau Moment, and have students mime the action of taking each of the opportunities for taking risks. Encourage students to choreograph additional opportunities for taking risks.



Great job everyone! We know some ways we can take positive risks, so let’s see how eager we are to take them! A great opportunity to learn about yourself is before you. Here we go!

Objective 2. List five factors which affect the willingness to take risks, and list five steps to taking that risk.

Pass out a copy of HS.23.AS.A face down to each student. Give the following instructions:



When I say, “Go,” turn the activity sheet over. Complete the survey based on how comfortable we are with taking risks. Respond honestly to each statement. Turn your paper face down again when you are finished, signaling your readiness to continue. Ready, Set, Go!

Allow one minute for students to read through the activity survey and respond. Encourage students to keep working by giving them time warnings. Have the students turn their papers back over and listen to the following:



If you marked a “+” in eight of the ten blanks, you are considered to be more comfortable with taking risks than many other individuals. Look at those factors affecting our willingness to take risks.

Go through the surveys and have students vote for their responses by showing a “thumbs up” if the statement applies or a “thumbs down” if the statement does not. Have students capture the following content in their notebooks and show HS.23.TM.B and HS.23.TM.C.

II. To Risk, Or Not To Risk!

A. Factors affecting my willingness to take risks--HS.23.TM.B

1. Motivation.
2. Choice.
3. Fear.
4. Self-confidence.
5. Willingness to set goals.

B. How do I take a risk? HS.23.TM.C

1. Make the decision.
2. Plan.
3. Perform the act!
4. Deal with the results.

Use the Go-with-the-flow Moment to have students create a flowchart in their notebook, representing the risk taking process. Allow student to work for one minute.



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Beautiful work! I am sure those flow charts will aid you in taking more risks. So, what benefits are there for those who take risks? Help me continue by shouting a big “Let’s find out!” One... Two... Three... Great job!

Objective 3. Describe the rewards for taking risks.



Many of the tasks we do in life come with great rewards--studying hard for a test provides an opportunity for an “A” grade; practicing many hours leads to a win for the team. Risks also have many rewards.

Have students capture the following content in their notebooks and show HS.23.TM.D.

III. Rewards of taking risks:

- A. Challenging one's self.
- B. Increased personal growth.
- C. Strengthened self-confidence.
- D. Experiencing new things.
- E. Greater enjoyment from life.

Return HS.23.TM.A to the overhead. Use the Dickens Moment strategy to write a story describing the rewards of various risk taking opportunities. Permit students to work on their story for six minutes. Provide regular time warnings to keep students on task. Call on several volunteers to share their stories with the class. Celebrate their contributions with a teacher-led standing ovation.



Maybe some of you should risk becoming a writer! Great job! Risk taking is scary, but rewarding. Let's review what we know about taking risk with one more activity.



Review/Summary

Have students draw a comic strip of themselves in their notebooks. The comic should illustrate them taking a risk they have wanted to take. Be sure they include the decision to make the choice, the actual risk and the result of their action.



Application

►Extended Classroom Activity:

Have students write an essay evaluating one risk they have taken. Encourage them to express how it felt to take the risk and how satisfied they were with the result.

►FFA Activity:

Have the students run for an officer position at the chapter level or beyond. Have them to ask their agriculture teacher for an application and assistance in preparing an election speech and interview protocol.



►SAE Activity:

Have the students make a list of all of the things they have always been afraid to try on their SAE, for example giving shots, selling products to friends, expanding to increase the scope of the project. Have them attack one task and try it out.

✓ Evaluation

A written test is included to measure Objectives 1, 2, and 3. HS.23.Assess

Answers to Assessment:

Part One: True or False

1. False
2. True
3. True
4. True
5. False

Part Two: Short Answer

6. List the following:
 - Make the decision
 - Plan
 - Perform the act
 - Deal with the results
7. Accepting a new challenge, despite unpredictable results
8. Two of the following:
 - Taking challenging courses at school
 - Meeting new people
 - Attending leadership conferences
 - Getting a job

Getting a boyfriend
Saying “I love you”
Accepting a leadership role
Teaching others



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9. Two of the following:
- Challenging one’s self
 - Increased personal growth
 - Strengthened self-confidence
 - Experiencing new things
 - Greater enjoyment from life

10. Answers will vary



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HS.23.Assess Name: _____

TAKING RISKS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

- _____ 1. Taking risks does not affect personal growth.
- _____ 2. Motivation makes risk taking possible.
- _____ 3. Saying, “I love you” can be a big risk for people.
- _____ 4. Risks occur by choice.
- _____ 5. All risks are spontaneous and occur without any planning.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

- 6. List the process for taking risks.
- 7. Define “risk.”
- 8. List two opportunities for taking risks.
- 9. List two rewards for taking risks.

10. Explain the value of taking advantage of new experiences.



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HS.23.TM.A

RECOGNIZING RISKS

◆ **Risk:** accepting a new challenge, despite unpredictable results

◆ **Opportunities for taking risks:**

- ➔ Taking challenging courses at school
- ➔ Meeting new people
- ➔ Attending leadership conferences
- ➔ Getting a job
- ➔ Getting a boyfriend/girlfriend
- ➔ Saying “I love you”

➔ Accepting a leadership role

➔ Teaching others

◆ **Motivation and risk work together to affect personal growth.**

➔ There is no risk taking without motivation.



HS.23.TM.B

TO RISK, OR NOT TO RISK

Factors affecting my willingness to take risks:

MOTIVATION

CHOICE

FEAR

SELF-CONFIDENCE

**WILLINGNESS TO
SET GOALS**



HS.23.TM.C

TO RISK, OR NOT TO RISK

HOW DO I TAKE A RISK?



Make the decision



Plan



Perform the act



Deal with the results



HS.23.TM.D

REWARDS OF TAKING RISKS

- ◆ Challenging one's self
- ◆ Increased personal growth
- ◆ Strengthened self-confidence
- ◆ Experiencing new things
- ◆ Greater enjoyment from life



HS.23.AS.A Name: _____

RISKY BUSINESS

►Instructions:

Draw a “+” next to those statements you actively model. Draw a “-” next to those statements you do not actively model.

- _____ 1. Your agriculture teacher gives you an officer application. You say thank you and immediately get to work making preparations on running for office.
- _____ 2. There is a new student in your class who sits by himself during group activities. You introduce yourself and invite the student to join your group, and sit with you at lunch time.
- _____ 3. You have really liked that guy/girl that sits behind you in math class. You see one another every day and even engage in idle conversation. Today, you decide to ask him/her out. Hey, you won't have a chance unless you ask!
- _____ 4. While at practice, the coach asks for a volunteer to demonstrate a new move. You excitedly raise your hand to take part.
- _____ 5. A popular girl in your history class comes in after having been absent for a week. You know she does not know what is going on. You jump at the chance to help her catch up.
- _____ 6. You apply for a job at a local hardware store knowing you do not have much experience in retail. Let's just see what happens!
- _____ 7. You have been getting straight A's in school since the third grade. You decide to take two advanced placement courses to challenge yourself. Getting into a prestigious university is important to you.
- _____ 8. Your best friend has recently become involved with friends who are “unsavory.” You sit your friend down and talk to her about the situation knowing it could jeopardize your own relationship with her.
- _____ 9. You purchase yet another album by your favorite band, even though you can-

not really afford it.

_____10. You stay out until 1:30am, one hour past your curfew. Your parents are at a community party and are not due home until 2:00 am.

