

Talk It Forward

Give useful feedback, consider it, and improve an idea.

7.1.D "engage in meaningful discourse and provide and accept constructive feedback from others."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the scenario and mark its time limit and three design requirements. Answer Questions 1-2, then complete the live exchange in all three stages. Answer Question 3 afterward. Every learner gives and receives constructive feedback.

A welcome activity worth improving

- ① A class of twenty students is designing a ten-minute welcome activity for new students. It must help students learn at least two classmates' names, allow participation without speaking to the whole class, and use only paper and pencils. This is a classroom design challenge; no real event needs to be scheduled. Different plans can meet the requirements, but a suggestion needs reasons rather than just enthusiasm.
- ② A draft plan says: "Everyone stands and gives a two-minute speech about themselves. Then we vote for the most interesting speech." Before responding, identify what the speaker wants the plan to accomplish. Explain which requirement a detail serves or overlooks. A useful response might identify a strength worth keeping, a concern linked to a requirement, and a feasible change. Saying only "That is bad" or "Great idea" gives the speaker little to use.
- ③ Receiving constructive feedback means listening, checking that you understand it, and considering it fairly. Restate the suggestion before deciding how to use it. You may adopt it, adapt it, or explain with reasons why another approach better meets the requirements. Acceptance does not require agreeing with every suggestion. In the exchange, respond to the person's actual idea and feedback, then show what changed in your thinking.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Identify any two requirements that the draft speech plan fails to meet or does not ensure. Explain each concern using its details.

- 2** Why is "Make it better" less constructive than a specific suggestion linked to a requirement?

- 3** What feedback did you receive, and how did you use or evaluate it? Explain your reason.

3 YOUR TURN _____ Your own words

Work in pairs with one worksheet and pencil per learner. Each person develops a different welcome plan. Share speaking time, ask before interrupting, and challenge the plan rather than the person. Both partners must complete every speaking and listening action.

1. Propose and understand

Each learner drafts a different plan here, then explains it aloud. The listener paraphrases its purpose and asks a question about a requirement. The speaker answers. Switch so both have proposed, listened, asked, and answered. Record your own plan and one clarification.

2. Give and receive feedback

Each listener names a specific strength and offers a usable change with a reason. Each speaker restates the feedback and asks for clarification if needed. Switch roles. Record feedback you gave and feedback you received; label the two records.

3. Revise and respond

Consider your partner's feedback. Record your revised plan or a reasoned decision to keep a feature. Explain the decision aloud and invite a follow-up response. Repeat for the other partner, then answer Question 3.

PART 1 • READ AND MARK

Read the scenario and mark its time limit and three design requirements. Answer Questions 1-2, then complete the live exchange in all three stages. Answer Question 3 afterward. Every learner gives and receives constructive feedback. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Identify any two requirements that the draft speech plan fails to meet or does not ensure. Explain each concern using its details.	Accept any two supported concerns: whole-class speeches do not allow the required alternative; twenty two-minute speeches take forty minutes before voting, exceeding ten minutes; speeches about oneself do not explicitly ensure each learner learns two names. Explain each connection; no single pair of concerns is required.
2	Why is "Make it better" less constructive than a specific suggestion linked to a requirement?	It does not identify what needs improvement or how. A requirement-linked suggestion gives the speaker a reason and a feasible change to consider.
3	What feedback did you receive, and how did you use or evaluate it? Explain your reason.	Accept the actual suggestion, an accurate restatement, and a reason for adopting, adapting, or declining it. The learner must show thoughtful consideration, not automatic agreement.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative exchange: A proposes partners interviewing each other and introducing their partner to the class. B paraphrases the aim of learning names and asks how someone can participate without a public speech. A says that part is unresolved.

B says, "The partner conversation gives everyone a smaller audience. Could each pair exchange a name card with another pair instead of presenting to everyone? That would keep a way to join without a whole-class speech." A restates the suggestion, then adapts it: pairs exchange cards, learn two names, and may speak with the other pair or write a greeting.

A records the change and explains that it preserves the name-learning purpose while meeting the participation requirement. They plan two minutes for cards, six for two paired exchanges, and two for checking names. B asks how the written greeting will be shared; A adds that the card recipient reads it. Then B presents a different plan and receives feedback from A.

Observe every learner engaging, giving specific constructive feedback, accurately receiving it, and explaining a decision. Assess reasons and responsiveness, not one preferred plan. The model illustrates one cycle; both partners must complete their own cycle. Feedback may be declined with a relevant reason after being understood. Do not score mere praise or card completion as the target skill.