

2.7: Giving and Receiving Constructive Feedback

CORE LESSON

2

min

1

min

6

min

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6

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1 min

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of

class

3) Practice giving and receiving constructive feedback.

Objectives: Students will be able to:

1) Consider the benefits of constructive feedback.

2) Identify effective strategies for learning from feedback.

MATERIALS NEEDED: Handout 2.7

Get Started

a time you received constru feedback. It might have be ssignment, a sports perform ig else someone told to im

What did you learn from the fe

How did you feel when you received the feedback? v did you respond to the feedback?

② Essential Questions

nk of a time you red

Think-Pair-Share

Can you relate to a time when you r feedback and it helped you grow/in

Activity: Giving Constructive Feedback

Debrief: Giving Constructive Feedback

Who chose the first example about a class presentation? What is one of your constructive GROWs?

Who had a constructive GROW for #2 with a group project? What about #3 with a teammate? What would help this teammate grow and improve?

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LEARNING FROM FEEDBACK

Listen to Understand - Use EARS active listening: Write it down; Ask questions; Paraphrase what you hear; Down Jacksone Manage Your Emotions
Take deep breaths; Take a break or a walk;
Assess your emotions and choose your

Take Time to Reflect

Apply and Grow

and how about #4 with a friend? What construct eedback would you recommend?

Knowledge Hub

Receiving Feedback

\Lambda Wrap Up

✓Choose the right time

us on the facts. "You did this well, but ..." is a set up for

Get Started

[Greet students and ask them to answer Handout 2.7 "Get Started" guestions:] Think of a time you received constructive or negative feedback. It might have been on a school assignment, a sports performance or something else someone told you to improve upon. [See slide for follow-up questions.]

- Introduce Essential Questions
- We don't know the answers now—but we will by the end of class. [See slide.] Teen Voices Video & Think-Pair-Share: Dealing with Negative Feedback [PLAY video of students discussing their experiences. Encourage your students to KNOCK if they can relate. CLICK to think-pair-share questions:] What does Julius' guote [about constructive criticism] mean to you?
 - Can you relate to a time that feedback helped you grow and improve?
- **TIPS for Constructive Feedback** TIPS FOR CONSTRUCTIVE FEEDBACK

min Similar to the word "construction," constructive feedback is designed to build you up and be useful. There is a difference between "negative feedback" and "constructive feedback." [Review tips for keeping feedback constructive. Ask students to contribute other ideas that help make feedback useful rather than hurtful.]

Activity: Giving Constructive Feedback min For this activity, choose one scenario you can relate to the most. Then, write one PRO (positive thing) and two constructive GROWs that would help the other person learn and improve. [Give students two minutes to write a response then CLICK to debrief questions. Use your EARS active listening skills and paraphrase.]

- Who chose the first example about a class presentation? What is one of your constructive GROWs?
- Who had a constructive GROW for #2 with a group project?
- What about a #3 with a teammate? What would help this teammate grow and improve?
- And how about #4 with a friend? What constructive feedback would you recommend?

Knowledge Hub: Responding to Critical Feedback with Coach Rudy min [PLAY video for tips to effectively receiving feedback: 1) Listen to Understand, 2) Manage Your Emotions, 3) Take Time to Reflect, and 4) Apply & Grow.] This lesson started with *giving* feedback. Now let's reflect on making the most of receiving and learning from feedback. The Reflection/Application will ask you to practice applying constructive criticism.

Wrap Up [Revisit the Essential Questions]

Reflection/Application:

After writing your PRO and GROWs for one of the scenarios, now imagine you are the one receiving that same feedback (e.g., you're the classmate from Scenario 1). Answer the questions about managing emotions, responding, and applying.

Exit Ticket: "To stay on track, learn from feedback." [Students say Exit Ticket and high-5/fist bump you as they leave.]

Reflection/Application