



Slides 05.18: Fashion Show Gallery and Reflection

Lesson 5.18, two days (days 140 and 141). Slides 1 to 8 are Day 1. Slides 9 to 15 are Day 2.

Slide 1: Day 1. Do now, and count out

- In one sentence: what was your item before, and what is it now?
- **If you are finishing today, come get your bag first.**
- **Station Managers: count out. Needles and pins. Both numbers in today's row on the count sheet.**

Notes: hand the finishing-window students their bags before the do now is over. Hook: tomorrow twenty other people look at what you made. Today you decide what they find out about it.

Slide 2: Day 1. The finishing window. Ten minutes.

1. Every seam closed, no gap wider than a pin head
 2. Every thread end knotted and trimmed to a quarter inch
 3. The closure works
 4. No pins left in it
 5. It does the job, tested with the real contents
 6. Raw edges dealt with
 7. Name on the bag
- Everyone else: start your display card.

Slide 3: Day 1. The display card. Four fields.

- **WAS:** what it was, and where it came from
- **NOW:** what it is, who will use it, and for what
- **STITCHES:** which of the four, and where on the item
- **HARD PART:** the one thing that was hard, and what you did about it
- Optional: **EXTRA** (what you added) and **CARE** (how to wash it)
- **Your name goes on the BACK only.** These get photographed for the website.

Slide 4: Day 1. One filled card

- **WAS:** a bath towel from the class donation bin, worn thin in the middle, about 24 by 40 inches.
- **NOW:** a washable produce bag for my grandmother, who carries tomatoes home from the market.
- **STITCHES:** backstitch on both side seams, running stitch on the top channel for the drawstring.
- **HARD PART:** the towel was too thick to fold twice for the channel. I folded it once and whipstitched the raw edge instead.
- **EXTRA:** a bar tack at each end of the channel so the cord cannot rip out.

Notes: this is the bar. Point at each field and say what makes it specific: a measurement, a named person, a stitch with a location, a problem with a fix.

Slide 5: Day 1. The 45-second explanation. Four sentences.

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 ____ .
- Two rules: **point at the item while you talk**, and **stop when the timer goes**.

Notes: model it once, out loud, in 45 seconds, with an item in hand.

Slide 6: Day 1. Write it, then cut it

- Write your four lines in your own words. No paragraphs.
- Read it out loud at your desk with the item in hand.
- Time it. Cut words until it fits 45 seconds.
- If you have time left over, add a fifth sentence: the thing I would change with two more days.

Slide 7: Day 1. Set up the gallery, then practice

- Three tables. Item, display card behind it, mock-up beside it. Nothing else.
- Your table assignment is on the board.
- Then: two rounds of 45 seconds with a partner. Listener first, then swap.
- Fix one line based on what your partner tells you.

Slide 8: Day 1. Count in, then closure

- **Every needle and pin back in the cushion if you used them. All three counts match and I initial each row.**
- Closure line: the part of my 45 seconds I still need to fix is ____ .

Slide 9: Day 2. Do now

- Write the first line of your 45 seconds from memory.
- Then check it against your planner.

Notes: hook: three tables, twenty-one items, and every one of them was going to be thrown away nine days ago.

Slide 10: Day 2. Gallery walk rules

1. **Look.** Do not pick anything up unless the maker hands it to you.
 2. **Every slip names a specific feature.** The stitching, the shape, the size, the closure, the idea, the material, the finishing.
 3. **Two stars and a step.** Two things that work, one thing to try. The step is a suggestion, not a grade.
- At least two slips, at tables that are not your own.

Slide 11: Day 2. Which slip is useful?

Slip A: “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.”

Slip B: “It’s really cool. I like the color. Nothing to change.”

- Which one could the maker actually act on? Why?

Notes: take one answer. Then start the walk. Four minutes per rotation. Read slips over shoulders and send one vague slip back, without naming who wrote it.

Slide 12: Day 2. The 45 seconds, in rotation

- Stand at your own item.
- The other two tables circulate in pairs.
- Give your 45 seconds to whoever is standing there. Three or four times.
- Listen to at least three others, and ask each maker one question.
- Point at the item every time.

Notes: take the no-presentation students one at a time at the side table while the room is loud. Score criterion 5 on the four-box clipboard as you circulate.

Slide 13: Day 2. The vote. Three categories.

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

Notes: read all three definitions out loud before voting, or the class just votes for whoever they like. Tally while they write the reflection.

Slide 14: Day 2. The reflection

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 about to do this project?
 6. **Grade 8:** evaluate your own use of the design process. Which step did you do well, and which did you skip?
- Then fill the **self-assessment row** on Rubric 05: a score and one line of evidence on all five criteria.

Slide 15: Day 2. Folder check, then closure

In the folder	
The item	[]
The display card on its stand	[]
The design brief	[]
The plan sheet with my initials	[]
The paper mock-up	[]
The build milestones and finishing checklist	[]
The explanation planner	[]
The reflection, all five prompts	[]
Rubric 05 with the self-assessment row filled	[]
The slips other people wrote for me	[]
The peer review I filled for my partner	[]

- Closure line: the item that changed my mind about what is possible was _____ (describe it, no names), because _____ .

Notes: announce the three vote winners in the last thirty seconds. Photograph every item with its card before anything moves. No faces, no names.