



TEACHER FIELD GUIDE

Social policy

Whose room is it, anyway?

Who gets a say when a shared space changes?

Libraries, rec centers and after-school rooms change hours and fees all the time, and those changes land hardest on people with the least flexible schedules. Learning to read a budget and ask the right decision-maker lets students defend a shared space without pretending money doesn't matter.

WHAT STUDENTS MAKE

People map plus a 4–6 sentence note

THE CIVIC IDEA

Words that do the work.

Trade-off Ventajas y costos

A choice that helps one goal while limiting another.

Paid rentals help close the \$200 weekly gap but take away free evenings Sami and Dec use.

Equity Equidad

Giving people what they need to have a fair chance, which may not be the same thing for everyone.

The same evening slot means a different thing for Sami after a print-shop shift than for someone free all day.

Projection Proyección

An estimate based on assumptions that may change.

Each rental is projected to add \$120, but demand is uncertain.

Authority Autoridad

The power or responsibility to make a particular decision.

The nonprofit board decides, not a city community board and not the crew.

Need Necesidad

What a person or group requires to take part, not just what they prefer.

Sami needs an accessible place after work; Mari needs the evening staff to be paid.

Pilot Programa piloto

A trial run of a change for a set time, with a plan to review it.

Option C tests one rental evening for six weeks while seeking more funding.

**NEXO**

∞ This is a nonprofit board, not a city community board. Different bodies, different rules.



Mira, “keep it free” doesn’t pay the person closing up, and I’m that person. So what’s our plan for the gap?

THE EVIDENCE

Handle the case file.

Every artifact comes with a question. The captions are the lesson.

NONPROFIT BOARD AGENDA

EXHIBIT A

The proposal

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.

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

ILLUSTRATIVE WEEKLY FIGURES

EXHIBIT B

The budget note

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.

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

1 Is this a vote or a discussion? How can you tell?

2 Which number here is a guess, and what could change it?

LISTENING NOTES

EXHIBIT C

The missing voices

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.

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

- 3 Whose voice is missing from these four notes?



LUPA

⊙ $\$600 - \$400 = \$200$. One rental leaves \$80, if the projection holds.

THE WORKSHOP

45 minutes, block by block.



5 MIN

Name the decision

TEACHER

Read the agenda aloud. Ask: is this a final vote? Who decides?

STUDENTS

Identify the decision-maker and the stage of the proposal.

CHECK

Students say “nonprofit board, discussion only, no vote yet.”

10 MIN

Work the numbers

TEACHER

Model $\$600 - \$400 = \$200$.

Provide calculators.

STUDENTS

Model zero, one and two rentals; underline “demand is uncertain.”

CHECK

Correct figures: a \$200 gap, an \$80 gap with one rental, a \$40 surplus with two.

10 MIN

People map

TEACHER

Draw the map: who uses the room, when, and who might miss the meeting.

STUDENTS

Add Sami, Dec, Mari and the resident; add missing voices as questions.

CHECK

Map includes at least one missing voice written as a question.

12 MIN

Draft the comment

TEACHER

Share the four parts: position, effect, figure, request.

STUDENTS

Write a 90-second comment or 120–160 word letter.

CHECK

Comment uses one figure accurately and asks for something the board can do.

6 MIN

Board test

TEACHER

Partners play board members.

STUDENTS

Ask one good-faith question; the speaker revises one line.

CHECK

Each comment shows one revision made in response.

2 MIN

Exit

TEACHER

Ask for a person affected who may miss the meeting.

STUDENTS

Name them and one alternate way to contribute.

CHECK

Answer names a real route, like a written comment.

DIFFERENTIATED ROUTES

One case. Seven ways in.

Each route changes what students read, make and prove, not only how long it takes.

MIDDLE SCHOOL

Grades 6–8: Make a people map of who uses the room, then write a short note to the board asking one budget question and one access question.

SOURCES

The agenda and listening notes; the budget note with the \$200 example worked out.

PRODUCT

People map plus a 4–6 sentence note

RAISES THE RIGOR

Add a question about someone not in the listening notes.

Supports

- Calculator and worked example
- People-map organizer
- Frames: “I use the room when __. Could the board explain __?”
- Written comment instead of speaking

Success looks like

- ☐ Names the nonprofit board as the decision-maker
- ☐ Asks one budget question
- ☐ Asks one access question
- ☐ Treats the agenda as a proposal, not a final decision

HIGH SCHOOL

Grades 9–10: Prepare a 90-second public comment recommending an option, using at least one figure accurately.

SOURCES

All three evidence cards.

PRODUCT

90-second spoken comment (about 200 words) with written script

RAISES THE RIGOR

Acknowledge the projected \$80 gap under the pilot and propose how to address it.

Supports

- Comment template with four parts
- Timer practice with a partner

Success looks like

- ☐ States a position on a specific option
- ☐ Uses a figure accurately and conditionally
- ☐ Names an affected group
- ☐ Makes a request the board can act on

HIGH SCHOOL

Grades 11–12: Write a policy memo comparing all three options on cost, access and uncertainty, and recommend one.

SOURCES

All evidence plus Bacchi’s “What’s the problem represented to be?” excerpt.

PRODUCT

Policy memo, 400–500 words

RAISES THE RIGOR

Analyze how framing the issue as “a funding problem” leaves out access, and propose a review metric.

Supports

- Options matrix template
- Model memo header

Success looks like

- ☐ Compares all three options fairly
- ☐ Uses figures accurately and names assumptions
- ☐ Applies the framing question
- ☐ Recommends a measurable review

HIGH SCHOOL

Honors: Argue whether a community space should ever charge for access, using this case and one other example you research.

SOURCES

Case evidence plus one teacher-approved article on library or rec-center fees.

PRODUCT

Argument essay, 600–700 words

RAISES THE RIGOR

Distinguish equality (same rules for all) from equity (fair chance for each) in your argument.

Supports

- Research note-catcher
- Counterargument frames

Success looks like

- ☐ Clear, qualified thesis
- ☐ Integrates two contexts
- ☐ Uses equity and equality accurately
- ☐ Addresses the funding counterargument

AP ENGLISH LANGUAGE

**AP Lang: Write a synthesis-style argument:
should the board adopt Option C?**

SOURCES

The three evidence cards treated as sources A, B and C.

PRODUCT

Synthesis essay, about 550 words, 40 minutes

RAISES THE RIGOR

Cite at least two sources and concede what the projection cannot guarantee.

Supports

- Source citation practice: (Source B)
- Thesis frame with a qualifier

Success looks like

- ☐ Defensible, qualified thesis
- ☐ Integrates two or more sources with commentary
- ☐ Line of reasoning addresses the budget constraint
- ☐ Concedes uncertainty precisely

MIDDLE YEARS

IB MYP: Develop an inquiry statement on community and access and design a feedback survey for evening users.

SOURCES

Case evidence; global context: Fairness and development.

PRODUCT

Survey (6–8 questions) plus 200-word rationale

RAISES THE RIGOR

Explain how your survey reaches people who can't attend the meeting.

Supports

- Inquiry statement frame
- Survey question bank with good and leading examples

Success looks like

- ☐ Inquiry statement connects concepts to the case
- ☐ Questions are neutral and useful to the board
- ☐ Survey reaches people who can't attend
- ☐ Rationale uses evidence from the case

DIPLOMA

IB DP: Write a perspectives analysis of the room decision from the board, Mari, Sami and the nearby resident.

SOURCES

The listening notes and budget note.

PRODUCT

Analysis, 700–900 words

RAISES THE RIGOR

Analyze how power operates in a nonprofit setting that isn't a government, and reflect on your own position.

Supports

- Perspective table: interest, power, constraint
- Reflection prompt: whose voice is easiest to hear?

Success looks like

- ☐ Represents four perspectives fairly
- ☐ Analyzes power and legitimacy in a nonprofit context
- ☐ Uses figures accurately
- ☐ Reflects on own assumptions

Access for every learner

- Provide a calculator and a worked \$600 – \$400 example
- Read one option at a time aloud
- Spanish vocabulary: propuesta, proyección, autoridad, equidad
- Offer a written comment instead of public speaking
- Pre-fill two people on the people map

Extension

- Model what happens if only four of six pilot rentals are booked

- Research the difference between a nonprofit board and a public community board in your area



ONDA

◆ Sami works afternoons, Dec rehearses Thursdays. The same evening means different things to each.

ANNOTATED STUDENT WORK

What a draft shows us.

Write a comment to the nonprofit board about the evening rentals.

FIRST DRAFT

1 The board should not take away our free nights. The Common Room is important to the community and a lot of people use it. I have been coming here for movie nights since it opened and it's one of the only places we can all hang out without paying. Renting it out just shows **2** the board cares more about money than people. **3** Sami and Dec would lose their spot and that is not fair. **4** Please keep it free for everyone. Thank you for listening.

1 **GAP** No vote has happened. Treat it as a proposal still being discussed.

2 **GAP** Guesses a motive. The budget shows a real \$200 gap to address.

3 **EVIDENCE** Good affected perspectives. Say which evenings and why they matter.

4 **AUDIENCE** Clear position, but the board needs a plan for the gap. What could it do?

REVISED

I use the Common Room on weeknights, and I'm commenting on the rental options. Option B would replace both Tuesday and Thursday free evenings. Sami meets clients after her print-shop shift, and Dec rehearses Thursdays, so losing both nights hits people with the least flexible schedules. I understand the \$200 weekly gap is real. Option C's one-night pilot could cut it to about \$80 if bookings hold. I'm asking the board to choose the pilot,

collect written input from evening users who can't attend, and review the results with them after six weeks.

ASSESSMENT

One-page rubric.

Mark the evidence you see. Leave room for a comment and a next step.

CRITERION	BEGINNING	DEVELOPING	PROFICIENT	ADVANCED
Evidence	☐ No figures or perspectives.	☐ Mentions money or people vaguely.	☐ Uses one figure and one affected perspective accurately.	☐ Uses figures conditionally and names an uncertainty.
Reasoning	☐ Assigns bad motives to the board.	☐ States a preference without addressing the gap.	☐ Recommends an option and addresses the gap.	☐ Weighs trade-offs across options and explains the choice.
Audience & purpose	☐ Speaks to the wrong decision-maker.	☐ Addresses the board but asks for nothing specific.	☐ Makes a request the board can act on.	☐ Requests a process that includes people who can't attend.
Revision	☐ No change.	☐ Tone edits only.	☐ Replaces a motive claim with evidence.	☐ Adds a figure, a perspective and a follow-up request.

Evidence I saw

Next step

STANDARDS

What this case teaches, by the book.

CCSS 6–8

4

RI.6.7 Students combine the agenda, budget note and listening notes to understand the full proposal.

W.8.1 Students write a comment supporting an option with a figure and an affected perspective.

SL.7.4 Students deliver a 90-second comment with relevant details and clear pronunciation.

RH.6–8.7 Students integrate the budget figures with the text of the agenda.

CCSS 9–10

3

RH.9–10.7 Students calculate the \$200 gap and \$80 pilot gap and integrate them with the proposal text.

W.9–10.1 Students argue for an option while addressing the budget constraint as a counterclaim.

SL.9–10.4 Students present a comment so board members can follow the reasoning.

CCSS 11–12

3

RI.11–12.7 Students integrate the agenda, budget note and listening notes to evaluate each option.

W.11–12.1 Students write a recommendation with claims, counterclaims and stated assumptions.

SL.11–12.3 Students evaluate a board member's likely reasoning and premises.

C3 Framework

4

D2.Civ.6.6–8 Students describe how a civil-society organization (the nonprofit) shapes neighbors' lives.

D2.Civ.13.9–12 Students evaluate each option's intended and unintended outcomes.

D2.Civ.9.9–12 Students use a deliberative process to weigh options before recommending one.

D4.8.6–8 Students apply democratic procedures by preparing a comment for the board.

AP English Language

3

Claims and Evidence (CLE) Students use the budget figures accurately and conditionally in a comment.

Reasoning and Organization (REO) Students structure a 90-second comment: position, effect, figure, request.

Rhetorical Situation (RHS) Students tailor the comment to a nonprofit board facing a real gap.

IB MYP

3

Individuals and Societies B: Investigating Students investigate who uses each evening and who is missing from the meeting.

Individuals and Societies D: Thinking critically Students evaluate options, severe stakeholder perspectives.

Language and Literature C: Producing text Students produce a spoken comment for a specific audience.

IB DP

2

Global Politics — key concepts: power, equality and justice

Students analyze who holds decision-making power over a shared space and who bears the costs.

Language A: language and literature — Time and space

Students consider how the same room means different things to people in different circumstances.

TAKE IT OFF THE PAGE

Find the room where your community's decisions happen.

1. With a trusted adult, look up an upcoming library board, school committee or rec-center meeting agenda
2. Identify which body decides and whether the item is for discussion or a vote
3. Write one question about who uses the space and when
4. Check whether written comments are accepted if you can't attend

WHO TO ASK

Library staff, a rec-center manager, the school board clerk or a student council advisor

STAY SAFE

Go to public meetings with a trusted adult. Check whether comments and names become part of the public record before submitting.

**DUDA**

② Who uses the room but can't come to a meeting during their shift?