Day 2 — A living thing can be in a cared-for place

Year 1 HASS · flexible 20-minute start: 3 choose + 4 model + 8 make/try + 3 compare + 2 notice next. Spread or shorten for actual access, interest and class context; the clock is not a learner criterion.

Useful job: Add a useful feature key to your guide, with room for 'it depends' or 'not enough information'.

Prepare: O1, child guide, three optional word cards natural/managed/constructed, an unknown card; no plant tasting, picking, water handling or outing.

Source: O1 and the actually chosen source from Day 1. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1K03, AC9HS1S02, AC9HS1S03; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Read O1's naturally formed hill, deliberately planted bean patch and built sign. Explain that these are stated features of an invented source. A square drawn green is not evidence that a real place is a garden.

2. On a separate fictional kitchen-window card, distinguish a living herb from its planted/maintained pot arrangement and the built sill. Natural material and managed setting can overlap. We need source detail before deciding.

3. The child chooses a feature in their actual selected source and a useful description. Add their own mark/word/object label and its source clue. Allow two descriptions when they identify different aspects, or unknown when the origin/care is missing.

4. Check whether someone could match the key to the source feature. The child can make that check alone; name actual who/what was used. A correct colour match without a meaning is not a category explanation.

5. Ask 'Which source detail helped?' If category is guessed from colour, reteach on a different planter/fence pair. If a model is called a real local place, revisit provenance before any K03 observation.

Keep the complete notice packet. Original expression CC BY 4.0; code/font/renderer terms separate.

Choose or switch a response route

No fixed learner types. Usual speech, sign, gesture, AAC, tactile/large marks, exact description, wanted scribe and neutral child-directed operation remain available in every route. Rest, private, pass or finish are valid. Record who chose, made and operated; a supplied plan or adult's choice stays attributed.

- P — paper/object: Lay feature scraps beside large word/object cards. A child can sort, re-sort or leave unknown and indicate the specific source clue.

- D — draw, mark or direct: Draw two aspects of one feature or direct a scribe: 'plant is living; patch is planted and cared for'. A usual sign or exact description can replace the drawing.

- T — optional local device: On Place Board choose Context/unknown until evidence supports another feature type. Edit the type and inspect the printed description. The type selector does not verify nature, locality or care for you.

Observe and choose next: Record feature, context and source clue. K03's genuine local place and breadth remain absent for O1; this is introductory feature-language practice.

Two worked contexts C03/C04 (worked-contexts.html) · H02 home invitation (home.html) · X02 extra choice (extras.html) · Actual work/try record (own-guide.html).

For a selected formative first stage, capture its own response before exposing keys/models/feedback. Later stages require actual unrelated targeted teaching and dated interval/exposure/support records; ordinary lessons offered are not teaching evidence. Educator stage chooser.

Free reuse: Original SubjectNest teaching text © NeuroForgeIO Pty Ltd 2026, CC BY 4.0. Credit, link the licence and mark changes. Whole notice (source-and-rights.html); authority, outside sources and learner work have separate rights.