

Debrief form

Last updated: April 2022

By Concordia University Art Hives and ELL team.

This debrief form will be used for evaluation purposes, to understand the how big and diverse is our community, what are the main themes discussed, some highlights or challenges along the way, etc.

There are questions that are required (marked with a star '*' after the question) and questions that you will fill only if it applies to the current activity. If a question does not apply, please leave it blank, do not write n/a. If you are required to write numbers (at Participants' sections), please write numbers; if no participants of a specific age are present, please write 0.

* Required

1. General data about the activity

Name of the Art Hive *

Location (online / physical place). Please be consistent in naming the location of your activity - this will help data collection. *

Date *

Time of the activity *

Name of the people who completed the form (facilitators and members of the community, if they agree to have their names written here) *

Names of volunteers (if applicable):

2. Participants

Please write only numbers, no words, to the questions where you are asked to give numbers. if no participants of a specific age are present, please write 0.

Number of participants (please write the total numbers of participants present in the activity) *

Approximate number of older adults ≥ 65 (write a number only, no text)

Approximate number of children < 18 (write a number only, no text)

Approximate numbers of students (write a number only, no text)

How many new participants? (Write a number only, no text) *

How did new participants find the event? (Based on answers from the participants) *

- Word of mouth
- Passing by and being curious
- Social media
- Pop-Ups or other art hives
- Other organizations
- Other
- If "Other":

3. Observations or reflections on Equity, Diversity, and Inclusion (EDI)

Data collected here will inform us if the activities hold an inclusive, diverse, and equitable space.

Please note the discussions related to these three components in this section and how the community was encouraged to embrace a more EDI perspective and welcome the under-represented groups. The notes will also reflect any spontaneous self-identification with a group such as: Age, gender, sexual orientation, ethnicity/race, disability, religion, neighborhood, language, etc. If a question does not apply, please leave it blank.

Reflections on the composition of the group (e.g., mainly similar age, mainly adults but intergenerational, intergenerational including children or students, diverse ethnicities or homogenous group, people with visible or invisible disabilities, religion, location, etc.)

Were there any discussions related to EDI topics (age, gender, sexual orientation, ethnicity/race, disability, religion, neighborhood, etc.)?

If self-identification occurred, what may have facilitated it?

If needed, was a common ground found? If so, how (shared goals, community projects, etc.)?

What could be done to reach out for under-represented perspectives? (If any suggestions from the group)

List action steps to reach out for under-represented perspectives. How and when? Who offered to reach out? (Name the team members or community members who offered to help, or organizations that were mentioned in the discussions for each action step):

4. Creative Arts Expression

This section refers to any artistic expression present in the activity (art, drama, poetry, creative writing, design, music, dance and movement, baking, gardening, etc.)

Forms of expression (art, drama, poetry, music, baking, gardening, etc. - please write approximate numbers of persons using these forms of expression, e.g., art (12), poetry (1), music (1), gardening (1)): *

Themes & symbols (please do not write techniques and art materials here) *

Art materials or instruments used (please write the materials and the approximate number of persons using the same type of material (e.g., yarn (2), acrylic (5), collage (1), watercolour (1), guitar (1)).

Expressive Therapies Continuum (ETC): *

- kinesthetic
- sensory
- perceptual
- affective
- cognitive
- symbolic
- creative

5. Discussion Themes

This section will inform us about the discussions between the participants in the activity. We will look into the recurrence of some of the discussion's themes in time, to understand what is important for our community. Due to technical constraints, this category seems long. However, the recommendation is to write all the themes down in one paragraph, then to check in what sub-category they fit better. If the discussions do not cover one or more of the bellow sub-categories, please leave them blank.

Discussion themes: related to community

Discussion themes: related to artmaking

Discussion themes: self-care and personal successes

Discussion themes: challenges

Discussion themes: other

6. Highlights

Describe the highlights of the activity, what worked well and needs to be mentioned, to inspire other communities. The goal is to collect what our team does well and what happens in our community, to transmit this knowledge further. Due to technical constraints, this category seems long. However, the recommendation is to write all the highlights down in one paragraph, then to check what sub-category matches better. If the highlights do not cover one or more of the bellow sub-categories, please leave them blank. Participants' leadership is a required question due to its importance.

Highlights: holding the physical/digital space

Highlights: community experience

Highlights: accessible, third-space studio environment

Highlights: participants' leadership (e.g., participants taking lead in explaining a technique to the group - or offering to do a skill share, or an idea about a community activity they want to start, participants being ambassadors for our activities, etc.) *

Highlights: boundaries

Highlights: other

7. Challenges

Describe the challenges of the activity. What needs to be looked at more carefully, what needs improvement, to transmit this knowledge to other communities. Due to technical constraints, this category seems long. However, the recommendation is to write all the themes down in one paragraph, then to check in what sub-category they fit better. If the discussions do not cover one or more of the below sub-categories, please leave them blank. If you have other sub-categories than the below ones, please write all in "Other".

Challenges: holding the physical/digital space

Challenges: community experience

Challenges: artmaking

Challenges: accessible, third space studio environment

Challenges: participants' leadership

Challenges: boundaries

Challenges: other

8. Circles of Care connections

(e.g., friendships forming between participants, participant(s) sharing resources of self-care activities with the group, participants opening discussions about their circle of care, etc.): *

9. Testimonies

(Please do not write names):

10. Action steps and further follow up

In this section we collect the interests of our participants and themes of activities they may like to develop or participate in. If you need to have certain materials, or refill them, etc., or if other facilitators need be informed about something.

Proposed themes/interests from participants:

Action items required and who will follow up:

Potential research questions: