

THE RECEIPTS

Source companion

Read all three practice records for every case. Selected real media and primary-source connections extend the investigation.

20 cases / 5 units

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

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What counts as a receipt

Sources A, B, and C are fictional NPW practice documents. They supply the evidence for the story and its questions. A record can be accurate about one thing while leaving another question open.

Real media connections appear only where the topic fits. A video page, article, guidance page, and collection are labeled by their actual format. Access notes describe what was verified; a link does not guarantee playback on a school network. Source discovery was checked September 29, 2026.

When offline, use the complete practice records. For an external extension, an educator can use the attributed description and investigation question as a preview; do not invent the contents of an inaccessible video.

01 The clip cuts off right there

Focus: source tracing and context

SOURCE A - Group-chat screenshot

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; September 18, 2026; school community. "Dance canceled??" appears above a seven-second clip ending after "we are canceling access..."

What it establishes: Establishes that a cancellation claim is circulating. It cannot establish what the speaker said next or whether the event itself was canceled.

Question while reading: What original would let you check the missing sentence?

SOURCE B - Full school announcement

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; principal's office; September 18, 2026. "We are canceling access through the east gym doors while the lock is repaired. The dance remains scheduled for 7-10 p.m. Use the main entrance."

What it establishes: Establishes event status, time, and entrance change. It does not establish how widely the correction reached students.

Question while reading: Which words change the meaning of the clip?

SOURCE C - Event calendar entry

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; activities office; updated September 18, 2026. "Fall dance - 7-10 p.m. - gym - main entrance."

What it establishes: Corroborates the event status and current entrance. It does not explain why the first clip was cropped.

Question while reading: Which two independent details now agree?

How to spot fake screenshots on social media

PBS NewsHour Student Reporting Labs and MediaWise Teen Fact-Checking Network / PBS News Hour Classroom

Source format: exact lesson | Published: 2022-11-17 | Language: English

A specific lesson with student handout and presenter notes about screenshots that impersonate people or organizations. It is not a channel or a generic collection.

Ask: Which claim can the screenshot establish by itself, and which claim requires finding the original post?

Use it: Use a fictional school-closing rumor in a group-chat frame. Students separate visual clues from actual corroboration, then write a correction that does not amplify the rumor.

Access: Public lesson page. Some linked supporting documents use Google Docs. Video playback and captions were not verified.

<https://www.pbs.org/newshour/classroom/lesson-plans/2022/11/lesson-plan-how-to-spot-fake-screenshots-on-social-media>

Reading beyond the headlines

Logically Facts (@logicallyfacts) / TikTok creator post, embedded by TikTok Newsroom

Source format: exact tiktok | Published: None | Language: English

An actual TikTok post explaining why headlines circulated without context can mislead. The exact post ID was verified from its embed in TikTok's official newsroom page.

Ask: What missing detail would change a reasonable reader's interpretation of the headline?

Use it: Reveal a headline, then its date, then a short teacher-written context card. Have students revise their first interpretation at each stage.

Access: Exact URL and embedded caption verified; direct playback, date and captions were not verified. TikTok may be blocked or ask for an account. Use the source page and an original teacher-made headline exercise as the fallback. For under-13 learners, teacher-controlled viewing only.

<https://www.tiktok.com/@logicallyfacts/video/7262681015926148384>

02 Who made the dress-code rule?

Focus: rule type and authority

SOURCE A - Student handbook excerpt

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; district handbook; effective August 2026. "Clothing may not display threats, targeted harassment, or content that materially disrupts instruction. Principals may issue school procedures consistent with this policy."

What it establishes: Establishes a district-level rule and delegated school authority. It does not establish whether a specific outfit violates it.

Question while reading: Which words tell you who may create school procedures?

SOURCE B - School dress procedure

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; principal; August 2026. "Hats are permitted except during laboratory safety activities or when a teacher identifies a safety need."

What it establishes: Establishes the school-specific hat procedure. It does not turn the procedure into state law.

Question while reading: Is this a law, district policy, or school procedure?

SOURCE C - Teacher classroom note

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; classroom slide. "No hats in this classroom."

What it establishes: Shows a teacher expectation. It does not establish that the expectation is authorized by the district or school procedure in every situation.

Question while reading: What would you check before calling this "the school rule"?

A local source to compare

Find student handbook, principal memo, district policy. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

03 Is “late” the same as “missing”?

Focus: policy vs classroom rule

SOURCE A - Assignment log

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document; learning platform. Essay due Sept. 9, submitted Sept. 10 at 7:42 a.m.; file opens successfully.

What it establishes: Establishes submission time and that a file exists. It does not establish the grading consequence.

Question while reading: What claim can the timestamp support?

SOURCE B - Course late-work policy

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document; syllabus. “Work submitted within 48 hours may receive feedback and up to full credit unless a specific deadline is marked final.”

What it establishes: Establishes the course rule for this assignment if no final-deadline exception applies.

Question while reading: What additional fact would you check?

SOURCE C - Gradebook status

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document; gradebook. Status: “Missing”; score: blank.

What it establishes: Shows the current system label. It does not establish that the teacher reviewed the submission log.

Question while reading: When a platform label and submission record disagree, which office/person can correct the record?

A local source to compare

Find syllabus excerpt, school grading handbook, district regulation. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

04 Why did the absence become a problem?

Focus: process and records

SOURCE A - Family note

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; email sent 7:12 a.m. "Jordan will be absent today for a medical appointment."

What it establishes: Establishes that a family member notified the school. It does not show whether the notice used the required attendance process.

Question while reading: What process document do you need next?

SOURCE B - Attendance procedure

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; school website. "Families should report absences through the attendance form or phone line by 10 a.m. Supporting documentation may be requested for specified absence categories."

What it establishes: Establishes the reporting process and timing.

Question while reading: Did the email go to the place named in the procedure?

SOURCE C - Attendance portal

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; record at 3:30 p.m. Status: unexcused; note: "No attendance-line report received."

What it establishes: Establishes the current record and why it was coded that way. It does not establish whether the family's email can later be accepted.

Question while reading: Who can update this record?

A local source to compare

Find attendance procedure, portal entry, family note. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

05 The ramp is open. Is the event accessible?

Focus: access and barriers

SOURCE A - Event flyer

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; community center. "Open mic, Friday, 6 p.m. Accessible entrance on Oak Street."

What it establishes: Establishes the claimed accessible entrance. It does not establish whether the route inside remains usable.

Question while reading: What would you need to observe or ask next?

SOURCE B - Route observation

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice record; Friday 5:35 p.m. Oak Street ramp is clear; interior door beyond ramp requires a 12-pound pull and has no automatic opener.

What it establishes: Establishes a barrier beyond the ramp. It does not establish whether staff can provide an effective alternative.

Question while reading: Why is "there is a ramp" not enough?

SOURCE C - Access contact notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; center operations. "For access modifications or communication support, contact the event desk or accessibility coordinator."

What it establishes: Establishes a responsible contact.

Question while reading: What specific question should a participant ask?

A local source to compare

Find event map, accessibility notice, school contact list. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

06 Can everyone see my school records?

Focus: privacy and education records

SOURCE A - School privacy notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; K-12 district. "Parents/guardians generally have rights to inspect education records for students who are not yet eligible students; rights transfer at age 18 or attendance at postsecondary education, subject to FERPA."

What it establishes: Establishes the general rule and that context/age matters.

Question while reading: Which facts about the student matter before applying this rule?

SOURCE B - Portal permissions screen

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Emergency contact: yes; attendance alerts: yes; grade portal: no access granted.

What it establishes: Shows configured digital permissions, not every legal right.

Question while reading: Why should you separate portal access from the underlying law?

SOURCE C - Consent form

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "I authorize release of grades and attendance to the person named below through June 30, 2027." Blank/unchecked.

What it establishes: Shows that this particular optional consent has not been granted.

Question while reading: What exactly would this form authorize if signed?

An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA)

U.S. Department of Education Student Privacy Policy Office / Protecting Student Privacy

Source format: exact official guide | Published: None | Language: English and official Spanish translation

A federal guide explaining the transfer of FERPA rights to eligible students. An official Spanish translation supports family communication and bilingual document reading.

Ask: What makes someone an eligible student, and where would you verify your institution's process for requesting records?

Use it: Write a plain-language records-request question and identify the campus records office. Compare English and Spanish terminology without asking students to share an actual educational record.

Access: Public landing pages link downloadable guides. The inspected pages establish dates and scope; use the full guide and current campus procedure before teaching specific exceptions or applying it to a real dispute.

<https://studentprivacy.ed.gov/resources/eligible-student-guide-family-educational-rights-and-privacy-act-ferpa>

07 The screenshot left the chat

Focus: digital consent and documentation

SOURCE A - Original chat rule

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; club group chat description. "For planning only. Do not repost member messages outside this chat without permission."

What it establishes: Establishes a group expectation. It does not technically prevent screenshots or establish legal liability.

Question while reading: What kind of rule is this?

SOURCE B - Screenshot metadata

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice record. Screenshot created 8:41 p.m.; repost appeared in a different group 8:47 p.m.

What it establishes: Establishes timing. It does not prove who took the screenshot unless device/account evidence does.

Question while reading: What can you say without guessing who did it?

SOURCE C - School reporting page

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Students may report targeted harassment, threats, or repeated unwanted digital conduct through the student support form."

What it establishes: Establishes a reporting pathway, not a conclusion that the conduct meets every policy definition.

Question while reading: What would the school need to evaluate?

How to spot fake screenshots on social media

PBS NewsHour Student Reporting Labs and MediaWise Teen Fact-Checking Network / PBS News Hour Classroom

Source format: exact lesson | Published: 2022-11-17 | Language: English

A specific lesson with student handout and presenter notes about screenshots that impersonate people or organizations. It is not a channel or a generic collection.

Ask: Which claim can the screenshot establish by itself, and which claim requires finding the original post?

Use it: Use a fictional school-closing rumor in a group-chat frame. Students separate visual clues from actual corroboration, then write a correction that does not amplify the rumor.

Access: Public lesson page. Some linked supporting documents use Google Docs. Video playback and captions were not verified.

<https://www.pbs.org/newshour/classroom/lesson-plans/2022/11/lesson-plan-how-to-spot-fake-screenshots-on-social-media>

08 Is the recommendation actually an ad?

Focus: creator literacy and sponsorship

SOURCE A - Creator transcript

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "This is my favorite backpack this year." Disclosure appears only after "more" as "gifted."

What it establishes: Shows an endorsement and a disclosure placement.

Question while reading: Would a viewer see the relationship before deciding how much weight to give the recommendation?

SOURCE B - Brand email

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "We'll send the backpack free. No payment. Posting is optional."

What it establishes: Establishes a free product, which can be a material connection even without cash.

Question while reading: Does "posting optional" erase the relationship?

SOURCE C - FTC guidance summary

NPW fictional practice document. Use as case evidence, not as a real institution's record.

Official-source summary, FTC Endorsement Guides/Disclosures 101. Material connections can include free products; disclosures should be clear and hard to miss.

What it establishes: Establishes the federal advertising principle; it does not determine a specific enforcement outcome.

Question while reading: Where would a clear disclosure go in this post?

Blurred ads and kids and teens: What to know

Federal Trade Commission / FTC Consumer Advice

Source format: exact article | Published: 2023-09 | Language: English

The FTC explains how advertising can blend into unboxings, influencer posts and games. Useful as evidence behind a classroom examination of creator recommendations.

Ask: What changes when a product appears in an ordinary-looking post instead of in a clearly marked ad?

Use it: Students annotate three clearly fictional creator cards for product, sponsor, intended audience and evidence. Redesign one card so its advertising relationship is clear.

Access: Public readable article; no video is claimed for this item.

<https://consumer.ftc.gov/consumer-alerts/2023/09/blurred-ads-kids-teens-what-know>

Disclosures 101 for Social Media Influencers

Federal Trade Commission staff / Federal Trade Commission

Source format: exact guidance with linked video | Published: 2019-11 | Language: English; publisher announcement links an official Spanish edition

First-party guidance covering connections between brands and creators, including free products. Useful for student ambassadors, affiliate posts, campus promotions and sponsorships.

Ask: If a creator received a free product, which part of that relationship would an audience need to know to evaluate the recommendation?

Use it: Write a 20-second sponsored campus-event script in English or Spanish with a clear disclosure placed where the audience encounters the endorsement. Explain the choice using the guidance.

Access: Public text and PDF. The official announcement verifies the related YouTube link; playback/captions unverified. This is source analysis, not a substitute for current institution-specific advice.

<https://www.ftc.gov/business-guidance/resources/disclosures-101-social-media-influencers>

09 Why does my feed keep showing this?

Focus: introductory algorithmic literacy

SOURCE A - Recommendation log

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Over two days Malik watches five basketball shoe clips to completion, likes two, and searches one brand.

What it establishes: Shows interaction signals the platform could use. It does not prove the exact ranking formula.

Question while reading: Which actions might be signals rather than preferences you consciously chose?

SOURCE B - Platform explainer excerpt

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice adaptation of common platform disclosures. "Recommendations may use viewing, likes, follows, searches, location/language settings, and information about similar users."

What it establishes: Shows categories of signals. It does not reveal exact weights.

Question while reading: What remains unknown about why one post ranked above another?

SOURCE C - Compare account

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice observation. A fresh logged-out browser shows mostly general trending clips instead of shoe content.

What it establishes: Supports the idea that personalization matters. It does not isolate which signal caused the difference.

Question while reading: What would a stronger test hold constant?

Who (or What) Controls What You See On Social Media?

Myles Bess / KQED Above the Noise, co-produced with Common Sense Education / PBS

Source format: exact video | Published: 2022-04-06 | Language: English

A host-led explanation of recommendation feeds using TikTok and a computer-science interview. The older publication date makes it useful for comparing enduring mechanisms with changing platform features.

Ask: Which part of the explanation is supported by an expert interview, and what current platform documentation would help test it?

Use it: Create a paper feed from teacher-provided post cards. Change one engagement signal and explain why the next recommendations might change. Do not require students to reveal their personal feeds.

Access: Public PBS episode page. PBS lists CC and a transcript; playback and school-network access still need checking.

<https://www.pbs.org/video/who-or-what-controls-what-you-see-on-social-media-9nyoa1/>

10 It looks real. What can the picture prove?

Focus: AI/synthetic media verification

SOURCE A - Viral image

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Photo-like image of a flooded playground; caption: "This happened at our school today." No source link/date.

What it establishes: Shows a claim paired with an image. It cannot establish place/date/provenance.

Question while reading: What should you check before pixel-level guesses?

SOURCE B - Earliest-post trace

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice record. Reverse-image/search trace finds the same image posted four months earlier by an account in another state.

What it establishes: Strongly challenges the "today at our school" claim.

Question while reading: Does this prove the image itself is synthetic?

SOURCE C - School facilities notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; today 2:10 p.m. "Fields closed after rain; buildings open; no flooding reported."

What it establishes: Provides an independent current record; it does not rule out every puddle or unreported condition.

Question while reading: What precise claim can you now make?

Is this Keanu account actually a deepfake? | Is This Legit?

MediaWise Teen Fact-Checking Network with PBS NewsHour Student Reporting Labs / MediaWise / PBS News Hour Classroom

Source format: exact video with lesson | Published: None | Language: English

A specific teen fact-check of an imitation celebrity account. The linked lesson includes handouts and teacher notes.

Ask: Which evidence establishes the account's identity independently of whether the face looks convincing?

Use it: Build an identity-verification ladder: account description, original uploader, corroborating official account and independent reporting. Treat visual glitches as weak clues, never a reliable 2026 detection test.

Access: Video URL verified from the PBS embed. YouTube playback/captions not tested. The lesson page can supply the source trail if playback fails.

https://www.youtube.com/watch?v=r_cxn1Wir9w

11 What does the school board actually do?

Focus: institutional roles

SOURCE A - Board agenda

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Items: adopt budget; approve superintendent recommendation; receive public comment; hear facilities report.

What it establishes: Shows formal board business for one meeting.

Question while reading: Which items involve a vote, and which are information only?

SOURCE B - District org chart

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Board > superintendent; superintendent > principals/central offices.

What it establishes: Shows reporting structure, not every legal power.

Question while reading: Why is "principal works for the board" too simple?

SOURCE C - Board policy manual contents

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Sections include governance, finance, instruction, student policy, personnel.

What it establishes: Shows that boards act through adopted policies and oversight.

Question while reading: Where would you look for the board's own rules?

A local source to compare

Find district org chart, board agenda, principal message. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

12 Did one complaint ban the book?

Focus: process stages and original records

SOURCE A - Challenge form

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. One parent requests review of a library title.

What it establishes: Establishes a challenge/request. It does not establish removal.

Question while reading: What is the next process step?

SOURCE B - Reconsideration policy

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "A challenge triggers review by a committee. Material remains available unless an interim restriction is authorized under specified criteria."

What it establishes: Establishes the process and default status.

Question while reading: What would count as a final decision?

SOURCE C - Committee notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Review meeting scheduled October 12. No decision has been made."

What it establishes: Establishes current stage.

Question while reading: What wording should a headline avoid right now?

A local source to compare

Find challenge form, reconsideration process, meeting minutes. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

13 Who decided the park closes at dusk?

Focus: local government and rule checking

SOURCE A - Park sign

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Park closes at dusk. City Parks Department."

What it establishes: Shows the posted rule and issuer. It does not identify the underlying ordinance/policy.

Question while reading: What source would tell you the rule's authority?

SOURCE B - City code excerpt

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice legal-style excerpt. "The parks department may establish operating hours for facilities by posted rule."

What it establishes: Establishes delegated authority.

Question while reading: Is dusk written into the code, or set by the department?

SOURCE C - Department seasonal-hours notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Athletic fields with lighting may remain open until 9 p.m. during permitted programs."

What it establishes: Shows an exception/variation.

Question while reading: Who can answer whether this event qualifies?

A local source to compare

Find park sign, city page, parks rule. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

14 The bus stop moved

Focus: public transportation and impact

SOURCE A - Stop-closure sign

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Stop closed Sept. 25-Oct. 4. Temporary stop: Pine at 8th."

What it establishes: Establishes official relocation and dates.

Question while reading: What information would a rider need besides the new location?

SOURCE B - Route map

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Temporary stop is 0.4 miles east; curb ramp marked at Pine/8th.

What it establishes: Shows distance and map information, not actual sidewalk condition.

Question while reading: What accessibility detail might need field verification?

SOURCE C - Rider report

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice observation. Construction fencing blocks the marked curb ramp at 4:20 p.m.

What it establishes: Establishes a current barrier observation. It does not establish the transit agency already knows.

Question while reading: Which agency contact owns the next step?

A local source to compare

Find detour notice, route map, rider comments. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

15 Why did the total change at checkout?

Focus: consumer math and disclosure

SOURCE A - Shelf tag

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Headphones: \$19.99. "Member price with free account."

What it establishes: Shows conditional advertised price.

Question while reading: What condition is attached?

SOURCE B - Receipt

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Merchandise \$24.99; sales tax \$1.50; total \$26.49.

What it establishes: Shows amount actually charged and tax.

Question while reading: Which part differs from the shelf tag?

SOURCE C - Promotion terms

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "\$19.99 price applies after account sign-in; regular price \$24.99."

What it establishes: Explains price condition. It does not establish whether signage was sufficiently clear under consumer law.

Question while reading: What could a customer ask the store to explain?

Blurred ads and kids and teens: What to know

Federal Trade Commission / FTC Consumer Advice

Source format: exact article | Published: 2023-09 | Language: English

The FTC explains how advertising can blend into unboxings, influencer posts and games. Useful as evidence behind a classroom examination of creator recommendations.

Ask: What changes when a product appears in an ordinary-looking post instead of in a clearly marked ad?

Use it: Students annotate three clearly fictional creator cards for product, sponsor, intended audience and evidence. Redesign one card so its advertising relationship is clear.

Access: Public readable article; no video is claimed for this item.

<https://consumer.ftc.gov/consumer-alerts/2023/09/blurred-ads-kids-teens-what-know>

16 The free trial was not free forever

Focus: subscriptions and consumer terms

SOURCE A - Signup screen

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "7 days free. Then \$9.99/month until canceled."

What it establishes: Establishes renewal term if accurately shown at signup.

Question while reading: What date does paid service begin?

SOURCE B - Calendar + charge

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice record. Trial started Sept. 1; card charge \$9.99 on Sept. 8.

What it establishes: Shows timing of conversion and charge.

Question while reading: Does the timeline match the disclosed term?

SOURCE C - Cancellation page

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Cancel before next billing date to avoid the next monthly charge."

What it establishes: Establishes cancellation timing going forward.

Question while reading: What question remains about refunds for an already-posted charge?

A local source to compare

Find signup screen, renewal email, cancellation page. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

17 Why are they cutting the trees?

Focus: environmental decisions and tradeoffs

SOURCE A - Work notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document; parks department. "Tree removal on three blocks beginning Oct. 3."

What it establishes: Establishes planned action, not the reason.

Question while reading: What source would explain the decision?

SOURCE B - Arborist assessment

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "12 trees rated high-risk due to structural failure; 8 scheduled for pruning; 4 for removal."

What it establishes: Provides technical basis and distinguishes removal from pruning.

Question while reading: Which trees are actually being removed?

SOURCE C - Replanting plan

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Replacement planting: 6 trees this fall; 6 next spring; species chosen for canopy and heat tolerance."

What it establishes: Shows mitigation/replanting, not whether residents agree with the decision.

Question while reading: What tradeoff could students investigate?

What is Greenwashing? | Is This Legit?

MediaWise / PBS NewsHour Student Reporting Labs / PBS News Hour Classroom

Source format: exact video with lesson | Published: None | Language: English

A specific explainer and lesson about checking environmental marketing claims. It offers a bridge from outfit content and shopping hauls to evidence-based consumer decisions.

Ask: What measurable evidence would support the exact environmental claim, and what does the claim leave out?

Use it: Compare two dated claims from teacher-selected current product pages. Record the product, scope, evidence and missing information without declaring a brand deceptive on appearance alone.

Access: Exact YouTube embed verified on PBS; playback and captions not tested. PBS provides a lesson outline and student handout.

<https://www.youtube.com/watch?v=gVOIY-ICQ2A>

18 Who gets to be “the neighborhood” in the story?

Focus: representation and source selection

SOURCE A - News excerpt

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice article excerpt. “Residents say the new plaza has transformed the neighborhood.”
Two quoted residents both live in new market-rate buildings.

What it establishes: Shows whose voices the article selected.

Question while reading: Who is missing from the phrase “residents say”?

SOURCE B - Census/community profile table

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice data. Neighborhood residents differ by age, tenure, language, income, and length of residence.

What it establishes: Shows diversity in the area. It does not tell you what each group thinks.

Question while reading: Why can’t demographic data substitute for interviews?

SOURCE C - Community-board testimony list

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. Speakers include tenant association, small business owner, youth sports group, accessibility advocate, and new resident.

What it establishes: Shows more perspectives that could be contacted.

Question while reading: How would you build a more representative source list without tokenizing?

How Indigenous teens stay connected with their heritage

PBS News Student Reporting Labs student producers / PBS / WETA

Source format: exact video | Published: 2026-01-13 | Language: English

Young Indigenous people in Virginia describe heritage through lived practices, art and community. It provides a current student-produced example for examining who gets to represent a community.

Ask: Which details come from the young people themselves, and how do those details complicate a stereotype?

Use it: Compare a broad category label with two precise self-descriptions from the story. Students may create a place or interest portrait instead of disclosing their own cultural identity.

Access: PBS labels the episode TV-G and CC and provides a transcript. Playback not tested.

<https://www.pbs.org/video/srl-reports-how-indigenous-teens-stay-connected-with-their-heritage-gu6c8i/>

Beyond the Capitol: Celebrating Everyday Life in DC

PBS News Student Reporting Labs student producers / PBS / WETA

Source format: exact video | Published: 2026-07-20 | Language: English

A short student report about Hometown DC, an oral-history project centered on residents. It connects directly to the brand's DC and neighborhood interests.

Ask: How would the story change if it used only tourist landmarks instead of residents' accounts?

Use it: Storyboard a 45-second neighborhood portrait with one resident perspective, one verifiable local fact and one question still unanswered. Use drawn scenes if filming is unavailable.

Access: Public PBS episode page, rated TV-G. The inspected page did not display a CC badge or transcript; do not promise captions until checked.

<https://www.pbs.org/video/srl-reports-beyond-the-capitol-celebrating-everyday-life-in-dc-uybfff/>

19 What happens at public comment?

Focus: public meeting basics

SOURCE A - Meeting agenda

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Item 6: playground redesign. Public comment before board discussion.

What it establishes: Establishes the item and timing.

Question while reading: What issue belongs under this agenda item?

SOURCE B - Comment rules

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Sign up by 5 p.m.; 2 minutes per speaker; name and comment become part of the public record."

What it establishes: Establishes procedure and privacy implication.

Question while reading: What should a speaker decide before sharing personal details?

SOURCE C - Board authority note

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Advisory board recommends design; parks commissioner approves final contract."

What it establishes: Separates recommendation from final approval.

Question while reading: Who actually makes which decision?

Beyond the Capitol: Celebrating Everyday Life in DC

PBS News Student Reporting Labs student producers / PBS / WETA

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

Focus: student voice and informed agency

SOURCE A - Student proposal

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Open the library until 6 p.m. three days a week."

What it establishes: States a concrete proposed change.

Question while reading: What evidence would show need and feasibility?

SOURCE B - Staffing schedule

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Librarian contract ends 4 p.m.; after-school supervisors available until 6 p.m.; budget code permits hourly coverage with approval.

What it establishes: Shows operational constraints/options.

Question while reading: Who controls staffing approval?

SOURCE C - Decision map

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Student council may recommend; principal may approve pilot within budget; district operations approves permanent staffing change.

What it establishes: Shows layered authority.

Question while reading: What is the smallest decision that can happen first?

Beyond the Capitol: Celebrating Everyday Life in DC

PBS News Student Reporting Labs student producers / PBS / WETA

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