MILESTONE TEACHERS

Middle School Emergency Sub Plans

GRADES 6-8 | FIVE FULL NO-PREP DAYS

A ready-to-run day, with real thinking

Five original civic-design cases combine reading, evidence, math, writing, and a decision students can defend.

01 SPACE	02 WASTE	03 MEDIA	04 SCHEDULE	05 SHADE

Inside the buyer download

52-page student book + 17-page teacher/sub guide with keys
23-slide editable deck + editable Word operations pack
Two offline HTML tools + quick-start instructions and terms
300 instructional minutes per day; local routines are separate

WHAT THIS PREVIEW SHOWS

Full-size Day 1 pages: teacher run sheet, anchor text, evidence lab, quantitative design, scale plan, and decision memo.

Pages after this overview come directly from the current buyer ZIP.

Fictional case data are for instruction. Schools supply local safety, medical, attendance, dismissal, discipline, and technology procedures.

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The Commons Redesign

TEACHER & SUBSTITUTE GUIDE

Run the Day

Essential question: How can a shared space serve more people without pretending every wish can fit?
Instructional time: 300 minutes, excluding local breaks and routines
Collect: evidence questions, scale plan, and design memo
Checkpoints: reading gist by end of the anchor block; questions 1-3 halfway through the evidence lab; first scale calculation by minute 20 of the quantitative block; memo claim by minute 15 of the decision block.

Launch script: "Today you are serving as a design review team. Your job is not to create the fanciest room. Your job is to recommend a plan that fits the evidence, the measurements, and the people who use the space. A strong proposal names what it improves and what it cannot solve."

Access route

Read directions aloud; preview the five terms; chunk by paragraph labels; offer the reduced-copy response page; allow oral rehearsal; permit calculator checking after estimation. Preserve the reasoning target.

Read & Annotate

Anchor text - One Room, Four Kinds of Need

Paragraph 1. Northline School has a rectangular commons beside its library. At lunch it is noisy and crowded. During class time, teachers sometimes send small groups there to work, but students report that they cannot hear one another. The student council asked for "a better commons." That phrase sounded simple until the design team interviewed the people who use the room.

Paragraph 2. The room measures 12 metres by 8 metres. Two doors on the south wall must remain clear. A 1.5-metre-wide path must connect both doors to the library entrance on the north wall. Nothing may block that path. The school can spend at most 4,800 credits, a fictional planning currency used for this case.

Paragraph 3. Students described four needs. Some wanted tables for collaborative work. Some wanted a quiet place to read or recover from a busy hallway. Others wanted open floor area for clubs to demonstrate projects. Students who use mobility devices emphasized that furniture spacing matters as much as the number of seats. "A chair is not useful if the route to it is too narrow," one student explained.

Paragraph 4. Staff members added constraints. The librarian needs a clear view across most of the room. The custodian asked the team not to use heavy furniture that must be dragged each evening. A teacher suggested building permanent walls for quiet study, but the facilities manager noted that walls would reduce sight lines and require a separate construction review. The design team therefore limited this proposal to movable furniture and low dividers.

Paragraph 5. The team tested three possible zones. A collaboration table seats four and uses a 2 m by 2 m square, including chair clearance. A quiet-study station seats two and uses a 2 m by 1.5 m rectangle. An open project zone must be at least 4 m by 3 m and contains no fixed furniture. Low dividers cost 160 credits per metre. Each collaboration table costs 520 credits, and each quiet-study station costs 410 credits. Floor markers for the required path and project zone cost 240 credits in total.

Paragraph 6. Not every preference can become a requirement. In the survey of 180 students, 99 chose more collaborative seating as their first priority, 54 chose quiet-study seating, and 27 chose more open demonstration space. The survey did not ask respondents whether they use the commons every day, and it did not include staff or visitors. The results show student preferences, but they do not prove which layout is safest or most useful.

Paragraph 7. The student council proposed placing six collaboration tables in the centre because collaboration received the most votes. The accessibility club objected that a centre packed with tables could make the travel path confusing. The librarian proposed placing furniture along the east and west walls, leaving a clear central route and flexible project area. This would reduce the maximum number of seats, but it could improve movement and supervision.

Paragraph 8. A responsible design memo must do more than repeat the winning survey option. It should combine measurements, costs, user evidence, and limitations. It should also identify what the team needs to test before buying anything. A taped floor mock-up, for example, could reveal whether the planned clearances work in practice. Good design is not the act of satisfying every request. It is the process of making a defensible choice, checking it with users, and revising it when the evidence demands a change.

Evidence Lab

1. Which statement best expresses the central idea?
A. Survey winners should always determine school purchases.
B. Shared-space design requires balancing evidence, measurements, access, cost, and tradeoffs.
C. Permanent walls are the least expensive way to reduce noise.
D. Open space is more valuable than seating in every school.

2. Why does paragraph 6 describe what the survey did not ask?
A. To prove that the survey results were false.
B. To show that preference evidence has limits.
C. To explain why staff should make every decision.
D. To argue that 180 students are too few to count.

3. Cite two details that make the student council's six-table proposal incomplete as a final decision.

4. Explain how the librarian's proposal responds to at least two different user needs.

5. Classify each statement as fact from the case, reasonable inference, or unsupported claim:
a. The room has an area of 96 square metres.
b. Furniture along the walls may improve supervision.
c. Every student will prefer the final layout.

6. What additional evidence should the team gather during a taped floor mock-up? Explain why it would matter.

Quantitative design investigation

The 12 m by 8 m room has 96 m^2 of total area. For this planning simulation, reserve 18 m^2 for the required connected travel path and door clearances. The project zone must use 4 m by 3 m. Remaining furniture-zone area may contain collaboration tables and quiet-study stations. Treat the listed footprints as including chair clearance; units may not overlap.

Costs:

- collaboration table: 4 m^2, four seats, 520 credits;
- quiet-study station: 3 m^2, two seats, 410 credits;
- floor markers: 240 credits;
- optional low divider: 160 credits per metre, maximum 6 metres;
- total budget: 4,800 credits.

Tasks:

1. Calculate the area remaining after the travel path and project zone are reserved.

2. Plan A uses six collaboration tables and four quiet-study stations. Find its furniture area, seat count, and cost without dividers. Does it meet the area and budget constraints?

3. Plan B uses five collaboration tables, six quiet-study stations, and 4 metres of low divider. Find its furniture area, seat count, and total cost. Does it meet the area and budget constraints?

4. PRIORITY: Create Plan C using at least four collaboration tables, at least four quiet-study stations, and no more than 6 metres of divider. It must fit the area and budget. State its seat count and unused furniture-zone area.

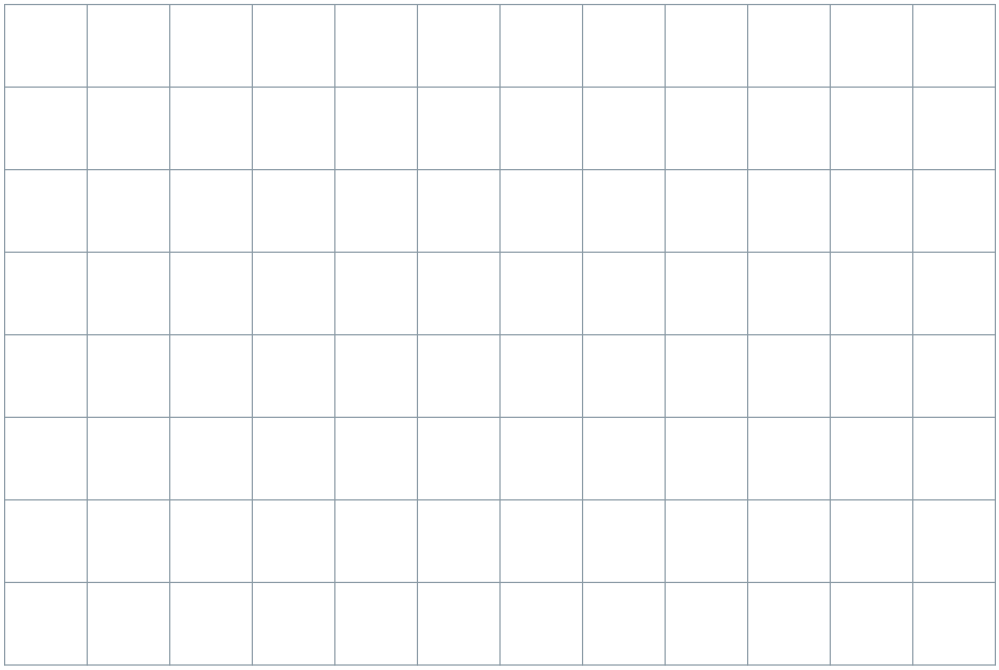
5. The survey percentages are 55% collaboration, 30% quiet study, and 15% open demonstration. Explain one reason those percentages should inform but not dictate the final floor plan.

6. Compare your Plan C with either Plan A or B. Recommend one plan using at least one numerical result and one non-numerical constraint.

Case Tool

Scale Plan Grid | 1 square = 1 metre

Outline the 12 m by 8 m room. Label the project zone, connected travel path, furniture footprints, and unused space. Add arrows showing how a person moves between both doors and the library entrance.



Legend and accessibility check

Design memo

Write 180-250 words to the student council. Include:

- a clear recommendation;
- two exact pieces of case evidence;
- one correctly calculated result;
- reasoning that connects the evidence to user needs;
- one tradeoff or limitation; and
- one specific test to run before purchase.

Plan

Draft