



PRACTICAL COMPANION

YOUTH-LED COMMUNITY-BASED RESEARCH TEACHER HANDBOOK

A practical companion for planning, facilitating, assessing and sustaining youth-led inquiry with community



PLAN

with clarity



FACILITATE

with care



RETURN

the decisions



ELK WILLOW CONSULTING

Innovative Ideas for an Inspired Future

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YOUR GUIDE TO THE PRACTICE

Inside the handbook

Teacher judgment, ethical practice and practical moves for the nine-module youth-led community-based research journey.

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Welcome to the handbook

Youth-led community-based research asks teachers to design for authentic influence while holding the conditions that make rigorous, ethical and inclusive learning possible. The work is not a script. Each module is a decision point in a coherent inquiry cycle that can be compressed, expanded, combined or revisited.

HOW TO READ EACH MODULE GUIDE

FEATURE	HOW TO READ IT
Purpose	The learning and project transition the module supports.
Teacher stance	A reminder about power, judgment and the adult role.
Prepare	Conditions to establish before student work begins.
Suggested flow	Teacher moves paired with authentic student work.
Prompts	Questions that deepen reasoning without taking over.
Evidence	Artifacts, observations and feedback that reveal progress.
Watch for	Common tensions and practical responses.
Ready to move on	Indicators based on learning rather than dates.

A SHARED RESPONSIBILITY



Students should have meaningful influence, but youth leadership never means leaving young people alone with adult accountabilities. Teachers remain responsible for safety, permissions, ethical practice, access and institutional commitments.

The practice beneath the framework

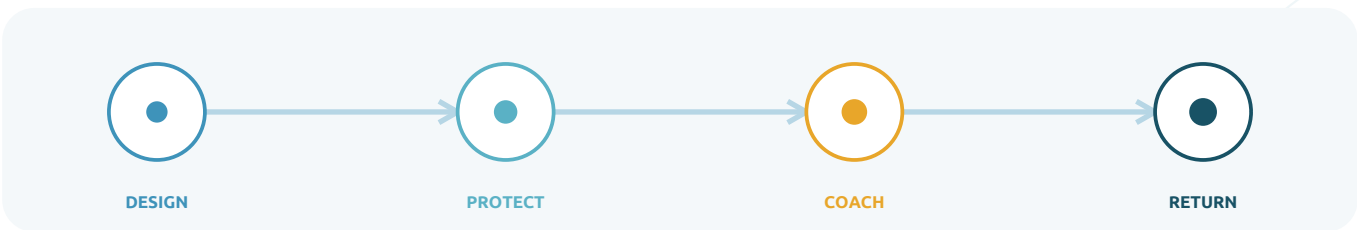
Six commitments and seven teacher roles keep the inquiry youth-led, community-connected and educationally rigorous.

SIX CORE COMMITMENTS

COMMITMENT	WHAT IT REQUIRES
Youth influence is real	Young people help frame questions, make consequential choices and explain how evidence shaped their decisions.
Community is a partner	Community members contribute knowledge and judgment; they are not treated only as audiences, clients or sources of data.
Strengths and possibilities matter	Inquiry notices assets, relationships and local wisdom as carefully as it notices challenges.
Action is informed by evidence	Teams test assumptions, gather proportionate evidence and adapt when what they learn changes the direction.
Learning includes uncertainty	Revision, delay, partial success and responsible closure are legitimate outcomes when students can explain the learning.
Adults scaffold without taking over	Teachers hold safety, ethics and institutional responsibilities while returning meaningful decisions to students.

SEVEN TEACHER ROLES

ROLE	PRACTICE
Learning architect	Design conditions, provocations and routines that make rigorous youth leadership possible.
Ethical steward	Protect informed participation, privacy, dignity, safety and responsible representation.
Coach and conferrer	Notice thinking, ask precise questions, teach just-in-time skills and return the work to students.
Community connector	Open doors, clarify expectations and support respectful communication with partners.
Boundary holder	Name non-negotiables, decision authority, budgets, permissions and institutional constraints.
Assessment partner	Make quality visible and use self, peer, partner and teacher evidence to support growth.
Reflective learner	Examine power, assumptions and whose knowledge is being centred throughout the work.



Before you begin

Readiness is not a checklist to complete once. Revisit these questions whenever the inquiry changes scope, meets a new partner, collects new information or moves into public action.

READINESS LENS	QUESTION TO RESOLVE
Purpose	Can students and adults explain why this inquiry matters and what students may genuinely influence?
Scope	Is the work ambitious enough to matter and small enough to conduct responsibly with available time and support?
Authority	Which decisions belong to students, which are shared and which must remain with adults?
Community relationships	Who is already connected to the issue, place or group, and how will relationships be reciprocal?
Access	What communication, mobility, sensory, language, cultural or scheduling supports may be needed?
Ethics and safety	What permissions, consent, privacy, supervision, safeguarding and data-management requirements apply?
Assessment	Which learning outcomes matter, what evidence will show growth and how will individual learning remain visible?
Sustainability	What happens if a project grows, changes, pauses or ends? Who can authorize commitments beyond the course?

START WITH HONEST AUTHORITY



It is more respectful to name a real constraint than to offer false choice. Tell students what they may decide, what is shared and what adults must decide - and revisit the map when conditions change.

Ethics, safety and inclusion

Youth-led inquiry can involve personal stories, public communication, community expectations and real-world action. Ethical review should be proportionate and ongoing, not a single form completed at the beginning.

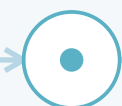
LENS	ASK BEFORE PROCEEDING
Purpose	Is the activity necessary for the learning or community purpose?
Participation	Do people understand the request and have a meaningful choice about taking part?
Proportionality	Are the time, questions, data and risks proportionate to the value of the activity?
Privacy	Are students collecting only what is needed and storing, sharing and deleting it responsibly?
Representation	Are people, places and experiences described accurately, respectfully and with appropriate context?
Reciprocity	How will participants know what was learned, what happened next and how their contribution mattered?
Safety	What physical, emotional, cultural, digital and reputational risks need to be prevented or managed?
Authority	Who can approve, decline, pause or change this activity?

DESIGN FOR PARTICIPATION

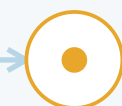
- Offer multiple ways to enter, communicate, lead, document and demonstrate learning.
- Build predictable routines and rehearsal before high-risk public or community-facing work.
- Do not require students to disclose personal experience or represent an identity group.
- Plan access with participants and students; avoid assuming what support is needed.
- Notice whose labour is visible, whose ideas are credited and whose pace defines the work.
- Separate communication polish from the quality of thinking, evidence, care and contribution.



ACCESS



DIGNITY



CHOICE



BELONGING

Pacing without dates

Choose a pathway that fits the inquiry, learner readiness, relationships and available authority. Use the percentages as a planning check, not a calendar prescription.

PATHWAY	DESIGN INTENT
Focused sprint 6-8 weeks	Use a tightly bounded question, one listening event and a small test or recommendation. Combine Modules 3-5 and keep evidence collection modest.
Term inquiry 12-16 weeks	Give each module distinct attention while integrating planning, action and evidence. Suitable for one substantial project cycle.
Extended studio 20-36 weeks	Allow repeated community contact, deeper feasibility work, iterative action and richer public reporting.
Recurring cycle Across years	Use the framework as a spiral. Later cohorts inherit learning, re-check assumptions and decide whether to continue, redesign or conclude.

APPROXIMATE EMPHASIS ACROSS A CYCLE

PHASE	MODULES	SHARE OF AVAILABLE TIME
Launch and listen	Modules 1-2	15-20%
Interpret, test and plan	Modules 3-5	25-30%
Act and gather evidence	Modules 6-7	35-45%
Share and carry forward	Modules 8-9	15-20%

PROGRESS BY EVIDENCE



Move forward because students have enough understanding, relationship, permission and evidence for the next responsibility - not because a particular date has arrived.

Assessment and feedback

Assessment should make both individual and collective learning visible. Triangulate student reflection and artifacts, teacher observations and conferences, peer feedback between groups, and feedback from community partners or other authentic audiences.

FEEDBACK THAT SUPPORTS GROWTH

QUALITY	WHAT IT REQUIRES
Connected	Link feedback to a shared intention, criterion, audience need or ethical commitment.
Specific	Name the feature, decision or effect that the learner can examine.
Actionable	Make the next move possible: revise, test, clarify, compare, ask, practise or seek evidence.
Proportionate	Offer the amount of feedback learners can use now; identify the highest-leverage next step.
Dialogic	Invite learners to interpret feedback, ask questions and decide how they will respond.
Timely	Provide feedback while there is still time and authority to use it.

A SHORT CONFERRING CYCLE

MOVE	TEACHER QUESTION OR ACTION
Notice	What is the team doing, saying, avoiding or assuming?
Name	Describe a strength or tension without taking over the decision.
Probe	Ask for evidence, reasoning, perspectives, risks or the next smallest move.
Teach	Offer a brief model, example, tool or direct instruction only where it is needed.
Return	Ask students to choose, act or explain what they will do next.
Record	Capture a short note that can inform follow-up and assessment.

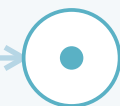
PEER AND PARTNER FEEDBACK



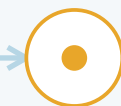
Peers can see process, choices and quality that external partners may not observe. Partners can speak to relevance, relationship and real-world credibility. Neither should be reduced to praise or ranking: feedback must identify an actionable next step while students still have time to use it.



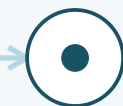
NOTICE



NAME



TEACH



RETURN

Documenting learning across the program

A curated portfolio is usually more meaningful than a complete archive. Students select and annotate evidence that shows how their thinking, decisions and action changed over time.

PORTFOLIO STRAND	GUIDING QUESTION
Community understanding and ethical research	How did the learner listen, protect participation and represent community knowledge responsibly?
Analysis and use of evidence	How did the learner organize information, test assumptions, develop findings and use evidence in decisions?
Project design and adaptive action	How did the learner plan, act, solve problems and respond to changing conditions?
Collaboration, leadership and accountability	How did the learner contribute, distribute responsibility, communicate and follow through?
Communication and community relationship	How did the learner adapt communication, sustain reciprocity and respond to feedback?
Reflection, agency and future action	How did the learner identify growth, limits, influence and responsible next steps?

ALBERTA CURRICULUM NOTE

Career and Technology Foundations (CTF) is curriculum within Alberta's Programs of Study. In Alberta, teachers may connect evidence from this inquiry to relevant CTF clusters, outcomes and occupational contexts. Outside Alberta, use the local curriculum language and map the same observable learning to equivalent competencies or subject outcomes.

ASSESSMENT BOUNDARY



Community partners and peers contribute valuable feedback; the teacher remains responsible for professional judgment about student learning. Separate project popularity, fundraising totals and public polish from the quality of evidence, reasoning, collaboration and growth.

01

ORIENT

Launch the Inquiry and Map the Community

PURPOSE



Build shared purpose, language and trust; begin from community assets and questions; and make the boundaries of student influence visible.

TEACHER STANCE

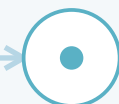
Lead with curiosity. Do not arrive with a preferred project disguised as an open inquiry. Students should experience that their knowledge of place and community is consequential from the beginning.

PREPARE

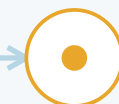
- Clarify the broad inquiry purpose, non-negotiables and decisions students can genuinely influence.
- Select a local provocation such as an image, walk, story, map, object, headline or community voice.
- Prepare an accessible way to map places, people, organizations, histories, strengths and questions.
- Anticipate whose experience may be overlooked and how students can participate without disclosing personal information.



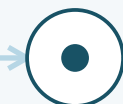
ORIENT



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Begin locally	Offer a concrete provocation and invite noticing before explanation.	Notice, wonder and connect the provocation to lived knowledge.
Build shared language	Introduce youth-led community-based research through examples and non-examples.	Describe what youth leadership, community partnership, research and action could look like.
Map assets	Model an asset lens and interrupt deficit-only language.	Map strengths, relationships, places, knowledge, traditions and existing efforts.
Name influence	Make adult responsibilities and real student choices explicit.	Sort decisions into student, shared and adult authority.
Agree how to work	Facilitate agreements for listening, disagreement, privacy and follow-through.	Translate values into observable group commitments.
Open the inquiry bank	Keep questions broad enough to invite discovery.	Generate and refine questions worth exploring with community.

QUESTIONS THAT RETURN THE THINKING



What helps this community thrive? • Whose knowledge lives here? • What do outsiders often misunderstand? • Which assumptions are we carrying? • Where could a youth perspective add value?

INCLUSION AND ACCESS

Offer visual, spoken, written and movement-based mapping. Let students contribute community knowledge privately or through a trusted intermediary. Do not require anyone to represent an identity group.

EVIDENCE OF PROGRESS

- Asset-and-question map
- Shared agreements
- Decision-authority map
- Initial reflection on identity, assumptions and connection to community

WATCH FOR

TENSION	PRACTICAL RESPONSE
The inquiry becomes a problem hunt	Ask what is already strong, who is already acting and what should be protected or amplified.
Students ask which project you want	Return to the scope, authority map and inquiry bank; make the absence of a predetermined answer explicit.
Visible students dominate	Use silent generation, structured turns and multiple contribution roles before open discussion.

READY TO MOVE ON



Move forward when students can explain the purpose, describe their real influence, identify community assets and questions, and uphold initial agreements.

COMPANION RESOURCES

RESOURCE	RESOURCE
Community asset-map template	Decision-authority map
Inquiry agreements protocol	Question-bank organizer

THE NINE-MODULE JOURNEY



02

LISTEN

Listen to Community Perspectives

PURPOSE



Learn with people whose experiences and knowledge can deepen the inquiry, while practising ethical invitation, interviewing, listening and stewardship of information.

TEACHER STANCE

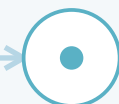
Treat listening as a relationship, not an extraction. A successful conversation leaves participants feeling respected and students able to distinguish what they heard from what they expected to hear.

PREPARE

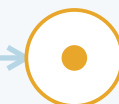
- Identify a diverse and relevant group of participants rather than only the easiest adults to reach.
- Clarify invitation, consent, recording, attribution, privacy, note-taking and follow-up expectations.
- Choose an accessible format: individual interviews, circles, panels, small groups or a speed-interview event.
- Plan a model or fishbowl interview and a low-risk listening rehearsal before community conversations.



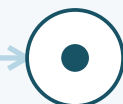
LISTEN



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Frame the purpose	Connect each conversation to the inquiry and to informed participation.	Explain why they are asking and how the information may be used.
Build questions	Contrast closed, leading and open questions; model useful probes.	Draft a welcoming opening, core questions, follow-ups and a respectful closing.
Practise listening	Use trios or fishbowl practice with focused observation.	Interview, listen and give peer feedback on pace, curiosity, follow-up and presence.
Prepare logistics	Confirm roles, schedules, access, safety and information management.	Rehearse roles and make a plan for notes, consent and thank-you communication.
Listen with community	Remain available without occupying the conversation.	Conduct conversations, notice non-verbal information and protect participant choices.
Reflect promptly	Create time immediately after contact.	Separate insight, surprise, assumption, uncertainty and questions requiring clarification.

QUESTIONS THAT RETURN THE THINKING



What would you like us to understand? • Can you tell me more about that? • What makes that important? • Who else should we learn from? • How would you like us to use or attribute this?

INCLUSION AND ACCESS

Teach alternatives to eye contact and rapid verbal response. Provide question cards, role choices and rehearsal. Arrange interpretation, mobility, sensory and communication supports with participants rather than assuming what is needed.

EVIDENCE OF PROGRESS

- Interview guide
- Observation notes from practice
- Consent or participation record
- Approved notes or recordings
- Immediate reflection

WATCH FOR

TENSION	PRACTICAL RESPONSE
Students race through the list	Assess listening and follow-up, not the number of questions completed.
Adults dominate or solve	Brief participants on the purpose and give students practised prompts to redirect toward experience and evidence.
Sensitive information appears	Pause, minimize access, consult policy and determine whether the information is necessary to retain.

READY TO MOVE ON



Move forward when students have practised ethical listening, completed purposeful conversations, protected information and identified both insights and gaps.

COMPANION RESOURCES

RESOURCE	RESOURCE
Interview planning guide	Invitation and information templates
Fishbowl observation tool	Interview note-catcher
Post-conversation reflection	

THE NINE-MODULE JOURNEY



03

INTERPRET

Make Sense of What We Heard

PURPOSE



Move from a collection of comments to a careful interpretation of patterns, differences, possibilities and unanswered questions.

TEACHER STANCE

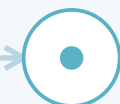
Help students earn their conclusions. A vivid comment, a popular idea and a repeated pattern are not the same thing; contradiction and silence may be as instructive as agreement.

PREPARE

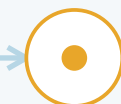
- Remove identifying details where appropriate and organize information so students can work without unnecessary exposure.
- Select an accessible coding or affinity-mapping approach using paper, colour, audio, digital cards or teacher-supported transcription.
- Prepare criteria for promising directions: community grounding, value, feasibility, learning potential, ethics and student influence.
- Plan a transparent way to form teams by interest and complementary strengths rather than popularity.



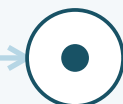
INTERPRET



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Revisit agreements	Reconnect analysis to purpose, privacy and respectful representation.	Name what they may and may not infer or share.
Code individually	Model short descriptive labels grounded in the source.	Highlight recurring ideas, assets, tensions, questions and surprising details.
Cluster collaboratively	Delay naming categories until students compare evidence.	Group related excerpts and explain why they belong together.
Name patterns and tensions	Ask for evidence and attend to outliers.	Draft claims using language proportionate to what was heard.
Look for absence	Invite critical attention to missing perspectives.	Identify who was not heard and whether more listening is needed.
Frame opportunities	Model a question such as 'How might we... so that... while...?'	Write evidence-informed opportunity statements.
Form teams	Use agreed criteria and protect equitable access to roles.	Choose a direction and explain the evidence and strengths they bring.

QUESTIONS THAT RETURN THE THINKING



Which evidence supports that? • Is this a pattern, an outlier or a preference? • What does not fit? • Whose perspective is missing? • What would we need to learn before choosing?

INCLUSION AND ACCESS

Use short excerpts, icons and colour coding; read information aloud when appropriate. Let students analyse through sorting, drawing, speaking or writing. Do not equate fast abstraction with stronger thinking.

EVIDENCE OF PROGRESS

- Annotated or coded information
- Affinity map
- Evidence-supported themes and tensions
- Opportunity statements
- Rationale for team direction

WATCH FOR

TENSION	PRACTICAL RESPONSE
One anecdote becomes the whole story	Ask students to locate confirming, complicating and absent evidence.
The most popular idea wins	Apply the agreed criteria and require an evidence-based rationale.
Themes label people by deficits	Reframe around conditions, experiences, assets and possibilities; check language with participants where useful.

READY TO MOVE ON



Move forward when teams can trace a project opportunity to evidence, name limitations or missing perspectives and explain why their direction is worth testing.

COMPANION RESOURCES

RESOURCE	RESOURCE
Qualitative analysis mini-lesson	Affinity-map kit
Opportunity-statement template	Idea-selection matrix
Team strengths inventory	

THE NINE-MODULE JOURNEY



04

TEST

Develop, Test and Pitch Project Ideas

PURPOSE



Turn a promising direction into a clear proposal, test important assumptions and use authentic feedback to improve or reconsider the idea.

TEACHER STANCE

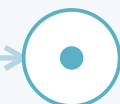
Position the pitch as a learning checkpoint, not a contest. Credibility grows when teams can name uncertainty, constraints and what they still need to test.

PREPARE

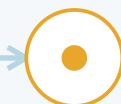
- Clarify the pitch audience, criteria, format and decisions the event will inform.
- Choose proportionate feasibility tools such as consultation, cost checks, policy research, site questions, SWOT or parts of a business plan.
- Arrange supervised authentic calls, emails or meetings with relevant organizations and experts.
- Prepare an audience feedback tool that prompts specific, actionable advice and leaves time for revision.



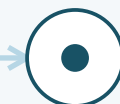
TEST



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SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Study effective pitches	Use examples to reveal audience, evidence, clarity and credibility.	Notice openings, evidence, requests and how uncertainty is handled.
Build a concept	Offer a concise canvas rather than a full plan.	Define the opportunity, evidence, idea, people served, intended value and assumptions.
Test assumptions	Coach teams to investigate the riskiest unknowns first.	Research, contact experts, estimate costs and check access, policy and partner interest.
Examine feasibility	Match the tool to the idea rather than forcing every project into one template.	Use SWOT, service, event, advocacy, program or enterprise planning as appropriate.
Rehearse	Provide criteria-based peer feedback between groups.	Refine the message and equitable speaking roles.
Pitch and listen	Brief the audience to support learning.	Present, record questions and seek feedback on value, feasibility and support.
Revise and decide	Protect time for sense-making after the event.	Continue, combine, adapt, pause or stop, and explain why.

QUESTIONS THAT RETURN THE THINKING



Which assumption could make this idea fail? • What have you learned from someone with relevant experience? • What is the smallest credible version? • What exactly are you asking the audience to do? • Which feedback will you act on, and why?

INCLUSION AND ACCESS

Separate persuasive communication from solo public speaking. Teams may use video, visuals, dialogue or distributed roles. Offer rehearsal in lower-risk settings and assess thinking that may not be visible in the final pitch.

EVIDENCE OF PROGRESS

- Project concept brief
- Feasibility evidence
- SWOT or equivalent analysis
- Pitch artifact
- Peer and partner feedback
- Revision-and-decision memo

WATCH FOR

TENSION	PRACTICAL RESPONSE
The event becomes a competition	Use criteria, multiple forms of promise and revision; avoid declaring one polished speaker the winner.
Teams promise beyond their authority	Return to the authority map and distinguish an aspiration, proposal, test and approved commitment.
Adults rescue weak ideas	Ask teams to identify the next test and make the decision after evidence is gathered.

READY TO MOVE ON



Move forward when teams have tested important assumptions, used feedback, chosen a responsible direction and can explain what changed.

COMPANION RESOURCES

RESOURCE	RESOURCE
Project concept canvas	Pitch development guide
Feasibility-study guide	SWOT template
Audience feedback form	Revision memo

THE NINE-MODULE JOURNEY



05

PLAN

Plan for Action and Evidence

PURPOSE



Build a living plan that connects actions, roles, resources, relationships, risks, evidence and intended community value.

TEACHER STANCE

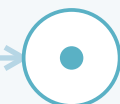
Use planning to make thinking visible, not to create an illusion of certainty. A good plan includes decision points and conditions for adaptation.

PREPARE

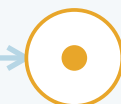
- Offer different planning pathways for action, event, service, advocacy, program and social-enterprise projects.
- Identify adult approvals, safety checks, permissions, purchasing processes and budget limits.
- Prepare mentor or expert supports and clarify what students must do before and after meetings.
- Plan brief conferences that surface roles, workload, risks and evidence before implementation begins.



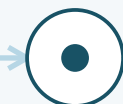
PLAN



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DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Define aim and boundaries	Test alignment with community evidence and authority.	State intended value, participants, scope and non-negotiables.
Choose a planning form	Invite fit-for-purpose planning.	Select and adapt a project pathway rather than completing irrelevant fields.
Sequence the work	Model milestones, dependencies and decision points.	Break the project into visible actions and identify the next smallest move.
Design real roles	Challenge honorary titles and hidden labour.	Distribute responsibilities and make accountability routines explicit.
Plan resources and relationships	Clarify institutional processes and respectful partner contact.	Develop budget, funding, procurement, mentor and communication plans.
Anticipate risk and change	Use the ethical filter and scenario questions.	Identify risks, contingencies and triggers to continue, adapt, pause or stop.
Plan evidence	Connect methods to questions and intended use.	Choose evidence of reach, experience, quality, change and unintended effects.
Seek approval	Give actionable feedback and return ownership.	Present the plan, respond and record approvals or required changes.

QUESTIONS THAT RETURN THE THINKING



What must happen before this step? • Whose work is invisible? • What can you decide without waiting? • What would tell you to change course? • What evidence will actually help you decide?

INCLUSION AND ACCESS

Let teams plan with cards, diagrams, audio, calendars or text. Design roles around authentic strengths and growth goals, not stereotypes. Build redundancy so access needs or absence do not isolate one student or stop the project.

EVIDENCE OF PROGRESS

- Implementation plan
- Roles and accountability agreement
- Resource and relationship plan
- Risk/ethics/permissions check
- Evidence plan
- Approval record

WATCH FOR

TENSION	PRACTICAL RESPONSE
The template becomes the task	Ask which fields improve the work and remove those that do not fit the project.
Roles are titles without work	Translate each role into actions, decisions, handoffs and evidence of contribution.
Teams plan to collect too much data	Return to the evaluation question and collect only what students can ethically use.



READY TO MOVE ON

Move forward when the next actions are clear, responsibilities are equitable, permissions are in place and the team knows how it will notice progress and risk.

COMPANION RESOURCES

RESOURCE	RESOURCE
Planning-pathway chooser	Implementation-plan template
Roles matrix	Budget and resource planner
Risk/permissions checklist	Evidence-planning menu

THE NINE-MODULE JOURNEY



06

ACT

Put the Project into Action

PURPOSE



Implement the project while sustaining relationships, monitoring progress, solving problems and adapting responsibly.

TEACHER STANCE

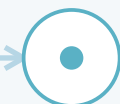
Run a project studio. Teach skills when they become useful, make progress visible and keep returning decisions to students while adults hold safety and institutional accountabilities.

PREPARE

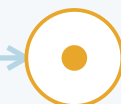
- Establish a visible work-cycle board and a predictable routine for priorities, work, evidence and decisions.
- Create simple ways for teams to request a conference, skill clinic, approval or partner connection.
- Schedule leadership check-ins without pulling every student away from productive work.
- Decide how project records, budgets, communications and safeguarding concerns will be monitored.



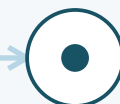
ACT



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Open the cycle	Ask teams to connect priorities to plan and evidence.	Name the current aim, next actions, responsibilities and known obstacle.
Work and document	Observe before intervening.	Research, make, communicate, host, teach, advocate or serve while keeping useful records.
Teach just in time	Offer a short provocation, example, clinic or model.	Apply the skill immediately to authentic work.
Confer	Use the notice-name-probe-teach-return cycle.	Explain reasoning, identify support and commit to a next move.
Meet with partners	Support preparation and follow-through.	Ask focused questions, record commitments and send a prompt follow-up.
Review and decide	Invite evidence-based course correction.	Continue, adapt, stop, seek help or gather more information.
Close visibly	End with learning as well as task status.	Name an accomplishment, challenge, learning and next action.

QUESTIONS THAT RETURN THE THINKING



What is the next smallest responsible action? • What evidence changed your thinking? • Who is carrying too much? • What do you need to learn rather than have done for you? • Which commitment needs follow-up today?

INCLUSION AND ACCESS

Use visible task options, predictable routines and quiet work zones. Rotate access to leadership and expert contact. Assess contribution through decisions, preparation, problem-solving, documentation and care - not only public performance.

EVIDENCE OF PROGRESS

- Products and communications
- Work-cycle board
- Decision/change log
- Conference notes
- Partner feedback
- Individual contribution reflection

WATCH FOR

TENSION	PRACTICAL RESPONSE
One student carries the team	Make actions and dependencies visible, assess individually and redistribute consequential work.
Teams wait for permission	Clarify which choices are theirs and identify actions that can proceed within current authority.
The teacher becomes project manager	Return with a question, boundary or tool; ask the team to record the decision and next action.

READY TO MOVE ON



Move forward when teams have implemented a meaningful cycle of action, documented decisions, honoured commitments and can identify what evidence is still needed.

COMPANION RESOURCES

RESOURCE	RESOURCE
Project work-cycle board	Decision and change log
Conference record	Leadership agenda
Mentor meeting planner	Skill-clinic menu

THE NINE-MODULE JOURNEY



07

EVIDENCE

Gather and Interpret Evidence

PURPOSE



Use appropriate evidence to understand what happened, whose experiences are represented, what changed and what remains uncertain.

TEACHER STANCE

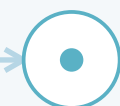
Evidence serves learning and responsible claims; it is not decoration for a success story. Teach teams to value inconvenient findings and state limitations clearly.

PREPARE

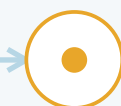
- Review evidence plans, permissions and secure storage before collection.
- Prepare only the methods teams need: observation, interview, focus group, survey, count, artifact review or feedback wall.
- Identify opportunities to triangulate sources or check interpretations with participants and partners.
- Prepare accessible analysis options and examples that distinguish finding, interpretation, limitation and claim.



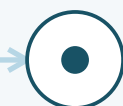
EVIDENCE



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Restate the questions	Remove methods that do not serve a decision or learning purpose.	Name what they need to understand and why.
Pilot the method	Check clarity, burden, access and ethics.	Test instruments and revise before wider use.
Collect responsibly	Monitor consent, consistency and data minimization.	Gather evidence and maintain secure, organized records.
Prepare the evidence	Teach cleaning, sorting, coding, counting or simple visualization.	Organize information without erasing difference.
Interpret	Ask for comparisons across sources and attention to silence.	Identify convergence, tension, outliers and unintended effects.
State findings and limits	Challenge overclaiming.	Link findings to evidence and say what the project cannot conclude.
Check and use	Invite partner feedback where appropriate.	Correct interpretation and decide whether a final course change is needed.

QUESTIONS THAT RETURN THE THINKING



What question does this evidence answer? • Who is represented, and who is not? • What else could explain this pattern? • What would contradict your claim? • How did this finding change the project?

INCLUSION AND ACCESS

Use plain-language instruments and multiple response modes. Avoid surveys by default when dialogue or observation is more accessible. Ensure students can analyse through sorting, discussion, counting, visualizing or supported writing.

EVIDENCE OF PROGRESS

- Tested data-collection tools
- Ethics and consent record
- Organized evidence set
- Themes, counts, charts or observation summaries
- Findings and limitations
- Decision linked to evidence

WATCH FOR

TENSION	PRACTICAL RESPONSE
Teams collect vanity metrics	Ask which measure informs a decision and what quality or experience remains unseen.
A convenient sample is treated as everyone	Name the sampling boundary and use precise language about who participated.
Change is claimed as causation	Use language such as contributed to, coincided with or participants reported unless the design supports more.

READY TO MOVE ON



Move forward when teams can explain their methods, protect participants, connect findings to evidence, state limitations and show how learning informed action.

COMPANION RESOURCES

RESOURCE	RESOURCE
Methods chooser	Survey/interview/observation templates
Evidence organizer	Analysis mini-lessons
Findings-and-limitations template	Interpretation feedback protocol

THE NINE-MODULE JOURNEY



08

SHARE

Report, Share and Celebrate

PURPOSE



Communicate the project story, evidence, learning and recommendations to contributors and audiences who can understand, respond or act.

TEACHER STANCE

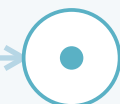
Public communication is an ethical act. Prioritize accurate representation, useful dialogue and accessibility over a flawless performance or promotional success story.

PREPARE

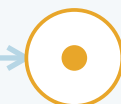
- Clarify expectations for board, community, media, school and online communication.
- Confirm consent for names, images, quotations and student work; invite partner review of sensitive representations.
- Choose accessible in-person, virtual or hybrid formats and plan how audience response will be captured.
- Design celebration so every team and form of contribution is valued.



SHARE



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Define audience and purpose	Separate reporting, celebration, decision-making and recruitment needs.	Name what each audience should understand, feel, decide or do.
Build the core account	Provide a clear structure without prescribing one medium.	Connect context, question, process, action, evidence, findings, limits, learning and recommendations.
Create audience forms	Coach purposeful adaptation.	Develop a report, board briefing, display, video, podcast, media item or presentation.
Review ethics and access	Use a consent and representation check.	Revise attribution, language, images, format and accessibility.
Rehearse dialogue	Prepare students for questions and uncertainty.	Practise concise answers, evidence references and honest limits.
Host and listen	Make audience interaction safe and useful.	Share, invite questions, capture feedback and identify offers of support.
Acknowledge	Model reciprocal closure.	Thank contributors and celebrate effort, learning, relationships and action.

QUESTIONS THAT RETURN THE THINKING



What does this audience need from you? • Which claim can your evidence support? • Whose voice is represented and with whose permission? • What remains uncertain? • What response or decision are you inviting?

INCLUSION AND ACCESS

Provide roles beyond presenting: welcome, demonstration, technical support, visual explanation, facilitation, documentation and response capture. Build captions, plain language, readable displays, quiet access and virtual participation where useful.

EVIDENCE OF PROGRESS

- Final report or equivalent record
- Audience-specific artifact
- Consent and representation check
- Presentation or dialogue
- Audience response
- Communication reflection

WATCH FOR

TENSION	PRACTICAL RESPONSE
Polish eclipses substance	Assess evidence, reasoning, ethics and learning separately from production quality.
Private information enters the story	Stop publication until consent, necessity and safe attribution are resolved.
Difficulty is edited out	Invite teams to explain uncertainty, adaptation and limitations as evidence of rigorous learning.



READY TO MOVE ON

Move forward when communication is accurate, consented, accessible and suited to its audience, and contributors have been acknowledged.

COMPANION RESOURCES

RESOURCE	RESOURCE
Final-report template	Board-briefing guide
Storytelling planner	Media and image-consent checklist
Showcase planner	Thank-you templates

THE NINE-MODULE JOURNEY



09

CARRY FORWARD

Reflect, Decide and Carry Forward

PURPOSE



Consolidate learning and make responsible decisions about the project, relationships, records and future possibilities.

TEACHER STANCE

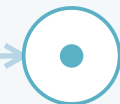
Do not equate continuation with success. A project can conclude responsibly and still produce important learning; a project should continue only when authority, relationships and resources support it.

PREPARE

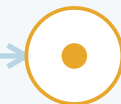
- Return to original questions, maps, commitments, aims and success indicators.
- Invite peer and partner feedback on outcomes and the quality of collaboration.
- Clarify who has authority and capacity to continue, transfer, redesign, archive or close work.
- Plan how useful records will be preserved and sensitive records securely returned, archived or deleted.



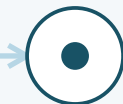
CARRY FORWARD



NOTICE



DECIDE



ADAPT

SUGGESTED FLOW

MOVE	TEACHER ACTION	STUDENT WORK
Revisit the beginning	Make change over time visible.	Compare early assumptions, questions and goals with current understanding.
Evaluate four dimensions	Hold learning, project value, relationships and evidence together.	Identify strengths, tensions, unintended effects and remaining obligations.
Reflect individually	Protect individual thinking before team consensus.	Use artifacts and feedback to explain growth, contribution and next learning.
Retrospect as a team	Facilitate candour without blame.	Name what to retain, change, repair or stop.
Consult partners	Invite actionable feedback and clarify commitments.	Listen, verify interpretations and discuss responsible next steps.
Choose a disposition	Make criteria and authority visible.	Continue, transfer, redesign, share for others, pause or conclude with rationale.
Handover or close	Ensure no promise is left ambiguous.	Create a useful record, thank people and complete agreed follow-up.
Carry learning forward	Connect experience to future action and learning.	Name a capacity, question and commitment they will take into another context.

QUESTIONS THAT RETURN THE THINKING



What changed because of the work? • What changed in your thinking or agency? • What do partners say about the relationship? • Which commitment remains? • What is the most responsible disposition for this project now?

INCLUSION AND ACCESS

Use individual reflection before public retrospectives and allow written, audio, visual or conversational evidence. Do not require personal disclosure. Make less-visible labour and relational contributions explicit.

EVIDENCE OF PROGRESS

- Individual evidence-based reflection
- Team retrospective
- Peer and partner feedback
- Disposition decision with rationale
- Handover or closure record
- Final acknowledgement

WATCH FOR

TENSION	PRACTICAL RESPONSE
A changed project is treated as failure	Ask what evidence prompted the change and whether the decision was responsible.
Promises remain unresolved	Create a commitment register with owner, deadline and communication plan before closure.
Records are kept indefinitely	Apply policy, consent and purpose; retain only what has a legitimate future use.



READY TO MOVE ON

The cycle is complete when learning is evidenced, partners receive follow-up, commitments are resolved and the project has a clear, responsible disposition.

COMPANION RESOURCES

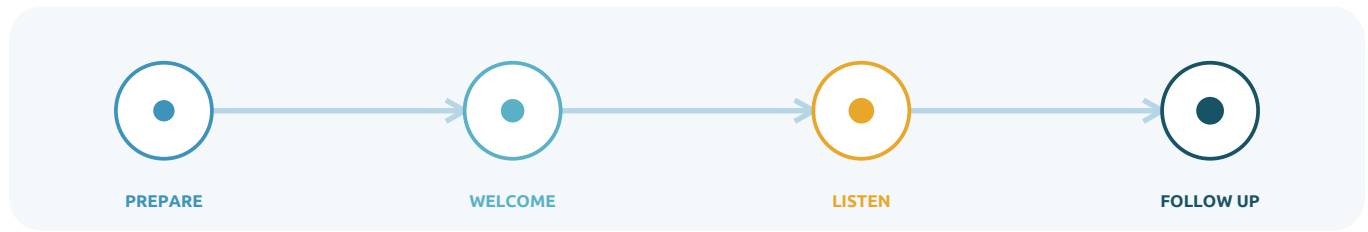
RESOURCE	RESOURCE
Individual reflection	Team retrospective protocol
Peer feedback form	Partner feedback form
Disposition guide	Handover and closure template

THE NINE-MODULE JOURNEY



Authentic event playbooks

Events should deepen inquiry and relationship rather than interrupt them. Each playbook can be scaled to a classroom visit, community evening, virtual session or larger public event.



Community Listening Event



PURPOSE

Bring students and community members into purposeful, ethical conversation that broadens the inquiry.

BEFORE

- Define perspectives needed, not just names to invite.
- Send a plain-language invitation with purpose, format, access and information-use details.
- Practise open questions, listening, follow-up and consent.
- Design roles, timing, room or virtual layout and a safe way to decline a question.

DURING

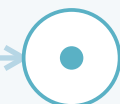
- Welcome and restate purpose, choice and privacy.
- Keep adults and students in purposeful conversation rather than long presentations.
- Monitor access, time, safety and note-taking quietly.
- Close with what will happen next and how participants can correct or withdraw information where policy permits.

AFTER

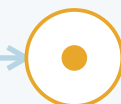
- Debrief immediately while protecting private information.
- Send thanks and follow-up commitments.
- Organize information for analysis and identify missing perspectives.
- Report back later on what students learned and how contributions shaped the work.



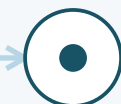
INVITE



ENGAGE



CAPTURE



RECIPROCATE

Pitch and Feasibility Feedback Event



PURPOSE

Help teams test value, feasibility and assumptions before significant action or commitment.

BEFORE

- Clarify that the purpose is improvement and decision-making, not choosing a winner.
- Invite people with relevant experience, authority, lived knowledge or potential support.
- Share concise criteria and model specific, actionable feedback.
- Give teams equitable rehearsal options and a way to name uncertainty.

DURING

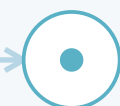
- Use consistent time and feedback structures without making every pitch identical.
- Ask audience members to distinguish questions, cautions, connections and offers.
- Capture feedback in a form teams can interpret later.
- Prevent promises, rankings or commitments outside the event's authority.

AFTER

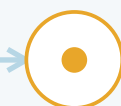
- Give teams quiet time to sort feedback before deciding.
- Require a revision-and-decision memo tied to evidence and criteria.
- Follow up on introductions or offers with clear ownership.
- Communicate which ideas will continue, combine, change, pause or conclude and why.



INVITE



ENGAGE



CAPTURE



RECIPROCATE

Community Showcase and Decision Forum



PURPOSE

Share evidence and learning, invite response, celebrate contribution and support responsible next-step decisions.

BEFORE

- Define audiences and decisions; design the format around dialogue, not only display.
- Confirm consent, representation and accessibility for every public artifact.
- Prepare students to answer from evidence and acknowledge limitations.
- Invite mentors, partners, families and decision-makers with a clear role.

DURING

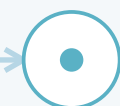
- Offer multiple ways to engage: demonstrations, displays, conversations, performances or digital access.
- Use students as hosts, facilitators, researchers and documenters as well as presenters.
- Capture questions, feedback, commitments and offers of support.
- Acknowledge community knowledge, partner time and varied student contributions.

AFTER

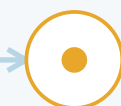
- Send thanks and requested materials promptly.
- Review feedback without treating popularity as impact.
- Resolve every commitment or introduction.
- Use the evidence in Module 9 decisions about continuation, transfer, redesign or closure.



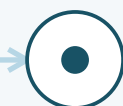
INVITE



ENGAGE



CAPTURE



RECIPROCATATE

Troubleshooting in the moment

Use these responses as a starting point. When a concern touches safety, safeguarding, privacy, discrimination, legal obligations or policy, pause the activity and follow the appropriate local process.

IF THIS HAPPENS	TRY THIS NEXT
Students ask, 'What project do you want us to do?'	Revisit purpose, scope and decision authority. Map assets and questions, then invite students to choose the next inquiry move rather than a final product.
The idea is too large	Define the smallest responsible test, audience or action that could produce useful learning without pretending to solve the whole issue.
Community members do not respond	Review the invitation, make a respectful second attempt, use varied contact routes and ask trusted connectors for referrals. Do not treat silence as consent or disinterest.
Team contribution is uneven	Make current actions visible, confer individually, assess individual evidence and redistribute consequential work. Address structural access before assuming motivation.
A team loses momentum	Reconnect purpose, evidence and the next smallest action. Decide explicitly whether to adapt, seek help, pause or conclude.

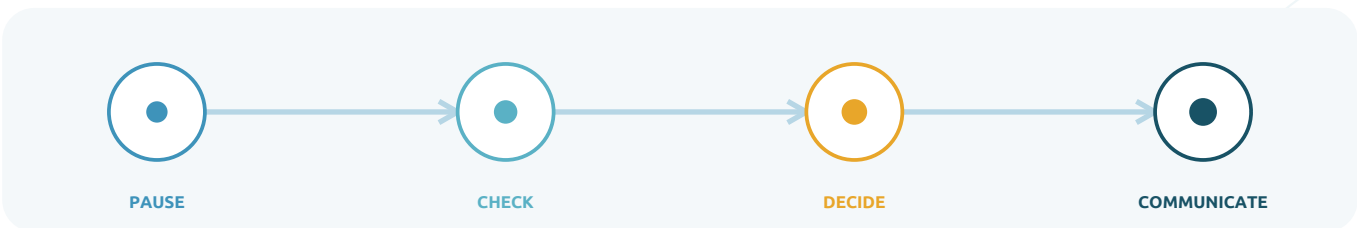
PAUSE IS A VALID MOVE



Responsible youth leadership includes stopping to protect people, clarify authority or gather better information. A pause should be explained, documented and revisited.

MORE COMMON TENSIONS

IF THIS HAPPENS	TRY THIS NEXT
Students resist feedback	Return feedback to criteria and questions. Ask teams to choose what they will use and explain why, rather than requiring every suggestion to be followed.
Adults begin taking over	Name the adult responsibility or constraint, complete only what requires adult authority and return the remaining decisions and work to students.
A partner direction feels unsafe or inappropriate	Pause the activity, apply policy and the ethical filter, consult responsible adults and communicate boundaries. Partnership does not override duty of care.
The evidence does not show the hoped-for result	Treat this as a finding. Review methods and limitations, then ask what the team learned and what decision the evidence supports.
No one can continue the project	Plan an accountable conclusion: communicate, complete commitments, preserve useful learning, manage records and celebrate contribution without creating a false promise.



A final planning conversation

Before students enter the next cycle, use these questions to align youth influence, community relationship, teacher responsibility and assessment.

ASK BEFORE THE NEXT CYCLE

- 1 What can young people genuinely influence here?
- 2 Which relationships and knowledge should shape the inquiry?
- 3 What are the ethical, safety and access conditions for the next responsibility?
- 4 What evidence will help students make a real decision?
- 5 Where can peer and partner feedback be used while revision is still possible?
- 6 What will adults hold, and what will we deliberately return to students?

THE TEACHER'S INVITATION



Design the conditions. Protect the relationships. Return the decisions. Help young people turn careful listening into responsible action and lasting learning.

RESEARCH WITH COMMUNITY ACTION WITH PURPOSE LEARNING WITH CONSEQUENCE

Design the conditions. Protect the relationships. Return the decisions. Help young people turn careful listening into responsible action and lasting learning.



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