



**Lesson Plan – Positive Feedback**

**Purpose :** Practise our communication skills and develop an awareness of how important positive communication is in building a safe environment for sharing feedback.

**Equipment needed:** Pen, paper, computer, projector.

**Lesson timings** (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work:		
Teachers: Watch this video on Johari to deepen your understanding. Johari video <a href="#">This short video</a>		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other.  Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
<b>Check-In Individually (2 mins)</b> Mindful Practice.	This is an introduction to meditation. Share with students that this can be uncomfortable at first but throughout these lessons, it will become a norm for us.  1. Play the video or read the transcript here	Remind students that It is ok to lose focus and concentration during a meditation, however it is not ok to intentionally disrupt the meditation of others.
<b>Warm-Up Whole Group (5 mins)</b>  Getting comfortable with feedback?	Learners rate their comfort levels in giving and receiving feedback. 1. Watch Sinek's video 2. Students reflect on how comfortable they are to give honest feedback that supports their own personal growth AND on receiving feedback from their peers.	<b>Feedback:</b> Information we get from others that help us grow in our roles or as individuals. It helps us see ourselves as others see us.



<p><b>Warm-Up Whole Group (5 mins)</b></p> <p>What is a Johari Window?</p>	<p>Teacher-led.</p> <ol style="list-style-type: none"> <li>Learners will need experience in using a Johari window to understand it. This is best done using our own experiences.</li> <li>This first task is very brief. This example is a dialogue meant with humour.</li> </ol> <p><i>“Lets explore our Open Self. We all know you love my teaching, but what I don’t know is how much you love coming to class (blind self) and what you don’t know is how much I love teaching you (hidden self). In the unknown quadrant are things that we don’t yet know but we can discover together. Things like strengths”</i></p>	<p>Approaching this with humour sets the scene for a more serious demonstration of the Johari Window.</p>
<p><b>Warm-Up Whole Group (10 mins)</b></p> <p>What is a Johari Window?</p>	<p>Teacher-led.</p> <ol style="list-style-type: none"> <li>Learners will need experience in using a Johari window to understand it. This is best done using our own experiences. This first task is very brief.</li> </ol> <p><i>“Lets try this for real, but make sure you are kind and mindful of my thoughts and feelings as we work across the quadrants together.</i></p> <p>Start with the Open Window <i>“What do we all know about me?”</i> Responses may be name, job, passion for subject.</p> <ol style="list-style-type: none"> <li>This is an opportunity to model positive communication and feedback. Taking time to support and adjust responses so they are appropriate and kind.</li> </ol>	<p>Ask learners to be cautious with the power you are giving them to share information about your blind self.</p>
<p><b>Main Activity Pairs (5 mins)</b></p> <p>Students’ Johari Window</p>	<p>Learners self-organise into pairs.</p> <ol style="list-style-type: none"> <li>Together they complete the task that the teacher just did.</li> <li>Start with the Open Window <i>“What do we all know about me?”</i> Responses may be name, job, hobbies’</li> </ol>	<p>Ask learners to be cautious with the power you are giving them to share information about their blind self.</p>
<p><b>Main Activity Individually (5 mins)</b></p> <p>Self Selection</p>	<ol style="list-style-type: none"> <li>Without discussion, learners will select 8 adjectives from this list that they feel best describe them.</li> <li>Students work alone and select 8 words from the list to describe themselves.</li> </ol> <p>This task works best when the teacher completes the task as well.</p>	<p>Either project the adjectives list or print it out (it is linked)</p>
<p><b>Main Activity Individually (5 mins)</b></p> <p>Peer Selection</p>	<ol style="list-style-type: none"> <li>Without discussion, learners repeat the task for each other.</li> <li>Each learner circles 8 adjectives that best describe their partner.</li> </ol>	<p>Either project the adjectives list or print it out (it is linked)</p>



<p><b>Reflection Pairs (15 mins)</b></p> <p>Observing our Communication</p>	<ol style="list-style-type: none"><li>1. Continuing in pairs learners <b>use the slide prompts</b> to mindfully discuss the self and peer selected adjectives.</li><li>2. The intention here is for learners to become aware of how they can effectively communicate and ask open questions to get detailed responses.</li></ol>	<p>There is a supporting video on the learning cycle if either teacher or learner needs more context.</p> <p>This is in the slide notes and linked <a href="#">here</a>.</p>
<p><b>Check-out Whole class (2 mins)</b></p> <p>What next?</p>	<p>Learners reflect on:</p> <ol style="list-style-type: none"><li>1. How can you use what you have learned in the future?</li><li>2. Example: In the week ahead, identify how often you share information about yourself to increase your open quadrant.</li></ol>	