



FEEDBACK

Reflection on self and others



OBJECTIVES

- Students will reflect on their experience and connect learning to their classroom and community

MATERIALS

- [Giving and Receiving Feedback Handout](#)

TIME

- 45 min
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LESSON INTRO

Students on an Outward Bound program have most likely been given the opportunity to give and receive positive and constructive feedback by their instructors and peers. Offering a final feedback session can allow students to revisit personal reflections and be a sounding board for their crewmates.

LESSON STEP BY STEP

1. Have the group circle up.
2. Review or create new expectations or agreements for peer feedback. This is an important step and may take time- use the Feedback Handout as a guide. You can print the resource and read it through together, or use it to create your own feedback agreements. Consider asking the group what feedback was like during their expedition, and what feedback they remember or felt was impactful for them.
3. Share with the group that this time is designed for the group to give feedback to each other and themselves now that some time has passed from the expedition. Often, with time, certain things stand out more clearly, and with some context of being back in school students may view themselves, the group, or certain ideas or actions differently.
4. Explain that you will ask students to take turns sharing positive and constructive feedback about themselves and/or each other.
5. Begin by asking the group to think back to the expedition for areas of feedback (self and group). Give time to think, then have students write down their own notes. Consider prompting students to think about different categories, such as:
 - Leadership
 - Communication
 - Perseverance
 - Empathy
 - Teamwork
 - Group Relationships
 - Idea Sharing
 - Problem Solving
 - Self-Awareness



6. You can run this feedback session any number of ways. Here is one suggestion:

Student #1 begins with self-feedback, then the class offers them feedback about what they noticed.

Next, Student #2 gives self-feedback, then the class offers feedback to them, etc. and continues onward.

FACILITATOR TIPS AND NOTES

1. Having students use feedback stems keeps feedback structured and following good feedback protocol. Here are some examples:

- A positive trait I noticed about you was _____, I saw this when you _____.
- I appreciate _____.
- I noticed that you _____, this made me feel _____.
- Next time you could try _____.
- When you _____, it worked well/did not work well because _____.

Post these in the circle for students to utilize.

2. Peer feedback is one of the most powerful forces of change and accountability! However, for feedback to work as a constructive element, the group must have a base level of trust and support. Running a feedback session with students who are not prepared, who may not follow feedback norms, or who may use this time to poke passive-aggressive comments will ultimately do more harm than good. If your group is not ready for a peer feedback session, work on getting there and save this lesson for later.

NOTES

- **Educational Standards:** CASEL: Self Awareness, CASEL: Social Awareness; P21: Social and Cross-Cultural Skills, P21: Leadership and Responsibility, CCRS:SL3 Evaluate Perspective and Evidence