



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 2 – Communication enhancement

Method 5 – Constructive feedback workshops

Class activities



Module 2 – Communication Enhancement

Class activity 1. - Feedback Role Reversal

Related method

Constructive Feedback Workshops

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary and above

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for adults with low confidence, migrants unfamiliar with workplace feedback culture, or learners from disadvantaged backgrounds. This activity is designed for adults who need to strengthen their ability to both give and receive feedback. By switching roles, participants learn to see feedback from different perspectives and develop empathy, assertiveness, and self-awareness.

Learning outcomes

By the end of this activity, participants will be able to:

- Apply structured feedback models in practice.
- Deliver feedback respectfully, focusing on behaviour not personality.
- Receive feedback openly and reflect without defensiveness.
- Recognise the emotional impact of feedback on both giver and receiver.

Duration: 60 minutes

Materials and resources

Feedback scenario cards (positive and corrective situations), Printed feedback models (SBI, Sandwich model), Observation sheets, Flipchart/markers, Chairs arranged in pairs or triads

Activity description

“Feedback Role Reversal” is a paired activity where learners practise giving and receiving feedback on structured scenarios, then switch roles. This strengthens communication by allowing participants to experience both sides of feedback, building empathy and practical strategies for real-life workplace and social situations.



Detailed Implementation Steps

Introduction

Facilitator introduces why feedback matters in learning and work. Models such as SBI (Situation–Behaviour–Impact) are explained with simple examples. Participants discuss how feedback usually makes them feel.

Main Activity

Learners form pairs. Each receives a scenario card (e.g., “A colleague always arrives late,” “A teammate helped you succeed in a task”).

Partner A gives feedback to Partner B using a feedback model. Partner B listens actively and reflects.

Roles reverse: Partner B gives feedback to Partner A on a different scenario.

After both rounds, pairs share short reflections: How did it feel to give vs. receive feedback?

Optional: In triads, the third person acts as **observer**, noting tone, body language, and clarity.

Conclusion and Reflection

Group discussion on:

- What made feedback easier to hear?
 - Which language or tone reduced defensiveness?
 - How can structured feedback support growth in real workplaces?
- Facilitator summarises strategies and links to employability and teamwork.

Assessment / Evaluation Method

Observation by facilitator and peers on clarity, tone, and adherence to model.

Group reflection notes common challenges and strategies.

Quick self-evaluation: “One thing I will do differently when giving/receiving feedback is...”

Adaptation Tips

For low-literacy groups, facilitators can read scenarios aloud.

For migrants, simplify language and allow non-verbal feedback cues (gestures, tone) to be explored.

For online sessions, use breakout rooms with digital scenario cards.

For advanced learners, add complexity (e.g., time pressure, emotional triggers).



Module 2 – Communication Enhancement

Class activity 2 – Feedback Maze

Related method

Constructive Feedback Workshops

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary and above

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for adults with low confidence, migrants unfamiliar with workplace feedback culture, or learners from disadvantaged backgrounds. This activity helps participants practise clear, constructive, and supportive feedback in a dynamic group format. By navigating a series of role-play scenarios, learners experience how feedback can guide performance, improve clarity, and foster collaboration.

Learning outcomes

By the end of this activity, participants will be able to:

- Identify effective and ineffective feedback strategies in practice.
- Deliver feedback with empathy, specificity, and constructive intent.
- Strengthen adaptability by giving feedback across multiple scenarios.
- Recognise how structured feedback improves teamwork and communication.

Duration: 60 minutes

Materials and resources

Prepared “feedback maze” scenario cards (workplace and community situations), Feedback model handouts (SBI, Sandwich model), Observer sheets for peer evaluation, Timer/stopwatch, Chairs arranged for small-group work

Activity description

The “Feedback Maze” places learners in rotating role-plays where they practise giving and receiving feedback across multiple short scenarios. Like moving through a maze, participants encounter different communication challenges, requiring them to adapt their approach while maintaining clarity and respect.



Detailed Implementation Steps

Introduction

Facilitator introduces the idea of a “feedback maze,” explaining that participants will move through several scenarios to practise different feedback skills. Feedback models are quickly reviewed.

Main Activity

Learners form groups of three: one feedback giver, one receiver, and one observer.

Each round begins with a new scenario card (e.g., “Your colleague’s presentation lacked structure,” “A teammate went above and beyond to help the group”).

The feedback giver delivers constructive feedback to the receiver, applying one of the models.

The observer notes clarity, tone, and emotional impact, using an observation sheet.

Roles rotate every 7–8 minutes until all participants have tried each role across multiple scenarios.

Optional challenge: facilitator introduces a “curveball” (time limit, defensive reaction) to simulate real workplace tension.

Conclusion and Reflection

Group debrief explores:

- Which types of feedback were hardest to give or receive?
- What strategies helped feedback feel supportive instead of critical?
- How can these approaches be applied in professional or personal life?

Assessment / Evaluation Method

Peer and facilitator observation on tone, clarity, and use of feedback models.

Reflection discussion on challenges and successes.

Optional rating exercise: participants rate their comfort level before and after activity.

Adaptation Tips

For low-literacy learners, replace written cards with picture-based scenarios.

For migrant groups, simplify language and use role-plays to practise tone and body language.

For online delivery, use digital scenario cards and rotate groups in breakout rooms.

For advanced learners, introduce high-stakes contexts (e.g., giving feedback to a manager, or in front of a group).

Module 2 – Communication Enhancement

Class activity 3 – Feedback Carousel

Related method

Constructive Feedback Workshops

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary and above

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially useful for adults with low confidence, migrants unfamiliar with workplace feedback culture, or learners from disadvantaged backgrounds. This activity provides learners with structured practice in giving and receiving feedback in multiple short exchanges. By rotating partners in a “carousel” style, participants learn to adapt their communication style, practise clarity, and maintain respect across different interactions.

Learning outcomes

By the end of this activity, participants will be able to:

- Practise delivering constructive feedback in a respectful and supportive manner.
- Receive feedback openly and use it for personal growth.
- Adapt communication style when providing feedback to different partners.
- Strengthen confidence and trust in peer-to-peer interactions.

Duration: 60 minutes

Materials and resources

Feedback prompt cards, Chairs arranged in two facing circles (inner and outer) for rotation, Reflection sheets for learners to note key insights

Activity description

Learners sit in two circles facing each other. Each pair exchanges short feedback sessions using provided prompts or based on prior activities. After a few minutes, learners rotate to new partners and repeat the process.



Detailed Implementation Steps

Introduction

The facilitator explains the purpose: to practise feedback as a skill that builds trust and improves performance. Group brainstorms examples of positive vs. negative feedback experiences. Facilitator introduces simple feedback rules (specific, balanced, respectful).

Main Activity

Learners are seated in two concentric circles facing each other. Each pair has a feedback exchange.

Partner A gives feedback to Partner B using the prompt card or a recent activity as a reference. Partner B responds only by listening and paraphrasing.

Roles reverse: Partner B gives feedback to Partner A.

After both exchanges, the outer circle rotates so learners face new partners.

Process continues for several rounds, ensuring everyone practises giving and receiving feedback with different people.

Facilitator monitors exchanges, noting good practices and offering supportive reminders.

Conclusion and Reflection

The group regathers to share reflections:

- “What was easy or difficult about giving feedback?”
- “How did it feel to receive feedback from different people?”
- “What feedback style worked best for you?”

Learners record one strength and one improvement goal on their reflection sheet.

Assessment / Evaluation Method

Observation of respectful, specific feedback delivery.

Peer reflections on how feedback was received.

Learner self-assessment through reflection sheets

Adaptation Tips

For shy learners, start with only positive feedback rounds.

For advanced groups, include constructive criticism with improvement suggestions.

For online groups, adapt to breakout rooms and rotate partners digitally.