

Lesson 5.18: Fashion Show Gallery and Reflection

Unit: Unit 5, Make It, Mend It, Wear It (Apparel and Textile Production and Design) **Topic:** 5.4 Upcycle Challenge project (days 5 and 6 of 6) **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 2 class periods of 40 minutes (days 140 and 141) **Room:** FACS lab, with the three work stations cleared as display tables. Needles and pins come out only during the Day 1 finishing window, so the count-out and count-in run on Day 1.

Standards

- NYS module line: NYS ATPD 2. Production d) Develop sustainability practices for repurposing apparel items
- NYS module line: NYS ATPD 2. Production c) Demonstrate basic hand and machine sewing techniques by creating or repairing a textile product
- NYS module line: NYS ATPD 1. Selection c) Describe ways personal image and style is projected to others through clothing choices
- CTE theme line: CTE CIR 1. Communication f) Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications
- CTE theme line: CTE CIR 2. Listening c) Show understanding of active listening and feedback techniques
- CTE theme line: CTE PSI 2. Design Process (Proactive) a) Implement a formal design process to solve a given problem by g. Testing and evaluating the prototype and model against the design criteria and constraints; i. Evaluating their use of the design process and how it impacted their final solutions
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students use age-appropriate techniques to select and maintain clothing.
- CDOS Standard 3a Universal Foundation Skills: Interpersonal Skills
- CDOS Standard 3a Universal Foundation Skills: Managing Information
- National FCS 3.0: 16.2.5 Show the right way to care for textile products and to dispose of or recycle them, keeping local and global needs in mind.
- National FCS 3.0: 16.4.5 Show the basic skills for making, altering, repairing, and recycling textiles and apparel.

Enduring understanding and essential question

Big idea: Work that nobody sees teaches nobody. Saying what you made, what was hard, and what you would do differently is the last step of the design process, not an extra.

Essential question: What does my item say to somebody who was not here while I made it?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Complete a display card that names the original textile, the finished item, the stitches used, and one hard part.
2. (Mid) Deliver a 45-second explanation of their item covering four points (what it was, what it is, the stitches, the hard part and what they did) to a rotating audience.
3. (High) Evaluate two other students' items using the two stars and a step format, naming a specific feature and a specific suggested change, and evaluate their own design process in a written reflection.

Vocabulary

Tier 2 (general academic): display, audience, specific, feedback, reflect Tier 3 (FACS): display card, gallery walk, upcycle, construction, two stars and a step, design process. See Vocabulary 05.md for Turkish, Portuguese, and Spanish.

Materials and setup

- Every student's finished item, plan sheet, design brief, mock-up, and Handout 05.17 with the initialed finishing checklist
- Handout 05.18 - Display Card Explanation Planner and Feedback Slip.md, one per student, printed with the display card on heavy paper or card stock if available, the planner and the reflection on the second sheet, and a sheet of eight feedback slips per student
- The three station tables cleared, covered with butcher paper or a cloth, and labeled Table 1, Table 2, Table 3
- Small stands for the display cards: a paper clip bent into a stand, a slit in a folded index card, or a binder clip works
- Three timers, or one visible timer for the whole room, set to 45 seconds
- A ballot slip for each student for the three category votes, or three sheets of chart paper for tally marks
- Markers, pencils, and tape
- Needles, pins, and shears at each station for the Day 1 finishing window only, counted on the station count sheet (Handout 05.05 - Tool Kit Guide and Count Sheet.md)
- A camera or phone for photographs of items only, never faces, never names
- Slides: Slides 05.18 - Fashion Show Gallery and Reflection
- Setup notes: clear and cover the three tables before the bell. Print the display cards on the heaviest paper the copier will take. Decide before Day 1 who is taking the no-presentation option and tell them privately, so they are not deciding in front of the room. Count the needles and pins for the Day 1 window.

Pre-assessment

The initialed finishing checklists from Lesson 5.17 Day 2 are the pre-assessment. They tell you exactly who needs the ten-minute finishing window on Day 1 and who is ready to write. Write the names of the finishing-window students on a card and hand them their bags first, before the do now is over, so the window starts at minute 3 and not minute 8.

Procedure

Day 1: finish, write the card, plan the 45 seconds, set up

Step	Teacher will	Students will	Time
Do now, count-out, and hook	Slide 1. On the board: “In one sentence, what was your item before, and what is it now?” Hand the finishing-window students their bags first. Run the count-out with the Station Managers. Hook: “Tomorrow twenty other people look at what you made. Today you decide what they find out about it.”	Write the one sentence. Count out (Station Managers).	3 min
1. The finishing window	Slide 2 (the seven-line checklist, still up). Students who need it finish; everyone else starts the display card. Circulate to the finishers only. At minute 10, needles and pins go back and the count-in runs for anyone who used them, then everyone is on the card.	Finishers: complete the checklist lines still open. Everyone else: start the display card.	10 min
2. The display card	Slides 3 and 4 (one filled example card,	Write the display card in pencil, check	10 min

	one blank). Read the four required fields out loud and model one on the board in sixty seconds: WAS (what the textile was, where it came from), NOW (what it is and who will use it), STITCHES (the two or more taught stitches used and where), HARD PART (the one thing that was hard and what you did about it). Then the optional fifth field for anyone who added something: EXTRA (the reinforcement or detail you added). Say the rule: the card has to make sense to somebody who was not in the room. Names on the back only, not the front, because the cards go on the website.	it against the four fields, then go over it in marker. Mount it on a stand. Put the mock-up next to it if they kept it.	
3. The 45-second explanation planner	Slides 5 and 6. Read the four-part structure: (1) "This was a ." (2) "Now it is a for ." (3) "I used the stitch here and the ___ stitch here," pointing at the item. (4) "The hard part was ___ and I fixed it by ___." Model it once, out loud, in 45 seconds, with an item in	Fill the four-line planner. Read it out loud once, quietly, at the desk, with the item in hand, and cut words until it fits 45 seconds.	8 min

	hand. Name the two rules: point at the item while you talk, and stop when the timer goes. Then release students to write the planner in their own words, four lines, no paragraphs.		
4. Set up the gallery and practice	Slide 7. Assign items to the three tables (mix the ten paths across tables so no table is all headbands). Show the layout: item, display card behind it, mock-up beside it, nothing else on the table. Pair students within a table and run two rounds of 45 seconds with the timer, listener first, then swap. Circulate and give one correction each: point at the item, or slow down, or add the missing part.	Place the item and card. Practice the 45 seconds twice with a partner, timed, each listening once. Cut or add one line based on the partner's feedback.	6 min
Closure and count-in	Slide 8. Confirm all three counts if pins came out. Closure task below.	Count in. Write the closure line.	3 min

Day 1 total: 3 plus 10 plus 10 plus 8 plus 6 plus 3 = 40 minutes.

Day 2: the gallery walk, the explanations, the vote, the reflection

Step	Teacher will	Students will	Time
Do now and hook	Slide 9. On the board: "Write the first line of your 45 seconds from	Write the first line. Check it against the planner.	3 min

	memory.” One minute. Then the hook: “Three tables, twenty-one items, and every one of them was going to be thrown away nine days ago.”		
1. The rules of the gallery walk	Slide 10. Read the three rules: look, do not pick up unless the maker hands it to you; every slip names a specific feature, not “it’s nice”; two stars and a step means two things that work and one thing to try, and the step is a suggestion, not a grade. Model one good slip and one bad slip on the slide and ask the class which is which and why. State the count: each student writes at least two slips, at tables that are not their own.	Read the model slips. Say which is the useful one and why. Take their eight feedback slips and a pencil.	3 min
2. Gallery walk	Slide 11 (the timer, four minutes per table rotation). Rotate the three groups through the two tables that are not theirs, then let the last four minutes be open. Circulate and read slips over shoulders; catch any “it’s good” and send it back once. Collect nothing yet.	Walk, read the display cards, write at least two two-stars-and-a-step slips, and leave each slip next to the item it is about.	11 min

3. The 45-second explanations, in rotation	Slide 12. Run it by table: everyone stands at their own item, and the other two groups circulate in pairs; the maker gives the 45 seconds to whoever is standing there, as many times as the clock allows, which is usually three or four times. Timer on the wall runs 45-second intervals with a soft cue. Take the no-presentation students one at a time at the side table while the room is loud; they explain one-on-one and it counts identically. Score criterion 5 on the clipboard as you circulate.	Give the 45 seconds three or four times to different listeners, pointing at the item. Listen to at least three others and ask each maker one question.	10 min
4. The vote	Slide 13. Three named categories, read out loud with the definition of each: 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). One vote per	Vote on the ballot slip, one name per category, not their own. Hand the ballot in and start the reflection.	3 min

	category per student, no voting for your own, on the ballot slip. Tally fast on chart paper while students start the reflection. Announce the three at the end of Step 5. No prize beyond the announcement and a photo of the item.		
5. The reflection and submission	Slide 14. Read the four reflection prompts out loud once, then leave them on the slide: (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? Then the fifth line: one thing you would tell a student who is about to do this project. Circulate and collect the folder from each student: display card, plan sheet, design brief, mock-up, finishing checklist, reflection, the slips they received, and the	Write the reflection. Fill the Rubric 05 self-assessment row with one line of evidence per criterion. Assemble the folder and hand it in with the item.	7 min

	self-assessment row of Rubric 05 filled in. Announce the three vote winners in the last thirty seconds.		
Closure	Slide 15. Closure task below, inside the last 3 minutes of Step 5.	Write the closure line on the back of the reflection.	3 min

Day 2 total: 3 plus 3 plus 11 plus 10 plus 3 plus 7 plus 3 = 40 minutes.

The no-presentation option

A student who will not present to the room does this instead, and it is worth exactly the same on criterion 5:

1. The written display card, complete on all four fields, the same as everyone.
2. A one-on-one explanation to the teacher, 45 seconds, at their own station or at the side table, during Step 3 while the room is loud, or before school, or during the Day 1 practice round.

That is the whole option. It is offered privately on Day 1, not announced to the class, and the rubric descriptor for criterion 5 is written so that a one-on-one explanation and a room explanation are scored on the same four parts. A student may also give the 45 seconds to one partner at their own table instead of a rotation, which is the middle path most students who dread this actually take.

Questions to ask

Monitor understanding:

- What was it before? Point to the part that is still original.
- Which stitch is holding that seam, and why that one?
- Who is going to use this, and for what?
- Read me your step from that slip. Is it specific enough that the maker could act on it?

Deepen learning (why and how, tied to their lives):

- Somebody at your table made the same kind of item as you and it looks completely different. Name one choice they made that you did not.
- Your item cost almost nothing in materials. What did it cost in time, and what is that worth?
- Look at the three vote categories. Which one would you rather win, and what does that say about what you value in a made thing?

- You now know four stitches and you have finished two items. What could you fix at home this week that you would have thrown away in March?
- If we did this project again in June with the same rules, what would you make?

Check for understanding

Day 1: the display card, checked against the four fields at the end of the period. A card missing the STITCHES field or the HARD PART field is handed back with one instruction and finished in the first two minutes of Day 2.

Day 2: the clipboard during Step 3, four boxes per student against the 45-second structure (was, now, stitches with pointing, hard part with what they did), plus a count of the slips each student wrote and whether each slip named a specific feature. That clipboard is the score for Rubric 05 criterion 5. The reflection is read after class and scored inside criterion 1's evidence, not separately.

Closure (Time: 3 min each day)

Day 1, one line on the planner: "The part of my 45 seconds I still need to fix is ____." Two students read.

Day 2, one line on the back of the reflection: "The item that changed my mind about what is possible was ____ (no names, describe the item), because ____." Three students read. Keep these; two or three of them, with the items photographed, are the Unit 5 page on the website.

Differentiation and supports

- ELL: the display card is four short fields with a sentence frame printed inside each, so the whole card can be finished in fewer than thirty words; the 45-second planner has the four sentence frames printed and the student fills the blanks, then reads the card; the explanation may be given in the home language with a bilingual partner repeating it in English, or in English from the card read aloud, and both score the same; the feedback slip is a picture-cued form with "Two things that work" and "One thing to try" and a word bank of features (the stitching, the shape, the color, the idea, the size, the closure); the Turkish, Portuguese, and Spanish words for before, after, stitch, useful, and hard are on the handout and in Vocabulary 05.md.
- IEP and 504 (general): the no-presentation option above; the display card may be dictated and written by the teacher or an aide, with the student choosing every word; a printed card with the four fields pre-typed and blanks to fill; the reflection may be spoken into a recording or given as answers to the teacher's four questions; extended time to finish the reflection into the first five minutes of Lesson 5.19; the finishing window on Day 1 for anyone whose item is not done, with no penalty; a quiet table away from the gallery traffic for any student who needs it during Step 2.
- Grade 6 support: three fields on the display card instead of five (WAS, NOW, STITCHES), a 30-second explanation instead of 45 with three parts instead of four, and one feedback slip instead of two.

- Grade 8 stretch: add a fifth field to the card, CARE, one line on how to wash and care for the item using the care vocabulary from Lesson 5.4, which is National FCS 16.2.5 directly. In the explanation, add a fifth sentence naming the constraint that was hardest and how the design met it. In the reflection, answer the sixth prompt: “Evaluate your use of the design process: which step did you do well and which step did you skip?” That prompt is the PSI 2. a) i. line, verbatim in spirit, and it belongs to grade 8.
- UDL checkpoint used: multiple means of action and expression (a written card, a spoken explanation, a one-on-one explanation, or a home-language explanation with a partner all count the same) and multiple means of engagement (the maker owns the item, chooses the audience size, and gets specific feedback from peers rather than only from the teacher).
- No-machine alternative: nothing here needs a machine. The Day 1 finishing window uses hand needles only, and the count-out and count-in run for it. Reduced-dexterity alternative on Day 1: for a student finishing in the window, the pre-threaded needle card, binder clips, and iron-on hem tape are available exactly as in Lesson 5.17; for the display card, a typed card or a card written by an aide from the student’s words.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Complete a display card with all four fields	ATPD 2. d); ATPD 1. c); CDOS 3a Managing Information	Display card, Day 1 Step 2	Formative feeding summative; four-field check; scored on Rubric 05 criterion 5
2. Deliver the 45-second explanation in four parts	CIR 1. f); ATPD 2. c), 2. d); CDOS 3a Interpersonal Skills; National FCS 16.4.5	Explanations in rotation, Day 2 Step 3	Summative; four-box clipboard checklist; Rubric 05 criterion 5
3. Give specific two-stars-and-a-step feedback and evaluate own process	CIR 2. c); PSI 2. a) g., i.; National FCS 16.2.5	Feedback slips, Day 2 Step 2; reflection, Day 2 Step 5	Summative; slips counted and checked for a named feature; reflection read against the four prompts and used as evidence on criteria 1 and 5

The whole project is scored on Rubric 05 - Upcycle Challenge.md, five criteria, 20 points, labs and projects category. Criterion 4, tool safety and station routine, is scored across all four project days from the clipboard, not from today alone.

Homework

None. Items go home after the Unit 5 Test on day 143, with the rubric. Anything a student wants to keep in the room for the display case can stay, with their name on the back of the card only.

Connections

English language arts: the 45-second explanation is a short informative presentation with a required structure, which is a speaking and listening standard, and the two-stars-and-a-step protocol is the peer feedback format the ELA teacher probably already uses. Say so, and use their words if they differ. Art: display and composition on the tables. The school community: a display case in the main hallway for a week, items and cards only, no names and no faces, is the cheapest advertisement a FACS program has. *[Sal: ask for the case by the main office for the week after day 141, and photograph the tables before anything moves.]*

Sources

- NYS Middle Level CTE FACS Content Module 03, Apparel and Textile Production and Design (nyctecenter.org, June 2018), lines 1. c), 2. c), 2. d). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Modules: Communication and Interpersonal Relationships 1. f) and 2. c); Problem Solving and Innovation 2. a) g. and i. Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2. *[Sal: confirm against the NYSED PDF.]*
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 16.2.5 and 16.4.5, per 02 Standards/STANDARDS SOURCES - web research.md, section 4.16.
- Rubric 05 - Upcycle Challenge.md and Project 05 - Upcycle Challenge.md (same folder).
- The two stars and a step feedback format is a common classroom peer-feedback structure, not a standard.

Teacher notes

- The word “fashion show” in the topic title is doing the work of getting students interested, and then this lesson quietly makes it a gallery instead. Nobody models anything, nobody wears anything in front of the room, and nobody is looked at. The items are looked at. That is deliberate, because a middle school class where bodies are on display is a different and worse lesson.
- If a student does want to wear their item (a headband, a wristlet), they may, at their own table, and only if they ask.
- The finishing window on Day 1 is not generosity, it is scheduling. Three or four students will not be done. Ten minutes on Day 1 is cheaper than an unfinished project that scores a 1 on three criteria.

- Common mistake on the display card: the HARD PART field becomes “everything” or “nothing.” Push for one specific spot on the item. Point at the item and ask “which inch was the worst?”
- Common mistake on the slips: “it’s cool.” The model-good-slip-and-bad-slip move on the slide fixes most of it in thirty seconds. Send one bad slip back, publicly but without the name, and the rest improve.
- Vote categories are named on purpose so that neatness does not win everything. Most Surprising Material rewards the student who saw something in a towel, and Best Construction rewards the student whose stitches are even. Read both definitions out loud before voting or the class votes for whoever they like.
- Photograph every item with the display card, no faces, no names. That set of photos is the Unit 5 page on the website, the display case, and next year’s Lesson 5.15 slide deck all at once.
- *[Sal: this is the day to say out loud what the class did, in numbers. Twenty-one items, nine days, one dollar of thread, and nothing bought new. A principal walking past should hear that sentence.]*
- Budget note for the unit plan: card stock for display cards (one pack, about \$6 [update], or use the copier’s heaviest paper for free), butcher paper or three cloths for the tables (free or about \$8 [update]), markers from room stock. Nothing else.