

FADAF

Each of us will experience a number of difficult tasks over our lifetime, and even when we work at them really hard we might fail. FADAF- Failure and Difficulty are Feedback- reminds us that failure doesn't mean we aren't smart; it means that there's something more we need to know or do. If we carefully examine our failures and difficulties, we can come up with feedback to improve.

Failure And Difficulty Are Feedback

Key Points

- FADAF means: Failure And Difficulty Are Feedback
- People who believe in The Brains Theory see failure or difficulty as a sign that they can't do it. When they experience failure or difficulty, they give up.
- People who believe in the Get Smart Model understand that failure and difficulty gives us the feedback we need to get smarter.
- When you remember FADAF, you use your failures and difficulties to accelerate your learning by carefully reflecting on the feedback.

A FADAF mindset helps students to persevere when things inevitably get tough. However, having the mindset alone isn't enough. Students need to know when to activate the mindset and need to develop skills to help them persevere in a way that they see improvements. Below are a few recommendations of SEL skills that can be taught via the ReThink Ed platform located in Clever.

Connection to ReThink Ed SEL Topics				
Awareness of Self and Others	Self-Management	Social Skills	Social Awareness	Self-Care
Emotions, Learning Skills, Growth Mindset	Problem Solving, Goal Setting, Resilience, Self-Control	Conflict Resolution	Actions & Consequences	Self-Efficacy, Self-Compassion, Self-Advocacy, Healthy Boundaries

FADAF Lesson Guide

Objectives:

- Apply the FADAF mindset to reflect on personal decisions.
- Draw conclusions about the benefits of having a FADAF mindset by studying responses and outcomes of self and others.
- Hypothesize character traits of those with a FADAF mindset.
- Analyze personal failures to help utilize a FADAF mindset for future situations.

[Click here](#) for an electronic copy of the workbook pages noted below.

Focus	FADAF	
Day	15 Minute Activity Guide	Materials needed
1	<ul style="list-style-type: none"> - Play “Keep Moving Forward” clip: https://www.youtube.com/watch?v=LmW3H-EXYS0 - Group Discussion- What is Louis’ family’s reaction to his PBJ failure? Why do you think that they’re celebrating the failure instead of being upset? Have you ever experienced a similar reaction from those around you? - Explain that this week we are going to focus on how to turn failure and difficulty into feedback to prevent us from giving up. Even when we put in effective effort to improve, sometimes it takes a while to get better, so you’ve got to be willing to stick with it! Utilize Workbook pages 31-32 to introduce FADAF. - Conclude by asking students how FADAF connects to your school’s PBIS expectations. 	<ul style="list-style-type: none"> - Projector, screen, and internet - Efficacy workbooks: pages 31-32
2	<ul style="list-style-type: none"> - Pass out a FADAF Reflection worksheet to each student. Provide them with about 4 minutes to independently reflect. - Have students partner up to conduct an interview of their partner using the given reflection questions. - Conduct a class discussion to share out answers to a few of the reflection questions. 	<ul style="list-style-type: none"> - FADAF Reflection worksheet
3	<ul style="list-style-type: none"> - Play Will Smith “Fail Forward” video: https://www.goalcast.com/2018/01/25/this-is-why-will-smith-wants-you-to-fail/ - Remind students that EVERYONE faces failures and difficulties, despite how successful that someone might appear. Ask students to quick write on a person they are familiar with, famous or not, who has experienced failures and difficulties. - Using a circle, ask students to share the person they wrote about, the failure they faced and how they showed responsibility to overcome it. This circle will remind students that very successful people use failures and difficulties to accelerate their success. 	<ul style="list-style-type: none"> - Projector, screen, and internet
4	<ul style="list-style-type: none"> - Ask students to silently reflect on 2-3 things that give them real difficulty in their lives using the Failure and Difficulties worksheet (attached). - Move students into groups of 3-4 to discuss the difficulties they experience, what they need to improve and how they could do it. As students share, the other group members should provide feedback for improvement and write down examples that resonate with them on the worksheet. <i>NOTE: Students will likely not fill out all boxes today. Encourage them to keep this worksheet on hand to use as a reflection tool when they’re experiencing failures and difficulties.</i> 	<ul style="list-style-type: none"> - Failure and Difficulties Worksheet

Name _____ Period ____ Date _____

FADAF Reflection

Directions: Each of us has experienced failure and difficulty in our lives. Many times we fight through it, but we each have had times where we give up. Use the worksheet below to reflect on a time where you gave up on something you really cared about in the face of failure and difficulty. Push yourself to really think about the thoughts, feelings and beliefs that you had at that time.

- Identify something that you gave up on:

- What happened to make you give up?

- How did you feel right before you gave up?

- How did you feel after you gave up?

- What could you have done in the moment to help you not give up?

- How might your life be different now if you hadn't given up?

Name _____ Period ____ Date _____

My Failures and Difficulties

Directions: Each of us has things we feel like we're not good at. Practice using FADAF It! to improve in those areas and achieve success! When identifying what you need to improve, don't say that whole thing. Think about the specific skill, task or activity that you need to get better at to improve overall.

Failure and/or Difficulty I Experience	What EXACTLY Do I Need to Improve on to Get Better?	What Could You Do to Improve?
EXAMPLE: <i>Dribbling a soccer ball</i>	<i>Keeping my head up so I don't run into other players.</i>	<ul style="list-style-type: none">- <i>Making smaller dribbles so the ball doesn't get too far away from me</i>- <i>Practice for 20 minutes a day</i>

FADAF Extension Activities

Connected Videos

- Watch “Soar” to view an example of the importance of using failures and difficulties as feedback :
<https://vimeo.com/148198462>
- Watch “The Lego Story” for an example of perseverance and resilience:
https://www.youtube.com/watch?v=NdDU_BBJW9Y
- Watch video that defines “grit”:
https://www.youtube.com/watch?v=UGKSb_dSZ1I&list=PLNcY9Z2o0erfsSlo3fnWExcHn8OnKWeeH
- Listen to Wilma Unlimited for a real life example of FADAF:
https://www.youtube.com/watch?v=Uhu_wuYsmcA&list=PLNcY9Z2o0erfsSlo3fnWExcHn8OnKWeeH&index=10
- Watch Class Dojo video to learn what happens to your brain when you FADAF it:
<https://www.youtube.com/watch?v=EoWLGWCcpWo>
- Watch video about overcoming difficult obstacles: <https://www.youtube.com/watch?v=2MGMvEnoD6U>
- Watch “Famous Failures” video to normalize failure: <https://www.youtube.com/watch?v=aHmmaA3SCXVo>
- Understanding and overcoming the fear of failure: <https://www.youtube.com/watch?v=iW1W1BOQw5E>
- John Legend talks about his personal failures that lead to success:
<https://www.youtube.com/watch?v=LUTcigWSBsw>
- Listen to Bruno Mars’ “Don’t Give Up” for a motivational song about FADAF:
<https://www.youtube.com/watch?v=pWp6kkz-pnQ&list=PLNcY9Z2o0erfsSlo3fnWExcHn8OnKWeeH&index=13>
- Series of motivational speeches about fighting through failures and difficulties:
<https://www.youtube.com/watch?v=9qNU-lvPXKw&list=PLNcY9Z2o0erfsSlo3fnWExcHn8OnKWeeH&index=22>

Short Activities

- Create FADAF motivational posters using quotes, famous people, etc.
- Research and create presentations on famous people who have persevered through failure and difficulty.
- Engage students in difficult team building activities (human knot, egg drop, shrinking island, etc.) to provide a real-time FADAF experience.
- Prior to introducing a new concept, discuss the importance of FADAF in successfully mastering the objective.
- Have students write letters to younger students in the building/incoming students about the importance of not giving up.

Circle Prompts

- Name one person in your life who gives you feedback.
- What do you do to give yourself feedback?
- In which way do you like to receive feedback? Why do you like receiving feedback in that way?
- Share a time in your life when you pushed through a failure or a difficulty.
- Share a time in your life when you gave up as soon as you experienced a failure or a difficulty. How do you wish you handled that failure or difficulty differently?
- What is one reason why someone would push through a failure or difficulty?
- What is one reason why someone would give up in the face of failure or difficulty?
- How can we take (insert today’s failure or difficulty) to improve as a class?
- Share how you’re going to take today’s feedback to improve tomorrow.
- After receiving back your unit assessment, what is one piece of feedback you have for yourself to improve moving forward?
- Name one person (in your life or famous) who believes in FADAF. How do you know?
- How does using FADAF help you show responsibility?
- How does having a FADAF mindset help you to meet our school’s PBIS expectations?