

High-Way 2: Risk

Run to, Not From

Instructor Copy

Supplies: Copies of Activity Sheet #2A for students

Objective: To clearly define a Risk as a "Run To" and an Escape as a "Run From"

1. Write the following on the board before beginning:

"Our biggest fear is not dying, but taking the risk to be alive and express who we really are."

- *Don Miguel Ruiz*

2. Read the following aloud slowly or paraphrase

Will someone please read the quote on the board? (*Wait for a volunteer.*) Thank you! Students, today we get to discuss the definition of a RISK in a way you may have never heard. A real RISK always Runs To, not From.

Now let's break into groups of 3 or 4. Each group will need one copy of Activity Sheet #2A. (*Wait until they're ready.*) As a group, decide if the example on your Activity Sheet is a Run To (Risk) or a Run From (Escape). When you're finished, complete the Activity Sheet by writing in other activities that would fall under Run To or Run From behaviors. Be sure to ask any questions you might have.

(Wait until they're finished and then review the answers for "To" or "From")

TO _____ Asking your neighbor if you can mow their lawn for pay
FROM _____ Cheating on a test
TO _____ Asking for help from a counselor or coach
TO _____ Asking someone to dance at a school dance
TO _____ Asking a friend if you can have a ride to the game/concert
FROM _____ Lying to a friend
FROM _____ Getting drunk
TO _____ Asking a teacher to reconsider a grade on an essay

3. When finished, go over the correct answers to the top part and discuss

- Which list was easier to create, To or From?
- What were some of your Run To's?
- What were some of your Run From's?
- What are you becoming aware of?
- Although everyone Runs From occasionally, successful people primarily Run where? (To) And unsuccessful people Run primarily where? (From)

High-Way 2A:Risk

Run To, Not From

Activity Sheet

1. For each activity listed below, write "To" or "From" on the line, to denote that the activity was a "Run To" (Risk) or a "Run From" (Escape):

To or From?

- _____ Asking your neighbor if you can mow their lawn for pay
_____ Cheating on a test
_____ Not returning a phone call from someone
_____ Asking someone to dance at a school dance
_____ Asking a friend if you can have a ride to the game/concert
_____ Lying to a friend
_____ Getting drunk
_____ Asking a teacher to reconsider a grade on an essay test

2. Now make a list of five "Run To" activities and five "Run From" activities not listed above...

"Run To" (Risk) Activities

1. _____
2. _____
3. _____
4. _____
5. _____

"Run From" (Escape) Activities

1. _____
2. _____
3. _____
4. _____
5. _____

Have one person ready to share your group's list with the class.

High-Way 2B: Risk Challenge Chair – Past Risks

Instructor Copy

Supplies: A chair placed at the front of the room

Objective: To help students recognize and feel good about the risks they've taken (and take a risk doing so!)

1. Write the following on the board before beginning:

“Twenty years from now, you’ll be more disappointed by the things you didn’t do than the ones you did do.”

- Mark Twain

2. Read the following aloud slowly or paraphrase:

This “Challenge Chair” activity involves taking a risk and sharing about a risk you’ve taken that you’re glad you did. Remember, a risk is a “Run To”, not a “Run From”.

This chair at the front of the room is the “Challenge Chair”. You are invited to come forward one at a time and share a risk you’ve taken that you’re glad you did. When each risk-taker is finished, our job is to respond with THUNDEROUS APPLAUSE!

(Instructors, it works best if you go first to set the tone. Share your name and, in 30 seconds or less, a risk you’ve taken that you’re glad you did. Then stand and let them know that it’s time to applaud!)

(Note: It sometimes takes 30-60 seconds between Risk sharings. Don’t let students volunteer someone else, and don’t give up too easily!)

High-Way 2C: Risk

Challenge Chair – Future Risks

Instructor Copy

Supplies: A chair placed at the front of the room

Objective: To help students stretch to “Get the Picture” of a risk they’d like to take

1. Write the following on the board before beginning:

*“To get what you’ve never had
you must do what you’ve never done.”*

- *Anonymous*

2. Read the following aloud slowly or paraphrase:

According to recent research at Rutgers University, “new experiences trigger the same chemical reaction in the body as falling in love.”* It’s clear that to keep boredom at bay and feel wonderful, we have to keep risking!

This “Challenge Chair” activity involves taking a risk and sharing about a risk you want to take but haven’t yet. Remember, a risk is a “Run To”; an escape is a “Run From”.

This chair at the front of the room is the “Challenge Chair”. You are each invited to come forward, one at a time, and share a risk you want to take but haven’t taken yet. When each risk taker is finished, our job is to respond with THUNDEROUS APPLAUSE!

(It works best if you go first to set the tone. Share your name and a risk, in 30 seconds or less, that you want to take but haven’t yet. Then stand and let them know that it’s time to applaud!)

*** Research taken from “Why We Love: The Nature and Chemistry of Romantic Love” by Dr. Helen Fisher**

High-Way 2D: Risk

The Risk-it Basket

Instructor Copy

Supplies: A yardstick and one copy of the Activity Sheet #2E cut into strips of paper and placed into a shoebox or basket

Objective: To have fun facing small fears with peers

1. Write the following on the board before beginning:

“The difference between a coward and a hero is that the hero feels the fear and does it anyway.”

- Susan Jeffers

2. Read the following aloud slowly or paraphrase:

Students, sometimes when we have a few extra minutes, I'll be inviting you to pull a risk out of the **Risk-it Basket**. When you pull your risk out, you can turn your first or second choice down if they're too uncomfortable for you, but you'll have to perform one of your first **three choices** within 1 minute or we'll move on to the next student. Once a risk is completed, we'll throw it away (or put it in another bag or box) so each person's risk is different.

Any questions? Who would like to be first?

(Acknowledge each risk-taker, not for doing it "right", but for attempting it. Some students will want to do this over and over. Decide your own group rules for how often a student gets to select a Risk-it.)

Congratulations to all of today's Risk-Takers! Remember, people who take the most risks reap the most rewards. No risks, No rewards. As **8 to Great** teaches, *"If you had no fear, what would you do?"*

High-Way 2E: Risk

The Risk-it Basket

Activity Sheet

- 1) Share an interesting story about how you got your name or where you were born.
- 2) Tell everyone a little known fact about yourself.
- 3) Imitate someone from TV or a film (such as Elvis or Kevin Hart or Arnold Schwarzenegger or Forrest Gump or Oprah or Shrek or Elsa from "Frozen") and have the group guess who it is.
- 4) Pantomime someone on their first day of driver's ed. Mime getting into the car, starting it, etc. Use a chair as the car seat.
- 5) Draw a self-portrait in 30 seconds. (The teacher will time you.)
- 6) Sincerely thank someone in the class for something.
- 7) Make your face into these 5 emotions until someone guesses them: Sad, happy, scared, mad and embarrassed.
- 8) Share one of your happiest or silliest childhood memories.
- 9) Say, "Blimey mates, is it hot in here or is it me?" in a Cockney/Aussie accent.
- 10) Sing "We will -We will ROCK YOU!" playing an air guitar.
- 11) Share something you're proud of.
- 12) Do a tongue trick or wiggle your ears or crack your knuckles or sing your birth date.
- 13) Write a "Roses are Red" poem about the class/group and recite it.
- 14) Do **4** of these 6: bark like a dog, meow like a cat, moo like a cow, crow like a rooster, bleat like a lamb, whinny like a horse.
- 15) Beat your chest and yell like Tarzan!
- 16) Kick your heels in the air while saying "Yippee!"
- 17) Sing the ABC's backwards as well as you can in 30 seconds.

- 18) Share three things you like about yourself.
- 19) Laugh like Santa Claus (Ho Ho Ho!) and then cackle like a Wicked Witch.
- 20) Say "Peter Piper picked a peck of pickled peppers" 3 times fast!
- 21) Yodel (Yodel-lay-hee-hoo!) three times, each time higher pitched.
- 22) Tell a clean knock-knock joke or any joke that's school appropriate.
- 23) Turn your back to the class and have 5 students say, "How you doin'?" in a disguised voice. Guess each time who said it.
- 24) Recite a line from a TV show or movie and have the class guess which character and which show/movie it is.
- 25) Give a 1-sentence speech on why we should vote for you as the next U.S. President.
- 26) Do 3 push-ups OR five jumping jacks OR have two students hold the ends of a yardstick and do the limbo underneath it three times, each time lowering the yardstick.
- 27) Imitate these sounds until the group guesses them: a ship in the harbor, a train and a helicopter. (Beating on your chest works well for the helicopter - no other gestures allowed).
- 28) Pretend you are a character from a childhood fairy tale and chat with someone in the class until they guess who you are. (For example, Cinderella or the wolf or the Grandma from Little Red Riding Hood)
- 29) Answer the class interview questions, pretending that you have just won an Oscar or an Olympic Gold Medal.
- 30) Get people in the room to say ALL 4 of these words without using any words yourself: TIRED, EXCITED, FRIEND, DOG.
- 31) Have someone time you. Stand in front of the room looking at the group for 30 seconds without smiling. If you smile, you'll have to start over. (You have 3 tries.)
- 32) Share three things you are grateful for from the past 24 hours.
- 33) Dance for 15 seconds to the music inside your head (or to a beatboxer if you have one in the class.)
- 34) Rap about Risk for 20-30 seconds.

35) Suggest a rule or a change you think the school should adopt such as live music at lunch time, or have "students teach for a day" once a year, or build a swimming pool, or start a lacrosse team, or have music between periods instead of bells or start an hour later, etc. and explain why that would be a good idea.

36) Give a sincere compliment to 3 people in the room. (1 unique compliment to each one.)

37) Share with the class an invention you'd like to create.

38) Have someone time you. For 30 seconds, share with the class how it feels now that you are famous for (fill in this blank) _____.

39) Everyone is a genius at something. Pick out 2 people in the class and share what you think their (positive quality) genius is (1 could be the teacher) and then share what you think *your* genius is..

40) Sing or whistle a part of your favorite song.