

feedback

feedback

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THE QUESTION TREE



Steps

The facilitator prepares the activity by creating the shape of a tree on a flip chart or using coloured paper or a large image of a tree (there are no restrictions, be as creative as you want!).

The facilitator introduces the activity by explaining that:

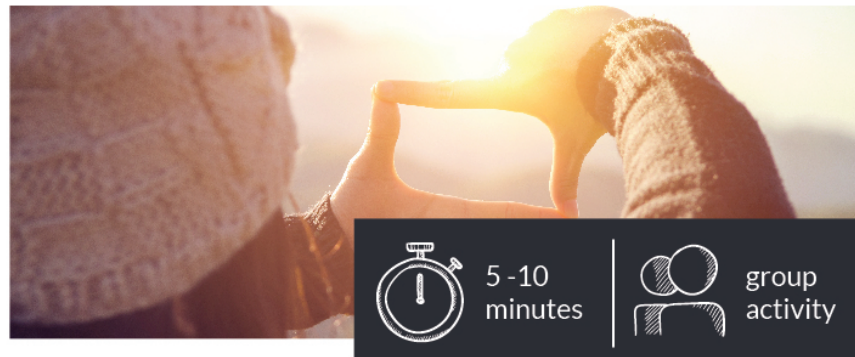
- the top leaves of the tree represent the question “What should we start doing? What help us grow?”
- the trunk represents the question “What should we do differently?”
- finally, the leaves on the floor represent “What should we stop doing?”

The facilitator asks participants to answer these questions on a post-it (these can be leaf-shaped).

Finish the activity by asking participants to share their experiences in groups.

Source: Feedback training for trainers workshop | CC - BY 4.0

MOVIE QUOTES



Steps

The facilitator starts the activity by asking participants to sit in groups. The groups should be formed by people working in the same team.

The facilitator introduces the activity by asking participants to write down 3 movie quotes that they will use to create a new story. The story should be used as a tool to provide feedback within the working teams.

The facilitator asks participants to share their stories with the larger group, promoting reflection and discussion about the activity.

Source: <https://zurb.com/friday15/activities/scenes-from-a-hat> | CC - BY 4.0

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FEED THE BOX



5 - 10
minutes



individual
activity

Steps

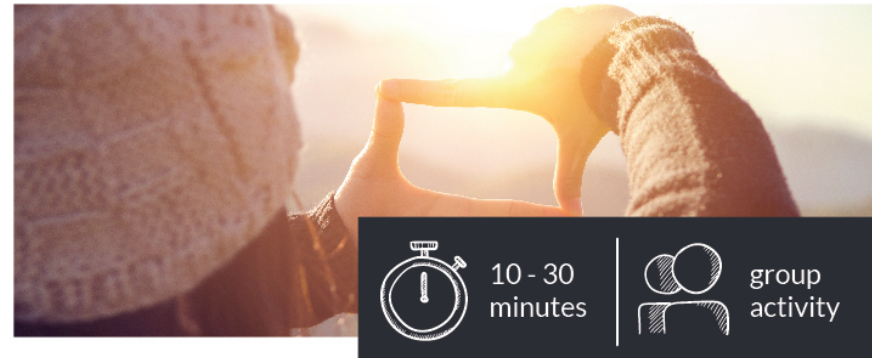
The facilitator should choose the subject of feedback.

The facilitator asks participants to create a postcard consisting of a visual composition and the written feedback, using the materials provided.

The facilitator asks participants to place the postcards inside the box.

Source: Feedback training for trainers workshop | CC - BY 4.0

RANSOME NOTE



10 - 30
minutes



group
activity

Steps

The facilitator starts the activity by asking participants to sit in groups. The groups should be formed by people working in the same team.

The facilitator introduces the activity by asking participants to set up a hypothetical ransom note situation. Working in a group, each participant will decide what characteristic from the other person he wants to make hostage and prepare the ransom note.

The facilitator should set the following rules for developing the ransom note:

- participants must create a ransom note of four complete sentences, each with their own purpose;
- the first sentence should make it clear what has been kidnapped;
- the second sentence must explain why;
- the third must make the demands clear and the last sentence must provide instructions for delivering the demands.

Source: <https://zurb.com/friday15/activities/ransome-note> | CC - BY 4.0

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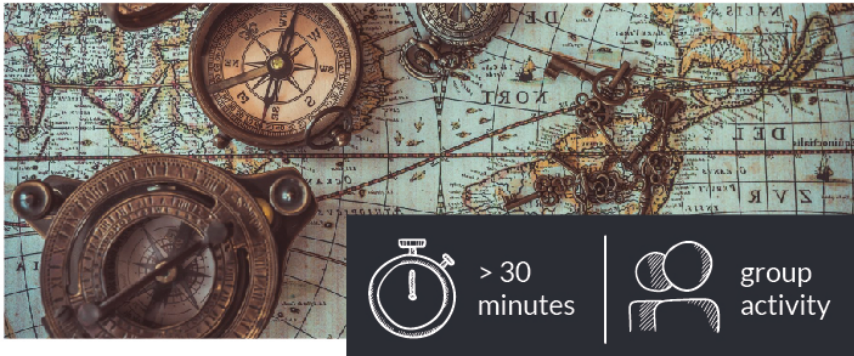
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UNCHARTED TERRITORIES



Steps

The facilitator starts the activity by asking participants to sit in groups. The groups should be formed by people working in the same team.

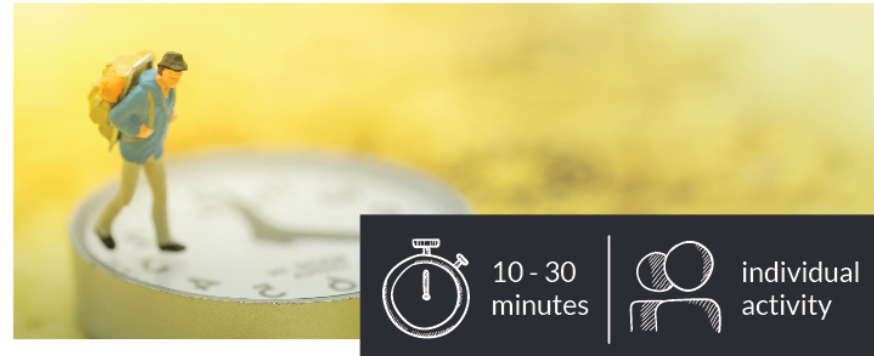
The facilitator then introduces the activity by explaining its aim – co-creating a map representing the learning journey of the group – and providing the following instructions:

- each group of participants should design a map that represents their learning journey, where the land/territory corresponds to the objectives/achievement;
- each team should design their path in the map and add all the elements that have hindered their journey (e.g sea monsters) and the ones that have facilitated it (e.g. sirens);
- the teams should also state in the map where they still want to go and haven't been able to get.

Each team presents the map and explains their journey and future steps.

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THE FEEDBACK TIME CAPSULE



Steps

The facilitator introduces the activity by explaining the aim of a time capsule and how meaningful and concise the messages must be.

Each participant must write and/or draw the messages they want to keep in the time capsule, focusing on: expectations about the learning, expectations about themselves, expectations about the team and expectations about the facilitator.

All the boxes must be locked by the facilitator, who will share their content with the authors at the end of the learning experience.

The facilitator asks participants to share their box content with the larger group, promoting reflection and discussion about the activity.

Source: FEEDBACK Training for Trainers workshop | CC - BY 4.0

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POSTCARDS FROM THE ONES TO COME



Steps

The facilitator starts the activity by asking participants to sit in groups.

The facilitator asks participants to think about the feedback that they want to deliver to their future self.

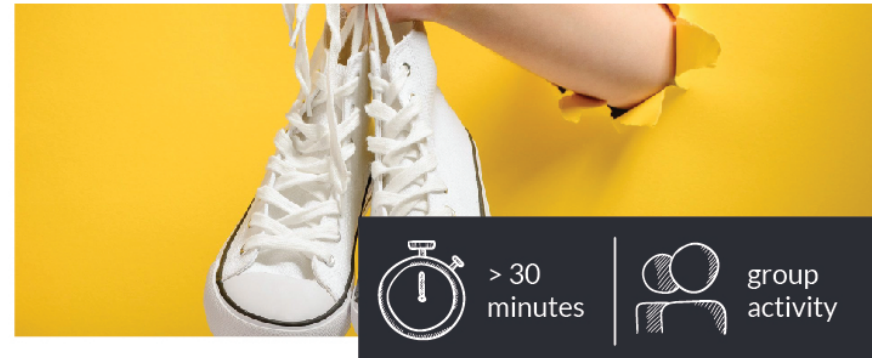
The facilitator then asks participants to create a postcard consisting of a visual composition and the written feedback using the material provided.

Participants can create their own digital postcard and share it on their personal social networks, using the hashtag #theonestocome.

The facilitator asks participants to share the created postcards with the larger group, fostering reflection and discussion about the activity (optional).

Source: Feedback training for trainers workshop | CC - BY 4.0

ORDINARY OBJECTS, *extra*ORDINARY FEEDBACK



Steps

The facilitator must launch the activity on-line and offline (preliminary activity), asking participants to bring with them object(s) that represent themselves.

The facilitator asks participants to label the object, with the following information: title, owner, description of the object and why did you choose it.

The facilitator then asks participants to place the objects within the exhibition (near an object that relates to their own item).

The facilitator then asks participants to fill in another label, giving a feedback (e.g. what do you imagine for our community future?)

Source: Feedback training for trainers workshop | CC - BY 4.0

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DRAWING YOUR THOUGHTS TOGETHER



Steps

The facilitator introduces the activity by asking participants to sit in groups.

The facilitator asks the groups to identify the team's 3 defining moments during that day and write them on a piece of paper.

The facilitator asks participants to draw together in a roll sheet the 3 defining moments by using the following symbols:



The facilitator should draw and clarify the meaning of each symbol, explaining that participants can only draw these symbols but can play with their size, colours and position in the sheet.

The facilitator gathers the whole group and asks each team to explain their drawing by telling a story.

Finish the activity by asking participants to share their experience in groups.

Source: <http://www.liberatingstructures.com/20-drawing-together/> | CC - BY 4.0

ART BASED INITIATIVE FOR INSPIRATION

PICK A CHARACTER



Steps

The facilitator introduces the activity by asking participants to write down, in individual cards, at least 5 movie characters that they are familiar with and place them face down in the centre of the room.

The facilitator then asks participants to randomly pick one of the cards and sit in pairs. The pairs should be formed by people working in the same team.

The facilitator asks participants to embody the character they picked and provide feedback to the person in front of them, for 1 minute.

Finish the activity by asking participants to share their experience in pairs.

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ART BASED INITIATIVE FOR TRANSFORMATION

feedback

feedback

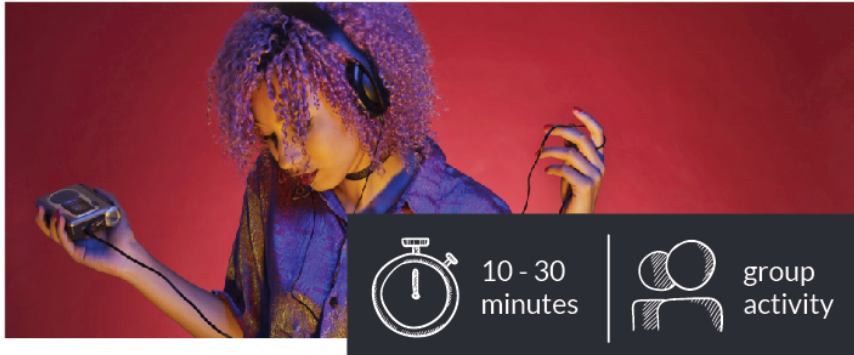
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YOUR SONG



Steps

The facilitator introduces the activity by asking the participants to sit in 5 groups depending on the number of participants.

The facilitator asks each group to write a sentence with a certain number of syllables dividing the following sentences by group. Each group writes one of the sentences.

This should be done without revealing to the participants that it is a lyric from a song. Each group has to write a sentence about their experience on the project.

After all participants have written their sentence the facilitator should show the original music "Stand by me" from Ben E. King and organize the groups according to the order of their sentence in the lyrics of the song.

All together, participants should sing their version of the song in a final "concert".

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THE SOUND OF MUSIC



Steps

The facilitator starts the activity by asking participants to sit in groups. The groups should be formed by people working in the same team.

The facilitator asks participants to choose the musical instrument that best describes their team members. Participants must choose one instrument for each team member.

The facilitator asks participants to, in groups, share their choices and explain why they chose each specific instrument for each team member.

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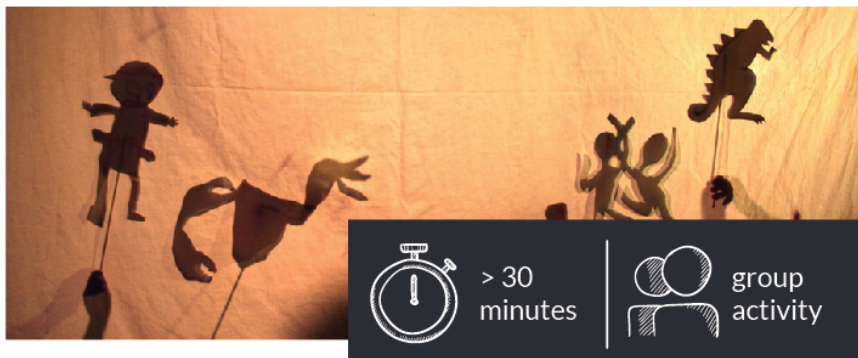
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STORYBOARDING



Steps

The facilitator starts the activity by asking participants to sit in groups. The groups should be formed by people working in the same team.

The facilitator asks participants to develop story #1:

The Current Experience. This storyboard should be inspired by your teamwork experience, including insights, quotes, moments, actions, successes and disruptions. This story should portray a vivid picture of what your team is experiencing today and should include details on what the characters are thinking, feeling and doing during that time.

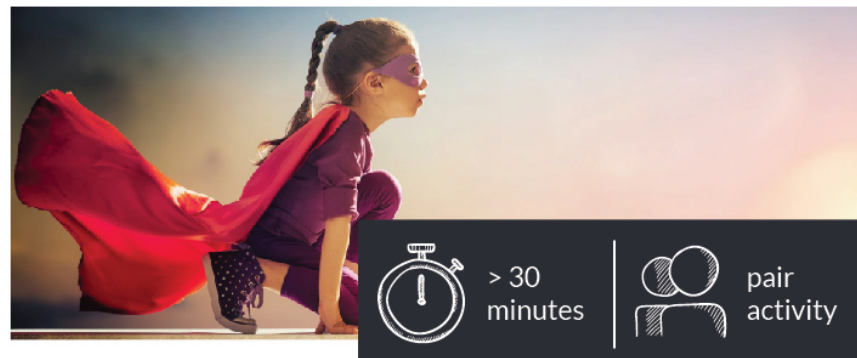
The facilitator then asks participants to develop story #2:

The New Vision Experience. This storyboard is the participants' opportunity to imagine what the ideal team experience should be, by telling a story using the same characters as story #1. Participants should maintain coherence between both stories, as this will allow them to perceive how problems of The Current Experience are being addressed in the New Vision Experience.

The facilitator asks participants to share the storyboards with the larger group, promoting reflection and discussion about the activity.

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HERO FEEDBACK



Steps

The facilitator starts the activity by asking participants to sit in pairs. The pairs should be formed by people working in the same team.

The facilitator guides the participants with the following instructions step by step:

- Choose a hero (archetype) from a movie, TV show or book you know. Make up a story if you want or stick to the original story.
- Connect the receiver with the hero. Explain how the receiver reminds you of that hero. Use this part to introduce the story, if the receiver is not familiar with it.
- How is the hero successful in the story? Share aspects about the hero that the receiver may take as positive feedback for themselves.
- How does the hero sabotage or hinder their success? Share examples of how the hero sabotages their success that the receiver may take as a reflection and continuous improvement opportunity.

Finish the activity by focusing back from the hero to the receiver of feedback and share your experience in pairs.

Source: <https://www.trusttemenos.com/temenos/hero-feedback/> | CC - BY 4.0

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THE PERFECT TITLE



> 30
minutes



group
or pair
activity

Steps

The facilitator starts the activity by asking participants to sit in pairs. The pairs can be randomly chosen or defined before.

The facilitator introduces the topic of the activity and shares how a movie title can be determinant to the movie's success, by providing examples of titles that speak to the essence of what the story is about.

The facilitator then asks participants to create the perfect title to provide feedback to their pair, by introducing the method for generating movie title ideas. The method consists of coming up with a great movie title by capturing the story's essence from three different angles:

- Characters: protagonist, antagonist
- Locations: prominent location in the story.
- Situations or feelings: characters' feelings or the situation they find themselves in.

Participants can opt for just one angle, two angles or combining the three, to provide a deeper feedback to their pair.

The facilitator then asks participants to share the perfect title in pairs, giving time for the creators of the perfect title to contextualise their choice.

Source: <https://hrc.contentdm.oclc.org/digital/collection/p15878coll84> | CC - BY 4.0

GREATNESS



10 - 30
minutes



pair
activity

Steps

The facilitator introduces the topic of Greatness by sharing the campaign of Nike in 2012. He then explores the concept of greatness relating it with the learning experience in which the participants went through.

The facilitator asks participants to individually develop a poster (A1 at least) about another colleague. The facilitator randomly defines who will be developing the poster for whom by creating a paper for each name and participants pick one paper from a bag.

The facilitator must define the rules: setting the time to develop the poster; draw and/or include a picture or a set of pictures related to the other colleague; using their own words to complete the statements in the poster: 1) Greatness is...; 2) Find your...; and, add the name of the receiver.

The posters must be fixed on a wall and participants must walk through the exhibition.

The facilitator must give time in the end to sum up the activity goal and clarify how each participant can take the best from their poster to understand how they can move forward in learning and professionally.

Source: Nike campaign of 2012 <https://youtu.be/WYP9AGtLvRgh> | CC - BY 4.0

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END OF THE WORLD



Steps

The facilitator starts the activity by introducing the scenario: 'Today is the 21st of December 2012 and the world will end. It's the apocalypse. And there is no way to survive, except that we were contacted, some minutes ago, by Aliens. They can save our planet if we convince them to do it. They will visit us in 10 minutes and grant positive and negative points to the new projects you (participants) will present to them.'

The facilitator may define the content of the projects to be presented, considering this activity as an opportunity to give feedback on the learning and future projects/improvements.

The facilitator gives 10 minutes for participants to, individually or in group, prepare a pitch on what they will do.

Participants are free to present their project as they wish.

After 10 minutes, the facilitator calls the "Aliens" a jury that will quantify the presentations with positive and negative points.

In the end of all presentations, the world is saved if the positive points are superior to the negative points.

The facilitator must give time in the end to sum up the activity's goal.

Source: Crufi campaign: <https://www.youtube.com/watch?v=tyK7kH3fgzM> | CC - BY 4.0

ART BASED INITIATIVE FOR TRANSFORMATION

CARTOONIST



Steps

The facilitator starts the activity by asking participants to seat in pairs. The pairs can be randomly chosen or defined before.

The facilitator must share the goal of the activity in order to guide participants in their art work. For example, if the feedback must be general (focusing on general characteristics of the participants) or focused on specific areas (e.g. team work attitude; communication attitude; etc.).

In pairs, seated and in silence, each participant must start to observe the other participant and draw the caricature or use the reference pictures. Each participant can't look at the other's master piece.

After, each participant must take time to think on the elements that must be highlighted in the caricature they are creating. The art work can be finished with colours or in black and white - to be decided by the facilitator.

The activity ends with the presentation of the caricatures between the pairs.

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TITLE:

Large dashed rectangular area for drawing or sketching.



Steps

Vertical area with horizontal dotted lines for writing steps.

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TITLE:

Large dashed rectangular area for drawing or sketching.



Steps

Vertical area with horizontal dotted lines for writing steps.

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