Ten full daily scripts and30 routes

Complete text · original source wording with native layout

Ten flexible Design starts

Each start can use about 25 minutes as an adaptable planning suggestion: arrive/choose 3, show an idea 4, compare or demonstrate 5, make 7, notice 4, save/reset 2. This is not measured classroom pacing or a requirement to complete a model or assessment. Split a start, pause, revisit or choose one small part. Preparation (TEACHER-GUIDE.md) and switches (SWITCHES.md) apply throughout. Save own first ideas before ordinary worked models or feedback. First/later assessment needs the selected source and its own blank response (ASSESSMENT-GUIDE.md).

Day 131 · A tiny place with a job

Child job: Choose what your pretend place is for. Make one small part.

Prepare: Offer two locally approved large materials already available, a broad pretend visitor mark and a blank surface. No model building before children choose a first purpose. An adult checks space, loose material and any actual joining action.

Invite and capture first: Put down a blank sheet or clear space. Say: “A little visitor needs a place. What could happen there?” Accept an own job, looking, resting, arriving or listening; do not require these suggestions.

Teach / model: After the first idea is saved, show a deliberately unfinished fictional place on a separate sheet. Say: “Mine is a looking place. I can choose where the picture goes. Yours can do another job.” Make clear it is adult work.

Make or direct: The child chooses one part and a material/action: a flat base, placed broad block, own drawing or an adult moving a part to the child’s direction. Pause after one action and ask whether this still serves the chosen job.

Try / choose: Offer an actual self-try with a broad visitor marker if desired, or a preference: “What would you keep?” Record what moved or was preferred, not a guessed visitor feeling.

Save and notice: Save the child’s first purpose, material/part choice and actual actor/action. A spoken idea is a plan; the adult’s manufacture is separately named.

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Ten full daily scripts and30 routes · continued

Complete text continues

Three routes:
- Short start: select a job with usual communication, then direct one placement. Stop there; no drawing requirement.
- Hands-on start: choose between two approved large parts, place one and move the broad visitor mark once if wanted.
- Explore more: make a second first part for the same job and compare which you prefer, giving any own reason.

Day 132 · Who chose that spot?
Child job: Look at a place you really know. Notice one choice a person made.

Prepare: Select an actual already familiar classroom place with the child: a reading area, shelf, art space or work table. Verify a person-chosen feature through a willing staff account, retained school source or attributable arrangement made now. No invented architect intent.

Invite and capture first: Ask: “Which place here do you already know?” Let the child identify it through pointing, words, sign, AAC or a drawing. Ask “What do you notice?” before giving an explanation.

Teach / model: If a willing adult actually arranged the selected book tray, they may say their own choice and purpose. Attribute those words. If the maker’s reason is unknown, keep it unknown; observation of a wide gap alone does not prove a reason.

Make or direct: Choose a feature worth trying in the child’s pretend place, or deliberately choose something different. Make a new small part or show an own plan. Optional national people-design fact card is extra source practice, not evidence this new place is familiar.

Try / choose: Ask: “How does your choice fit the job you picked?” Keep child interpretation separate from the staff/source account. A disagreement or personal preference can guide another design.

Save and notice: Privately note actual place, familiarity basis, source/person, date, observed feature, attributed account and own response. Unknown source fields stay unknown; do not upload children’s details.

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Ten full daily scripts and30 routes · continued

Complete text continues

Three routes:
- Short start: point to a known place and one noticeable part. Adult reads an actual willing source account without demanding a spoken reply.
- Hands-on start: arrange one already approved classroom part now with a willing staff member, then make a pretend version of that chosen feature.
- Explore more: compare two genuinely familiar places with different jobs. Ask a neutral question about one actual choice; do not generalise to all users.

Day 133 · Two ways to make room
Child job: Try two ideas. Choose the one you want to make.

Prepare: Two blank plan spaces, broad approved parts and familiar communication supports. Keep ordinary model comparisons until after the child’s first two ideas are captured.

Invite and capture first: Say: “Your place has a job. Can you show two ways to arrange it?” Moving one part, an oral alternative or two drawings can communicate different ideas; identical repeats do not become two just because two boxes are filled.

Teach / model: After capture, compare an adult fictional looking place with pictures along the edge and another with a central display. Say neither is the required answer. Ask what the child would choose for their own job.

Make or direct: Child chooses an idea and one first material/action. They may combine ideas or invent a third. Build one actual part if locally appropriate; the drawing or interactive place maker remains an own plan.

Try / choose: Use the chosen purpose or preference to explain a choice. If the child actually tries a marker, log the action and what happened; do not infer a real person can use a building from this model.

Save and notice: Retain both original ideas, the chosen idea and the child’s reason or indication. Usual communication and neutral transcription remain credited to the child.

Three routes:
- Short start: adult records the child’s two oral or indicated positions using empty spaces, then the child selects one.
- Hands-on start: place the same broad parts two ways and keep a simple drawing of each; no photos needed.
- Explore more: draw a top view and a front view of one own idea. Explain what each view can and cannot show.

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Complete text continues

Day 134 · Pick a part. Make a start.
Child job: Choose what to use. Plan a few steps. Make one part.

Prepare: Adult approves the specific material, joining method, tools, surface and access arrangement. Loose placement or drawing is a full available route; never require scissors, glue, fabric, blocks, standing or a purchase.

Invite and capture first: Put the chosen idea nearby. Ask: “Which bit will you make first? What could you use?” Let the child compare actual available materials by seeing, touching if wanted or receiving an accurate adult description.

Teach / model: Demonstrate the exact locally approved action on separate adult material only after the child’s step plan is captured. Name the tool/action and relevant local limit plainly; do not teach generic “be safe” without an actual procedure.

Make or direct: Child communicates a small sequence, then performs an actual locally approved action, directs an adult or updates a plan. Adult pauses if the setup is unsuitable. Keep each actor and type of help clear.

Try / choose: Ask: “What happened when you used that material?” Record an actual bend, move, join or mark if it happened. Plan-only children can explain a possible next step without a fabricated physical result.

Save and notice: Save steps, material/action selection, actual child action, adult action/help and stop/change if needed. No speed or fine-motor skill score.

Three routes:
- Short start: child directs one loose part to a chosen position; adult notes a plan/direction and their own placement.
- Hands-on start: choose one pre-approved joining action and make a small actual join; adult supervises according to local procedure.
- Explore more: use a different available material for the same part, comparing actual observed behaviour without a strength or weather claim.

Day 135 · Your first place challenge
Child job: Show your own first idea. Then decide what to make.

Prepare: Select one complete first held source E–J and its own blank response. Check prior exposure privately. No staff key, worked model, place-maker design or hints before the child’s first response is saved. One component can be captured and continued later.

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Invite and capture first: Read the selected source exactly, neutrally explaining unfamiliar words without supplying a design. Say: “Show your idea your way. You can ask me to read it again.” Allow usual access support and record any content help.

Teach / model: No model during first capture. Save the original four responses or actual partial work first. This is open formative material, not secure testing; public prior exposure is reported.

Make or direct: After capture, offer the child’s chosen next action with locally approved materials, or child-directed adult construction or a plan. Record these later actual actions separately from the first response.

Try / choose: After capture, an actual self-try or preference may be recorded. A willing peer is optional. Do not supply a successful trial just because the source asks about one.

Save and notice: Save exact source/stage/date/exposure, original work, prompt/help and mode; actual making and trial are separate appended observations. Use educator guide to identify one teachable component, not an overall grade.

Three routes:
- Short start: read one unit and capture the child’s first purpose/idea through usual communication. Continue remaining units at another suitable time.
- Hands-on start: save the original spoken/drawn plan first, then offer one safe making action. Do not backfill the first answer from the later model.
- Explore more: child can propose a second alternative in the first response without new constraints or leading praise. Later explain their choice.

Day 136 · Can your visitor get there?
Child job: Try your pretend place. Notice what actually happens.

Prepare: Use the child’s genuinely available work, or choose a new blank design; never imply a missing earlier model exists. Choose a broad pretend visitor marker locally approved for the actual activity. This is toy-scale use, not human access certification.

Invite and capture first: Ask: “What would you like to try?” The child may move a marker through their own gap, place it beside the display, or select another action serving the chosen job.

Teach / model: After the child predicts or chooses a trial, an adult may demonstrate on their own model: one marker fits one observed opening; a different marker may need another arrangement. State only the observed model result.

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Complete text continues

Make or direct: Child chooses where to begin and move the marker or directs an adult; record who moved it. If materials are unavailable, the interactive place maker can test digital positions but supplies a digital result only.

Try / choose: Ask: “What happened? What would you keep or change?” A preference is acceptable even if the marker fitted. Do not call a collision a child failure or insist on a single correct layout.

Save and notice: Record actual model/marker/action/actor/outcome; separate prediction, digital-plan trial and personal preference. No measured width, comfort or structural performance supplied.

Three routes:
- Short start: make one actual marker placement, or indicate the preferred spot while the adult does it; describe only that event.
- Hands-on start: try the same broad marker in two self-chosen arrangements and compare actual outcomes.
- Explore more: predict and then try a different locally approved broad marker. Explain why the toy-scale result cannot establish access for real people.

Day 137 · Ask. Listen. Keep their words.
Child job: Ask a willing person about one choice. Keep their answer as theirs.

Prepare: A peer/adult may choose to try or comment on the child’s model; no audience, disclosure, public sharing or compelled partner. Ask consent locally; a pretend visitor has no testimony. Self-use/preference is a complete alternative.

Invite and capture first: Let the child choose a question: “What would you like to do here?” or an own neutral question. Save it before offering an optional question example; avoid “You like mine, don’t you?”

Teach / model: After capture, show a fictional question pair in adult words: “Where would you put this?” asks for a choice; “The middle is best, isn’t it?” suggests an answer. This is fictional practice, not a real reply.

Make or direct: If someone actually agrees, ask the chosen question about the actual model. The adult can transcribe the exact reply privately and read it back. Child can choose whether to use that idea.

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Try / choose: Separate a willing person’s actual movement from their words and the child’s interpretation. If no reply is given, record no reply; do not replace it with a puppet’s imagined answer.

Save and notice: Keep own question, willingness, actual action and faithful attributed words separately. A response from one person is not evidence every user benefits.

Three routes:
- Short start: child asks an adult to read one question or communicates it through their usual support; no partner required.
- Hands-on start: willing tester moves one broad marker in the model while the child watches or receives a faithful description.
- Explore more: compare what a willing tester actually did with what they said, without deciding one must be wrong. Ask one further neutral question if welcome.

Day 138 · Keep it? Change it?
Child job: Choose one part to keep or change. Try your choice.

Prepare: Use available actual work or a fresh blank start. Bring retained purpose/own preference and any actual attributed trial or reply. Unknown earlier outcomes remain unknown.

Invite and capture first: Ask: “Which part would you keep? Is there a part you would change?” Keeping a preferred design is a valid evaluation; change is not compulsory proof of learning.

Teach / model: After first choice, an adult can show their own fictional revision moving a display to an edge. Say why they chose it for their own job, not that all designs should do the same.

Make or direct: Child chooses one change and actual approved action, or an own plan. Save the earlier work before revision by a simple drawing or retained original, not a compulsory photograph.

Try / choose: Retry the same actual model action if it occurred before, or choose a new first trial and label it new. Record what happened this time; do not claim improvement from a revised drawing alone.

Save and notice: Keep old/new idea, reason, actual actor/action and the actual repeat or new trial. Preference and plan evidence remain useful at their own scope.

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Complete text continues

Three routes:
- Short start: point to one part to keep and one possible change; adult records both without requiring manufacture.
- Hands-on start: move one actual broad part, repeat the child’s chosen trial and notice any observed difference.
- Explore more: try two possible changes separately and choose one based on purpose or preference; keep each trial’s conditions visible.

Day 139 · Same stuff. A different job.
Child job: Use your materials for a new pretend place.

Prepare: Set out the same available approved material family; no new purchase. Select an ordinary practice context or an own purpose unlike the current place. Do not show the held later source or staff key.

Invite and capture first: Ask: “What else could happen in a little place?” A looking place might become an arrival place or a story space. The child names the job and shows two possible ideas before models.

Teach / model: After own ideas, show a fictional display that becomes a waiting place by moving one part and changing the story. It is not a required conversion or proof a real waiting area would meet people’s needs.

Make or direct: Choose which part to reuse/reposition and one new action if desired. Actual reuse means a material is actually used again; a spoken reuse plan is named as a plan.

Try / choose: Evaluate the new arrangement for the new purpose or own preference. Optional willing question remains neutral and replies attributed; no tester is required.

Save and notice: Save new purpose, distinct ideas, choice, available material and actual reuse/making/trial if present. Note the component taught after the first held attempt and before the later one.

Three routes:
- Short start: child indicates a new job and directs one new placement, with no obligation to dismantle cherished work.
- Hands-on start: reuse one available actual part in a new arrangement and try a broad marker once.
- Explore more: keep one arrangement but change its job. Explain which feature still fits and which might need a change.

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Day 140 · A fresh place challenge
Child job: Try a new brief. Show your own next idea.

Prepare: Use the matching later E–J source, its own response page and a real record of targeted teaching completed after first capture. If no teaching occurred, label this another attempt, not post-teaching progress. Different work conditions and prior exposure remain visible.

Invite and capture first: Read the new source without first/later model answers or leading comparisons. Say: “This is a new job. Show what you would try.” Usual neutral access support stays available.

Teach / model: Save later original responses before feedback or ordinary models. Do not reopen the first key beside the learner or require a performance about improvement.

Make or direct: After capture, offer an own making action or plan/direct route with actual locally approved materials. Separate those actions from what was shown at first capture of this new source.

Try / choose: After capture, evaluate through actual self-use or personal preference, optionally a willing actual user. Compare only observed components under recorded conditions; do not infer full curriculum or a caused learning gain.

Save and notice: Retain first source/work, actual teaching log, new source/work, prompt/help/mode, later physical observations and chosen next teaching step. No child outcomes are supplied by this authoring pack.

Three routes:
- Short start: capture a first purpose/idea for the new brief through usual communication and continue later; do not penalise unfinished units.
- Hands-on start: save the new plan first, then observe one actual safe chosen action; identify the actual child/adult roles.
- Explore more: child proposes an own third alternative and explains why it fits the new job; no extra difficulty for access needs.

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