LESSON PLAN	*Taking Chances* (30-45 Minute Lesson)	Date:

NY State Literacy 6-12 Anchor Standard for Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

What Students Should Be Able To Do, Know, Understand, Accomplish At End of Lesson/Goals:
- Define 5 relevant vocabulary words (e.g. optimism, grit, initiative, achievement, attitude)
- Consider the question: How Do I Think About Taking Chances?

Teacher Prep:
- Read attached accompanying article (or in its original form)
- Watch Video: https://vimeo.com/486083111
- Presentation should include 5 related vocabulary words/key words

Materials Needed:
- *Are You Willing to Take Chances?* on Vimeo.com
- This Lesson Planning Sheet
- Access to 3 Good Kinds of Risks to Take in High School

	Time:

Opening:
 • Introduce Ned Hallowell and read his commentary
   ○ https://www.my-robin.com/our-coaches/dr-edward-hallowell/
   ○ "If you believe you're unwrapping a gift, unearthing a talent, promoting a strength, your attitude is 100% different than if you think you're getting some disability fixed." - Coach Ned
 	
 • Watch Video *Are You Willing to Take Chances?* together as class
   ○ https://vimeo.com/486083111 (3 minutes)
	4-5 min.

Reading Prompt: 3 Good Kinds of Risks to Take in High School	5-10 min.
Writing Prompt: Discussion Questions (give the students 10-15 minutes to respond to one prompt) • Prompt A: what's the difference between a good risk and a bad risk? Make sure your claims are supported by reasons and/or evidence. • Prompt B: Write about the last risk you took: make sure your scenario has a beginning, a middle, and an end. What was the potential cost, and what was the benefit? Was taking that risk worth it?	10-15 min.
Group Activity: Group students with partners or small groups and have each student share their thoughts. • Prompt A: are you and your partner/group aligned on the concept of good vs. bad risks? If so, try to argue for an opposing point of view. If not, what do you disagree about? Can your team generate a definition of "good risk"?	5-10 min.

● Prompt B: share your risk stories. Does your group agree that this was a risk worth taking? Why was it valuable to take this risk? What did you learn? How did you grow?	

Closing:
● Ask some students to share their thoughts with the class.
    o Prompt A: As a group, make your argument for the definition of good risk
    o Prompt B: Tell your story. Why was this a risk worth taking?
● Have teams share what they learned. How did this activity make students feel? Did any students change their feelings about perceived risks?
	5-10 min.