

LESSON 21

Receiving and Recording Feedback

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.SKL.6

WHAT THIS LESSON DOES

Practise receiving feedback by pausing your instinct to explain and instead writing down what was said. Work through scenarios to build the habit of recording feedback before deciding whether to agree, then create an action note from one example.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.SKL.6	reflect on feedback received from others on their strengths that may not be identified by self-reflection.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Receive feedback without defaulting to explanation or defence
- Record feedback in a form you can act on later
- Turn one real feedback moment into a short action note

KEY TERMS

Term	What it means here	For example
Defensiveness	The automatic urge to explain, justify, or push back the moment feedback lands, before you have fully heard what was said.	A coach says you talk over teammates; you immediately list three times you did not
Feedback record	A short written note that captures what was said, in the other person's words as far as you can, before you decide whether you agree.	Coach: "When the ref makes a call against us, you argue the point instead of resetting."
Action note	A five-sentence write-up that turns one piece of feedback into something you can act on: who said it, what they said, your first reaction, what you accept, and what you will do.	My coach said I argue with the ref; I accept I did it three times; next match I take one breath before I speak.

BEFORE THE BELL

- Scenario cards run from the on-platform activity settings; confirm board or projector access. Paper copies are optional offline fallback only.
- Confirm students can open their Strand 1.1 folder and Feedback Entry 1 document (fresh file with that name only if missing).
- On screen this lesson: scenario cards.

Receiving and Recording Feedback

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Receive It, Then Write It
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: *when someone gives you uncomfortable feedback, do you explain first or write it down first?* Most hands will go up for explain. That is the instinct this lesson works against. Usable material today includes any earlier peer review on a Situation / Action / Result entry, and equally feedback from a coach, a part-time job, a teacher, or someone at home. Students without Feedback Entry 1 start a fresh document with that name in the Strand 1.1 folder.

5 min Key Terms

Keep this tight. The three terms land fastest if you ask one student to restate **defensiveness** in their own words before moving on.

35 min Receive It, Then Write It On screen: scenario cards

SUGGESTED TIMING

- **0-12 mins:** scenario cards 1-3 on the board or platform. Hear two or three positions per card before revealing think-about. Do not mark options right or wrong.
- **12-15 mins:** name the rule out loud: *write it down before you decide whether you agree*.
- **15-35 mins:** students write the five-sentence action note. Circulate for students stuck on "I have never had feedback". Prompt: a teacher comment on group work, a coach, a sibling, a part-time shift lead, or an earlier peer review on a Situation / Action / Result entry all count.

LOOK-FORS

- Sentence 2 uses the other person's words, not a vague paraphrase like "they said I should improve".
- Sentence 3 names the defensive urge rather than skipping it.
- Sentence 5 is dated or doable this month, not "I will try to be better".

TEACHING TIPS

If a student wants to argue with the feedback on the page, that is fine in sentence 4. The fail is arguing *instead of* recording. Keep the room practical, not therapeutic. Follow the school's own pastoral procedures if a piece of feedback surfaces something heavy.

10 min Think About It

Keep this as paired talk for most of the ten minutes. Spot-check sentence 5 across a few desks: if it has no date, place, or observable act, ask the student to tighten it before they leave.

5 min What you covered

Close by confirming every student has saved the five-sentence note into **Feedback Entry 1**. Anyone who used an earlier peer review should keep the reviewer's original wording visible above or beside their new note.

TEACHING MOVES

- Model writing a feedback record using one example before students start the activity.
- Circulate during the scenario card work to note student decisions.
- Lead whole-class sharing of scenario responses for discussion.
- Check sentence five during paired talk for observable actions.

WHAT TO WATCH FOR

- Explaining feedback instead of recording it first: remind students to write before evaluating.
- Paraphrasing in own words rather than capturing original phrasing: stress using the giver's terms.
- Action notes lacking specific details: guide addition of dates or clear steps.

DIFFERENTIATION

- Support: Provide sentence starters for the five parts of the action note.
- Extension: Have students process a second feedback example using the same method.
- Support: Pair students for the discussion section to encourage sharing.

WHAT STUDENTS ARE LEFT WITH

- Feedback Entry 1 expanded: five-sentence note on one piece of transferable-skills feedback already received