ETP Starter Kit

One request. Two defensible procedures. New information. Use this small rehearsal to make evidence, perspective, and judgment visible.

A companion to *Enter the Possible: Learning to Act When the Answer Is Not Given*

15 MINUTES | Pairs, triads, or individual work | No special equipment

RUN THE REHEARSAL

0-2 min — **Explore the evidence**

Give learners page 2. Separate the stock record from a promise of readiness.

2-5 min — **Express a first choice**

Choose A or B. Name the tradeoff and write what the requester receives before verification.

5-7 min — **Exchange perspectives**

Partner: read as the requester. What would you believe? Third person: notice assumptions.

7-10 min — **Experience new information**

Read the update on page 3 aloud. Learners write a status message under the new facts.

10-15 min — **Reflect and reconsider**

Compare reasons, discuss who carries each cost, and name a condition that could change the choice.

BEFORE YOU BEGIN

Print page 2 for each learner. Keep page 3 with the facilitator until the reveal. Page 4 is for designing a new rehearsal.

Say: "We are examining our reasoning. You may change your mind, keep a choice with reasons, or pass on speaking."

Allow writing, speaking, or sketching. Offer more time where needed. Do not require personal disclosure or public performance.

Working alone? Read your draft as the requester. Treat your interpretation as a rehearsal, not a substitute for another reader.

FOUR LENSES - REVISIT THEM AS NEEDED

Explore

What do we know? What still needs checking?

Exchange

How does another person understand the situation?

Express

What choice, message, or artifact makes reasoning visible?

Experience

What happens next, and what does it ask us to reconsider?

The four lenses build on Idit Harel's Three X's, with Experience as the extension developed in the book.

Try the activity online deceptrix.com/ETPBookWeb/practice.html

The equipment desk.

What can you responsibly promise when the stock list says yes, but nobody has checked the shelf? Work from the information given. Make uncertainty explicit.

THE SITUATION

A student requests an audio recorder for collection this afternoon. The stock list shows one available, but it is updated periodically and does not guarantee the recorder is physically present.

Staff check equipment at scheduled intervals. They can promise collection only after locating the item and setting it aside for this requester. You do not know how long it will be until the check. Every message is prepared manually.

1 / SEPARATE EVIDENCE FROM COMMITMENT

The stock list gives us a reason to believe ... Before promising collection, staff still need to ...

2 / CHOOSE A PROCEDURE TO TRIAL

A / Wait for verification
Send the first reply after the scheduled equipment check.

B / Acknowledge now
Confirm receipt immediately, then send a status message after the check.

My choice: A / B **The benefit I want to protect:** **The cost I accept:**

3 / WRITE WHAT THE REQUESTER RECEIVES BEFORE THE CHECK

For A, write "No message before the check." For B, draft an acknowledgment that does not imply a reservation.

EXCHANGE

Give your draft to a partner. Ask: "What would you believe now? Which words led you there?" Note one interpretation to revisit when the facilitator reveals the update.

Let new information matter.

Keep this page out of view until minute seven. The update is the same for both procedures; it is not caused by the learner's choice.

READ ALOUD AT THE REVEAL

During the scheduled physical check, staff cannot locate the recorder shown on the stock list. No recorder has been set aside for the requester. The available information does not establish when one will be ready.

WRITE THE NEXT MESSAGE / 3 MINUTES

Ask learners to use the back of page 2 or separate paper. What can the desk say with confidence? What should the requester do about collection? Then exchange messages and check what each reader would believe.

DEBRIEF / 5 MINUTES

Evidence	What changed in what you knew? What remained uncertain?
Perspective	Who carries the cost of silence, extra messages, or an unnecessary trip?
Commitment	Which words could be mistaken for a promise? What would justify that promise?
Reconsideration	Would you retain or revise your approach? Under what condition would the other procedure become preferable?

NOTICE EVIDENCE OF LEARNING

Listen for a learner who separates record from verification, notices a reader's interpretation, names a tradeoff, and explains what would support a stronger commitment. A reasoned decision to keep a choice can show judgment too.

ONE POSSIBLE STATUS MESSAGE - DISCUSS AFTER LEARNERS WRITE

"We could not locate the recorder during the equipment check, so we cannot confirm it is ready for you. Please wait for an explicit ready-for-collection notice before traveling to collect it."

Design something worth deciding.

Start with one situation, one consequential choice, and one change in the evidence. Use a fresh copy for each rehearsal. The four lenses can overlap and recur.

WORKING TITLE / LEARNERS / SETTING

1 / A meaningful decision

What must learners decide? What competing needs make more than one response defensible?

2 / Explore the evidence

What do learners know at the start? Which fact is missing, uncertain, or easy to mistake for certainty?

3 / Exchange perspectives

Who sees something different? What information or interpretation does each person bring?

4 / Express the reasoning

What will learners produce: a message, plan, recommendation, or other visible commitment?

5 / Experience what happens next

What changes? Mark what follows from a choice and what is an external event. What can learners revisit?

6 / Make room for learning

How can learners pass, pause, or use another format? What will you look for in their reasoning and debrief?

A first trial: invite two people to try it. Ask what they believed, where they hesitated, and what made the decision worth discussing. Revise before expanding.

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