

Appendix A Prompts

We present here the prompts used in our experiments.

A.1 Topic Generation

To generate a diverse conversation topic for each simulation, we used the following prompt:

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Randomly generate a diverse chat topic and give me the topic itself
↪ without anything else.
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A.2 Social role generation

To create participants with realistic and varied social identities, we used the following prompt:

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Generate a specific social identity and social role that is ordinary,
↪ common, diverse and follows real social distribution patterns. The
↪ name should be 'Person {i+1}'
(Important: use this name directly, do not create another real name!)
Respond with only the description, no additional text or markdown.
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A.3 Utterance generation with chat history

Given a social role, topic, and prior chat history, we used the following prompt:

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You are assigned the following role:
Person {i}
{Social Role}

The chat topic is:
{Topic}

Here is the previous conversation history:
{Chat History}

Based on your role, you have two options:
1. Contribute to the conversation.
2. Remain silent and listen.
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If your contribution would be repetitive, irrelevant, or if the topic
↪ seems concluded, respond only with: "Stay silent".
Otherwise, respond with: "Speak: [your message]"

Guidelines:

- Keep the response brief (2-3 sentences).
- Do not introduce yourself or restate your role.

A.4 Utterance generation without chat history

For the first utterance of a conversation (no chat history), we used:

You are assigned the following role:

Person {i}
{Social Role}

The chat topic is:

{Topic}

Respond with: "Speak: [your message]"

Guidelines:

- Keep the response brief (2-3 sentences).
- Do not introduce yourself or restate your role.

A.5 Occupation classification using ISCO-08

You are an expert in occupational classification.

Below is the ISCO-08 classification of occupations into 10 major
↪ groups.

Each group has a code, title, and definition.

Your task: Given a description of a social role, choose the single

↪ most appropriate group by providing the ISCO code and title.

ISCO-08 Major Groups

Code: 1

Title: Managers

Definition: Managers plan, direct, coordinate and evaluate the overall
↳ activities of enterprises, governments and other organizations, or
↳ of organizational units within them, and formulate and review
↳ their policies, laws, rules and regulations. Competent performance
↳ in most occupations in this major group requires skills at the
↳ fourth ISCO skill level, except for Sub-major group 14:
↳ Hospitality, Retail and Other Services Managers, for which skills
↳ at the third ISCO skill level are generally required.

Tasks include: Tasks performed by managers usually include:

↳ formulating and advising on the policy, budgets, laws and
↳ regulations of enterprises, governments and other organizational
↳ units; establishing objectives and standards and formulating and
↳ evaluating programmes and policies and procedures for their
↳ implementation; ensuring appropriate systems and procedures are d
↳ eveloped and implemented to provide budgetary control; authorising
↳ material, human and financial resources to implement policies and
↳ programmes; monitoring and evaluating performance of the organiza
↳ tion or enterprise and of its staff; selecting or approving the
↳ selection of staff; ensuring compliance with health and safety r
↳ equirements; planning and directing daily operations; representing
↳ and negotiating on behalf of the government, enterprise or
↳ organizational unit managed in meetings and other forums.

Included occupations: Occupations in this major group are classified

↳ into the following sub-major groups:

11 Chief executives, Senior Officials and Legislators

12 Administrative and Commercial Managers

13 Production and Specialized Services Managers

14 Hospitality, Retail and Other Services Managers

Code: 2

Title: Professionals

Definition: Professionals increase the existing stock of knowledge;
↳ apply scientific or artistic concepts and theories; teach about
↳ the foregoing in a systematic manner; or engage in any combination
↳ of these activities. Competent performance in most occupations in
↳ this major group requires skills at the fourth ISCO skill level.

Tasks include: Tasks performed by professionals usually include:

- ↪ conducting analysis and research, and developing concepts,
- ↪ theories and operational methods; advising on or applying existing
- ↪ knowledge related to physical sciences, mathematics, engineering
- ↪ and technology, life sciences, medical and health services, social
- ↪ sciences and humanities; teaching the theory and practice of one
- ↪ or more disciplines at different educational levels; teaching and
- ↪ educating persons with learning difficulties or special needs;
- ↪ providing various business, legal and social services; creating
- ↪ and performing works of art; providing spiritual guidance;
- ↪ preparing scientific papers and reports. Supervision of other
- ↪ workers may be included.

Included occupations: Occupations in this major group are classified
↪ into the following sub-major groups:

- 21 Science and Engineering Professionals
- 22 Health Professionals
- 23 Teaching Professionals
- 24 Business and Administration Professionals
- 25 Information and Communications Technology Professionals
- 26 Legal, Social and Cultural Professionals

Code: 3

Title: Technicians and Associate Professionals

Definition: Technicians and associate professionals perform technical

- ↪ and related tasks connected with research and the application of
- ↪ scientific or artistic concepts and operational methods, and
- ↪ government or business regulations. Competent performance in most
- ↪ occupations in this major group requires skills at the third ISCO
- ↪ skill level.

Tasks include: Tasks performed by technicians and associate

- ↪ professionals usually include: undertaking and carrying out
- ↪ technical work connected with research and the application of
- ↪ concepts and operational methods in the fields of physical
- ↪ sciences including engineering and technology, life sciences
- ↪ including the medical profession, and social sciences and
- ↪ humanities; initiating and carrying out various technical services
- ↪ related to trade, finance and administration including
- ↪ administration of government laws and regulations, and to social
- ↪ work; providing technical support for the arts and entertainment;
- ↪ participating in sporting activities; executing some religious
- ↪ tasks. Supervision of other workers may be included.

Included occupations: Occupations in this major group are classified
↪ into the following sub-major groups:

- 31 Science and Engineering Associate Professionals
- 32 Health Associate Professionals

- 33 Business and Administration Associate Professionals
- 34 Legal, Social, Cultural and Related Associate Professionals
- 35 Information and Communications Technicians

Code: 4

Title: Clerical Support Workers

Definition: Clerical support workers record, organise, store, compute
↪ and retrieve information, and perform a number of clerical duties
↪ in connection with money-handling operations, travel arrangements,
↪ requests for information, and appointments. Competent performance
↪ in most occupations in this major group requires skills at the
↪ second ISCO skill level.

Tasks include: Tasks performed by clerical support workers usually
↪ include: stenography, typing, and operating word processors and
↪ other office machines; entering data into computers; carrying out
↪ secretarial duties; recording and computing numerical data; keepi
↪ ng records relating to stocks, production and transport; keeping
↪ records relating to passenger and freight transport; carrying out
↪ clerical duties in libraries; filing documents; carrying out
↪ duties in connection with mail services; preparing and checking
↪ material for printing; assisting persons who cannot read or write
↪ with correspondence; performing money-handling operations; dealing
↪ with travel arrangements; supplying information requested by
↪ clients and making appointments; operating a telephone
↪ switchboard. Supervision of other workers may be included.

Included occupations: Occupations in this major group are classified
↪ into the following sub-major groups:

- 41 General and Keyboard Clerks
- 42 Customer Services Clerks
- 43 Numerical and Material Recording Clerks
- 44 Other Clerical Support Workers

Code: 5

Title: Service and Sales Workers

Definition: Service and sales workers provide personal and protective
↪ services related to travel, housekeeping, catering, personal care,
↪ or protection against fire and unlawful acts, or demonstrate and
↪ sell goods in wholesale or retail shops and similar
↪ establishments, as well as at stalls and on markets. Competent
↪ performance in most occupations in this major group requires
↪ skills at the second ISCO skill level.

Tasks include: Tasks performed by service and sales workers usually
→ include: organizing and providing services during travel;
→ housekeeping; preparing and serving of food and beverages; caring
→ for children; providing personal and basic health care at homes or
→ in institutions, as well as hairdressing, beauty treatment and
→ companionship; telling fortunes; embalming and arranging funerals;
→ providing security services and protecting individuals and property
→ against fire and unlawful acts; enforcing of law and order;
→ posing as models for advertising, artistic creation and display of
→ goods; selling goods in wholesale or retail establishments, as
→ well as at stalls and on markets; demonstrating goods to potential
→ customers. Supervision of other workers may be included.

Included occupations: Occupations in this major group are classified
→ into the following sub-major groups:

- 51 Personal Service Workers
- 52 Sales Workers
- 53 Personal Care Workers
- 54 Protective Services Workers

Code: 6

Title: Skilled Agricultural, Forestry and Fishery Workers

Definition: Skilled agricultural, forestry and fishery workers grow
→ and harvest field or tree and shrub crops, gather wild fruits and
→ plants, breed, tend or hunt animals, produce a variety of animal
→ husbandry products; cultivate, conserve and exploit forests; breed
→ or catch fish; and cultivate or gather other forms of aquatic life
→ in order to provide food, shelter and income for themselves and
→ their households. Competent performance in most occupations in
→ this major group requires skills at the second ISCO skill level.

Tasks include: Tasks performed by skilled agricultural, forestry and
→ fishery workers usually include: preparing the soil; sowing, plan-
→ ting, spraying, fertilizing and harvesting field crops; growing
→ fruit and other tree and shrub crops; growing garden vegetables
→ and horticultural products; gathering wild fruits and plants; bre-
→ eding, raising, tending or hunting animals mainly to obtain meat,
→ milk, hair, fur, skin, sericultural, apiarian or other products;
→ cultivating, conserving and exploiting forests; breeding or catch-
→ ing fish; cultivating or gathering other forms of aquatic life;
→ storing and carrying out some basic processing of their produce;
→ selling their products to purchasers, marketing organisations or
→ at markets. Supervision of other workers may be included.

Included occupations: Occupations in this major group are classified
→ into the following sub-major groups:

- 61 Market-oriented Skilled Agricultural Workers
- 62 Market-oriented Skilled Forestry, Fishery and Hunting Workers

63 Subsistence Farmers, Fishers, Hunters and Gatherers

Code: 7

Title: Craft and Related Trades Workers

Definition: Craft and related trades workers apply specific technical
↳ and practical knowledge and skills in the fields to construct and
↳ maintain buildings; form metal; erect metal structures; set machinery
↳ tools or make, fit, maintain and repair machinery, equipment or
↳ tools; carry out printing work; and produce or process foodstuffs,
↳ textiles and wooden, metal and other articles, including
↳ handicraft goods. Competent performance in most occupations in
↳ this major group requires skills at the second ISCO skill level.

The work is carried out by hand and by hand-powered and other tools
↳ which are used to reduce the amount of physical effort and time
↳ required for specific tasks, as well as to improve the quality of
↳ the products. The tasks call for an understanding of all stages of
↳ the production process, the materials and tools used, and the
↳ nature and purpose of the final product.

Tasks include: Tasks performed by craft and related trades workers
↳ usually include: constructing, maintaining and repairing buildings
↳ and other structures; casting, welding and shaping metal;
↳ installing and erecting heavy metal structures, tackle and related
↳ equipment; making machinery, tools, equipment and other metal
↳ articles; setting for operators, or setting and operating various
↳ machine tools; fitting, maintaining and repairing industrial machinery,
↳ engines, vehicles, electrical and electronic instruments
↳ and other equipment; making precision instruments, jewellery,
↳ household and other precious metal articles, pottery, glass and
↳ related products; producing handicrafts; executing printing work;
↳ producing and processing foodstuffs and various articles made of
↳ wood, textiles, leather and related materials. Supervision of
↳ other workers may be included. Self-employed craft and related
↳ trades workers, who operate their own businesses either independently
↳ or with assistance from a small number of others, may also
↳ perform a range of tasks associated with management of the business,
↳ account and record keeping and client service, although such
↳ tasks would not normally comprise the major component of the work.

Included occupations: Occupations in this major group are classified
↳ into the following sub-major groups:

71 Building and Related Trades Workers (excluding Electricians)

72 Metal, Machinery and Related Trades Workers

73 Handicraft and Printing Workers

74 Electrical and Electronic Trades Workers

75 Food processing, Woodworking, Garment and Other Craft and Related
↳ Trades Workers

Code: 8

Title: Plant and Machine Operators, and Assemblers

Definition: Plant and machine operators, and assemblers operate and

- ↪ monitor industrial and agricultural machinery and equipment on the
- ↪ spot or by remote control; drive and operate trains, motor
- ↪ vehicles and mobile machinery and equipment; or assemble products
- ↪ from component parts according to strict specifications and
- ↪ procedures. Competent performance in most occupations in this
- ↪ major group requires skills at the second ISCO skill level.

The work mainly calls for experience with and an understanding of

- ↪ industrial and agricultural machinery and equipment as well as an
- ↪ ability to cope with machine-paced operations and to adapt to
- ↪ technological innovations.

Tasks include: Tasks performed by plant and machine operators and

- ↪ assemblers usually include: operating and monitoring mining or
- ↪ other industrial machinery and equipment for processing metal,
- ↪ minerals, glass, ceramics, wood, paper or chemicals; operating and
- ↪ monitoring machinery and equipment used to produce articles made
- ↪ of metal, minerals, chemicals, rubber, plastics, wood, paper,
- ↪ textiles, fur or leather, and which process foodstuffs and related
- ↪ products; driving and operating trains and motor vehicles;
- ↪ driving, operating and monitoring mobile industrial and
- ↪ agricultural machinery and equipment; assembling products from
- ↪ component parts according to strict specifications and procedures.
- ↪ Supervision of other workers may be included.

Included occupations: Occupations in this major group are classified

- ↪ into the following sub-major groups:

81 Stationary Plant and Machine Operators

82 Assemblers

83 Drivers and Mobile Plant Operators

Code: 9

Title: Elementary Occupations

Definition: Elementary occupations involve the performance of simple

- ↪ and routine tasks which may require the use of hand-held tools and
- ↪ considerable physical effort. Most occupations in this major group
- ↪ require skills at the first ISCO skill level.

Tasks include: Tasks performed by workers in elementary occupations
 ↳ usually include: cleaning, restocking supplies and performing
 ↳ basic maintenance in apartments, houses, kitchens, hotels, offices
 ↳ and other buildings; washing cars and windows; helping in kitchens
 ↳ and performing simple tasks in food preparation; delivering
 ↳ messages or goods; carrying luggage and handling baggage and
 ↳ freight; stocking vending machines or reading and emptying meters;
 ↳ collecting and sorting refuse; sweeping streets and similar
 ↳ places; performing various simple farming, fishing, hunting or
 ↳ trapping tasks; performing simple tasks connected with mining,
 ↳ construction and manufacturing including product-sorting; packing
 ↳ and unpacking produce by hand and filling shelves; providing
 ↳ various street services; pedalling or hand-guiding vehicles to
 ↳ transport passengers and goods; driving animal-drawn vehicles or
 ↳ machinery. Supervision of other workers may be included.

Included occupations: Occupations in this major group are classified
 ↳ into the following sub-major groups:

- 91 Cleaners and Helpers
- 92 Agricultural, Forestry and Fishery Labourers
- 93 Labourers in Mining, Construction, Manufacturing and Transport
- 94 Food Preparation Assistants
- 95 Street and Related Sales and Service Workers
- 96 Refuse Workers and Other Elementary Workers

Code: 0

Title: Armed Forces Occupations

Definition: Armed forces occupations include all jobs held by members
 ↳ of the armed forces. Members of the armed forces are those
 ↳ personnel who are currently serving in the armed forces, including
 ↳ auxiliary services, whether on a voluntary or compulsory basis,
 ↳ and who are not free to accept civilian employment and are subject
 ↳ to military discipline. Included are regular members of the army,
 ↳ navy, air force and other military services, as well as conscripts
 ↳ enrolled for military training or other service for a specified
 ↳ period.

Tasks include: nan

Included occupations: Occupations in this major group are classified
 ↳ into the following sub-major groups:

- 01 Commissioned Armed Forces Officers
- 02 Non-commissioned Armed Forces Officers
- 03 Armed Forces Occupations, Other Ranks

Social Role Description ###
 {Social Role}

Your Answer

Provide the ISCO code (0-9) only.

Appendix B Example of simulated conversation

We present an example of simulated conversation generated by GPT-O3, with both social roles and the chat topic produced by the model itself. This conversation about reviving extinct species and restoring turtle habitats shows LLMs producing idealized social roles (teacher, firefighter, parish leader, engaged grandparent), anchoring discussion around early ethical framing, and maintaining consistently positive, cooperative, and conflict-free dialogue.

Social Roles:

Person 1 is a 34-year-old Black woman living in Atlanta, Georgia. She

- ↪ works as a public elementary school teacher, is married with two
- ↪ children, identifies as Christian, earns a middle-income salary,
- ↪ and volunteers as a youth mentor at her neighborhood community
- ↪ center.

Person 2 is a 29-year-old second-generation Mexican American man

- ↪ living in Chicago, Illinois. He works full-time as an assistant
- ↪ manager at a large retail store, rents an apartment with two
- ↪ roommates, identifies as Catholic, is single but in a long-term
- ↪ relationship, speaks both English and Spanish at home, and
- ↪ volunteers on weekends with a local food pantry.

Person 3 is a 45-year-old Korean American woman living in Seattle,

- ↪ Washington. She works full-time as a registered nurse at a major
- ↪ urban hospital, owns a townhouse with her spouse, has one teenage
- ↪ son, identifies as Buddhist, earns a solid middle-class income,
- ↪ and regularly participates in a local hiking group while also
- ↪ coordinating care for her aging parents who live nearby.

Person 4 is a 52-year-old white man living in a small town outside

- ↪ Dayton, Ohio. He works as a unionized assembly-line technician at
- ↪ an auto parts factory, holds an associate degree from a community
- ↪ college, is married with one adult daughter who attends college,
- ↪ identifies as Protestant, enjoys fishing and watching NFL games,
- ↪ and serves part-time as a volunteer firefighter for his township.

Person 5 is a 63-year-old Puerto Rican woman living in Orlando,
↪ Florida. Recently retired after three decades as a medical office
↪ receptionist, she receives Social Security and a modest pension,
↪ shares a home with her adult son and helps care for her two
↪ elementary-aged grandchildren, attends Mass weekly at a local
↪ Catholic parish, manages type 2 diabetes, enjoys salsa dancing at
↪ community centers, and participates in a neighborhood gardening
↪ club that donates produce to a nearby food bank.

Topic:

The ethics and future of resurrecting extinct species through DNA
↪ cloning

Conversation History:

Turn 1 - Person 1: Speak: While the idea of bringing back extinct
↪ animals is exciting, we need to think hard about whether we're
↪ honoring God's creation or risking more imbalance in nature. I'd
↪ rather see us preserve the species we still have and restore their
↪ habitats so my students can experience a healthy, living planet.

Turn 2 - Person 2: Speak: I agree stewardship is key; before we play
↪ with mammoth DNA, we should prove we can safeguard the animals God
↪ still entrusts to us. If the research also helps endangered
↪ species right now, then it could be worth exploring, but otherwise
↪ I'd rather we fix the damage we've already done.

Turn 3 - Person 3: Speak: From a Buddhist sense of interconnectedness,
↪ I'm uneasy with reviving animals whose ecosystems no longer
↪ exist-it could create more imbalance and suffering. If the cloning
↪ techniques directly bolster the health of current endangered
↪ species or restore genetic diversity, then tightly regulated pilot
↪ projects might be justified. Otherwise our energy and funding
↪ should go to protecting the habitats and species we still share
↪ the planet with.

Turn 4 - Person 4: Speak: I love the idea of seeing a woolly mammoth,
↪ but I'd feel better if the scientists first showed they can keep
↪ our local wetlands healthy enough for bass and bluegill. As a
↪ firefighter, I know it's smarter to stop a small blaze than try to
↪ undo a full-on wildfire, so let's spend the money keeping today's
↪ species from going extinct in the first place. If the same
↪ research ends up helping living animals survive, great-otherwise
↪ it can wait.

Turn 5 - Person 5: Speak: My grandkids light up at the idea of a
↪ real-life mammoth, yet Pope Francis keeps reminding us to heal the
↪ Earth we already share. If this cloning work directly strengthens
↪ today's endangered species-or brings medical insights that help
↪ people-then maybe it's worth cautious trials, but let's not fund
↪ miracles in a freezer while living creatures and their habitats
↪ are still in danger.

Turn 6 - Person 1: Speak: I'm heartened we share the same stewardship
↪ focus. If the cloning work can tangibly help protect the gopher
↪ frogs and indigo snakes my students study, I'd support limited,
↪ transparent trials-but only once we've matched every lab dollar
↪ with real investment in restoring the places those living
↪ creatures call home.

Turn 7 - Person 2: Speak: Matching lab funds with on-the-ground
↪ conservation sounds fair-showing real commitment, not just
↪ headline science. If any de-extinction project can prove it's
↪ boosting genetic tools to save, say, our Illinois Blanding's
↪ turtles right now, I'd back a small pilot. Until then, let's
↪ direct most resources to rebuilding habitats and stopping current
↪ extinctions first.

Turn 8 - Person 3: Speak: Pairing any de-extinction trials with
↪ equivalent funding for habitat restoration feels like the kind of
↪ mindful balance the Bodhisattva ethic calls for-alleviating
↪ present suffering while exploring future possibilities. If the
↪ researchers also commit to long-term monitoring and transparent
↪ public reporting, I'd support a small pilot that directly aids
↪ endangered species in our own ecosystems.

Turn 9 - Person 4: Speak: Matching every lab dollar with hands-on
↪ habitat work feels like the right kind of safety net. If the scie
↪ ntists commit to that-and let regular folks like us keep an eye on
↪ the results-I'd be okay with a small, carefully watched pilot.

Turn 10 - Person 5: Speak: Pairing lab money with habitat fixes is a
↪ solid start, but let's also make sure any spinoff medical advance
↪ s-say, insights that could help folks like me manage diabetes-stay
↪ affordable and widely shared. If the scientists commit to that and
↪ long-term care for the revived animals, I'd bless a careful pilot.

Turn 11 - Person 1: Speak: Absolutely-equitable access to any medical
↪ breakthroughs and lifelong care for the animals must be baked into
↪ the plan. If the pilot pairs every research dollar with habitat
↪ work, transparent public oversight, and guarantees affordable
↪ benefits for both wildlife and people, I'm ready to support moving
↪ forward cautiously.

Turn 12 - Person 2: Speak: If we add a community advisory panel-bring
↪ ing in local conservationists, parish leaders, and even school
↪ kids-so neighbors can track every dollar and outcome, I'm on
↪ board. With that transparency plus the dollar-for-dollar habitat
↪ commitment, let's start with a pilot that first boosts Illinois'
↪ Blanding's turtles before we dream about woolly mammoths.

Turn 13 - Person 3: Speak: A community advisory panel resonates with
↪ the Buddhist principle of collective responsibility; letting
↪ students and neighbors witness the impacts firsthand deepens
↪ mindfulness and accountability. With that in place alongside the
↪ dollar-for-dollar habitat work, I'm comfortable endorsing the
↪ pilot focused on Blanding's turtles as a measured next step.

Turn 14 - Person 4: Speak: Count me in. If our township's kids can
↪ help track turtle hatchlings and see where every research dollar
↪ goes, folks around here will trust the project a whole lot more.
↪ Let's get that advisory panel going and make sure the habitat work
↪ starts first, then I'm good with the pilot.

Turn 15 - Person 5: Speak: With those safeguards-and a seat for local
↪ health clinics and parish reps on the advisory panel so any
↪ medical spinoffs truly reach our communities-I'm happy to give the
↪ project my blessing. Let's start restoring those turtle wetlands
↪ right away so our kids can see hope in action.

Turn 16 - Person 1: Speak: Wonderful-let's set a timeline so the
↪ habitat restoration begins this semester, and I'll recruit a few
↪ of my fifth-graders to join the advisory panel so they can learn
↪ science and stewardship firsthand. If the researchers share clear
↪ milestones and budgets with us each quarter, we'll keep everyone
↪ accountable and inspired.

Turn 17 - Person 2: Speak: I can rally volunteers from my parish and
↪ the pantry crew to pull invasives at the turtle wetlands next
↪ month. If we pick a Saturday workday, I'll bring tools and
↪ bilingual flyers so everyone feels welcome. Let's lock in a date
↪ and I'll handle the sign-ups.

Turn 18 - Person 3: Speak: I can ask my hiking group to join that
→ Saturday-many of us already volunteer on trail crews, so we're
→ comfortable with restoration work. I'll also put together a small
→ first-aid station on site in case anyone needs care. Just let me
→ know the date and I'll coordinate rides and gear.

Turn 19 - Person 4: Speak: I'll check with the township so we can use
→ the firehouse pickup and a portable water tank that day-keeps
→ everyone hydrated and lets us rinse tools. Just give me the
→ Saturday you land on and I'll post the details on our local union
→ board so folks from the plant can pitch in too.

Turn 20 - Person 5: Speak: Just give me the Saturday and I'll come
→ with my son and grandkids-healthy snacks, garden gloves, and a
→ little salsa playlist in tow to keep everyone moving. I can
→ translate for our Spanish-speaking neighbors and have my
→ glucometer handy if anyone needs a quick sugar check. Can't wait
→ to watch those turtle wetlands spring back to life together!

Turn 21 - Person 1: Speak: How about Saturday, April 20th? I'll send
→ permission slips home tomorrow so my fifth-graders can join, and
→ by Friday I'll circulate a contact list and schedule so everyone's
→ set for the workday.

Turn 22 - Person 2: Speak: April 20th is perfect-I'll set up sign-ups
→ at the parish this Sunday and hand out bilingual flyers at the
→ pantry. I'll bring shovels, gloves, and a cooler of water so our
→ crew's ready to work.

Turn 23 - Person 3: Speak: April 20th works for me-I'll post the date
→ to my hiking group tonight and set up carpools so we're there by 9
→ a.m. I'll also bring a stocked first-aid kit, sunscreen, and an
→ extra pop-up canopy so volunteers have shade while we work.

Turn 24 - Person 4: Speak: Township gave me the green light-the
→ firehouse pickup and 200-gallon water tank will be on site by 8:30
→ a.m. I'll post sign-ups on the union board first thing tomorrow
→ and bring extra buckets and hoses so we can stay hydrated and keep
→ tools clean. Can't wait to tackle those weeds together.

Turn 25 - Person 5: Speak: April 20th is set-my son and I will be
↪ there by 8:45 with fresh fruit, whole-grain snacks, and a salsa
↪ playlist to keep us moving. I'll help translate for Spanish
↪ speakers and have my glucometer ready in case anyone needs a quick
↪ check. Can't wait to see those wetlands and our community thrive
↪ side by side!

Turn 26 - Person 1: Speak: Perfect-I'll finalize the permission slips
↪ tonight and have my students write thank-you cards for everyone
↪ pitching in. I'll arrive by 8:15 to set up a sign-in table and
↪ hand out kid-friendly task sheets, so we 're ready to roll when
↪ the first truck pulls up.

Turn 27 - Person 2: Speak: Sounds great-I'll get to the site by 8:00
↪ with the flyers, shovels, and water cooler, and I'll text the
↪ final volunteer count Friday night so we're ready. I can help your
↪ students set up the sign-in table if you'd like.

Turn 28 - Person 3: Speak: I'll be on site by 8:00, set the canopy up
↪ next to the sign-in table, and stock the first-aid station with
↪ bandages, allergy meds, and extra sunscreen. I'll text everyone
↪ Friday with the carpool roster so we know who still needs a ride.

Turn 29 - Person 4: Speak: I'll post the 8 a.m. call time on the union
↪ board and remind the night-shift crew they're welcome to stop by
↪ on their way home. If anyone's got spare hip waders or weed rakes,
↪ toss 'em in the truck-we might need 'em around the soggy
↪ patches.

Turn 30 - Person 5: Speak: I'll set up the snack table next to the
↪ first-aid canopy and bring a cordless speaker so a little salsa
↪ can keep spirits high. Text me any dietary needs by Friday and
↪ I'll add options-nos vemos el 20, ready to work and dance!