



FIELD GUIDE

YOUTH-LED COMMUNITY-BASED RESEARCH

STUDENT RESEARCHER HANDBOOK

A field guide for listening deeply, thinking carefully, acting responsibly and learning openly

● LISTEN

● INTERPRET

● ACT

● REFLECT



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YOUR GUIDE TO THE JOURNEY

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Welcome, researcher

You are not waiting to become a community member or a person whose ideas matter. This handbook supports you to investigate questions, learn with others and contribute now. Youth-led does not mean working alone: adults hold safety, permissions and institutional responsibilities while students hold meaningful choices, inquiry and action.

HOW TO USE THIS HANDBOOK

- Read the mission and learning goals at the beginning of each module.
- Use the steps as a pathway, not a race. Return to earlier work when new evidence changes the direction.
- Complete the checkpoint with evidence, not only a feeling that the task is finished.
- Use the quick guides before community conversations, meetings, pitches, evidence collection and public sharing.
- Keep a research notebook or secure digital record for questions, decisions, sources, commitments and reflection.
- Ask when you are unsure. Pausing to protect people or clarify authority is responsible research.

YOU HAVE INFLUENCE - AND SUPPORT

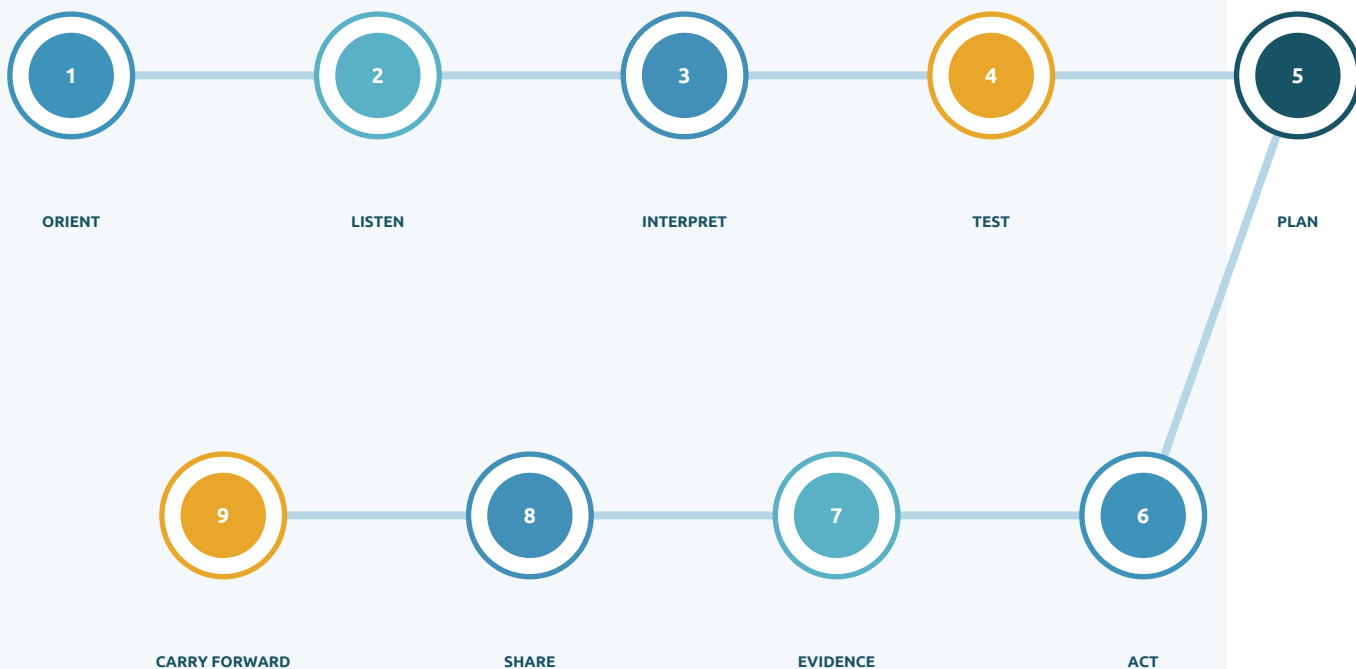


Your choices should be real, but you should never be left alone with adult responsibilities. Ask your teacher which decisions are yours, which are shared and which require adult approval.

Your research journey

The nine modules move from orientation and listening to interpretation, action, evidence, public sharing and responsible next-step decisions.

THE NINE-MODULE RESEARCH JOURNEY



The pathway is coherent, but not rigid. You may revisit an earlier module when evidence, relationships or conditions show that more listening, testing or planning is needed.



A CYCLE, NOT A CONVEYOR BELT

Evidence may send you backward before it moves you forward. More listening, a smaller test, a revised plan or a pause can be signs of strong research judgment.

What researchers commit to

These commitments matter in every module. They describe how to work when the answer is uncertain and the relationships are real.

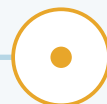
COMMITMENT	WHAT IT LOOKS LIKE
Be curious	Ask before assuming. Look for strengths, knowledge, history, relationships and possibilities.
Listen with care	Give people time, notice what you may have missed and do not treat anyone as a source to extract.
Use evidence	Show how information shaped your thinking. Be honest about what you do not know.
Share decisions	Make room for different strengths, perspectives and ways of contributing.
Protect people	Respect choice, privacy, safety, consent and the right to change or withdraw participation.
Follow through	Keep commitments, communicate changes, thank people and close work responsibly.



CURIOUS



CAREFUL



EVIDENCE



FOLLOW THROUGH

Know your decision authority

Real youth leadership begins with honest boundaries. Sort a decision before acting, and update the map when the project changes.

LEVEL	WHAT IT MEANS
Student decision	You and your team choose and can act within the agreed boundaries.
Shared decision	Students and adults or partners make the decision together.
Adult decision	A teacher, school leader, family member, organization or other responsible adult must decide.
Ask before acting	You are not sure who has authority, so you pause and find out.

ASK BEFORE YOU ACT

- Does this involve money, purchasing, fundraising or a contract?
- Does this require permission, supervision, transportation, space or access to records?
- Could this message, image, event or promise be public or represent the school or partner?
- Could the decision affect someone's privacy, safety, dignity or participation?
- Am I unsure who will be responsible if the plan changes?

FALSE CHOICE IS NOT LEADERSHIP



If a decision is already made or an adult must approve it, ask for that to be named clearly. You can still have influence over the questions, evidence, design or recommendation.

Ethics, safety and consent

Ethics means more than following rules. It means making choices that protect people, relationships and the integrity of what you learn.

CHECK	QUESTION TO ASK
Purpose	Why are we asking, collecting, recording or sharing this? Do we need it?
Choice	Does the person understand the request and feel free to say no, skip a question or stop?
Privacy	Are we collecting only what we need and protecting it from unnecessary access?
Representation	Are we describing people, places and experiences accurately and respectfully?
Safety	Could this create physical, emotional, cultural, digital or reputational harm?
Reciprocity	How will people know what we learned, what happened next and how their contribution mattered?
Authority	Who must approve this activity, message, purchase, event or public commitment?

STOP AND CHECK WITH AN ADULT

- Someone seems uncomfortable, pressured or unsure about participating.
- A conversation reveals private, sensitive or identifying information you did not expect.
- You are asked to make a promise, purchase or public statement outside your authority.
- An activity, location, online interaction or partner direction feels unsafe or inappropriate.
- You are not sure whether you have permission to record, photograph, quote, post or share.
- A conflict, exclusion or workload problem is affecting someone's safety, dignity or ability to participate.

IF SOMETHING FEELS WRONG



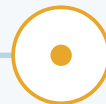
Stop the activity, move to a safe place if needed and speak privately with your teacher or another responsible adult. Do not promise secrecy when someone may be at risk. Follow the safety process for your setting.



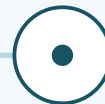
STOP



PROTECT



ASK



DOCUMENT

Teamwork, access and shared leadership

Strong teams do not divide work once and hope for the best. They make work visible, share consequential opportunities and change structures that prevent participation.

HABIT	WHAT IT LOOKS LIKE
Make work visible	Keep a shared board or list showing current actions, owners, decisions and obstacles.
Use real roles	A role should include actual decisions and actions, not only a title.
Share the consequential work	Rotate access to leadership, expert contact, evidence, presenting and decision-making.
Check access	Ask what support, format, pace, environment or communication method will help each person contribute.
Address tension early	Name the issue, listen to perspectives, agree on the next action and ask for help when needed.
Document decisions	Record what changed, why it changed, who is responsible and what happens next.

ACCESS QUESTIONS FOR THE TEAM

- Can people contribute by speaking, writing, drawing, making, organizing, analysing or documenting?
- Who has access to leadership, expert contact, evidence, tools and public communication?
- Are pace, meeting format, physical space, technology or transportation creating barriers?
- Whose work is visible, whose ideas are credited and whose labour is being taken for granted?

Feedback that helps work grow

Feedback is useful when it supports a next move while the team still has time and authority to make a change. It is not a vote, a compliment contest or a list of orders.

MOVE	WHAT TO DO
Connect	Name the shared intention, criterion, audience or ethical commitment.
Notice	Describe a specific feature, choice or effect without judging the person.
Explain	Say why it matters to clarity, evidence, feasibility, access or community value.
Suggest	Offer an action the team could take: test, clarify, compare, revise, ask or practise.
Return	Let the team decide how it will respond and ask it to explain the choice.

PEER AND PARTNER FEEDBACK

- Peers can notice process, teamwork, clarity and quality because they have seen the work develop.
- Community partners can respond to relevance, relationship, feasibility and real-world credibility.
- Ask a focused feedback question instead of 'What do you think?'.
- Listen and record before defending. Ask questions when feedback is unclear.
- Choose what to use, explain why and show how the work changed.

ACTIONABLE FEEDBACK



Try: 'Your evidence explains the need clearly. I am still unsure who has authority to approve the event. Before pitching, confirm the approval process and add it to the feasibility section.'

Your research notebook and portfolio

Use your notebook to think during the work and your portfolio to select evidence after the work. Protect private information and follow your teacher's directions about storage, access and deletion.

A USEFUL NOTEBOOK CAPTURES

- Questions, sources and new vocabulary.
- Observations and approved notes from conversations.
- Assumptions, uncertainties and ideas to test.
- Decisions, reasons, owners and next actions.
- Commitments to partners and follow-up completed.
- Short reflections showing how your thinking changed.

PORTFOLIO STRANDS

STRAND	SELECT EVIDENCE THAT SHOWS...
Community understanding	Evidence that you listened, noticed assets and treated community knowledge responsibly.
Analysis and evidence	Evidence that you organized information, tested assumptions and made careful claims.
Planning and action	Evidence that you planned, acted, solved problems and adapted.
Collaboration and leadership	Evidence of contribution, shared responsibility, communication and follow-through.
Communication and relationship	Evidence that you adapted for audiences, credited others and used feedback.
Reflection and agency	Evidence of how your thinking, skills, influence and future choices changed.

SELECT AND ANNOTATE



Do not include every file. Choose evidence that shows an important decision, change, challenge, contribution or learning, then explain why it matters.

01

ORIENT

Launch the Inquiry and Map the Community



YOUR MISSION

Understand the journey, notice what is strong in your community and help shape questions worth exploring.

YOU WILL LEARN TO

- Explain what youth-led community-based research means.
- Identify community assets, knowledge and relationships.
- Separate student, shared and adult decisions.
- Create agreements for working with care.
- Generate questions without choosing a project too early.

WORDS YOU WILL USE

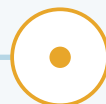
WORD	MEANING
Asset	A strength, resource, relationship, place, skill, tradition or source of knowledge.
Community	People connected by place, identity, interest, experience, relationship or shared work.
Inquiry	A purposeful process of asking, investigating and learning.
Authority	The power and responsibility to make or approve a decision.



ORIENT



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Notice before solving	Study a local image, story, walk, map or object. Record what you notice and wonder before naming a problem.
2	Map what is strong	Add people, places, organizations, histories, relationships, traditions, knowledge and current efforts.
3	Look for gaps	Ask whose knowledge or experience is missing from the map and why.
4	Map decisions	Sort possible decisions into student, shared, adult and ask-before-acting.
5	Build agreements	Turn values such as respect and fairness into actions people can observe.
6	Create an inquiry bank	Write questions that invite learning rather than push toward a solution you already prefer.

TRY IT NOW



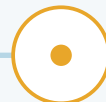
Choose one place, relationship or strength from the map. Write three questions: one about its history, one about how it works now and one about a future possibility.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 I can explain our purpose without naming a predetermined project.
- 2 I can name at least three community assets.
- 3 I know which decisions I can make and which require others.
- 4 I helped create agreements I can actually follow.
- 5 I have questions I am ready to explore with community.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Problem hunting	Ask what is already working and who is already contributing.
False choice	Ask your teacher to clarify the real boundaries and decision authority.
Speaking for others	Share your perspective without claiming to represent an entire group.

REFLECT

- What did I notice that I had previously overlooked?
- Which assumption do I want to test?
- Where could a youth perspective add value?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Community asset-and-question map	Decision-authority map
Inquiry agreements	Opening reflection



CARRY FORWARD

A clear purpose, an asset-based map, honest boundaries and questions worth asking.

THE NINE-MODULE JOURNEY



02

LISTEN

Listen to Community Perspectives



YOUR MISSION

Learn with people whose experience can deepen the inquiry while protecting their choice, privacy and dignity.

YOU WILL LEARN TO

- Invite participation clearly and respectfully.
- Write open questions and useful follow-ups.
- Listen for meaning instead of racing through a list.
- Use consent, privacy and attribution responsibly.
- Separate what you heard from what you expected.

WORDS YOU WILL USE

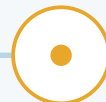
WORD	MEANING
Consent	A person's informed and voluntary agreement to participate.
Open question	A question that invites explanation rather than a one-word answer.
Probe	A respectful follow-up that helps you understand more.
Attribution	How a person's name, role or words are credited.



LISTEN



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Know your purpose	Explain why you are inviting the person and how their contribution may be used.
2	Build an interview guide	Plan a welcome, open questions, possible probes and a respectful closing.
3	Practise	Use a fishbowl or trio. Ask peers for feedback on pace, listening, follow-up and presence.
4	Confirm consent	Ask about participation, recording, notes, quotations, names and photographs before beginning.
5	Listen and adapt	Follow the meaning of the conversation instead of forcing every prepared question.
6	Close the conversation	Ask what you missed, how the information may be used and who else you should learn from.
7	Reflect immediately	Record insights, surprises, assumptions, uncertainties and follow-up commitments.

TRY IT NOW



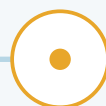
Turn this closed question into three open questions: 'Do you like living here?' Then write one probe that begins with 'Can you tell me more about...?'.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 The participant understands the purpose and has a real choice.
- 2 My questions invite experience and explanation.
- 3 I can listen without interrupting or filling every silence.
- 4 My notes separate the person's words from my interpretation.
- 5 I know what to do with the information and how to protect it.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Question racing	Choose fewer, stronger questions and follow what matters.
Leading questions	Remove language that suggests the answer you want.
Unexpected sensitive information	Stop, protect the information and speak privately with your teacher.

REFLECT

- What changed or complicated my thinking?
- When did I listen well?
- What needs clarification or another perspective?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Interview guide	Peer feedback from practice
Approved notes	Post-conversation reflection



CARRY FORWARD

Community perspectives, protected information, new questions and commitments to follow up.

THE NINE-MODULE JOURNEY



03

INTERPRET

Make Sense of What We Heard

YOUR MISSION



Organize what you learned, identify patterns and differences, and frame opportunities that are grounded in evidence.

YOU WILL LEARN TO

- Code and group qualitative information.
- Distinguish patterns, outliers and personal preferences.
- Notice missing or less-heard perspectives.
- Write evidence-informed opportunity statements.
- Choose a direction using transparent criteria.

WORDS YOU WILL USE

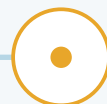
WORD	MEANING
Code	A short label that describes an idea in a note, quotation or observation.
Pattern	An idea or relationship that appears across evidence.
Outlier	Something that differs from the main pattern and may still matter.
Opportunity statement	A question that frames a possibility without prescribing the answer.



INTERPRET



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Protect the information	Remove names or identifying details when they are not needed for analysis.
2	Code individually	Highlight ideas, assets, tensions, questions and surprises using short labels.
3	Cluster together	Group related pieces of evidence and explain why they belong together.
4	Name patterns and tensions	Use language that stays close to the evidence. Keep contradictions visible.
5	Look for absence	Ask who was not heard and whether more listening is required.
6	Frame opportunities	Use a structure such as 'How might we... so that... while...?'.
7	Choose transparently	Use shared criteria and explain the evidence behind the direction.

TRY IT NOW



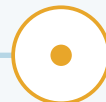
Take five short notes from a conversation. Give each one a code, group related codes and write one pattern statement that begins 'In these conversations, we heard...'.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 I can point to evidence behind each theme.
- 2 I can explain the difference between a pattern and a preference.
- 3 I have kept important differences or outliers visible.
- 4 I can name a missing perspective or limitation.
- 5 Our opportunity statement opens possibility without labelling people by a deficit.

WATCH FOR

TENSION	RESEARCHER RESPONSE
One vivid story becomes the whole story	Find evidence that confirms, complicates and is missing from the claim.
The most popular idea wins	Use the shared criteria and require an evidence-based reason.
Deficit labels	Describe conditions, experiences, assets and possibilities rather than defining people by a problem.

REFLECT

- Which evidence most influenced our direction?
- What did not fit the main pattern?
- What do we still need to learn before acting?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Coded notes	Affinity map
Themes and tensions	Opportunity statement
Direction rationale	



CARRY FORWARD

A defensible opportunity, an honest account of limits and a team direction worth testing.

THE NINE-MODULE JOURNEY



04

TEST

Develop, Test and Pitch Project Ideas

YOUR MISSION



Turn an opportunity into a credible idea, test the riskiest assumptions and use feedback to decide what should happen next.

YOU WILL LEARN TO

- Explain the opportunity and evidence behind an idea.
- Identify assumptions, risks, resources and constraints.
- Use the right feasibility tool for the project.
- Pitch clearly for an authentic audience.
- Use peer and partner feedback to revise or reconsider.

WORDS YOU WILL USE

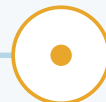
WORD	MEANING
Assumption	Something you believe may be true but have not yet tested.
Feasibility	Whether an idea can be carried out responsibly with available conditions and support.
SWOT	A tool for examining strengths, weaknesses, opportunities and threats.
Pitch	A concise explanation designed to invite understanding, feedback or support.



TEST



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Build the concept	State the opportunity, evidence, idea, people involved, intended value and important assumptions.
2	Find the riskiest unknown	Ask what could make the idea fail, cause harm or become impossible.
3	Test before promising	Research, contact experts, check costs, ask about policy, visit a site or test a small version.
4	Examine feasibility	Use SWOT or a project pathway suited to a service, event, program, action, advocacy effort or enterprise.
5	Prepare the pitch	Choose an opening, evidence, idea, feasibility learning and a clear request.
6	Practise across groups	Give specific, actionable peer feedback and revise before meeting partners.
7	Pitch and listen	Record questions, cautions, connections and offers without defending every choice.
8	Decide	Continue, combine, adapt, pause or stop. Explain what feedback and evidence shaped the decision.

TRY IT NOW



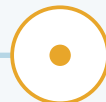
Write a one-sentence project idea. Circle every claim that depends on an assumption. Choose the assumption that would be most important to test first.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 Our idea responds to evidence, not only our preference.
- 2 We tested at least one important assumption with a credible source.
- 3 We can name costs, permissions, partners, risks and uncertainties.
- 4 Our pitch has a clear audience and request.
- 5 We used feedback while revision was still possible.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Pitch competition	Focus on learning, feasibility and revision rather than winning.
Promises outside your authority	Describe the idea as a proposal or test until approval exists.
Feedback as a vote	Sort feedback by evidence, relevance and actionability; explain what you will use.

REFLECT

- Which assumption changed after testing?
- Which feedback had the greatest value?
- What did we decide not to do, and why?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Project concept	Feasibility evidence
SWOT or equivalent	Pitch artifact
Feedback	Revision memo



CARRY FORWARD

A tested direction, an honest feasibility picture and a decision you can explain.

THE NINE-MODULE JOURNEY



05

PLAN

Plan for Action and Evidence



YOUR MISSION

Create a living plan that connects actions, roles, relationships, resources, risk and evidence.

YOU WILL LEARN TO

- Break a project into sequenced actions and decision points.
- Create real, equitable roles.
- Plan resources, permissions and partner communication.
- Anticipate risk and course correction.
- Choose evidence that will support learning and decisions.

WORDS YOU WILL USE

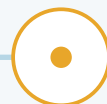
WORD	MEANING
Milestone	A meaningful point showing progress or readiness for a decision.
Dependency	Something that must happen before another action can begin.
Contingency	An alternative action if conditions change.
Indicator	Information that helps you notice progress, quality or change.



PLAN



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Define the aim	State the intended value, participants, scope and boundaries.
2	Choose a planning form	Use a format that fits your project instead of completing irrelevant sections.
3	Sequence actions	Identify milestones, dependencies, approvals and the next smallest responsible action.
4	Design real roles	Connect each role to decisions, actions, handoffs and evidence of contribution.
5	Plan resources and relationships	Identify budget, funding, materials, space, partners, mentors and communication.
6	Plan for risk and change	Use the ethics check and decide what would make the team adapt, pause, stop or ask for help.
7	Plan evidence	Choose what will help you understand reach, experience, quality, change and unintended effects.
8	Seek approval	Present the plan, use feedback and record what is approved or still required.

TRY IT NOW



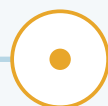
Write your next milestone. List three actions required to reach it, one dependency, one possible obstacle and the evidence that will show readiness.



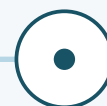
PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 Everyone knows the next action and why it matters.
- 2 Roles include real work and are not based on stereotypes.
- 3 We know which permissions and adult decisions are required.
- 4 Our plan includes risks, contingencies and decision points.
- 5 We are collecting only evidence we can use responsibly.

WATCH FOR

TENSION	RESEARCHER RESPONSE
The template becomes the project	Keep only the sections that improve thinking and action.
One person becomes indispensable	Share knowledge, access and responsibility; create backup plans.
Too much evidence	Return to the question and collect only what will inform learning or a decision.

REFLECT

- Which part of our plan is most uncertain?
- Whose work may be invisible?
- What can we decide now without waiting?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Implementation plan	Roles agreement
Resource plan	Risk and permissions check
Evidence plan	Approval record



CARRY FORWARD

A workable next cycle, shared responsibility, necessary permissions and a way to notice progress.

THE NINE-MODULE JOURNEY



06

ACT

Put the Project into Action



YOUR MISSION

Carry out the work, honour relationships, solve problems and adapt as evidence and conditions change.

YOU WILL LEARN TO

- Complete agreed responsibilities and communicate progress.
- Use a work cycle to stay focused.
- Ask for specific support or instruction.
- Use evidence to adapt decisions.
- Follow through with partners, resources and team members.

WORDS YOU WILL USE

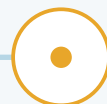
WORD	MEANING
Work cycle	A repeated routine for choosing priorities, acting, checking evidence and deciding next steps.
Decision log	A short record of what changed, why, who decided and what happens next.
Course correction	A responsible change based on learning or conditions.
Accountability	Taking responsibility for actions, communication and follow-through.



ACT



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Open the cycle	Name the current aim, priority actions, responsibilities and obstacle.
2	Do the work	Research, make, communicate, organize, teach, host, advocate or serve while keeping useful records.
3	Request the right support	Ask for a skill clinic, conference, approval, connection or resource - not for someone to take over.
4	Prepare for partner contact	Bring focused questions, relevant evidence and a plan to record commitments.
5	Check progress	Compare the plan with what happened. Notice workload, quality, safety and relationship commitments.
6	Decide and document	Continue, adapt, stop, seek help or gather more information. Record the reason.
7	Close the cycle	Name an accomplishment, a challenge, learning and the next most important action.

TRY IT NOW



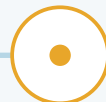
At the start of a work session, write: 'By the end of this cycle, we will know we made progress because...'. Check the statement before you leave.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 Our current actions are visible and assigned.
- 2 I can show evidence of my contribution and decisions.
- 3 We follow up with partners when we say we will.
- 4 We ask for help before a problem becomes unsafe or unmanageable.
- 5 Our decision log explains important changes.

WATCH FOR

TENSION	RESEARCHER RESPONSE
One person carries the team	Make actions visible and redistribute consequential work.
Waiting for permission	Clarify what you can decide and act on within current boundaries.
Adults take over	Ask which responsibility requires an adult and which decisions can return to students.

REFLECT

- What did I move forward?
- What evidence changed our decision?
- Which commitment needs follow-up today?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Products and communications	Work-cycle record
Decision log	Partner follow-up
Contribution reflection	



CARRY FORWARD

Completed action, documented learning, honoured commitments and a clear evidence need.

THE NINE-MODULE JOURNEY



07

EVIDENCE

Gather and Interpret Evidence

YOUR MISSION



Use appropriate evidence to understand what happened, whose experience is represented and what you can responsibly claim.

YOU WILL LEARN TO

- Choose methods that fit the question and participants.
- Pilot and revise data-collection tools.
- Organize qualitative and quantitative information.
- Separate findings, interpretations, limitations and claims.
- Use evidence to improve the project.

WORDS YOU WILL USE

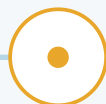
WORD	MEANING
Method	A planned way to gather or analyse information.
Finding	A statement describing what the evidence shows.
Interpretation	An explanation of what a finding may mean.
Limitation	A boundary that affects what the evidence can support.
Triangulation	Comparing different sources or methods to deepen understanding.



EVIDENCE



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Restate the question	Name exactly what you need to understand and why.
2	Choose a proportionate method	Use interviews, observations, surveys, counts, artifacts or feedback only when they fit the question.
3	Pilot	Test clarity, time, access, consent and usefulness with a small number of people.
4	Collect responsibly	Follow the same process, protect choice and store information securely.
5	Prepare the evidence	Clean, sort, code, count or visualize without erasing differences.
6	Compare	Look across sources for patterns, tensions, outliers, silence and unintended effects.
7	State findings and limits	Show the evidence, use precise language and explain what you cannot conclude.
8	Use what you learned	Check interpretations when appropriate and decide whether the project should change.

TRY IT NOW



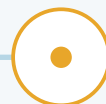
Write one possible project claim. Under it, list the evidence that supports it, one alternative explanation and one limitation. Revise the claim so it fits the evidence.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 Every method answers a real question.
- 2 Participants understand the request and have a choice.
- 3 Our records are organized and protected.
- 4 Our finding is different from our interpretation.
- 5 Our claim is no larger than the evidence can support.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Vanity metrics	Ask what a number reveals about quality, experience or change.
Convenient participants become everyone	Name exactly who participated and who did not.
Correlation becomes causation	Use careful language unless your method can support a stronger conclusion.

REFLECT

- Which finding surprised or challenged me?
- Who is represented and who is not?
- How did evidence change the project?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Tested collection tool	Ethics record
Organized evidence	Analysis
Findings and limitations	Evidence-based decision



CARRY FORWARD

Credible findings, honest limitations and a decision informed by evidence.

THE NINE-MODULE JOURNEY



08

SHARE

Report, Share and Celebrate

YOUR MISSION



Communicate the project story, evidence, learning and recommendations in ways that are accurate, accessible and useful.

YOU WILL LEARN TO

- Adapt communication for audience and purpose.
- Support claims with evidence and limitations.
- Use names, images, quotations and stories with permission.
- Invite dialogue and response.
- Acknowledge contributions and celebrate learning with integrity.

WORDS YOU WILL USE

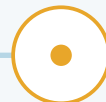
WORD	MEANING
Audience	The people a communication is designed to reach.
Recommendation	A supported suggestion for action or decision.
Accessibility	Design that enables people with different needs and circumstances to participate.
Representation	How people, places, experiences and evidence are portrayed.



SHARE



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Define the purpose	Decide what the audience should understand, feel, decide or do.
2	Build the core account	Connect context, question, process, action, evidence, findings, limits, learning and recommendations.
3	Choose the form	Use a report, briefing, display, video, podcast, social post, demonstration or presentation suited to the audience.
4	Check consent and representation	Confirm permission for names, images, quotations and work. Invite review where appropriate.
5	Design for access	Use readable visuals, plain language, captions, multiple formats and ways to participate.
6	Rehearse dialogue	Practise concise answers, evidence references and honest responses to uncertainty.
7	Share and listen	Invite questions, feedback, decisions and offers of support; record them responsibly.
8	Thank and celebrate	Acknowledge knowledge, time, resources, effort, learning and varied forms of contribution.

TRY IT NOW



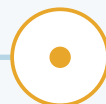
Explain your project in 30 seconds for three audiences: a community partner, a student who has not seen the work and a decision-maker. Change the evidence and request for each.



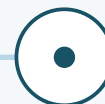
PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 Our communication has a clear audience and purpose.
- 2 Every important claim is supported and limited appropriately.
- 3 We have permission for what we name, show, quote or post.
- 4 The format is accessible to the intended audience.
- 5 We invite a useful response instead of only applause.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Polish replaces substance	Return to evidence, learning, ethics and recommendations.
Private information enters the story	Stop publication until permission, necessity and safe attribution are resolved.
Difficulty is edited out	Explain uncertainty, adaptation and limits as part of rigorous learning.

REFLECT

- What does this audience need from us?
- What remains uncertain?
- How did the audience respond, and what does it mean?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Final report or record	Audience-specific artifact
Consent check	Presentation evidence
Audience response	Communication reflection



CARRY FORWARD

An accurate public account, audience response, acknowledged contributions and clear next-step questions.

THE NINE-MODULE JOURNEY



09

CARRY FORWARD

Reflect, Decide and Carry Forward

YOUR MISSION



Use evidence and feedback to understand what changed, close responsibilities and decide what should happen to the project next.

YOU WILL LEARN TO

- Evaluate learning, action and relationship quality.
- Use peer and partner feedback in reflection.
- Identify how assumptions, skills and agency changed.
- Choose a responsible project disposition.
- Complete handover, closure, record and thank-you commitments.

WORDS YOU WILL USE

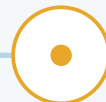
WORD	MEANING
Disposition	The decision to continue, transfer, redesign, share, pause or conclude a project.
Handover	A useful transfer of knowledge, records, relationships and responsibilities.
Closure	A responsible ending that resolves commitments and communicates clearly.
Agency	The ability to make meaningful choices and act with influence.



CARRY FORWARD



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Return to the beginning	Compare early questions, assumptions, maps and goals with what you now understand.
2	Evaluate four dimensions	Consider learning, project value, evidence and relationship quality together.
3	Reflect individually	Use artifacts and feedback to explain your growth, contribution and next learning.
4	Retrospect as a team	Name what to retain, change, repair or stop without blaming people.
5	Consult partners	Ask about outcomes, collaboration, unresolved commitments and responsible next steps.
6	Choose a disposition	Continue, transfer, redesign, share, pause or conclude based on evidence, authority and capacity.
7	Handover or close	Resolve promises, manage records, communicate clearly and thank contributors.
8	Carry learning forward	Name a capacity, question and commitment you will take into another context.

TRY IT NOW



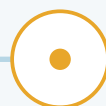
Draw two columns: 'What changed in the community or project' and 'What changed in us'. Add evidence to each. Do not assume the project must continue for the learning to matter.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

Before you move on, check what you can explain and show.

- 1 My reflection uses evidence, not only memory.
- 2 Peer and partner feedback is represented fairly.
- 3 Every remaining commitment has an owner and next action.
- 4 Our project disposition is realistic and authorized.
- 5 Useful records are handed over and sensitive records are managed appropriately.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Change is treated as failure	Ask what evidence caused the change and whether the decision was responsible.
Continuation is treated as success	Check authority, capacity, value and relationship commitments before continuing.
Promises remain open	Create a commitment register and resolve every item before closure.

REFLECT

- What changed because of the work?
- What changed in my thinking or agency?
- What is the most responsible next step now?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Individual reflection	Team retrospective
Peer and partner feedback	Disposition decision
Handover or closure record	Final acknowledgement



CARRY FORWARD

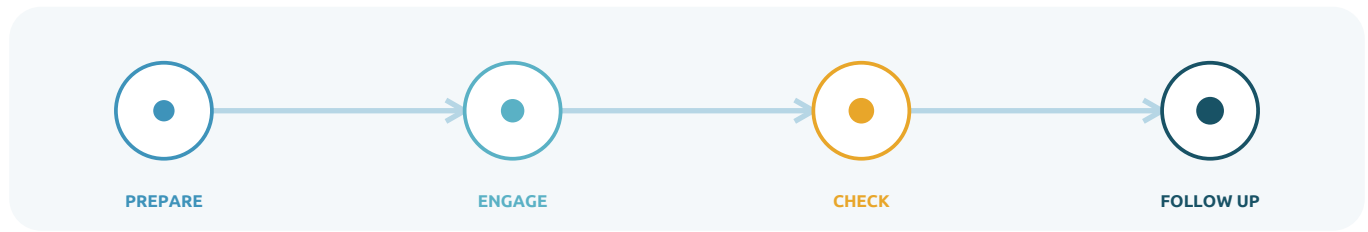
Learning you can name, commitments you have resolved and a responsible decision about the project's future.

THE NINE-MODULE JOURNEY



Researcher quick guides

Use these pages before authentic conversations, professional contact, evidence work, pitches, showcases and project disposition decisions.



Community Conversation Quick Guide

ASK WITH PURPOSE. LISTEN WITH CARE.

BEFORE

- Know the purpose and who invited the conversation.
- Confirm the person's choice, access needs and how information may be used.
- Prepare open questions and possible probes.
- Test your note-taking or recording process.

DURING

- Welcome the person and restate purpose and choice.
- Ask one question at a time; leave space for thought.
- Follow meaning instead of racing through the list.
- Check whether you understood and ask before recording, quoting or photographing.

AFTER

- Record insights, uncertainties and commitments promptly.
- Protect information and share it only with authorized people.
- Send thanks and complete promised follow-up.
- Return later with what was learned and what happened next.

KEEP IN MIND

A strong closing question: 'What have I not asked that would help us understand this more responsibly?'

Professional Contact Quick Guide

PREPARE. BE CLEAR. FOLLOW THROUGH.

EMAIL

- Use a specific subject line and respectful greeting.
- Introduce yourself, the project and why you chose this person.
- Make one clear request and include timing or format options.
- Proofread names, dates and attachments with a peer or teacher.

PHONE OR VIDEO

- Prepare your opening, request and questions.
- Confirm it is a good time and ask before recording.
- Take concise notes and repeat commitments back.
- Send a short written follow-up.

MEETING

- Share purpose and questions in advance when possible.
- Assign welcome, facilitation, notes and time roles.
- End with decisions, owners and next steps.
- Send thanks and complete commitments promptly.

KEEP IN MIND

Useful sentence: 'To make sure I understood, we agreed that ___ will ___ by ___. Is that accurate?'

Evidence and Claims Quick Guide

SHOW YOUR EVIDENCE. LIMIT YOUR CLAIM.

BUILD

- Start with a question, not a favourite method.
- Collect only what you can use responsibly.
- Pilot before collecting widely.
- Keep sources, dates, methods and consent information organized.

INTERPRET

- Compare more than one source when possible.
- Look for patterns, tensions, outliers and missing perspectives.
- Separate what the evidence shows from what you think it means.
- Ask what else could explain the result.

COMMUNICATE

- Name who participated and what method you used.
- Use exact counts or careful words such as some, many or in these conversations.
- State limitations beside findings.
- Explain how evidence influenced a decision.

KEEP IN MIND

Claim test: Can another person trace this sentence back to evidence and see its limits?

Pitch and Feedback Quick Guide

CLARIFY THE IDEA. TEST THE ASSUMPTIONS.

YOUR PITCH

- Open with the community opportunity.
- Show the evidence behind the idea.
- Explain what you propose and for whom.
- Share feasibility learning and uncertainty.
- End with one clear request or feedback question.

GIVING FEEDBACK

- Connect to criteria or purpose.
- Name a specific feature or decision.
- Explain why it matters.
- Suggest an action the team could take.
- Let the team decide how to respond.

RECEIVING FEEDBACK

- Listen and record before defending.
- Ask questions to understand the advice.
- Sort by evidence, relevance and actionability.
- Choose what to use and explain why.
- Revise while change is still possible.

KEEP IN MIND

Feedback is not a vote. The goal is a stronger, more responsible decision.

Showcase and Dialogue Quick Guide

SHARE ACCURATELY. INVITE RESPONSE.

PREPARE

- Know the audience and purpose.
- Check evidence, consent, representation and accessibility.
- Practise different roles, including welcome, demonstration, facilitation and response capture.
- Prepare honest answers about limits and uncertainty.

ENGAGE

- Welcome people and explain how to participate.
- Use concise stories supported by evidence.
- Invite questions, corrections and connections.
- Record feedback, decisions, commitments and offers.

FOLLOW UP

- Thank contributors and send promised materials.
- Review feedback without treating popularity as impact.
- Resolve introductions and commitments.
- Use audience response in the Module 9 disposition decision.

KEEP IN MIND

A useful audience question: 'What seems most valuable, uncertain or important to test next?'

Project Disposition Quick Guide

CONTINUATION IS A DECISION - NOT A DEFINITION OF SUCCESS.

CONTINUE

- The work still has value, authority, relationships and realistic capacity.
- Name who is responsible and what evidence will guide the next cycle.

TRANSFER OR SHARE

- Another group or organization can carry the work responsibly.
- Provide context, records, permissions, relationships, cautions and unanswered questions.

REDESIGN OR PAUSE

- Evidence or conditions show that the current form is not responsible or workable.
- Explain what would need to change before work resumes.

CONCLUDE

- The purpose is complete, capacity is not available or closure is the most responsible choice.
- Resolve commitments, communicate, manage records and preserve useful learning.

KEEP IN MIND



A responsible ending can be a strong project outcome when the decision is evidence-informed and commitments are resolved.

A final researcher reflection

Use evidence from across the journey. You do not need a perfect project story; you need an honest account of what you learned, how you contributed and what responsibility comes next.

BUILD YOUR REFLECTION

- 1 What community knowledge most changed or complicated my thinking?
- 2 Which decision shows that I used evidence rather than preference?
- 3 How did I contribute to safety, access, relationship or shared leadership?
- 4 What feedback did I use, and how did the work change?
- 5 What did I learn from uncertainty, revision, delay or an outcome we did not expect?
- 6 Where did I have real influence, and where did another person hold authority?
- 7 What capacity, question and commitment will I carry into another context?

YOUR WORK MATTERS



Your strongest contribution is not having every answer. It is learning how to listen, use evidence, share responsibility and act with care when the answer is not yet clear.

LISTEN DEEPLY
THINK CAREFULLY
ACT RESPONSIBLY
LEARN OPENLY

Your strongest contribution is not having every answer. It is learning how to listen, use evidence, share responsibility and act with care when the answer is not yet clear.



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