

MAKE IT

Project and production studio

Six complete project briefs with audience, evidence, storyboard, fact-check, feedback, and publication planning pages.

Reusable student and educator materials for After School

[The Why Files](#) · [Case Notes](#) · [The Receipts](#) · [Save This](#) · [Make It](#) · [What Changed?](#) · [Behind the Case](#)

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Make something another person can use

Choose a case you can explain from evidence. The product may be a paper guide, audio story, accessible video, zine, carousel, or presentation. The format serves an audience; it does not replace a source.

Before producing anything, decide who needs it, what they need to understand, which receipts support the claims, and what should stay private. Software effects and paid tools are not scoring criteria.

Four things to look for

Score each area from 0 to 3. A score of 0 means missing or unsupported work; 1 means partial or imprecise; 2 means accurate with a gap; 3 means accurate, supported, and clear. Use the case-specific model as an example, not a required script.

Accuracy and scope

The response matches the records and marks what remains unknown.

Evidence

The learner connects a claim to an appropriate receipt and explains why that receipt helps.

Authority and next step

The response identifies the actor who can clarify or decide the question and suggests an action within that actor's role.

Communication and revision

The product fits its audience, is understandable in the chosen format, and revises an earlier interpretation with a reason.

01 Make The Correction

Audience: People who saw an inaccurate post

Purpose: Correct the claim without pretending more is known than the evidence supports

Format choices: 30-second video / carousel / notice

Must include: Corrected fact; original receipt; what remains unknown; visible source credit; captions/text equivalent.

Start here

The video is real. The voice is not.

A principal appears on screen, announcing a new policy. The setting looks familiar, the clip moves naturally, and the repost sounds confident. In this fictional case, students are being asked to change their understanding of a school rule based on that clip. Recognizing the person and place makes the message feel settled before anyone checks the sound.

Use this case's three receipts to begin. If you bring in another source, identify its issuer, date, purpose, and what it can establish.

Audience and purpose

Who needs this product? What do they currently misunderstand? What should they know or do after using it?

PROJECT 1 / RESEARCH AND SCRIPT

The claims you will make**Claim 1**

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

Claim 2

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

Claim 3

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

The question you cannot settle

What important fact is still missing? Decide whether to find another source, narrow the claim, or identify the uncertainty in the product.

PROJECT 1 / PRODUCTION AND REVIEW**Plan the sequence****Part 1 / Recognizable question or scene**

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 2 / Strongest evidence and explanation

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 3 / Rule, decision-maker, or distinction

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 4 / Conclusion, uncertainty, and useful next step

What will the audience see or hear? Note the source credit and any description or caption needed.

Before you share

Check two factual claims against the actual receipts. Ask a peer where they got lost. Revise the wording. Include readable source credits and captions, transcript, or image descriptions as needed. Choose a private or public audience deliberately; public posting is optional.

What changed during review?

Name a specific revision, the feedback or evidence behind it, and the audience it helps.

02 The Paper Trail

Audience: Students trying to understand how a decision happened

Purpose: Show the sequence from proposal to record to implementation

Format choices: Timeline / zine / slide story

Must include: At least 4 dated records; authority at each step; one missing-link flag; source list.

Start here

Can I see the record behind the decision?

The club's funding request was denied for "insufficient documentation." In this fictional case, that phrase is the only explanation students initially have. It does not tell them which document was missing, which criterion was affected, or how the committee reached its decision. The next move could be an accusation, but a precise records question may produce information they can actually use.

Use this case's three receipts to begin. If you bring in another source, identify its issuer, date, purpose, and what it can establish.

Audience and purpose

Who needs this product? What do they currently misunderstand? What should they know or do after using it?

PROJECT 2 / RESEARCH AND SCRIPT**The claims you will make****Claim 1**

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

Claim 2

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Claim 3

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

The question you cannot settle

What important fact is still missing? Decide whether to find another source, narrow the claim, or identify the uncertainty in the product.

PROJECT 2 / PRODUCTION AND REVIEW**Plan the sequence****Part 1 / Recognizable question or scene**

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 2 / Strongest evidence and explanation

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 3 / Rule, decision-maker, or distinction

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 4 / Conclusion, uncertainty, and useful next step

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What changed during review?

Name a specific revision, the feedback or evidence behind it, and the audience it helps.

03 Read This With Me

Audience: A learner facing a confusing institutional document

Purpose: Translate structure and terms without changing the document's meaning

Format choices: Annotated guide / screen recording / print margin notes

Must include: Original document; defined terms; deadlines; authority; exceptions; what to check locally.

Start here

Before you sign the lease

The apartment listing conversation keeps returning to one number: \$1,150. The fictional lease front page makes the decision more complicated. It lists a term from August 1 through July 31, a \$1,150 security deposit, and utilities separately from rent.

Use this case's three receipts to begin. If you bring in another source, identify its issuer, date, purpose, and what it can establish.

Audience and purpose

Who needs this product? What do they currently misunderstand? What should they know or do after using it?

PROJECT 3 / RESEARCH AND SCRIPT**The claims you will make****Claim 1**

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Claim 2

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Claim 3

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

The question you cannot settle

What important fact is still missing? Decide whether to find another source, narrow the claim, or identify the uncertainty in the product.

PROJECT 3 / PRODUCTION AND REVIEW**Plan the sequence****Part 1 / Recognizable question or scene**

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 2 / Strongest evidence and explanation

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 3 / Rule, decision-maker, or distinction

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 4 / Conclusion, uncertainty, and useful next step

What will the audience see or hear? Note the source credit and any description or caption needed.

Before you share

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What changed during review?

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04 Who Decides? Field Guide

Audience: New students/community members

Purpose: Explain who can act on one recurring real-life question

Format choices: One-page map / mini site / poster

Must include: One decision only; role descriptions; controlling policy/bylaw/source; appeal/review route if one exists.

Start here

City, state, federal, or school?

The group chat contains four complaints: a bus route changed, a graduation requirement is confusing, a passport rule affects a trip, and a classroom deadline feels impossible. Someone suggests sending all four to a high-profile elected official. It would produce one satisfying message, but it might not reach the people who can explain or change each decision.

Use this case's three receipts to begin. If you bring in another source, identify its issuer, date, purpose, and what it can establish.

Audience and purpose

Who needs this product? What do they currently misunderstand? What should they know or do after using it?

PROJECT 4 / RESEARCH AND SCRIPT

The claims you will make**Claim 1**

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Claim 3

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

The question you cannot settle

What important fact is still missing? Decide whether to find another source, narrow the claim, or identify the uncertainty in the product.

PROJECT 4 / PRODUCTION AND REVIEW**Plan the sequence****Part 1 / Recognizable question or scene**

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 2 / Strongest evidence and explanation

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 3 / Rule, decision-maker, or distinction

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 4 / Conclusion, uncertainty, and useful next step

What will the audience see or hear? Note the source credit and any description or caption needed.

Before you share

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Name a specific revision, the feedback or evidence behind it, and the audience it helps.

05 Public Information Repair

Audience: An office/org whose message is confusing or inaccessible

Purpose: Create a more accurate, accessible version for the same audience

Format choices: Poster / carousel / email / short video

Must include: Same factual content; source; accessibility features; creator explains what changed and why.

Start here

Can the school stop the story?

The fictional student newspaper has drafted a story about cafeteria inspection records, with student comments included. Before publication, the question in the newsroom becomes whether the school can stop it. One answer treats any adviser review as censorship. That answer has not examined the policy or the specific facts.

Use this case's three receipts to begin. If you bring in another source, identify its issuer, date, purpose, and what it can establish.

Audience and purpose

Who needs this product? What do they currently misunderstand? What should they know or do after using it?

PROJECT 5 / RESEARCH AND SCRIPT

The claims you will make**Claim 1**

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Claim 3

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

The question you cannot settle

What important fact is still missing? Decide whether to find another source, narrow the claim, or identify the uncertainty in the product.

PROJECT 5 / PRODUCTION AND REVIEW**Plan the sequence****Part 1 / Recognizable question or scene**

What will the audience see or hear? Note the source credit and any description or caption needed.

Part 2 / Strongest evidence and explanation

What will the audience see or hear? Note the source credit and any description or caption needed.

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What changed during review?

Name a specific revision, the feedback or evidence behind it, and the audience it helps.

06 The Manual They Forgot To Give You

Audience: A younger/newer learner entering an institution

Purpose: Explain one hidden process people are expected to know

Format choices: Mini zine / audio guide / campus card set

Must include: Group Chat Version; Full Version; Who Decides; Save This; local-variation note; sources/last checked.

Start here

The aid offer is not the bill

Source A looks generous when every line is added: \$18,000 in grants, \$5,500 in loan eligibility and \$2,500 in work-study eligibility. The total is \$26,000, but those dollars do not work alike. Treating them as money already available would hide important conditions.

Use this case's three receipts to begin. If you bring in another source, identify its issuer, date, purpose, and what it can establish.

Audience and purpose

Who needs this product? What do they currently misunderstand? What should they know or do after using it?

PROJECT 6 / RESEARCH AND SCRIPT

The claims you will make**Claim 1**

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Claim 3

Write one factual claim, its receipt or exact URL, the supporting detail, and the limit you will keep in the wording.

The question you cannot settle

What important fact is still missing? Decide whether to find another source, narrow the claim, or identify the uncertainty in the product.

PROJECT 6 / PRODUCTION AND REVIEW**Plan the sequence****Part 1 / Recognizable question or scene**

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Part 2 / Strongest evidence and explanation

What will the audience see or hear? Note the source credit and any description or caption needed.

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