



Instructor's Sheet – Activity #14

Introduction to High-Way 2: Risk

Assuming you can be successful just by not doing anything wrong is as unrealistic as expecting to grow roses by pulling up all the weeds.
- Gary Ryan Blair

Ever notice how many people sit on the sidelines of life wondering “how to be successful” when their main focus is playing it safe? The truth is, *No Risks, No Rewards!* No wonder Nike’s “Just Do It” is still the most popular advertising slogan in the world 20 years after its introduction!

When we constantly hear “be careful,” we can be tempted to stop taking the risks that are necessary for our success. Think about the person who is afraid to fall in love, start his/her own business, enter a competition or move to a new city – they are living a very unfulfilled life!

8 to Great defines a Risk as a “Run to,” not a “Run from.” If we’re running from something, it’s an Escape, not a Risk.

Leap and the net will appear.
- Julia Cameron

Most famous people are great risk-takers. Nebraska author **Alex Kava** had to write her stories on calendars when she was little so her mother wouldn’t know she was “wasting time writing!” As an adult, Alex sent out 116 letters to agents to try and get her first book sold. She got a second mortgage on her home and a job delivering papers from 2:00-4:00 a.m. to pay for her expenses while she wrote. Most of her return letters said, “This book needs more romance,” so she changed her name from Sharon to Alex - a man’s name. They no longer expected “romance” and as of this printing, she has half a dozen best sellers to her name!

The fact is that **the MOST SUCCESSFUL PEOPLE are the BIGGEST RISK-TAKERS**. That means they are also the **BIGGEST MISTAKE MAKERS!** They have learned not to let all their unsuccessful risks (also known as “mistakes”) get them down.

This High-Way can be an exciting one for students and teachers. Risk-taking makes us feel younger and more energized. The more you do the activities with students, the more fun you’ll have. Risk has that effect on people; it makes learning and working feel like play. Enjoy!

Objectives for High-Way 2 – “Risk”

1. To define “Risk” vs. “Escape”
2. To learn a decision-making formula that works every time
3. To practice simple risks that build courage to attempt larger ones
4. To understand that the road to success is never a straight line
5. To demonstrate the positive effects of risk-taking



Instructor's Sheet – Activity #15

Run to, Not From

Supplies: Copies of Activity Sheet #14A for students

Objective: To clearly define a Risk as “Run To” and Escape as “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're reviewing the concept that a real RISK always Runs To, not From.

(*Show 8 to Great poster if there's one in the room.*)

Please break into groups of 3 or 4. Each group will need one copy of Activity Sheet #14A. (*Wait until they're ready.*) Now take a few minutes to decide if the example on the 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 me any questions you might have. You may begin now.

(*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
FROM	Not returning a phone call from someone
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 Tos?
- What were some of your Run Froms?
- What are you becoming aware of? Any comments or questions?



Activity Sheet – Activity #15A

Run To, Not From

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

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. _____

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



Instructor's Sheet – Activity #16

Challenge Chair – Past Risks

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**

*The brave may not live forever,
but the cowardly do not live at all.*
- Anonymous

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!

(Facilitators, 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!)

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



Instructor's Sheet – Activity #17

Challenge Chair – Future Risks

Supplies: One 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**

Leap and the net will appear.
- Julia Cameron

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!)

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

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