Day 9 — Make a local example current enough to 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: Add a checked local source line and a useful question to your guide, or keep the guide honestly as a model.

Prepare: One adult-prepared complete source card, stated locality/period/provider/check date/rights/context; blank local review card. Children need no online search or login.

Source: L1, D1/D2 or teacher-prepared LOCAL-SOURCE-REVIEW replacement. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1K03, AC9HS1S01, AC9HS1S02, AC9HS1S03; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Adult prepares and reviews the actual source before the lesson, including locality, source availability and suitability. Gracemere is local only for relevant learners. If no relevant source is ready, say 'invented model today' and continue making.

2. Show on an unrelated invented marina notice how 'checked today' differs from 'happened today'. A changed webpage can leave older information visible; compare the actual source and date rather than just trusting a search heading.

3. The child collects a supported feature/location detail from the selected actual source and updates their guide source line. They can choose what to ask next. A teacher's supplied source is not the child's fieldwork or interview.

4. Try whether the source line helps identify which place/period the guide describes. Review changes to questions/answers together. If information cannot be confirmed, keep unknown, replace the example or return to fiction; do not manufacture a missing answer.

5. If a nearby place is assumed local to everyone, reteach location relation with the adult's reviewed community source. If the child generalises from one listing, compare one new scoped source and name what each can actually establish.

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: Use a prepared source card and broad feature labels on the mat; place the actual provider/date slip beside the guide. No outing or family address.

- D — draw, mark or direct: Draw or direct an exact sourced feature/relationship and write/dictate provider and period. Use the source's actual meaning; English spelling/handwriting is not the HASS criterion.

- T — optional local device: Enter the reviewed public place/source details on Place Board and choose source type Provided factual source. The selector is only a label; adult review supplies verification, and the tool neither fetches nor certifies facts.

Observe and choose next: Genuine supplied local evidence may contribute to K03/S02/S03; no current real encounter, full feature set or local field observation is inferred from selecting a card.

Two worked contexts C17/C18 (worked-contexts.html) · H09 home invitation (home.html) · X09 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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