



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: A Risk Worth Taking			
Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B XX	C	D

Instructional Focus:

Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

- Have students fill out the "Taking Risks" Questionnaire (see A Risk Worth Taking Chart).
- Have students discuss the following questions:
 - Are you playing it safe? What are some things you like to try but are afraid to?
 - What is the worst thing that could happen if you don't succeed? If you don't try?
 - What is the best thing that could happen? Is it worth the attempt?
 - How can you increase chances for success and decrease chances for failure?

Ask them to share their experiences with taking risks. (This activity may also be conducted as a small group exercise.)

- Ask students to set a goal for taking a risk and do something they may have been holding back on. Their goal may be to become more assertive, join a school organization, try out for a team, etc.
- Have them write a 1 - 2 page report stating their goal, why it is important and steps for achieving it. Ask them to consider what the elements of risk are. Are the rewards worth the risks for them? What's the worst that can happen if they fail?
- Share rough drafts with a peer and edit for accuracy and revise for completeness and thoughtfulness.
- Make a bulletin board of the stated goals. Allow a reasonable amount of time (a month or so) and then ask students to assess their progress toward their goals. What have been the rewards or outcomes of taking a risk?

This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Scoring Guide:

Ratings: 4 – Excellent, 3 – Good, 2 – Average, 1 – Poor, 0 – Unacceptable

Works well independently. _____

Stayed focused on task. _____

Seeks help appropriately/assumes responsibility for completing task. _____

Structure and content appropriate for grade level. _____

Spelling and punctuation appropriate for grade level. _____

Class Participation _____

Understanding of the concept of risk vs.reward _____

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Composition Organization Grammar Spelling Vocabulary	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart TAKING RISKS

Are you willing to take risks? Check (3) of the statements that best apply to you.

_____ I like to try new things just for the challenge.

_____ I am willing to try new things even though there is a chance of failure.

_____ I believe "if at first you don't succeed, try again."

_____ I am willing to defend my beliefs.

_____ I consider myself an assertive person.

_____ I don't back away from competition.

_____ I am able to make tough decisions.

_____ I follow through on the decisions that I make.