



FIELD GUIDE

GRADES 5-9

YOUTH-LED COMMUNITY-BASED RESEARCH

STUDENT RESEARCHER HANDBOOK

GRADES 5-9 EDITION • A clear guide for listening, asking questions, taking action and learning with community

● LISTEN

● INTERPRET

● ACT

● REFLECT



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YOUR GUIDE TO THE JOURNEY

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Welcome, researcher

You are already part of your community, and your ideas matter now. This handbook helps you ask questions, learn with people and take useful action. Youth-led means students have real choices. It does not mean students work alone. Adults are responsible for safety, permission and school rules.

HOW TO USE THIS HANDBOOK

- Start each module with the mission and the learning goals.
- Use the steps as a path, not a race. Go back when new evidence changes your thinking.
- At each checkpoint, show evidence instead of only saying the work is finished.
- Use the quick guides before conversations, meetings, pitches, evidence gathering and public sharing.
- Keep a research notebook or approved digital record for questions, sources, choices, promises and reflection.
- Stop and ask when you are unsure. Protecting people and checking permission are part of good research.

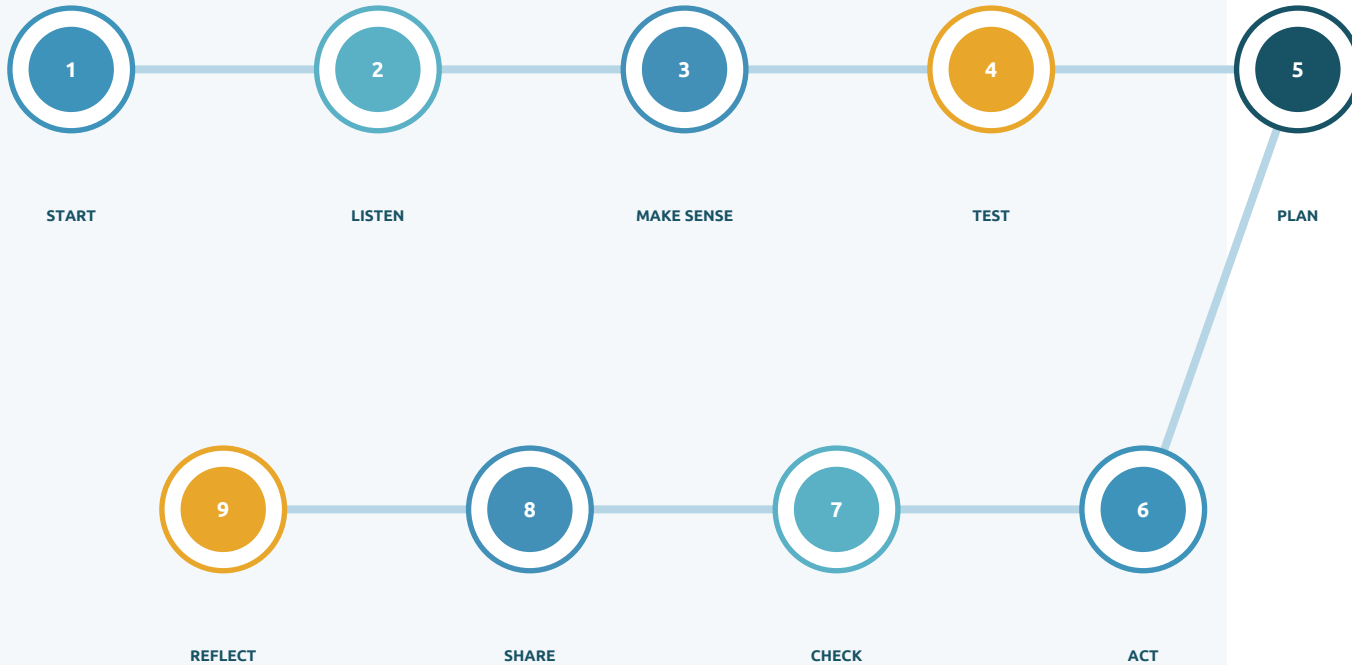
YOU HAVE A VOICE - AND SUPPORT

Your choices should be real, but adult responsibilities should not be placed on you. Ask your teacher which choices are yours, which are shared and which need an adult.

Your research journey

The nine modules move from getting ready and listening to making sense, acting, checking evidence, sharing and deciding what happens next.

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.

YOU CAN GO BACK

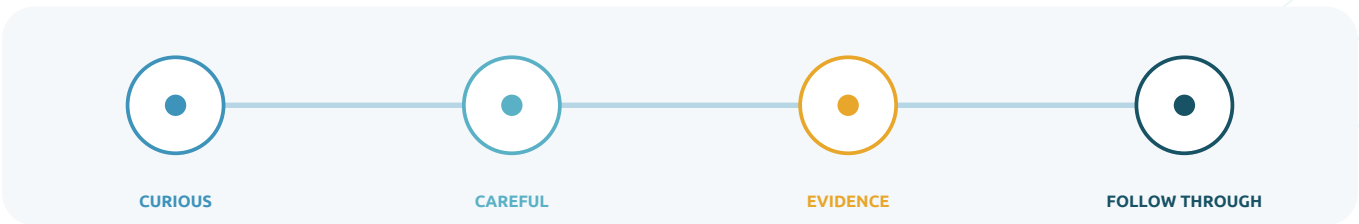


A strong team may need to listen again, test a smaller idea, change the plan or pause. Going back can show careful thinking - not failure.

What researchers promise to do

These promises guide the work when the answers are not clear and real people are involved.

PROMISE	WHAT IT LOOKS LIKE
Stay curious	Ask before you assume. Notice strengths, stories, skills, relationships and possibilities.
Listen with care	Give people time. Do not rush, interrupt or treat someone like a source to take information from.
Use evidence	Show what helped you think or decide. Say what you still do not know.
Work as a team	Share important choices and make room for different strengths and ways of joining in.
Protect people	Respect choice, privacy, safety, consent and the right to stop participating.
Follow through	Do what you agreed to do, explain changes, thank people and finish responsibly.



Know who gets to decide

Real student leadership starts with clear boundaries. Before acting, find out whether students decide, everyone decides together or an adult must decide.

LEVEL	WHAT IT MEANS
Students decide	You and your team may choose and act inside the boundaries your teacher explained.
We decide together	Students and adults or partners must talk and agree before moving ahead.
An adult decides	A teacher, family member, school leader or organization has the responsibility to decide.
Stop and ask	You are not sure who may decide, so you pause and find out.

ASK AN ADULT BEFORE YOU ACT

- Does this involve money, buying something, fundraising or a formal agreement?
- Does it need permission, supervision, transportation, space or private records?
- Could this message, picture, event or promise become public or represent the school?
- Could this choice affect someone's privacy, safety, dignity or ability to take part?
- Are you unsure who will be responsible if the plan changes?

ASK FOR HONEST CHOICES



If an adult has already decided something, ask them to say so clearly. Students can still help shape the questions, evidence, design or recommendation.

Ethics, safety and consent

Ethics means making fair and safe choices. It includes asking permission, protecting private information and describing people with care.

CHECK	QUESTION TO ASK
Purpose	Why are we asking, recording or sharing this? Do we really need it?
Choice	Does the person understand and feel free to say no, skip a question or stop?
Privacy	Are we collecting only what we need and keeping it away from people who should not see it?
How we describe people	Are our words, pictures and stories accurate, respectful and fair?
Safety	Could this hurt someone's body, feelings, culture, privacy, reputation or sense of belonging?
Giving back	How will people learn what we heard, what we did and how their help mattered?
Permission	Who needs to approve this activity, purchase, event, message or promise?

STOP AND CHECK WITH AN ADULT

- Someone seems uncomfortable, pressured or unsure about taking part.
- You hear private, upsetting or identifying information that you did not expect.
- Someone asks you to promise money, services, access or a public statement.
- A place, activity, online contact or direction feels unsafe or wrong.
- You do not know whether you may record, quote, photograph, post or share.
- Conflict, exclusion or workload is hurting someone's safety, dignity or ability to join in.

IF SOMETHING FEELS WRONG



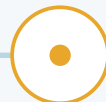
Stop the activity. Move to a safe place if needed and speak privately with your teacher or another trusted adult. If someone may be unsafe, get adult help instead of promising to keep it secret.



STOP



PROTECT



ASK



RECORD



Teamwork, access and shared leadership

Strong teams do more than split up tasks. They show the work, share important opportunities and change routines that make it hard for someone to join in.

HABIT	WHAT IT LOOKS LIKE
Show the work	Keep a shared list or board with current tasks, owners, questions and roadblocks.
Use real roles	A role should include real choices and actions, not only a title.
Share important opportunities	Take turns with leadership, partner contact, evidence, tools and presenting.
Check access	Ask what pace, format, space, support or way of communicating will help each person.
Handle tension early	Name the issue, listen, choose a next step and ask an adult for help when needed.
Record decisions	Write what changed, why, who owns the next action and who needs to know.

ACCESS QUESTIONS FOR THE TEAM

- Can people join in by speaking, writing, drawing, making, organizing, counting or recording?
- Who gets chances to lead, contact experts, use tools, study evidence and speak publicly?
- Are the pace, meeting style, room, technology or transportation creating a barrier?
- Whose ideas and work are easy to see? Whose work may be overlooked?

Feedback that helps work grow

Useful feedback names a clear next move while the team still has time to change. It is not a vote, a list of orders or praise without a reason.

MOVE	WHAT TO DO
Connect	Link your feedback to the goal, evidence, audience or agreement.
Notice	Describe one clear feature, choice or effect. Talk about the work, not the person's worth.
Explain	Say why it matters.
Suggest	Offer one useful action: test, clarify, compare, revise, ask or practise.
Return	Let the team choose what to do with the feedback and explain its decision.

PEER AND PARTNER FEEDBACK

- Peers can notice teamwork, process, clarity and quality because they have watched the work grow.
- Community partners can respond to usefulness, relationships, real conditions and whether the idea can work.
- Ask a focused question instead of only asking, 'What do you think?'
- Listen and record before defending. Ask when feedback is not clear.
- 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 may approve the event. Before the pitch, check the permission steps and add them to the plan.'

Your research notebook and portfolio

Use your notebook to think during the project. Use your portfolio to choose the strongest evidence of learning afterward. Follow your teacher's directions for storing or deleting private information.

A USEFUL NOTEBOOK CAN HOLD

- Questions, sources and new words.
- Observations and approved conversation notes.
- Ideas, important guesses and things to test.
- Choices, reasons, owners and next actions.
- Promises to partners and completed follow-up.
- Short reflections that show how your thinking changed.

WHAT YOUR PORTFOLIO CAN SHOW

AREA	CHOOSE EVIDENCE THAT SHOWS...
Understanding community	You listened, noticed strengths and used community knowledge with care.
Evidence and thinking	You sorted information, checked ideas and made careful claims.
Planning and action	You planned, acted, solved problems and adjusted.
Teamwork and leadership	You contributed, shared responsibility, communicated and followed through.
Sharing and relationships	You communicated for an audience, gave credit and used feedback.
Reflection and growth	Your thinking, skills, confidence and choices changed.

CHOOSE AND EXPLAIN



Do not save every file. Choose work that shows an important choice, change, challenge, contribution or learning. Add a short note about why it matters.

01

START

Get Ready and Map Your Community



YOUR MISSION

Learn how the project works, notice what is strong in your community and help choose questions worth exploring.

YOU WILL LEARN TO

- Explain youth-led community research in your own words.
- Name community strengths, knowledge and relationships.
- Know which choices belong to students and which need adults.
- Create clear team agreements.
- Ask questions before choosing a project idea.

WORDS YOU WILL USE

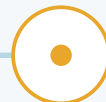
WORD	MEANING
Asset	A strength such as a person, skill, place, relationship, tradition or resource.
Community	People connected by place, identity, interest, experience or shared work.
Inquiry	Learning by asking questions and looking for evidence.
Authority	The responsibility and permission to make a decision.



START



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Notice first	Study a place, picture, object, story or community walk. Write what you notice and wonder.
2	Map strengths	Add people, places, groups, skills, traditions, stories and work already happening.
3	Look for missing voices	Ask whose knowledge or experience is not yet on the map.
4	Sort decisions	Name what students decide, what is shared and what an adult must decide.
5	Make agreements	Turn words such as respect and fairness into actions people can see.
6	Build a question bank	Write questions that invite learning instead of pushing one idea too soon.

TRY IT NOW



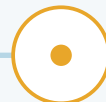
Choose one strength from your map. Write one question about its past, one about how it works now and one about a future possibility.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

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

- 1 I can explain the project without promising a solution.
- 2 I can name at least three community strengths.
- 3 I know which choices I can make and which need adults.
- 4 I helped make agreements I can follow.
- 5 I have questions I am ready to explore.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Only looking for problems	Ask what already works and who is already helping.
A choice that is not really yours	Ask your teacher to explain the real boundaries.
Speaking for everyone	Share your own view without claiming a whole group agrees.

REFLECT

- What did I notice that I had missed before?
- What idea or belief do I want to check?
- Where could young people's ideas help?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Community map	Question bank
Decision map	Team agreements
Starting reflection	



CARRY FORWARD

A clear purpose, honest boundaries and strong questions to take into community listening.

THE NINE-MODULE JOURNEY



02

LISTEN

Listen and Learn from People



YOUR MISSION

Learn from people's experience while protecting their choice, privacy and dignity.

YOU WILL LEARN TO

- Invite someone clearly and respectfully.
- Write open questions and useful follow-ups.
- Listen for meaning instead of racing through questions.
- Ask permission before recording or sharing.
- Separate what you heard from what you expected.

WORDS YOU WILL USE

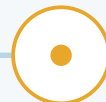
WORD	MEANING
Consent	A clear, informed and freely made yes to taking part.
Open question	A question that invites more than a one-word answer.
Follow-up	A respectful question that helps you understand more.
Credit	Naming who shared an idea or made something, when permission is given.



LISTEN



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Know the purpose	Explain why you want to talk and what may happen with the information.
2	Plan the conversation	Prepare a welcome, open questions, follow-ups and a respectful ending.
3	Practise	Try the conversation with classmates. Ask for feedback on pace, listening and follow-up.
4	Confirm consent	Ask about notes, recording, quotes, names and pictures before you begin.
5	Listen and adjust	Follow what the person means instead of forcing every planned question.
6	Close and reflect	Check what you heard, ask what you missed, thank the person and record next steps.

TRY IT NOW



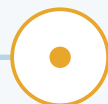
Change 'Do you like living here?' into three open questions. Add one follow-up that starts with 'Can you tell me more about...?'



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

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

- 1 The person knows the purpose and can say no.
- 2 My questions invite stories and explanations.
- 3 I can leave quiet thinking time.
- 4 My notes show what was said and what I think it may mean.
- 5 I know how to protect and use the information.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Question racing	Use fewer questions and listen for what matters.
Leading the answer	Remove words that hint at the answer you want.
Private or upsetting information	Stop, protect it and talk privately with your teacher.

REFLECT

- What changed or stretched my thinking?
- When did I listen well?
- What needs checking or another point of view?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Conversation plan	Practice feedback
Approved notes	Thank-you or follow-up
Reflection	



CARRY FORWARD

New learning, protected information, more questions and promises to follow up.

THE NINE-MODULE JOURNEY



03

MAKE SENSE

Sort Ideas and Find Patterns



YOUR MISSION

Organize what you learned, notice patterns and differences, and choose an opportunity supported by evidence.

YOU WILL LEARN TO

- Group notes and evidence by idea.
- Tell the difference between a pattern and a personal preference.
- Keep different examples visible.
- Notice missing points of view.
- Use shared reasons to choose a direction.

WORDS YOU WILL USE

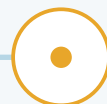
WORD	MEANING
Evidence	Information that helps answer a question or support a decision.
Pattern	An idea that appears in more than one strong piece of evidence.
Different example	Evidence that does not fit the main pattern but may still matter.
Opportunity	A useful possibility for learning, strengthening or taking action.



MAKE SENSE



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Protect information	Remove names or details when they are not needed for sorting.
2	Label ideas	Give each note a short label such as strength, concern, question or surprise.
3	Group similar notes	Place related evidence together and explain why it belongs.
4	Name patterns and differences	Write what shows up often and what does not fit.
5	Check who is missing	Ask whether more listening is needed before deciding.
6	Choose with reasons	Compare possible directions using evidence and shared criteria.

TRY IT NOW



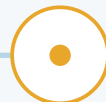
Take five notes from a conversation. Label each one, group similar labels and finish this sentence: 'In these notes, we noticed...!'



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 pattern.
- 2 I know a popular idea is not always a strong pattern.
- 3 I kept important differences visible.
- 4 I can name a missing voice or limit.
- 5 Our direction recognizes strengths as well as needs.

WATCH FOR

TENSION	RESEARCHER RESPONSE
One story becomes everyone's story	Look for evidence that agrees, disagrees and is missing.
The favourite idea wins	Use the shared criteria and evidence.
Labels that blame people	Describe the situation, strengths and possibilities instead.

REFLECT

- Which evidence most affected our choice?
- What did not fit the main pattern?
- What do we still need to learn?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Sorted notes	Pattern map
Differences and gaps	Opportunity statement
Direction decision	



CARRY FORWARD

A clear opportunity, honest limits and a direction worth testing.

THE NINE-MODULE JOURNEY



04

TEST

Build, Test and Share an Idea



YOUR MISSION

Turn an opportunity into an idea, test what might not work and use feedback to choose the next step.

YOU WILL LEARN TO

- Explain the evidence behind an idea.
- Name guesses, risks, costs and limits.
- Test an important unknown.
- Share a short, clear pitch.
- Use peer and partner feedback to improve or rethink.

WORDS YOU WILL USE

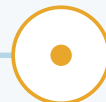
WORD	MEANING
Assumption	Something you think may be true but have not checked yet.
Feasible	Possible to do safely and responsibly with the time and support available.
Pitch	A short explanation that asks for feedback, a decision or support.
Actionable feedback	Feedback that shows a clear next move.



TEST



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Build the idea	State the opportunity, evidence, idea, people involved and hoped-for value.
2	Find the biggest unknown	Ask what could make the idea unsafe, unfair or impossible.
3	Test before promising	Check with a source, visit a place, compare costs or try a small version.
4	Check if it can work	Look at people, permission, access, time, materials, cost, risk and support.
5	Prepare and practise	Explain the opportunity, idea, evidence, unknowns and one clear request.
6	Listen and decide	Sort questions, cautions, connections and offers. Then continue, change, pause or stop.

TRY IT NOW



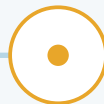
Write your idea in one sentence. Underline each part that depends on a guess. Circle the guess that matters most to test.



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 what we like.
- 2 We tested one important assumption.
- 3 We can name needed permissions, support, costs and risks.
- 4 Our pitch has one clear question or request.
- 5 We used feedback while we could still revise.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Trying to win the pitch	Focus on learning and improving, not beating another team.
Promising too much	Call it a proposal or test until it is approved.
Treating feedback like a vote	Use feedback because it is specific and useful, not only popular.

REFLECT

- Which guess changed after testing?
- Which feedback helped most?
- What did we choose not to do, and why?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Idea canvas	Test evidence
Feasibility check	Pitch
Peer feedback	Partner feedback
Decision note	



CARRY FORWARD

A tested idea, a clear view of what is possible and a decision you can explain.

THE NINE-MODULE JOURNEY



05

PLAN

Make a Plan for Action



YOUR MISSION

Build a plan that connects actions, roles, resources, safety, permission and evidence.

YOU WILL LEARN TO

- Break the project into useful steps.
- Share real roles and leadership.
- Plan materials, money, permission and partner contact.
- Prepare for problems and changes.
- Choose evidence that will help the team learn.

WORDS YOU WILL USE

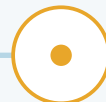
WORD	MEANING
Milestone	An important point that shows progress or readiness.
Dependency	Something that must happen before another action can start.
Backup plan	What you will do if an important condition changes.
Indicator	Information that helps you notice progress or quality.



PLAN



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	State the aim	Name the value, people, size and boundaries of the project.
2	Choose a useful plan	Use only sections that help this project work responsibly.
3	Order the actions	List milestones, what must happen first, approvals and the next small action.
4	Share real roles	Connect each role to choices, tasks, handoffs and proof of contribution.
5	Plan resources and safety	Check people, time, money, materials, space, access, permission and risk.
6	Plan evidence and approval	Choose what you will notice, present the plan and record what is approved.

TRY IT NOW



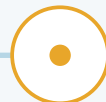
Name the next milestone. List three actions, one thing that must happen first, one possible problem and the evidence that will show readiness.



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 fair opportunities.
- 3 We know which permissions and adult decisions are needed.
- 4 We have backup plans and reasons to pause.
- 5 We will collect only evidence we can use safely.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Filling in a template instead of thinking	Keep only what improves the plan.
One person holds everything	Share knowledge, access and backup roles.
Collecting too much	Gather only evidence that helps answer a question or make a decision.

REFLECT

- Which part of our plan is least certain?
- Whose work may be hard to see?
- What can we decide and start now?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Action plan	Roles plan
Resource and budget check	Safety and permission check
Evidence plan	Approval record



CARRY FORWARD

A realistic next cycle, shared work, needed permissions and a way to notice progress.

THE NINE-MODULE JOURNEY



06

ACT

Take Action and Adjust



YOUR MISSION

Do the work, care for relationships, solve problems and change the plan when evidence or conditions change.

YOU WILL LEARN TO

- Complete agreed work and communicate progress.
- Use short work cycles to stay focused.
- Ask for help before a problem grows.
- Use evidence to make changes.
- Follow through with teammates and partners.

WORDS YOU WILL USE

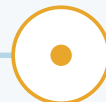
WORD	MEANING
Work cycle	A short repeatable routine: choose, act, check and decide what comes next.
Decision log	A record of what changed, why and who owns the next step.
Adjust	Make a responsible change because of new learning or conditions.
Accountability	Taking responsibility for actions, communication and follow-through.



ACT



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Choose the cycle goal	Pick the few actions that matter most right now.
2	Make work visible	Show what is happening now, next, waiting or blocked.
3	Do and document	Complete work and keep useful proof of choices, actions and learning.
4	Check relationships	Follow up, credit contributions and communicate changes early.
5	Ask for help	Name the exact skill, information, decision or support you need.
6	Review and adjust	Use evidence to continue, change, slow down, pause or stop.



TRY IT NOW

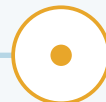
At the end of a work session, write: What moved? What did we learn? What is blocked? What is the next small action?



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

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

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

WATCH FOR

TENSION	RESEARCHER RESPONSE
Busy but not moving	Return to the cycle goal and the next decision.
A hidden roadblock	Name it early and ask who can help.
A plan that never changes	Strong teams adjust when evidence changes.

REFLECT

- What did I move forward?
- What learning changed our plan?
- Which promise needs attention now?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Work-cycle board	Products or actions
Decision log	Partner follow-up
Meeting record	Contribution reflection



CARRY FORWARD

Completed actions, visible decisions, stronger teamwork and current evidence for the next cycle.

THE NINE-MODULE JOURNEY



07

CHECK

Gather Evidence and Check Progress



YOUR MISSION

Collect only the evidence you need, look for patterns and decide what the project is showing.

YOU WILL LEARN TO

- Choose a method that fits the question.
- Use fair and understandable questions or observations.
- Organize words, counts and examples.
- Make claims that match the evidence.
- Name missing information and limits.

WORDS YOU WILL USE

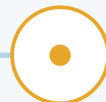
WORD	MEANING
Method	The way you gather evidence, such as an interview, observation, survey, count or review.
Finding	What the evidence seems to show.
Limitation	Something that makes a finding less complete or certain.
Impact	A change connected to the project; it may be positive, negative, intended or unexpected.



CHECK



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Return to the question	Decide what you need to learn or choose.
2	Choose the method	Pick an interview, observation, survey, count, artifact or feedback tool that fits.
3	Plan for fairness and safety	Check access, consent, privacy, clear instructions and who may be missing.
4	Try it first	Test the questions, timing and recording method with a small group.
5	Collect and organize	Keep sources, counts, notes and permissions clear.
6	Find and check patterns	Look for patterns, differences and other explanations. Ask a reviewer to check.



TRY IT NOW

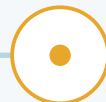
Write one finding. Under it, list the evidence, one other possible explanation and one limit.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

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

- 1 Our method fits the question.
- 2 People can understand and take part safely.
- 3 Our records are organized and protected.
- 4 Each finding can be traced to evidence.
- 5 We say what the evidence cannot prove.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Surveying by default	Choose the method that best fits, not the fastest-looking one.
A bigger claim than the evidence	Use careful words such as 'in these conversations'.
Ignoring an unexpected result	Keep it visible and ask what it may mean.

REFLECT

- Which finding surprised me?
- Who is included and who is missing?
- What should change because of the evidence?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Evidence question	Method plan
Consent record	Organized evidence
Findings and limits	Decision update



CARRY FORWARD

Careful findings, honest limits and evidence that can guide the next decision.

THE NINE-MODULE JOURNEY



08

SHARE

Share What You Learned



YOUR MISSION

Explain the work accurately, thank contributors and invite useful questions or decisions.

YOU WILL LEARN TO

- Choose a form that fits the audience.
- Support messages with evidence.
- Ask before using names, pictures, quotes or stories.
- Explain limits and uncertainty.
- Listen to the audience and follow up.

WORDS YOU WILL USE

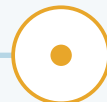
WORD	MEANING
Audience	The people you want to reach and what they need from the message.
Claim	A statement you say is supported by evidence.
Source	Where information, words, images or ideas came from.
Representation	How your words and images describe people, places and experiences.



SHARE



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Name the audience and purpose	Decide what people should understand, discuss, decide or do.
2	Choose the form	Use a report, display, video, podcast, demonstration or presentation that fits.
3	Build the message	Connect the question, evidence, action, finding, limit and next step.
4	Check permission and access	Review names, images, quotes, credit, language, captions and ways to join in.
5	Practise honest answers	Prepare to explain evidence, limits and what you still do not know.
6	Share, listen and follow up	Capture questions, corrections, feedback, decisions and promises.



TRY IT NOW

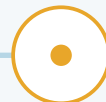
Explain one finding in 30 seconds. Include the evidence, one limit and what you want the listener to think about next.



PREPARE



PRACTISE



DO



REVIEW

RESEARCHER CHECKPOINT

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

- 1 The form fits the audience and purpose.
- 2 Important claims connect to evidence.
- 3 Names, pictures, quotes and stories have permission.
- 4 We show limits instead of hiding them.
- 5 We have a plan for questions, thanks and follow-up.

WATCH FOR

TENSION	RESEARCHER RESPONSE
A success story that hides problems	Share changes, limits and lessons too.
Sharing without permission	Remove it until consent is clear.
A presentation with no dialogue	Give people more than one way to respond.

REFLECT

- What does this audience need?
- What are we still unsure about?
- What did the audience response teach us?

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Final report or record	Audience product
Permission check	Sharing evidence
Audience response	Thank-you and follow-up



CARRY FORWARD

Accurate communication, audience response and completed promises.

THE NINE-MODULE JOURNEY



09

REFLECT

Reflect and Decide What Comes Next

YOUR MISSION

Use evidence and feedback to understand what changed, finish responsibilities and choose a responsible next step.

YOU WILL LEARN TO

- Reflect on learning, action and teamwork.
- Use peer and partner feedback fairly.
- Name how your skills and choices changed.
- Choose whether to continue, transfer, redesign, pause or finish.
- Complete handover, records and thanks.

WORDS YOU WILL USE

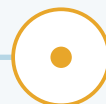
WORD	MEANING
Reflection	Thinking back with evidence to explain learning and growth.
Outcome	What happened because of the work, including unexpected results.
Next-step decision	The choice to continue, transfer, redesign, pause or finish.
Handover	Passing work, records and responsibilities to another approved person or group.



REFLECT



ASK



NOTICE



DECIDE

DO THE WORK

#	RESEARCHER MOVE	WHAT TO DO
1	Gather evidence	Bring work samples, decisions, feedback, outcomes and relationship records.
2	Reflect on your own	Explain your growth and contribution before the team creates one shared story.
3	Look back as a team	Name what helped, challenged, changed and remains unfinished.
4	Ask peers and partners	Invite specific feedback on the project and how the team worked with others.
5	Choose what happens next	Use value, evidence, permission, capacity and relationships to decide.
6	Close or hand over	Finish promises, protect records, communicate the decision and thank people.

TRY IT NOW



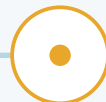
Make two lists: 'What changed in the project or community' and 'What changed in us'. Add one piece of evidence to every idea.



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 promise has an owner and next action.
- 4 Our next-step decision is realistic and approved.
- 5 Useful records are handed over and private records are protected.

WATCH FOR

TENSION	RESEARCHER RESPONSE
Treating change like failure	Ask whether the change was a responsible response to evidence.
Treating continuation like success	Check value, permission, people and capacity first.
Leaving promises open	List every commitment and close it clearly.

REFLECT

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

SAVE TO YOUR PORTFOLIO

EVIDENCE	EVIDENCE
Individual reflection	Team look-back
Peer feedback	Partner feedback
Next-step decision	Handover or closure record



CARRY FORWARD

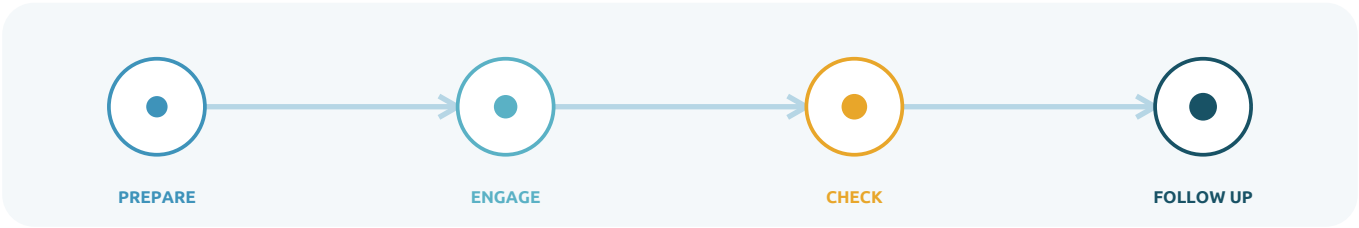
Learning you can explain, promises you have completed and a responsible decision about the future.

THE NINE-MODULE JOURNEY



Researcher quick guides

Use these pages before conversations, community contact, evidence work, pitches, showcases and next-step decisions.



Community Conversation Quick Guide

ASK WITH PURPOSE. LISTEN WITH CARE.

BEFORE

- Know why you are inviting the person.
- Explain choice, access and how information may be used.
- Prepare open questions and follow-ups.
- Test your note-taking or recording plan.

DURING

- Welcome the person and explain the purpose again.
- Ask one question at a time and leave thinking time.
- Follow the person's meaning instead of racing through a list.
- Check understanding and ask before recording, quoting or photographing.

AFTER

- Record learning, questions and promises soon after.
- Protect information and share it only as approved.
- Send thanks and finish follow-up.
- Share what the team learned or decided when promised.

KEEP IN MIND

Try this closing question: 'What have I not asked that would help us understand this better?'

Professional Contact Quick Guide

PREPARE. BE CLEAR. FOLLOW THROUGH.

MESSAGE

- Use a clear subject line and greeting.
- Introduce yourself and the project.
- Make one clear request and offer timing choices.
- Check names, spelling and attachments with a peer or teacher.

CALL OR MEETING

- Prepare your opening, request and questions.
- Check that it is a good time and ask before recording.
- Take short notes and repeat promises back.
- End with owners and next steps.

FOLLOW UP

- Send a short thank-you.
- Confirm what each person agreed to do.
- Use the approved contact channel.
- Communicate early if your plan changes.

KEEP IN MIND

Useful sentence: 'To check that I understood, we agreed that ___ will ___ by ___. Is that right?'

Evidence and Claims Quick Guide

SHOW THE EVIDENCE. NAME THE LIMIT.

BUILD

- Start with the question, not a favourite method.
- Collect only what you can use safely.
- Try the method with a small group first.
- Keep sources, methods and permission information organized.

UNDERSTAND

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

SHARE

- Explain who took part and what method you used.
- Use exact counts or careful words.
- Place limits beside findings.
- Show how evidence affected a decision.

KEEP IN MIND

Claim check: Can another person trace this sentence back to evidence and see what is missing?

Pitch and Feedback Quick Guide

EXPLAIN THE IDEA. TEST THE GUESSES.

YOUR PITCH

- Open with the community opportunity.
- Show the evidence behind the idea.
- Explain the idea and hoped-for value.
- Share what you tested and what is still unknown.
- End with one clear request or feedback question.

GIVE FEEDBACK

- Connect to the goal or evidence.
- Name one specific feature or choice.
- Explain why it matters.
- Suggest an action the team could take.
- Return the choice to the team.

RECEIVE FEEDBACK

- Listen and record before defending.
- Ask questions when advice is unclear.
- Sort feedback by evidence and usefulness.
- Choose what to use and explain why.
- Revise while change is still possible.

KEEP IN MIND

Feedback is not a vote. It should help the team make a stronger, safer decision.

Showcase and Dialogue Quick Guide

SHARE CLEARLY. INVITE RESPONSE.

PREPARE

- Know the audience and purpose.
- Check evidence, permission and access.
- Practise different roles, not only presenting.
- Prepare honest answers about limits.

ENGAGE

- Welcome people and explain how to join in.
- Use short stories supported by evidence.
- Invite questions, corrections and connections.
- Record feedback, decisions and offers.

FOLLOW UP

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

KEEP IN MIND

Ask the audience: 'What seems useful, uncertain or important to test next?'

What Happens Next Quick Guide

A RESPONSIBLE ENDING CAN BE SUCCESS.

CONTINUE

- The work still has value, permission, people and realistic capacity.
- Name who owns the next cycle and what evidence will guide it.

TRANSFER

- Another approved group can carry the work.
- Share context, records, permission, relationships, cautions and questions.

REDESIGN OR PAUSE

- Evidence shows the current plan should change or wait.
- Explain what must be different before work starts again.

FINISH

- The purpose is complete or finishing is the most responsible choice.
- Close promises, communicate, protect records and keep useful learning.

KEEP IN MIND

Do not keep a project going only to make it look successful. Use evidence and responsibility to decide.

A final researcher reflection

Use examples from across the journey. Your project does not need to be perfect. Your reflection should honestly explain what you learned, how you helped and what responsibility comes next.

BUILD YOUR REFLECTION

- 1 What community idea or experience most changed my thinking?
- 2 Which choice shows that I used evidence instead of only preference?
- 3 How did I help with safety, access, relationships or shared leadership?
- 4 What feedback did I use, and how did the work change?
- 5 What did I learn from a mistake, delay, surprise or change of plan?
- 6 Where did students have a real choice? Where did an adult need to decide?
- 7 What skill, question or promise will I carry into another project?

YOUR WORK MATTERS

Your best contribution is not having every answer. It is learning to listen, use evidence, share responsibility and act with care when the answer is still unclear.

LISTEN DEEPLY
THINK CAREFULLY
ACT RESPONSIBLY
LEARN OPENLY

Your best contribution is not having every answer. It is learning to listen, use evidence, share responsibility and act with care when the answer is still unclear.



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