

**GIVING AND RECEIVING FEEDBACK TRAINING  
BREAKOUT ROOM ACTIVITIES  
NDF Teacher's Retreat  
Dan Clurman**

**ACTIVITY #1 Friday night**

**Topic: Discuss the challenges of giving and receiving feedback**

**Practice: Notice when you alternate between talking and listening during the conversation**

**Directions**

The purpose of this activity is to discuss the challenges you've experienced giving and receiving feedback and notice how you alternate between talking and listening.

- 1 Silently think about challenges you've experienced giving and receiving feedback, personally and/or professionally. Discuss these challenges with your partners. When possible, use examples to illustrate some of the challenges. Keep track of the time so that each person in your group has enough time to discuss their challenges.
3. When possible, notice times when you alternated between talking and listening during your conversation with each other.
4. After everyone in the group has discussed their challenges, shift to discussing what you noticed regarding when you shifted between talking and listening. Possible questions to consider: Did you particularly emphasize using talking or listening during certain parts of your conversation? Did you use talking or listening to influence your conversation in specific ways? Keep track of your time so everyone in your group has a chance to say something.
5. I'll signal when it's time to return to the gallery to discuss what you learned.

**ACTIVITY #2 Saturday morning**

**Topic: Discuss positive experiences of giving and receiving feedback**

**Practice: Use reflective listening to understand each other**

**Directions**

The purpose of this activity is to discuss positive experiences you've had giving and receiving feedback and use reflective listening to enhance mutual understanding.

- 1 Silently think about at least one positive experience you've had giving or receiving feedback, personally or professionally. For example, consider situations where: 1) you received feedback that helped you, or 2) you've given feedback that helped someone.
2. Next, choose who will speak first and who will be the listeners. In other words, there will be one

initial speaker and multiple listeners. Depending on your use of available time, each person will have an opportunity to be speaker and listener. The speaker should describe a positive experience they've had when giving or receiving feedback. When possible, use a specific example to illustrate your description. Listeners should take turns reflectively listening to the speaker. Listeners should continue to reflect until the speaker completes what they have to say. Then switch to a new speaker and the listeners should reflect what the new speaker says. Listeners should stay in their reflective listening role rather than asking questions or sending your own messages. In other words, stay in the reflective listening role when you're a listener.

4. When everyone in the group has had a chance to speak and be reflected, discuss how using reflective listening affected you – as a speaker and as a listener. How you were affected when your group members reflectively listened to what you said? When you were the listener, how did using reflective listening affect you? Remember to keep track of your time so each person has a chance to say something.
5. I'll signal when it's time to return to the gallery to discuss what you learned.

### **ACTIVITY #3 Saturday afternoon**

#### **Topic: Complete message**

#### **Practice: Create a complete message to give feedback**

The purpose of this activity is to create a complete message that you might initially use to start a conversation to give someone feedback.

1. Silently, each person should think about some feedback you'd like to give to someone, personally or professionally that you would feel comfortable discussing with your partners.
2. Initially, one person should briefly describe to their partners the situation related to the feedback they want to give. Then, working with your partners, use the complete message worksheet on page 13 in the handout to create a complete message that expresses your feedback. Write the message *as if you were speaking directly to the person receiving the feedback*. (See the complete message examples on page 10.) Your partners can help you brainstorm each part of the complete message.
3. When one person has completed writing their message, shift to the next person and help them write their complete message feedback.
4. When everyone's finished their messages, read them to each other. Notice how receptive you'd be to each person's message as you hear it. Discuss small changes that might improve someone's message after hearing it.
5. I'll signal when it's time to return to the gallery to discuss what you learned.

## **ACTIVITY #4 Sunday morning**

### **Topic: Creating a frame**

#### **Practice: Create a frame for your complete message**

The purpose of this activity is to create a frame that expresses the overall purpose of your message.

1. One person should read their complete message to their partners. Discuss with your partners what you'd like to achieve with this feedback message. What's the overall purpose or goal of the conversation? Then brainstorm with your partners a frame you could use for your message. (See page 11 for examples of frames.)
2. Continue the above process until each person has created a frame for their message.
3. When everyone's completed their frames, read them to each other. Notice how receptive you'd be to hearing more of the person's message after hearing their frame. Discuss small changes that might improve someone's frame.
4. If you have time, discuss other upcoming conversations in which a frame might be useful for starting the conversation.
5. I'll signal when it's time to return to the gallery to discuss what you learned.