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| Unit: | Taught Unit – Developing Self-Esteem and Resilience | Suggested Order: 4 of 7 |
| Topic: | Being resilient: accepting feedback | |
| Key Objectives: | To know how to accept both positive and negative feedback | |
| Resources: | Resilience – accepting feedback Teacher PPT  Accepting positive feedback sheet  Reflecting on how we receive negative feedback | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Before sharing the LO: Place students in groups and ask them to give each other positive feedback e.g.   * You are really good at… * Your talent is… * One thing that I like about you is… | Upbeat start to the lesson  Students spontaneously react so you can learn about their typical responses. | *Watch out for students who undermine this by behaving sarcastically etc.* |
| 3 Mins | Share responses to this feedback and ask students to identify how they reacted. | Students learn about their typical response to feedback (and you learn too). |  |
| 10 Mins | Teacher-led roleplay. Teachers asks an individual in the class to try out a different strategy for responding to positive feedback e.g. staring at the floor  Having seen the responses as a roleplay, students brainstorm advantages and disadvantages of each strategy (storing ideas on their sheets). | Students exposed to a range of strategies for responding to positive feedback and analyse their own typical response | *Use targeted questioning so that students analyse their typical response to build self-awareness* |
| 5 Mins | Teacher input about negative feedback illustrated by a range responses to negative feedback. Teacher advice about how to handle this difficult scenario. | Students exposed to a range of strategies |  |
| 20 Mins | Students carry out some individual reflection exploring how they typically react to negative feedback and why it is important to be able to receive feedback. | Individual reflection time – creates opportunities for student-teacher conversations. |  |
| If time | Students can share their ideas |  |  |

Opportunities to differentiate / personalise: Personalise the responses to negative feedback to include those of the students in the room.