



F08 CONFIGURED SUPPORTING DOCUMENT

Leadership Workshop Outline

A controlled, editable working derivative for M-T1-CP-03-SD-02.
Complete local facts, approvals and operational evidence before
use.

Release truth. This file is configured for substantive review. It is not approved for public distribution or operational use. Local law, insurance, safeguarding, accessibility, privacy, brand, rights and accountable-owner checks remain mandatory.

F08 configured review derivative

Status: REVIEW - configured learning package; not approved for delivery or participant distribution **Theme:** Attraction and Visibility **Sub-theme:** Community Presence and Visibility

1. Controlled identity and migration metadata

Controlled field	Configured entry
Status	REVIEW - local facts, content evidence, access, safeguarding, rights, rehearsal, rendering and approval remain required
Supporting-document code	M-T1-CP-03-SD-02
Exact derivative title	Leadership Workshop Outline
Source initiative	M-T1-CP-03 - School Partnership Program
Source initiative code	M-T1-CP-03
Source initiative title	School Partnership Program
Source initiative code/title	M-T1-CP-03 - School Partnership Program
Initiative disposition	Canonical retained
Canonical parent	M-T1-CP-03 - School Partnership Program
Canonical parent code/title	M-T1-CP-03 - School Partnership Program
Canonical parent code and title	M-T1-CP-03 - School Partnership Program
Named overlay or migration label	Canonical body with approved school modules
Redirect or tombstone route	None - canonical source and parent title are unchanged.
Supporting-document migration control	Retain every CP-03 code and existing family mapping.
Family master	Playbook_F08_Presentation_Workshop_Learning_Master.md
Family / master version	F08 - Presentation, Workshop and Learning / 1.0
Recorded master SHA-256	d2f3b5210079066ba77062a28b938ec9a436e4997c25a9efa8d70ae450da3e7f
Authoritative index	Playbook_Supporting_Documents_Master_Index.md v1.1, issued 2 August 2026
Configured master variant	M-T1-CP-03-SD-02 — Leadership Workshop Outline; F08 Section 20 mandatory overlay incorporated in full
Derivative version	0.1 REVIEW
Prepared date	2 August 2026
Adaptation note	The complete F08 learning-design workflow is configured for School Partnership Program. Observable outcomes, audience, architecture, content hierarchy, activity or worksheet, access, evidence, rights, rehearsal, checks, feedback and transfer to action are embedded below together with the exact Canonical body with approved school modules route.

2. Instructions and release boundary

1. Complete local facts, owners, dates and evidence from the approved initiative, school or partner brief.
2. Keep the exact derivative code, title, source initiative, disposition, canonical parent and migration route unchanged.
3. Confirm observable participant outcomes before writing or changing slides, activities or worksheets.
4. Treat every claim, quotation, image, partner mark and source as a controlled item with an owner and review date.
5. Pilot the activity, rehearse the complete session using actual technology and prove the no-technology fallback.

6. Mark a control Not applicable only with a reason, owner and acceptance date; do not silently delete access, safeguarding, rights or evidence controls.
7. Release the editable source, delivery copy, participant copy and accessible companion as one matching version.
8. This tool does not certify curriculum alignment, educational outcomes, safeguarding compliance, accessibility conformance, rights clearance or claim accuracy. Obtain the responsible reviews.

Review key: [] open; [x] completed with evidence; N/A accepted with reason, owner and date.

3. Document and package control

Operational field	Configured value or completion record
Session, deck, workshop or worksheet title	_____
Club or delivery unit	_____
Accountable sponsor	_____
Learning or content owner	_____
Lead facilitator or presenter	_____
Accessibility reviewer	_____
Safeguarding reviewer	_____ / N/A with accepted reason
Brand and rights reviewer	_____
Evidence reviewer	_____
Format	School-approved 60-90 minute practical leadership workshop combining a local scenario, short input, team service challenge and reflection
Duration	60-90 minutes within the school timetable and supervision plan
Editable-source location	_____
Review-package location	_____
Evidence and rights register	_____
Approved package location	Not approved
Next content review date	_____

Package component	Configured treatment	File or location	Owner	Status
Core components	Workshop outline; facilitator notes; school-approved scenario; Student Activity Worksheet; facilitator key; accessible companion; exit check; school-routed follow-up	_____	_____	REVIEW
Session outline or delivery plan	Required	_____	_____	REVIEW
Facilitator or presenter notes	Required	_____	_____	REVIEW
Participant material	Required when used	_____	_____	REVIEW / N/A
Facilitator key	Required for assessed or guided activity	_____	_____	REVIEW / N/A
Accessible companion	Required	_____	_____	REVIEW
Feedback and outcome check	Required	_____	_____	REVIEW
Follow-up resource	Required	_____	_____	REVIEW

4. Exact configured master overlay

Initiative application: M-T1-CP-03 School Partnership Program

Workshop purpose

Enable students to recognise practical leadership behaviours, analyse a community challenge with others and create one achievable service action. The workshop must support the school's learning and safeguarding context; it is not a youth recruitment or membership sales event.

Recommended observable outcomes

- Identify two or three leadership behaviours in a realistic scenario and explain their effect.
- Map people affected by a local challenge and distinguish evidence from assumption.
- Use a simple decision process to select one feasible service response.
- Define a first action, owner, support need and evidence of completion.

Required learning sequence

1. School welcome, purpose, participation choices and safeguarding route.
2. Short local leadership story focused on behaviour, not status or title.
3. Scenario activity: notice the need, stakeholders, evidence and assumptions.
4. Mini-input: listening, shared purpose, ethical decision, inclusion and follow-through.
5. Team challenge: select and shape one service response using the Student Activity Worksheet.
6. Gallery, paired or facilitator-mediated feedback with an accessible alternative to public speaking.
7. Reflection and authorised next step through the school or partner.

Delivery controls

- Confirm learning objectives, age appropriateness, class context, supervision, room, timetable, access and communications with the school contact.
- Use school-approved examples and avoid asking students to disclose personal adversity or identify a vulnerable peer.
- Brief Rotarian facilitators on school conduct, safeguarding, role boundaries, language and escalation before arrival.
- Keep teacher or authorised school supervision and handover clear throughout.
- Route any ongoing project contact through the school or authorised organisation, not personal member accounts.
- Evaluate the student output and application plan, not whether students express interest in Rotary.

5. Learning and outcome brief

Decision	Configured record
Community or audience need	Enable students to recognise practical leadership behaviours, analyse a community challenge with others and create one achievable service action. Confirm local evidence or partner request: _____
Why this format is appropriate	School-approved 60-90 minute practical leadership workshop combining a local scenario, short input, team service challenge and reflection. Confirm why this is better than a shorter message or existing resource: _____
What participants should be able to do	The observable outcomes below, using the configured evidence method.
What this package will not attempt	It will not infer curriculum, safety, access, recruitment, membership or impact outcomes outside approved evidence and authority.
Useful next step	Transfer any agreed application or project enquiry through the authorised school or partner channel.
Evidence focus	Student scenario analysis, service-response rationale and action plan; never recruitment interest.

Observable outcomes

By the end, participants can...	Evidence during or after delivery	Success criterion	Owner
1. Identify two or three practical leadership behaviours in a realistic scenario and explain their effect.	_____	_____	_____
2. Map people affected by a local challenge and distinguish evidence from assumption.	_____	_____	_____
3. Use a simple decision process to select one feasible service response.	_____	_____	_____
4. Define a first action, owner, support need and evidence of completion.	_____	_____	_____

Outcome alignment

Outcome	Opening/context	Input/example	Activity/worksheet	Check	Follow-up	Remove or justify if unaligned
Outcome 1: Identify two or three practical leadership behaviours in a realistic scenario and explain their effect.	[]	[]	[]	[]	[]	_____
Outcome 2: Map people affected by a local challenge and distinguish evidence from assumption.	[]	[]	[]	[]	[]	_____
Outcome 3: Use a simple decision process to select one feasible service response.	[]	[]	[]	[]	[]	_____
Outcome 4: Define a first action, owner, support need and evidence of completion.	[]	[]	[]	[]	[]	_____

6. Audience, prior knowledge and inclusion

Dimension	Configured description	Design response or evidence to complete
Intended audience	Students in the school-approved cohort, supported by authorised school staff and prepared Rotary facilitators.	Confirm cohort, number and relationship to Rotary
Prior knowledge	Do not assume knowledge of Rotary, formal leadership theory or community-project design; use the school's briefing and a non-embarrassing entry check.	Record entry-check method: _____
Motivation or practical need	Connected directly to the configured purpose and next step	Confirm with school, host or audience owner
Language and literacy	Do not assume specialist Rotary or project vocabulary	Plain language and explained terms
Cultural and community context	_____	Review examples, names, imagery and assumptions
Digital familiarity	_____	Provide equivalent print or assisted route
Access and communication needs	Age-appropriate language, visible instructions, school supervision, multiple response modes and no required personal disclosure.	Record confirmed adjustments privately
Safeguarding context	_____	Record authorised supervision, conduct and escalation
Available attention	60-90 minutes within the school timetable and supervision plan	Protect practice, outcome check and close
Post-session action	Transfer any agreed application or project enquiry through the authorised school or partner channel.	Test route and ownership before delivery

- ☐ No activity requires trauma, health, family, financial or identity disclosure.
- ☐ Speaking aloud is not the only contribution method.
- ☐ Participants may pass, pause, ask for clarification or use an equivalent route.
- ☐ Examples avoid stereotypes and unsupported assumptions.
- ☐ Youth delivery uses authorised school supervision and communications.
- ☐ The facilitator knows distress, safeguarding, access and conduct routes.

7. Configured learning architecture

Phase	Participant need	Configured action	Evidence of progress	Flex protection
Welcome and orientation	Know purpose, outcomes and choices	State the configured purpose, access, safeguarding and session map	Participant can state why they are here	Never remove
Relevance	See why the topic matters	Use one approved local need, question, story or scenario	Participant connects content to context	Compress, do not delete
Essential input	Gain only concepts needed for outcomes	Explain the minimum model or project facts	Quick check identifies core idea	Remove surplus detail first
Example or demonstration	See quality in practice	Model a worked example and explain decisions	Participant identifies quality features	Use offline example if needed
Guided practice	Try with support	Team challenge using the Student Activity Worksheet: notice, map perspectives, generate options, decide, act and reflect.	Partial application is visible	Protect equivalent access route
Independent application	Make a decision or plan	Complete the configured output with chosen response mode	Observable outcome evidence	Reduce sharing, not application
Reflection and close	Consolidate and choose action	Run exit check and explain transfer any agreed application or project enquiry through the authorised school or partner channel.	Participant states idea, action or question	Never remove

Session run sheet

Relative time	Clock time	Phase	Participant activity	Facilitator action	Resource	Evidence or check	Flex decision
Start	_____	Welcome	Orient and choose participation route	Purpose, outcomes, access and safeguarding	Opening visual or worksheet header	Purpose check	Keep
+ _____	_____	Relevance	Respond to local question or scenario	Connect approved context to audience	Source-registered story or evidence	Entry response	Compress
+ _____	_____	Input	Notice key ideas	Teach only what outcomes require	Slides, notes or companion	Quick concept check	Remove surplus

Relative time	Clock time	Phase	Participant activity	Facilitator action	Resource	Evidence or check	Flex decision
+ ____	_____	Example	Analyse a model	Explain quality decisions and limits	Worked example	Feature identification	Keep one
+ ____	_____	Guided practice	Team challenge using the Student Activity Worksheet: notice, map perspectives, generate options, decide, act and reflect.	Give visible instructions, time cues and support	Activity or worksheet	Partial output	Protect
+ ____	_____	Application	Complete a decision, explanation or action	Prompt and offer equivalent route	Participant material	Outcome evidence	Protect
+ ____	_____	Reflection	Complete exit check	Clarify and connect to follow-up	Exit instrument	Idea, action, question	Keep
Finish	_____	Close	Choose next action or no action	Explain owner, route and timing	Follow-up resource	Route understood	Keep

8. Slide and content system

Story section	Core question	Configured slide or content role
Opening	Why should this audience care now?	One promise, question or approved local image
Need	What issue or opportunity matters?	Context, evidence, period and limitations
Response	What do people actually do?	Action, partners and human role
Proof	What changed and how do we know?	Verified result with source and date
Participation	Where can this audience apply or contribute?	Specific practical routes and commitments
Decision	What should happen next?	Transfer any agreed application or project enquiry through the authorised school or partner channel.

Content ID	Purpose	Audience takeaway	Visual or evidence	On-screen or participant copy	Delivery note	Source	Access note	Own
C01	Opening	_____	_____	_____	_____	_____	_____	_____
C02	Context	_____	_____	_____	_____	_____	_____	_____
C03	Example	_____	_____	_____	_____	_____	_____	_____
C04	Activity	_____	_____	_____	_____	_____	_____	_____
C05	Action	_____	_____	_____	_____	_____	_____	_____

- [] Each content item has one primary job and takeaway.
- [] Detailed explanation sits in notes or companion material, not dense display copy.
- [] Visual hierarchy does not rely on colour alone.
- [] Essential meaning is not hidden in animation, delivery or an inaccessible image.
- [] Speaker notes contain facts, pronunciation, timing, transitions and source context.
- [] Acronyms and Rotary structures are explained or removed.
- [] One concrete local next step is visible with a non-digital fallback.

9. Facilitator and speaker controls

Field	Completion
Speaker or facilitator	_____
Segment and outcome supported	_____
Time allowance and stop cue	_____
Required message	_____
Approved evidence or story	_____
Material not to introduce	_____
Participant interaction	_____
Closing sentence and handoff	_____

Field	Completion
Technology and fallback	_____
Access or safeguarding note	_____

- ☐ Every speaker receives the same purpose, audience, outcomes and limits.
- ☐ Names, titles, roles and pronunciations are confirmed.
- ☐ Personal stories and photographs have permission and boundaries.
- ☐ Questions outside scope have a respectful parking route.
- ☐ No speaker promises membership, funding, partnership or service outcomes beyond authority.
- ☐ Lead facilitator may shorten or redirect a segment safely.

10. Activity design and instruction card

Design question	Configured response
Outcome practiced	Identify two or three practical leadership behaviours in a realistic scenario and explain their effect. Map people affected by a local challenge and distinguish evidence from assumption. Use a simple decision process to select one feasible service response. Define a first action, owner, support need and evidence of completion.
Participant output	_____
Why activity is better than more presentation	Team challenge using the Student Activity Worksheet: notice, map perspectives, generate options, decide, act and reflect. creates observable application evidence.
Grouping and role choice	_____
Visible instructions	Required in at least two usable modes
Explanation, work, share and debrief time	_____
Materials and space	_____
Accessible alternative	Age-appropriate language, visible instructions, school supervision, multiple response modes and no required personal disclosure.
Safeguarding and psychological-safety controls	No forced disclosure; approved supervision and escalation
Observation points	_____
Debrief questions	What did you notice? What evidence shaped your choice? What would you verify next?
Evidence captured	Student scenario analysis, service-response rationale and action plan; never recruitment interest.

Goal: Complete the configured output for the stated outcome.

Time: [TOTAL TIME] with a checkpoint at [TIME].

Steps: 1. Review the prompt and evidence. 2. Complete the task using your chosen response method. 3. Record the output and one next question.

You may contribute by: speaking, writing, typing, drawing, arranging cards or using an assisted equivalent.

Help: [NAMED FACILITATOR OR ACCESS ROUTE].

- ☐ Instructions remain visible and do not depend on memory.
- ☐ Materials do not require colour perception, fine motor skill, standing, fast reading or public speaking without an alternative.
- ☐ Group roles prevent one confident person doing all work.
- ☐ Participants can pass on personal disclosure and still complete the learning task.
- ☐ Debrief connects the activity to real application.

11. Participant worksheet and facilitator key

Session or resource title: _____ **Purpose:** Enable students to recognise practical leadership behaviours, analyse a community challenge with others and create one achievable service action. **Time:** 60-90 minutes within the school timetable and supervision plan **Output:** _____

Help or alternative route: _____ **Version:** 0.1 REVIEW

Notice

What is the situation or challenge? _____

What evidence is provided? _____

What are we assuming or still need to verify? _____

Explore

Who is affected?	What matters to them?	What evidence exists?	What are we assuming?
_____	_____	_____	_____

Decide

Option	Benefit	Risk or trade-off	Evidence needed	Decision and reason
_____	_____	_____	_____	_____

Act

First action	Owner	By when	Support needed	Evidence of completion
_____	_____	_____	_____	_____

Reflect

- One idea I can explain now: _____
- One action I can take: _____
- One question I still have: _____

Facilitator key:

- ☐ Explains reasoning and quality criteria, not one predetermined answer.
- ☐ Lists expected misconceptions and safe prompts.
- ☐ Defines acceptable alternative outputs.
- ☐ Identifies distress, safeguarding and out-of-scope responses.
- ☐ Avoids participant names unless the approved purpose needs them.

12. Accessibility and inclusive delivery

- ☐ Slides and documents use measured contrast, readable type and generous spacing.
- ☐ Essential text remains editable text, not only image text.
- ☐ Images, charts and diagrams have purposeful alternatives.
- ☐ Audio and video are captioned and essential audio has a text equivalent.
- ☐ Colour is not the only category, status, answer or sequence cue.
- ☐ Headings and reading order are logical.
- ☐ Accessible digital and appropriate print formats are ready.
- ☐ QR and links have a visible fallback.
- ☐ Venue route, seating, hearing, lighting, noise, sensory and emergency access are checked.
- ☐ Participants can respond verbally, in writing, digitally, visually or through an equivalent.
- ☐ Essential visual information is described aloud and processing time is allowed.
- ☐ Instructions are multimodal and remain visible.
- ☐ Remote participants receive equivalent content and activity access.
- ☐ Access information is handled privately.

Review area	Method	Finding	Required change	Reviewer	Date
Contrast and legibility	_____	_____	_____	_____	_____
Structure and reading order	_____	_____	_____	_____	_____
Image and chart alternatives	_____	_____	_____	_____	_____
Captions and transcript	_____	_____	_____	_____	_____
Activity participation	_____	_____	_____	_____	_____
Physical or remote access	_____	_____	_____	_____	_____

13. Materials, technology and fallback

Resource	Primary format	Accessible alternative	Owner	Ready date	Test evidence	Backup
Configured package	Workshop outline; facilitator notes; school-approved scenario; Student Activity Worksheet; facilitator key; accessible companion; exit check; school-routed follow-up					
Delivery notes						
Participant worksheet						
Activity materials						
Audio, video or media		Caption or transcript				
Display or projector		Printed or spoken route				
Remote platform		Offline response route				
Feedback or check tool		Paper or assisted route				

- ☐ Package opens on the delivery device without missing fonts, links, media or permissions.
- ☐ Notes, clicker, microphone, screen, audio, captions and remote view are tested.
- ☐ Media is locally available where authorised.
- ☐ Links and QR destinations are owned, current and accessible.
- ☐ Offline PDF, printed notes and non-powered activity route are present.
- ☐ The facilitator can achieve core outcomes without slides, internet, video or polling.
- ☐ A technical owner is named.

Failure	Use instead	What changes	What remains protected
Projector or screen	Printed summary or spoken story	Reduce visual examples	Outcomes, activity and close
Internet or remote tool	Offline materials and paper response	Delay online sharing	Choice and evidence
Video or audio	Transcript, still or facilitator account	Remove media timing	Meaning and source
Digital worksheet	Large-print paper or assisted version	Change capture	Equivalent task and privacy
Microphone	Smaller configuration or facilitated repetition	Reduce plenary	Access and audibility

14. Evidence, claims and source register

Claim ID	Content item	Exact claim	Primary or authoritative source	Source date	Geography or period	Owner	Review date	Approved v
CLM-01								
CLM-02								

- ☐ Rotary facts and policies use current official sources where available.
- ☐ Local results state project, period, location, basis and limitations.
- ☐ Attendance, activity, anecdote and correlation are not presented as causal impact.
- ☐ Chart values match spoken claims and accessible descriptions.
- ☐ Quotations retain intended meaning and have permission.
- ☐ Rapidly changing material has an owner and review date.
- ☐ Unsupported claims are removed.

15. Brand, imagery and rights

- ☐ Current official club or District identity is used for the responsible entity.
- ☐ Logo files come from an authorised source.
- ☐ Logos are not redrawn, recoloured, stretched, cropped, rearranged or generated.
- ☐ Authentic logo files are placed in layout, not baked into generated scenes.
- ☐ Typography, colour and partner marks follow current approved guidance.
- ☐ Local activity identity is not presented as Rotary International ownership.

Asset ID	Content item	Creator	People or story permission	Parent or guardian permission	Licence	Credit	Restrictions
AST-01							

- Use authentic rights-cleared images showing relationships, action and community impact.
- Do not use generated people, schools, beneficiaries, events or projects as evidence that something real occurred.
- Generated conceptual imagery must be approved and contain no fabricated Rotary marks, uniforms, certificates or signage.
- Avoid tokenism, pity framing, unsafe depictions and unnecessary sensitive context.
- Captions state action and context without claiming unsupported outcomes.

16. Rehearsal and readiness

Stage	Purpose	Participants	Evidence	Complete
Content table read	Story, facts, timing and handoffs	Content owner, facilitator, speakers	Marked notes	☐
Activity pilot	Instructions, output and access	Representative testers	Observation and revision log	☐
Technical run	Device, media, captions and room	Presenter and technical owner	Preflight record	☐
Full rehearsal	Deliver complete session to time	Full delivery team	Timed run and decisions	☐
Final room check	Site, access, materials and fallback	Event and delivery leads	Opening approval	☐

- ☐ Outcomes, audience and session plan are approved.
- ☐ Every package component carries the same version.
- ☐ Claims, images, quotations and partner marks are cleared.
- ☐ Speakers know time, message, cue, limits and fallback.
- ☐ Activity was piloted by someone who did not write it.
- ☐ Access and safeguarding controls are briefed.
- ☐ Primary and fallback materials are tested.
- ☐ Questions, complaints, distress and out-of-scope requests have an authorised route.
- ☐ Closing action and follow-up owner are ready.

17. Knowledge, application and exit checks

Check point	Configured question	Method	Evidence	Response if unclear
Entry	What do participants already know or believe?			Adjust context or example
During input	Can participants state the core idea?			Re-explain in another mode
After example	Can participants identify quality features?			Model another example
During activity	Can participants apply with support?	Observation or output check		Prompt or scaffold
End	Can participants perform the configured outcomes?	Exit check below		Targeted follow-up
Later	Did intended application occur?	Approved follow-up		Remove barrier or redesign

Exit check

- In one sentence, what is the most important idea?

1. Apply it: what decision or action will you take next?

1. What support, information or clarification would help?

Do not claim learning impact from satisfaction alone. Distinguish reaction, comprehension, intended action and verified application.

18. Feedback and transfer to action

Prompt	Response format
Purpose and next step were clear.	Five-point agreement scale / Prefer not to answer
Examples were relevant.	Five-point agreement scale / Prefer not to answer
I could participate accessibly and respectfully.	Yes / Partly / No / Prefer not to answer
Pace and amount supported learning.	Too fast / About right / Too slow / Mixed
One useful part	Optional short response
One barrier or change	Optional short response
Follow-up requested	Separate approved contact route

- ☐ Anonymous feedback is used where identity is not needed.
- ☐ Follow-up contact details are collected separately with notice and choice.
- ☐ Youth feedback follows the authorised school process.
- ☐ Open text warns against unnecessary private detail.
- ☐ Access feedback has an owner and response route.

Follow-up item	Audience	Purpose	Format	Owner	Release time	Access and privacy control
Session summary	Students in the school-approved cohort, supported by authorised school staff and prepared Rotary facilitators.	Reinforce core ideas	_____	_____	_____	_____
Accessible companion	Students in the school-approved cohort, supported by authorised school staff and prepared Rotary facilitators.	Review essential content	_____	_____	_____	_____
Worksheet or action plan	Students in the school-approved cohort, supported by authorised school staff and prepared Rotary facilitators.	Continue application	_____	_____	_____	_____
Sources and further learning	Students in the school-approved cohort, supported by authorised school staff and prepared Rotary facilitators.	Verify and deepen	_____	_____	_____	_____
Named action route	Students in the school-approved cohort, supported by authorised school staff and prepared Rotary facilitators.	Transfer any agreed application or project enquiry through the authorised school or partner channel.	_____	_____	_____	_____
Parked answers	Affected participants	Complete promised response	_____	_____	_____	_____

19. Version, evaluation and sign-off

Package version	Outline	Deck	Notes	Worksheet	Key	Accessible companion	Feedback	Follow-up	Approved by
0.1 REVIEW	0.1	0.1 / N/A	0.1	0.1 / N/A	0.1 / N/A	0.1	0.1	0.1	Pending

Dimension	Measure	Target	Actual	Evidence	Decision
Outcome attainment	Participants demonstrating configured outcomes	____%	____%	_____	_____
Relevance	Participants identifying useful application	____%	____%	_____	_____

Dimension	Measure	Target	Actual	Evidence	Decision
Access	Unresolved delivery barriers	0	_____	_____	_____
Timing	Core close delivered without uncontrolled overrun	Yes	_____	_____	_____
Handoffs	Missed or confusing transitions	0	_____	_____	_____
Technology resilience	Outcome preserved during failure	Yes	_____	_____	_____
Evidence quality	Unsupported or outdated claims	0	_____	_____	_____
Application	Intended actions completed by review	_____%	_____%	_____	_____

Approval role	Name	Approval statement	Date	Evidence location
Learning or content owner	_____	Outcomes, content and checks approved	_____	_____
Evidence reviewer	_____	Claims, sources and limits approved	_____	_____
Accessibility reviewer	_____	Material and delivery access complete	_____	_____
Safeguarding reviewer	_____	Applicable controls approved	_____	_____
Brand and rights reviewer	_____	Identity and rights approved	_____	_____
Lead facilitator or presenter	_____	Rehearsal and fallback complete	_____	_____
Accountable sponsor	_____	Package approved / Return / Reject	_____	_____

20. Review and release checklist

- ☐ Exact code, derivative title, source, disposition, canonical parent and route match index v1.1.
- ☐ Exact Section 20 overlay is incorporated in full.
- ☐ Outcomes, participant evidence and application follow-up align.
- ☐ Audience, prior knowledge, language, access, safeguarding and context are approved.
- ☐ Session plan protects relevance, practice, outcome check and close.
- ☐ Content, notes, handoffs, activity and worksheet operate as one system.
- ☐ Activities are accessible, safe, piloted and debriefed.
- ☐ Digital, print, caption, alt-text, remote and no-technology routes are ready.
- ☐ Every claim, quotation, image and partner mark has current evidence and permission.
- ☐ Authentic official Rotary identity is used; no logo or official mark is generated.
- ☐ Speakers and facilitators are briefed, rehearsed and bounded by authority.
- ☐ Feedback distinguishes reaction, knowledge, application and verified outcome.
- ☐ Follow-up has owner, timing, approved contact choices and accessible resources.
- ☐ All package components share one version.
- ☐ Exported files pass structural and page-by-page or slide-by-slide visual review.
- ☐ Release evidence and checksum exist before Status changes from REVIEW.

Review decision and comments: _____