Day 4 — Try the guide before calling it finished

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: Find out what your guide makes clear, then keep or change a real detail.

Prepare: Guide, a copy/photo-free trace of its current arrangement, blank try log, optional real willing helper. No interview or recorded personal data needed.

Source: Actual child guide and selected source. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1S03, AC9HS1S05, AC9HS1S06; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Choose a tiny trial: find the labelled feature from a stated start or match a symbol to its meaning. Ask a helper if they actually want to try; the child can instead self-test or leave it untried.

2. Teacher demonstrates a self-trial with a separate pretend repair shelf. The source says tape beside box; the guide's arrow points to cloth. State the actual mismatch and move the arrow, not the source facts.

3. Keep the current version before changing it, using paper tracing, adult exact recording or Place Board's Keep copy. Try the chosen task. Let the user point/speak/sign/AAC or give no reply. No helpful fictional quote becomes observed feedback.

4. The child chooses keep/change/another try/stop. Record the actual attempted task, who operated and what was seen or unknown. If a helper points at a label, do not infer that everyone can use the guide.

5. If the child repeats an expected result as fact, reteach expectation versus observation on a fresh parcel-shelf guide. If location is unclear, compare source and guide with a fixed corner. Schedule a real next move, not automatic attainment.

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: Keep a paper trace or second actual arrangement before moving a label. Run the stated find/match trial with a safe large token or usual communication.

- D — draw, mark or direct: Draw before/after or dictate the exact observed trial to a scribe. The child chooses the revision; a helper's redesign remains the helper's decision.

- T — optional local device: Keep an actual current copy on Place Board, edit/move a feature, then compare current and kept descriptions. Write only an actual trial note or 'not tried'. The tool does not detect user understanding.

Observe and choose next: Separate predicted task, actual attempt, observed result/reply and chosen revision. A kept copy alone is not a successful trial.

Two worked contexts C07/C08 (worked-contexts.html) · H04 home invitation (home.html) · X04 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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