

# Types of Feedback

**Purpose:** To equip facilitators with clear, practical guidance on the three core feedback types used in Elevate Adolescence facilitation. Each type serves a different purpose and can be applied in various moments throughout a session to support participant growth.

## 1 ACTION-ORIENTED FEEDBACK

**Definition:** Focuses on clear, specific actions the participant can take to improve or maintain performance.

**Purpose:** To give direct, practical guidance that moves the participant toward a desired outcome.

**Example:** "Next time you lead the discussion, try pausing for three seconds after asking a question so everyone has time to think before answering."

**When to Use:**

- After an activity where a skill can be immediately applied again.
- When a participant is ready for direct, actionable improvement steps.

## 2 CONSTRUCTIVE FEEDBACK

**Definition:** Provides supportive observations about what could be improved, framed in a way that encourages growth.

**Purpose:** To identify opportunities for improvement while preserving confidence and motivation.

**Example:** "You managed the group's energy well today. One thing to watch for is making sure every voice is heard—maybe invite two more people to share before closing the discussion."

**When to Use:**

- During debriefs or reflection moments.
- When the participant needs encouragement alongside suggestions for change.

## 3 SELF-ASSESSED FEEDBACK

**Definition:** Encourages the participant to reflect on their own performance, drawing out insights from their perspective.

**Purpose:** To build self-awareness, critical thinking, and personal responsibility for improvement.

**Example:** "How did you feel the activity went? If you could change one thing about how you facilitated it, what would it be?"

**When to Use:**

- At the end of a session or activity.
- When developing reflective practice in participants over time.