

## Lesson 3A

## Accepting Criticism (Feedback)

SUGGESTED MATERIALS	<ul style="list-style-type: none"> <li>■ <i>Thanks for the Feedback... (I THINK?)</i> by Julia Cook (Boys Town Press)</li> <li>■ DOWNLOADABLE ACTIVITY: <i>Thanks for the Feedback... (I THINK?)</i> by Julia Cook (Boys Town Press)</li> </ul>
LESSON OBJECTIVES	<ul style="list-style-type: none"> <li>■ Recognize how to use the skill of <b>Accepting Criticism (Feedback)</b> in a variety of situations and settings.</li> <li>■ Determine what accepting criticism (feedback) looks and sounds like in school and at home.</li> <li>■ Demonstrate the skill of <b>Accepting Criticism (Feedback)</b> in the classroom.</li> <li>■ Evaluate how <b>Accepting Criticism (Feedback)</b> can help them achieve success in school and other settings.</li> </ul>
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> <li>✓ <i>Why is it important to <b>Accept Criticism (Feedback)</b>?</i></li> <li>✓ <i>What are some appropriate ways you can <b>Accept Criticism (Feedback)</b>?</i></li> <li>✓ <i>Who are the people most likely to give you feedback or criticism?</i></li> <li>✓ <i>How can you <b>Accept Criticism (Feedback)</b> without getting angry or defensive?</i></li> </ul>
LESSON ACTIVITIES AND ASSESSMENTS	<ul style="list-style-type: none"> <li>■ Role-play practice scenarios (<i>see appendix</i>) that allow students to practice the skills.</li> <li>■ Lead students in discussions about how characters from their favorite books, movies, and TV shows deal with criticism.</li> <li>■ Instruct students to write in their <i>SEL Journals</i> about how they feel when <b>Accepting Criticism (Feedback)</b> from their friends, teachers and family members.</li> </ul>

## ★ SKILL STEPS

**Accepting Criticism (Feedback)**

1. Look at the person.
2. Say, "Okay."
3. Stay calm (avoid arguing, complaining, or shutting down).



## REASONS

- *Not as likely to repeat errors.*
- *People are more apt to give feedback and want to help you.*
- *Learn from your mistakes.*

## + SKILL EXTENSION:

**Accepting Help or Assistance**

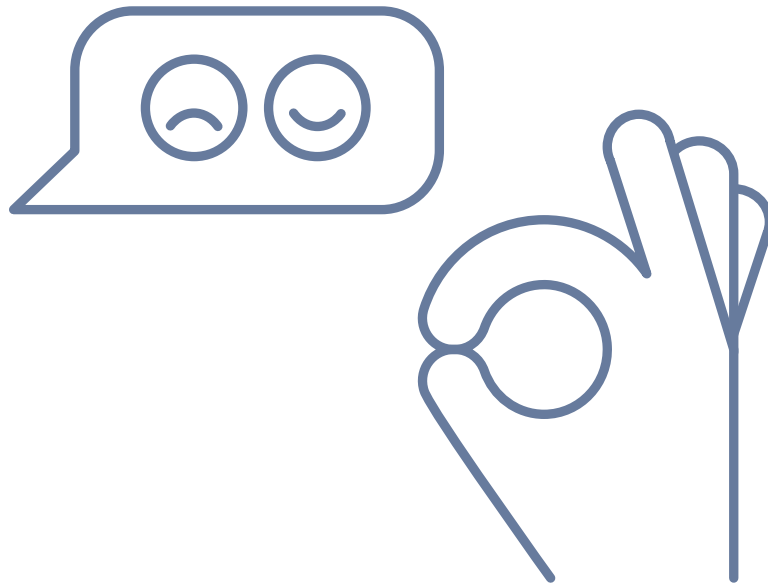
## Lesson 3A - Weekly Activities

### Accepting Criticism (Feedback)

MONDAY	<ul style="list-style-type: none"> <li>■ Ask students to share their definitions of feedback and/or criticism.</li> <li>■ State the name and steps of the skill.</li> <li>■ Provide reasons why <b>Accepting Criticism (Feedback)</b> is important. Model skill.</li> <li>■ Read/discuss <i>Thanks for the Feedback... (I THINK?)</i> by Julia Cook.</li> <li>■ Additional activities to support skill development: DOWNLOADABLE ACTIVITY: <i>Thanks for the Feedback... (I THINK?)</i> by Julia Cook</li> <li>■ Role-play practice scenarios (see <i>appendix</i>): homework feedback, a coach corrects your form during practice, a parent tells you to change because your clothes don't match.</li> </ul>
TUESDAY	<ul style="list-style-type: none"> <li>■ Review steps of each version of the skill and reasons for using it.</li> <li>■ Model the skill correctly (e.g. Ask students to give you feedback on how you pronounce a difficult name or how you demonstrate a current dance move incorrectly.)</li> <li>■ Review the steps of the skill and discuss different ways to stay calm when feedback is difficult to hear.</li> <li>■ Use think-pair-share. Have students partner up to discuss the skill using the following prompt: Why is it important to accept criticism?</li> </ul>
WEDNESDAY	<ul style="list-style-type: none"> <li>■ Review steps of the skill and reasons for using it.</li> <li>■ Have students practice <b>Accepting Criticism (Feedback)</b> from a peer.</li> <li>■ Discuss how <b>Accepting Criticism (Feedback)</b> can help students in the classroom, at school and in their community.</li> <li>■ Ask for volunteers to demonstrate for the class.</li> </ul>
THURSDAY	<ul style="list-style-type: none"> <li>■ Review steps and reasons for using the skill.</li> <li>■ Role-play practice (see <i>appendix for more</i>): a friend says you're having a bad hair day, the bus driver tells you your voice is too loud, a friend says you're playing the game wrong, a teacher corrects your work.</li> <li>■ Discuss how students felt when receiving criticism and how they stayed calm.</li> <li>✚ Extend learning by discussing how the skill relates to <b>Accepting Help</b>.</li> <li>■ Demonstrate the skill steps for <b>Accepting Criticism (Feedback)</b> and <b>Accepting Help</b>.</li> </ul>
FRIDAY	<ul style="list-style-type: none"> <li>■ Review the steps of the skill and reason for using it.</li> <li>■ Invite students to practice the skill by creating their own role-play scenarios.</li> <li>■ Instruct students to write in their <i>SEL Journals</i> about how they feel when <b>Accepting Criticism (Feedback)</b> from their friends, teachers and family members and when to <b>Accept Help</b>.</li> </ul>

# Accepting Criticism (Feedback)

1. Look at the person.
2. Say, “Okay.”
3. Stay calm.





## OUR MISSION

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for children and families.

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