



JUST-IN-TIME TEACHING COMPANION

YOUTH-LED COMMUNITY-BASED RESEARCH MINI-LESSON & PROVOCATION DECKS



45 just-in-time teaching cards for inquiry, action, evidence and reflection

18

MINI-LESSONS

teach now

27

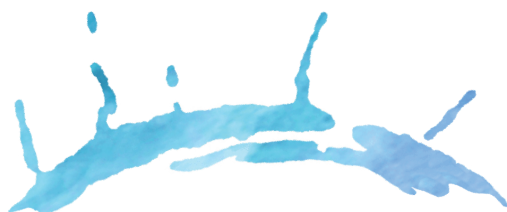
PROVOCATIONS

spark thinking

9

MODULES

one journey



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Innovative Ideas for an Inspired Future

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TEACH JUST IN TIME • APPLY IMMEDIATELY • RETURN THE DECISION

How to use the decks

These cards are not a course to teach before project work begins. Select a card when students need a concept, language, rehearsal or decision support, then return immediately to the real work.

MINI-LESSON DECK

18 TEACHER-FACILITATED CARDS

Use when students need a brief model, shared language, guided practice and immediate application. Each lesson takes about 10-15 minutes.

PROVOCATION DECK

27 STUDENT-READY INQUIRY STARTERS

Use to launch noticing, surface assumptions, create productive tension, rehearse judgment or reopen thinking when a team feels stuck.

A SIMPLE INSTRUCTIONAL RHYTHM

1 SELECT

Choose the smallest card that addresses the current need.

2 ADAPT

Change the example, language, pace or participation route.

3 FACILITATE

Protect thinking time, dialogue, access and safe boundaries.

4 APPLY

Use the learning immediately in the team's authentic work.

ACCESS, AGE AND LOCAL CONTEXT

The student-facing prompts use clear language suitable for Grades 5-9. Teachers can reduce the number of moves, add visual or communication supports, or extend complexity for older learners. Replace generic examples with local images, objects, maps and questions only when consent, cultural protocol and context are understood.

BEFORE USING ANY CARD

- Know which decisions students genuinely hold and which require adult or partner authority.
- Use fictional or low-risk scenarios when practice could invite personal disclosure.
- Keep feedback specific and actionable so students can use it while they still have time and authority to revise.
- Stop and follow local requirements whenever safety, consent, privacy, cultural protocol or safeguarding is uncertain.

Find the card you need

Each module includes two mini-lessons and three provocations. Use the module as a route into the deck, or scan for the learning need that is most urgent now.

MODULE	MINI-LESSONS	PROVOCATIONS
1	1A See Community Strengths First 1B Know Who Gets to Decide	P1.1 Community Through a Keyhole P1.2 What Are We Already Good At? P1.3 Who Gets to Decide?
2	2A Ask Questions That Open Doors 2B Listen, Probe and Check	P2.1 The Question That Opens a Door P2.2 Listen Without Fixing P2.3 What Would Respect Feel Like?
3	3A Move from Notes to Codes 3B Find Patterns Without Losing Differences	P3.1 Same Evidence, Different Story P3.2 What Is Missing from the Map? P3.3 Pattern or One Person's Experience?
4	4A Test the Riskiest Guess 4B Give Feedback People Can Use	P4.1 The Riskiest Guess P4.2 The Smallest Useful Version P4.3 A Pitch with No Slides
5	5A Turn a Goal into Action Steps 5B Name Risks, Permissions and Pause Points	P5.1 The Plan That Breaks P5.2 Permission Before Progress P5.3 Resource Reality Check
6	6A Make Work Visible 6B Use Evidence to Change Course	P6.1 The Roadblock Is Information P6.2 When Should We Change Course? P6.3 Teamwork Under Pressure
7	7A Choose an Evidence Method That Fits 7B Make a Claim That Fits the Evidence	P7.1 What Counts as Evidence Here? P7.2 Strong Claim or Too Big? P7.3 The Outlier That Matters
8	8A Design for Audience and Purpose 8B Share Stories with Consent and Credit	P8.1 Tell It Three Ways P8.2 Whose Story Is It? P8.3 What Do We Want the Audience to Do?
9	9A Reflect with Evidence 9B Choose a Responsible Ending or Next Step	P9.1 What Changed in Us? P9.2 Continue, Transfer, Pause or Close? P9.3 The Promise Ledger

PRINTING NOTE • Mini-lessons are full-page facilitation cards. Provocations are two per page with a cut line; print single-sided when cards will be separated.

DECK ONE

MINI-LESSON DECK

18 short lessons • two per module • model, practise and apply



USE THIS DECK WHEN

- students need shared language or a brief model
- a skill should be rehearsed before authentic use
- the class needs a visible quality or safety expectation
- learning can be applied immediately in project work

MODULE 1 • ORIENT

1A

See Community Strengths First

10-12 MIN

STUDENT LEARNING INTENTION

We are learning to notice strengths, relationships and possibilities before deciding what needs to change.

USE WHEN

Use at the launch or whenever the inquiry becomes a list of problems.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Show a local image, object, map or short description. Ask: What is already strong, useful or cared for here?

2 MODEL

3 MIN

Change a deficit statement into an asset-based question. Example: 'No one uses the space' becomes 'Who uses the space now, and what could help more people belong?'

3 PRACTISE

3 MIN

Teams sort observations into people, places, knowledge, relationships, resources and possibilities.

4 APPLY

3 MIN

Add one overlooked asset and one new question to the community map.

SAY IT SIMPLY

An asset lens does not ignore a challenge. It helps us see what we can learn from and build with.

LOOK AND LISTEN FOR

- Students name specific assets, not only positive feelings.

- Questions connect strengths and tensions without labelling people as problems.

ACCESS MOVE

Invite drawing, mapping, speaking or private written contributions. No student must represent a community or identity group.

STRETCH MOVE

Ask which assets hold formal power and which are valuable but less visible.

PAIR WITH

Project Toolkit 1.1 - Community Strengths and Questions Map

PAUSE + PROTECT

Do not require personal stories to make the map feel authentic.

MODULE 1 • ORIENT

1B

Know Who Gets to Decide

10 MIN

STUDENT LEARNING INTENTION

We are learning to tell the difference between student choices, shared choices and adult responsibilities.

USE WHEN

Use before students choose a direction, contact community or make a promise.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Name four project decisions: topic, interview recording, spending money and public posting. Ask who should decide each one.

2 MODEL

2 MIN

Think aloud: real youth leadership includes meaningful choices and clear limits. Safety, law and institutional duties still belong to adults.

3 PRACTISE

3 MIN

Sort decision cards into STUDENTS, SHARED and ADULTS OR PARTNERS. Discuss disagreements.

4 APPLY

3 MIN

Add one current project decision to the authority map and record how the decision will be made.

SAY IT SIMPLY

A boundary is more respectful when it is named before it changes someone's work.

LOOK AND LISTEN FOR

● Students can explain why authority differs across decisions.

● Shared decisions include a clear way to reach agreement.

ACCESS MOVE

Use icons, examples and movable cards before asking for abstract explanations.

STRETCH MOVE

Ask what should happen when authority changes during the project.

PAIR WITH

Project Toolkit 1.2 - Who Gets to Decide?

PAUSE + PROTECT

Never imply that students are responsible for decisions an adult must authorize or supervise.

MODULE 2 • LISTEN

2A

Ask Questions That Open Doors

12 MIN

STUDENT LEARNING INTENTION

We are learning to ask open, respectful questions that invite experience, detail and choice.

USE WHEN

Use before interviews, circles, visits, panels or community conversations.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Compare: 'Do you like this program?' and 'What has your experience with this program been like?' Notice what each question makes possible.

2 MODEL

3 MIN

Build an open question with WHAT or HOW, neutral language and a clear connection to the purpose.

3 PRACTISE

4 MIN

Rewrite one closed, leading or overly personal question. Test it with a partner and add a useful follow-up.

4 APPLY

3 MIN

Choose an opening question, two core questions and one respectful closing question for the real conversation.

SAY IT SIMPLY

A strong question creates room for an answer we did not expect.

LOOK AND LISTEN FOR

● Questions are plain, neutral and connected to the inquiry.

● Participants can decline without pressure or embarrassment.

ACCESS MOVE

Offer question stems and let students rehearse by speaking, typing, signing or using communication supports.

STRETCH MOVE

Ask students to identify the assumption hidden inside a question.

PAIR WITH

Project Toolkit 2.1 and 2.2 - Conversation Planner and Listening Guide

PAUSE + PROTECT

Remove questions that invite unnecessary disclosure, diagnosis or promises the team cannot keep.

MODULE 2 • LISTEN

2B

Listen, Probe and Check

12-15 MIN

STUDENT LEARNING INTENTION

We are learning to listen for meaning, ask a useful follow-up and check that we understood.

USE WHEN

Use after questions are drafted and before a real community conversation.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Listen to a short answer. Name what you heard, what you assumed and what is still unclear.

2 MODEL

3 MIN

Demonstrate the sequence: pause, paraphrase, probe, check. Use 'I heard... Did I understand that correctly?'

3 PRACTISE

5 MIN

In trios, rotate speaker, listener and observer. The listener may ask only one follow-up before checking meaning.

4 APPLY

3 MIN

Each listener chooses one specific move to use in the real conversation.

SAY IT SIMPLY

Listening is not waiting to speak or rushing to solve. It is making meaning together.

LOOK AND LISTEN FOR

- Follow-ups grow from the speaker's words.

- The listener checks meaning instead of claiming to know it.

ACCESS MOVE

Do not assess eye contact. Value attentive posture, note-taking, silence, paraphrase and other culturally or personally appropriate signals.

STRETCH MOVE

Practise responding when a participant corrects the listener's summary.

PAIR WITH

Project Toolkit 2.3 - Listening Practice: Peer Feedback

PAUSE + PROTECT

Stop practice if a story becomes sensitive. Rehearsal topics should be low risk and voluntary.

MODULE 3 • INTERPRET

3A

Move from Notes to Codes

12 MIN

STUDENT LEARNING INTENTION

We are learning to label evidence with short codes that stay close to what the source actually says.

USE WHEN

Use when teams have notes, quotations, observations or responses to organize.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Read one short excerpt. Ask: What is happening here? Which words carry the meaning?

2 MODEL

3 MIN

Underline a phrase and write a short descriptive code such as 'needs a ride' rather than a judgment such as 'unmotivated.'

3 PRACTISE

4 MIN

Code three excerpts alone, then compare with a partner. Keep more than one code when both are supported.

4 APPLY

3 MIN

Code a small sample of the team's real evidence and record a question for the next sorting round.

SAY IT SIMPLY

A code is a useful label, not a final conclusion.

LOOK AND LISTEN FOR

- Codes describe evidence instead of labelling people.

- Students can point to the words or observations that support each code.

ACCESS MOVE

Use colour, icons, audio clips, teacher-supported transcription or movable cards. Do not reward speed over care.

STRETCH MOVE

Compare descriptive codes with interpretive codes and discuss when each is justified.

PAIR WITH

Project Toolkit 3.1 and 3.2 - Evidence Inventory and Pattern Tracker

PAUSE + PROTECT

Remove identifying details before students work with information they do not need to see.

MODULE 3 • INTERPRET

3B

Find Patterns Without Losing Differences

12-15 MIN

STUDENT LEARNING INTENTION

We are learning to name patterns, tensions, exceptions and missing perspectives without making the evidence say too much.

USE WHEN

Use after initial coding or whenever one vivid comment is becoming the whole story.

TEACH IN FOUR MOVES

1 NOTICE

3 MIN

Show four evidence cards, including one that does not fit. Ask what repeats and what complicates the pattern.

2 MODEL

3 MIN

Use careful language: 'Several participants...' or 'In these observations...' and name the limit.

3 PRACTISE

4 MIN

Teams complete four spaces: PATTERN, TENSION, EXCEPTION and MISSING.

4 APPLY

3 MIN

Draft one cautious finding and one question that still needs evidence.

SAY IT SIMPLY

A strong interpretation keeps important differences visible.

LOOK AND LISTEN FOR

- Claims use language proportionate to the evidence.

- Outliers and absent voices are recorded rather than erased.

ACCESS MOVE

Use sentence frames, read excerpts aloud and allow students to sort physically before writing.

STRETCH MOVE

Ask what alternative explanation could also fit the evidence.

PAIR WITH

Project Toolkit 3.2 and 3.3 - Sort Evidence and Build an Opportunity Statement

PAUSE + PROTECT

Do not turn a theme into a fixed description of a person, culture or community.

MODULE 4 • TEST

4A

Test the Riskiest Guess

12 MIN

STUDENT LEARNING INTENTION

We are learning to identify the assumption most likely to weaken an idea and test it before making a large commitment.

USE WHEN

Use after a project concept is drafted and before a pitch or full plan.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Complete: 'Our idea will work if...' List the guesses hidden inside the sentence.

2 MODEL

3 MIN

Rank guesses by uncertainty and impact. Choose the one that is both uncertain and important.

3 PRACTISE

4 MIN

Design a small test: who to ask, what to observe, what to compare or what to try.

4 APPLY

3 MIN

Write what evidence would support, complicate or disconfirm the assumption.

SAY IT SIMPLY

A test helps us learn before time, trust or money is at risk.

LOOK AND LISTEN FOR

● The assumption is specific enough to test.

● The test gathers useful evidence without pretending to prove everything.

ACCESS MOVE

Offer examples of assumption types: interest, access, cost, permission, timing, skill and partner support.

STRETCH MOVE

Ask which result would make the team stop or redesign the idea.

PAIR WITH

Project Toolkit 4.2 and 4.3 - Test an Important Guess and Can This Idea Work?

PAUSE + PROTECT

Do not test an idea on people without a clear invitation, consent and adult-approved plan.

MODULE 4 • TEST

4B

Give Feedback People Can Use

10-12 MIN

STUDENT LEARNING INTENTION

We are learning to give specific, respectful feedback that helps another team take a next step.

USE WHEN

Use before pitches, plan reviews, rehearsals or peer critique.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Compare 'Good job' with 'Your example made the need clear; now show where the evidence came from.' Which one supports action?

2 MODEL

3 MIN

Use four parts: intention, evidence, effect and possible next move. Separate questions from commands.

3 PRACTISE

4 MIN

Give one strength and one next-step suggestion tied to shared criteria. The receiving team paraphrases what it heard.

4 APPLY

2 MIN

The receiving team records USE, ADAPT or SET ASIDE and explains its choice.

SAY IT SIMPLY

Useful feedback is connected, specific, actionable and offered while there is time to use it.

LOOK AND LISTEN FOR

● Feedback names a feature or decision, not a person.

● The next move is small enough to act on.

ACCESS MOVE

Allow written, spoken or recorded feedback and give thinking time before response.

STRETCH MOVE

Ask teams to identify conflicting feedback and decide which criterion matters most.

PAIR WITH

Project Toolkit 4.4 - Pitch, Feedback and Revision Notes

PAUSE + PROTECT

Feedback is an invitation to think. It must not pressure teams to accept unsafe or unauthorized changes.

MODULE 5 • PLAN

5A

Turn a Goal into Action Steps

12-15 MIN

STUDENT LEARNING INTENTION

We are learning to turn a broad goal into small, visible actions with owners, evidence and realistic timing.

USE WHEN

Use when a team knows what it wants to do but the plan still sounds vague.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Underline vague verbs in a sample plan: help, improve, organize, promote. Ask what someone would actually see happening.

2 MODEL

3 MIN

Rewrite one goal as a next action with a verb, owner, support, completion signal and dependency.

3 PRACTISE

5 MIN

Work backwards from a milestone. Put actions in order and mark what can happen at the same time.

4 APPLY

3 MIN

Choose the next three actions and identify the first check-in point.

SAY IT SIMPLY

A plan becomes usable when everyone can see the next move and know when it is complete.

LOOK AND LISTEN FOR

- Actions begin with observable verbs.

- Ownership and support are distributed rather than assigned to one visible leader.

ACCESS MOVE

Use sticky notes, icons, voice notes or a visual timeline. Break complex tasks into smaller entry points.

STRETCH MOVE

Ask teams to identify dependencies and the critical action that could delay everything else.

PAIR WITH

Project Toolkit 5.2 and 5.3 - Action Plan and Roles, Jobs and Communication

PAUSE + PROTECT

Students should not be assigned adult-only tasks such as contracts, unsupervised transport or financial authorization.

MODULE 5 • PLAN

5B

Name Risks, Permissions and Pause Points

12 MIN

STUDENT LEARNING INTENTION

We are learning to prevent predictable harm, identify needed permission and know when to pause and ask an adult.

USE WHEN

Use before action begins and whenever the plan, site, audience or information changes.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Read a project scenario. Notice physical, emotional, cultural, digital, financial and relationship risks.

2 MODEL

3 MIN

Distinguish hazard, likelihood, impact and prevention. Name one condition that must be confirmed before action.

3 PRACTISE

4 MIN

Teams use IF / THEN language: 'If a participant shares private information, then we stop recording and ask the supervising adult.'

4 APPLY

3 MIN

Record one prevention step, one permission and one clear pause point for the real plan.

SAY IT SIMPLY

Planning for safety protects people and makes responsible action more possible.

LOOK AND LISTEN FOR

- Controls are specific and connected to the risk.

- Students know exactly which situations require adult support.

ACCESS MOVE

Use scenarios instead of asking students to share past harm or personal fears.

STRETCH MOVE

Ask what new risk could be created by the proposed prevention step.

PAIR WITH

Project Toolkit 5.4 - Resources, Cost, Safety and Permission Check

PAUSE + PROTECT

Teacher and organizational requirements always override a classroom risk-rating activity.

MODULE 6 • ACT

6A

Make Work Visible

10 MIN

STUDENT LEARNING INTENTION

We are learning to show what is happening, what is blocked and who needs support without creating unnecessary reporting work.

USE WHEN

Use at the start of action cycles or when teams are losing track of responsibilities.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Ask each person to name what they are doing. Notice duplicated work, hidden work and tasks with no owner.

2 MODEL

2 MIN

Use four columns: READY, DOING, BLOCKED and DONE. Each card names an action and an owner.

3 PRACTISE

3 MIN

Teams place current work on the board and explain only the cards that are blocked or unclear.

4 APPLY

3 MIN

Choose the next action, the support needed and when the board will be updated.

SAY IT SIMPLY

Visibility is for coordination and help, not surveillance or competition.

LOOK AND LISTEN FOR

● The board represents everyone's contribution.

● Blocked work leads to a question, support request or decision.

ACCESS MOVE

Use a wall board, shared document, symbols or verbal check-in. Do not require public disclosure of private barriers.

STRETCH MOVE

Ask which work should be stopped because it no longer serves the project purpose.

PAIR WITH

Project Toolkit 6.1 and 6.3 - Project Work-Cycle Board and Team Meeting Plan

PAUSE + PROTECT

Never use visible work tracking to shame pace, attendance, disability or responsibilities outside school.

MODULE 6 • ACT

6B

Use Evidence to Change Course

12 MIN

STUDENT LEARNING INTENTION

We are learning to decide whether to continue, adapt, pause, seek help or stop based on evidence and responsibility.

USE WHEN

Use after a test, setback, partner response, safety concern or major change.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Name what changed. Separate evidence from frustration, preference or pressure to appear successful.

2 MODEL

3 MIN

Think through six choices: CONTINUE, ADAPT, PAUSE, ASK, STOP or HAND OVER. Connect each to evidence and authority.

3 PRACTISE

4 MIN

Use a scenario to choose an action and explain the strongest reason, risk and person who must know.

4 APPLY

3 MIN

Record the real decision, evidence, owner, next action and communication needed.

SAY IT SIMPLY

Changing course can be evidence of learning, not evidence of failure.

LOOK AND LISTEN FOR

● The decision is traceable to evidence and commitments.

● Teams communicate changes before they create new expectations.

ACCESS MOVE

Provide the six choices visually and allow teams to talk through the decision before writing.

STRETCH MOVE

Ask what evidence would cause the team to revisit the decision.

PAIR WITH

Project Toolkit 6.2 - Decision and Change Log

PAUSE + PROTECT

Students may recommend a change, but adult or partner authority still applies to safety, money, public commitments and organizational decisions.

MODULE 7 • EVALUATE

7A

Choose an Evidence Method That Fits

12-15 MIN

STUDENT LEARNING INTENTION

We are learning to choose the smallest ethical method that can answer the question we actually have.

USE WHEN

Use before surveys, interviews, observations, counts, tests or artifact review.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Match sample questions to possible evidence: experience, behaviour, change, reach, quality or feasibility.

2 MODEL

3 MIN

Start with the decision the evidence will inform. Compare what each method can and cannot show.

3 PRACTISE

4 MIN

Teams choose a method, then name burden, access, consent, bias and the information they do not need.

4 APPLY

3 MIN

Write the evidence question, method, participants or source, responsible person and intended use.

SAY IT SIMPLY

More information is not automatically better. Useful evidence is focused, ethical and connected to a decision.

LOOK AND LISTEN FOR

- The method matches the evidence question.

- Collection is proportionate to the value and risk of the decision.

ACCESS MOVE

Offer several methods and ways to respond. Check language, technology, sensory, mobility and scheduling barriers.

STRETCH MOVE

Ask how two methods could strengthen or complicate each other.

PAIR WITH

Project Toolkit 7.1 and 7.2 - Choose an Evidence Method and Plan How to Gather Evidence

PAUSE + PROTECT

Do not collect sensitive or identifying information simply because a tool makes it easy.

MODULE 7 • EVALUATE

7B

Make a Claim That Fits the Evidence

12 MIN

STUDENT LEARNING INTENTION

We are learning to state what the evidence supports, explain its limits and invite useful review.

USE WHEN

Use when teams move from organized evidence to findings, conclusions or recommendations.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Compare a cautious claim with an exaggerated one. Circle words such as all, proves, caused and everyone.

2 MODEL

3 MIN

Build a finding with claim, supporting evidence, limit and meaning for the project.

3 PRACTISE

4 MIN

Partners test each claim: What supports it? What complicates it? Who or what is missing?

4 APPLY

3 MIN

Revise one finding and name what the team will not claim.

SAY IT SIMPLY

Credibility grows when we explain both what we know and what we cannot know yet.

LOOK AND LISTEN FOR

● Claims can be traced to evidence.

● Limitations change the wording or use of the finding, not just appear as an afterthought.

ACCESS MOVE

Use sentence frames: 'In this evidence, we noticed... This may mean... A limit is...'

STRETCH MOVE

Ask whether the evidence shows association, contribution or causation and why the difference matters.

PAIR WITH

Project Toolkit 7.3 and 7.4 - Sort and Understand Evidence; Findings, Limits and Review

PAUSE + PROTECT

Invite participant or partner review when a finding could affect how people or a community are represented.

MODULE 8 • SHARE

8A

Design for Audience and Purpose

12 MIN

STUDENT LEARNING INTENTION

We are learning to choose what to communicate, how to communicate it and what response we need from a particular audience.

USE WHEN

Use before reports, presentations, displays, videos, podcasts, posts or showcases.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Explain the same project to a younger student, a partner and a decision-maker. Notice what changes and what must stay accurate.

2 MODEL

3 MIN

Name audience, purpose and response: understand, decide, support, question, use or celebrate.

3 PRACTISE

4 MIN

Teams choose three pieces of evidence and one request that fit an assigned audience.

4 APPLY

3 MIN

Write the communication purpose in one sentence and select the most accessible format.

SAY IT SIMPLY

Good communication is designed for a real audience, not simply decorated for a grade.

LOOK AND LISTEN FOR

- The message and evidence match the audience's role.

- The requested response is clear and within the audience's authority.

ACCESS MOVE

Use readable text, plain language, captions, alt text, strong contrast and multiple ways to participate.

STRETCH MOVE

Ask teams to create two versions for audiences with different knowledge and power.

PAIR WITH

Project Toolkit 8.1 and 8.2 - Audience and Purpose Planner; Final Report Planner

PAUSE + PROTECT

Do not simplify a story by removing uncertainty, consent conditions or important context.

MODULE 8 • SHARE

8B

Share Stories with Consent and Credit

12-15 MIN

STUDENT LEARNING INTENTION

We are learning to decide what may be named, quoted, shown or shared and how to credit knowledge responsibly.

USE WHEN

Use before any public communication or whenever a story, image, quotation or name is added.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Review a sample story. Mark whose knowledge, image, words and work appear in it.

2 MODEL

3 MIN

Check four questions: Do we have permission? Is sharing necessary? Is it accurate in context? Is credit wanted and safe?

3 PRACTISE

4 MIN

Teams sort items into SHARE, CHECK, ANONYMIZE or REMOVE and explain why.

4 APPLY

3 MIN

Complete a consent and credit check for one real communication artifact.

SAY IT SIMPLY

Permission to participate is not automatically permission to publish everything we learned.

LOOK AND LISTEN FOR

● Students distinguish consent, attribution and ownership.

● Stories preserve dignity, context and the contributor's preferences.

ACCESS MOVE

Explain consent in plain language and use visual status markers. Offer private review rather than public discussion of sensitive choices.

STRETCH MOVE

Ask who benefits and who could be affected after the communication leaves its original context.

PAIR WITH

Project Toolkit 8.3 - Story, Consent and Fairness Check

PAUSE + PROTECT

Pause publication when permission, cultural protocol, ownership or potential harm is unclear.

MODULE 9 • REFLECT

9A

Reflect with Evidence

12 MIN

STUDENT LEARNING INTENTION

We are learning to explain growth, contribution and change by using evidence instead of only memory or feelings.

USE WHEN

Use at checkpoints, after a major event and near the end of the project.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

Compare 'I became a better leader' with a reflection that names an action, artifact, feedback and change.

2 MODEL

3 MIN

Use WHAT? SO WHAT? NOW WHAT? Link each part to an artifact, decision, observation or feedback source.

3 PRACTISE

4 MIN

Choose one portfolio artifact and explain what it shows, what it does not show and what changed next.

4 APPLY

3 MIN

Draft one evidence-based reflection on learning, agency, relationship or project value.

SAY IT SIMPLY

Reflection becomes rigorous when another person can see how you reached your conclusion.

LOOK AND LISTEN FOR

● Students connect claims about growth to specific evidence.

● Peer and partner feedback is interpreted fairly rather than quoted selectively.

ACCESS MOVE

Allow oral, visual, written, audio or conference-based reflection with equivalent expectations for evidence.

STRETCH MOVE

Ask what evidence challenges the student's preferred story about the project.

PAIR WITH

Project Toolkit 9.1 and 9.3 - My Evidence-Based Reflection; Peer and Partner Feedback

PAUSE + PROTECT

Assessment should not reward disclosure of private emotion, identity or personal circumstances.

MODULE 9 • REFLECT

9B

Choose a Responsible Ending or Next Step

12-15 MIN

STUDENT LEARNING INTENTION

We are learning to decide whether to continue, transfer, redesign, share, pause or close a project responsibly.

USE WHEN

Use before the final commitment, handover or closure conversation.

TEACH IN FOUR MOVES

1 NOTICE

2 MIN

List unfinished promises, records, relationships, resources and decisions. Notice what requires action even if the project ends.

2 MODEL

3 MIN

Compare six dispositions using value, evidence, authority, capacity and relationship commitments.

3 PRACTISE

4 MIN

Teams recommend a disposition and identify one risk, one responsibility and one person who must agree or be informed.

4 APPLY

3 MIN

Record the decision, owners, communication, record handling and final acknowledgement.

SAY IT SIMPLY

Continuing is not always success, and ending is not always failure. Responsibility is the measure.

LOOK AND LISTEN FOR

● The next step is realistic, authorized and supported by evidence.

● Every open commitment has an owner or a clear closure action.

ACCESS MOVE

Use a visual choice menu and separate individual reflection from team decision-making.

STRETCH MOVE

Ask what a future group would need in order to question or revise today's decision.

PAIR WITH

Project Toolkit 9.4 - Next-Step, Handover and Closure Plan

PAUSE + PROTECT

Do not transfer contact information, stories, files or responsibilities without permission and a capable recipient.

DECK TWO

PROVOCATION DECK

27 inquiry starters • three per module • notice, connect and move



USE THIS DECK WHEN

- the inquiry needs an engaging entry point
- assumptions or trade-offs need to become visible
- teams need to pause, reconsider or change perspective
- a quick dialogue can prepare students for a real decision

MODULE 1 • P1.1

NOTICE + WONDER

Community Through a Keyhole

STUDENT PROMPT

Show one tightly cropped local image or one small section of a map. Ask: What can we reasonably notice? What are we tempted to assume? What would we need to see or learn before telling the larger story?

1 NOTICE

List only what is visible or verifiable.

2 CONNECT

Name knowledge or experience that shapes your first interpretation.

3 MOVE

Write one question that could widen the view.

FACILITATION + CARE

Choose an everyday image that does not expose or stereotype a person or group. Reveal more context only after assumptions are visible.

PAIR WITH

Mini-lesson 1A | Toolkit 1.1

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 1 • P1.2

ASSET HUNT

What Are We Already Good At?

STUDENT PROMPT

Imagine a visitor arrives tomorrow and wants to learn how this community cares, creates, solves problems or keeps knowledge alive. Where should they look, and whom should they learn with?

1 NOTICE

Name people, places, routines, traditions and resources.

2 CONNECT

Explain how one asset supports another.

3 MOVE

Choose an asset that could help the inquiry begin respectfully.

FACILITATION + CARE

Invite private or hypothetical responses. No student must identify a community connection or disclose where they seek support.

PAIR WITH

Mini-lesson 1A | Toolkit 1.1

SILENT START PAIR TEAM

MODULE 1 • P1.3

POSITION + REVISE

Who Gets to Decide?

STUDENT PROMPT

A student team wants to change its research question, record a community conversation and post a video about what it learned. Should the same people decide all three things?

1 NOTICE

Name the choices, risks and responsibilities in each decision.

2 CONNECT

Place each decision with students, shared authority or adults and partners.

3 MOVE

Revise one placement after hearing another reason.

FACILITATION + CARE

The goal is not one universal answer. Make local policy and adult responsibilities explicit after students reason through the cases.

PAIR WITH

Mini-lesson 1B | Toolkit 1.2

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 2 • P2.1

COMPARE

The Question That Opens a Door

STUDENT PROMPT

Which question is more likely to invite a useful story: 'Was the event successful?' or 'What happened at the event that you think we should understand?' What might each question hide?

1 NOTICE

Underline words that narrow or open the answer.

2 CONNECT

Predict how a participant might feel answering each question.

3 MOVE

Rewrite a project question so it welcomes an unexpected answer.

FACILITATION + CARE

Use a low-risk topic for the comparison. Invite students to explain trade-offs rather than memorize that every question must begin with what or how.

PAIR WITH

Mini-lesson 2A | Toolkit 2.2

SILENT START PAIR TEAM

MODULE 2 • P2.2

MICRO-REHEARSAL

Listen Without Fixing

STUDENT PROMPT

A speaker describes a frustrating experience. For one minute, the listener may not give advice, compare it with a personal story or promise a solution. What can the listener do instead?

1 NOTICE

Listen for meaning, feeling, detail and uncertainty.

2 CONNECT

Paraphrase one idea and ask whether you understood.

3 MOVE

Ask one follow-up that grows from the speaker's words.

FACILITATION + CARE

Use fictional or everyday scenarios. The practice is about listening moves, not inviting personal disclosure.

PAIR WITH

Mini-lesson 2B | Toolkit 2.3

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 2 • P2.3

DESIGN

What Would Respect Feel Like?

STUDENT PROMPT

You are invited to share knowledge with a student research team. What would you need to know, choose or control before, during and after the conversation?

1 NOTICE

List questions a participant may have about purpose, time, recording and use.

2 CONNECT

Consider access, cultural protocol, privacy and the right to decline.

3 MOVE

Add one commitment to the team's conversation plan.

FACILITATION + CARE

Do not assume all participants want the same form of welcome, eye contact, acknowledgement or follow-up. Ask rather than prescribe.

PAIR WITH

Mini-lesson 2A | Toolkit 2.1

SILENT START PAIR TEAM

MODULE 3 • P3.1

INTERPRET

Same Evidence, Different Story

STUDENT PROMPT

Give two teams the same four short evidence excerpts. Ask each to create a title for the set. How can both titles sound reasonable? What evidence makes one title more careful or complete?

1 NOTICE

Mark the words each title emphasizes.

2 CONNECT

Name the assumptions or values behind each interpretation.

3 MOVE

Write a title that preserves an important tension.

FACILITATION + CARE

Use de-identified excerpts and avoid topics that position students as judges of a vulnerable group.

PAIR WITH

Mini-lesson 3A | Toolkit 3.2

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 3 • P3.2

ABSENCE

What Is Missing from the Map?

STUDENT PROMPT

Look at the evidence inventory or community map without adding anything. Whose knowledge is easy to see? Whose perspective, place, time or experience may be missing?

1 NOTICE

Name visible sources and forms of knowledge.

2 CONNECT

Ask why some evidence was easier to gather or value.

3 MOVE

Choose one ethical next check or name the limitation honestly.

FACILITATION + CARE

Missing does not always mean the team should collect more. Burden, privacy, access and relevance may make a limitation the responsible choice.

PAIR WITH

Mini-lesson 3B | Toolkit 3.1

SILENT START PAIR TEAM

MODULE 3 • P3.3

CLAIM CHECK

Pattern or One Person's Experience?

STUDENT PROMPT

One participant says something vivid that changes the team's thinking. It appears nowhere else in the evidence. How should the team hold and report it?

1 NOTICE

Separate importance from frequency.

2 CONNECT

Consider whether the comment is an exception, warning, new question or missing perspective.

3 MOVE

Draft a sentence that preserves the insight without calling it a pattern.

FACILITATION + CARE

Avoid suggesting that uncommon experiences matter less. The focus is accurate description and appropriate use.

PAIR WITH

Mini-lesson 3B | Toolkit 3.2

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 4 • P4.1

ASSUMPTION TEST

The Riskiest Guess

STUDENT PROMPT

Complete the sentence: 'This idea will create value if...' List at least five guesses. Which guess is both most uncertain and most able to weaken the idea?

1 NOTICE

Find assumptions about people, access, cost, permission, timing and support.

2 CONNECT

Rank each assumption by uncertainty and impact.

3 MOVE

Design the smallest responsible test of the riskiest guess.

FACILITATION + CARE

Reward teams for finding a real weakness. Credibility grows through learning, not through pretending every idea is ready.

PAIR WITH

Mini-lesson 4A | Toolkit 4.2

SILENT START PAIR TEAM

MODULE 4 • P4.2

SCALE DOWN

The Smallest Useful Version

STUDENT PROMPT

Your team has one week, a small budget and permission to work with one partner. What is the smallest version of the idea that could still teach you something or create genuine value?

1 NOTICE

Separate the core value from extra features.

2 CONNECT

Identify what must be true for even the small version to work.

3 MOVE

Name what the team will test, measure and not promise.

FACILITATION + CARE

Small does not mean tokenistic. Ask whether the version is worthwhile for participants, not only convenient for the team.

PAIR WITH

Mini-lesson 4A | Toolkit 4.1 and 4.3

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 4 • P4.3

MAKE IT CLEAR

A Pitch with No Slides

STUDENT PROMPT

In 45 seconds, explain the opportunity, the evidence, the idea, the most important unknown and the response you need. You may use one object but no slides.

1 NOTICE

Listen for purpose, evidence and a clear request.

2 CONNECT

Give one specific strength and one actionable question.

3 MOVE

Revise one sentence before pitching again.

FACILITATION + CARE

Do not turn speed or confident speech into the measure of quality. Allow distributed roles, recorded audio, visual supports or additional processing time.

PAIR WITH

Mini-lesson 4B | Toolkit 4.4

SILENT START PAIR TEAM

MODULE 5 • P5.1

PRE-MORTEM

The Plan That Breaks

STUDENT PROMPT

Imagine the project reached its deadline and an important part did not happen. Without blaming a person, write three plausible reasons the plan broke down.

1 NOTICE

Look for unclear actions, missing owners, dependencies and unrealistic timing.

2 CONNECT

Identify which reason the team can prevent or notice early.

3 MOVE

Add one check-in, backup or support action to the plan.

FACILITATION + CARE

Keep the focus on systems and planning conditions. Do not invite public speculation about a teammate's motivation or ability.

PAIR WITH

Mini-lesson 5A | Toolkit 5.2

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 5 • P5.2

BOUNDARY CHECK

Permission Before Progress

STUDENT PROMPT

A team is ready to act, but one permission is still uncertain. What could the team do now that keeps learning moving without crossing the boundary?

1 NOTICE

Name exactly what is and is not authorized.

2 CONNECT

Separate preparation, research, rehearsal and public action.

3 MOVE

Choose a safe next action and a person responsible for confirmation.

FACILITATION + CARE

Do not reward rule-bending as initiative. Use the scenario to make adult, partner and organizational authority visible.

PAIR WITH

Mini-lesson 5B | Toolkit 5.4

SILENT START PAIR TEAM

MODULE 5 • P5.3

TRADE-OFF

Resource Reality Check

STUDENT PROMPT

Your plan needs more time, money or expertise than the team has. Which part protects the core value? What could be borrowed, donated, simplified, shared, delayed or removed?

1 NOTICE

List needs and distinguish essential from helpful.

2 CONNECT

Consider access, hidden labour and who bears each cost.

3 MOVE

Revise the plan and explain the trade-off.

FACILITATION + CARE

Do not assume unpaid community labour is freely available. Contributions require invitation, agreement, acknowledgement and realistic expectations.

PAIR WITH

Mini-lesson 5A | Toolkit 5.4

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 6 • P6.1

MAKE WORK VISIBLE

The Roadblock Is Information

STUDENT PROMPT

A task has not moved for several days. The person responsible is working, but no one else can see what is needed. What information could turn the roadblock into a support request?

1 NOTICE

Name the current action, blocker, decision and dependency.

2 CONNECT

Identify who has authority, knowledge, time or access to help.

3 MOVE

Write one precise request and the next check-in time.

FACILITATION + CARE

Make it safe to name a barrier. A visible roadblock should lead to support or a decision, not public blame.

PAIR WITH

Mini-lesson 6A | Toolkit 6.1

SILENT START PAIR TEAM

MODULE 6 • P6.2

DECISION

When Should We Change Course?

STUDENT PROMPT

New evidence suggests the planned action may not create the expected value. The team has already invested effort and is close to launch. Continue, adapt, pause, ask for help or stop?

1 NOTICE

Separate past effort from current evidence and commitments.

2 CONNECT

Consider value, risk, authority, capacity and partner expectations.

3 MOVE

Choose a response and name what evidence would trigger another review.

FACILITATION + CARE

Introduce the idea of sunk cost in plain language: work already spent cannot be recovered by spending more on a weak direction.

PAIR WITH

Mini-lesson 6B | Toolkit 6.2

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 6 • P6.3

REPAIR

Teamwork Under Pressure

STUDENT PROMPT

A deadline is close. Two people are doing most visible tasks, one person's work is less visible and another is unsure how to contribute. What should the team do before dividing more work?

1 NOTICE

Name tasks, barriers, strengths and missing information without labelling people.

2 CONNECT

Check access, role clarity, workload and what support is available.

3 MOVE

Agree on one repair, one redistributed action and one follow-up.

FACILITATION + CARE

Do not ask students to disclose diagnoses, family circumstances or private reasons. Focus on what support and participation conditions are needed now.

PAIR WITH

Mini-lesson 6A | Toolkit 6.3

SILENT START PAIR TEAM

MODULE 7 • P7.1

METHOD MATCH

What Counts as Evidence Here?

STUDENT PROMPT

The team wants to know whether an activity was accessible, useful and well delivered. Would attendance, observation, participant feedback or team reflection answer the same question?

1 NOTICE

Name what each source can show.

2 CONNECT

Identify blind spots, burden and whose perspective is centred.

3 MOVE

Choose the smallest combination that can inform a real decision.

FACILITATION + CARE

There may be more than one responsible method. Ask teams to justify fit and proportionality rather than guess the teacher's preferred tool.

PAIR WITH

Mini-lesson 7A | Toolkit 7.1

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 7 • P7.2

CALIBRATE

Strong Claim or Too Big?

STUDENT PROMPT

A team writes: 'Our project proved that students feel more connected to the community.' What would the evidence need to show? Which words may be too large?

1 NOTICE

Circle prove, students, feel and more.

2 CONNECT

Ask who participated, what was measured and what else could explain the result.

3 MOVE

Rewrite the claim so it fits the actual evidence.

FACILITATION + CARE

Treat revision as a mark of credibility. Avoid making causal language a vocabulary quiz; connect it to what the method can support.

PAIR WITH

Mini-lesson 7B | Toolkit 7.4

SILENT START PAIR TEAM

MODULE 7 • P7.3

COMPLICATE

The Outlier That Matters

STUDENT PROMPT

Most feedback is positive, but one participant identifies a serious access barrier. Should the team report it? Should it change the project?

1 NOTICE

Separate frequency, seriousness and responsibility.

2 CONNECT

Consider whether the experience reveals risk or an excluded group.

3 MOVE

Decide how to report, verify and respond without exaggerating or erasing it.

FACILITATION + CARE

An outlier is not automatically wrong or representative. The task is to preserve, investigate and use it proportionately.

PAIR WITH

Mini-lesson 3B and 7B | Toolkit 7.3

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 8 • P8.1

AUDIENCE SHIFT

Tell It Three Ways

STUDENT PROMPT

Explain the same finding to a Grade 5 student, a community partner and a school decision-maker. What changes in language, evidence, detail and request? What must never change?

1 NOTICE

Identify each audience's knowledge, role and possible response.

2 CONNECT

Choose evidence and format that support access and purpose.

3 MOVE

Create one sentence and one request for each audience.

FACILITATION + CARE

Adapting communication must not change the truth, remove limits or turn a community partner into a character in the team's story.

PAIR WITH

Mini-lesson 8A | Toolkit 8.1

SILENT START PAIR TEAM

MODULE 8 • P8.2

CONSENT + CREDIT

Whose Story Is It?

STUDENT PROMPT

A powerful quotation would improve the presentation, but the team has permission to use the information only in its internal report. What options are available?

1 NOTICE

Name the original permission and the new audience.

2 CONNECT

Consider necessity, context, credit, anonymity and possible impact.

3 MOVE

Choose CHECK, PARAPHRASE, ANONYMIZE or REMOVE and explain why.

FACILITATION + CARE

A memorable story is never more important than consent and responsible representation. Re-contact must also be appropriate and not burdensome.

PAIR WITH

Mini-lesson 8B | Toolkit 8.3

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 8 • P8.3

PURPOSE

What Do We Want the Audience to Do?

STUDENT PROMPT

The audience understands the project and applauds. Nothing happens next. What response did the team actually need, and did the communication make that possible?

1 NOTICE

Name possible responses: question, decide, support, connect, use or celebrate.

2 CONNECT

Check whether the request fits the audience's authority.

3 MOVE

Write one clear next-step invitation and how the team will capture the response.

FACILITATION + CARE

Some sharing is appropriately for acknowledgement or learning. Do not force every audience interaction into a request for money or approval.

PAIR WITH

Mini-lesson 8A | Toolkit 8.1 and 8.4

SILENT START PAIR TEAM

MODULE 9 • P9.1

EVIDENCE REFLECTION

What Changed in Us?

STUDENT PROMPT

Choose one early artifact and one recent artifact. What changed in your questions, decisions, skills, relationships or sense of influence? What evidence supports that conclusion?

1 NOTICE

Describe differences without judging them yet.

2 CONNECT

Link a change to an experience, feedback source or decision.

3 MOVE

Name one capacity to carry into another context.

FACILITATION + CARE

Accept many forms of growth and non-growth. Do not require students to claim transformation or disclose private emotion.

PAIR WITH

Mini-lesson 9A | Toolkit 9.1

SILENT START PAIR TEAM

CUT OR FOLD

MODULE 9 • P9.2

DISPOSITION

Continue, Transfer, Pause or Close?

STUDENT PROMPT

The project created some value, but the current team will not have enough time or authority to continue responsibly. What should happen next?

1 NOTICE

List value, evidence, open commitments, capacity and authority.

2 CONNECT

Compare continue, transfer, redesign, share, pause and close.

3 MOVE

Recommend one disposition and the conditions that make it responsible.

FACILITATION + CARE

Challenge the assumption that continuation is always the most successful ending. A clean closure may protect trust and learning.

PAIR WITH

Mini-lesson 9B | Toolkit 9.4

SILENT START PAIR TEAM

MODULE 9 • P9.3

CLOSE WITH CARE

The Promise Ledger

STUDENT PROMPT

List every promise, borrowed item, file, contact, thank-you, update and unanswered question still connected to the project. Which are complete, owned, transferred or ready to close?

1 NOTICE

Find commitments that are easy to forget because they are relational or informal.

2 CONNECT

Name the responsible person, recipient and authority for each item.

3 MOVE

Resolve one commitment now and schedule the rest.

FACILITATION + CARE

Include promises made by adults and organizations, not only students. Shared responsibility should be visible at closure.

PAIR WITH

Mini-lesson 9B | Toolkit 9.4

SILENT START PAIR TEAM

THIS PAGE INTENTIONALLY HOLDS ONE CARD FOR EASIER PRINTING AND SEPARATION

Choose the smallest useful card

Start with the learning need, not the module number. A provocation may be enough; a mini-lesson adds modelling and rehearsal when students need more support.

CURRENT NEED	TRY A PROVOCATION	ADD A MINI-LESSON
Students are naming only problems.	P1.2 What Are We Already Good At?	1A See Community Strengths First
Authority or boundaries are unclear.	P1.3 Who Gets to Decide?	1B Know Who Gets to Decide
Questions are closed, leading or intrusive.	P2.1 The Question That Opens a Door	2A Ask Questions That Open Doors
Teams are hearing but not listening.	P2.2 Listen Without Fixing	2B Listen, Probe and Check
One story is becoming the whole finding.	P3.3 Pattern or One Person's Experience?	3B Find Patterns Without Losing Differences
An idea sounds exciting but untested.	P4.1 The Riskiest Guess	4A Test the Riskiest Guess
Feedback is vague or hard to use.	P4.3 A Pitch with No Slides	4B Give Feedback People Can Use
The plan is too large or unclear.	P5.1 The Plan That Breaks	5A Turn a Goal into Action Steps
A team is stuck or conditions changed.	P6.2 When Should We Change Course?	6B Use Evidence to Change Course
Students want to collect too much data.	P7.1 What Counts as Evidence Here?	7A Choose an Evidence Method That Fits
A claim is larger than the evidence.	P7.2 Strong Claim or Too Big?	7B Make a Claim That Fits the Evidence
Sharing is polished but has no purpose.	P8.3 What Do We Want the Audience to Do?	8A Design for Audience and Purpose
Consent, quotation or credit is uncertain.	P8.2 Whose Story Is It?	8B Share Stories with Consent and Credit
Reflection is based only on memory.	P9.1 What Changed in Us?	9A Reflect with Evidence
The project needs an ending or handover.	P9.2 or P9.3	9B Choose a Responsible Ending or Next Step

If the card does not change thinking, action or evidence, stop using it. The resource should serve the work rather than become the work.

Create a local provocation

Strong provocations are concrete, open enough to invite more than one reasonable response and connected to a real project decision. Use this page to design one with local context.

CURRENT LEARNING NEED

What thinking, skill, tension or decision needs support now?

STIMULUS

Choose an image, object, map, quotation, scenario, contrast, short story or observation.

STUDENT PROMPT

Write one invitation that can be understood without a long teacher explanation.

THREE STUDENT MOVES

NOTICE

What should students first observe, name or separate?

CONNECT

What should they compare, question, interpret or consider?

MOVE

What small action, revision or decision should follow?

FACILITATION + CARE CHECK

- ☐ Can students respond without disclosing personal experience?
- ☐ Does the prompt avoid stereotypes, predetermined answers and false urgency?
- ☐ Are authority, safety, consent and cultural protocol clear?
- ☐ Will students have a real place to use what they learn next?



TEACH WHAT IS NEEDED
WHEN IT IS NEEDED
THEN RETURN THE WORK

A strong card makes the next question clearer, the next action more responsible or the next reflection more honest - and then gives the thinking back to students.



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