

A classroom resource
on how to:

Learn,
grow
and fail
forward



Grades 9 to 12
LESSON PACKAGE

SHIFT
failure



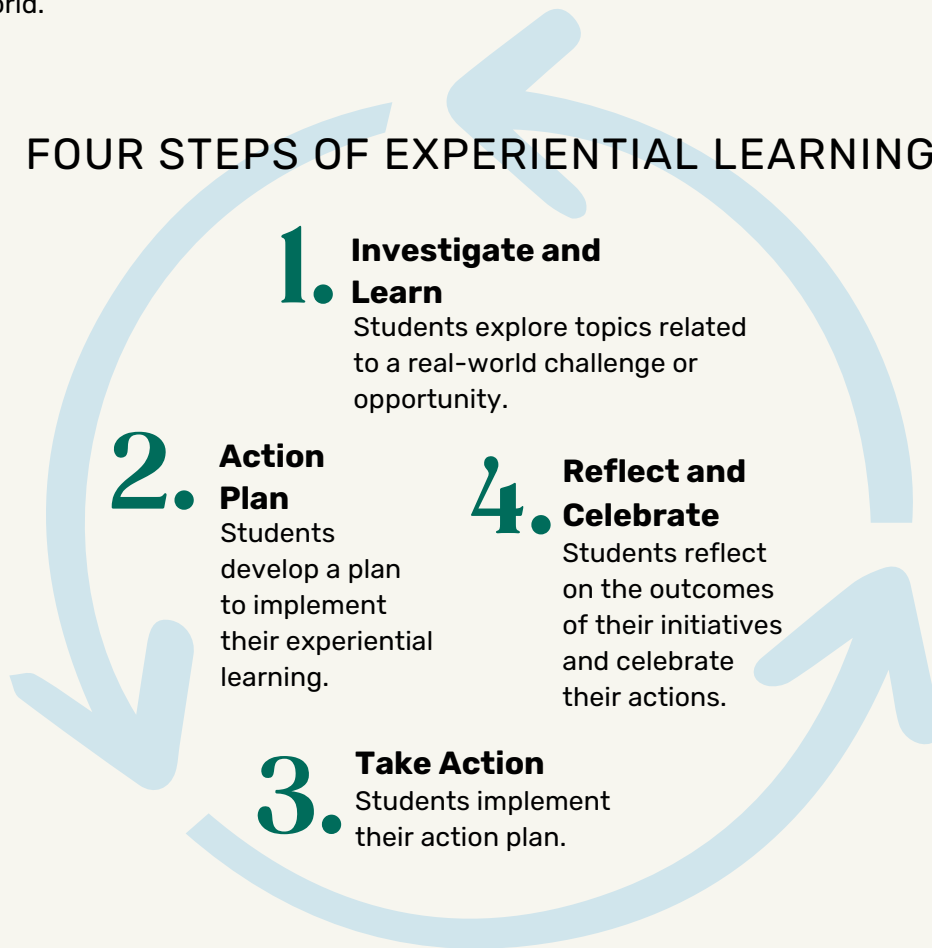
ESSENTIAL QUESTION

What is experiential learning and how can I incorporate it into my classroom instruction with these curriculum resources?

What Is **Experiential** Learning?

Experiential learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while supporting their community. It views education as a process of empowerment and sparking passion in students to work together and learn about the world.

FOUR STEPS OF EXPERIENTIAL LEARNING



Setting Students Up for Success: In School, the Workplace and Life

We have to prepare our students to be future ready for an environment that demands students to be problem solvers, creative thinkers, possess emotional intelligence and succeed in this tech-driven world. Our goal is to support students in developing the relational skills necessary to contribute to the collective well-being of their communities.

Each of us should improve our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we” – our communities, our country and our world.

Future Ready: When students focus on building their future and developing essential skills, students can shift their focus toward a flexible, collaborative plan that empowers them to respond to their community in a way that motivates them. Success looks different across cultures – for many Indigenous and newcomer communities, success includes contributing to the well-being of family and community, not only individual achievement.

Social-Emotional Learning: These resources are grounded in social-emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. This programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.



REFLECTION

is a key component of our experiential learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which they can be studied and interpreted.



LEARNING SKILLS LEGEND

Look out for these icons in the lessons as skills your students can develop throughout their learning.



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

Diversity, Equity, and Inclusion in This Resource

Canada is one of the most culturally, linguistically, and ethnically diverse countries in the world. Our classrooms reflect that diversity every day. This resource has been designed with that reality in mind – not as an afterthought, but as a foundational commitment.

You know your students best – their learning styles, their backgrounds, their strengths, and the challenges they navigate both inside and outside the classroom. The following principles have guided the development of this updated resource: **Every student's story matters.**

The famous people and Canadian connections featured in this resource have been chosen to reflect a wide range of backgrounds – Indigenous, Black, Asian-Canadian, immigrant, female, and differently abled. We recognize that students learn best when they can see themselves in the stories being told.

Failure is not equally distributed.

Students come to this resource with different relationships to failure. For some, falling short of a goal is a temporary setback. For others, failure has been systemic – being failed by schools, institutions, or policies because of their identity or background. Both experiences are valid, and this resource tries to make space for both.

Indigenous knowledge is knowledge.

Indigenous ways of knowing, learning, and problem solving are not supplements or add-ons to this curriculum – they are equal and valid frameworks for understanding the world. Throughout these lessons, Indigenous perspectives are woven in as central, not peripheral, contributions.

Newcomers and English Language Learners belong here.

For students who are learning English, who have recently arrived in Canada, or who navigate between multiple languages and cultural worlds every day, the experience of "failing forward" may look different – and may require different kinds of support. Educators are encouraged to adapt activities and discussion prompts to honour where these students are in their journey.

No student should feel that their identity is a failure.

The goal of this resource is to help all students see failure as a starting point for growth – not as a reflection of who they are, where they come from, or what they are worth. Every student who walks into your classroom brings strengths, stories, and knowledge that belong in this conversation.

Indigenous Nations across Turtle Island (or Canada) hold distinct languages, governance systems, teachings, and approaches to learning. The examples shared here are only a small introduction and should not be understood as representing all Indigenous peoples.

Miigwech. Merci. Thank you.

A Note on Truth, Reconciliation, and This Resource

This classroom resource is designed to be used in schools across Canada — schools that sit on the ancestral, traditional, and in many cases, unceded territories of Indigenous peoples. Before beginning these lessons, we invite educators, and students to take a moment to learn whose land your school is on.

You can find the specific territory for your location at: **native-land.ca**

As a curriculum resource grounded in social-emotional learning, Shift Failure acknowledges Canada's Truth and Reconciliation journey and the Calls to Action of the Truth and Reconciliation Commission of Canada. Call to Action 62 specifically calls upon governments and educators to provide age-appropriate curriculum on residential schools, Treaties, and Indigenous peoples' contributions to Canada. This resource works toward that goal by centring Indigenous voices, stories, and ways of knowing throughout its lessons.

We also recognize that for some students — particularly Indigenous students, newcomers to Canada, and students from communities that have experienced systemic discrimination — the concept of "failure" may carry a deeper and more complex meaning than personal setbacks. Some failures do not belong to individuals. They belong to systems, policies, and institutions that have not served all communities equally.

This resource tries to hold both truths: that personal resilience and a growth mindset are genuinely powerful tools, and that some of the greatest acts of "failing forward" have been carried out by entire communities — Indigenous nations, immigrant families, and racialized communities — who persisted in the face of systems designed to hold them back.

We encourage educators to:

- Learn and share the specific land acknowledgement for your school's territory before beginning Lesson 1
- Invite Indigenous community members, Elders, or cultural liaisons to participate in lessons where appropriate
- Create space for students to bring their own community's stories of resilience into the learning
- Recognize that silence can be a valid form of participation, especially when discussions touch on painful histories

Indigenous Nations across Turtle Island (or Canada) hold distinct languages, governance systems, teachings, and approaches to learning. The examples shared here are only a small introduction and should not be understood as representing all Indigenous peoples.

Miigwech. Merci. Thank you.

Assessing the Learning

You know your students best – their learning styles and preferences, skill levels, and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for adaptation along with extension and enrichment ideas that can be used.

Teaching strategies include film, storytelling, brainstorming, and project-based learning. Assessment strategies include graphic organizers, think-pair-share, discussions, reflections and peer feedback.

Subjects:

Language, Social Studies, Science and Technology

Skills Learned:



Essential Questions:

- What is failure?
- Why is failure an opportunity?

Material and Resources:

- Chart paper and markers
- Sticky notes
- Laptops/tablets

Word Bank

Failure: An action or instance of failing or proving unsuccessful. Nonperformance of something due, required or expected.

Opportunity: A situation or condition favourable for attainment of a goal.

Growth: The act or process, or a manner of growing; development; gradual increase.

Success: The favourable or prosperous termination of attempts or endeavours; the accomplishment of one's goals.

Shift Failure Overview

As individuals, we understand that failure and learning from our failures is a part of everyday life. Learning from our failures also provides each of us with an opportunity to learn and create a growth mindset. Shift Failure is a classroom resource that brings the concept of failure into our classrooms and engages students to learn about how each failure that they encounter presents an opportunity to grow and learn. Students will look at the stories of famous personalities that have encountered failure and reflect on how these individuals used these failures to create growth opportunities that led to great success. They will also participate in a project-based learning activity that will lead them through the identification of an issue and developing a solution, while also learning from the possible failures that occur during the execution of the solution. This resource includes detailed plans, **Blackline Masters** and guides for assessment.



Educator's Note: These lessons include the discussion of failure. Some students may find these discussions unsettling, as failure is a concept that they may not have been introduced to, or failure is seen as “taboo” or a negative outcome. Encourage students to see challenges as a neutral and expected part of a lifelong, cyclical learning process. Remind them that learning is relational. Our actions affect our community and 'failure' is an invitation to listen more deeply. In these instances, remember to encourage the students' mindset to shift toward thinking about failing as an opportunity to grow and learn, and to be better. Be aware that for some students – particularly those from Indigenous communities or families that have experienced intergenerational trauma, discussions of failure may carry deeper meaning. Never require personal sharing aloud. Honour silence as a valid form of participation.



In this resource you will find five lessons:

Lesson 1: Growth vs. Fixed Mindset

A fixed mindset means one believes intelligence, talent and other qualities are unchangeable and innate. If you do not have a certain skill, you believe you will never acquire it. By contrast, a growth mindset believes intelligence and talent can be developed with work and effort. Mindset plays a major role in motivation, resilience and achievement.

In this lesson students will reflect on failing and how to grow from failure, how to identify a mindset and opportunities to learn.

Lesson 2: Successful People Who Have Failed

Everyone experiences failure at some stage in life. Before their success, some of the world's highly successful people experienced epic failures. Those who have failed have learned valuable lessons from their experiences.

In this lesson students will explore famous personalities whose failures have led to successes and opportunities.

Lesson 3: Failure to Innovation

It is important to see how failure can lead to innovation as they are tightly tied together; one helps create the other. Innovation is about trying new things, taking risks, recreating and reimagining. It comes with accepting mistakes and failure. Failure is a crucial part of the innovation process.

In this lesson teachers and students will create an environment that embraces failures and demonstrates critical thinking in the design process.

Lesson 4: Fail Forward Challenge

If you study success stories in science, business or art you will always find stories full of mistakes and trials. So, what exactly does it mean for an experiment or project to fail? It could mean failing to reach your goal or missing out on the intended outcome. Students need to understand why something failed and how to approach the challenge the next time.

This lesson will focus on hands-on experience identifying a challenge, creating a solution, learning if the solution works or fails and reflecting upon the process.

Lesson 5: The Power of Reflection

Odds are, not everything has gone perfectly in one's life. Everyone experiences trials, tribulations, and triumphs— whether it was unfair, unjustified or unacceptable. We all have failed and failed hard, but failure can be a valuable tool when used correctly. It is in these moments when things don't go right that you can really identify areas for improvement.

This final lesson will explore the power of reflection on failure and success.

Growth vs. Fixed Mindset



Understanding the
differences between
mindsets.



Lesson 1: Growth vs. Fixed Mindset

Skills Learned:



INFORMATION
LITERACY



CRITICAL
THINKING



REFLECTION

Estimated Time:

60 minutes

Learning Goals:

Students will:

- Understand and be able to articulate the differences between a “growth” and “fixed” mindset
- Reflect on how failing is an opportunity to grow and learn
- Identify times in their lives where they failed and how this can become an opportunity to learn
- Reflect on how personal challenges impact community and relationships, and how collective support aids growth

Investigate and Learn

1. Place multiple helium balloons in the classroom before the students arrive and let the balloons fly towards the ceiling. Have the students create teams of four and ask them to create a strategy to bring a balloon back to the ground, using the tools available in the classroom. Ensure that the students understand their strategy must adhere to classroom safety standards and all students’ feet must be on the ground at all times. After the students have discussed and created their strategy, have them test it.
2. After all groups have tested their strategy, ask them to consider the following questions:
 - a. Was their strategy a success and were they able to retrieve the balloon?
 - b. If they were unsuccessful, why was the strategy ineffective?
 - c. How can they change their approach?
 - d. How do they feel about being unsuccessful?



Educator’s Note: **Blackline Master 1: Challenge Questions and Considerations** can be used to record student responses.

3. Provide an opportunity for students to test another approach to retrieving the balloon. For the groups that are still unsuccessful, have them consider, how does being unsuccessful feel a second time? Do they want to continue to try and retrieve the balloon?



Educator's Note: If helium balloons are not accessible, the following activity can be considered as an alternative.

In small groups, provide students with a paper cup, tape, straws, glue and popsicle sticks. Explain to them that their challenge is to build a tower that is as high as possible and estimate how tall it is in four minutes. They are competing against the other groups and the group that creates the tallest tower, but also has estimated the correct height, will win bragging rights.

Have students attempt the build three times. After each attempt, have them consider the following questions:

- How successful was their tower? Was it as tall as they could make it?
- Did they estimate the height correctly?
- What will they change when they have another attempt at building the tower?
- What are some of the considerations they are taking into account?
- How will they change their approach and method of execution?

4. Recommended Assessment for Learning: As a class discuss, how does continuous failure feel? How can you change your perspective to consider failure, as either a teachable moment or an opportunity to try again? Why is it important to learn from potential failures?



Cultural Perspectives on Growth and Learning



The concept of a "growth mindset" comes from the research of psychologist Carol Dweck and reflects many valuable ideas about learning. It is worth knowing, however, that this framework originates in Western academic psychology and reflects an individualistic view of self-improvement – the idea that each person, through effort and attitude, can change their outcomes.

Many cultures around the world – including Indigenous cultures across Canada – have their own deeply developed frameworks for understanding learning, resilience, and what it means to grow from difficulty. These are not alternatives to a growth mindset; they are companions to it.

Indigenous relational learning: In many Indigenous knowledge traditions, learning is not primarily individual – it is relational. You learn from Elders, from the land, from community, and from observation across generations. Mistakes are not failures of the self; they are part of a longer conversation with knowledge that belongs to everyone.

Ubuntu (Southern and Central African philosophy): "Umuntu ngumuntu ngabantu" – a person is a person through other people. In Ubuntu philosophy, growth is never purely personal. When one person fails or succeeds, the community is part of that story.

East Asian traditions: In many East Asian cultures, persistent effort in the face of difficulty is not just a personal virtue – it is a form of respect for family and community. The struggle itself is honourable, not shameful.

South Asian traditions: Concepts like "jugaad" (creative problem solving with limited resources) are deeply embedded in South Asian cultures – the idea that innovation is born from constraint, and that working with what you have is itself a form of brilliance.

Discussion Prompt for Teachers:

Ask your students: "Does your family or cultural background have its own way of thinking about mistakes, learning, and trying again? Are there words, sayings, or stories in your home language or tradition that speak to this?" Give students time to share – and treat these contributions as valuable knowledge, not just personal anecdotes.

5. Introduce the idea of growth vs. fixed mindset to the students. Tell them that this concept will be the focus on today's lesson and discussion. Ask students to consider, what is a mindset? Explain to students that a mindset is a set of beliefs that shape how you make sense of the world and yourself. The mind is the most powerful tool that any human has, it has the capacity to change the way you look, move and think about the world around you. It influences how you think, feel and behave in any given situation. It means that what you believe about yourself impacts your success and failure.

On one piece of poster paper, place the words 'Growth Mindset' and on another place the words 'Fixed Mindset.' Place these posters on the wall; this can be together at the front or on either side of the classroom. Provide each student with two sticky notes and ask them to write one to two sentences describing each word. Ask them to place these sticky notes on the poster. This activity can be done digitally using www.mentimeter.com or www.mural.com.



Educator's Note: Show students the video "Growth Mindset vs. Fixed Mindset" https://www.youtube.com/watch?v=KUWn_TJTrnU and ask them the following questions after viewing the video:

- How does one change their mindset from fixed to growth?
- How does having a growth mindset allow for continual development?
- How does embracing challenges enable learning?
- Is failure important? How does failing lead to learning?

6. As a class, read through the students' descriptions of the words on the poster and create a collaborative definition of the word. A growth mindset is... A fixed mindset is...
7. **Recommended Assessment as Learning:** Show the students the video "The power of believing that you can improve | Carol Dweck" <https://www.youtube.com/watch?v=X0mgOOSpLU>. Place the following questions on the board prior to starting the video and ask the students to think about them while watching. After the video, discuss the questions as a class.
- Why is 'not yet' significant for growth?
 - How is a growth mindset and fixed mindset described?
 - How does one engage with error?
 - How can you use words of praise to change your mindset?
8. Provide each student with **Blackline Master 2: Growth vs. Fixed Mindset**. Ask them to write down something that they feel that they have been failing at. 'I am failing at _____ because _____. ' Now, have them change the wording of that phrase by thinking about how they can use their errors to continue to grow and learn. 'I have not yet achieved _____ but I can approach it differently by _____. Encourage students to shift their thinking to use their failures as an opportunity to grow.

- 9. Recommended Assessment of Learning:** Now that students have had an opportunity to internalize the differences between a growth mindset and a fixed mindset, ask students to consider: Why is a growth mindset a valuable skill set? How can having a fixed mindset hinder a person's success? Have them share their thoughts with the class.



Educator's Note: These lessons include the discussion of failure. Some students may find these discussions unsettling, as failure is a concept that they may not have been introduced to, or failure is seen as "taboo" or a negative outcome, leading to undesirable consequences. In these instances, remember to encourage students to shift their mindset towards thinking about failing as an opportunity to grow and learn and to be better. Continue the learning opportunity for students by asking them to create a social media graphic or small piece of art that includes a positive message about "failure" from what they experienced.

Canadian Connection



Connor Bedard, one of Canada's youngest hockey superstars, faced enormous pressure and high expectations long before joining the NHL. Despite being told he was too small and not ready, he stayed focused, worked tirelessly, and turned every setback into motivation to improve. Now a leader for the Chicago Blackhawks and a role model for young athletes, he shows that perseverance and self-belief matter as much as talent.

"You learn more from a bad game than a perfect one."

Think of a time when you felt underestimated. How did you respond, and how could adopting Bedard's mindset change the outcome next time?

Canadian Connection



Waneek Horn-Miller, a Mohawk woman from Akwesasne, co-captained Canada's first Olympic water polo team in 2000. As a teenager, she was seriously injured during the 1990 Oka Crisis. Rather than giving up, she used sport as healing and went on to represent her country at the highest level. She shows us that perseverance is not just personal — it can be an act of cultural pride and survival.

"Sport saved my life. It gave me purpose when everything felt broken."

Blackline Master 1: Challenge Questions and Considerations

Was the initial strategy/attempt a success?	If unsuccessful, why was the strategy/attempt ineffective?
How can they change their approach? What are some considerations to take into account?	How did they feel about being unsuccessful each time it occurred?

Blackline Master 2: Fixed vs. Growth Mindset

Fixed Mindset	Growth Mindset
I am failing at because	I have not yet achieved but I can approach it differently by
I am failing at because	I have not yet achieved but I can approach it differently by
I am failing at because	I have not yet achieved but I can approach it differently by

Successful People Who Have Failed



Exploring
failure, growth
and success.



Lesson 2: Successful People Who Have Failed

Learning Skills:



INFORMATION
LITERACY



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

Suggested Time:

75 minutes

Learning Goals:

Students will:

- Understand that failure is not a negative, but an opportunity to learn and grow
- Explore famous personalities whose failures have led to successes
- Reflect on their own failures and evaluate how those can be created into growth opportunities

Individual and Collective Resilience: Holding Both



This lesson focuses on famous individuals – people whose names and stories have been widely shared because of what they achieved after failure. Their stories are powerful and worth exploring.

But resilience is not only a personal trait. Entire communities demonstrate it – sometimes across generations, often without recognition or fame.

Consider:

Indigenous communities across Canada have maintained languages, ceremonies, governance systems, and cultural knowledge despite generations of colonial policies designed to disrupt and erase them. This is an example of collective resilience, resistance, and cultural continuity. This reflects the strength of communities carrying knowledge, identity, and relationship forward despite systemic harm and attempted cultural erasure.

Newcomer and refugee families have rebuilt entire lives in a new country, often in a new language, after losing everything. That is collective failing forward.

Racialized communities have organized, advocated, and persisted for rights and recognition after generations of systemic exclusion. That is collective failing forward.

As you explore the stories of famous individuals in this lesson, also hold this question:

"What community in your life – your family, your cultural group, your neighbourhood – has faced failure or setbacks together and kept going? Their story is also failing forward, even if no one made a video about it."

Investigate and Learn

1. As students come into the classroom, provide each student with a small stack of sticky notes. On the front board, display words “Things I have failed at” and ask students to write down tasks or goals that they set for themselves in the past year but have failed at.
2. Explain to students that failure is defined as a lack of success or the inability to meet an expectation. However, sometimes as humans we can read too much into failure. It can seem like our entire existence is crumbling and all of our hopes and dreams are coming to an end. We may even tie failure to our self-worth, self-esteem and self-acceptance. Often, the expectation we fail to meet is the expectation that we’ve created in our own mind.

Provide students with the link to the article, “What is failure and how can we make the most of it?” by Paula Thompson, Ed.D <https://www.betterup.com/blog/what-is-failure>. Individually, or in pairs, ask students to read the article. After reading the article, ask them to sum up the key points and answer the questions using **Blackline Master 1: Article Summarization**.

3. **Recommended Assessment as Learning:** Using think-pair-share or small groups, ask students to consider why we connect self-worth, self-esteem and self-acceptance to success. Why does failing feel difficult? How can success after a failure lead to personal growth?
4. On the front board, write the names of the following individuals:
 - a. Terry Fox
 - b. Simu Liu
 - c. Alessia Cara
 - d. Christine Sinclair
 - e. Michael Jordan
 - f. Lady Gaga
 - g. Dwayne "The Rock" Johnson
 - h. Simone Biles
 - i. Waneek Horn-Miller
 - j. Cindy Blackstock
 - k. Mary Two-Axe Earle



Ask the students, what do you think each of these individuals have in common with each other? Some answers may include, “they are famous” or “they have achieved really amazing goals.” Lead the discussion to highlight that even though each of these individuals has achieved greatness in their lives through working hard and pursuing their goals, each of these individuals have had some form of failure in their lives that they have had to work to overcome.

5. Recommended Assessment as Learning: Create small groups and allocate 1-2 famous people to each group. Provide each group with poster paper and markers, or a laptop with Microsoft PowerPoint and have them create a 3-5 minute presentation highlighting the stories of their famous person. In the presentation ask students to consider the following key areas:

- What is this person famous for achieving?
- What is this person's story to achieving fame?
- What failures did this person encounter in their life?
- How did they overcome this failure?
- Were they successful each time they tried to overcome their initial failure?
- What did they do to try and adapt/change themselves to lead to an eventual success?
- How many times/types of failures
- How could a growth mindset have led to successes that were initially failures?
- What advice would you give to this person in which the failure occurred?
- Put yourself in this person's shoes, what would you have done when you encounter failure?
- How would you have felt?

6. Provide each student with **Blackline Master 2: Road to Success**. As each group is presenting, on the front board create a table that highlights the famous person, the failure they encountered and how they overcame this failure.



Famous Person	Failure	Road to Success	Real World Application
e.g., Christine Sinclair	Faced Olympic disappointments in 2008, 2012, and 2016.	Played in over 300 international games for Canada and led the team to Olympic gold in 2021.	How can you apply this thinking to your own life?

- 6. Recommended Assessment of Learning:** Ask the students to reflect inwards about their own failures. Ask them to add themselves to the table on the front board and reflect on some of their own personal failures and consider how they can grow them into success stories. Encourage those students who want to share, to place their stories on the front board, and those that do not can write them down on a sticky note or their personal journals.

Remind students that no failure is too big to grow from. Every time we are unsuccessful at a task or personal goal, we have the opportunity to learn from that experience and try again.

Canadian Connection



Autumn Peltier, an Indigenous water-rights advocate from Wiikwemkoong First Nation, faced criticism and doubt but used her voice to inspire global action for clean water. She is now the Chief Water Commissioner of the Anishinabek Nation, has spoken many times at the United Nations, and has been nominated three times for the International Children's Peace Prize. It is worth noting that Autumn's advocacy is rooted in Indigenous sovereignty and the ongoing reality that many First Nations communities in Canada still do not have access to safe drinking water. Some failures are not hers – they belong to governments that have not upheld their responsibilities. Recognizing this is part of thinking critically about who gets to succeed and why.

“Keep going, don’t look back, and if you have an idea, just do it; no one is going to wait for you or tell you what to do.”

How did Autumn Peltier turn criticism into strength? What does that teach you about handling negative feedback?

Blackline Master 1: Article Summarization

Summarize the article in three sentences.

Questions

1. What is failure?

2. Why do we link our own self-worth and self-acceptance to our successes?

3. What are some of the ways the article suggests that failure can be reframed?

4. What are the stages of failure?

5. Why is failure not to be feared?

Blackline Master 2: Road to Success

Famous Person	Failure	Road to Success	Real World Application
e.g., Christine Sinclair	Faced Olympic disappointments in 2008, 2012, and 2016.	Played in over 300 international games for Canada and led the team to Olympic gold in 2021.	How can you apply this thinking to your own life?

From Failure to Innovation



Trying, failing and
creating new ideas.

Lesson 3: From Failure to Innovation

Learning Skills:



INFORMATION
LITERACY



ORGANIZATION



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

Suggested Time:

90 minutes

Learning Goals:

Students will:

- Understand the concept of innovative thinking
- Apply the agile methodology to games to demonstrate learning
- Recognize that failure leads to growth, which is fostered in the agile way of thinking

Investigate and Learn

1. Ask students to form small groups of six people. Provide each group with a small ball (tennis ball or bouncy ball). Explain to the students that the goal of the game is to pass the ball around the table. Each member of the group needs to touch the ball once. When the ball makes it all the way around the table, the team earns one point.
2. Continue to explain that the game is split into sprints with each sprint lasting three minutes. In the first minute, the team should jot down the number of points they expect to score in the first round and discuss their approach. The next minute is spent passing the ball around the table and the final minute is used to write down the number of points they earned, as well as what they learned from this sprint of the game.
3. After completing the first sprint, have the groups continue to play the game, seeing how many points they can earn. Groups can also choose to use multiple balls but remind them that they need to pass the ball one at a time. Allow time for each group to complete at least three to four sprints.
4. **Recommended Assessment for Learning:** After completing the game, ask each group to reflect on the process they followed during each of the sprints. Using **Blackline Master 1: Ball Point Game Reflection**, answer the questions below:
 - a. How successful were they in earning points in the first sprint?
 - b. How did they change their approach after the first sprint?
 - c. Why was it important to discuss their approach before attempting the game?
 - d. Did they find value in reflecting after each game, to guide their approach for the next time?

Indigenous Innovation: Thousands of Years of Failing Forward

When we talk about innovation, we often picture a lab, a startup, or a recent invention. But innovation – the process of trying, failing, learning, and improving – has been practiced by Indigenous peoples across what is now Canada and around the world for thousands of years. This is not a metaphor. It is documented, living knowledge.

Some examples:

The Three Sisters Agricultural System: Developed over generations by Indigenous peoples including the Haudenosaunee (Iroquois), the Three Sisters – corn, beans, and squash grown together – is one of the most sophisticated companion planting systems ever created. Corn provides a structure for beans to climb. Beans fix nitrogen in the soil. Squash shades the ground to retain moisture and deter pests.

This system was not invented overnight. It was the result of countless seasons of observation, experimentation, failure, and refinement – precisely the process this lesson is teaching.

Inuit Kayak Design: The kayak was developed by Inuit and Yupik peoples over thousands of years, refined for specific Arctic and subarctic waters. Different communities developed different hull shapes, materials, and spray skirt designs depending on their environment. Modern kayak manufacturers still study traditional Inuit designs because they remain among the most hydrodynamically efficient small watercraft ever made. These technologies and systems were developed through generations of observation, adaptation, experimentation, and relational knowledge sharing grounded in specific environments and community needs.

The Haudenosaunee Confederacy: Made up of the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and later Tuscarora nations, the Haudenosaunee developed the Great Law of Peace – a sophisticated system of governance rooted in diplomacy, relational accountability, consensus building, and responsibilities between nations. This governance system has remained active for generations and continues to influence conversations about leadership, governance, and collective responsibility today.

Traditional Ecological Knowledge: Indigenous peoples across Canada developed sophisticated systems for managing fisheries, forests, and waterways – systems that Western science is now studying and, in many cases, adopting. This knowledge was developed through generations of careful observation, intergenerational learning, relational understanding of ecosystems, and ongoing adaptation to changing environments. These sophisticated knowledge systems continue to guide environmental stewardship and community wellbeing today.



Discussion Prompts:

1. What innovations from your own cultural background can you identify? Think about food, medicine, building, navigation, language, or governance.
2. Who in your family or community has solved problems in creative ways that were never written in a textbook or recognized publicly? What can we learn from them?
3. If innovation has been happening across all cultures for thousands of years, why do we tend to celebrate only certain kinds of innovation? What does that tell us about whose knowledge gets valued – and whose gets overlooked?



Educator's Note: If your school has an Indigenous cultural liaison, Elder-in-residence, or a connection to a local First Nation, this is an excellent moment to invite a guest speaker to share specific examples of traditional innovation from the territory your school is on. Student questions and curiosity are wonderful prompts for these conversations.

5. Explain to the students that they used an agile approach when playing the Ball Point game. In this approach, they were able to change their strategy quickly to optimize the way they played the game, for an improved outcome. Continue to tell them that having an agile mindset is a thought process that involves understanding, collaborating, learning and staying flexible to achieve high-performing results. This way of thinking helps teams adapt to change, rather than struggle around it. It focuses on learning from failures and working to make the end goal better from those learnings.
6. Show students the video "Growth Mindset Animation" <https://www.youtube.com/watch?v=EXVPDg4C7hY>. Ask students, why is it important to continuously learn from the mistakes that we make? How can this shift in our thinking lead towards successful outcomes.
7. Discuss with students that the four pillars of the agile mindset are:
 - a. Respect for all team members
 - b. Optimized and sustainable flow
 - c. Encourage team innovation
 - d. Focus on relentless improvement

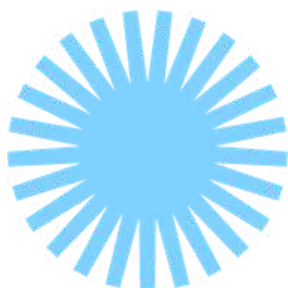
Recommended Assessment as Learning: Explain to the students that these principles were created for people in the workforce, however the concept of learning and growing from failure and continuous iteration through discussion and feedback are concepts that can and should also be applied to the work that they are currently pursuing, either in the classroom or at a personal level. As a class, brainstorm how each of these pillars relate to the work that they do in the classroom and how these pillars can be applied to their daily lives and work.

Pillar	Real-World Application
Respect for all team members	
Optimized and sustainable flow	
Encourage team innovation	
Focus on relentless improvement	



Educator's Note: The concept of developing an agile mindset may be a topic that you are unfamiliar with or require additional resources to understand deeply. Consider reviewing the following resource as a starting point to learn about the concept.
<https://www.atlassian.com/agile/advantage/agile-mindset> **Blackline Master 2: Agile Mindset** is available for students to take notes during the brainstorming session if needed.

- Tell students, to demonstrate the agile methodology and mindset in action, they will be playing a game, with the goal to create the most effective paper airplanes. Have students form small groups of four to five and provide each group with a stack of paper. Their goal is to build as many paper airplanes as possible, however, each member of the team can only make one fold at a time before passing the piece of paper to the next person. Also, the group can only gain a point if the plane flies a minimum distance determined by your team.



9. The game is divided into nine-minute sprints. Provide each group with **Blackline Master 3: Paper Plane Sprints** to record their planning and evaluation.
- a. Three minutes for planning. In this phase, each group should estimate how many planes they plan to produce.
 - b. Three minutes for building and testing. In this phase, each group should create their planes.
 - c. Three minutes to reflect. In this phase, each group should review if they were successful in creating the number of planes they estimated. What would they do differently in the next iteration to be more successful in creating a plane that flies the longest distance?
10. **Recommended Assessment of Learning:** After completing each of the iterations, provide each student with a sticky note and have them answer the following reflection question: How effective is having an agile approach in quickly developing ideas? Ask them to post their response on the front board.

Canadian Connection



Dr. Frederick Banting and Charles Best, two Canadian scientists at the University of Toronto, set out in the early 1920s to find a treatment for diabetes – a disease that was once deadly. Their first experiments failed again and again, and after months of trial and error and more than 400 attempts, they still hadn't found success.

Instead of giving up, they used every failed experiment as a lesson to improve their approach. In July 1921, their persistence finally paid off with the discovery of insulin, a breakthrough that has saved millions of lives around the world.

“Insulin belongs to the world, not to me.” – Dr. Frederick Banting

As you discuss this discovery, consider: Indigenous communities in Canada experience diabetes at rates two to three times higher than non-Indigenous Canadians. Innovation is most powerful when it reaches everyone equally. Ask students: who is still being failed by systems, even after a great discovery?



Blackline Master 1: Ball Point Game Reflection

How successful were students in earning points in the first sprint?

How did they change their approach after the first sprint?

Why was it important to discuss their approach before attempting the game?

Did they find value in reflecting after each game, to guide their approach for the next time?

Blackline Master 2: Agile Mindset

Pillars	Real-World Application
Respect for all team members	
Optimized and sustainable flow	
Encourage team innovation	
Focus on relentless improvement	

Blackline Master 3: Paper Plane Sprints
Sprint 1

Planning	Reflection
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Sprint 2

Planning	Reflection
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Sprint 3

Planning	Reflection
----------	------------

Blackline Master 3: Paper Plane Sprints
Sprint 4

Planning	Reflection
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Sprint 5

Planning	Reflection
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Fail Forward Challenge



Acquiring **knowledge**
by exploring real-
world challenges.



Lesson 4: Fail Forward Challenge

Learning Skills:



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



CRITICAL
THINKING



REFLECTION

Suggested Time:

2 hours per day, over the week + 2 hours (presentation preparation) + 1 hour (presentations) Total time: 13 hours

Learning Goals:

Students will:

- Identify a current issue/challenge within their school environment
- Create a solution for the issue/challenge
- Implement the solution for the issue/challenge
- Reflect on their failures during the implementation phase

Investigate and Learn

- 1. Recommended Assessment as Learning:** Ask students to think about their school environment. What are some of the challenges or issues currently present within their school? As a class, create a list of these issues on the front board.

Example issues:

- How do we ensure that each student in the school feels a sense of acceptance and belonging?
- How do we ensure that each student has access to all the resources (teachers, books, methods of research) they need to be successful?
- How can we create an environment that meets the parameters of inclusive design, which creates an accessible environment for all students?



Educator's Note: If students are having difficulty thinking about challenges or issues in their school environment to solve for, consider using these projects for their culminating activity.

Option 1: Science Fair Activity – Students will create an experiment to showcase at the school Science Fair. The experiment will be an iterative activity that requires trial and error. They will set up booths and have attendees walk up to experience the experiment. The overall goal is to have attendees walk away feeling like they have learned from their failures. After the event, encourage students to analyze the successes and failures of the overall event and their specific booths. Students can decide if their challenge was too hard or easy and record observations from seeing attendees participate in their activities.

Example Science Experiments:

- Which vegetables/food sources conduct electricity? Build a potato-powered battery.
- Test the chemical properties and physiological impact of saturated, unsaturated and trans fats.
- Compare the properties and effects of artificial sweetener vs. sugar or other natural sweeteners.
- Experiment with the design and function of wind turbines or water wheels.

Option 2: Research Project – Students will create a presentation about a success they have achieved and the failed projects that led to their success. Encourage them to highlight and include a skill they have learned from failure. Have students present their research in an innovative way and have them evaluate what they learned from their experience. If the success was skill related, have them teach this skill to their peers in a creative manner.

Option 3: Learning From the Community (Research Project) – Students will research failed proposals or initiatives relating to a political, environmental or social issue in a local city/town jurisdiction or school/school district. They will then create a briefing on the proposal, its outcome and why it failed. Students will then highlight three key learnings from its failure and each identify a skill they have learned more about from this failure.

Next, students will design and present a revised proposal that could be successful in the future. Have students present their research in an innovative method and have them evaluate what they learned from their experience.

Option 4: Community and Culture Challenge – This option is designed for students who want to connect the Fail Forward Challenge to their own community, cultural background, or family experience.

Overview:

Students identify a challenge faced by a community they belong to – their cultural community, Indigenous nation, neighbourhood, newcomer organization, or family network. They research how that community has historically responded to this type of challenge, including traditional, cultural, or community-based approaches. They then design a solution that draws on both that existing knowledge and new ideas, and present their findings to the class.

**Process Guide:**

Step 1 — Identify the community challenge. What challenge does your community face? This could be a cultural, social, environmental, or practical challenge. Examples: preserving a heritage language; supporting newcomers in accessing services; addressing food insecurity in a neighbourhood; reclaiming a cultural practice that has been lost; improving safety for a specific community group.

Step 2 — Research how your community has historically responded. Talk to family members, Elders, community leaders, or cultural organizations. Read about your community's history with this challenge. What has been tried before? What failed? What worked? What traditional or cultural knowledge exists around this issue? This research step is as valid as any internet search.

Step 3 — Design a solution that honours existing knowledge. Your solution should not ignore what your community already knows — it should build on it. Combine traditional approaches with new ideas. Test it, reflect on what fails, adjust, and try again using **Blackline Master 2: Project Test Analysis**.

Step 4 — Reflect on collective failing forward. In your presentation, reflect on this question: "What does it mean to fail forward as a community, not just as an individual?" How is community resilience the same as, and different from, personal resilience?

Assessment:

Students present using the same format as Options 1–3. Use **Blackline Master 3: Student Evaluation Rubric** to assess. In the Content/Organization category, credit students for drawing on community knowledge and oral sources — these are equally valid as written or digital research.



Educator's Note: This option is particularly meaningful for Indigenous students, newcomer students, and students from communities that are not typically centred in school curricula. Consider reaching out to community organizations, Elders, settlement workers, or cultural centres who might agree to co-mentor student groups working on this option. Students who choose this option should never be required to share sensitive family or community information publicly — give them agency over what they present.

3. Have students consider how they can create a plan to take action and solve some of these issues within their school. Tell them that their challenge is to take one of these challenges and solve the issue for the school. Remind them that it may be difficult, and they might be unsuccessful the first few times, but they can take each failure as an opportunity to learn and grow.

4. Ask students to create small groups and select one of the challenges to solve. In their groups, have them create “need to know questions.” What do they need to know to begin to understand the issue in more depth? What research do they need to conduct to learn more? Remind students that research can include books, the internet and talking to people around the school to gain a deeper insight. The “need to know questions” should get students to think about what they need to know to answer the driving question.
5. Provide each group with many sticky notes. Explain to the students, they will have 8 minutes to generate as many solutions as possible to the challenge. Encourage students to think of big ideas that solve the issue. Have them write down each idea on one sticky note.
6. After students have generated their ideas, have them categorize them based on their similarity. Each group should end up with categories of big ideas, based on the ideas each individual person has generated. As a group, have them vote on the one or two ideas they want to develop as a solution to the challenge. Remind students that they can add other ideas to their overall solution in the development phase.
7. **Recommended Assessment as Learning:** Using these ideas, have the group outline a step-by-step process about how they will solve their selected challenge. Have students also consider what challenges or obstacles they might encounter while implementing their solution to the challenge. Have them share this process and challenge with the teacher. If students require time to research, provide them with additional time to learn more about their potential solution. Remind students that they may fail the first few times they implement their solution. However, they should reflect and adapt their solution based on their learnings.

Process Guide (Blackline Master 1: Process Guide for Challenge Solution):

- a. **Step-By-Step Guide:** Break down into steps how they will solve the issue.
- b. **Challenges and Obstacles:** What failures might occur during implementation? How can they learn from these issues to reimplement them?
- c. **Resources:** What resources will they need?
- d. **Idea Research:** What research did they complete to come up with this idea? (if applicable)



Educator's Note: Each group may select a different method of presentation. Have laptops, tablets and video cameras available for students to select from. Students will require time to prepare these presentations, the development and time to present can be considered a new lesson if required.

8. Over the course of a week, provide students with time to implement their solutions for the selected challenges. Remind students that they may not be successful the first or second time they try to implement their potential solution. Using **Blackline Master 2: Project Test Analysis**, students complete a test analysis each time they try to implement the solve and outline the cause of the failure, lessons learned and how they will pivot in their next attempt.
9. **Recommended Assessment as Learning:** In their small groups, ask students to create a 5-minute presentation about their project to the class using the rubric outlined below. Students can present this project using any method, for e.g., Microsoft PowerPoint or Sway, Prezi, TikTok style video or a blog post.



Educator's Note: When reviewing the solutions to the challenges, consider if the solutions can be easily implemented within the school. If the ideas seem too far-fetched, encourage students to rework their ideas into something that can be implemented within the confines of their school environment.

Presentation Rubric:

- What was the challenge selected to solve?
- How does the challenge current affect the school negatively? Why was this challenge selected by the group to solve?
- What solution was created to address the challenge? Explain the step-by-step process.
- What issues came up during the solution? Were they in line with the challenges thought of
- Did the solution work the first time? What did they learn each time they tried to solve the issue?
- Did they update/change their initial solution after learning from the initial attempts?
- How does failing create an opportunity to learn and grow?
- If they were to redo this project, what considerations would they think of in the development phase to prevent multiple failures?

10. Have small groups make their presentations. Provide students with **Blackline Master 3: Student Evaluation Rubric**. Encourage students to evaluate each group's presentations using the rubric. Have them consider how effectively each group presented and provide a score at the end of the presentation.
11. **Recommended Assessment as Learning:** In their small groups, ask students to create a 5-minute presentation about their project to the class using the rubric outlined below. Students can present this project using any method, for e.g., Microsoft PowerPoint or Sway, Prezi, TikTok style video or a blog post.

Canadian Connection



Bianca Andreescu, one of Canada's top tennis players, rose to fame after winning the U.S. Open in 2019 – but her journey hasn't been easy. After her historic win, she faced multiple injuries and long breaks from competition that tested her confidence and patience.

Instead of giving up, she used reflection, mindfulness, and perseverance to rebuild her strength both on and off the court. Bianca often speaks about how setbacks helped her grow, showing young people that success is not about avoiding failure, but learning from it.

"Every setback is a setup for a comeback."

How did Bianca Andreescu use injuries and setbacks to strengthen her mindset?



Blackline Master 1: Process Guide for Challenge Solution
Step-By-Step Guide:

Break down into steps how you will solve the issue.

Challenges and Obstacles:

What failures might occur during implementation? How can you learn from these issues to reimplement them?

Resources:

What resources will you need?

Idea Research:

What research did you complete to come up with this idea? (if applicable)

Blackline Master 2: Project Test Analysis

Challenge:	
Solution:	
Test 1:	Test 2:
Issue:	Issue:
Potential Fix:	Potential Fix:
Lessons Learned:	Lessons Learned:
Test 3:	Test 4:
Issue:	Issue:
Potential Fix:	Potential Fix:
Lessons Learned:	Lessons Learned:

Blackline Master 3: Student Evaluation Rubric

Category	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Delivery	Direct eye contact with audience and used notes as a reference. Engaged with audience. Maintained volume and audience interest.	Direct eye contact but referred to notes constantly. Engaged with audience sometimes. Maintained volume and audience interest most of the time.	Minimal eye contact and read from notes. Minimal audience engagement. Spoke quietly and lost audience interest.	No eye contact and read from notes. No audience engagement. Spoke quietly and had no engagement with audience.
Content/ Organization	Demonstrated full knowledge of the planning and execution of the project. Answered all questions with explanations and elaboration. Provided a clear purpose, subject and methodology and relevant information.	Demonstrated enough knowledge of the planning and execution of the project. Answered some class questions and provide some explanations and elaboration. Provided a somewhat a clear purpose and subject, clear methodology and relevant information.	Seemed uncomfortable with the information and only able to answer rudimentary questions. Attempted to define purpose and subject but did not have a clear methodology and process.	Did not have a grasp about the information and could not answer any questions. Did not provide any relevant information about the purpose, subject and methodology.
Enthusiasm/ Audience Awareness	Demonstrated strong enthusiasm about topic during entire presentation. Significantly increased the audience's understanding and awareness about the challenge.	Demonstrated some enthusiasm about topic during entire presentation. Increased the audience's understanding and awareness about the challenge.	Demonstrated little enthusiasm about topic during entire presentation. Minimally raised awareness about the challenge.	Demonstrated no enthusiasm about topic during entire presentation. Failed to raise awareness about the challenge.

The Power of Reflection



Considering how
experiences impact
learning outcomes.

Lesson 5: The Power of Reflection

Learning Skills:



REFLECTION

RESEARCH AND
WRITING

Suggested Time:

60 minutes

Learning Goals:

Students will:

- Reflect on how failure can create opportunities of growth and personal development
- Discuss how their own personal strengths and traits can lead to creating success from failure

Two Kinds of Failure: Personal and Systemic

Before we begin this reflection lesson, it is important to name something that the concept of "failing forward" does not always make clear: not all failure is the same.

There are two distinct kinds of failure that students in this classroom may have experienced:

Personal Failure

Personal failure is falling short of a goal you set, a skill you are developing, or a challenge that was within your own ability to influence. You tried out for a team and didn't make it. You set a goal and didn't reach it. You attempted something difficult and it didn't work – yet. This is the kind of failure this lesson is primarily designed to explore. A growth mindset and the strategies in this lesson are genuinely powerful tools for navigating personal failure.

Systemic Failure

Systemic failure is being failed by institutions, policies, or systems because of your identity, background, or circumstances. A First Nation student who must travel far from home to pursue certain educational pathways or supports. A newcomer family denied access to services because of a language barrier. A racialized student held to a different standard than their peers. These are not personal failures. They are systemic failures – and they require systemic solutions, not just a better mindset.

Why does this distinction matter?

When we apply a personal growth mindset to a situation that is actually a systemic injustice, we risk telling students that if they just try harder, things will change – when the problem is not their effort but the system around them. Both kinds of failure can be grown from. But recognizing which one you are facing is the first, most important step.

Discussion Prompt for Students:

Think about a failure or setback you have experienced. Was it personal – within your own control – or was part of it systemic – connected to something outside of you? How does naming that difference change how you feel about it? What would "failing forward" look like in each case?



Educator's Note: If students identify systemic failures during this discussion, do not redirect them toward personal responsibility. Acknowledge what they are naming. Validate their experience. Then explore together what collective action, advocacy, and community support can look like as responses to systemic failure. Both personal growth and collective action are forms of failing forward – and both belong in this classroom. Students should never feel required to share personal experiences of discrimination, systemic harm, or intergenerational trauma publicly. Participation should remain voluntary, and educators should avoid positioning students as representatives of an entire community or identity group.

Investigate and Learn

1. **Recommended Assessment for Learning:** As students enter the classroom, provide each of them **Blackline Master 1: How to Reflect on My Failures** and ask them to find a quiet and comfortable space in the classroom to reflect on the questions below. The questions will enable them to explore how failure can be a catalyst for personal growth and development.
 - a. What is your initial emotional response when you think about failure? How does it make you feel?
 - b. How has your perspective on failure evolved throughout your life? Have you always viewed it negatively or have you experienced any positive outcomes from failure?
 - c. Think about a specific failure or setback that you have faced recently or in the past. Describe the situation briefly.
 - d. How did you initially react to this failure? What emotions did you experience? Did it impact your self-confidence or motivation?
2. After students have completed the questions, ask them to form pairs or groups of three and share their responses. After sharing their responses, ask them to discuss and reflect on the following statement: *Instead of viewing failure as a negative outcome, consider it as an opportunity for growth and learning.* How does this shift in mindset make you feel? Does it open up any new possibilities in how you turn your failure into a success?

3. Show students the video “The Fall and Rise of Vera Wang” <https://youtu.be/ShHPif24Yj8>.

After watching the video, discuss the following questions:

- What was Vera Wang's first failure in her career?
- How did Vera Wang combine her love of skating and fashion?
- How did Vera Wang overcome her failure in her fashion career?
- How did Vera Wang use her failure to create success?
- What are the benefits of failure?
- What words would you use to describe Vera Wang and her ability to recover from failure?

As a class, discuss the questions and reflect on how Vera Wang used her failures as motivation to grow, learn and succeed.



Educator’s Note: For students who do not recognize the name Vera Wang, inform them that she is a renowned American fashion designer, best known for her wedding gown designs.

4. **Recommended Assessment as Learning:** Using **Blackline Master 2: Creating Success** ask students to reflect on the biggest failure they have encountered in their life. Ask students to consider, what did you learn about yourself when in the midst of the failure? Were you able to overcome that failure and create success? If yes, how? If not, then why did you stop pursuing it? What are some of your greatest strengths that you can apply towards creating success from failure? How can you improve your thinking and the actions you take to create success?
5. Using the same **Blackline Master**, continue reflecting on the ways that failure has contributed to your personal growth and development? Can you identify any specific skills, character traits or knowledge that you have gained as a result of overcoming failure?
6. **Recommended Assessment of Learning:** Using the exit ticket in **Blackline Master 3: Failure to Success**, consider a current challenge or goal that you are working towards. How can you reframe that failure as a stepping stone to grow and help you create a path to persevere through the challenge towards success? Are there any actions or strategies you can implement to embrace failure as a part of the process?

Blackline Master 1: How to Reflect on My Failures



What is your initial emotional response when you think about failure? How does it make you feel?

How has your perspective on failure evolved throughout your life? Have you always viewed it negatively or have you experienced any positive outcomes from failure?

Think about a specific failure or setback that you have faced recently or in the past. Describe the situation briefly.

How did you initially react to this failure? What emotions did you experience? Did it impact your self-confidence or motivation?

Blackline Master 2: Creating Success



What is your biggest failure?

How were you able to overcome that failure and create success?

What did you learn about yourself in the midst of the failure?

Blackline Master 2: Creating Success

Strengths	Application

How can you improve your thinking and the actions you take to create success?

Identify skills, character traits or knowledge that you have gained as a result of overcoming failure.

Blackline Master 3: Failure to Success



Exit Ticket: **How can you reframe failure to help you grow? Are there any actions or strategies you can implement to embrace failure as a part of the process?**

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