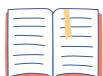


Vulnerability Wall of Failures – Levels C and D

GRATITUDE

To encourage students to reflect on and share times when things didn't go to plan, building resilience, trust, and a growth mindset by seeing failures as valuable learning opportunities.



Learning Intentions

Students aim to explore why vulnerability is important for themselves and others.

••••• **Growth Mindset:**

Students aim to see challenges and failures as opportunities to learn and grow.

Courage to Share:

Students learn to practise being open and vulnerable by sharing their experiences honestly.

Resilience and Support:

Students aim to reflect on how they have previously overcome a challenge and encourage others when they share their stories.



Success Criteria

I can describe a challenge, failure, or setback I have experienced.



I can share what I learned or how I grew from that experience.

I can listen to my peers with empathy and support, helping create a safe environment for sharing.



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Duration: 15–20 minutes

Objective

To encourage students to reflect on and share times when things didn't go to plan, building resilience, trust, and a growth mindset by seeing failures as valuable learning opportunities.

Players

Whole class

Materials

- Large wall or board space
- Post-it notes in different colours
- Pencils or coloured pencils
- A six-sided dice
- List of reflection questions (provided below)

Setup

1. Designate a space on the wall or board as the “**Wall of Failures**.”
2. Place a clear title at the top to show it is a safe, positive space.
3. Provide each student with sticky notes and pens.
4. Display or read aloud the list of reflection questions.

Gameplay / Activity Steps

1. Roll the Dice

- Students take turns rolling the dice.
- The number rolled links to one of the reflection questions.

2. Reflect and Write

- The student thinks about the question and writes or draws a short description of their experience on a sticky note.

3. Share and Stick

- The student shares their story with the group, focusing on what they learned or how they grew.
- They then place their sticky note on the **Wall of Failures**.

4. Continue Play

- Keep going until everyone has shared at least one story or until time is up.



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Dice Questions

1. Describe a time you tried something new that didn't go as planned. What did you learn from it?
2. Talk about a challenge you faced where you didn't succeed at first. How did you approach it next time?
3. Name a skill you tried to learn but found difficult. How did it make you feel?
4. Share a memory of a group activity or project where things didn't go smoothly. What was the outcome?
5. Think of a time when you took a risk, and it didn't work out. What did you gain from the experience?
6. Tell us about a goal you had that you didn't achieve. How has that shaped your current goals?

Reflection Prompts

- How does it feel to share your story of failure with others?
- What did you notice when listening to others' stories?
- Why is it important to see failures as part of learning and growth?

Winning the Game

There are no winners or losers. Success is measured in the courage to share, the empathy shown by others, and the positive lessons learned from failure.

Variations

- **Younger Students:** Use simpler prompts or add drawings (e.g., "Draw a time when something didn't work out for you").
- **Monthly Edition:** Revisit the wall regularly to keep adding new learning experiences.
- **Team Edition:** Groups work together to create a collage of "failures" and lessons learned to show how challenges can lead to growth.

For Wheelchair Users / Accessibility

- Ensure the wall or display space is accessible at all heights.
- Allow students to dictate their story to a peer, teacher, or use digital tools if writing is difficult.
- Encourage multiple forms of sharing, spoken, written, drawn, or typed.

Notes for Inclusion

- Normalise mistakes by modelling vulnerability as a teacher, share your own "failure" first.
- Emphasise that all contributions are valued, whether big or small.
- Celebrate bravery, listening, and empathy equally as much as the stories themselves.

