

Make, share and reflect

Lesson at a glance

Hand back each group's Design Brief plan and ask only who the user is and what one job the helper must do. Groups junk-model from their plan to a clear bar: one working main join and one simple try of the job. They share to a user (visitor or neighbour group) with a tight frame, take one kind I like/I wonder comment, name one change, then draw or write what they made, the feedback and the change on the Investigation Journal page.

Learning objectives

- Make a helper from the plan drafted earlier in this project
- Share with the user, take one piece of kind feedback, and say one thing to change

Before the bell – prep

Return each group's Design Brief plan. Set one junk-modelling tray per group (clean boxes, card, pots, tubes) with tape, glue sticks and round-tip scissors. Confirm users before the bell — partner class, SNAs, or default to neighbour groups so share time is not delayed.

Materials

Item	Qty	Per	Source	Low-cost substitute
group Design Brief plans from earlier in this project	1	group	classroom	a quick labelled sketch each group redraws from memory if a plan was lost
clean junk-modelling kit (card, small boxes, paper tubes, pots)	1	group	classroom	newspaper, plain card offcuts and empty clean yoghurt pots
masking tape	1	group	classroom	sticky tape or glue stick joins on paper models
glue sticks	2	group	classroom	masking tape only
round-tip scissors	2	group	classroom	teacher pre-cuts strips; pupils fold and tape only
Investigation Journal page	1	pupil	provided printable	a blank page ruled into three simple parts by the pupil

**Safety watch-point**

Round-tip scissors only; an adult makes any tricky cuts. Keep floors clear of offcuts. No running with materials. Scissors away first at pack-up; wash hands if gluey.

**Teaching moves**

- **Getting Started:** Hand plans back with kits still closed. Ask only: Who is your user? What one job must the helper do? Do not reopen the full design talk. Name the three key ideas briefly — helper, feedback, improve — then open the trays.
- **Make our helper:** Model one tiny build-and-trial aloud in about two minutes, then send groups to their own plans. Say the finished-enough bar: one working main join, one simple job try, safe to hold — neatness not required. Circulate with What does your plan say comes first?, Which join needs to be strongest?, and Can you try the job once now? At halfway, prompt main joins and one trial before share.
- **Share our helper:** If visitors are not ready, switch straight to partner-group users. Model the share frame once: Our user is... The problem was... Our helper does... Watch this. Keep each share to 45–60 seconds; with eight groups run two rounds of four. Watching groups listen for the job and offer one kind I like... or I wonder... only — no ranking. Supply a kind prompt yourself if a group heard nothing clear.
- **Feedback and one change:** Run a quick think-pair-share only — no writing yet. Stems: The feedback I heard was... and Next time I would change... because... Take two or three pairs aloud. Have Investigation Journal pages ready to hand out the moment this beat ends.
- **Record on our journal page:** Give every pupil their journal page before anyone starts. They draw or write what we made, the kind feedback, and one change — a labelled drawing is enough. Do not add extra boxes beyond the page. Early finishers may sketch a second improvement on the back for the same user.

**What it should show**

A successful helper roughly matches the plan, has one working main join, can try the named job once, and is safe to hold. Groups should name one specific change tied to feedback (e.g. more tape on a wobbling join). If a helper cannot try the job at all, the group usually polished details instead of joining main parts first — send them back to one main join and one quick trial.



Misconceptions & interventions

- **Sharing means showing a perfect, polished finished product.** — Revoice the finished-enough bar: one working main join, one simple job try, safe to hold. Praise a clear prototype that does the job over neat extras.
- **Feedback is ranking or saying what is wrong with someone else's work.** — Hold the class to one kind comment only using I like... or I wonder... Model one specific example yourself, then stop any scores or comparisons.
- **Improve means throwing the whole design away and starting again.** — Ask which one part the feedback pointed to. Have them name a single tweak — stronger join, deeper shelf, bigger handle — still for the same user and job.

Differentiation

Emerging	Developing	Proficient
• Offer pre-cut card strips and a simple fold-plus-tape join so the group can finish one working helper and try the job once. • Accept a labelled drawing plus a spoken sentence for the journal page if writing is hard.	• Prompt midway: Have you joined the main parts yet? Can you try the job once before share? • If stuck, point to one part on the plan and make only that part first.	• Challenge early finishers to strengthen one weak join or add one clearer user label, still on the same plan. • On the journal page, sketch a second improvement on the back for the same user.

Cross-curricular hook

English oral language: practise kind feedback stems I like... and I wonder... when sharing with the user.