Facilitation Difficulty: ◣◣△△△   ⏱ **45-50 min.**   👥 **Up to 20**   **No preconference**

Purpose — To address our fears and concerns around receiving and giving feedback. To collaboratively derive a set of principles for a respectful feedback process.

Preparation — Use projector and technology or set up chart paper and colored markers. Ensure all participants have writing materials. If desired, prepare copies of activity for participants.

Steps:

1. **Setup —** (3 min.) Explain the importance of learning how to give feedback before participating in protocols that ask you to give feedback. Ask participants to remember a time when they experienced a "feedback nightmare," a time when they received feedback and it was a powerfully negative experience. Direct everyone to pick one that they feel comfortable sharing with another participant.

2. **Reflect —** (2 min.) Have everyone reflect and silently write notes about the memory, listing the details that made it feel so terrible.

3. **Pair share —** (10 min.) Participants find a partner and then share their nightmares focusing on what triggered the negative experience for them. Afterward, have pairs create a list of three to five "do's" and three to five "don'ts" around giving feedback. After about five minutes, prompt participants to begin listing "do's" and "don'ts" if they haven't already.

4. **Group share —** (15 min.) Each pair shares out the "do's and don'ts" from their list in the large group. Chart them for the whole group to see. If necessary, stop and discuss an addition if it seems unclear or the group asks questions. Once finished, refer to Giving and Receiving Feedback to make sure you've covered all suggested points about giving feedback. The finished list could then become the list of norms the group intends to use when giving feedback.

5. **Receiving feedback —** (5 min.) Refer now to the portion of Giving and Receiving Feedback regarding receiving. Compare those ideas about gracefully receiving feedback with your group's suggestions.

6. **Debrief and reflect — D**ebrief as a group (10 min.), or choose silent, written reflection. (2-5 min.)

   - *Why do you think people remember negative feedback experiences more than good ones?*

   - *Was it difficult for you to write and share about these experiences? Why?*

   - *Did people still feel strong emotions tied with very old memories? What does that say about the power of feedback?*

   - *Why is it important to do an exercise like this?*

   - *When might you use this experience with peers or students?*

   - *Why do you think we asked you to remember times when you received feedback that was a nightmare rather than times you gave feedback that became a nightmare?*

   - *How could you use this activity in your work?*