Thanks for the Feedback ... (I Think!) Activity Guide for Teachers
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ISBN 978-1-934490-51-8

Published by Boys Town Press
14100 Crawford St.
Boys Town, Nebraska 68010

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Cover and Inside Page Design: Anne Hughes

Printed in the United States
10 9 8 7 6 5 4 3 2 1

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“Help Me Become a Better ME!”

OBJECTIVE
Students will understand why receiving feedback is useful, and they will learn how to give constructive, effective feedback.

Materials Needed
- “Better Me: Feedback to Grow” worksheet (on CD)
- “Better Me: Four Squares” worksheet (see next page or CD)
- Pencils or pens

Teacher Instructions
1. Begin by defining “feedback” as information someone can use to improve. You might say, “We all want to be the best that we can be. Sometimes, the people around us can offer really good information that can help us grow and get better. This activity will show you how to HELP each other, not HURT each other. Oftentimes, feedback is hard to hear, but if the feedback can help you grow, it’s worth it!”

2. Pass out the “Better Me: Feedback to Grow” worksheet. Instruct students to write down the names of their classmates on the left side of the sheet. To the right of each classmate’s name, they should write down one or two ideas (feedback) that can help that classmate grow (improve). Offer examples, such as, “Raise your hand when you want to talk so you don’t interrupt so much,” “Keep trying hard in math; you will get it,” “Don’t give up so easily,” or “Try not to be a sore loser.” (Students SHOULD NOT write their names on their worksheets or share their answers with others. Remind them to write down suggestions that will help someone grow.)

3. Collect all of the worksheets and confidentially compile the feedback written about each student. Reword or delete any inappropriate/hurtful/unnecessary comments. Feedback should be positive and constructive. (If you see hurtful feedback, be sure to review with the class the difference between helpful and hurtful feedback. Some may not fully understand constructive feedback, or someone may have wanted to be mean. Either way, it should be addressed.)

4. Give each student all of the feedback you recorded about him/her.

5. Hand out the “Better Me: Four Squares” worksheet. Instruct students to put the feedback they received in the appropriate square. For example, “Try not to be a sore loser at recess” would go in the “How I Act” square, and “Don’t tap your pencil on your desk” would go in the “What I Do” square.

6. Review the students’ worksheets individually.

7. Optional: Ask for volunteers to share their “Four Squares” worksheets with the class and talk about what they learned from their peers’ feedback. (Use your one-on-one time with students to prepare them for group sharing and remind them to keep comments positive.)
It's Complimentary!

**Objective**
Students will know how and when to give a compliment.

**Materials Needed**
- “Tips for Giving Compliments” handout (see below or CD)

**Teacher Instructions**
1. Pass out copies of the “Tips for Giving Compliments” handout.
2. As a class, review and discuss each tip.

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**Tips for Giving Compliments**

Choose a genuine, specific thing to compliment the person about. 
("You have a great smile!")

Personalize your compliment. ("You make that hat look amazing!")

Make eye contact with the person you are complimenting.
Eye contact will show that you are sincere.

When you see something to praise, give your compliment right away.
When others are around, make sure they hear it. (If you are complimenting your mom for making a great meal, say it during the meal and in front of the rest of the family so everyone can hear it.)

Avoid compliments that use a comparison or value statement.
(Instead of saying, "You look a lot better than I do," say, "You look great!")

Change your compliments around and reword them so they don’t always sound the same. ("I really love your laugh," or "Your laugh just made my day!")

If your compliment is taken the wrong way or is not accepted (The person rolls his/her eyes at you, etc.), don’t try to correct the situation, just move on.