



## #4 Feedback

### SHORT DESCRIPTION AND LEARNING GOAL

Giving feedback means more than just saying: "That's good" or "That's bad". Feedback is everywhere in everyday life.

In youth work, feedback can be used to improve programmes. Or in clubs, programmes can be better adapted to the participants. Trainees also encounter feedback on Instagram, Snapchat or TikTok. They can like and rate each other.

Feedback is not just about what you do.

But also: Who are you? And how do you behave?

This is often very personal. Sometimes it's not easy to accept feedback.

The trainees should learn what feedback means. They work out what good feedback is.

## PROCESS

Nr.	Inhalt	Dauer	Material
1	Warm up	10-20 Minutes	12 Cards with Feedback Quotes
2	Feedback in different cultures	10 Minutes	-
3	Definition	30 Minutes	AB „Feedback“ and „Feedback Rules“
4	Me - My strengths and weaknesses	10 Minutes	Paper, pens
5	Hot Seat	Approx. 5 Minuten per Person	Chair
6	Common Evaluation	flexible	-

### 1. WARM-UP

There are 12 cards with feedback quotes on the floor:

- - I think your jokes are funny
- - You have an infectious laugh
- - I like you
- - Singing is stupid
- - I like your red jumper better
- - There wasn't enough time in the workshop
- - Your workshop was stupid
- - You are stupid
- - I don't understand you
- [...]

## **What is Feedback?**

*Questions for the Trainees:*

*What is the difference between these types of feedback?*

*Which feedback is good? Which feedback is bad?*

*You you can sort the feedbacks by...*

...Positive - Negative

...Constructive - Non-constructive

...Subjective - Objective?

*Questions for the trainees:*

*How do you feel about feedback? Do you think it's good?*

*Or unnecessary?*

*Who gives you feedback? Who do you give feedback to?*

## **2.FEEDBACK IN DIFFERENT CULTURES**

When it comes to feedback, misunderstandings can arise between members of different cultures.

Germans tend to have a direct feedback culture. Many of them express criticism or suggestions for improvement openly and without any weakening formulations.

A "That's rubbish!" is often not meant maliciously, but can hurt the other person.

Conversely, many Germans often do not understand the euphemistic phrases of people from indirect feedback cultures as criticism at all. This can lead to serious misunderstandings.

For example:

<i>What the Briton <b>says</b>...</i>	<i>Was der Briton <b>means</b>...</i>	<i>What the German <b>understands</b>...</i>
With all due respect...	You are wrong...	He listens to me...
Very interesting...	I do not like it.	He thinks it's good.
I was a bit disapointed that...	I was very sad and angry that...	Es ist nicht so wichtig.

*Questions for the Trainees:*

*What's it like for you? Have you ever experienced something like this?*

### 3.DEFINITION

The trainees read the worksheet "Feedback - a chance to get ahead" and "Feedback rules" together.

The group is then divided into small groups with 3-4 trainees per group. Each small group reads a short situation.

*Questions for the trainees: What do you think about the situation? Were the feedback rules adhered to or not? What could the people do better?*

**Situation 1:** You discuss the last training session with each other. It was great! After the session, you sat together with two others and played. That was great fun!  
Everyone else had already tidied up and cleaned up. But you only realised that later. You meet up again a week later. A trainee employee says: "I think it would be good if everyone really helped with the tidying up". He looks at you angrily and says: "Especially you! You're always totally lazy and never help out!"

**Situation 2:** It was your first time explaining a big outdoor game at a leisure event. You were pretty excited. Another employee comes to you in the evening and says: "You were really excited. I could tell because you spoke so quickly. But it still wasn't bad."

**Situation 3:** Imagine you are a trainee employee. There's a lot going on at school and at home. Everyone wants something from you. Because you have to do the shopping for your family, you are late for your trainee lesson. Another employee gets upset:  
"Do you never manage to turn up on time? You're just not reliable. Last time you forgot to prepare a game. That really needs to change!"

## 4. ME - MY STRENGTHS AND WEAKNESSES

All trainees think for themselves: What are my strengths? What are my weaknesses?

Everyone writes at least five of their own strengths and three of their own weaknesses on a sheet of paper. As secretly as possible.

## 4.HOT SEAT

The trainees are allowed to take a seat on a chair in the centre one after the other. Only if they want to, of course. The other trainees and the employees now give feedback strictly according to the rules that have just been discussed. Especially if the group does not know each other very well yet, you should initially refrain from constructive criticism and instead give positive feedback.

*Questions for the trainees: How was it for you?*

*How was the feedback compared to what you wrote down about yourself?*

*Were there any similarities? Was the feedback from others completely different to how you perceived yourself?*

## 4.COMMON EVALUATION

After the unit, for example during dinner, the trainees are allowed to give feedback on the previous trainee units. Questions about the suggestion:

*What effect did the trainee course have on you so far?*

*Have you changed or developed as a trainee?*

*What have been your trainee highlights so far?*

*Have the units been easy to understand so far?*

*What was not so great for you?*

*What would you do differently if you were an employee?*

*What feedback would you like to give the trainee employees?*

## 5.THE ONE-ON-ONE CONVERSATION

1. Which feedback do you get particularly often?
2. Which feedback are you most happy about?
3. How did you feel when you were in the hot seat?

## 6.GOOD QUESTION!

What do you think? What feedback would God give you?  
And vice versa: What feedback would you give God?

Vanessa Gunesch  
Yasin Adigüzel