Prepare one small making session

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Get a small place-making session ready
A practical start

Offer a locally approved broad drawing surface, two actual large materials already available and a broad pretend visitor mark. Paper/card, suitable large classroom blocks or appropriate fabric may offer different choices; none is mandatory. One child-chosen part is enough for a first start. Keep the project tabletop, flat or otherwise locally approved for pretend figures; children do not climb into, under or onto a structure.

Before actual making, decide what material, tool, joining method, surface, cleanup, storage and adult supervision are suitable for this child and this setting. Loose placement, an own drawing and child-directed adult placement remain available. If tools are used, demonstrate that specific approved action after first idea capture and apply the school’s procedure. Do not distribute small loose objects, assume reused packaging is suitable, require food/water/electricity, prescribe equipment or claim a tested safe recipe. No real weather shelter, human access, structural strength or building compliance is certified by this model activity.

Room and workflow
1. Choose: give a child or flexible small group a blank place and time to name a job. Keep model comparisons away until the first idea is saved.
2. Make a part: choose the actual available material/action. Parallel loose placement, adult-direction, drawing and spoken-plan spaces avoid waiting for a single tool.
3. Try or prefer: let children choose an actual marker trial or what they prefer. A willing tester is optional; ask before involving anyone.
4. Keep work: use an own sketch, dictated note or retained actual work. Do not require a photo, account, public display or a child’s name on material shared online.
5. Reset: record which work is actually retained; never write tomorrow’s lesson as though a model exists if it has been dismantled or the child took another route.

Pair roles can switch: one child communicates a choice while another willing participant performs their own actual action. Do not assign quieter children permanently to “observer” or credit one child with the other’s construction. No competitive speed, best building, compelled praise or compulsory presentation. A single-child or adult-assisted session is equally available.

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Prepare one small making session · continued

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Evidence worth keeping
The child’s chosen purpose, two distinct ideas if actually offered, communicated choice, material/action/steps, own actual action and own evaluation are different observations. Child-directed adult action shows communication/direction and the adult’s physical action. A drawing, digital arrangement or spoken next step is a plan. An actual child mark, movement or join supports the action observed; it does not establish every part of safe manufacture. Usual access support is recorded fairly without a deficit score; leading content suggestions are recorded separately.

For familiar-place learning, use the local-source procedure (REAL-WORLD-AND-LOCAL.md): actual place already known, credible person/source and specific attributed choice. A new museum fact, adult-made diagram or imagined intent alone does not establish familiarity or the maker’s reason. No cross-subject credit is automatic.

Assessment that helps the next lesson
Use ASSESSMENT-GUIDE.md (in the separately selected educator collection) privately to select one first and one matching later form. Save first original responses before models. Teach one actual component between attempts and record what was taught. Capture later work before feedback. Report observed components and conditions rather than a numerical whole-code grade or “improvement” caused by the worksheet. It is publicly available formative material, with prior exposure checked; it is not secure assessment.

Five visual aids and descriptions (aids/TEXT-ALTERNATIVES.md) · Participation choices (SWITCHES.md) · Staff component guide (in the separately selected educator collection) · Interactive guide (interactive/TEACHER-NOTES.md). Original © NeuroForgeIO Pty Ltd 2026, CC BY 4.0 (licenses/CC-BY-4.0.txt); source and rights ledger (SOURCE-AND-RIGHTS.md).

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