

Fictional Water-Line Response Plan and Briefing

NAME _____

DATE _____

PERIOD _____

Individual Response Companion

Use FYF pp. 194–195 for the team role, priorities, and chart-paper sketch. Use this companion for your individual Major evidence. Do not copy the team plan.

This is a fictional communication simulation. Students do not locate utilities, enter a street, direct traffic, shut a valve, excavate, select repair materials, use tools, or write real water-main repair instructions. Actual response belongs to authorized city/utility personnel and qualified tradespeople following current local procedures.

Word bank / Banco de palabras: priority/prioridad · supplied clue/pista proporcionada · authorized/autorizado · boundary/límite · work product/producto de trabajo

My FYF team role: _____

One priority I support and why it comes first:

One supplied clue that supports this priority:

One qualified role and the work product or decision that person owns:

One professional boundary the student team cannot cross:

Crowd/Time Response and Briefing Planner

What changes when a crowd gathers and time pressure increases:

What does **not** change because it protects people and evidence:

Complete frame: Under pressure, our communication plan changes by [change], but [priority/boundary] does not change because [evidence-based reason].

30-45 SECOND ORAL/AAC BRIEFING

1. **Priority:** what must happen first in the classroom plan?

2. **Evidence:** which supplied detail supports that priority?

3. **Role and work product:** who owns the next professional decision or record?

4. **Boundary:** what can the image/scenario or student team not decide?

Technology support: ☐ companion/evidence card for live/conference ☐ private recording ☐ AAC/speech-generating device

A transcript supports access; it is not oral evidence by itself. Camera use and visual polish are not required.