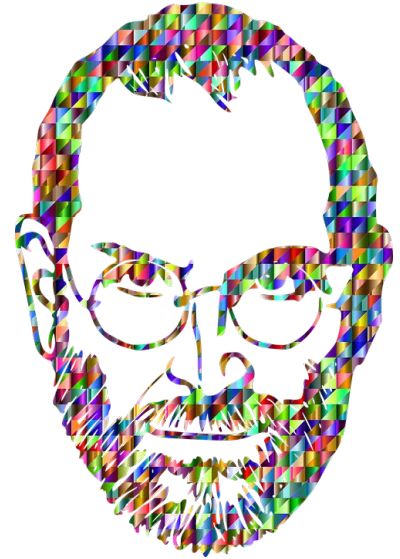




Risk Taking & Risk Making

Risk Taking & Risk Making



As you enter, think about the following 2 questions

Can failure be positive & negative? Give an example
Can failure lead to success? How?



Collaborate!

How can failure be positive and negative?

Post your response and an example below

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Steve Jobs

-on being fired from Apple. “The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything.”



Failure can be positive or negative

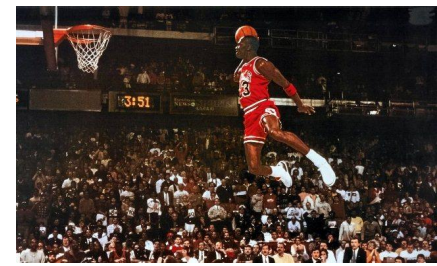
Successful people experience failure

It is what you do with failure and how you view it....

Are you a risk maker or a risk taker?

Gifted Students and Failure

- Gifted kids get used to success
- Afraid of failure...take fewer risks
- Academically they are uncomfortable with risks or ambiguity “-K. Rodgers”



Michael Jordan- “ I have missed more than 9, 000 shots in my career. I have lost almost 300 games. 26 times, I have been trusted to take the game winning shot and missed. I have failed over and over and over again in my life. And that is why I succeed.”



Jk Rowling- “You might never fail on the scale I did, but some failure in life is inevitable. It is impossible to live without failing at something. Unless you live so cautiously that you might as well as have not live at all-in which case you fail by default.”



Risk Taking & Risk Making

What does Risk mean to you? Draw a picture to represent what it means to you.

What is the difference between risk taking and risk making in your words?



Draw It

represent what it means to you.



Draw It

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Open Ended Question

What do you thing is the difference between risk taking and risk making?

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risk taking VS risk making

Risk taking initiated from an outside source

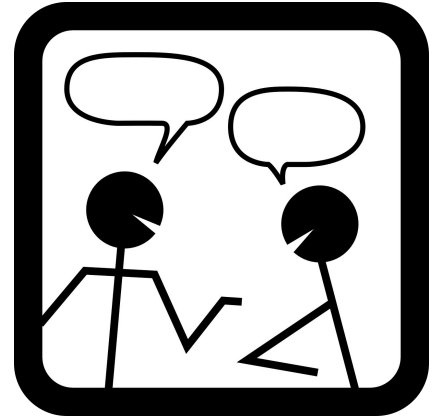
- Extrinsic motivation
- Negative challenge
- Not done for self
- Failure reflected on others because want to meet someone else's idea
- Fixed mindset
- Check off accomplishment

Risk making starts from the child

- Intrinsic motivation
- Positive challenge
- Self Choice
- Own failure
- Success is pride
- Always next time
- Growth mindset
- Bring on the challenge....this is how I grow!!

Why are gifted students often
reluctant to take risks

Can you give an example from
class or
Your own life?



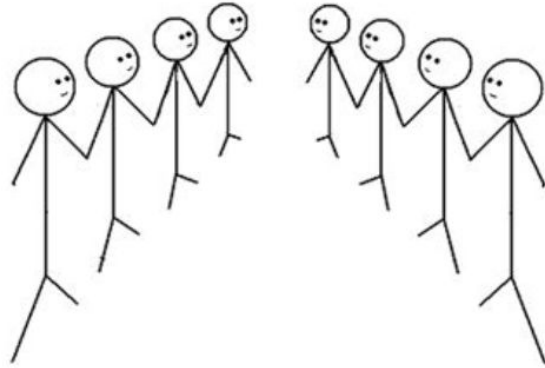
Think:Pair:Share: How do gifted students deal with
a C or B in your class?

Why are gifted students often reluctant to take risks

- Often perfectionistic
- Put smartness on the line
- Personal and outside expectations (learned and innate)
- More fixed mindset (less growth mindset)
- Can be paralyzed when the success can not be assured.
- Prefer to do things in which they excel
- Fear of failure for RT ... disappoint person who asked
- Often exhausted/frustrated- not want to push themselves further than they already do (often over involved in and out of school)
- More risk takers than risk makers



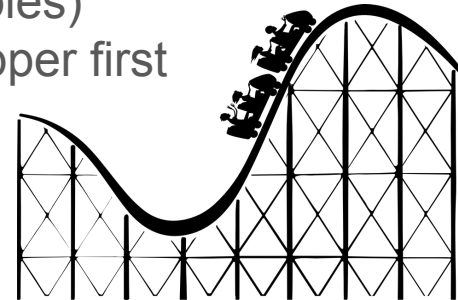
What is teacher's responsibility in encouraging/facilitating risk making?



Line Discussion: How can teachers be a mentor or model of risk maker as opposed to a teacher imposed risk taker?

Risk is everywhere....How do we encourage Gifted Students?

1. Help gifted students Live in the grey zone- subtleties
2. Identify and discuss these subtleties (grey zones) in everyday life
3. Take a risk with them...as a class or group..walk the walk of risk taking (Model)
4. Partner-up for Risk
5. Lessons on growth mindset
6. Encourage them to notice their own small successes (learning=in small steps)
7. Encourage and practice mental stamina since things often come easily to gifted students.
8. Explain risk taking/making dichotomy (include real life examples)
9. If child afraid of roller coaster then have them master little dipper first



WHEN should risk making be introduced to students?



Turn to your elbow partner: discuss how and when you think it should be introduced.

Poll

☐ A. In a lesson about risk making

☐ B. At the beginning of the year

☐ C. Anytime

☐ D. Before a summative

☐ E. When setting learning goals

☐ F. Other

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Implementation plan for Risk Making in Classroom

Beginning of year

1. Pose open-ended questions with no answers (i.e. warm up)
2. When calling on students “I like how ____ is taking a risk to answer this question”
3. Lesson on IB trait of risk-taker and Growth Mindset
4. Explicitly discuss formatives as a learning experience and add goal lesson after first formative
 - Add questions on formative
 - what did you learn from formative (What do you need to study in the future)
 - What will you do to improve this week

Example: Questions to add to Formative

Am I happy with my results on this formative? Yes or No

What is my goal for the next formative? _____

What behaviors can I engage in this week to reach my goal?

What I will do to reach this goal= What will you do to help you reach your goal (What will you do to be a Risk Maker?)

Choose 1-3 items.

- ☐ Stay fully engaged in class everyday
- ☐ Start my warm up immediately when entering the class and complete it to the best of my ability
- ☐ Start all assignments immediately when they are assigned and to the best of my ability
- ☐ Write clear, organized notes in my notebook (not skipping any slides)
- ☐ Only talk with peers about the assignment
- ☐ Ask questions at appropriate times
- ☐ Seek help from Ms. Kostka after class, during homeroom, and during tutoring
- ☐ Attend tutoring 3:45-4:30 on Tuesdays and/or thursdays
- ☐ Review my vocabulary/notes 3 times a week
- ☐ Study quizlet vocabulary 5 minutes each night
- ☐ Other: _____

Reflection Sheet Example for Use at beginning of Unit

Self Reflection (Goal Sheet) in Science

Step 1: My Current Grades

A - Knowledge & Understanding (Geology Test) _____

Step 2: Identify Skills for Improvement (Rubrics A)

Read the skills in the chart below. Add a 1-2-3 to indicate how well you can do each of the

Step 3: Circle 3 skills you will improve. Use past grades and summatives, self-reflection, and help you complete the back of this paper.

Skills Inventory

			A - Knowledge and Understanding		
1	2	3	1 - Not Yet	2 - With Help	3 - Independently
			1.	I can recall, state, outline, or describe scientific knowledge related to eclipses and tides	
			2.	I can apply scientific knowledge and understanding of the lunar cycles to solve problems set in familiar situations and unfamiliar situations	
			3.	I can analyze information to make scientifically supported judgments	
			4.	I can construct an explanation of the cause of solar and lunar eclipses	
			5.	I can develop and use a model to demonstrate the phases of the moon and the relative positions of the sun, Earth, and moon.	

Set Goals

Step 4

My GOAL in this Criteria - What grade do you want to make by the end of the year?

_____ A - Knowledge & Understanding

Step 5

What I will do to reach this goal= What will you do to help you reach your goal (What will you do to reach your goal)?
Choose 1-3 items.

- ☐ Stay fully engaged in class everyday
- ☐ Start my warm up immediately when entering the class and complete it to the best of my ability
- ☐ Start all assignments immediately when they are assigned and to the best of my ability
- ☐ Write clear, organized notes in my notebook (not skipping any slides)
- ☐ Only talk with peers about the assignment
- ☐ Ask questions at appropriate times
- ☐ Seek help from Ms. Kostka after class, during homeroom, and during tutoring
- ☐ Attend tutoring 3:45-4:30 on Tuesdays and/or Thursdays
- ☐ Review my vocabulary/notes 3 times a week
- ☐ Study quizlet vocabulary 5 minutes each night
- ☐ Other: _____

Click on link for copy of this example

https://docs.google.com/document/d/1qAQkWLRMxoiuAcqWC4F48dX37Z6sStW_ei4pG4tcmXI/copy

Student Signature

Date

Teacher Signature

Implementation plan for Risk Making in Classroom

Middle of Year (December)

1. Model how to embrace risk-making (Teachers share one of your fears or risks and how you are working to overcome it)
2. Explicitly discuss steps to project --each one is a success in risk-making model
3. Pairing student with a “risk maker-mentor”
4. Sharing with parents
 - Identifying RT and RM moments
 - ways they can help
 - Ways to talk with their students about tasks and grades

In risk making no one is pushing the child to perform; rather, the child is “pulling” himself along due to their own interest and aspirations. (2011, J. Delisle)

Resources for appropriate and challenging learning experiences related to Risk Making

Middle School and High School

- Discuss an article about brain research with your students. The article can be found [here](#).^{xvii} Have students write a letter giving advice to a friend who is struggling based on what they learned from the article.
- Help students develop a growth mindset by learning about neuroscience. Watch this 2-minute [video](#)^{xviii} together to guide your discussion.
- Study a novel about learning from loss and overcoming adversity. See [this list](#) for sample books.^{xx}
- Explore a growth mindset lesson plan developed by Khan Academy & PERTS [here](#).^{xx}

Click [here for links](#) and reference

Learnstorm Growth Mindset lessons at Khan Academy ([Link](#))

5 decision making lessons ([click here for link](#))

IB Risk Making lesson with students researching this trait and making a video or presentation (see example: [link](#))



Open Ended Question

How might you incorporate this into your teaching?

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