

Before you run with it

A casebook for your questions, evidence and revised takes. Grades 6-8.



Casebook 1

Before you run with it

Four stories about what we believe, what we share and who gets heard.

Grades 6-12. Eight workshops. Use the support that fits your class.

You have a place in this story

A post lands in the chat. A rule feels off. Someone makes a decision that changes everyone's plans. You help the neighbors work out what they can support and what to do next. You can change your mind.

The companions have a question

Lupa checks the source. Pauta checks the rule. Onda asks who feels the effect. Voz helps make the message useful. Nexo connects the decision to the people with authority. Duda keeps the question open.



A question I want to understand better

What you keep

Your source notes, a first draft and a revision with a reason. You can plan in English, Spanish or both. Use the fictional story. You do not need to share private experiences or post your work.

Vamos por partes means one part at a time. Start with what you notice. Then ask what you would need to know.

Before you repost



The Common Room is a bookshop's shared event space in Fort Greene. Mateo, 22, booked it for the crew's first neighborhood screening. Gia, 21, is squeezing setup between class and a café shift. Jordy, 20, is checking the projector and captions.

Then a cropped meeting clip arrives. Its caption says the room is shutting down. Gia wants to warn people before they travel. Mateo wants the post to be wrong. You have ten minutes to give people an update, but you do not have to guess.

Lupa asks

Okay, what can we actually back up?



What do I know so far? What am I assuming?

The receipts

A The post

Group-chat screenshot

"They're removing access tonight. Screening cancelled?" The attached clip starts with "we are removing access" and ends before the next sentence.

Limit: It shows a claim being shared. It does not confirm the cancellation.

B The full update

Coordinator's meeting transcript

"The side-door reader is broken. We are removing access through that reader tonight. Existing room bookings remain in place. Use the staffed front entrance while we repair it."

Limit: It explains the access change. It does not tell us whether every visitor can use the temporary entrance.

C The booking email

Confirmation sent to Mateo

Friday, 6-9 p.m. Screening confirmed. Front entrance: step-free. Staff member at the desk from 5:30 p.m. Contact the coordinator for arrival support.

Limit: It supports the event details. The crew should still check and communicate any access needs.

A detail I can point to and what it tells me

Your call

Source verification + claim, evidence, reasoning

The screenshot is real. The conclusion still needs checking.

Claim: Write exactly what the post asks people to believe.

Evidence: Find the words about the side-door reader. Compare them with the booking email.

Reasoning: Explain why an entrance change does not establish an event cancellation.

Limit: What do we still need to check about the temporary entrance?

What do you send while checking?

- A. Cancel before people travel.
- B. We're checking the original. Hold your plans for a moment.
- C. The post is fake. Ignore it.

My choice and the evidence behind it

One thing I still need to check



Make something useful

Write a group-chat update someone can use before leaving home.

Confirm the booking, explain the entrance change, link the original and say where to ask about access.

Who needs this and what do they need to know?

My draft

Feedback or a question from a partner

One revised line and why I changed it

Same test. More questions



Anika, 16, and Dec, 17, are studying before theatre rehearsal. They are building a light circuit for a school set. Dec explains the route out loud, then loses track of the crowded written instructions. Anika thinks they should just run the same practice test again.

Mari, 19, is on her bookshop break. She recognizes the frustration, but she does not assume Dec's difficulty is the same as hers. He wants help with this task, not a diagnosis from the group chat. Pauta opens the assignment so you can work out what it actually measures.

Pauta asks

Is the format getting in the way of the thing we want to know?



What do I know so far? What am I assuming?

The receipts

A The assignment

Practice brief

Goal: explain how a simple circuit works. The practice sheet has six dense paragraphs and one small diagram. Speed is not listed as a learning goal.

Limit: It gives you a reason to question the format, not permission to change a teacher's assessment rules on your own.

B Dec's explanation

Study-table notes

Dec correctly traces the circuit aloud. On the written sheet, he skips a line and answers a different question. He says the layout is hard to follow.

Limit: A second observation complicates the first score. It does not establish a diagnosis.

C The evaluation rule

Federal source, in plain language

Under IDEA evaluation procedures, a public agency must gather information with varied tools and strategies. One measure cannot be the sole basis for disability eligibility or an appropriate educational program.

Limit: This concerns IDEA evaluations. It does not mean every classroom quiz has to be replaced or every struggling student qualifies.

A detail I can point to and what it tells me

Your call

Issue, rule, application, conclusion

A low score is information. It is not the whole explanation.

Issue: Are we checking circuit understanding, reading speed, or both?

Rule: Separate the task goal from IDEA rules for a formal evaluation.

Application: Compare Dec's spoken explanation with his written attempt. Name what the mismatch leaves unresolved.

Conclusion: Propose a demonstration of the same goal and one question to ask next.

What do you try at the study table?

- A. Run the identical timed sheet again.
- B. Let Dec explain with a larger diagram, then compare the reasoning.
- C. Tell Dec he definitely needs an IEP.

My choice and the evidence behind it

One thing I still need to check



Make something useful

Make a short support conversation starter, with Dec's permission.

Name the learning goal, two observations, one unknown and a question for the teacher. Keep private records out.

Who needs this and what do they need to know?

My draft

Feedback or a question from a partner

One revised line and why I changed it



The apology is not the repair



Caio, 24, has edited a short recap of Friday's screening. Gia writes a caption saying younger visitors caused the slow start. It sounds plausible because a few arrived late. Then Jordy checks the event log: the projector was down for twenty minutes.

Anika messages the group: "We were helping you set up. Why are we the problem in this post?" Gia wants to take responsibility, but her first draft is mostly about how upset she feels. You are helping make the correction useful to the people it affected.

Voz asks

The apology landed. Did the actual correction?



What do I know so far? What am I assuming?

The receipts

A The published caption

Original statement

"Great night, once the younger crowd finally got organized." The caption names no evidence for the delay and gives viewers a group to blame.

Limit: The statement itself is evidence of what the crew communicated, not proof of the cause.

B The event log

Jordy's setup record

5:40 p.m. projector failure reported. 6:00 p.m. attendees seated. 6:20 p.m. replacement projector connected. Anika and Dec helped carry chairs before doors opened.

Limit: It challenges the caption's explanation. It does not describe every attendee's experience.

C Gia's first correction

Draft, not posted

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

Limit: The draft describes intent without correcting the cause or naming a practical change.

A detail I can point to and what it tells me



Your call

Research, planning, implementation, evaluation

"That was not my intention" does not tell people what happened.

Research: Put the recap beside the event log. Ask Anika what the group label changes for her.

Planning: Name who needs the correction and what they should understand afterward.

Implementation: Replace the inaccurate claim. State the repair and who will carry it out.

Evaluation: Ask readers what they now believe caused the delay. Views alone do not show understanding.

What goes first in the correction?

- A. Explain how awful Gia feels.
- B. Name the inaccurate claim and what the event log shows.
- C. Delete everything and say nothing.

My choice and the evidence behind it

One thing I still need to check



Make something useful

Write a correction and a repair plan that are bigger than "sorry."

Own the inaccurate claim, replace it with supported information and name who will do what next.

Who needs this and what do they need to know?

My draft

Feedback or a question from a partner

One revised line and why I changed it



Whose room is it, anyway?



The Common Room is run by a small neighborhood nonprofit alongside the bookshop. Its board is considering two paid evening rentals a week to help cover staffing. Nothing has passed yet. Mari, 19, works the counter. She knows "just keep it free" does not pay the evening staff.

Sami, 23, needs an accessible place to meet clients after her print-shop shift. Mateo wants to start a petition immediately. The crew agrees the room matters; they do not agree on the best schedule. You are helping them make a specific, informed request before the board meeting.

Nexo asks

The budget works for whom?



What do I know so far? What am I assuming?

The receipts

A The proposal

Nonprofit board agenda

Option A keeps the current free evenings with a funding gap. Option B replaces Tuesday and Thursday evenings with paid rentals. Option C pilots one rental evening for six weeks while seeking additional funding. The board will discuss the options; no vote has happened.

Limit: An agenda is not an adopted decision. A pilot is still a change with consequences.

B The budget note

Illustrative weekly figures

Evening staffing and utilities: \$600. Current grants and donations: \$400. Each paid rental is projected to add \$120 after its extra costs. Two bookings would add \$240; one would add \$120. Demand is uncertain.

Limit: These are invented estimates for practice. Two bookings could cover the \$200 gap if the projection holds; one alone would leave \$80.

C The missing voices

Listening notes

Sami works afternoons. Dec rehearses on Thursdays. Mari closes the shop. A nearby resident worries about late noise. The proposed meeting time overlaps with several shifts.

Limit: Four voices do not represent everyone. Ask who is missing and offer a way to contribute outside the meeting.

A detail I can point to and what it tells me



Your call

Options and criteria + stakeholder inquiry

More funding can help the room. The hours still matter.

Problem: The weekly cost is \$600. Confirmed support is \$400. Who can decide how to cover the gap?

Options: Compare no rentals, one rental and two rentals using the same weekly figures.

People: Who loses an evening? Ask whose work, access or travel schedule the proposal misses.

Recommendation: Defend an option, name its cost and say what new evidence could change your mind.

What does the crew ask for first?

- A. Say the board has already sold the room out.
- B. Request the budget assumptions, who uses each evening, and a way to comment outside the meeting.
- C. Support whichever option has the highest projected revenue.

My choice and the evidence behind it

One thing I still need to check



Make something useful

Prepare a 90-second comment for the nonprofit board.

Name the proposal, explain one effect, use one figure accurately and ask for a decision or follow-up the board can make.

Who needs this and what do they need to know?

My draft

Feedback or a question from a partner

One revised line and why I changed it



The take I can explain now

I used to assume __. Now I check __ because __.

One rule or institution I understand better

A perspective that changed my explanation

A next move I can take privately or with support

Want a different format? Use the response workbench, editable case brief or three-slide starter. Your teacher can help choose the course extension. The evidence matters more than the app.

