

Make something better for a friend: share and reflect

Lesson at a glance

Greet the class as makers and reconnect each pupil to their helper model from earlier in this project (crayon catcher, bag hook, tip-stopper). Practise kind-comment starters on a sample model, then pairs share at table groups of 4–6: who it is for, what problem it helps, how it works, with one classmate giving an I-like-how comment. Pupils record a whole-model sketch, one proud part and one change on the Investigation Journal page, then name aloud Next time I would... because...

Learning objectives

- Show the model made earlier in this project and explain how it helps a friend
- Listen to one kind comment and name one thing they would change

Before the bell – prep

Gather every finished model (or labelled photo/drawing substitute) onto tables or a side bench before the bell. Print the Investigation Journal page. Clear walkways. Write the three share points and two kind-comment starters on the board. Keep one sample junk model ready for the practice turn.

Materials

Item	Qty	Per	Source	Low-cost substitute
pupil models made earlier in this project	1	pair	classroom	a labelled photo or drawing of the model if the 3D build could not be kept
name labels or sticky notes for models	1	pair	classroom	masking-tape strips with names written in marker
Investigation Journal page	1	pupil	classroom	a blank A4 sheet with space to draw the model and one improvement note

Safety watch-point

Carry models with two hands; keep walkways clear; sit models down between turns so nothing topples near faces.



Teaching moves

- **Kind comments first:** Model one specific comment on the sample model: I like how the pocket is deep so the crayons do not slide out. Give pairs 20–30 seconds to finish I like how... then hear three or four aloud. Rephrase vague praise like it's nice into a named feature before anyone presents their own work.
- **Show your model:** Run table groups of 4–6 first, not a whole-class conveyor. Cap each pair at 45–60 seconds on the three board points while holding the model so the table can see. After every pair, one classmate gives one starter-based kind comment using a seat-order rule (presenter's left, then clockwise). Circulate for 8–10 minutes, then spotlight only 3–4 strong pairs and ask the watching class what job the model is doing.
- **Record your model:** Sketch a simple junk-model shape on the board and label handle and base. State the three-part minimum: whole-model sketch, one proud part marked, one change in words or drawing. Scribe short phrases for writers who need it. Pupils without a model draw the buddy model they helped present.
- **One thing I would change:** Use think-pair-share only: 20 seconds quiet think, 1 minute with a partner, then three or four volunteers. Revoice each answer as change + reason. Redirect make it better toward one concrete part. Leave two minutes to tidy models onto a display shelf or labelled trays.

What it should show

Every pair names a friend and a problem, points to a real part while explaining, and receives one specific kind comment. Journal pages show a whole-model sketch, one proud part and one concrete next-time change (e.g. wider base because it wobbled). Empty answers like make it nicer need a gentle prompt toward one named part.

Misconceptions & interventions

- **Feedback means picking faults in a friend's model.** — Stop and restate: kind comments name one real strength first with I like how... The maker alone names one change about their own work later — not shouted at a classmate.
- **Next time I would make it better — with no part named.** — Point at the model and ask which piece: base, handle, pocket? Revoice until they say one part and a simple because...



Differentiation

Emerging	Developing	Proficient
• Offer a 5-second whisper rehearsal of the three share points or the kind-comment starter before the pupil's turn; scribe a short journal phrase if writing blocks them. • Pair a pupil whose model is missing with a buddy who has one so they still present and comment.	• Prompt listeners who say it's nice to rephrase with a named feature using the board starters.	• Confident pairs may add one material choice and why they picked it; extra part labels on the journal page if time remains after the three-part minimum.

Cross-curricular hook

Ties to English oral language: structured sharing, sentence starters and listening for a specific kind comment.