

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 The Block

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

In this edition

Project and production studio	1
Make something another person can use	3
01 Make The Correction	4
02 The Paper Trail	7
03 Read This With Me	10
04 Who Decides? Field Guide	13
05 Public Information Repair	16
06 The Manual They Forgot To Give You	19

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 clip cuts off right there

Malik opens a group-chat message about Friday's school dance. Above a seven-second clip, someone has written "Dance canceled??" The assistant principal can be heard beginning an announcement about canceling access, but the clip stops before explaining access to what. That unfinished sentence could affect rides, evening plans, and whether students decide to attend.

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

What does the school board actually do?

Students hear about a calendar change from their principal and decide the principal caused it. The starter tells us the district board approved the change. But the practice packet contains no calendar vote, announcement, or minutes. We must distinguish information supplied by the story from conclusions that these three documents can establish independently.

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

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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

Who made the dress-code rule?

Paloma has been told that her sweatshirt violates a school rule, but the adults explaining the rule do not give the same account. Before deciding which explanation applies, she needs to identify the written rule and who is allowed to make it. An adult's job title alone does not identify the source of a requirement.

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

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.

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

What would you change at school, and what can actually change it?

The crew wants an achievable, evidence-backed school change. The practice proposal gives them a concrete starting point: keep the library open until 6 p.m. three days a week. A specific proposal does not itself prove demand, affordability, staffing, or approval.

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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What changed during review?

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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

The bus stop moved

The starter compares a twelve-minute detour on one route with a two-minute detour on another. The practice receipts do not document those travel times. Instead, they show a temporary stop relocation and a possible access barrier. The crew investigates unequal burdens without inventing measured delays.

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**

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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

Can everyone see my school records?

A family member asks to see a student's grades and discipline notes. The student looks at the portal and assumes that its permission settings settle every question about access. The receipts show why portal settings, privacy notices, and consent forms must be read separately.

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**

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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