Day 7 — Two useful ideas can be different

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: Give your guide an optional second explanation without pretending to speak for every user.

Prepare: V1 exact fictional speaker cards, child guide, two empty response scraps. No diagnosis, disability role-play or survey of classmates' private needs.

Source: V1 — invented shade-shelf perspectives. Complete ordinary sources (ordinary-sources.html) · Dated factual cards (fact-cards.html).

Partial national opportunities: AC9HS1S04, AC9HS1S06; whole national scope (national-scope.html). Actual evidence governs each component.

A runnable start

1. Read V1 with fiction label: one imagined maker wants a clear shelf for sorting; another wants a place to pause near planted pots. These are supplied perspectives, not actual interviews.

2. Model on a separate invented market cart: a seller values visible labels and a shopper values a place to set a basket. Neither statement proves what all sellers/shoppers need or whether the cart is accessible.

3. The child matches each V1 statement to its speaker and discusses a difference or connection. They may choose their own optional guide preference, both/neither/another idea or pass. Do not require personal disclosure or a justification for access needs.

4. Make two alternative guide labels or arrangements and actually compare them with the stated source purposes. If you ask a real willing user, report only that user's words/permission; no invented quotation or universal rating.

5. If two views are treated as a right/wrong quiz, reteach two stated purposes with a fresh toy-depot pair. If the child's own reason is not offered, record preference only and leave explanation unobserved.

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: Place two speaker/source slips next to the features each refers to. Child makes two optional movable label choices and indicates the connection in usual communication.

- D — draw, mark or direct: Draw/dictate two different captions for the same guide or describe them exactly. Attribution remains to the supplied imaginary speaker; adult words stay attributed.

- T — optional local device: Use Place Board to keep one actual layout, change a label/position for a different stated purpose, and compare. The software's two lists are versions, not two human users or opinions.

Observe and choose next: S04 requires actual discussion of perspectives with source use; a pair of supplied quotes or matching labels alone does not establish broader achieved discussion.

Two worked contexts C13/C14 (worked-contexts.html) · H07 home invitation (home.html) · X07 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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