Make a place guide people can use

Year 1 HASS · Term 1, Weeks 1–2 · Days 1–10 · v0.1 source candidate · 7 October 2026.

Make something someone can use. Keep it small: a paper place model, a labelled drawing, an exact description or an optional local digital board. Choose a question, try a clue, keep or change a detail, and say which source helped. No outing, family disclosure or buying supplies is needed.

Teacher quick start (teacher.html) · Child start (learner.html) · Family start (family.html) · ten daily starts (day-01.html) · original source cards (ordinary-sources.html) · own guide and actual try record (own-guide.html).

Pick a useful next step

Day · Start · What can actually be made or tried

1 · Give the guide a job (day-01.html) · An own question and actual feature arrangement

2 · Features need context (day-02.html) · A source-supported meaning key, with unknown allowed

3 · Make a labelled guide (day-03.html) · Actual paper/drawn/directed/digital map or model

4 · Try before finished (day-04.html) · A genuine kept version, find/match trial and chosen next move

5 · Dates and source records (day-05.html) · An unscaled, supported earlier/later record strip

6 · Viewpoint matters (day-06.html) · A location clue tried from a named viewpoint

7 · Two purposes (day-07.html) · Source-attributed perspective discussion and alternative guide

8 · Care proposal (day-08.html) · A modest provisional proposal and permitted model try

9 · Review a local source (day-09.html) · A sourced detail, or an honestly labelled model

10 · Keep and choose next (day-10.html) · Own account, optional actual sharing and specific next inquiry

C20 worked contexts (worked-contexts.html), H10 substantive home invitations (home.html) and X10 extra choices/projects (extras.html) offer other domains. Three routes per day can be

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switched: paper/object, draw/mark/direct and optional device. No fixed learning styles or neurotype tracks. Usual communication, exact description, large/tactile marks and wanted neutral adult operation are available.

Five original visual aids and complete alternatives (alternatives.html) · Local Place Board (../../source/interactive/index.html), empty at start. The Board uses no account, external service/API, upload, camera/microphone, analytics or persistent storage; work stays in this tab. Local static hosting loads the adjacent files and linked materials through ordinary browser requests. You can also open the HTML file directly where your browser permits. Complete paper route (board-setup.html).

Source and teaching boundaries

This opening focuses on useful place-guide work: partial K03 and selected K04, with S01–S06 component opportunities depending on actual action/source use. Fiction/model work cannot supply local-place evidence or an interview. The complete Year 1 national source, including History and First Nations care requirements, remains visible in NATIONAL-SCOPE.md (national-scope.html). K01/K02 and full K04 breadth need further suitable genuine teaching. No state syllabus, year completion, grade, human trial or approval is claimed.

The factual council record pair and current place cards (fact-cards.html) carry place, provider, period, publication/check dates, context, rights and limits. They are original scoped summaries; actual original sources need adult review. Gracemere is local only for relevant learners. No feature drawing becomes a factual park map.

Formative sources are separately selected from the educator stage chooser. A/B and unused reserves RA/RB have individually complete first/later sources and own blanks. Keep keys/models back until the first response is captured. Later release needs actual unrelated targeted teaching, interval/exposure/support records, not a planned lesson or automatic progress assumption.

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