

Developing Students Academic Courage to Learn from Failure Resilience-Building Strategies & Activities

1. **FLEX Plan: Using 4 Strategies to Reframe Failures as Life Lessons**

Share with students the strategies to deal with failure in the framework below:

- **Failure happens:** learn from failure since it's an integral part of life
- **Lean in:** feel and express your emotions and gain support from others
- **Elect a positive response:** reframe the situation and choose to respond positively
- **X-ray (be transparent):** show your authentic self by being vulnerable to share failures

2. **Trial & Triumph Cards: Applying the FLEX Plan to Real World Scenarios**

Have students use a Trial Card (ie. failing an exam) and a Triumph Card (ie. excelling on an exam) to engage in the activity and assignment below:

- **Small Group Activity** (discuss in groups of 3-4 students): How would you apply the FLEX plan to the trial and triumph cards and to scenarios in your life?
- **Short Paper Assignment** (2 - 3 pages): Describe a time when you experienced failure. How did you handle the situation? How could you have handled the situation differently applying the FLEX Plan?

Resource: [Teaching Your Students to Bounce Back from Failure](#) (from Harvard Business Publishing)

3. **Case Studies: Analyzing Narratives & Proposing Alternative Solutions**

Make students read the case study, *Succeed Through Our Failures: Learning to Fail Productively* and ask them the analytical questions below:

- **Transition Analysis Question:** How is this scenario different from your own?
- **Assessment Analysis Question:** How can the subject of the case study self-assess themselves in a better way?

Resource: [Succeed Through Our Failures: Learning to Fail Productively](#) (from CLIMB Program)

4. **Ungraded, Minimally Graded, Proportionally Graded: Scaffolding Learning & Expectations**

Build students capacity to practice and apply skills through smaller assignments to prepare them for bigger and more complex summative assessments and final projects, which can be done through the grading processes below:

- **Ungraded:** having ungraded smaller assignments and practice exams
- **Minimally Graded:** grading for completion, effort, and application of skills, which can be given through check marks
- **Proportionally Graded:** giving a grade that is a smaller percentage of the final grade

Resource: [Teaching the How: Three Ways to Support Failure](#) (from Faculty Focus)