Activity: Types of Feedback

Theme: Health and Wellbeing

Elements of dance: relationships

Not all people prefer the same style of feedback. We are all individuals and react to support and criticism in different ways. Sometimes positive encouragement can seem hollow, and for many people negative feedback can help them focus thereby making them more determined to prove the critics wrong. (However, this may result in low self-esteem, if applied too frequently.)

1. As a class, view the clip, Nervous. In the episode, Heartbeat, Sammy posts a video of Kat dancing to a Miles Davis’ song online. For Kat the performance was a joke, a way of mocking Miles’ dance videos. Unexpectedly, her uploaded video becomes a hit and as a result she is asked to choreograph and perform Miles Davis’ new video clip. In the clip, Nervous, when Kat reveals before the performance that she is nervous, Miles responds that maybe it’s because this time it is her own choreography that’s on public display. He mocks, “It’s a bit different when it’s your own creativity on the line.”

2. Miles had been hurt by the way Kat had provided feedback on his work. Ask the students what they feel Kat was trying to say by making the video. Ask them to evaluate if she meant any real harm or malice?

3. As a class, brainstorm the different types of feedback we give people. For example, we provide flattery, constructive encouragement, negative comments, and silence, among others. Have students complete Student Activity Sheet E9.5: Positive Feedback, and discuss the characteristics of each type of feedback.

4. Divide the class into small groups of six. One student in the group is nominated to draw an agreed object on the board. The other five students will take on different roles in order to give a different style of feedback. For example, they could be in the role of the flatterer, the constructive encourager, the negative commentator, and the silent partner. They should stand near the student as he or she draws on the board. One by one they will offer their feedback as per their role. (Monitor the negative feedback so that it doesn’t get too personal.)
5. Rotate the roles, so that all students get an opportunity to be the person to have feedback.
6. Have students reflect on the expressive language used for each role. Each student should notate the words and phrases that have most impact for good feedback.

Download
- Student Activity Sheet E9.5: Positive Feedback

Useful resources
- Ausdance Factsheet 16, Caring for the dancer’s body
- Ausdance Factsheet 7, Safe dance floors
- Ausdance Factsheet 13, Safe spaces for dance
- The University of Queensland, Providing Effective Feedback
- Eduweb.vic.gov.au Activity - Giving Effective Feedback
- RMIT Education Journal - Providing Feedback to Students
Types of Feedback

With assistance from your teacher, fill in the details for each type of feedback.

Flattery

Definition:

Example:

Character from Dance Academy who uses this:

Constructive Encouragement

Definition:

Example:

Character from Dance Academy who uses this:

Negative Comments

Definition:

Example:

Character from Dance Academy who uses this:

Silence

Definition:

Example:

Character from Dance Academy who uses this: