



### What and why?

Feedback is feedback on an action, behavior, or performance. It is a type of communication that provides information about the effect of a particular action or the quality of a particular behavior.

Feedback can come in a variety of forms. It can be positive, constructive, or negative. Feedback helps to understand actions or behaviors. It can also help improve or confirm them. The goal is to promote positive development or change.

In everyday situations, feedback is often one-sided. For example, subordinates in particular often receive feedback from superiors. However, the goal of feedback should be an equal conversation. But superiors also feel like subordinates when they receive feedback and may also have to face criticism.

That's why it's important to learn to give (constructive) feedback as well as accept justified criticism. This is an important skill for professional life, which often involves dealing with positive and negative criticism. It helps people to know and practice how to deal with criticism and how to use it constructively.

It is helpful to learn to have conversations at eye level and to defend yourself against inappropriate feedback. Especially people with learning disabilities have often only learned to receive feedback, but not to give constructive feedback. But this is what is needed in order to be able to stand up for fair treatment.





## Receive and give feedback



### What is today's topic?

- Introduction to the topic
- Personal reflection on the topic



### Introduction to the topic

- Shared understanding: What is feedback?
- Discussion of different examples of feedback (positive, constructive and negative feedback)
- Collect examples of feedback situations in different areas of life (ask for prior knowledge and personal experience)



### Why is feedback important?

- Discuss the importance of feedback in personal relationships, past experiences in one's own school environment and the importance of feedback in professional life
- Collect personal experiences of the participants with feedback including documentation of the most important points (flipchart or digital whiteboard)



### The role of emotions in the feedback process

- Identify in group work (2 to 3) what feelings can be triggered by different feedback forms (joy, fear, uncertainty, etc.)
- Discuss how to deal with negative emotions related to feedback



## Rules for constructive feedback



- How to give constructive feedback? - Collection of personal quotes
- Create rules for constructive feedback in the group
- Write down rules (flipchart/whiteboard)

## Facts about feedback (guided self-learning phase)



- Share the LUMI interactive learning material for the guided self-study phase on the following topics:
- Rules for constructive feedback
- WWW Formula for Feedback (Rosenberg)

## Exercise: Giving feedback



Formulation of feedback on personal strengths and learning areas of the participants with a focus on constructive criticism

Consideration of the rules for constructive feedback

Reflection of the feedback in the group – were the rules followed

## Role-playing: Getting and giving feedback



- Guided role-play in partner work: Conducting role-plays on given situations in which the participants take turns giving and receiving feedback
- Formulation of feedback on personal strengths and learning areas of the participants with a focus on constructive criticism

## Personal relevance of the topic



- Transfer personal learning to the personal portfolio. Reflection on the content of this module. Try to answer this question:
- What is important for me as a DigiCoach?
- How do I bring it to class?





## Related Links and Materials

Must be added by SJOG





## Lesson plan (330 min total)

### Materials:

- Computer or iPad with internet access for each learner
- Projector or big screen for demonstrations
- Flip chart
- Role-Playing Cards
- LUMI interactive learning material
- Book Creator Portfolio (template to share with students)

### Lesson Plan

You can choose from the prepared activities, but you can also do all the activities. Please tailor the lessons to the individual needs of the Digi Coach you are training.

The times assigned to each activity are rough estimates and may vary depending on the group.

### Activity 1 (10 minutes)

#### Introduction and warm-up (10 min)

1. Introduce the topic to the group.
2. Discuss what they already know about it.
3. Collect important points on moderation cards for later use.



## Activity 2 (45 minutes)

### Introduction to the topic and creation of a common understanding (20 min)

1. As part of a joint consideration of the moderation cards, we try to clarify the question: What do we mean by feedback?
2. The maps are clustered to filter out commonalities. Missing aspects will be added to other maps.
3. On the basis of clustering, a common understanding of the term feedback is formulated. This formulation is recorded in writing (flipchart/whiteboard). All DigiCoaches photograph this common formulation and attach it to their Book Creator portfolio.

### Discuss different examples of feedback (25 min)

1. In the group, different examples of feedback situations in different areas of life are collected. This asks for prior knowledge and personal experience.
2. The examples are collected in an unordered manner on a flipchart or whiteboard.
3. The examples will now be discussed in the group with the background of the forms of feedback – i.e. positive, constructive and negative feedback. If there are not examples for all three forms, the trainer may supplement them with their own examples.
4. Using color codes, the examples are now visually assigned to the three forms of feedback (positive, constructive and negative).

### Activity 3 (30 minutes)

#### Why is feedback important? (30 min)

1. Discuss with the group the importance of feedback in personal relationships, past experiences in one's own school environment, and the importance of feedback in professional life. Try to encourage the participants to bring really personally relevant (i.e. own or experienced) experiences into play.
2. Gather the most important insights from the discussion with the participants on a flipchart or digital whiteboard.

### Activity 4 (45 minutes)

#### The role of emotions in the feedback process (45 min)

1. Ask the group to come together in small groups of 2 to 3 people.
2. In the small group, the participants talk about personal feelings that different forms of feedback have already triggered or can trigger in me.
3. Together, the small group tries to identify and name these feelings based on the descriptions.
4. The identified feelings are recorded on moderation cards (written or sketched). Pictures of the feelings can also be shown.
5. Identification of the feelings that feedback can trigger in the context of small group work (joy, fear, uncertainty, etc.)
6. The moderation cards will be collected and discussed in the plenary.
7. Together, the plenary discusses how the individuals deal with negative emotions in connection with feedback. What strategies can be found?

## Activity 5 (45 minutes)

### Rules for constructive feedback(45 min)

1. Ask participants to answer the following question: "How do you give constructive feedback?"
2. Collect the participants' comments on a flipchart / (digital) whiteboard.
3. Discuss with the participants which requests to speak here are of general validity.
4. From this, formulate rules for constructive feedback together with the group. These rules are formulated and recorded in writing (flipchart/whiteboard).
5. Ask the DigiCoaches to photograph the rules and attach them to their Book Creator portfolio.

## Activity 6 (45 Minutes)

### Facts about constructive feedback (45 min)

1. Share the interactive LUMI exercise on this topic with your DigiCoaches for self-study.
2. The interactive exercise contains facts on the following topics: Rules for constructive feedback, WWW formula for feedback (Rosenberg)
3. You can provide a padlet there to collect further links and questions on the topic.



## Activity 7 (45 minutes)

### Exercise: Giving feedback (45 min)

1. Ask participants to work in groups of three.
2. In the group, an attempt should be made to formulate individual feedback from all group members for all group members on personal strengths and learning areas with a focus on constructive criticism.
3. The rules for constructive feedback should be taken into account. The participants correct each other here.
4. Finally, the feedback is reflected in the plenary. The following questions should be clarified: Have the rules for constructive feedback been followed? What else works well? What is difficult? Are there any challenges?

## Activity 8 (45 minutes)

### Role-playing: Getting and giving feedback (45 min)

1. The participants walk together in pairs.
2. Each pair draws a card for a guided role-play in partner work.
3. In the implementation of the role plays, the participants switch roles to the given situations, so that they both alternately give and receive feedback.
4. Finally, the feedback is reflected in the plenary. The following questions should be clarified: Have the rules for constructive feedback been followed? What else works well? What is difficult? Are there any challenges?

## Activity 9 (20 minutes)

### What is important for me as a DigiCoach?(20 min)

1. The DigiCoaches reflect on important points for their future work as DigiCoaches of this lesson.
2. They transfer these important points to their personal portfolio.
3. The format for the documentation can be selected freely.