Day 8 — Make a care proposal you can explain

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: Suggest a small source-supported care action and test a model change before asking responsible adults.

Prepare: Child source/guide, a removable proposal card, blank actual try log; D3 only after adult checks current page. No litter handling, plant treatment or changes to grounds.

Source: O1 or an actually reviewed local source; D3 optional council proposal update. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1K04, AC9HS1S03, AC9HS1S05; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Look at an actual source detail. Ask 'What could we do to care for this place or make this guide clearer?' A proposal can improve a model without accusing a real place or user of a problem not observed.

2. Model on an unrelated fictional art-supply corner: source shows papers across the model passage. Propose moving only those paper features on the model. This does not authorise changing a school/public path.

3. The child states one source clue, a provisional action and who could review a real change. Make the action only on paper/approved model or local tool. Keep the original arrangement before the try.

4. Try the changed model for the chosen job and record actual result/unknown. D3's council update describes plans and conditional anticipated timing; it is not proof a dog area opened. A child may propose a question instead of an alteration.

5. If source fact and proposal blur, reteach with a fresh seed-sorter 'shows / suggests / adult decides' set. If caring is reduced to one group, keep the missing different-group/First Nations breadth visible for later properly sourced teaching.

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: Place a separate proposal card beside the model; move only permitted broad paper features. Keep old/new positions and actual trial or not tried.

- D — draw, mark or direct: Draw a provisional revised guide or dictate source clue/action/responsible adult. Mark a drawing not physically arranged as a design, not an implemented care action.

- T — optional local device: Keep a current Place Board copy, make the proposed edit and run a real self/helper find task. The edit is a digital model change, not council approval or grounds maintenance.

Observe and choose next: Source-supported conclusion/proposal is a component opportunity. K04 includes changing places and different groups including First Nations Australians; this partial care job does not exhaust it.

Two worked contexts C15/C16 (worked-contexts.html) · H08 home invitation (home.html) · X08 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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