

YOUTH-LED COMMUNITY-BASED RESEARCH PROJECT TOOLKIT

36 student-friendly pages for asking, planning, listening, acting, checking and reflecting

● MAP

● LISTEN

● INTERPRET

● TEST

● PLAN

● ACT

● EVALUATE

● SHARE

● CARRY FORWARD



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36 TOOLS ACROSS NINE MODULES

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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 • START, CONNECT AND ASK

1.1

Community Strengths and Questions Map

Start with people, skills, 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 points of view that could complicate our first impression:

A question worth exploring before we propose action:

PAUSE AND CHECK



Which community strength could help us learn more?



MODULE 1 • START, CONNECT AND ASK

1.2

Who Gets to Decide?

Make it clear what students may decide, what is shared and what an adult must decide.

USE WHEN

Use at the beginning and return to it when the project, 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 the decision changes, who needs to know before we act?



MODULE 1 • START, CONNECT AND ASK

1.3

How We Will Work Together

Agree on how the team will listen, include people, handle tension and repair harm.

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 making people feel small.
- ☐ We say whether an idea comes from experience, evidence or an important guess.
- ☐ We honestly say what we are unsure about, what is missing and what went wrong.
- ☐ We ask before recording, quoting, naming or sharing.
- ☐ We follow through - or communicate early when we cannot.
- ☐ We make room for different communication and taking part 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, say no or ask for help?



MODULE 1 • START, CONNECT AND ASK

1.4

Question Bank and Best-Question Sort

Create many questions, then choose one that is useful, fair 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?

Strengths and history

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

Systems and access

What affects who can take part, make choices or access resources?

Possibilities

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

PRIORITIZE

Our strongest research 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 question fair, safe and ours to ask?



MODULE 2 • LISTEN AND LEARN

2.1

Community Conversation Planner

Plan a respectful conversation with clear choice, access and follow-up.

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 points of view

Who is being invited? Who may still be missing?

Access and local or cultural ways

What timing, format, language, cultural support or ways to take part are needed?

Consent and information use

What may be noted, recorded, quoted, named or shared? Can permission be taken back?

DETAILS AND RESPONSIBILITY

Student and adult roles before, during and after:

Place, contact method, materials and backup plan:

How we will thank participants and explain what happens next:

PAUSE AND CHECK

What does a person need to know before choosing whether to take part?



MODULE 2 • LISTEN AND LEARN

2.2

Interview and Listening Guide

Prepare questions that invite stories, examples 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 point of view.

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 instead of a one-word answer?



MODULE 2 • LISTEN AND LEARN

2.3

Listening Practice: Peer Feedback

Use clear peer observations to improve listening before meeting community members.

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 name one thing to try differently next time?



2.4

MODULE 2 • LISTEN AND LEARN

Conversation Notes and Quick Reflection

Keep what was said separate from what you think it may mean.

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 what the evidence may mean

What we think it may mean; important guesses 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 point of view that is not yet included:

Information that needs checking, protecting or removing:

PAUSE AND CHECK

Did we clearly mark what was said and what we think it may mean?

MODULE 3 • MAKE SENSE AND FIND OPPORTUNITIES

3.1

What Evidence Do We Have?

Bring your sources together and see what is strong, unsure or 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

FAIRNESS CHECK

Whose experiences or knowledge are visible in this inventory?

Who or what may be missing, overincluded or treated as more trustworthy without reason?

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

PAUSE AND CHECK

What evidence would help without collecting information we do not need?



MODULE 3 • MAKE SENSE AND FIND OPPORTUNITIES

3.2

Sort Evidence and Find Patterns

Group evidence without forcing every idea into one simple story.

USE WHEN

Use when the team has notes, observations, quotations, counts or work samples to make sense of together.

SORT WHAT YOU NOTICE

Patterns

Ideas or experiences that recur across trustworthy sources.

Surprises

Evidence that changed an important guess or opened a new question.

Tensions and exceptions

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

Gaps

Missing points of view, unclear statements or information needed before deciding.

MAKE SENSE CAREFULLY

A pattern supported by more than one source:

An exception or tension we must preserve:

A statement we are not ready to make:

PAUSE AND CHECK



Could someone with a different experience sort this evidence another way?



3.3

MODULE 3 • MAKE SENSE AND FIND OPPORTUNITIES

Build an Opportunity Statement

Turn evidence into a focused possibility without blaming or labelling people.

USE WHEN

Use after what the evidence may mean 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 strengths, knowledge and existing action. | ☐ It is focused enough to guide idea development. |
| ☐ It does not promise something students are not allowed to decide. | ☐ It leaves room for more than one possible response. |

PAUSE AND CHECK

- Could our words blame, label or speak for someone else?

3.4

MODULE 3 • MAKE SENSE AND FIND OPPORTUNITIES

Choose a Direction

Compare possible directions using evidence and shared reasons.

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	Possible to Do 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 reasons for choosing that mattered most:

What still needs testing before commitment:

PAUSE AND CHECK

Would we choose differently if one reason mattered more?



4.1

MODULE 4 • IMAGINE, TEST AND SHARE

Project Idea Canvas

Explain the project idea clearly enough to show questions and important guesses.

USE WHEN

Use before whether it can work 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 trustworthy?

Conditions and support

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

Unknowns

Which important guesses, 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 idea explain the value and the choices students will really have?

4.2

MODULE 4 • IMAGINE, TEST AND SHARE

Test an Important Guess

Check one guess that could change the whole idea before doing too much work.

USE WHEN

Use for one important guess 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 check the guess with someone or something able to answer it?



4.3

MODULE 4 • IMAGINE, TEST AND SHARE

Can This Idea Work?

Look at the real conditions that could help, limit or change the idea.

USE WHEN

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

SCAN SIX DOMAINS

Permission and approval

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

People and skills

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, online, privacy or reputation risks exist?

What happens later

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

MAKE THE TEST A USEFUL SIZE

The riskiest or least-tested condition:

The smallest useful version we could test safely:

Permission, expert help or evidence needed before moving ahead:

PAUSE AND CHECK

Which unknown needs evidence, and which needs an adult decision?

MODULE 4 • IMAGINE, TEST AND SHARE

4.4

Pitch, Feedback and Revision Notes

Plan a short pitch, record useful feedback and explain the team's next choice.

USE WHEN

Use for a peer review, partner conversation, pitch or whether it can work checkpoint.

PITCH ARC

1

Opportunity

Open with the evidence-grounded community opportunity.

2

Response

Explain the concept, intended value and youth role.

3

Can It Work

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 really offered, by whom and with what permission?

REVISION DECISION

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

PAUSE AND CHECK

Which feedback is clear and useful while we can still change the idea?



MODULE 5 • MAKE A PLAN

5.1

Choose the Right Kind of Plan

Choose a planning style that matches the kind of project you are doing.

USE WHEN

Use after choosing a direction and before building the detailed action plan.

WHICH PATHWAY FITS?

☐ Event or experience

Work backward from the audience, access, place, steps, permission and a backup plan.

☐ Service or program

Plan people's needs, the activity steps, adult support, safety, feedback and ending.

☐ Product or resource

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

☐ Advocacy or communication

Plan audience, evidence, message, permission or decision power, channels, how people are described 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 truly help the project work safely?

5.2

MODULE 5 • MAKE A PLAN

Action Plan

Turn the idea into visible actions, owners, roadblocks and evidence.

USE WHEN

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

IMPORTANT STEPS AND ACTIONS

GOAL OR IMPORTANT STEP	NEXT ACTION	OWNER / SUPPORT	MUST HAPPEN FIRST	EVIDENCE / STATUS

START RESPONSIBLY

The next action that can begin now:

Something that must happen first or could block the plan:

How the team will notice progress before the final product:

PAUSE AND CHECK

Does every action have an owner and a backup?

5.3

MODULE 5 • MAKE A PLAN

Roles, Jobs and Communication

Share the work clearly while keeping knowledge and leadership spread across the team.

USE WHEN

Use before action begins and whenever membership, workload or permission or decision power 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 a real voice as well as assigned jobs?



MODULE 5 • MAKE A PLAN

5.4

Resources, Cost, Safety and Permission Check

Check what the team needs and what must be approved before action starts.

USE WHEN

Use with the action plan and update it whenever the project changes.

RESOURCE AND PERMISSION CHECK

People, time and expert help

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 donated support

Expected cost, where support may come from, approval, buying steps and who keeps the record.

Permissions and local or cultural ways

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

PRIORITY RISKS

RISK OR CONCERN	LIKELIHOOD / IMPACT	PREVENT OR REDUCE	PAUSE / ASK AN ADULT WHEN

BEFORE ACTION

The approval or condition that must be confirmed first:

PAUSE AND CHECK

What could hurt safety, access, trust or a promise?



MODULE 6 • ACT, WORK TOGETHER AND ADJUST

6.1

Project Work-Cycle Board

Keep current work, next steps, roadblocks and learning visible.

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 goal for this work 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 we learned?

6.2

Decision and Change Log

Record important changes so another person can understand what happened and why.

USE WHEN

Use whenever evidence, time, people and ability, safety, feedback or permission or decision power 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

- Could another person understand this change without asking one teammate?



MODULE 6 • ACT, WORK TOGETHER AND ADJUST

6.3

Team Meeting Plan

Use meeting time for decisions, teamwork and problem-solving - 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, taking part 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 each item end with a decision, next action or reason to wait?



MODULE 6 • ACT, WORK TOGETHER AND ADJUST

6.4

Mentor or Advisor Meeting Notes

Ask for focused help, record advice and keep the next decision with 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 work sample 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

Did the student team make the next decision?

MODULE 7 • GATHER EVIDENCE AND CHECK

7.1

Choose an Evidence Method

Choose a way to gather evidence that fits the question and the people taking part.

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 what the evidence may mean.

**Work Sample 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:

Who is included? Consent, privacy and access needs:

What this method will not allow us to statement:

PAUSE AND CHECK

Are we gathering only the evidence we need?

MODULE 7 • GATHER EVIDENCE AND CHECK

7.2

Plan How to Gather Evidence

Connect each question to a source, a fair method and a safe 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 student follow this plan safely?



MODULE 7 • GATHER EVIDENCE AND CHECK

7.3

Sort and Understand Evidence

Move from single evidence items to patterns, differences and new questions.

USE WHEN

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

MAKE SENSE OF EACH ITEM

EVIDENCE ITEM	WHAT IT MAY SUGGEST	CONFIDENCE / LIMIT	ALTERNATIVE EXPLANATION

LOOK ACROSS THE EVIDENCE

Patterns

What is supported across more than one trustworthy source?

Different Examples and tensions

What does not fit - and why might that matter?

Gaps

What remains missing, uncertain or unevenly included?

Decision relevance

What can this evidence help us decide or improve now?

PAUSE AND CHECK

Did we separate what the evidence shows from what we think it means?



MODULE 7 • GATHER EVIDENCE AND CHECK

7.4

Findings, Limits and Review

Write one finding with its evidence, limits and reviewer feedback.

USE WHEN

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

DRAFT THE FINDING

Finding or statement

What do we think the evidence supports? Make the statement no bigger than the evidence.

Supporting evidence

Which sources, examples, patterns or counts make the statement trustworthy?

Limitations

Who or what is missing? How do the method, people included or missing information limit the statement?

Meaning for the project

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

CHECK WHAT THE EVIDENCE MAY MEAN

A reviewer confirmed, complicated or corrected:

Language, evidence or context we will revise:

The final statement - and what we will not say:

PAUSE AND CHECK



Would people included in the evidence feel fairly described?



Audience and Purpose Planner

Plan what each audience needs to understand, discuss, 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 clear about what we want the audience to do or discuss?



MODULE 8 • SHARE AND CELEBRATE

8.2

Final Report Planner

Organize an accurate and useful record of the question, 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 research question
- ☐ Action taken, changes and decision log
- ☐ Community strengths, relationships and ethical approach
- ☐ Evaluation findings and what cannot be stated
- ☐ Listening and evidence methods
- ☐ Recommendations, next-step choice or next decision
- ☐ What was learned: patterns, tensions and limitations
- ☐ Acknowledgements, permissions and sources
- ☐ Opportunity, project direction and reasons

REPORT PLANNING

Central message or finding:

Strongest evidence and the limitation that must travel with it:

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

What the audience should understand or do next:

PAUSE AND CHECK

- ☒ Does the report show changes and limits as well as successes?



MODULE 8 • SHARE AND CELEBRATE

8.3

Story, Consent and Fairness Check

Use stories and pictures with permission, fairness, credit and care.

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?

FAIRNESS CHECK

- ☐ Names, images, quotations and stories have the required permission.
- ☐ Statements match the evidence and do not pretend the project caused every change.
- ☐ 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 privacy, dignity or work could be affected by this story?



Showcase and Audience Response Log

Plan a useful event and turn audience response into clear 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 a backup plan.

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 / DECISION POWER	OWNER	FOLLOW-UP

USE THE RESPONSE

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

PAUSE AND CHECK



Is this a comment, an idea, a decision or a real promise?



9.1

MODULE 9 • REFLECT AND DECIDE WHAT COMES NEXT

My Evidence-Based Reflection

Use work samples and feedback to explain your growth, choices and contribution.

USE WHEN

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

REFLECT WITH EVIDENCE

A decision, work sample 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 and examples?



MODULE 9 • REFLECT AND DECIDE WHAT COMES NEXT

9.2

Team Look-Back

Learn from how the team worked, changed and affected relationships.

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 important guesses 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 quiet or less-visible work should be thanked?

MODULE 9 • REFLECT AND DECIDE WHAT COMES NEXT

9.3

Peer and Partner Feedback

Use peer and partner feedback to choose a clear next move.

USE WHEN

Use with another student group and with a community partner; neither point of view 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

Does the feedback name a next move instead of only praise or ranking?



MODULE 9 • REFLECT AND DECIDE WHAT COMES NEXT

9.4

Next-Step, Handover and Closure Plan

Choose what happens next and finish every promise with care.

USE WHEN

Use after checking the results and talking with partners. Keeping the project going is not the only success.

CHOOSE A RESPONSIBLE NEXT STEP

Continue

Another round has value, permission, relationships, time and people to do it well.

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.

Finish

The purpose is complete or ending is more responsible than continuing.

HANDOVER AND CLOSURE

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

FINAL REASON

Our next-step choice, the evidence behind it and who approved it:

PAUSE AND CHECK



Can everyone tell whether the project is ending 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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