

### LESSON GOAL

Understand the complexities of constructive criticism so that students can better recognize, react to, and reflect on the information they receive from teachers, peers, and mentors.

### ESSENTIAL QUESTION

What are effective strategies for giving and getting constructive criticism?

### INTEGRATING TECHNOLOGY

#### CHAT ROOM

- Post and update guidelines for giving and receiving constructive criticism.

#### ANNOUNCEMENT

- Check Announcements for any information about assignments and due dates.

#### MY PORTFOLIO

- Submit work to My Portfolio.

#### MY WORKSPACE

- Prepare your assignments in My Workspace.

#### LESSONS

- Review the lesson.
- Complete assignment.
- Submit assignment.

#### ASSIGNMENTS

- Use Assignments to submit your artifacts and reflections.

#### GRADEBOOK

- Check Gradebook for your lesson evaluation.

#### SCHEDULE

- Check schedule for assignments and due dates.

1-2 class periods

### LESSON OVERVIEW

“Criticism may not be agreeable, but it is necessary. It fulfills the same function as pain in the human body. It calls attention to an unhealthy state of things.”

~ Winston Churchill

What does this quote mean and how does it apply to you at site? How often does your mentor give you constructive criticism? How do you react outwardly and feel inside? Do you apply this feedback? In this lesson you’ll explore these questions as you identify examples and create a deeper understanding of constructive criticism.

### STUDENT EXPECTATIONS

1. Participate in discussions about constructive criticism.
2. Define constructive criticism, give examples, and reflect on how you felt and reacted.
3. Role play how to elicit and react to constructive criticism.
4. Utilize the Chat Room to give and improve the art of giving constructive criticism.
5. Write a reflection about constructive criticism.

There are two assignments in this lesson that ask you to describe and reflect on giving and receiving constructive criticism.

### Here are the ways you can succeed in this lesson

1. Take appropriate initiative in discussion to relay examples of constructive criticism.
2. Accurately define constructive criticism, give an appropriate example, and explain your feelings and reactions in detail.
3. Effectively utilize the role play to improve your skills around constructive criticism.
4. Offer a thoughtful and helpful constructive criticism to another student.
5. Thoughtfully reflect on the many aspects and your growth around constructive criticism.



## ASSIGNMENT 1

In class you should have participated in discussions that improved your understanding of constructive criticism and how to elicit, react, and reflect on it.

Think about these experiences as you address these prompts.

1. Define constructive criticism.
2. Give an example of when you *gave* someone constructive criticism and explain how you felt and reacted in the situation.
3. Give an example of when you *received* constructive criticism and explain how you felt and reacted in the situation.
4. Give an example of when you received *destructive* criticism and explain how you felt and reacted in the situation.
5. What strategies do you use to give and receive criticism?

Use the *Sakai* Assignments Tool to submit your writing for evaluation.



## ASSIGNMENT 2

Think about the class discussion, your definition and examples of constructive criticism, the role plays, the chat room and these experiences as you reflect on this prompt.

- Do you think this lesson should be called Giving and Receiving Constructive *Criticism* or Giving and Receiving Constructive *Feedback*? Why?
- Record, describe, and explain three examples of receiving and/or giving constructive criticism at site or in school. Include your feelings, your reactions, and what you would do differently in the future. Apply specific wording, labels, and concepts from this lesson to help you synthesize and apply your learning.
- What are the five most important things to remember from this lesson if you were to teach it to a friend or sibling?

Use the *Sakai* Assignments Tool to submit your reflection for evaluation.

Multiply the points by the weighted score and record in the total column for each rubric. Then tally the total points for the final score.

Weighted Score	Category	Exceeding 9-10 Points	Meeting 6-8 Points	Approaching 3-5 Points	Emerging 0-2 Points	Total
2	<b>ASSIGNMENT 1</b> <b>Define</b> Identify constructive criticism, give an example, and explain how you felt and reacted.	Accurately defined constructive criticism, gave an appropriate example, and explained the feelings and reactions in detail.	Defined constructive criticism, gave an example, and explained the feelings and reactions.	Made a minimal attempt to define constructive criticism, give an example, and explain the feelings and reactions.	Made no attempt to define constructive criticism, or give an example and explain the feelings and reactions.	
2	<b>ASSIGNMENT 2</b> <b>Reflection</b> Demonstrate understanding of constructive criticism, giving and receiving.	Thoughtfully reflected on the many aspects of constructive criticism, including his or her growth.	Completed the reflection and demonstrated understanding of constructive criticism.	Made an attempt to complete the reflection that demonstrates understanding of constructive criticism.	Did not complete the reflection or demonstrate understanding of constructive criticism.	