Day 3 — Make a labelled guide you can actually use

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: Create a small labelled map/model whose source and viewpoint someone can identify.

Prepare: Child source, blank place mat, movable large features or broad drawing tools; local Place Board optional. No precise school security layout or personal route.

Source: Child's selected source; O1 remains available. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1S02, AC9HS1S06; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Choose the part of the place and the job to show. A tiny two-feature guide is enough if useful; there is no compulsory number, title style, neatness score or speech performance.

2. Model on a separate imaginary laundry shelf: a square stands for a basket, a line for a shelf, a start-corner mark fixes our view. Add 'invented laundry model' as source. Symbols simplify; they do not measure the place.

3. The child makes actual marks/objects/digital features and labels or an agreed exact description. Keep their own source line, viewpoint cue and meaning key. If they direct adult fabrication, record that creative direction separately from the adult's movement.

4. Use the source to check one chosen relationship, such as patch beside sign. Correct, keep or remain unsure. A drawing not yet made stays a plan; an actually arranged model can be tried now.

5. Ask a short question about one chosen location. If symbols lack meaning, teach a key with new toy-shop symbols; if source is missing, model the difference between source label and place name.

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: Build a labelled paper/tactile model. Use broad raised corner and movable labels or spoken/signed/AAC key; a sheet need not be visually complex.

- D — draw, mark or direct: Draw/mark a map and its key, or direct exact wanted adult writing. The adult can read the source neutrally but must not choose which features or positions meet the child's job.

- T — optional local device: Create actual features on Place Board; give each a useful label and chosen position. Add source type/description and viewpoint in the words. Read the actual linear list and revise it.

Observe and choose next: Observed recording/communication requires the child's own actual map/model or account and source use. A preprinted aid or adult-made answer is not that evidence.

Two worked contexts C05/C06 (worked-contexts.html) · H03 home invitation (home.html) · X03 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.

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