



Handout 05.18: Display Card, Explanation Planner, and Feedback Slip

Name: _____ Date: _____ Station: _____ Display table: _____

Word bank: before, after, stitch, useful, hard Turkish: önce, sonra, dikiş, kullanışlı, zor

Portuguese: antes, depois, ponto, útil, difícil Spanish: antes, después, puntada, útil, difícil



Page 1. The display card

Cut on the outside line. Fold the bottom tab back to make it stand, or clip it to a binder clip. Write in pencil first, then go over it in marker.

Your name goes on the BACK only. These cards get photographed for the website.



WAS

What it was, and where it came from.





NOW

What it is now, and who will use it, and for what.





STITCHES

Which of the four stitches you used, and where on the item.





HARD PART

The one thing that was hard, and what you did about it.





EXTRA (only if you added something)

The reinforcement or detail you added, and why there.



CARE (grade 8 stretch, optional)

How to wash and care for this item.





(fold tab)

Back of the card: Name: _____ Station: _____

Page 2. The 45-second explanation planner

Four sentences. Point at the item while you say each one. Read it out loud at your desk and cut words until it fits in 45 seconds.

1. This was a _____ .
2. Now it is a _____ for _____ , who will use it to _____ .
3. I used the _____ stitch here (point) and the _____ stitch here (point).
4. The hard part was _____ and I fixed it by _____ .

Optional fifth sentence, if you have time left: The thing I would change with two more days is _____ .

Practice log (Lesson 5.18 Day 1)

Round	My partner	Time	What they told me to fix
1		_____ sec	
2		_____ sec	

The one line I still need to fix: _____

Day 2 count

Tick each time you give your 45 seconds.

[] [] [] [] [] [] [] []

Or: [] I gave it one-on-one to the teacher (the no-presentation option, worth the same).

Questions I was asked, and what I answered:



Sentence frames

- This was a ____.
- Now it is a ____ for ____.
- I used the running stitch here because ____.
- I used the backstitch here because it is strong.
- The hard part was ____.
- I fixed it by ____.

Page 3. Feedback slips (cut these apart, eight per student)

Fill in at least two, at tables that are not your own. Leave each slip next to the item it is about. **Name the feature, not the person.** “It’s nice” does not count.



TWO STARS AND A STEP Item: _____ Table: _____

Star 1: This works, and here is the part I mean: _____

Star 2: This works, and here is the part I mean: _____

Step, one thing to try: _____

From: _____



TWO STARS AND A STEP Item: _____ Table: _____

Star 1: This works, and here is the part I mean: _____

Star 2: This works, and here is the part I mean: _____

Step, one thing to try: _____

From: _____



TWO STARS AND A STEP Item: _____ Table: _____

Star 1: _____

Star 2: _____

Step: _____

From: _____



TWO STARS AND A STEP Item: _____ Table: _____

Star 1: _____

Star 2: _____

Step: _____

From: _____



(Print four more of the same slip on the back of this page, or run the page twice.)

What counts as a feature

The stitching. The shape. The size. The closure. The idea. The material choice. The finishing of the edges. Whether it actually holds what it is supposed to hold. How the display card explains it.

Two examples

A useful slip: “Star 1: the whipstitch along the top edge is even all the way across, so nothing will fray. Star 2: the size is exactly right for a phone with a case on it. Step: try a bar tack where the loop joins, because that is where it will pull.”

A slip that gets sent back: “It’s really cool. I like the color. Nothing to change.”

Page 4. The vote ballot and the reflection

Ballot

One vote per category. You cannot vote for your own item. Describe the item if you do not know whose it is.

Most Useful (the item somebody would actually reach for):

Most Surprising Material (the item whose WAS line surprised you most):

Best Construction (the item whose stitching and finishing you would want on your own):

Reflection

Answer all five. Full sentences.

1. What did your item start as, and what is it now?





2. Which two stitches did you use, and why those two for this item?





3. What went wrong, and what did you do about it?





4. If you had two more days, what would you change, and what would you keep?





5. What is one thing you would tell a student who is about to do this project?



6. Grade 8 stretch: evaluate your own use of the design process. Which step did you do well, and which step did you skip?



Closure line (back of this page)

The item that changed my mind about what is possible was _____ (describe the item, no names), because _____.

Folder checklist before you hand it in

#	In the folder	[]
1	The finished item	[]
2	The display card, on its stand	[]
3	The design brief (Handout 05.15)	[]
4	The plan sheet with the teacher's initials (Handout 05.16)	[]
5	The paper mock-up	[]
6	The build milestones and finishing checklist, initialed (Handout 05.17)	[]
7	The explanation planner, this handout	[]
8	The reflection, all five prompts answered	[]
9	Rubric 05 with the self-assessment row filled in, score and evidence on all five criteria	[]
10	The slips other people wrote for me	[]
11	The peer review checklist I filled for my station partner	[]