








Reappraising Failure

	Objective: To develop alternative ways of perceiving and experiencing failed attempts.
	Time Requirements: a. Preparation: 0-5 minutes b. Activity: 10-15 minutes
	Items: a. Reappraising Failure Handout b. Making Failure Work for You Case Study Handout (Optional)
	Learning Outcomes: a. Enhanced ability to reappraise stressful situations and failed attempts at tasks (EI Subskill 2: Managing Own Emotions) b. Enhanced ability to cultivate alternative approaches and efforts towards future attempts at tasks (EI Subskill 4: Using Emotions)
	Key Learning Point: Reappraising failure helps us see failed attempts as learning opportunities rather than threats.
Self-Disclosure: ****	
Difficulty: Intermediate-Advanced	

Instructions

1. Ask participants to recall an incident or event in which they have failed to accomplish a certain target, goal or task. This can range from minor mistakes made to major slip-ups which may have elicited feelings of guilt, embarrassment or regret. You can also use this discussion to get participants to link failed attempts with unpleasant emotions. At this point, introduce participants to the idea that how we see our failures, and the emotions from those failures are crucial for learning and self-improvement.
2. Distribute the Reappraising Failure Handout and ask participants to complete the diagram.
 - a. Ask participants to complete the first section where they detail their failure experience.
 - b. Participants are then to complete the second section, where they list some key learnings or new understandings from this failed attempt. Tell participants to spend a bit more time in this second section, and that what they are effectively doing is something called 'reappraisal,' that is, viewing their experience from a different perspective.
 - c. Finally, ask participants to complete the final section by listing at least one action they can take to better improve their chances of success in future attempts.
3. You can also use the Making Failure Work for You Case Handout as an extension of this activity.

	Reflection Questions: a. Did your emotional reactions change depending on how you viewed the failure event? What does this activity tell you about how perceptions and emotions are related?
	Further Reading and References: a. Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. <i>Psychophysiology</i> , 39(3), 281-291. doi: 10.1037/a0019486