

Make something better for a friend: share and reflect

Lesson at a glance

Models from earlier in this project are already on tables. Reconnect each pair to their friend and the problem the helper solves, then practise kind comments on a sample model using I like how... and That would help because.... Pairs share at table groups of 4–6 (who it is for, the problem, how it works) and receive one kind comment each; a few pairs get a short class spotlight. Pupils record on the Investigation Journal: whole-model drawing, one proud part, and one change. Close with a talk-only I would borrow... because... turn.

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 helper model from earlier in this project onto tables or a side bench before the bell; keep any labelled photo or drawing substitute with pairs whose model is missing. Print the Investigation Journal page. Clear walkways. Pre-write the three share points and the two kind-comment starters on the board. Have one sample junk model ready for the practise step.

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	provided printable	a blank A4 sheet with space to draw the model and one improvement note

Safety watch-point

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

**Teaching moves**

- **Getting Started:** Have models visible as pupils enter. Greet them as makers finishing the project. Name one familiar type (crayon catcher, bag hook, tip-stopper), then ask only Who was your friend? and What problem were you helping with?—keep answers short. Pair any pupil without a model with a buddy who has one.
- **Kind comments first:** Point to I like how... and That would help because... on the board. Model one specific comment on the sample model (e.g. deep pocket so crayons stay in). Give pairs 20–30 seconds to finish I like how... about the sample; hear three or four aloud and rephrase vague ‘it’s nice’ into a real feature. Keep this oral and whole-class—no writing.
- **Show your model:** Keep only the three share points on the board. Set table groups of 4–6 (2–3 pairs). Each pair gets 45–60 seconds holding the model visible; after every pair, one classmate gives one kind comment. Use a seat-order rule (presenter’s left, then clockwise) so quieter pupils comment too—whisper the starter if needed. After 8–10 minutes, spotlight 3–4 strong pairs; ask the class What job is this model doing? Cut spotlight first if time is tight, never a pair’s table turn or their comment.
- **Record your model:** Sketch a simple junk-model shape on the board and label handle and base. State the three-part finish line: whole-model drawing, one proud part marked, one change (Next time I would...). Circulate and scribe short phrases. No model means draw the buddy model or the photo substitute. Early finishers from table share may start drawing once their table is done; the page stays in the lesson, not as homework.
- **One thing I would borrow:** Talk only, five minutes—do not re-collect the change already on the journal page. Prompt I would borrow... because... about somebody else’s model. Hear four or five whole-class; name the child being borrowed from. If stuck, ask which model made them say ooh.

What it should show

A successful share names the friend and problem, points to a real part while explaining, and earns one specific kind comment with a starter. Journal pages show a whole-model sketch, one proud feature marked, and one next-time change in words or drawing. Vague ‘it’s nice’ or fault-picking means re-voice the starters and model a strength-first example.

Misconceptions & interventions

- **Feedback means finding faults in a friend’s model.** — Stop and restate: kind comments name one real strength first; ‘one thing I would change’ is only said by the maker about their own work. Model I like how the sides are tall so the crayons stay in on the sample.
- **Pupils say ‘it’s nice’ or ‘I like it’ with no feature named.** — Ask which part they mean—handle, base, pocket—and have them redo the sentence with I like how... plus that part and why it helps.
- **Needing a change means the model failed.** — Frame improve as what real makers always do: the first model is not the last idea. Point to Next time I would... on the board and share a warm example (thicker handle, wider base).



Differentiation

Emerging	Developing	Proficient
• Offer a whisper rehearsal of the three share points before the table turn; scribe a short proud-part or change phrase on the journal page. • Pair a pupil with no model with a buddy presenter so they still help show and join kind-comment and borrow talk.	• Prompt the kind-commenter to add why the feature helps the friend, not only what they like. • If time remains on the journal page, add labels for handle, base, or pocket.	• Confident pairs may name one material choice and why they picked it during the share. • In the borrow talk, ask them to say how the borrowed idea would change their own next build.

Cross-curricular hook

Ties to English oral language: specific praise stems and listening turns in small groups.