

PROJECT COMPANION

YOUTH-LED COMMUNITY-BASED RESEARCH PROJECT TOOLKIT

36 adaptable canvases, organizers, protocols, logs and report structures

● MAP

● LISTEN

● INTERPRET

● TEST

● PLAN

● ACT

● EVALUATE

● SHARE

● CARRY FORWARD



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36 TOOLS ACROSS NINE MODULES

Inside the toolkit

Select the tool that fits the current learning purpose. Duplicate, annotate or adapt pages without turning the template into the project.

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How to use this toolkit

These pages support thinking, dialogue and documentation. They are not assignments to complete in order and they do not replace judgment, relationship or local requirements.

1

SELECT

Choose the page that supports the current question, decision or responsibility.

2

ADAPT

Change language, space, sequence or format to fit age, access, context and project type.

3

DOCUMENT

Keep only records that show useful evidence, decisions, commitments and learning.

USE THE TOOLS WITH THESE COMMITMENTS



Youth influence

Pages should clarify and strengthen meaningful decisions, not quietly return control to adults.



Consent and privacy

Use approved processes. Record only what is needed and permitted; protect sensitive information.



Access

Offer multiple ways to think, contribute and communicate. Add space or reduce text as needed.



Actionable feedback

Peers and partners should identify a specific next move while students can still revise.



Evidence over completion

A partly used tool that changed a decision is more valuable than a polished page with no purpose.



Responsible closure

Every commitment, record, relationship and next step needs a clear owner or ending.

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MODULE 1 • ORIENT, CONNECT AND ASK

1.1

Community Assets and Questions Map

Begin with strengths, relationships, places and possibilities - not only problems.

USE WHEN

Use before selecting a topic or whenever the team needs to widen its view of community.

NOTICE WHAT IS ALREADY HERE

People and relationships

Who contributes knowledge, care, leadership, connection or experience?

Places and spaces

Where do people gather, learn, create, work, play or seek support?

Strengths and resources

What skills, traditions, services, networks, stories or materials already exist?

Possibilities and tensions

What could grow? What seems overlooked, uneven, changing or unresolved?

TURN NOTICING INTO INQUIRY

A pattern, strength or tension we want to understand more deeply:

People or perspectives that could complicate our first impression:

A question worth exploring before we propose action:

PAUSE AND CHECK

Which asset could help us learn more without asking one person to represent an entire community?

MODULE 1 • ORIENT, CONNECT AND ASK

1.2

Decision and Authority Map

Make youth influence, adult responsibility and partner authority visible before choices become urgent.

USE WHEN

Use at the beginning of a project and revisit whenever the scope, risk or partnership changes.

MAP IMPORTANT DECISIONS

DECISION AREA	YOUNG PEOPLE CAN...	ADULTS OR PARTNERS MUST...
Question and direction		
Community contact		
Use of information		
Money, space or materials		
Public communication		

CLARIFY THE BOUNDARIES

A decision students genuinely hold:

A decision that must be shared - and how agreement will be reached:

A decision held by an adult or organization - and why:

PAUSE AND CHECK

● If authority changes, who needs to know before the team proceeds?

MODULE 1 • ORIENT, CONNECT AND ASK

1.3

Inquiry Agreements

Create working agreements that protect curiosity, access, responsibility and repair.

USE WHEN

Use when a team forms, welcomes a new member or needs to reset how it works.

AGREEMENTS TO DISCUSS AND ADAPT

- ☐ We listen to understand before persuading.
- ☐ We challenge ideas without diminishing people.
- ☐ We distinguish experience, evidence and assumption.
- ☐ We name uncertainty, limits and mistakes honestly.
- ☐ We ask before recording, quoting, naming or sharing.
- ☐ We follow through - or communicate early when we cannot.
- ☐ We make room for different communication and participation needs.
- ☐ We repair harm and revisit agreements when conditions change.

MAKE THE AGREEMENT YOURS

An additional agreement this team needs:

How we will notice when an agreement is not being honoured:

How we will pause, repair and decide what happens next:

How each person can ask for access, support or a different way to participate:

PAUSE AND CHECK

- ☒ What will make it safer to disagree, decline or ask for help?

MODULE 1 • ORIENT, CONNECT AND ASK

1.4

Question Bank and Priority Sort

Generate questions broadly, then select questions that are useful, ethical and possible to explore.

USE WHEN

Use after initial community mapping and before arranging conversations or collecting evidence.

GENERATE QUESTIONS

Experience

What do people notice, value, navigate or wish others understood?

Assets and history

What already works? How did it develop? What knowledge should be credited?

Systems and access

What shapes participation, opportunity, barriers, authority or resources?

Possibilities

What might be strengthened, tested, connected, redesigned or learned?

PRIORITIZE

Our strongest inquiry question:

Why it matters - and to whom:

What we can learn without promising a solution:

A question we will not pursue, and the reason:

PAUSE AND CHECK

Is this a question we are entitled and prepared to ask?

MODULE 2 • LISTEN AND LEARN

2.1

Community Conversation Planner

Prepare a respectful listening experience with clear purpose, participation and follow-through.

USE WHEN

Use before an interview, circle, panel, walk, visit or other community listening activity.

DESIGN THE CONVERSATION**Purpose and learning**

What are we trying to understand - not prove?

Participants and perspectives

Who is being invited? Who may still be missing?

Access and protocol

What timing, format, language, cultural or participation supports are needed?

Consent and information use

What may be noted, recorded, quoted, named, shared or withdrawn?

LOGISTICS AND RESPONSIBILITY**Student and adult roles before, during and after:**

Location, contact channel, materials and contingency plan:

How we will thank participants and explain what happens next:

PAUSE AND CHECK

What would a participant need to know in order to make an informed choice?

MODULE 2 • LISTEN AND LEARN

2.2

Interview and Listening Guide

Build a flexible conversation arc that invites experience, detail, meaning and correction.

USE WHEN

Use to prepare questions and roles; do not read it as a rigid script.

CONVERSATION ARC

- 1 **Open** Introduce people, purpose, time, consent and how information may be used.
- 2 **Invite** Begin with an accessible question about experience, strength, history or what matters.
- 3 **Deepen** Ask for an example, meaning, change over time, conditions or a different perspective.
- 4 **Check** Summarize what you heard and invite clarification, correction or anything not yet asked.
- 5 **Close** Confirm follow-up, information use, thanks and how to contact the responsible adult.

BEFORE WE BEGIN

- ☐ Questions are open, plain and connected to the purpose.
- ☐ Roles for facilitation, notes, time and consent are clear.
- ☐ No question pressures disclosure or assumes one right answer.
- ☐ We know what to do if sensitive or safety-related information arises.

PAUSE AND CHECK

- Which question could invite a story or example instead of a one-word answer?

MODULE 2 • LISTEN AND LEARN

2.3

Listening Practice: Peer Feedback

Use specific observation to strengthen listening before a community conversation.

USE WHEN

Use in trios or a fishbowl: one speaker, one listener and one observer, then rotate.

OBSERVE THE LISTENER

LISTENING MOVE	NOT YET	SOMETIMES	CONSISTENT	NOTE
Explains purpose and consent clearly	☐	☐	☐	_____
Uses an open, respectful pace	☐	☐	☐	_____
Listens without rushing to solve or defend	☐	☐	☐	_____
Asks relevant follow-up questions	☐	☐	☐	_____
Summarizes and checks understanding	☐	☐	☐	_____
Closes with clear next steps and thanks	☐	☐	☐	_____

ACTIONABLE FEEDBACK

A specific listening move that supported the speaker:

A moment when a different question, pause or response could help:

One action to practise in the next round:

PAUSE AND CHECK



Can the listener describe exactly what they will try differently next time?

MODULE 2 • LISTEN AND LEARN

2.4

Conversation Notes and Immediate Reflection

Separate what was said from your interpretation and preserve only information you are permitted to use.

USE WHEN

Use during and immediately after a listening conversation.

CAPTURE WITH CARE

What we heard

Key ideas, examples or facts in the participant's meaning - not polished into ours.

Words we may quote

Exact wording, speaker preference and permission status.

Our interpretation

What we think it may mean; assumptions or questions to verify.

Follow-up

Clarification, promised information, thanks, correction or next contact.

IMMEDIATE REFLECTION

Something that changed, complicated or deepened our thinking:

A perspective that is not yet represented:

Information that needs checking, protecting or removing:

PAUSE AND CHECK

Have we marked the difference between a participant's words and our interpretation?



Evidence Inventory

Bring varied sources together and identify what is strong, uncertain or still missing.

USE WHEN

Use after listening and throughout the project whenever the evidence base changes.

WHAT DO WE HAVE?

SOURCE OR ARTIFACT	WHAT IT CONTRIBUTES	CONFIDENCE / LIMIT	GAP OR NEXT CHECK

REPRESENTATION CHECK

Whose experiences or knowledge are visible in this inventory?

Who or what may be missing, overrepresented or treated as more credible without reason?

What decision can this evidence inform - and what can it not establish?

PAUSE AND CHECK



What would make our interpretation more credible without collecting unnecessary information?

MODULE 3 • MAKE MEANING AND IDENTIFY OPPORTUNITIES

3.2

Affinity Sort and Pattern Tracker

Cluster evidence without forcing everything into one simple story.

USE WHEN

Use when the team has notes, observations, quotations, counts or artifacts to interpret together.

SORT WHAT YOU NOTICE**Patterns**

Ideas or experiences that recur across credible sources.

Surprises

Evidence that changed an assumption or opened a new question.

Tensions and exceptions

Contradictions, outliers or experiences that do not fit the main pattern.

Gaps

Missing perspectives, unclear claims or information needed before deciding.

INTERPRET CAUTIOUSLY

A pattern supported by more than one source:

An exception or tension we must preserve:

A claim we are not ready to make:

PAUSE AND CHECK

How might someone with a different experience organize this evidence?

MODULE 3 • MAKE MEANING AND IDENTIFY OPPORTUNITIES

3.3

Opportunity Statement Builder

Turn evidence into a focused opportunity without defining people only by a problem.

USE WHEN

Use after interpretation and before generating or selecting project ideas.

BUILD FROM EVIDENCE

We learned that... (pattern, asset, tension or unmet possibility)

This matters because... (significance, consequence or value)

It matters particularly for / with... (people, place or relationship - without stereotyping)

There is an opportunity to... (learn, strengthen, connect, redesign, support or test)

CHECK THE STATEMENT

- | | |
|---|---|
| ☐ It is supported by evidence rather than preference alone. | ☐ People affected could recognize or correct the description. |
| ☐ It recognizes assets, knowledge and existing action. | ☐ It is focused enough to guide idea development. |
| ☐ It does not promise an outcome outside our authority. | ☐ It leaves room for more than one possible response. |

PAUSE AND CHECK

- What language could unintentionally label, blame or speak for other people?

MODULE 3 • MAKE MEANING AND IDENTIFY OPPORTUNITIES

3.4

Direction Selection Matrix

Compare possible directions using shared criteria rather than enthusiasm or status.

USE WHEN

Use after generating several opportunities or project directions.

SCORE EACH DIRECTION: 1 = WEAK OR UNKNOWN • 4 = STRONG

DIRECTION	Grounded in evidence	Meaningful community value	Youth influence is real	Access and inclusion	Feasible to explore responsibly
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

DECIDE AND EXPLAIN

Direction selected, combined, adapted or paused:

Evidence and criteria that mattered most:

What still needs testing before commitment:

PAUSE AND CHECK

Would the decision change if a different criterion were given more weight?

4.1

MODULE 4 • IMAGINE, TEST AND PITCH

Project Concept Canvas

Describe a proposed response clearly enough that assumptions and questions become visible.

USE WHEN

Use before feasibility testing, a pitch or a request for support.

THE CONCEPT

Opportunity

What evidence-grounded opportunity are we responding to?

People and value

For or with whom? What useful value might the work create?

Proposed response

What will we make, test, host, change, communicate or learn?

Evidence behind it

Which findings or sources make this direction credible?

Conditions and support

What authority, access, skills, resources or relationships are needed?

Unknowns

Which assumptions, risks or unanswered questions matter most?

ONE-SENTENCE CONCEPT

We propose to _____ with / for _____ because the evidence shows _____.

The most important question we need feedback on is:

PAUSE AND CHECK

Does the concept explain both community value and what students will genuinely decide or do?

Assumption Test Card

Test a belief that could significantly change the direction before investing heavily in the idea.

USE WHEN

Use for one important assumption at a time; repeat with a new page as needed.

NAME THE ASSUMPTION

We currently believe that:

This matters because the project could change or fail if:

Evidence that would increase or reduce our confidence:

PLAN AND RECORD THE TEST

TEST OR SOURCE	WHO / WHAT	ACCESS OR PERMISSION	WHAT WE LEARNED

DECISION

Continue, adapt, combine, pause or stop - and why:

PAUSE AND CHECK

Did we test the assumption with a source able to speak to it?

MODULE 4 • IMAGINE, TEST AND PITCH

4.3

Feasibility Scan

Examine the real conditions that could support, constrain or reshape the concept.

USE WHEN

Use before pitching or approving a plan; revisit when conditions change.

SCAN SIX DOMAINS**Authority and permission**

Who may approve, advise, restrict or stop the work?

People and capability

Whose time, knowledge, skills or labour are required?

Access and inclusion

Who could be excluded by format, timing, cost, place or communication?

Resources and cost

What space, materials, technology, funding or in-kind support is realistic?

Safety and ethics

What physical, emotional, cultural, digital, privacy or reputational risks exist?

Sustainability and closure

What happens after the test, event, product or current project cycle?

MAKE IT PROPORTIONATE

The riskiest or least-tested condition:

The smallest credible version we could test responsibly:

Approval, expertise or evidence needed before proceeding:

PAUSE AND CHECK

● Which uncertainty needs evidence, and which needs an authorized adult decision?

MODULE 4 • IMAGINE, TEST AND PITCH

4.4

Pitch, Feedback and Revision Record

Prepare a concise case, capture actionable feedback and explain the team's decision.

USE WHEN

Use for a peer review, partner conversation, pitch or feasibility checkpoint.

PITCH ARC

1

Opportunity

Open with the evidence-grounded community opportunity.

2

Response

Explain the concept, intended value and youth role.

3

Feasibility

Name what was tested, what is realistic and what remains uncertain.

4

Request

End with one clear question, decision or form of support.

SORT THE FEEDBACK**Questions**

What needs clarification or more evidence?

Cautions

What risk, limit, exclusion or condition should be addressed?

Connections

What person, source, resource or existing work may be relevant?

Offers

What was actually offered, by whom and with what authority?

REVISION DECISION

What we will change, retain, test, pause or stop - and why:

PAUSE AND CHECK

Which feedback is specific, relevant and actionable while revision is still possible?

MODULE 5 • PLAN FOR ACTION

5.1

Planning Pathway Chooser

Choose a planning structure that fits the work instead of forcing every project into one model.

USE WHEN

Use once a direction is selected and before building the detailed implementation plan.

WHICH PATHWAY FITS?



Event or experience

Work backward from audience, access, place, sequence, permissions and contingency.



Service or program

Plan participant needs, delivery cycle, staffing, safeguarding, feedback and closure.



Product or resource

Plan users, design requirements, testing, production, distribution and revision.



Advocacy or communication

Plan audience, evidence, message, authority, channels, representation and response.

ADAPT THE PATH

Primary pathway and why it fits:

A second pathway or feature we may need:

Sections that do not fit - and what we will use instead:

The first planning decision that requires approval or consultation:

PAUSE AND CHECK



Which planning details will actually improve thinking, safety and follow-through?

MODULE 5 • PLAN FOR ACTION



Implementation Plan

Turn the concept into visible actions, ownership, dependencies and evidence.

USE WHEN

Use to plan the current cycle; add or replace rows as the project changes.

MILESTONES AND ACTIONS

OUTCOME OR MILESTONE	NEXT ACTION	OWNER / SUPPORT	DEPENDENCY	EVIDENCE / STATUS

START RESPONSIBLY

The next action that can begin now:

A dependency or approval that could block the plan:

How the team will notice progress before the final product:

PAUSE AND CHECK



Is every action owned without making one person indispensable?

MODULE 5 • PLAN FOR ACTION



Roles, Responsibilities and Communication

Distribute work clearly while preserving shared knowledge, access and accountability.

USE WHEN

Use before action begins and whenever membership, workload or authority changes.

WHO HOLDS WHAT?

WORK AREA OR DECISION	LEADS	SUPPORTS	CONSULT	INFORM

COMMUNICATION PLAN

Where current actions, records and decisions will be visible:

How and when the team checks progress:

Who communicates with partners or the public - and through which approved channel:

Backup plan if a key person is unavailable:

PAUSE AND CHECK



Does each person have meaningful influence as well as assigned tasks?

MODULE 5 • PLAN FOR ACTION

5.4

Resources, Budget, Risk and Permission Scan

Check the practical and ethical conditions that must be secured before implementation.

USE WHEN

Use with the implementation plan and update whenever the scope changes.

RESOURCE AND AUTHORITY CHECK

People, time and expertise

What is needed? Who has agreed? What remains voluntary or uncertain?

Materials, space and technology

What is available, borrowed, purchased, accessible or restricted?

Budget and in-kind support

Expected cost, source, approval, purchasing process and record owner.

Permissions and protocols

Consent, supervision, privacy, brand, media, transportation, cultural or site requirements.

PRIORITY RISKS

RISK OR CONCERN	LIKELIHOOD / IMPACT	PREVENT OR REDUCE	PAUSE / ESCALATE WHEN

BEFORE ACTION

The approval or condition that must be confirmed first:

PAUSE AND CHECK

What could affect safety, access, trust or commitments even if the activity itself succeeds?

MODULE 6 • ACT, COLLABORATE AND ADAPT

6.1

Project Work-Cycle Board

Keep priorities, dependencies and learning visible during action.

USE WHEN

Use at the beginning and end of each work cycle; erase, duplicate or archive as useful.

CURRENT CYCLE**Now**

The few actions receiving attention in this cycle.

Next

Ready work that should not distract from current priorities.

Waiting or blocked

Approval, information, access, materials or support still needed.

Evidence and learning

Completed work, response, observation or information that may change the plan.

CYCLE CHECK

The most important outcome for this cycle:

A commitment that needs follow-up now:

A decision or question to carry into the next check-in:

PAUSE AND CHECK

What should stop, start or change because of what the team learned?



Decision and Change Log

Preserve why important decisions changed so the project remains explainable and accountable.

USE WHEN

Use whenever evidence, capacity, safety, feedback or authority changes the direction.

RECORD CONSEQUENTIAL DECISIONS

POINT IN CYCLE	DECISION OR CHANGE	EVIDENCE / REASON	WHO DECIDED	NEXT ACTION

READ ACROSS THE LOG

A pattern in what is causing change:

A decision that should be revisited or communicated:

PAUSE AND CHECK



Can another person understand what changed without relying on one team member's memory?

MODULE 6 • ACT, COLLABORATE AND ADAPT

6.3

Team Meeting and Leadership Agenda

Use meeting time for decisions, coordination and learning - not only updates.

USE WHEN

Use for student-led project meetings, brief stand-ups or longer planning sessions.

PREPARE THE MEETING**Purpose and decisions needed:**

Evidence, work or questions to bring:

Access, participation or relationship needs to consider:

Facilitator, recorder, timekeeper and other roles:

LEAD THE CONVERSATION**Progress and evidence**

What moved? What did we learn? What remains uncertain?

Decisions

What was decided, by whom and based on what?

Commitments

Who will do what next, with which support or approval?

Parking lot

Important issues that need another person, more evidence or a later conversation.

PAUSE AND CHECK

Did every agenda item end with a decision, next action or explicit reason to defer?

MODULE 6 • ACT, COLLABORATE AND ADAPT

6.4

Mentor or Advisor Meeting Record

Prepare a focused request, record advice accurately and return decisions to the student team.

USE WHEN

Use before and after a meeting with a mentor, advisor, specialist or decision partner.

BEFORE AND DURING**Current context**

What changed since the last contact? What evidence or artifact gives useful context?

Focused request

What question, feedback, connection, model or decision are we asking for?

What we heard

Advice, conditions, cautions, questions, corrections or limits - without turning them into orders.

Commitments

What did students and the partner each actually agree to do?

AFTER THE MEETING

What the team decided to use, test, question or decline - and why:

Follow-up owner, approved channel and next contact if any:

Evidence of my own contribution to preparation, dialogue or follow-through:

PAUSE AND CHECK

Has the team made its own next decision rather than handing ownership to the advisor?

MODULE 7 • GATHER EVIDENCE AND EVALUATE

7.1

Evidence Methods Chooser

Select a proportionate method that fits the question, participants, access and decision.

USE WHEN

Use before gathering new evidence; do not default to a survey when another method fits better.

COMPARE POSSIBLE METHODS**Interview or focus group**

Useful for experience, meaning, explanation and dialogue; requires careful facilitation and consent.

**Observation or walk-through**

Useful for behaviour, process, place or access; requires clear boundaries about what may be recorded.

**Survey, count or tally**

Useful for consistent responses or frequency; requires accessible questions and cautious interpretation.

**Artifact or feedback review**

Useful for existing documents, products, records or responses; requires permission and context.

CHOOSE FOR PURPOSE

Question or decision the evidence must inform:

Method selected - and why it fits better than the alternatives:

Consent, privacy, access or sampling consideration:

What this method will not allow us to claim:

PAUSE AND CHECK

Are we collecting only the evidence needed for a learning purpose or decision?

MODULE 7 • GATHER EVIDENCE AND EVALUATE

7.2

Evidence Collection Planner

Connect each question to a credible source, ethical procedure and usable record.

USE WHEN

Use after selecting methods and before contacting participants or gathering information.

PLAN THE EVIDENCE

QUESTION	EVIDENCE NEEDED	SOURCE / PARTICIPANTS	METHOD / RECORD	ACCESS / PERMISSION

PILOT BEFORE LAUNCH

How we will test instructions, questions, timing and accessibility:

What would cause us to pause, revise or stop collection:

Where approved records will be stored and who may access them:

PAUSE AND CHECK

● Could another team member follow this plan consistently and safely?

MODULE 7 • GATHER EVIDENCE AND EVALUATE

7.3

Evidence Organizer and Analysis

Move from individual evidence items to cautious patterns, alternatives and questions.

USE WHEN

Use during analysis; preserve contradictory or incomplete evidence instead of hiding it.

INTERPRET EACH ITEM

EVIDENCE ITEM	WHAT IT MAY SUGGEST	CONFIDENCE / LIMIT	ALTERNATIVE EXPLANATION

LOOK ACROSS THE EVIDENCE**Patterns**

What is supported across more than one credible source?

Outliers and tensions

What does not fit - and why might that matter?

Gaps

What remains missing, uncertain or unevenly represented?

Decision relevance

What can this evidence help us decide or improve now?

PAUSE AND CHECK

Have we separated what the evidence shows from what we think it means?

MODULE 7 • GATHER EVIDENCE AND EVALUATE

7.4

Findings, Limitations and Interpretation Review

State a finding with evidence, boundaries and room for correction before public reporting.

USE WHEN

Use for each major finding and with a peer or relevant community reviewer.

DRAFT THE FINDING**Finding or claim**

What do we think the evidence supports? Use proportionate language.

Supporting evidence

Which sources, examples, patterns or counts make the claim credible?

Limitations

Who or what is missing? What method, sample, context or uncertainty limits the claim?

Meaning for the project

What should change, continue, be tested or remain undecided?

INTERPRETATION REVIEW

A reviewer confirmed, complicated or corrected:

Language, evidence or context we will revise:

The final claim - and what we will not claim:

PAUSE AND CHECK

Could the people represented recognize the evidence without being reduced to our conclusion?

Audience and Purpose Planner

Adapt communication to what an audience needs to understand, consider, decide or do.

USE WHEN

Use before choosing a report, briefing, display, presentation, video, podcast or other form.

DESIGN FOR AUDIENCE

AUDIENCE	WHAT THEY ALREADY KNOW	WHAT THEY NEED	DECIDE / DO / RESPOND	BEST FORM

PRIMARY COMMUNICATION CHOICE

Primary audience and purpose:

One key message supported by evidence:

The response, decision or dialogue we will invite:

Access needs and alternative ways to engage:

PAUSE AND CHECK

Are we reporting, celebrating, recruiting, requesting a decision - or mixing purposes without clarity?

MODULE 8 • REPORT, SHARE AND CELEBRATE

8.2

Final Report Structure

Plan an accurate, useful record of the inquiry, action, evidence and learning.

USE WHEN

Use for a written report or adapt the same structure to another communication form.

POSSIBLE REPORT SECTIONS

- ☐ Purpose, context and inquiry question
- ☐ Action taken, changes and decision log
- ☐ Community assets, relationships and ethical approach
- ☐ Evaluation findings and what cannot be claimed
- ☐ Listening and evidence methods
- ☐ Recommendations, disposition or next decision
- ☐ What was learned: patterns, tensions and limitations
- ☐ Acknowledgements, permissions and sources
- ☐ Opportunity, project direction and rationale

REPORT PLANNING

Central message or finding:

Strongest evidence and the limitation that must travel with it:

Most useful visual, example, quotation or artifact - and its permission status:

What the audience should understand or do next:

PAUSE AND CHECK

- ☒ Does the report make uncertainty and course corrections as visible as success?

MODULE 8 • REPORT, SHARE AND CELEBRATE

8.3

Storytelling, Consent and Representation Check

Use story with evidence while protecting dignity, accuracy, permission and access.

USE WHEN

Use before sharing names, images, quotations, experiences or a polished project narrative.

STORY ARC

1

Context

What place, relationship or opportunity does the audience need to understand?

2

Evidence

What was heard or observed, and how do we know?

3

Change

What did students test, learn, revise or decide?

4

Meaning

What remains uncertain, and what responsibility comes next?

REPRESENTATION CHECK

- ☐ Names, images, quotations and stories have the required permission.
- ☐ Claims match the evidence and distinguish contribution from causation.
- ☐ People can be recognized accurately without being exposed unnecessarily.
- ☐ Captions, contrast, language, format and delivery support access.
- ☐ Community knowledge and contributions are credited appropriately.
- ☐ A participant can correct or withdraw material according to the agreement.
- ☐ The story does not imply one person represents a whole group.
- ☐ The story includes limits, tensions or changes rather than only a success arc.

PAUSE AND CHECK

Whose dignity, privacy or contribution could be affected by how we tell this story?

Showcase and Audience Response Log

Plan a dialogue-rich event and turn audience response into accountable follow-up.

USE WHEN

Use for a showcase, decision forum, exhibition, briefing or community conversation.

HOST THE EXPERIENCE

Before

Purpose, guests, access, consent, space, roles, invitations and contingency.

During

Welcome, multiple ways to engage, evidence-based dialogue and responsible documentation.

Response

Questions, corrections, feedback, decisions, connections and offers of support.

After

Thanks, materials, corrections, commitments, introductions and closure.

CAPTURE RESPONSE

QUESTION / FEEDBACK / OFFER	FROM WHOM	PERMISSION / AUTHORITY	OWNER	FOLLOW-UP

USE THE RESPONSE

What the audience response may change, clarify or require next:

PAUSE AND CHECK



Have we distinguished an interesting comment from a decision or authorized commitment?

MODULE 9 • REFLECT, DECIDE AND CARRY FORWARD

9.1

Individual Evidence-Based Reflection

Use artifacts and feedback to explain growth, contribution, judgment and next learning.

USE WHEN

Use before team reflection so each learner has space to think without pressure toward consensus.

REFLECT WITH EVIDENCE

A decision, artifact or moment that shows how my thinking changed:

A contribution I made - and evidence of its value to the team or community relationship:

Feedback I used, questioned or declined - and the reason:

A challenge, mistake or course correction that changed how I work:

What I can now do, explain or notice that I could not at the beginning:

A responsibility or learning goal I will carry forward:

PAUSE AND CHECK

Does my reflection use evidence rather than only memory or confidence?

MODULE 9 • REFLECT, DECIDE AND CARRY FORWARD

9.2

Team Retrospective

Understand how the team learned, collaborated, adapted and affected relationships - not only what it produced.

USE WHEN

Use after a major cycle, public sharing or project conclusion.

LOOK BACK TO LEARN**What strengthened the work**

Decisions, routines, skills, relationships or conditions worth keeping.

What challenged the work

Barriers, conflict, overload, exclusions, missed assumptions or fragile dependencies.

What changed

Evidence, feedback or conditions that led the team to adapt, pause or choose differently.

What remains

Questions, commitments, unfinished work, records or learning that should not disappear.

RELATIONSHIP AND RESPONSIBILITY

How well did we share influence, labour, information and credit?

What did community partners or participants experience from us?

One practice we would repeat - and one we would redesign:

PAUSE AND CHECK

Whose less-visible work or perspective needs to be acknowledged in the retrospective?

MODULE 9 • REFLECT, DECIDE AND CARRY FORWARD

9.3

Peer and Partner Feedback

Invite distinct perspectives on quality, growth, relevance and relationship while change is still possible.

USE WHEN

Use with another student group and with a community partner; neither perspective replaces teacher judgment.

FOCUSED FEEDBACK

FEEDBACK SOURCE	SPECIFIC EVIDENCE OR OBSERVATION	WHY IT MATTERS	ACTIONABLE NEXT STEP
Peer group			
Peer group			
Community partner			
Community partner			

TEAM RESPONSE

Feedback we will use - and how:

Feedback we need to clarify, test or compare with other evidence:

Feedback we will not use - and our evidence-based reason:

How we will close the loop with those who offered feedback:

PAUSE AND CHECK

Is the feedback specific and actionable enough to support growth rather than ranking or praise alone?

MODULE 9 • REFLECT, DECIDE AND CARRY FORWARD

9.4

Disposition, Handover and Closure Plan

Choose what happens next and complete every remaining responsibility with clarity.

USE WHEN

Use after evaluation and consultation; continuation is not the only successful outcome.

CHOOSE A RESPONSIBLE DISPOSITION**Continue**

A next cycle has value, authority, relationships and realistic capacity.

Transfer

Another group can carry the work with context, records, relationships and consent.

Redesign

Evidence shows the current form should change before action resumes.

Pause

A decision, safety condition, relationship or resource needs time and a review point.

Conclude

The purpose is complete or closure is more responsible than continuation.

HANDOVER AND CLOSURE

ITEM OR COMMITMENT	OWNER	RECIPIENT / CHANNEL	STATUS OR NEXT ACTION
Records and privacy			
Partner follow-up			
Products, access or ownership			
Thanks and acknowledgement			
Remaining decision or review			

FINAL RATIONALE

Our disposition, the evidence behind it and who authorized the decision:

PAUSE AND CHECK

Can everyone affected tell whether the relationship and project are complete or continuing?

CHOOSE THE TOOL DO THE THINKING LEAVE EVIDENCE

The toolkit is most powerful when a page makes a question clearer, a decision more responsible or learning more visible - and then gets out of the way.



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