

Case 3: What should a group do after a public mistake?

Content note

The recap caption blames younger attendees for a late start. Keep the discussion on the event in the story, and do not ask students to describe times they were blamed or stereotyped.

Overview

Students read a short story in which the crew’s recap caption blames “the younger crowd” for a late start. They build a timeline from Jordy’s setup log, which shows that a projector failure caused the delay, and compare it with Gia’s first apology draft. They then write a correction that names the error and a repair step with an owner and a way to check it.

Before this case

Students should already be able to:

- name the audiences for a message and the channels that reach them
- summarize what a professional code asks of its members
- write a structured plan under headings

Objectives

Students will be able to:

- match each audience to a channel that reaches it
- write an accurate key message that stays the same across channels

Objectives, continued

- measure understanding rather than reach
- resolve one tension between reputation and harm with a professional code

Materials

- This chapter, one copy per student
- Evidence A, B, C and D
- The PRSA and RTDNA code cards
- The plan template with seven headings

The task in this edition

Task: Build a full crisis communications plan for the recap error: goals, audiences, key message, channels, holding statement, correction and measurement.

Students make: Communications plan, one page (about 400 words)

Pacing

Opener (page 44): 5 min. Short on time: 4 min. Read What happened aloud. Skip the opening question.

Key terms (pages 45 and 46): 5 min. Short on time: skip.

Look at the evidence (page 50): 8 min. Short on time: 7 min. Students fill in only the “What it shows” boxes.

Pacing, continued

Look at the evidence (page 51): 6 min. Short on time: 4 min. Read Anika’s message and Gia’s draft aloud. Skip the boxes.

Key idea (pages 52 and 53): 10 min. Short on time: 8 min. Skip the In the news section.

Sort the evidence (page 54): 8 min. Short on time: skip.

Practice (page 55): 6 min. Short on time: skip.

Your task (pages 56 and 57): 12 min. Short on time: 10 min. List the audiences together on the board.

Your draft (page 58): 22 min. Short on time: 20 min. Students draft the plan in class and finish the measurement section at home.

Check your work (pages 59 and 60): 6 min. Short on time: skip. Collect plans and score them yourself.

Questions to discuss (pages 61 and 62): 10 min. Short on time: 7 min. Discuss questions 2 and 3 only.

Talk about this case at home (page 63): at home.

Periods: full chapter 98 minutes; one period 60 minutes.

Standards

RI.11-12.1 Back up an analysis with the strongest evidence from the text, including where the text leaves things uncertain.

Case 3 plan, continued

Standards, continued

- RI.11-12.7** Combine and evaluate sources in different media to answer a question or solve a problem.
- W.11-12.1.a** Introduce a precise, informed claim, show why it matters, distinguish it from opposing claims and organize the argument logically.
- W.11-12.1.b** Develop claims and counterclaims fairly and fully, with the best evidence for each, keeping the audience’s knowledge, values and possible biases in mind.
- SL.11-12.1.c** Keep a discussion moving with questions that probe reasoning and evidence, and make sure the full range of views is heard.
- SL.11-12.1.d** Respond to different views, pull together what each side says, resolve conflicts where possible and name what still needs research.
- D2.Civ.10.9-12** Analyze how personal interests and perspectives affect the use of civic virtues, democratic principles and rights. In this case: Students analyze how personal interest (protecting the crew’s image) competes with fairness.
- D4.3.9-12** Present arguments and explanations to audiences outside the classroom in print, oral or digital form. In this case: Students adapt the correction for the people who saw the original post.

Codes of ethics

- **PRSA Code of Ethics:** Free Flow of Information
- **RTDNA Code of Ethics:** Independence and transparency
- **Credo for Ethical Communication:** “We accept responsibility for the short- and long-term consequences of our own communication...” (one of nine unnumbered principles)

Heat map

- ■ □ **Opener (page 44):** Medium
- □ □ **Key terms (pages 45 and 46):** Low
- □ □ **Look at the evidence (page 50):** Low
- □ □ **Look at the evidence (page 51):** Low
- □ □ **Key idea (pages 52 and 53):** Low
- ■ □ **Sort the evidence (page 54):** Medium
- □ □ **Practice (page 55):** Low
- □ □ **Check your work (pages 59 and 60):** Low

Try it at your school

Help a club you’re in write a corrections rule.

- Ask the editor or advisor of a school newsletter, club account or yearbook how they fix mistakes
- Suggest a three-step checklist: name the error, show the evidence, say what changes
- Offer to test it on an old post together

Try it at your school, continued

- Keep any real examples anonymous
- Who to ask:** School newspaper or yearbook advisor, club advisor, student council secretary
- Safety:** Don’t repost someone else’s mistake to criticize them. Talk to the club privately first.

Sources

- Public Relations Society of America (PRSA), “PRSA Code of Ethics,” October 2000
- Society of Professional Journalists, “SPJ Code of Ethics,” September 6, 2014
- Critical Media Project, “Zootopia: the press conference,” No date listed

Case 3: What should a group do after a public mistake?

The crew’s recap caption blamed younger neighbors for a late start, but the event log shows the projector failed.

On your own Read What happened. Underline the caption and the time the projector failed. About 5 minutes.

Your role: You’re the one who checks the log’s times before the correction goes up. **New skill:** Correct a public mistake.



Gia and Jordy sit at a table with a laptop and a printed page.

What happened

It is Sunday at the edit desk. Caio, 24, edited a short recap of Friday’s screening. The crew posted it on Saturday morning. Gia’s caption, “Great night, once the younger crowd finally got organized,” sounded believable, because a few people did arrive late.

Then Jordy checks the setup log. The projector failed at 5:40 p.m. The replacement was not running until 6:20, twenty minutes after everyone was seated. The log also says Anika and Dec helped carry chairs before the doors opened.

Anika sends the group a voice note asking why she and Dec are the problem in the post. Gia wants to take responsibility. Her first draft of a correction is mostly about how bad she feels, and the recap caption is still up.

Your question: What should the correction say, and what will the crew do differently next time?

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: 4 min. Read What happened aloud. Skip the opening question.

💬 Say this

“Imagine a post says your group caused a problem, and you were helping. What should the post say instead?” — Take two answers. Keep the focus on the crew’s post.

👁 Watch for

Misconception: Students treat the caption as a harmless joke. **Listen for:** “It’s just a caption.” **Then:** Ask who the caption names and what it says they did. Point to Anika’s message.

📋 Support

- Read What happened aloud while students follow along.
- Write the three times on the board: 5:40, 6:00 and 6:20.

🔥 Heat check

■ ■ □ **Medium.** The caption blames an age group, and students may bring up times they were blamed.

Cool-down: Keep the talk on the crew’s post. Nobody needs to share a personal story.

Key terms

On your own Read each key term and its example. Then write your first guess in the box. About 5 minutes.

Claim A claim is a statement that something is true. You can check a claim with evidence.

En español: afirmación

In this case: The caption claims the late start happened because “the younger crowd” was not organized. Jordy’s setup log checks that claim.

Correction A correction is a public statement that replaces wrong information with accurate information.

En español: corrección

In this case: Gia edits the original caption, not just her story, so people who saw it learn what was wrong.

Accountability Accountability is owning a mistake and doing what you said you would do to fix it.

En español: rendición de cuentas

In this case: The crew names who fixes the caption, who contacts Anika and Dec, and who checks the next recap against the log.

Who is involved



Gia

Wrote the recap caption

“I wrote ‘once the younger crowd finally got organized.’ A few people did come in late, so it felt true. I never checked why we started late.”



Jordy

Kept the setup log on Friday

“My log says Anika and Dec were carrying chairs before doors opened. The caption turned them into the reason we started late.”

⌚ Pacing

Full chapter: 5 min.

✂ Short on time: skip this page.

💬 Say this

“Write your first guess now. You will come back to it at the end.” — Keep first guesses private unless a student wants to share.

👁 Watch for

Misconception: Students think saying sorry is the same as a correction. **Listen for:** “She apologized, so it’s fixed.”

Then: Reread the definition. A correction replaces wrong information with supported information.

📖 Support

- Pair students who share a language to explain each term.
- Frame: “The claim was _____. The correction says _____.”
- **Cognates:** correction (corrección), evidence (evidencia), error (error), projector (proyector), stereotype (estereotipo), repair (reparación), responsibility (responsabilidad), public (público).

🔥 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Before you look at the evidence, what should Gia's correction say first?

➤ My first guess is an explanation of the projector failure, because that caused the delay.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Reading passage

When an explanation becomes blame

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 5 minutes.

Words to know

- **Claim:** A claim is a statement that something is true. You can check a claim with evidence.
- **Correction:** A correction is a public statement that replaces wrong information with accurate information.
- **Accountability:** Accountability is owning a mistake and doing what you said you would do to fix it.

The story: The log nobody opened

The crew's first neighborhood screening, the one saved from a cropped clip in Case 1, went ahead on Friday. On Saturday at 11:08 a.m., the crew posted a recap. Caio, 24, had edited the video. Gia, 21, wrote the caption: "Great night, once the younger crowd finally got organized." It seemed accurate to her in the loose way captions often do. A few people had arrived late, and the evening had started late, so the two facts fused into a cause.

On Sunday at the edit desk, Jordy opens the setup log. At 5:40 p.m., a projector failure was reported. At 6:00, attendees were seated. At 6:20, a replacement was connected, twenty minutes after the audience sat down. The final line notes that Anika and Dec, the two youngest people involved, carried chairs before the doors opened. Jordy writes in the chat that no one opened the log before posting, Jordy included.

Anika's voice note lands next: "We were helping you set up. Why are we the problem in this post?" Gia had already drafted a response, which was never posted: "Sorry if this came across wrong. We love our younger neighbors and would never want anyone to feel excluded." Rereading it, she recognizes the conditional "if" as a dodge. The draft also never mentions the projector.

Stop and think. How did two true facts, a late start and some late arrivals, combine into a false claim?

Two jobs in one caption

The caption did two jobs at once. It explained the late start, and it assigned blame for it to a group of people. The first job is a **claim**, a statement that something is true that can be checked with evidence.

Pacing

Reading: about 5 min (715 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: The log nobody opened":** How did two true facts, a late start and some late arrivals, combine into a false claim?
2. **After "Two jobs in one caption":** Why does accountability include limits on what the crew asks of Anika and Dec?
3. **After "What research and professional codes add":** Walter and Murphy found that explanations beat bare denials. What explanation should the correction give?

Two jobs in one caption, continued

Case 1 gave you the method: find the original source. The log is that source, and it replaces the caption's explanation with a mechanical one.

A **correction** is a public statement that replaces wrong information with accurate information. A strong correction here has a clear order. It names the wrong claim, states what the log shows and places the fix where the original audience will see it. Caio's rule, fix the same post instead of burying it under a new one, follows from that last requirement.

Accountability is owning a mistake and doing what you said you would do to fix it. In practice, accountability becomes a list of named owners. Gia corrects the post. Caio keeps a visible correction note with the edit. Jordy adds a source check before publication. Each owner is a named person rather than the crew in general, so anyone can check later whether the work was done. Just as important is what accountability does not require. Anika should not have to comfort Gia or approve the correction in public. Jordy suggests offering Anika a private way to respond and then letting her decide what she thinks. Jordy also proposes a test of success that ignores view counts. Ask a few people who saw the first post why the screening started late. If they still say "the younger crowd," the fix failed.

 **Stop and think.** Why does accountability include limits on what the crew asks of Anika and Dec?

What research and professional codes add

A 2016 study of apologies found that acknowledging responsibility and offering repair mattered most among six elements (Lewicki et al., *Negotiation and Conflict Management Research*, April 6, 2016). Research on misinformation points the same way. A meta-analysis of 65 studies found that corrections work better when they explain what is true rather than simply denying the false claim (Walter and Murphy, *Communication Monographs*, May 15, 2018). Gia's draft offered neither an explanation nor a repair.

Journalists write the prominence rule into their ethics. The RTDNA code says ethical journalism requires "owning errors, correcting them promptly and giving corrections as much prominence as the error itself had" (RTDNA Code of Ethics, June 11, 2015). NPR's public editor describes naming the error, fixing it on the story and keeping a public list (NPR, October 21, 2022).

The film connection sharpens the stakes. In *Zootopia* (2016), Judy tells a press conference that a set of incidents has a biological explanation tied to one group, and Nick's reaction shows a personal cost her official answer overlooks. In our reading, good intentions do not erase the effect of an unsupported claim about a group. The animal groups in the film are not a scientific model of human race. The crew's caption is far smaller, but it made the same kind of move. Your job is to check the log's times before the correction goes up.

This page continues page 47. The notes for both pages are on the sheet for page 47.

❓ **Stop and think.** Walter and Murphy found that explanations beat bare denials. What explanation should the correction give?

Sources

Real source | Negotiation and Conflict Management Research (Lewicki et al.) | April 6, 2016

An Exploration of the Structure of Effective Apologies

Real source | Communication Monographs (Walter & Murphy) | May 15, 2018

How to unring the bell: A meta-analytic approach to correction of misinformation

Real source | Radio Television Digital News Association (RTDNA) | 2015

RTDNA Code of Ethics

Real source | NPR Public Editor | October 21, 2022

That was wrong

Real source | **Critical Media Project** | **No date listed**

Zootopia: the press conference

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 47. The notes for both pages are on the sheet for page 47.

Look at the evidence

On your own Read each document. For each one, write what it shows and what it leaves out. About 8 minutes.

Evidence A | Recap caption, posted Saturday 11:08 a.m.

The caption

Great night, once the younger crowd finally got organized.

Look closely: Which group does this caption ask readers to blame, and on what evidence?

What it shows

➤ A public claim about cause that names an age group and no evidence.

What it leaves out

➤ What the setup log recorded at the time.

Evidence B | Setup log, Friday evening

Jordy's event log

5:40 p.m. Projector failure reported. 6:00 p.m. Attendees seated. 6:20 p.m. Replacement projector connected. Note: Anika and Dec helped carry chairs before doors opened.

Look closely: What happened at 5:40 that the caption never mentions?

What it shows

➤ A same-night record: a 5:40 failure, a 6:20 fix, and Anika and Dec helping.

What it leaves out

➤ What each attendee experienced, and whether latecomers mattered.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 7 min. Students fill in only the “What it shows” boxes.

💬 Say this

“Put your finger on 5:40 in the log. Now find anything in the caption about the projector.” — Wait for “nothing.”

👁 Watch for

Misconception: Students decide Gia is a bad person.

Listen for: “Gia is just rude.” **Then:** Ask what the evidence shows Gia did. The caption made a claim she never checked.

📄 Support

- Give the four documents on separate half-pages.
- Read Anika's message aloud in a neutral voice.
- **Cognates:** correction (corrección), evidence (evidencia), error (error), projector (proyector), stereotype (estereotipo), repair (reparación), responsibility (responsabilidad), public (público).

🔗 Stretch

- Ask which document was written at the time and which were written later, and why that matters.

🌡 Heat check

■□□ Low.

Look at the evidence, continued

Evidence C | Voice note to the crew

Anika's message

"We were helping you set up. Why are we the problem in this post?"

Look closely: What fact does Anika add, and what is she asking the crew?

What it shows

➤ The person the caption blamed, correcting the record and naming the harm.

What it leaves out

➤ What response Anika wants, public or private.

Evidence D | Draft correction, Saturday 2:15 p.m., not posted

Gia's first correction

Sorry if this came across wrong. We love our younger neighbors and would never want anyone to feel excluded.

Look closely: What fact does this correct? Who does the word "if" put the problem on?

What it shows

➤ An apology about intent that uses "if" and corrects no fact.

What it leaves out

➤ The false cause, the real cause and any repair.

What is still missing from the evidence?

➤ What each attendee actually experienced, whether any latecomers affected the start at all, how far the recap was reshared, and whether Anika wants any public response.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: 4 min. Read Anika's message and Gia's draft aloud. Skip the boxes.

💬 Say this

"Put your finger on 5:40 in the log. Now find anything in the caption about the projector." — Wait for "nothing."

👁 Watch for

Misconception: Students decide Gia is a bad person.

Listen for: "Gia is just rude." **Then:** Ask what the evidence shows Gia did. The caption made a claim she never checked.

📖 Support

- Give the four documents on separate half-pages.
- Read Anika's message aloud in a neutral voice.
- **Cognates:** correction (corrección), evidence (evidencia), error (error), projector (proyector), stereotype (estereotipo), repair (reparación), responsibility (responsabilidad), public (público).

🔗 Stretch

- Ask which document was written at the time and which were written later, and why that matters.

🔥 Heat check

■□□ Low.

Key idea: corrections

On your own Read the key idea and the code of ethics. Then answer the question in the box. About 10 minutes.

Gia's caption did two jobs at once. It explained the late start, and it blamed a group of people for it. A **claim** is a statement that something is true. You can check a claim with evidence. Jordy's setup log checks the caption's claim and shows a projector failure instead.

A **correction** is a public statement that replaces wrong information with accurate information. It should appear where people saw the mistake, so the crew should edit the recap caption itself. A 2016 study of apologies found that taking responsibility and offering to repair the harm mattered most. Gia's first draft talks about loving younger neighbors, and it does neither.

Accountability is owning a mistake and doing what you said you would do to fix it. That means naming who corrects the caption, who contacts the people it blamed and who checks the next recap. Anika does not have to comfort Gia or approve the correction in public. The crew can offer her a private way to respond.

Professional standards

Real source | Public Relations Society of America (PRSA)

PRSA Code of Ethics: Free Flow of Information

"Act promptly to correct erroneous communications for which the practitioner is responsible."

In plain words: Public relations professionals who belong to PRSA agree to fix their own mistakes quickly.

Question: The recap caption went up Saturday at 11:08 a.m. What should the crew change first, and where?

Your answer

The first change is ____, made in ____, because ____.

➡ The first change is the caption, edited in the original post with a correction note, because the error should be fixed where it appeared.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 8 min. Skip the In the news section.

💬 Say this

"A correction replaces wrong information with supported information. Which document supplies the supported information?" — Wait for the setup log.

"The PRSA code says to act promptly to correct errors. What should the crew fix first?" — Point to the caption.

👁 Watch for

Misconception: Students treat the PRSA code as a law.

Listen for: "The crew could get sued for that." **Then:** Say: "A code of ethics is a standard a profession sets for its own members. The PRSA code is not a law."

📖 Support

- Read the code card aloud. Point out the label: it is a quotation from a real code.

🔗 Stretch

- Read the RTDNA card. Ask whether a new post or an edit to the original would reach more of the same readers.

🔥 Heat check

■□□ Low.

How a real newsroom corrects mistakes: name the error, fix it on the story and keep a public list.



A real brand apology after an ad played into a racial stereotype; compare the words with what changed afterward.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 52. The notes for both pages are on the sheet for page 52.

Sort the evidence

On your own Compare the four accounts. Mark where they agree, where they differ and which one was written at the time. About 8 minutes.

Place the four accounts side by side. Where do they agree, where do they split, and which one was written down at the time?

Account 1

Caption: the night went well once the younger crowd got organized.

Account 2

Event log: projector failed at 5:40; replacement connected at 6:20; Anika and Dec carried chairs.

Account 3

Anika: “We were helping you set up.”

Where they agree

☞ The screening started late.

Where they differ

☞ What caused the delay: a group’s behavior or an equipment failure?

Check: Which account was recorded at the time rather than remembered afterward?

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

☞ People who saw the recap but were not there. I would ask what they now believe caused the delay.

Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

Say this

“Put the four accounts side by side. Which one was written down at the time?” — Wait for the log. Model one row together.

Watch for

Misconception: Students trust the caption because Gia was there. **Listen for:** “Gia was there, so her caption counts.” **Then:** Ask which account was recorded at the time. The log was written that night, and the caption came the next morning.

Support

- Let students write A (agree) or D (differ) in each box before writing sentences.

Heat check

 **Medium.** The missing-perspective question can lead to talk about how younger people are treated.

Cool-down: Keep it about the people in the case. No student speaks for an age group. Return to the log.

Practice: choose a response

On your own Choose what goes first in the correction and explain why. Then fix the two marked lines. About 6 minutes.

What should go first in the correction?

☐ A An explanation of how bad Gia feels about the caption.

☒ B The wrong claim, and what the event log shows.

☐ C Delete the post and stay quiet.

Why I chose it

➤ B. A correction has to replace the claim with the record. A offers regret without facts, and C removes the post but not the belief.

Improve a draft

A student's first draft

We want to apologize for our last post. We didn't mean to offend anyone and we love having younger people at our events. It was a really stressful night and ① things were hectic so we said something we shouldn't have. Honestly we were all tired and trying to get everything set up on time, and it's been a lot. We are sorry if anyone was hurt. ② We promise it won't happen again and we hope everyone keeps coming! Thank you all for your support and understanding, it means a lot to us.

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

➤ Our log shows a projector failure at 5:40 p.m. and a fix at 6:20.

Rewrite phrase 2

➤ Before each recap, Jordy checks every claim about a cause against the log.

⌚ Pacing

Full chapter: 6 min.

✂ Short on time: skip this page.

💬 Say this

“Gia is ready to post. What goes first?” — Vote first.

👁 Watch for

Misconception: Students choose A because it sounds sincere. **Listen for:** “She should say how bad she feels.” **Then:** Ask what A tells Anika about the delay.

🔥 Heat check

■□□ Low.

➤ Answer key

A revised version: Correction: our recap said the screening started late because younger attendees were disorganized. That was wrong. Jordy's event log shows the projector failed at 5:40 p.m. and the replacement was connected at 6:20. Anika and Dec actually helped carry chairs before doors opened. We have edited the original caption and messaged the people it blamed. Starting with the next event, Gia and Jordy will check any claim about causes against the event log before we post. We're sorry we blamed people who were helping us. If you see something we got wrong, message Jordy.

Other notes on the draft:

- “We didn't mean to offend anyone” Talks about intent. It still doesn't say what was wrong.
- “We are sorry if anyone was hurt” “If” puts the problem on readers. Name who was blamed.
- “we hope everyone keeps coming” Good goal, but a repair makes that more likely than a hope.

Grades 11–12

Your task

On your own Read the steps. Fill in the planner boxes before you start your draft. About 12 minutes.

Build a full crisis communications plan for the recap error: goals, audiences, key message, channels, holding statement, correction and measurement.

Use: Case evidence plus PRSA Code of Ethics and SPJ Code of Ethics excerpts on correcting errors.

You'll make: Communications plan, one page (about 400 words)

Time: 60 minutes

- 1 Reread Evidence A, B, C and D. List every audience that saw the caption or was named in it.
- 2 Match each audience to a channel that reaches it.
- 3 Write one key message that is accurate for every audience.
- 4 Plan a holding statement and a correction.
- 5 Write a measure that checks understanding, not views.
- 6 Cite one code to resolve a tension between reputation and harm.
- 7 Draft the plan, about 400 words, on the Your draft page.



Prefer typing? Scan to open the online workspace.

Audiences and channels

🔗 Recap viewers: the edited post. Anika and Dec: a direct message. The whole crew: the group chat.

Key message

🔗 The projector failed. Younger attendees did not cause the delay.

Case 3 | Your task | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 12 min.

✂ Short on time: 10 min. List the audiences together on the board.

💬 Say this

“Who saw the caption, and who was named in it? Those are two different audiences.” — List both groups before students choose channels.

👁 Watch for

Misconception: Measurement counts views or likes. **Listen for:** “We’ll see how many people liked the fix.” **Then:** Ask what a like tells you about what someone understands. Then ask for a question to put to viewers.

📄 Support

- Plan template with seven headings
- Example measurement questions

🔗 Stretch

- Resolve a tension between protecting the crew’s reputation and minimizing harm, citing a professional code.

📋 Standards

Common Core: RI.11–12.1; RI.11–12.7; W.11–12.1.a; W.11–12.1.b; SL.11–12.1.c; SL.11–12.1.d.

C3 Framework: D2.Civ.10.9–12; D4.3.9–12.

The Case plan sheet gives each code in plain words.

Measurement

A tension, and the code that resolves it

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

07 Answer key

- Every audience has a matching channel
- Key message is accurate and consistent
- Measurement checks understanding, not views
- Cites a professional code to resolve a tension

Your draft

On your own Write your draft in the boxes. Use your planner from the page before. About 22 minutes.

Your communications plan, about 400 words

🔗 **Goal:** people who saw the recap learn that a projector failure, not younger attendees, delayed the screening. **Audiences and channels:** recap viewers see the edited caption and a visible correction note. **Anika and Dec** get a direct message from Gia. **The crew** reads the plan in the group chat. **Key message:** the projector failed at 5:40 p.m. and was replaced at 6:20. **Younger attendees** did not cause the delay. **Holding statement:** We got the cause of Friday's delay wrong in our recap, and we are correcting it now. **Correction:** Gia rewrites the caption to name the error and the logged cause, and Caio keeps a visible correction note. **Repair:** Gia and Jordy check every claim about a cause against the event log before the next recap. **Nobody** asks Anika or Dec to comment in public. **Measurement:** a week later, the crew asks people who saw the first post what caused the delay. If they still say "the younger crowd," the correction did not reach them. **Tension:** editing the original keeps the error visible, which is uncomfortable for the crew. **The RTDNA code** asks for corrections with as much prominence as the error, so the crew edits the post in place instead of deleting it.

Case 3 | Your draft | Grades 11–12 educator edition

🕒 Pacing

Full chapter: 22 min.

✂️ Short on time: 20 min. Students draft the plan in class and finish the measurement section at home.

💬 Say this

"Your plan has to protect the crew's reputation and the people it blamed. Where do those pull apart?" — Take one answer, then point to the RTDNA card.

👁 Watch for

Misconception: The plan deletes the post to protect the crew. **Listen for:** "Just take it down." **Then:** Ask how people who saw screenshots will learn the cause. Deleting does not reach them.

🔗 Answer key

What to notice in the sample:

1. Matches an audience to a channel that reaches it.
2. Measures understanding, not views.
3. Uses a professional code to resolve the tension.
4. Keeps the repair off the people who were blamed.

Check your work

On your own Answer the Check your work questions and mark your level in each rubric row. Then write one change you made. About 6 minutes.

Does every audience have a matching channel?	☒ Yes ☐ No
Is your key message accurate and the same everywhere?	☒ Yes ☐ No
Does your measure check understanding, not views?	☒ Yes ☐ No
Do you cite a code to resolve one tension?	☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ No evidence about the delay.	☐ Mentions “technical issues” vaguely.	☐ Cites the projector failure from the log.	☐ Cites specific times and corrects who actually helped.
Reasoning	☐ Apologizes for feelings only.	☐ Admits error but not what it was.	☐ Names the inaccurate claim and replaces it.	☐ Explains why the claim harmed a group and how the repair prevents a repeat.
Audience & purpose	☐ Does not consider who saw the post.	☐ Speaks to readers in general.	☐ Reaches the people who were blamed.	☐ Reaches the original audience and the blamed group through appropriate channels.

Pacing

Full chapter: 6 min.

 Short on time: skip this page. Collect plans and score them yourself.

Say this

“Would Anika recognize what happened in your correction? Mark your level, then make one change.” — Ask for one added fact or one removed excuse.

Watch for

Misconception: Students soften the tone instead of fixing facts. **Listen for:** “I made it sound nicer.” **Then:** Point to the Revision row. Ask for one fact, owner or check added.

Heat check

 Low.

Answer key

How to assess: The plan is scored for audience—channel fit, a consistent and accurate key message, a measure of understanding and a cited code that resolves one tension.

Proficient looks like:

- **Evidence:** Cites the projector failure from the log.
- **Reasoning:** Names the inaccurate claim and replaces it.
- **Audience & purpose:** Reaches the people who were blamed.
- **Revision:** Adds facts and a repair.

Skill	Beginning	Developing	Proficient	Advanced
Revision	☐ No change.	☐ Softens tone only.	☐ Adds facts and a repair.	☐ Adds facts, an owner, a check and removes shifting of blame.

I changed ___ because ___.

🔍 I replaced “track likes on the correction” with a question for viewers, because likes do not show what people understand.

[illegible]

This page continues page 59. The notes for both pages are on the sheet for page 59.

Questions to discuss

On your own Write a short answer to each question. Then finish My take. About 10 minutes.

- 1 The caption felt true to Gia because a few people came in late. Why was that not enough evidence?

➤ It was a believable story, not a record. The same-night log shows an equipment failure, and nothing links the latecomers to the delay.

- 2 What evidence would show that the repair happened?

➤ Ask viewers why the screening started late. If they name the projector, not “the younger crowd,” the correction reached them.

- 3 After the correction goes up, what is still up to Anika and Dec to decide?

➤ Whether to respond, in public or in private, and whether they trust the crew again. The repair work stays with the crew.

My take

My claim: ____.

➤ A correction must replace the false cause with the logged cause, in the same post.

The best evidence is ____, because ____.

➤ The setup log, because it was recorded at the time instead of remembered afterward.

Someone who disagrees might say ____.

➤ Deleting the post removes the harm faster than correcting it.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 7 min. Discuss questions 2 and 3 only.

💬 Say this

“Answer with a detail from the log or the messages, not a story about someone you know.” — Post the question numbers and call on one student per question.

➡ Stretch

- Compare a real newsroom’s published correction policy with the crew’s plan.
- Going further: Ask the people affected what the correction missed, without asking them to forgive anyone. Then decide where the corrected fact should go so the original audience sees it.
- Going further: Correct the record where people can see it. Keep enough of the original caption in a correction note to explain what changed.
- Going further: Write a caption correction and a short script for an accessible video. Use the same facts in both.
- Going further: Ask the editor or advisor of a school newsletter, club account or yearbook how they fix mistakes. Suggest three steps: name the error, show the evidence and say what changes.
- Draft how the crew would measure whether younger neighbors come back
- Compare a real published correction policy from a newsroom with the crew’s plan

My take, continued

The limit of the evidence is ____.

- The log does not show whether latecomers affected the start at all.

I would change my mind if ____.

- Attendees' accounts showed that latecomers delayed the start.

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This page continues page 61.

Heat check

Question 1: Medium. Students may repeat age stereotypes or defend the caption.

Cool-down: Ask what the log recorded at 5:40. Keep the talk on evidence, not on what younger people are like.

Question 3 cool-down: Say that Anika and Dec owe the crew nothing. Ask what the crew can offer instead: a private way to respond.

Talk about this case at home

Case 3: What should a group do after a public mistake?

In this case, a group of friends posts a caption that wrongly blames younger neighbors for a late start. Your student compared the caption with an event log and wrote a correction and a plan to repair the harm.

Questions to talk about

- 1 What makes an apology feel complete?
- 2 Where should a correction appear so the people who saw a mistake will see it?
- 3 How can a group check a claim before it posts about an event?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 3 | Talk about this case at home | Grades 11–12 educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Take this page home or read it with someone you trust.” —
Nobody needs to share a personal story to complete it.