



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 1 – Growth Mindset

Method 5 – 360 Feedback

Class activities

Module 1 – Growth Mindset

Class activity 1. - Feedback Mapping

Related method: 360° Feedback

Target group

Age: 20+

Gender: All

Level of studies: Secondary education, vocational training, or higher education

Status: Employed / unemployed / seeking employment

Fewer opportunities: Very useful for learners who rarely receive structured feedback or who may lack awareness of how others perceive them.

Learning outcomes

After finalising this activity, learners will be able to:

- Collect structured feedback from multiple perspectives.
- Identify common themes and discrepancies in feedback received.
- Translate feedback into specific growth-oriented actions

Duration

90 minutes (can be split into two shorter sessions)

Materials and resources

Feedback forms with growth mindset–related behaviours

Coloured markers or stickers for coding responses

Large paper sheets or digital mind-mapping tools

Activity description

Learners gather quick, anonymous feedback from several peers, then create a “feedback map” to visualise strengths and development areas. This visual representation makes it easier to spot patterns and set improvement priorities.



Detailed Implementation Steps

Introduction:

Facilitator explains the purpose of 360° feedback — gathering different perspectives to get a fuller picture of one's skills and behaviours. Emphasise that the aim is growth, not judgment.

Main activity:

Form Preparation – Distribute short feedback forms with 6–8 statements (e.g., “They remain calm when facing challenges,” “They actively seek feedback”).

Feedback Exchange – Learners circulate and fill out forms for at least 4–5 peers. Anonymity is maintained.

Data Coding – Each learner gathers their completed forms, codes positive feedback in one colour and improvement suggestions in another.

Feedback Mapping – Learners create a visual map of their most frequent strengths and top improvement areas.

Action Identification – They choose one area to focus on improving in the coming month.

Conclusion and reflection

Facilitator encourages participants to write one concrete step they will take toward their selected improvement goal.

Assessment / Evaluation Method

Observation of engagement in feedback exchange.

Review of completed maps for evidence of pattern recognition.

Self-reported action plan quality.

Adaptation Tips

For smaller groups, gather written feedback from external peers (e.g., colleagues outside the session).

For online delivery, use anonymous digital surveys.

For learners with low literacy, adapt the form with visual icons.



Module 1 – Growth Mindset

Class activity 1. - Feedback Role Swap

Related method: 360° Feedback

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Particularly helpful for learners who find giving feedback difficult or fear it will be taken negatively.

Learning outcomes

After finalising this activity, learners will be able to:

Practice giving constructive, respectful feedback.

Experience receiving feedback from multiple perspectives.

Develop strategies for responding to and applying feedback effectively.

Duration

75 minutes

Materials and resources

Feedback role-play cards with sample scenarios

Feedback delivery checklist (e.g., “Be specific,” “Focus on behaviour, not the person”)

Observer note sheets

Activity description

Participants take turns giving and receiving feedback in short, scripted scenarios, switching roles so they practice both perspectives. This builds confidence and empathy in the feedback process.



Detailed Implementation Steps

Introduction:

Facilitator introduces the “feedback sandwich” or other structured feedback model. Emphasise that feedback is a tool for growth, not criticism.

Main activity:

Pairing and Role Assignment – One participant plays the “giver,” the other the “receiver.”

Scenario Play – Givers deliver feedback based on a scenario card (e.g., missed deadlines, lack of participation). Receivers practice listening, asking clarifying questions, and noting improvement steps.

Role Swap – Roles are reversed with a new scenario.

Observer Role – In trios, a third person observes and notes constructive feedback techniques used.

Debrief in Trios – Each person shares one thing done well and one improvement suggestion for the feedback process.

Conclusion and reflection:

Facilitator leads a whole-group discussion on what made feedback easier to receive and what delivery styles were most effective.

Assessment / Evaluation Method

Observer notes on feedback technique quality

Self-reported comfort level changes after the activity.

Facilitator observation of respectful tone and constructive approach.

Adaptation Tips

For workplace groups, use actual job-related situations.

For sensitive topics, keep scenarios fictional to reduce defensiveness.

For online groups, use breakout rooms and shared online notes.



Module 1 – Growth Mindset

Class activity 3. - Feedback to Action Plan

Related method: 360° Feedback

Target group

Age: 20+

Gender: All

Level of studies: Any adult education level

Status: Employed / unemployed / seeking employment

Fewer opportunities: Great for learners who receive feedback but struggle to act on it.

Learning outcomes

After finalising this activity, learners will be able to:

Translate feedback into specific, measurable improvement goals.

Identify practical steps and resources to achieve those goals.

Commit to a timeline for progress review.

Duration

80 minutes

Materials and resources

Personal feedback summary (from previous activities or mock feedback), Goal-setting templates (SMART framework), Pens, sticky notes, or digital planning tools

Activity description

Participants take existing feedback and transform it into a clear, actionable improvement plan. They prioritise one or two key development areas and create concrete steps with deadlines.

Detailed Implementation Steps

Introduction:



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



EARTHE

Facilitator explains how feedback is only valuable when it is acted upon. Introduce the SMART goal framework to make improvement steps concrete.

Main activity:

Review Feedback – Learners read through their feedback notes, highlighting recurring points

Select Focus Area – They choose 1–2 themes to prioritise.

Set SMART Goals – Using templates, they write specific, measurable, achievable, relevant, and time-bound goals.

Identify Actions and Resources – Learners list 3 to 4 concrete steps for each goal and note resources or support needed.

Commit to Timeline – Participants write down review dates to track progress.

Conclusion and reflection:

Learners share one goal with a partner for accountability. Facilitator closes with encouragement to view the plan as a living document to revisit and adjust.

Assessment / Evaluation Method

Review of goals for SMART compliance.

Peer review of feasibility.

Self-reflection on motivation and perceived achievability.

Adaptation Tips

For shorter sessions, create only one SMART goal.

For online groups, use shared planning boards (Trello, Google Docs).

For literacy-challenged learners, adapt the goal format with pictograms or facilitator assistance.