# Day 6 — Your viewpoint changes left and right

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: Make a location clue that stays understandable when a reader moves.

Prepare: A mat with fixed marked corner, two or three feature scraps, source description, optional local-source card L1. No route to a child's home.

Source: O1 and own guide; L1 optional factual place relationships. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

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

## A runnable start

1. Ask someone to face the model from the marked corner. Identify the start/viewpoint before using left/right. A north arrow must not be added to a real map unless its orientation is actually sourced.

2. On a separate imaginary breakfast tray, show bowl beside jug and napkin between bowl and cup. Turn the viewer, not the features; 'beside' remains while viewer-left can change. Say what this model actually demonstrates.

3. The child chooses a relationship from their source and makes a clue or moves a label. Try it from the same stated corner. With L1 use only council-stated northern/southern/between relationships; no guessed exact layout or walking route.

4. Compare the clue to the actual selected source. If a second willing person tries, record their actual response or none. A plan to guide a visitor is not a trial. Keep/change/finish is available.

5. If viewpoint shifts unnoticed, reteach with two fresh furniture scraps and a big start-corner cue. If relative direction is mistaken for measured distance, teach that this unscaled map does not supply metres.


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/point to large labels beside/between/near, keeping the chosen corner fixed. Use tactile features or exact verbal description when useful.

- D — draw, mark or direct: Draw a location clue or direct a scribe; the child decides the relationship. A complete spoken/signed/AAC description can serve the guide without drawing.

- T — optional local device: Use Place Board's named top/middle/bottom positions and inspect its actual linear descriptions. Those positions are on this board; they are not verified north, scale or real-world distances.

Observe and choose next: Record actual location/source/viewpoint. An invented spatial clue remains model practice; local K03 needs a relevant genuine place source and source-supported features/location.

Two worked contexts C11/C12 (worked-contexts.html) · H06 home invitation (home.html) · X06 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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