

One room, different needs

Read the case | Choose a four-week trial policy

A shared study/work room has **20 seats**, one board and two volunteers. People work alone, make short calls and work together. There is **no budget for more rooms, equipment or staff**. Keep all 20 seats available. Explain how users will understand your policy.

Fictional feedback: 12 of the 20 regular users replied. Eight mentioned distracting noise, seven wanted somewhere for short calls and six said talking helps them work together. People could mention several issues.
We do not know the other eight users' views, how often problems occur or which answers overlap.

Option	A possible policy
A. Quiet all day	Calls move outside. People working together in the room use written notes.
B. Two zones	12 quiet seats; 8 seats for low-voice conversation and calls. Mark the boundary on the board.
C. Quiet hours	Quiet from 9-11 am and 2-4 pm. At other times, allow low-voice calls and conversation. Calls in quiet hours move outside.

1. Check what we know

- Why can we not add $8 + 7 + 6$ to count different people?
- What else would you want to know before choosing?
- What do A and C assume about taking calls outside?

2. Make these claims more accurate

- Everyone wants a quieter room.
 - Two zones will solve the problem.
- Compare your versions with a partner. Explain what you changed.

- _____
- _____

3. Prepare your first view

Choose an option. Prepare a benefit, a drawback and a question for someone who prefers another option. Use keywords or prepare aloud. You may adapt or combine options within the limits.

Discuss, decide and reconsider

Use page 1 | Aim for a workable plan, not a winning argument

1. Notice how the reply changes the plan

Jo: I'd choose quiet hours, with calls allowed between them.

Sam: Although quiet hours protect concentration, callers may need to make calls during those hours. What are we assuming about outside?

Jo: That people can make calls there. We haven't checked that.

Sam: Could we combine quiet hours with a low-voice zone?

Jo: I could support that, provided that users know when calls are allowed. Sound might still travel. Let's ask users after four weeks.

- What concern does Sam accept before raising a problem?
- What must be true for Jo to support the new plan?
- What does "might" tell us about sound travelling?

2. Talk and make a first plan

Choose one person to start and another to summarise. Share your starting views. Ask about a drawback or assumption, and respond to another view. You can disagree at the end. Write keywords or prepare your report aloud.

Our policy and a reason from the case: _____

A drawback and how we will manage it: _____

How users will know / what we will check after four weeks: _____

3. Hear the update, then reconsider

Your teacher will give you new information. Explain what changes in your reasoning. Adapt your plan or explain why it still works. Give a one-minute recommendation. Each listener asks a question.

Accept a point: I take your point about noise, although ...

Question: What are we assuming about ...?

Set a condition: I could support that, provided that ...

Show uncertainty: That might help, but we cannot yet tell whether ...

Compromise / review: Could we combine ... with ...? After four weeks, we could check whether ...

After feedback, try a new decision on a separate sheet. Plain, precise language is welcome; you do not need to use every phrase.