



2.7: Giving and Receiving Constructive Feedback

LESSON BOOSTERS

Choose boosters to add before and/or after the core lesson:

2.7 Get Centered–1: Responding to Feedback with Erica Rascon

Responding to Feedback

Debrief: Responding to Feedback (cont.)

- When a strong emotion is triggered (e.g., getting in trouble in class), how could stopping to pause and breathe before responding be helpful?
- What might happen if you don't pause to self-regulate?
- How is self-awareness and self-regulation helpful when receiving critical feedback?

Lesson Booster Summary:

In this video, mindfulness expert Erica Rascon focuses on noticing, identifying, and self-regulating feelings and physical body sensations. With this heightened awareness, we can recognize when we are becoming agitated or stressed, which can be especially helpful when responding to critical feedback.

Erica applies this to a situation when a student gets in trouble in class. The student feels being moved to a different seat is unjustified and unfair. Without self-regulation, emotions could escalate and lead to regrettable behavior. With self-regulation, students pause, take deep breaths, and focus on identifying the emotion and its effects. This process can lead to a more *proactive* rather than *reactive* response.

5 min +

2.7 Lesson Extension–1: Responding to Feedback at School or in Sports (Handout 2.7.1)

Practice Giving and Receiving Feedback
(Student #2 give constructive, helpful feedback. Student #1 try the "Learning from Feedback" steps.)

Scenario #1: English Essay Feedback

Scenario #2: You're the teacher. You think this student has improved since the last essay but there is still more room for improvement. You are trying to teach grammar rules and essay guidelines that will be important on next year's English class and college.

TIPS FOR CONSTRUCTIVE FEEDBACK

- Choose the right time. (When you are not busy and the person is not stressed.)
- Focus on the facts. (Use specific examples that can be improved upon.)
- Don't negate the good. (You're right that... it's good to see that...)

LEARNING FROM FEEDBACK

- Listen to Understand. (Don't interrupt. Listen to the person's perspective.)
- Manage Your Emotions. (Take a breath. Don't let your emotions get in the way.)
- Take Time to Reflect. (Think about the feedback and how you can improve.)
- Apply and Grow. (Use the feedback to make changes and improve your work.)

Debrief Activity

- How did you do acting out the different roles? Could you see it from each person's perspective?
- What went well in giving and receiving feedback?
- What could have gone better?

Lesson Booster Summary:

In this activity, students role play giving and receiving feedback for one or more school or sports scenarios. Student #1 plays the role of the person who needs improvement, and Student #2 practices giving constructive feedback. Student #1 then needs to practice receiving that feedback and applying it to growing and improving.

The scenarios include: a) receiving feedback on an English essay, b) being benched for poor performance at a game, and c) getting in trouble for talking in class.

15 min

2.7 Lesson Extension–2: Responding to Feedback in the Workplace (Handout 2.7.2)

Practice Giving and Receiving Feedback
(Student #2 give constructive, helpful feedback. Student #1 try the "Learning from Feedback" steps.)

Scenario #1: Late to Work

Scenario #2: You're the boss. You are getting tired of covering for this employee who has been late several times this month. You want to get home to your family and can't call other checks in. This employee is good at customer service but really needs improvement on being more reliable.

TIPS FOR CONSTRUCTIVE FEEDBACK

- Choose the right time. (When you are not busy and the person is not stressed.)
- Focus on the facts. (Use specific examples that can be improved upon.)
- Don't negate the good. (You're right that... it's good to see that...)

LEARNING FROM FEEDBACK

- Listen to Understand. (Don't interrupt. Listen to the person's perspective.)
- Manage Your Emotions. (Take a breath. Don't let your emotions get in the way.)
- Take Time to Reflect. (Think about the feedback and how you can improve.)
- Apply and Grow. (Use the feedback to make changes and improve your work.)

Debrief Activity

- How did you do acting out the different roles? Could you see it from each person's perspective?
- What went well in giving and receiving feedback?
- What could have gone better?

Lesson Booster Summary:

In this activity, students role play giving and receiving feedback for one or more workplace scenarios. Student #1 plays the role of the person who needs improvement, and Student #2 practices giving constructive feedback. Student #1 then needs to practice receiving that feedback and applying it to growing and improving.

The scenarios include: a) being late to work, b) providing poor customer service, and c) not reliably responding to work-related emails.

15 min