Part 1

COMICS

Good question

Good Question

BOOK 1
ARRIVALS
(AT SCHOOL AND FIRST QUESTIONS)...

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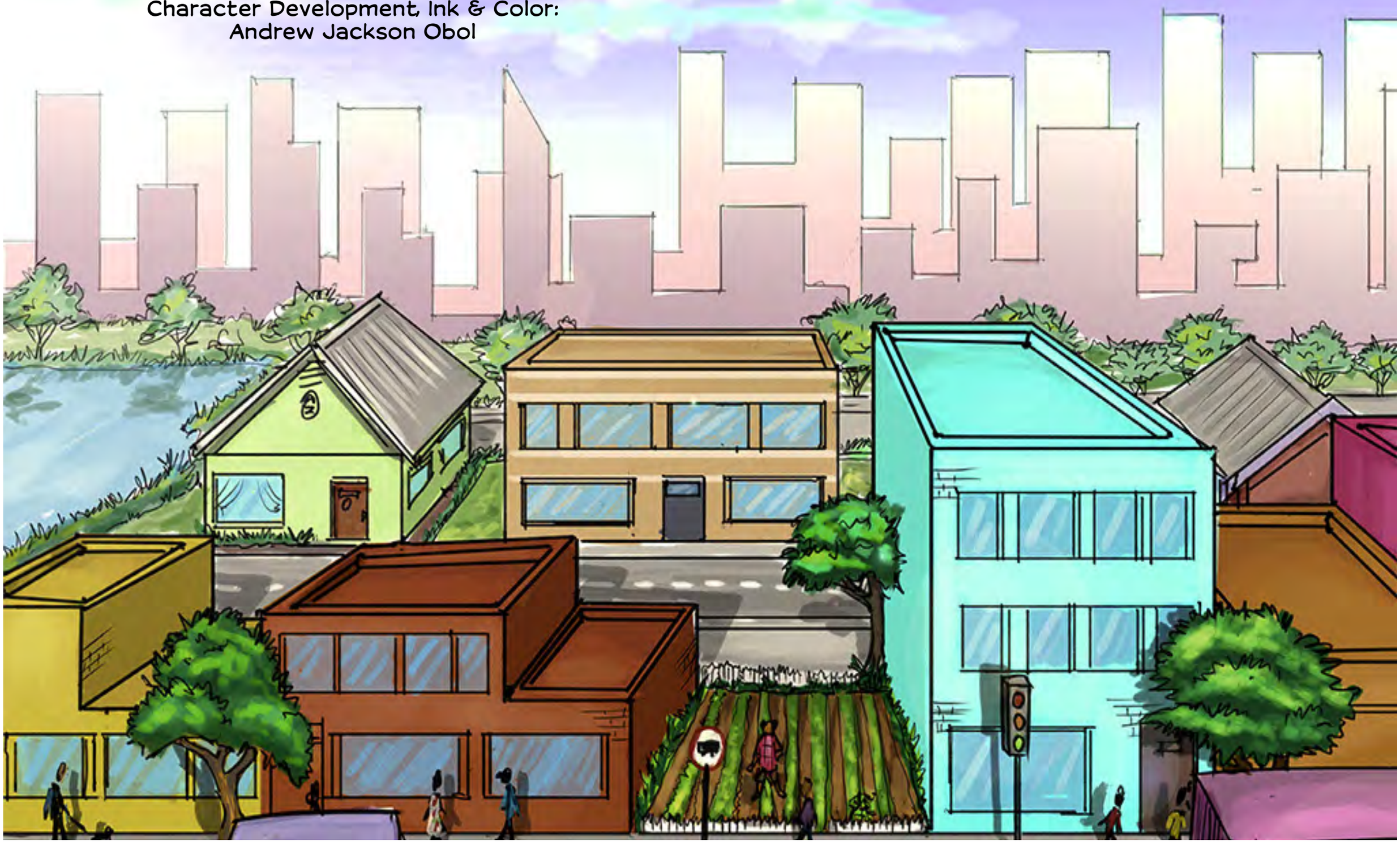


Hey Lil' Mo!
Hurry up!
The bus is here!

Nah!
My carrots need me
and you don't.
I'll catch up...

BBrrum
Bum
Bum
Bum

...more space on the street
than the bus anyway.

School starts too early! Dad's restaurant stays open too late!

Hey Ka•teena!

BBrrum!

BBrrum!!

TWO buses passed me by. I think they hate me.

Yak! Yak!

snork!

muTTer!

Giggle!

mghph?

BBrrroo - oo - o - o

POP!

BBroo - o - o - o

- o - o - o

- o - o

- o - o

-o

-o

THE YOUTH CENTER

squich... squich... squich...

rattle!

clatter!

CRASH!!

KA ISLAND RESTAURANT

chop!

chop!

chop!

squich... squich... squich...

shuffle!

scuffle!

mmble!!

kvetch!!

squich...

squich...

squich...

squich...

squich...

Brum
m
m
m

squich...squich...

squich...

squing...
...squing
squing...

We need to put this thing up before class!

Be right there. I have better tape in my backpack, but I have to go around to the other entrance.

All VisitorZ PleaSe rePort to the oFfiCe.

Somebody stuck something gross to my locker!

I hope I don't have to stand up and talk today

No running!

I'm already hungry!

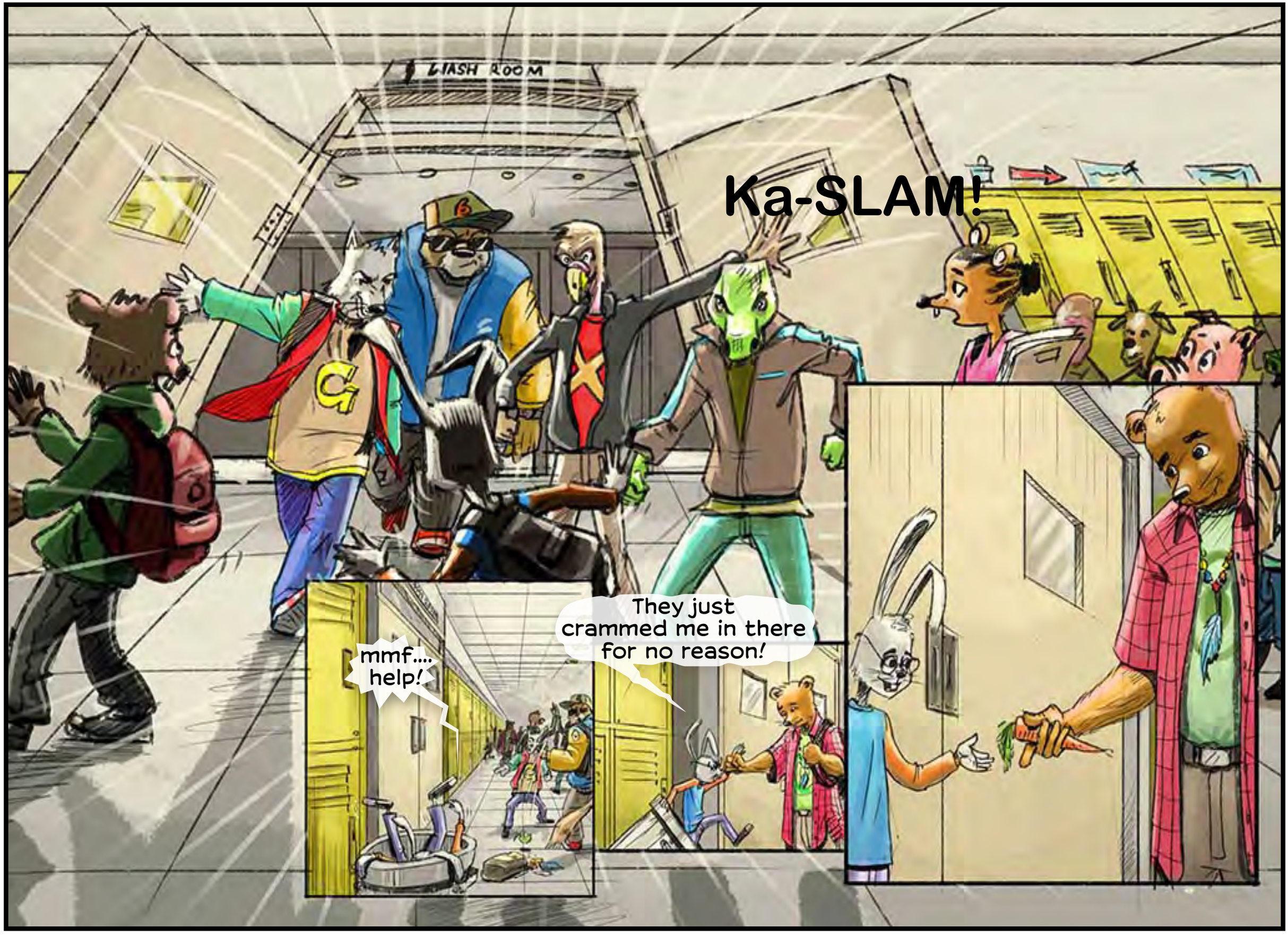
I wonder what's for lunch?

Is that a new kid?

squing...

....squing...

...squing...


LIASH ROOM
Ka-SLAM!
mmf.... help!
They just crammed me in there for no reason!

SC-SC-SC-scritch

click!

glide...

Yak! Yak!

huf...

Grumble...

Grmmph!!

I can get it!...
...with this thing
I made last week
from plastic toy
pliers and
a spring.

cough!

Yack!

echo!

Giggle!

rush!

Class!

Please come inside!

Its time to begin!

zzip!

Gah!

flip!

snap-a..

snap-a..

snap!

flak!

Class.... ...I want to introduce our next big project by asking each of you...

...'Why?'

In your walk or ride here today, (or this week or in the last month) did you see, hear, or experience things...

Is there anything about our school or community that could be better if it was different?

...that made you wonder, "Why?"

hmm? ?? yea. well?

?? maybe..?

Class! ...Everybody Brainstorm!...

If my garden was bigger, we could use that food here!

Some of the alleys on the walk to school are bad.

Why are the playground garbage cans always so full and gross?

How old is this building? It looks like a castle (which is cool), but nothin' works.

Every time I skateboard from home I get yelled at. Maybe the school could build a skate ramp. We could all use it. (...and I wouldn't get so much grief!)

murmr murmr

I wish the food at school was as good as my Dad's

When it's busy at the restaurant, its hard to finish homework, plus I need to save for art supplies

cree..k

Yesterday one of the grade 3 boys came into the girl's washroom. I think he was afraid to use the other one.

Class! ...Your ideas might be good research questions.

Now class...
...To turn your good question into research, you will need to collect data
...'Data' is the word for any thing you carefully notice, and record or remember so you can think about it later.

...I bet each of you have favourite ways to collect data about your daily life?

...as you think about your questions, describe your best way to notice and remember.

When my grandma tells stories I can imagine walking downtown when it was mostly a forest. Think what I could grow with more space for my garden!

Everybody teases me because I like to talk, but I listen too! I can find out what everyone is thinking when I listen!

I draw a lot and it helps me notice how the buildings are built, and what is in each window. I notice signs, and how people work and play and even fight.

I like to shoot cellphone videos to see my ride later. Bouncing around the street fast and half blurry, I can feel the space.

Huh!?

scree-ee-e!

I notice stuff. People leave the most amazing things laying around or in the garbage. Is collecting stuff a way of noticing and remembering?

Class...

Data can be collected as living history, video, photography, drawing, interviews, mapping, artefacts, and more...

Now Class! Please get in to smaller groups and focus your Big Questions and ideas about how you could collect data...

If we interviewed little kids, janitors, and different classes, we could get plenty of ideas about this place

Hah! Mostly complaints, I bet. I could build a scale model of nothing but complaints.

What if we invited everybody to take photos or draw on a floor plan? It could be like a map of the school with pictures.

Dus-T
SCHOOL JANITOR

...about the school,....

...or about the community.

I could ask my grandma to tell more stories. If she's ok with it, maybe I could record them, or tell them myself.

If you pull me backwards on my skateboard while I hold my camera, we could see the traffic, and how the neighbourhood changes near the stores, apartments and vacant lots

Ever since I was little, when we first moved here, I have been drawing... (when its been quiet at the restaurant). I have lots of drawings of the stores and people outside the window. I could do more.

Sometimes I get video of some pretty wild things...

TEACHER!!!?

What do I do if people start saying mean stuff?

Grandma says some of her stories are just for family & not for everyone to hear.

How do I make sure the pictures of the school are o.k?

Can I only use long, detailed drawings? Or are quick ones good too?

Class...

before we really begin...
...Plan your research
to be safe for you
and for the people in
your story - they are
your 'participants'.
The Story you find is meant to
be shared,
to encourage discussion,
maybe change things, but not
embarrass people.
So...

- Plan your questions.
- Introduce yourself.
- Ask permission.
- Inform participants they will get to approve your telling of their story.

BBRRINNNGGG!

CAFETERIA

Bo! Save me a place in line!

We can eat in the little kid's corner. I have questions & permission forms.

step

step

step

So tempting to jump...

step

step

I hope they have soup today. Its better than the overcooked vegetable 'surprise'.

The caf isn't so bad. -if you like greasy brussel sprouts-!

sprint!

The food here sucks! Bug•Zee!, Lil'Mo! Come eat with me at Dad's restaurant, then maybe we can start our research

shuffle

Scho Cafeteria

skuff

You two know you can't go in with the little ones...

...You'll have to wait!

But we have a note...

...from Ms. McC.

We're doing research!

Don't forget, lunch ends at 12:52 and the door is locked at 12:57

Can we visit Ph•lo and Ed•e at the Youth Center after we eat?

For research of course!

I think we'll need to use the bus if we can catch it.

Yay!

hey?

Good Question

BOOK 2
INVESTIGATIONS
(OF SCHOOL AND COMMUNITY)...

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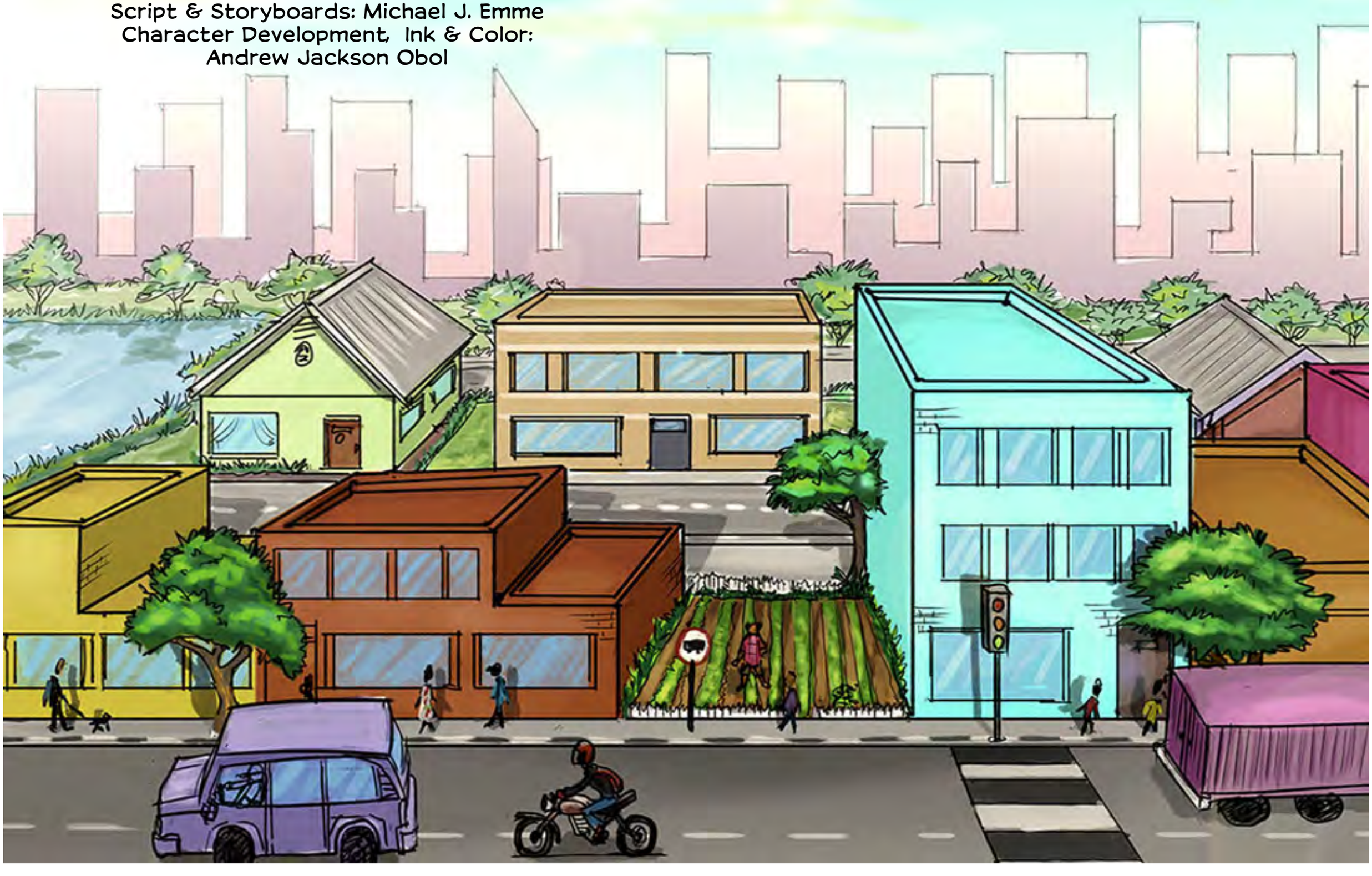

clatter

click!

Bo•La•Fo!
Go to the bottom of the stairs and catch this!

Wuh?

Hah!

Hmm!

Thunk!
Thunk!
Thunk!

click!

click!

click!

shuffle

gnash

mumble

munch

yack 'n chat

Why are you taking pictures?

We're doing research...
...being reporters

Why?

...for fun.

...to investigate and understand.

...to tell a story that shows what school is really like.

Do you want to see?

I'm really not comfortable with that picture of me. I look angry, when I was really scared.

...can you please delete it?

MONITOR

Sure!

Thanks!

Now that I get what's going on...

...that was quite the jump!

Pretty cool, eh?

Deleting...

Can we take pictures too?

Lots of them!

Erm?

Woah!!

Uh Oh!

Do you have stories can you tell?

Do you remember being new to school?...

What do you think about the halls?...

The office?...

The playground?...

Can you think of other fun or sketchy places in or on the way to school?

Oh Yeh!

Belonging
Strange
Lonely
Afraid

So if we get into groups, and find cameras, we can research together and tell stories about school life.

OK!, but ... where will we get that many cam...?

...huh!? ...Wow!

click!

click!

click!

click!

click!

click!

click!

Wait! Wait! Not yet!

Your research can tell your stories, but everybody has to work together.

click?

click?

click?

click?

click?

click?

click?

We'll come to your class at the end of the day to talk with your teacher...

...to create teams around themes...

...and pick places to photograph.

Sheesh! These guys are gonna go nuts! How will we keep track of all their pictures?

How about a map or a poster that we can stick their pictures on to?

Later....

What a drawing job! There must be a hundred rooms in this old school!... ...and stairwells going to (mysterious) locked doors.

I think we should get the janitor, Mr. Dus-T, to check this for us. He has keys to everything. He'll know.

Isn't his room in the basement?...

Yeah!

Don't forget the dark corner outside with the dumpster. I lost a ball in there once when I was in grade 4.

Have you ever taken the freight elevator to the basement before?

No...

You missed a few washrooms and the old PE storage room...
...but this is pretty good kids.

I recognize that. It's a typewriter!

And these are class photos...
...they must be 100 years old.

Just about..
...if you look close you'll see me in there somewhere.

What's the flat bat for?

Hol-yyy! Look at all this cool stuff...
...trophies, old games & uniforms.

Do you really want to know?...
It's not a bat.
40 years ago it used to be in the principals' office...

Ulp!

Did the school used to have a marching band?

No. Those are cadet uniforms.
Long before I went to this school, kids used to practice marching like soldiers.

You went to school here!?

Why are the girls and boys using different doors?

Yup.

I'm not sure. I guess they really thought girls and boys were different back then.

Those are called filmstrips. They're for teaching.

What a load of questions. This feels like an interview.

Look! Little rolls of plastic with pictures on them. ....and books with no pictures at all.

Yeah!

Meanwhile, a few blocks away...

ISLAND RESTAURANT

THE YOUTH C

C'mon in!

This is your Dad's restaurant?

My Granny and Gandpa too. It belongs to all my family. I work here after school and on weekends when my homework is done.

Come on to the back and we can get something to eat.

Wow!

I don't recognize this food, but it smells good!

You can really see the youth center from here.

nonk!

Wow. It's cool back here.

Grandma! I've brought friends from school!

I really like that you can see the mural and old advertising underneath it on the YC's wall.

I wonder what that building was before it became the YC?

So how does all of this fit our research anyway?

My Dad found some old pictures of the restaurant when the buses were on train tracks. I did drawings of them. See?

Nice!

What'r you doing Bug•Zee?

click!

click!

click!

And here's the restaurant and alley 50 years ago.

I wonder what kind of food they had?

click!

Look how dressed up the people are!

Ka•teena, can I take a picture of your drawing and the front of the restaurant now so I can see how they look together?

Fun!

We could even pose in the same places as the people you drew.

It's just about time to open up!

Looks like the usual crew...
...I'll unlock the door

Pose like this!
In the old photo I drew, the people were a couple being elegant!

I don't know about this...!?

Click!

Click!

Click!

skreek!

skreek!

let's show Ph-lo and Ed-e before we get back to school. Maybe they'll have ideas about how to turn this into research.

KA-ISLAND

Whatcha doin'?

Yah?

Nice camera kid.

Ullp!

Let me see this!

Ummm...
...We...we..'re taking pictures... for school...

Yeah!
...we're researching.

If we show how the street has changed, Maybe we can make things better.

WE have ideas about THAT!

FOOD'S READY!!

Our mural made the alley better

Nice drawing.

We were about to show Ph-lo and Ed-e...
...and get their ideas.

THE YOUTH

Hey Ph•lo!
Look at our pictures.
They're data.

Okay-y...?

Huh?
What's data?

We're researching how the street has changed.

Interesting.
Can you come inside for just a second?
I want to show you something too.

We have to get back to the school soon, but we wanted to show you.

Maybe with video it'll be like flying down the sidewalk!

Cool! So videos and drawings are data?

Definitely.

...but
YOU have to walk!

Er.. Sorry!

WREC ROOM
Check it out! We're doing research too.
Ya! sure you are. Lunch isn't research.
No! In the Wrec Room.
Huh?
05

Wow! What is it?
It's a map of the street and the beginning of a neighborhood plan.

...like a skateboard ramp?

Our project is to map the neighborhood, and then anyone who comes to the center can build models of real or imaginary places we would like nearby.

What about keeping and changing what's already here, like with my Dad's restaurant?

Like in your new research? I think what you three are researching could be an important part of this.

My granny says there was a creek through here that has been hidden with pipes. Do you think we could bring it back?

If you can find it, we can at least put it on the map.

YOUTH CL

See you later. I'll ask Grandma more about the creek

Great! I have a recorder you can borrow if you want.

C'mon!! or we'll miss this and be late back to school

Brum...

Brum...

With good questions and awsome ways to gather data, the real work begins.

That afternoon, back at school, Mau-C and Bo•La•Fo's map sets the scene for an unusual look at how the halls & spaces in school feel.

So class! Every day for the next week, there will be a lunch hour photo club...

...and you can try to fill the map with pictures and stories about cool and scary places.

Good Question

Authors: Michael J. Emme & Anna Kirova
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BOOK 3
MAKING SENSE
(AND SHARING)...

over the next weeks ...

...where on the map? You can reach with this if you want to do it yourself.

Tell me why you took a picture there?

Boys

Girls

Cafeteria

Gym

Asking questions

Can you see the concrete animals at the corners of the building?

They look like monsters!

roll...

documenting

The sun, the soil and the water have been part of this place for longer than we have. This land has fed us for generations.

How do you know Grandma?

Good question. Let me tell you a story.

Ssssss..

taking time to listen

...an electric brush cleaner. If a boy was good, he got chosen to clean the chalk erasers.

So... what is THAT thing?

Sounds toxic!

It was great fun... ...really loud, and made big white clouds!

...Why only the boys?

Good Question.

critical wondering

...gathering data.

Wahoo-oO

Grind...

Can you do drawings of the alleys too? That's OUR space.

Nice!

I think so.

Through sketching, sharing and feedback, Ka•teena discovered the youth at the YC saw (and used) the buildings and streets differently than she did.

• • •

Bo•La•Fo and Mau•C chased little kids with cameras who looked in places only little kids notice.

• • •

And they listened to Dus•T's stories while digging through the school's old treasures.

click!

click!

click!

click!

...Later,
in their classroom...

Class!
I can see that you've been hard at work gathering data and investigating your good questions.

Look at my drawings. Did you know that the Youth Center used to be a furniture store? ...and the restaurant was a restaurant, but it looks like they sold mostly sausage and cabbage. ...and some of the older kids at the Youth Center have done amazing things to the alleys...

Sausage & Cabbage Spot

I've skated every street within 4 blocks of here & have video... everything:

12:15 PM

...of people walking, hanging around and even sleeping right next to crazy traffic... ...and the garbage being collected, bus stops emptying and filling with people moving, reflections in store windows,...

But...

We asked the little kids to show us the places they liked and didn't like in the school and they must have shot 30 pictures each!

Our map of the school is buried under pictures...

So...

Yeah! And did you know that Mr. Dus•T has a room full of great old stuff and that he used to be a student here too?

THUR MURRAY

MODERN

WALTZER

Lee Baxter

MUSIC

So...

My grandma told me all kinds of cool stories about the land. Some of them are from when she was little, and some are just for family...

But...

...WHAT do we do NOW?

Class! You have batches of data! But research isn't just gathering interesting information and stories. Do you remember your big questions?

Do city buildings tell stories?

Is our school a good place for little kids?...

...for ALL kids?

...and Skateboarding!

...what about the garden and creek?

Think of your data as clues to understanding your big question.

To make sense of your data You need to get to know it:

- by looking, listening and reading closely...
- by sorting it, taking notes and imagining what it might mean.
- Even PLAY with it!

Your data is like a brand new collection.

First look closely at every part of the collection and just enjoy noticing what makes it special.

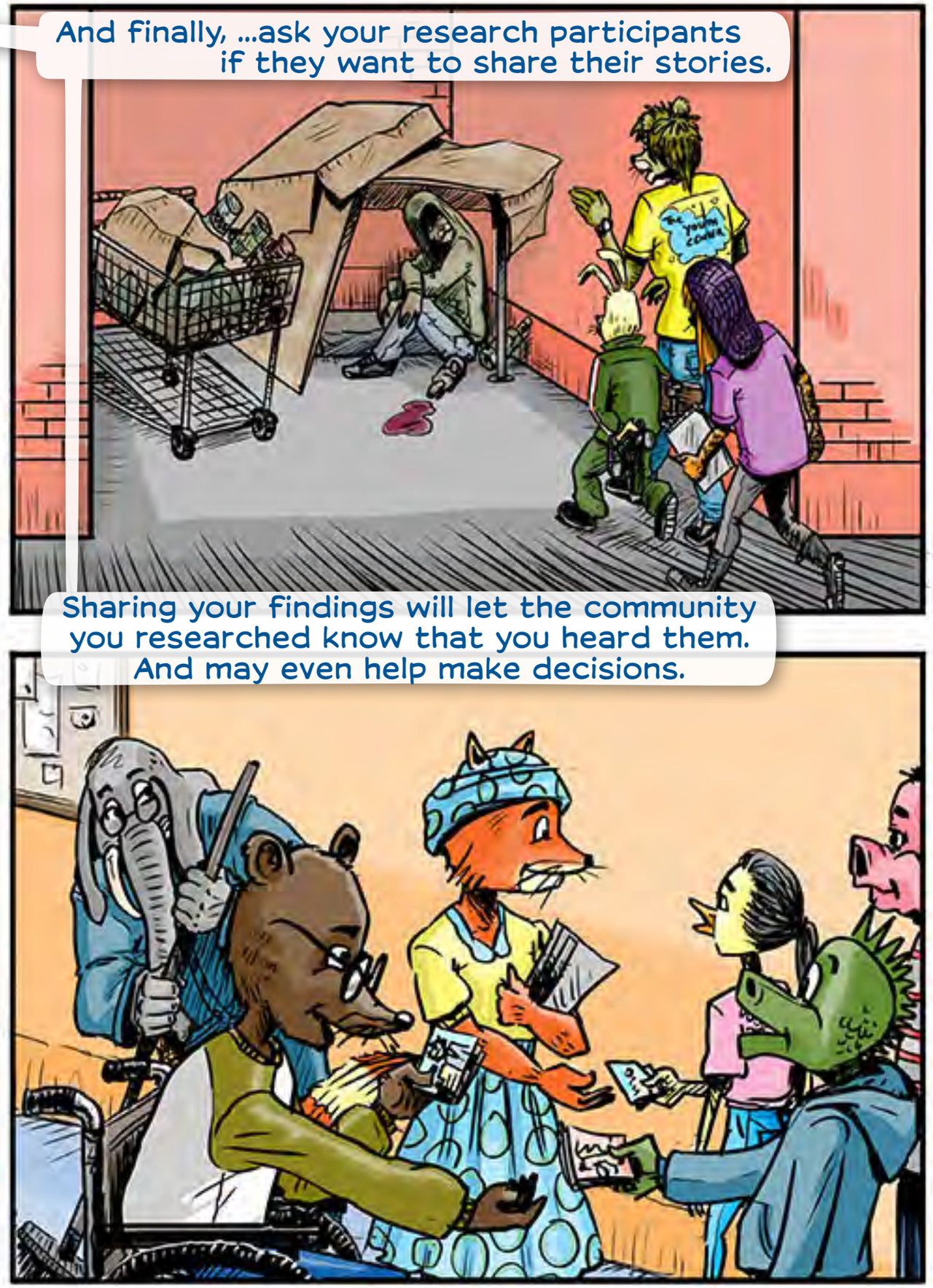
You will start to see patterns!

Use those patterns to sort your data. (by putting pictures into piles, or writing down words people said that are interesting and get used a lot.).

In research, this is called 'coding the data'.

Once you data is organized, you may discover that it tells someone's story, answers your question, or even surprises you.

This is called analyzing your data



Ph-lo and E-de at the YC invited us to include our drawings and video in the youth exhibit about the community they are planning.

I'm not sure about putting these on a wall to show!

When your data combines observation with your creativity and feelings, it is art-based research. You can organize your research and show it as art.

I want to show it all!

Bug•Zee. How many minutes of video did you take?

Heh. Heh. Minutes? Hours!

Ka•teena, can I help you curate your drawings? We (or a group of classmates you pick) can give you ideas about which to include and how to group them.

Bug•Zee, **If** you can cut and connect those shots into a 5 minute story, your data can be shared

(and people might actually watch to the end!)

?

Bug•Zee! What is your research question again?

I think you need to make a list of all your shots. If each has a number and a description, you can pick which to edit into a sequence. There may be more to your research than you know.

I want to build a skate park.

MONITOR

ASSETS

TIMELINE

EDITING TOOLS

As you log your shots, think about:

- What you saw,
- How you felt,
- How your skating made others feel.
- How time of day mattered
- The way others used the sidewalk & alleys.

I bet other ideas will pop into your head too!

tick-a tick-a tick!!

I did see some kids I'd never met in a cool abandoned building.

Which drawings look nice? Does that matter? Which tell stories? How do you think they should be arranged?

What about the drawings of the alleys? They're different.

I've got alleys too! They're not so good for skateboarding. Too full of boxes and stuff.

I can tell that I live near you, but I usually walk faster by the alleys

Ka•teena's drawings are about walking and looking slowly My video is going to be about moving... fast!

tick-a tick!!

Remember. 5-minutes, and a theme!

Why use color to draw stores with apartments on the 2nd floor? Everything else is just grey pencil.

Lil' Mo?

I like that some show new buildings built next to old ones...

You seem quiet Lil' Mo. Is something the matter?

I don't have any data!

You said we had to collect data and that I could interview my Grandma. So I got a recorder. We sat in the garden and I asked her to tell me stories about the creek and about the land before the city was built.

She talked and talked about me when I was little, but only started to answer my questions about long ago after the recorder ran out of batteries.

Afterwards she said those stories weren't meant to be recorded! They're meant to be Told.

Grandma's so nice, and I learn so much from her, but how will I finish my research without data?"

Hearing Grandma tell the stories from long ago made me feel good, but I don't know how that is research.

Hmm... I think, your grandma has given you something very special. Maybe she IS your data.

Do you think she would come to class, or go to the YC... to **TELL** stories?

In another corner of the classroom.

So... What can you say about the piles of photos the little kids put on your floorplan?

They're different sizes...?

How different?

We'll have to count them.

...or measure them. With numbers turned into shapes we could make a bar graph...

...that shows the most scarey part of the school for those kids.

Exit

Bye

Plop

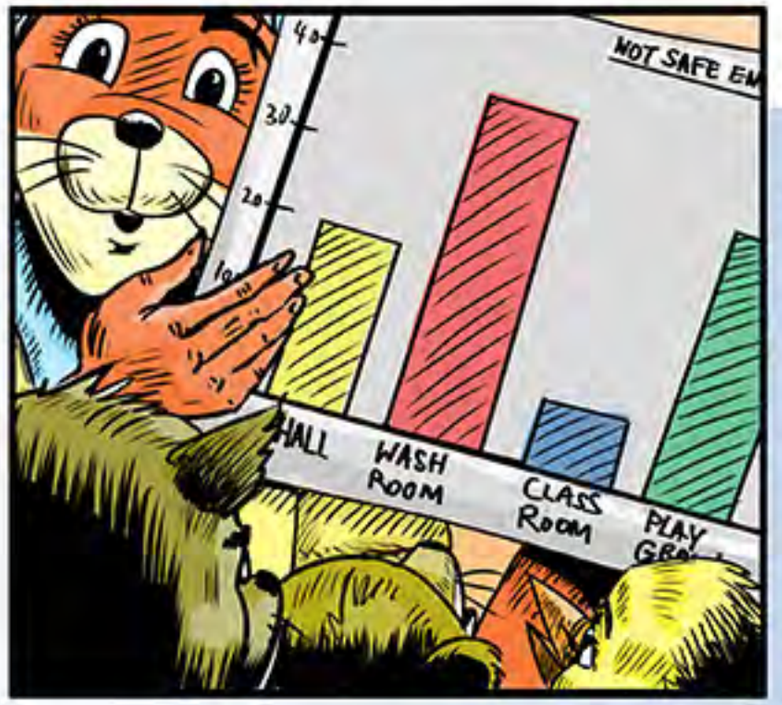
A graph can make data easier to understand. But it can also trick us into thinking something (like bullying) is simple, just by looking nice.

Crash.

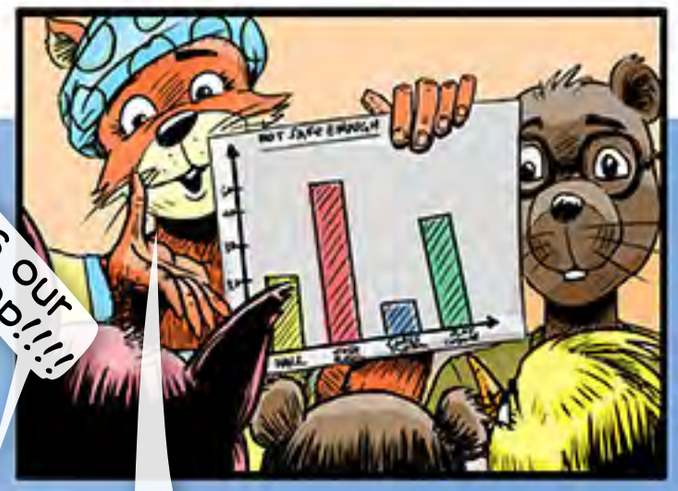
Hah!... Um?... Ok Ms.M.

So... when you are done with this, be sure to show it to the little kids. It's THEIR information. You need to know if they think it looks like their story. In research, getting approval for your analysis is called a 'member check' Because the little kids are members of your team!

AFTER a VISIT WITH the LITTLE KIDS...



So, we made a great graph with bars and colours, and took it to the little kids...



We see that turning your piles of pictures into a graph told **US** a story...
...but let's try again.
You took lots of good pictures of an empty room, or ones we can't use because they show people (who hadn't signed forms).
We can see they are important to you, but what IS **YOUR** story!?

Bathrooms & Bullying!

kids hide, jump out, and tease.

I'm not allowed to use the girl's.

I see mean drawings on the walls.

...CAME a NEW DIRECTION...

...and SOME INSPIRATION...

When we saw them acting out what scared them, it was like a play, so we asked if they wanted to do a performance or make a comicbook about those stories.

They chose comics. Bo•La•fo helped with poses and I snapped photos, then we put it together like this. It's a photo-comic. Their teacher called it a fotonovela.

This is Great! From a photo-map to a bar graph, to a comic! Each sure adds something to the story.

The little kids are sometimes really afraid in the bathrooms. I get that. And I bet they could come up with a new design that was better!

Maybe you, the little kids, and your teachers could take this to the principal!? It makes a pretty good case...

You can see from all the pictures and old stuff down here, that the building has been renovated a bunch of times... ...and it is definitely due for some more work.

Ms. McCauley said we can research **STUFF** too.

I wonder if we could use this to show that sometimes the old ways are not fair...? or that even schools can change!

I have an idea! We can make a display for the case in the the school lobby.

"... by selecting, studying, comparing and exhibiting artefacts... you can ask good questions about the past and the present, and how things could change in the future."

THUR MURRAY

CITIZENSHIP

Instead of trophies, we can show a history of how the school has tried to get better.

... and after some planning and work together...

They sure have lots of ideas.

...more light!

...lower sinks!

...no hiding places!!

...better smells?!

...a meeting with the Principal.

The little kids are working with their teacher and Mr. Dus•T on a new, safe bathroom design.

We hung their stories at THEIR eye level, because that's how they see the school!

Interesting!

Skuff..

snap!

PADDLE

Grade 3 Hallway Research

Grade 3 Hallway Research

Next week, you should come see (and hear) our research too!

Ph•lo, Ed•e & the YC crew are gonna fit our art and Lil' Mo's Grandma's storytelling with their plan for the city.

sprint!

It's part of an exhibition at the YC.

clop..

clop.

shuffle...

shuffle...

At the YC, the 'Changing City' idea fair started taking shape

Wrec – ROOM

So... The idea fair is our plan to show the city some new ways of living together. Your research may be a class project for you, but we want this show to make a difference.

My drawings show how different people keep coming here and working to make this place beautiful (and useful)!

How do you think your pictures, video and stories will help?

I think my video shows what the street looks, sounds and feels like.

My grandma can tell stories about how we lived with rivers, trees and animals right here!

...and one week later, friends, family and neighbours join the YC Youth and Ms. McCauley's class at the opening of the YC 'Changing City' idea fair.

We discovered an old, empty warehouse that would make a great indoor skatepark!

I know that building. I sleep there when it's cold because the shelter won't let me keep my dog. She's my friend and keeps me safe.

This is Arts-based research. It shows the buildings are beautiful...

What can be done about **THAT?**

Whoa! Good Question.

...and how they have changed is interesting

DEPT. OF PLANNING INFORMATION

Skate Street Data Research

At the city planning office, we have questions about that too.

Imagine when MY grandmother was your age, and sitting right where you are. There were no buildings yet. You would be on a grassy slope. Instead of in a room with a TV. You would hear a creek and be watching small fish swimming.

Storytelling Research with Granny

...That's so cool!

It's still there too! Just hidden in a pipe.

This story would make a great play.

so why is the creek hidden?

Good Question!

...back in class the week after the hall display and idea fair

Class! After all of your great work, how do you feel about research?

Methods

Questions

I think I will get to paint with the YC crew on their next mural project! It's gonna show all the different ways youth use the city

We looked and asked lots of questions. I know we saw and heard plenty of new things. Maybe it will all make a difference... ...but maybe not.

My Grandma isn't so sure that her stories will change anything, but somebody sprayed a tag that says 'free me' on the pipe that holds the creek.

Grandma says it can take a while to hear a story.

A BETTER PLAN

Kat and I both want to take our ideas to city hall and talk more with the planner who came to the show. I think that the city should work better for kids without homes... ...and skaters!

Along with the little kids' washroom design, the principal asked if I wanted to talk to the school board about places I still can't get to in this building.

Lil' Mo, your Grandma is right. It can take a while to hear a story. That's why your data is so important.

What about?...

We need to find ways to keep all of this, so we can do more with it and share it.

Dus-T!!!!

But we can't keep it all here. There's no room for us as it is!

Wuh?

So, down to the basement...

I'm sorry Ms. McCauley. I can take back the things your students borrowed, but if I take any more, I won't be able to work!

What's with all those cases stacked in the corner?

They used to hold tubas and French Horns. They're all empty.

What'll we do?

Hmmm... I have an idea.

Cool elevator!

...then back in the classroom.

We can't keep all of this here either! What do you have in mind Mau•C?

None of our questions are answered yet. So we need to keep our data, share it and let other kids add to it.

Mrff! This better be a good plan!

It's simple! (...and even environmental!). We re-use these old instrument cases. Each can hold the data from one question, and each question/case goes to a different classroom in the school.

Sweet! So a case on school design... ...and a case on all the old stuff. Maybe even a case on research with photography!

How does that work for stories?

Yeah! What about data that isn't 'stuff', like my video?

My drawings are kind of big. I'm not exactly sure what's the best way to keep them.

Yeah! Yeah! Yeah! All these are (GOOD!) questions. Wait 'till you hear the second part of the idea.

Ms. Mcauley, do you think the school would let us build a web page?

Bug-Z, you made this great video. Do you know how we could put other data in the computer too?

I don't know, Maybe?

Bo. Did you save all of the digital photographs the little kids took?

That was like 750 files, they practically killed the school laptop I borrowed. I think they are still there.

I'm not sure, Mau•C. I'll have to check. Now what do you have in mind?

Can I go ask Ph-lo and Ed-e if we can include their plan in our computer? It has the school, the neighborhood and even the restored creek.

clack-a.. ...clack

mouse... ...mouse

I think I can use a camera and the computer to make small copies of my drawings, and have a trombone case be a gallery!

Class!

Mau-C's inspirations...
...really describe two ways of doing the same thing...
...all your great ideas about including art work, pictures, sounds, videos and writing can be kept, shared and used again...
...in digital and physical archives.
Mau•C's two ideas are a great beginning, but I don't have a clue how to organize all of this.

Do You?

Class! How DO we make an archive?

Good Question!

Here we go again...

That's our story, so far...

Your turn.