

# Knowledge to Action

A Guide to Knowledge Translation and Exchange using participatory film-making



**Access Alliance**  
Multicultural Health and Community Services

## The **Knowledge to Action Initiative**

was launched by Access Alliance Multicultural Health and Community Services in 2012-2013. The goals of the initiative were to:

- 1) Integrate community-based, participatory principles into our knowledge exchange activities;
- 2) Build community and organizational capacity to use research evidence for change;
- 3) Create accessible tools to get research out to people who can use it.



In this pilot project we engaged in an intensive training process to train a group of community members in key knowledge exchange skills. Over the 8-month project we collaboratively planned and produced two short knowledge exchange films and designed and delivered three workshops. The goals and content were all based on Income Security, Race & Health group research into the health impacts of insecure employment, and on the perspectives and priorities of community members.

### **Inside this Guide: Tips and tools for putting research into action**

If you are interested in creative and collaborative ways of putting knowledge into action using film, this guide is for you! You will find **definitions, tools and tips for sharing research** through participatory film-making, based on our learnings from the Knowledge to Action Initiative.

You are welcome to share and adapt anything in the guide. More information about the project, our research, and other activities is online at <http://accessalliance.ca/research>. If you have ideas, questions, or feedback we would love to hear from you: [research@accessalliance.ca](mailto:research@accessalliance.ca)

### **Contributors**

The tips, tools, and reflections highlighted in this kit were shaped by our trainers and collaborators: documentary filmmaker, editor and instructor Blanca Marcela López; Workers' Action Centre; Sally MacBeth from Clear Language and Design; John Stapleton of Open Policy Toronto; and Avvy Go of Metro Toronto Chinese and Southeast Asian Legal Clinic.

The Knowledge to Action Initiative team included Naseema Dar, Sheila Htoo, Mofazzal Hoque, Pinky Paglingayen, and Julie Chamberlain. Rebecca Cheff made major contributions to our evaluation and this toolkit. We gratefully acknowledge the support of our Access Alliance colleagues throughout: Megan Spasevski, Andrew Koch, Vera Kevic, Amer Esmail, Yogendra Shakya, and Axelle Janczur.

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## A community-based knowledge exchange pilot project

Often researchers share findings and evidence in one direction. They tell their audience – community, policymakers, service providers – what they learned, and hope that they understand and take action. **‘Knowledge exchange’** means sharing information in a multi-directional way. At Access Alliance we like this approach because it recognizes that knowledge and learning come from everyone, and everyone can participate. In this way, it fits with our Community-Based Research approach.



**Community-Based Research** is research conducted by, for and with communities on issues that are relevant to them. It has the goal of bringing positive social change in the community and broader society. It is an approach that enables community members to participate not as “research subjects” but as collaborators and agents of change. In this approach, research is not an end to itself but rather a way to give greater power and control to community members through meaningful participation. To learn how to conduct Community-Based Research, you can access our CBR kit online and download the pdf: <http://accessalliance.ca/research/capacity/cbrtoolkit>. If you are not familiar with CBR, it might

be useful to consult the CBR kit in consultation with this guide.



Our **Knowledge-to-Action Initiative** was designed to translate evidence from our research on income security, race and health, into action. This project drew on the content and findings from our research reports: *Working Rough, Living Poor: Employment and Income Insecurities Faced by Racialized Groups in the Black Creek area and their Impacts on Health* (2011) and *Where are the Good Jobs: Ten case stories of “working rough, living poor”* (2013). Both reports can be downloaded from our website: <http://accessalliance.ca/research/publications>. The KTA initiative brought community-based, participatory principles into knowledge exchange. We did this through the following steps:



- Step 1:** Develop a project team that includes **community members who have direct experience** with insecure employment, as well as a keen interest in research and action to take a lead in defining the goals and process of knowledge exchange.
- Step 2:** Become familiar with key research findings and recommendations as a project team and **developing key messages** for a variety of audiences.
- Step 3:** Provide training to the project team on topics that **build knowledge exchange skills**. These included:
- how to present evidence to mobilize action,
  - linking the theory and practice of knowledge exchange,
  - media training,
  - communicating in clear language and design,
  - communicating with policymakers and
  - facilitation skills.
- Step 4:** Train **KTA Leaders and CBR team** in public education **filmmaking skills**, including storyboarding, content building, videography and sound, and editing.
- Step 5:** Developing a Communications Strategy to deliver key messages.
- Step 6:** Producing **knowledge exchange materials** such as:
- Public education films, *Bad Jobs are Making us Sick*, and *Just Wait for our Call: The impact of temp agency work on health*. The films are online at [accessalliance.ca/knowledge-to-action](https://accessalliance.ca/knowledge-to-action), and are available on DVD from Access Alliance.
  - Key message documents for a different audiences (see Appendix A)
- Step 7:** Conducting **knowledge exchange activities** like:
- Workshops for community members and service providers on our key findings including: temporary agencies; employment & income insecurity and the health strain

**“What did I learn? First is the meaning of working with a team. Patience, resourcefulness, helping each other and collaborating on ideas” (Pinky, Knowledge to Action Leader)**

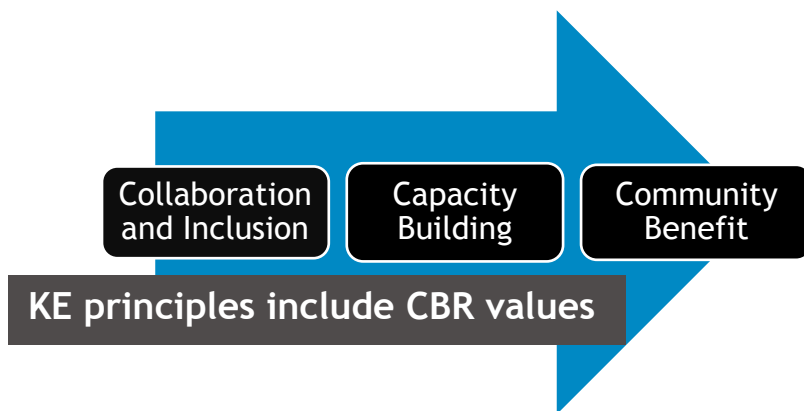
The process focused on hands-on activities and demanded the artistic and social action leadership of the Knowledge to Action Leaders. The result was a very rich and comprehensive training program that supported the team to achieve its goals in an inclusive and learning-focused way.

## Defining participatory knowledge exchange

We started by developing shared definitions of knowledge exchange — based on readings about best practices, but also on our own values and ethics. This allowed us to find our own clear language to talk about sharing research, and to determine our priorities in the style we wanted to use.

### What is Knowledge Exchange?

- A way of talking about how we do and share research
- An approach to connecting research evidence and practice
- Theory and strategies for accessible research people can use and act on
- Principles of design and communication



### Key principles of Knowledge Exchange

- Build relationships with people who can use the knowledge ('knowledge-users')
- Tailor messages and media to those knowledge-users
- Involve knowledge-users in planning, design, production and sharing of research and tools
- Build policy literacy and research literacy
- Be receptive to feedback and your own learning

### Genuine Participation includes:

- Listening
- Lots of time to discuss
- Willingness to change plans and ideas
- Shared control over the process, the messages, and how the messages are shared

### Through Participatory Knowledge Exchange we can...

- Develop our understanding of how and when people use research evidence
- Build our relationships with different knowledge-users (policymakers, community members, organizations)
- Practice our communication skills
- Build capacity to understand and use research evidence
- Put our knowledge into real action!

Our readings included: Murphy, K. Fafard, P. & O'Campo, P. (2012). Introduction – Knowledge Translation and Urban Health Equity: Advancing the Agenda. *Journal of Urban Health*, and Imagine Canada (2006). *Knowledge Transfer and Exchange for Nonprofit Organizations: A Framework*.



## Tools and Tips for Developing your Messages

The following pages include information, tools and tips that were useful in helping us to develop key messages for multiple audiences. The tips will help you to understand your target audiences and how to deliver messages that will be clear and compelling. For example, the key message you develop for policy makers to make changes to healthcare policy may differ from the key message you develop for clients or patients that are looking to changes to their health. It is important to know your audience and develop compelling messages using clear and plain language. The Communications Plan that you develop will support you in this.

### Key Messages KTA team developed based on research findings:

- ⇒ *Insecure employment leads to health care costs, lost tax revenue, and loss of community involvement.*
- ⇒ **Our research shows that:**
  - ✓ **Immigrants are working hard to keep their families healthy and insecure jobs create more health problems.**
  - ✓ **Work should be a path out of poverty, but low paying jobs with unreliable hours make it hard for families to cover basic expenses like rent and food**
  - ✓ **Insecure jobs don't lead to stable jobs. People get trapped in a cycle of insecure, temporary work.**



## Developing a Communications Plan

Creating a communications plan will keep you on a timeline for how you will engage your stakeholders. A plan has you consider who your audiences are and how you plan to reach them. You want to identify what you want to achieve, with whom, how you will do it and when. With this planning, you will then identify which mediums are the most effective for your audiences, considering that not one medium reaches everyone. You will want to look for a variety of ways to reach people, from traditional media (where you would send out a media release or try and capture the interest of a reporter) to social media. When planning to engage stakeholders on social media, it helps to rewrite your key messages into short, attention catching sentences, with multi-media to accompany. Think about who your allies are on social media, and engage them with your tweets, requests to retweet, post or follow. Elements of a well thought out plan are:

- **A situational analysis.** What evidence is already being shared about your research topic and how?
- **Communication goals.** For example, our goal was *to raise awareness and spark action on income and employment security for newcomer and racialized populations in Ontario through sharing of films.*
- **Communications objectives.** They should be Specific, Measurable, Attainable, Relevant & Time-sensitive. For example, how many views of the films? Which audiences will see the films and by when?
- **Identification of key audiences.** Who will you share your films with and why?
- **Key messages tailored to key audiences.** What will your key messages be?
- **Communications strategies and tactics.** How will you achieve your objectives above?

With communications being part of your early planning, you will be clear in how and what you are communicating, and the confidence of your message will have people listen with a closer ear.

# Worksheet: Know your Audience



Message	Allies/Facilitators	Barriers/Opponents	Audience	Format
What is the message?	Who is interested?	What are the barriers to people getting the message?	Who can act on this message?	What media will we use to reach the audience?
Is it a compelling message?	Who can help?		How might they define the issue?	What medium would make most sense for the audience?
What is the story we want to tell?	What are their needs and priorities?		What misconceptions might they hold?	
	What are the helpful current conditions?		How can we include them?	
<p>What else do we need to know to answer these questions? How can we find out?</p>				





## 5 Tips for Clear Writing

### 1. Clear language means:

- Short
- Understandable
- Memorable
- Simple
- Focused
- You can act on it
- Visually illustrated

### 2. Your core message should be at the top, whether it is good news or bad.

- What is the core message?
- What will your reader care about?
- Information should be sorted, grouped, and labelled by relevance
- Headings should accurately reflect what is in the body
- Choose shorter, more familiar words

### 3. Know your Audience

- ‘Grade level’ is based on combination of long words and sentence length
- For a general audience, aim to write around a Grade 7-9 level, especially if you want to introduce new terms
- Essential information for a diverse audience should be around Grade 5-6 level

### 4. Avoid the Passive Voice

- Active voice is more direct and easy to understand
- Examples:
  - “We decided...” (Active) versus “The decision was made...” (Passive)
  - “Participants said...” (Active) versus “It was said by participants that...” (Passive)

### 5. Make the Abstract Concrete:

- Define abstract terms
- Give examples
- Draw a picture
- Tell a story

Based on lessons learned from Clear Language and Design. For much more information and an readability tool: <http://www.eastendliteracy.on.ca/clearlanguageanddesign>



## Public Policy Advocacy Tips

'Knowledge exchange' often seems to mean 'advocacy,' because one of the main *audiences* we want to reach is policymakers. Here are 3 key things to consider:

### **Be prepared to appeal to different mindsets**

Unsuccessful advocacy says: "This is complicated," "You should be uncomfortable," "You should feel bad." People want to feel good! To get their attention and support (or at least non-opposition) we need to help them do that.

Public policymakers can only do what the public will allow. If policymakers won't do what you want, your target might be public opinion.

### **Practice disinterest to hone your message**

John Stapleton of Open Policy Toronto suggests "*The Subway Car Test*":

- Imagine your top advocacy concern
- Look around at people on the subway and ask yourself "what would these people think of my concern?"

It is powerful to have an idea:

When a policymaker asks "How would you do that?" have an answer!

Disinterested people can be the best policy articulators, asking questions like "what is this for?" "What is the value?"

As advocates, we need to practice that disinterest in order to get through to different audiences.

Play off of conventional wisdom: what could you say to a stranger about your issue without seeming weird? Build from there.

### **Policymakers need education!**

We were repeatedly surprised by what our political representatives didn't know about their own constituencies. We can play a role in connecting them to their communities and vice versa.

Relationship-building counts. You might want to focus on the permanent parts of government as well as or instead of politicians, including agencies, special purpose bodies, and political staff.

Policymakers might not know what to do about an issue. This is why it is very important that we offer ideas for solutions as well as showing them the problems. If we can educate and equip them, we can also hold them accountable. Part of holding policymakers accountable is specifically asking what they can commit to, and following up to find out what they actually did. If they don't live up to their promises or your expectations: let them know what the consequences are!

*Based on our engagement with policymakers and lessons from: John Stapleton – Open Policy Toronto. To review our key messages for policy makers, see Appendix A.*



## Tips for Knowledge Exchange on Health

Selected based on the work of André Picard (<http://andrepicard.com/>), and Robert Wood Johnson Foundation. (2010). *A new way to talk about the social determinants of health*: <http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023>

### 1. Be an advocate for evidence

- Let the evidence speak
- Be respectful of opposing views
- Don't dismiss counter-arguments out of hand.

### 2. Give the issue a human face

- For the media, no person = no story

### 3. Be selective and mix it up

- Be creative in how results are presented

### 4. Show me the money

- Highlight costs and benefits of recommendations

### 5. Seek out allies

- Build relationships with others, including the media
- People (especially in government) don't like to be surprised or embarrassed. What can you do to build working relationships?

### 6. Have a backbone

- Don't shy away from the truth, even if it may be painful to some

### 7. Timing is everything

- Put thought into your timing. What else is happening right now? What is your audience doing at that time? Are there events you can link with?

### 8. Be strategic in your messaging!

#### Know your Message

Interpret the findings for your audience, answering the question: "who cares?"

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The Robert Wood Foundation conducted research into how traditional social determinants of health language moves or reaches broad audiences: it doesn't. Here are some of their lessons for reaching people.

⇒ **Prime audiences with messages they already believe to make concepts more credible**

Good language is:

- colloquial
- values-driven
- emotionally-compelling

⇒ **One strong fact is best**

- a. Introduce controversial facts with more acceptable context (e.g. Scientists have found that the conditions in which we live and work have an enormous impact on our health, long before we ever see a doctor)
- b. Don't let numbers be forgettable! (use 'almost 25%' not '23.5%')
- c. Imagine why someone might 'cry foul': What might stand out as skewed?

⇒ **Identify problem and potential solutions, whether an action or set of principles**

⇒ **Incorporate a message of personal responsibility**

The message that everyone should have equal opportunity to make good health choices works for a broad audience, for example.

⇒ **Mix both 'conservative' and 'progressive' values**

For example, your key messages could appeal to conservative values if they including a cost saving angle!

⇒ **Focus on how the social determinants of health affect all Canadians**

*What are 3 ways you could use these tips?*

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## Communications Tactics used in KTA Initiative

- i. Develop supporting “key messages” material in the form of handouts
  - Handouts provide background information to support the two films
  - Handouts can distributed at screens, meetings, etc.
  - Refer to “About the Films” and “Key Messages” Handouts (*latter is included in this guide under Appendices on page 26*)
- ii. Upload films to Access Alliance Youtube channel and embed video on [accessalliance.ca/knowledge-to-action](http://accessalliance.ca/knowledge-to-action)
  - Profile films on Access Alliance homepage for 6 weeks
- iii. Screen films at Access Alliance all-staff meeting
  - Distribute DVDs and handouts to staff
- iv. Screen films at Access Alliance community events
  - End-of-summer event, Danforth
  - End-of-summer event, Jane
- v. Screen films at Access Alliance and other Toronto CHCs’ reception areas
  - Have supporting materials available in reception area
- vi. Promote the campaign on Twitter and Facebook for 6 weeks
  - Refer to your Twitter Strategy (*included in this guide on page 15*)
- vii. Meet and screen films with MPs and MPPs for all 3 Access Alliance constituency areas
- viii. Send media release announcing films to local media
  - Refer Media Contact List and Media Release
- ix. Targeted media pitches to journalists
  - Laurie Monsebratten, Toronto Star
- x. Submit films to film festivals
  - Canadian Labour International Film Festival (CLIFF), Fall 2013
  - Cinema Politica, Fall-Winter 2013-2014
  - MayWorks 2014, May 2014



**Watch two new films that make the link  
between job security and health**  
[accessalliance.ca/knowledge-to-action](http://accessalliance.ca/knowledge-to-action)



## Knowledge to Action: Sample Twitter Strategy

**What will you tweet:** Develop key recommendations, messages and quotes from the films once daily for one month social media blitz.

### **Key messages tweets:**

- Insecure employment results in health care costs and lost tax revenue: <http://bit.ly/1bwpulb>
- Immigrants are working hard to keep their families healthy and insecure jobs create more health problems: <http://bit.ly/1bwpulb>
- Low paying jobs with unreliable hours make it hard for families to cover basic expenses: <http://bit.ly/1bwpulb>
- Insecure jobs don't lead to stable jobs. People get trapped in a cycle of insecure, temporary work: <http://bit.ly/1bwpulb>

**Whom will you tweet at?** Tweet at KTA partner organizations (e.g. @OCASI\_Policy) and target your tweets to encourage them to promote and view the films.

**What type of content will engage your audience?** Tweet questions related to the films to engage followers. Retweet responses. Tweet film quotes to generate interest.

le: "It's racism and exploitation. It's not what I expected when I came to Canada." Watch two new short films here: <http://bit.ly/1bwpulb>

**What hashtags will you use to link it to larger conversations?** le. #goodjobs, or #onpoli, #CdnImm, #racism

**How many characters:** Aim for 120 characters to allow for retweets (RT @AccessAlliance = 18 characters)

**Links:** Shorten link to videos using bit.ly: <http://accessalliance.ca/knowledge-to-action> = <http://bit.ly/1bwpulb>



## Factors in successful collaborative filmmaking

Once we sat back and looked at our knowledge to action films and the process that created them, we identified some factors that were critical to our success. The road was bumpy, but members of our team said things like **“I think our film, because it was a participatory approach, I am very satisfied with the quality and the message and the way it got done.”** Here are some key factors in that success.

### 1) Invest in people power

It is essential to have ‘knowledge-users’ and/or the people affected by the research at the centre of the participatory project. Community-based research values also demand that each person’s time be recognized in a fair and equitable way. As a result, we recruited a small group of Knowledge to Action Leaders from among our volunteers, in order to provide maximum well-paid work to each person. Our project evaluation revealed that having sufficient support from a coordinator was key to the Leaders’ positive feelings about the experience and outcomes.

Seeking help and expertise is another vital aspect of investing in people power. Be realistic about the skills and knowledge you have at the outset. We sought early advice from Charles Street Video for example, which helped us make good use of our resources to find a great video artist to work with, and to arrange the trainings and consultations we needed.



### 2) Develop shared understandings

Take the time to build solid shared understandings of the research, of your goals, and of the expectations of the group from early on. In the later stages of the project we benefited enormously from having built rapport and trust slowly, and from documenting our learning and decisions. For example, early on in our film training we reflected on the impact of who is ‘shown’ or ‘heard’ in a film. Based on our discussions at that time we had an agreement to primarily feature the faces and voices of racialized newcomers. Moving quickly through editing later became easier because we trusted each other to follow through on that agreement.

### 3) Get serious about collaboration

Taking a collaborative approach to filmmaking shapes the whole process and the films you end up making. Consider having someone whose role it is to support the

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collaboration itself. They can keep an eye on questions like: Have we set the collaborative, consensus-focused tone? Is everyone committed to equitable collaboration? Is everyone participating to the extent they desire? What needs to change or shift to enhance collaboration?

For our team, ‘ownership’ of the process and results turned out to be one of the most rewarding parts of the project. Involving collaborators that were themselves *skilled* at collaboration turned out to be a key success factor. For example, the video artist we worked with could help foster an environment of shared planning and input. Consider whether there are similar skills and experience you want to look for in your collaborators.

### 4) Think big, plan small

When planning your collaborative filmmaking project, let your imagination soar. And then: attempt a fraction of what you imagined! A primary struggle in our initiative was the number and complexity of products that we planned to make in a short period of time. Our tip for you is therefore to keep it simple and keep your goals modest. Working with a small group helps, so that everyone can get enough support and attention. If you’re taking a capacity building approach, you will need lots of time for learning, reflection, mistakes, and surprises. Keep this in mind along the way, with a realistic view of what your group and resources can handle.

### 5) Take a capacity-building approach

We began from the assumption that we all had something to offer as filmmakers, and that we all had something to learn as filmmakers. We planned the most thorough training program that we could afford, with the leadership of a skilled filmmaker and collaborator. The training included workshops to learn about documentary film, about scriptwriting, camera work, and the basics of editing. This developed a basis on which we could imagine, plan, film and edit together, from conception to completion.

It is helpful to identify each person’s learning goals early on, and to make space for taking on different roles and responsibilities accordingly. With a check-in part way through your process, you can see if people are getting the opportunities they hoped for.

“The best part of it was we all had learned, had fun, and took care of each other”

### 6) Celebrate success, celebrate struggle

Regular chances for reflection are so important to collaborative filmmaking. Check in regularly about the process, what you’re learning and grappling with, and where you’re headed. In the Knowledge to Action Initiative, structured time to reflect increased our sense of accomplishment, commitment, and shared problem-solving. It also helped us to document what we were learning, and what was working and not working so we could make changes and share it with others like you. The toughest parts of filmmaking (editing!) were made joyful by celebrating each step.



## **Knowledge to Action Filmmaking:** **5 Questions to Get Started**

### **1. What resources do we have?**

How much time and money can we budget for filming? Who can help us? Do we have a camera, tripod, and access to editing?

### **2. What’s at the heart of the story, and how do we show this visually?**

What do we want to show? Who do we want to talk to? Where? What images will convey our message?

Create a list of potential characters or interviews, basic storylines, areas of potential conflict and emotion

### **3. How do we want this to look and feel?**

### **4. How long or short will it be? Why?**

Consider your audience and how you want to share your film. Online viewers will watch about 3 minutes! We set an upper limit for ourselves and struggled to stay within it.

### **5. What will be each person’s role and responsibilities?**

Will everyone write, film and edit? How? Will tasks be divided? Why or why not?

**You will need informed consent from everyone who is identifiable in your film.**

Prepare information about the film, the process, and its goals ahead of time so people can decide to participate. Outline how you plan to use the films, where they might be shown, whether and how they can change their minds and what they can expect from you. Check for understanding before the consent form is signed.

**Notes:** \_\_\_\_\_  
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## **Knowledge to Action Filmmaking: 5 Common Mistakes on Short Films**

### **1. The intro or set-up is too long**

The premise of the story should be established in a few opening shots. Remember: show, don't tell! This is important in a short film.

### **2. No clear protagonist**

Your protagonist (main character) needs to have clear motivations throughout the beginning, middle and end of the story. It's a short 'story arc,' but make it hard for your protagonist. They will be making decisions throughout the course of the film, and those decisions need to have motivations.

### **3. Too much dialogue**

Many people relate to short films to jokes. There needs to be a clear story ending with a punchline. This is where you have to make sure your messages are simple and clear.

### **4. Too many stories.**

"What's it about?" It's about the protagonist and their conflict. Not the protagonist's best friend's subplot. One straight, red line from start to ending. Stick with one story.

### **5. No story.**

Even worse than too many stories and, unfortunately, seen much more often. No story at all. You should quickly be able to understand what a short film is about.

A short film should not be just a series of images. Tell your audience a story in a short amount of time. And don't just tell the story: show it.

Based on handouts from Blanca Marcela López. Also check out *Documentary Storytelling: The Drama of Life* by Sheila Curran Bernard at <http://www.writersstore.com/documentary-storytelling-the-drama-of-real-life/>



## Knowledge to Action Filmmaking: Production Planning Template

Planning is very important to a successful filmmaking process. Include as many details as you possibly can, breaking it down hour-by-hour. Include what you'll film, where, with whom, and any people or resources you will need.

Time	Activities	Notes

## Appendix A: Sample Workshop Outline

### Knowledge to Action Workshop: “Temp Agencies and your Rights at Work”

This is an example of a workshop developed out of research evidence about the role of temp agencies in insecure employment. It incorporates activities to reflect on the significance of findings, as well as knowledge-building activities and ways to take action. Note that information on legislation will be sensitive to change. (Developed in Summer 2013 by Knowledge-to-Action Leader Sheila Htoo and Karen Dick from Toronto Workers’ Action Centre).

#### Dream list of goals/outcomes:

<ul style="list-style-type: none"> <li>• Participants will have a basic understanding of Temp Agency work</li> <li>• Participants will learn about/know their basic rights at work</li> <li>• Participants will share and discuss problems/issues related to Temporary/precarious work and impact of Temp work on them, their families and health</li> </ul>	<ul style="list-style-type: none"> <li>• Participants will learn /know about available employment resources (e.g. Workers’ Action Centre)</li> <li>• Participants will be connected with collective action</li> </ul>
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#### Session Plan:

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
5:00				Set up room. Do flipcharts Lay out pictures for people to choose as they come in the room	Projector, laptop	
5:30	10	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Set the tone</li> <li>• Learn participants’ background</li> <li>• Make people feel comfortable/settle in</li> </ul>	<b>Picture</b>	<ul style="list-style-type: none"> <li>• Say your name</li> <li>• Pick a picture and describe how it relates to Temporary work/ what kinds of work are out there these days?</li> </ul> (Depending on size of the group, participants may be asked to do this activity ‘in-pair’).	Pictures (pile of pictures cut up & prepared)	

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
5:40	5	How we want to be together (ground rules)/Agenda	<b>Flip chart Agenda</b>  <b>'Coming Attractions'</b>	<ul style="list-style-type: none"> <li>Explain agenda and goals of the workshop</li> <li>Explain the place to put aside questions that we will come back and address at the end of the session (what we're calling 'Coming Attractions')</li> </ul>	Flip chart papers  'Agenda'  'Ground Rules'  'Coming Attraction' chart on the wall	
5:45	4	Introduce the film	<b>Talk</b>	Introduce the film and why you're showing it (to spark discussion; as a backdrop for talking about our rights)  (There are two options for films to show here. View both ahead of time to plan what you prefer. <b>Just Wait for our Call</b> focuses more specifically on temp agencies, but is more problem-focused and geared towards a policymaker audience. <b>Bad Jobs are Making Us Sick</b> is also appropriate but covers a range of issues).		
5:49	7	<ul style="list-style-type: none"> <li>Spark discussion and reflection on insecure work/ temp agencies</li> <li>Set the context for next sections</li> </ul>	<b>Film</b>	Screen either <b>Just Wait for our Call: The impact of temp agency work on health</b> , or <b>Bad Jobs are Making us Sick</b> (available at <a href="http://accessalliance.ca/knowledge-to-action">http://accessalliance.ca/knowledge-to-action</a> , or on DVD from <a href="mailto:research@accessalliance.ca">research@accessalliance.ca</a> )	Projector/Computer/DVD or internet	

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
6:00	20	<ul style="list-style-type: none"> <li>Discuss key issues and impacts of temp work</li> <li>Provide space for sharing experiences</li> </ul>	<p><b>Group discussion</b></p> <p>or</p> <p><b>in pair/ report back to large group</b></p>	<p>“We showed this film to start with in order to set the context for our discussion of rights. Our intention is to start here and then to focus on <i>what we can do</i> to protect ourselves and have our rights respected.”</p> <p><b>Key questions:</b> 1). What did you see in the film? 2). How does this affect us? Our families? Communities? Health?</p> <ul style="list-style-type: none"> <li>Affirm the commonality of people’s stories. Many of us are facing the same or similar issues. There are things we can do individually and together to take action!</li> <li>This film shows that research backs up what we know is happening. (Can share one-pager and recommendations if appropriate, for folks to refer to or share <a href="http://accessalliance.ca/knowledge-to-action">http://accessalliance.ca/knowledge-to-action</a>)</li> </ul>	<p>Flip chart notes/ (facilitators will have main guiding/probing questions for discussions)</p>	
6:20-6:40	20	<ul style="list-style-type: none"> <li>Share knowledge</li> <li>Counter misconceptions</li> </ul>	<p><b>Draw a diagram of the temp agency &amp; the client company</b></p>	<ul style="list-style-type: none"> <li>Where do you go to work everyday? The client company.</li> <li>Who is the employer under the law? The Temp agency</li> <li>Why do companies use temp agencies? Not liable under the law, cheaper and without the hassle of administration, human resources. Companies are not loyal to their temps—they are cheap labour. Easy to get rid of—assignment simply ends (come back to this in terms of “termination pay”).</li> </ul>	<p>Flip chart &amp; markers</p> <p>Temporary Agency Fact Sheets (available at <a href="http://www.workersactioncentre.org/know-your-rights">www.workersactioncentre.org/know-your-rights</a>)</p>	<p>Workers’ Action Centre rep</p>

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
				<ul style="list-style-type: none"> <li>How does a temp agency make its money? Discuss the “mark-up” &amp; “fees”.</li> <li>Can a temp apply for a permanent job at the client company? Discuss “barriers to a permanent job”.</li> </ul> <p>Sum up: Good to know your protections under the law and figure out what we know and don't know about our rights. All of the most recent protections and laws were because of temp workers taking the lead to pressure the government and expose temp agencies. (Show pictures).</p>	Pictures of worker actions	
6:40-7:15	35	Knowing our basic rights under the Employment Standards Act.	<b>Temporary Agency Workers' Rights BINGO</b>	<p>There are 9 questions on the bingo sheet - have people get up and go around and get 3 signatures from people who know the answer to a question, when you get 3 in a row – yell Bingo! Let's take up the answers as a group. PRIZE goes to the person who gets 3 correct answers.</p> <p>Finish off answering the rest of the questions with the whole group. Hand out Factsheet on Temp Work and Know Your Rights Booklet.</p> <p>Sum up:</p> <p>Emphasize the positive effects of knowing our rights and working together to campaign. We can do it! Mention</p>	<p>Temp Agency Workers' Rights BINGO (25 copies) *not included in the toolkit, to be created from info from the current Know Your Rights booklets*</p> <p>Know Your Rights at Work Booklets (25 copies)</p> <p>Workers Action Centre</p> <p>sign-up sheet will be circulated</p>	Workers' Action Centre rep

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
				current campaigns. Give links to Workers Action Centre and Ministry of Labour (and any other resources)		
<b>7:20</b>	<b>5</b>	Allow last questions/ comments on the workshop	<b>Review 'Coming Attraction' wall</b>	Revisit the 'Coming Attractions' wall (if there are some questions posted)	'Coming Attraction' Flipchart on the wall	
<b>7:25</b>	<b>5</b>	Wrap-up & Evaluation	<b>Evaluation</b>	(Ask questions to evaluate the process) Thermometer (hot to cold): participants will move along the spectrum based on how they feel about workshop and responses to evaluation questions	Evaluation questions/ Evaluation Forms	

The following key message documents were created during the Knowledge-to-Action Initiative. Review them in light of the tips and guidelines provided in this resource guide.



**Insecure employment means work that is...**

- Unstable
- Casual or temporary
- Unsafe
- Low paying
- Not a good fit with your qualifications

Or work where there is discrimination or harassment .

**Racialized newcomers:**

- Face 2 to 3 times higher rates of unemployment
- Are up to 4 times more likely to be underemployed
- Earn 84 cents for every dollar that non-racialized workers make.

**Insecure employment has health and social costs for us all**



*“We work hard but we don’t earn enough despite working hard”* (Research participant)

**Insecure employment leads to health care costs, lost tax revenue, and loss of community involvement.**

**Our research shows that:**

- **Immigrants are working hard to keep their families healthy** and insecure jobs create more health problems.
- **Work should be a path out of poverty**, but low paying jobs with unreliable hours make it hard for families to cover basic expenses like rent and food
- **Insecure jobs don’t lead to stable jobs.** People get trapped in a cycle of insecure, temporary work.

[accessalliance.ca/knowledge-to-action](https://accessalliance.ca/knowledge-to-action)

@AccessAlliance #goodjobs



## What can policymakers do? Make employment security a priority

**Politicians and policymakers can speak up about insecure employment and put employment and income security on the agenda.**

### **We urge action to:**

- Make stable and fair jobs and living wages a priority in Ontario's poverty reduction, economic, and labour strategies
- Demand increased proactive inspections and enforcement of basic employment and occupational health and safety standards — with the resources to back it up!
- Support employment programs that lead to fair, stable employment, not just any job
- Promote employment equity in all workplaces

### **Income security makes economic sense**

"I just think people need to make a living wage with health benefits. It also puts more money back into the economy and creates a healthier country. It's really that simple."

(Craig Jelinek, CEO—COSTCO)

### **Employers don't always follow the law!**

That's why we need proactive inspection and enforcement of basic standards

### **Learn more and spark discussion with short films:**

[accessalliance.ca/  
knowledge-to-action](https://accessalliance.ca/knowledge-to-action)

## What can service providers do? Make employment security a priority



### To support access to stable and fair employment, service providers can:

- Speak out about the problem of insecure employment
- Check in after someone gets a job to see how things are going
- Create spaces for community members to talk about their jobs
- Support community members to get help if their rights have been violated
- Build relationships with employers who are good corporate citizens
- Support building of newcomers' professional networks
- Support mental and emotional health and self-esteem



Spark discussion and action with short films and recommendations from service providers:

[accessalliance.ca/  
knowledge-to-  
action](https://accessalliance.ca/knowledge-to-action)

# What can policymakers do?

## Improve conditions for Temp Agency workers

There are policy changes that could improve conditions for temp agency workers. We're calling on policymakers to:

- **Require equal treatment and equal pay for temp agency workers**
- **Create joint and legal responsibility between the client company and the temp agency**
  - for all wages, employment standards entitlements, and coverage under the Workers Safety and Insurance Board
- **Apply stronger Occupational Health and Safety incentives and responsibility to client companies**, because they have the most control over the workplace
- **Eliminate all fees charged by temp agencies for finding permanent work**
- **Eliminate the six month barrier for a worker to be hired at the client company**



**Workers' Action Centre members take action for fairness.**

**Use our short films to spark discussion and action:**

[accessalliance.ca/knowledge-to-action](http://accessalliance.ca/knowledge-to-action)

**Join with others taking action for fair employment:**

[www.workersactioncentre.org](http://www.workersactioncentre.org)

