Day 1 — Give your place guide a job

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: Help someone find a feature in your chosen safe place or model. You can make a garden, a reading nook, a toy town or another place you want to explore.

Prepare: Two or more broad paper scraps or safe large objects, a firm reachable sheet, a pencil or wanted scribe, O1 exact description. Use an approved local view only if already reviewed.

Source: O1 — Sprout Yard invented source. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

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

A runnable start

1. Ask: 'What would you like your guide to help someone find?' Offer a feature to locate, a quiet place to notice, or the child's own job. Read O1 as invented; do not turn its labels into facts about this school.

2. Model one question on a separate empty table: 'Where could I put the sign so I can find this paper shop?' Put the sign somewhere and report that actual table arrangement. A question has not already answered itself.

3. The child chooses one source and an actual question. Place, draw, dictate or enter at least the features needed for their job. Do not silently make the guide for them. If a child chooses to observe only, record observation rather than production.

4. Try looking from the chosen start corner and finding a feature. A self-trial is valid as a self-trial; it is not another person's feedback. Record the feature found, uncertainty or not tried, without filling a predicted success.

5. Ask 'What do you want to find out next?' Keep the child's actual question and source. If only a feature name appears, model a where/what question with a different pair tomorrow. If a helper supplied the question, preserve that support.

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: Move large paper features on a mat and a separate start marker. The child chooses what each stands for; tell the source and position aloud or by usual communication.

- D — draw, mark or direct: Draw or mark a place on blank paper, or direct a wanted adult's exact drawing. Point, sign, AAC or dictate the actual question; a drawing is optional and adult choices are named.

- T — optional local device: Open the local Place Board. Enter an invented/model source, add named features at chosen positions, and inspect the actual description. The child may direct an adult operator. This has no saved work after closing.

Observe and choose next: Keep an actual source label, child question and contribution. These are components of questioning/recording; naming the lesson's code proves nothing.

Two worked contexts C01/C02 (worked-contexts.html) · H01 home invitation (home.html) · X01 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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