

## Slides 7.12: Year Reflection and Portfolio

Slide outline for Lesson 7.12. Nine slides, one day, the last day of the course. Deliberately short: the period is twelve minutes of assembling, nine minutes of writing in silence, and six minutes of a closing round, and slides should not compete with any of that. **Slide 3 stays up through the assembling block.**

### Slide 1: Year Reflection and Portfolio

- Unit 7, Lesson 7.12, the last day
- Today: one folder, with your name on it
- It goes home with you Image: a two-pocket folder with a handwritten name label, closed, on a desk. Notes: Every student's named folder is on their desk next to their FACS folder before the bell. The year's loose paper is sorted into six piles by unit on the counter. Rubric 07 is back, complete, with all six criteria and the total. The posters from yesterday are still up so the room looks like the year.

### Slide 2: Do now

- Write down one thing you can do now that you could not do on the first day of school
- Anything. It does not have to be big Notes: Take six answers out loud and do not comment on any of them. Then the hook: hold up one empty labeled folder. "In forty minutes this has a year of proof in it and your name on the front. And then you take it home, because it is yours, not mine."

### Slide 3: Twelve items

**The six from these two weeks:**

- Your resume
- Your three-part answer
- Your STAR story
- The interview feedback sheet a peer filled in about you
- Your team's pitch materials
- Your team's numbers page

**One artifact from each unit. You choose which:**

- Unit 1 Kitchen Skills. Unit 2 Money. Unit 3 Growing Up
- Unit 4 Spaces. Unit 5 Make It Mend It. Unit 6 Farm to Table Notes: Point at the six counter piles. Twelve minutes. Circulate to the students whose checklist is empty and hand them their own lab rubric from the pile.

### Slide 4: One line per item. What does it PROVE?

- Not what you did
- What you can **do**

- Example: “This is Lab 3. It proves I can prepare and serve a dish for a station of seven inside a forty-minute period, on a written time plan” Notes: Model that one on the board with an actual lab rubric in your hand. The push question, asked twice out loud: **“That is what you did. What can you DO?”** It is the same move as the resume bullet and students already know it.

### Slide 5: The year reflection. Four questions.

1. **What can you do now that you could not do in September?** Name what in the folder proves it
2. **What was the hardest thing?** What made it hard, and did it get easier? **If it did not, say that**
3. **What are you proudest of?** It does not have to be your best grade. Point at it
4. **What skill will you use first, and WHEN?** A real week, a real month, a real situation. **“Someday” is not an answer** Notes: Read all four aloud once, then say the rule: every answer names something in the folder. **You may write this in Turkish, Portuguese, or Spanish.** The thinking is the point.

### Slide 6: Nine minutes. Silent.

Notes: Leave this slide up with nothing else on it. **Write your own reflection at the front where they can see you doing it, and do not circulate for the first four minutes.** The room goes quiet because you did. Photograph the resume, the reflection, and the checklist for your own records during this block; it takes four minutes with a phone against a wall.

### Slide 7: Optional: what would you tell a sixth grader?

- One sentence
- If you say yes, it may get typed up with **no name on it** and posted on the wall in September Notes: The ones who say yes are giving you the best first-day material you will ever have. Type them over the summer.

### Slide 8: The closing round

- One sentence each. Standing
- Any line from your reflection
- **You may pass**
- Nobody comments. Including me Notes: Enforce the no-comment rule on yourself first. Not “that’s great,” not a nod, nothing. Twenty-seven sentences with no commentary is a serious thing and students can feel it. The teacher goes last, not first.

### Slide 9: Take the folder home

- Everything in it, you did
- I set the room up, I set the clock, and I asked the questions
- You cooked, you sewed, you measured, you costed it, and you stood up in front of four adults and said a price out loud
- **When somebody asks what you can do, do not tell them. Open it** Notes: Say it, do not read it. Initial each checklist at the door as the folder goes out. Say “the folder goes



home” one more time on the way out; students assume everything gets collected, and the fact that this one does not is the point of it.