

# Arts-based knowledge mobilisation

with Professor Elaine Power

## Talking points

### Knowledge and Comprehension

1. How many children in Canada are food insecure?
2. Why might food insecure people not use food banks?
3. What is the difference between a minimum wage and a living wage, and why is that difference important?
4. What is a basic income guarantee?

### Application

5. How would a basic income guarantee help to alleviate food insecurity?
6. What skills do you already have that would support a career in arts-based knowledge mobilisation? What skills or knowledge might you still need to develop?
7. How can the general public, including young people, hold governments accountable?

### Analysis

8. Why did Elaine decide to shift her focus away from policymakers and towards the general public?
9. Why is art such a powerful way of communicating research evidence? What advantages does arts-based knowledge mobilisation have over other forms of sharing academic knowledge?

### Evaluation

10. Why do you think food insecurity still exists in wealthy countries like Canada?
11. Why is research evidence important? Why do you think research evidence is sometimes ignored by policymakers?
12. A basic income guarantee could help to lift people out of poverty; however, implementing such a policy would not be straightforward. What challenges could prevent the implementation of a basic income guarantee, and how could they be overcome?

### Creativity

13. If you were to create an arts-based project about an important issue in your local community, what would it be about, and why? What artistic media would you choose to communicate in, and why?

## Activity

### Create an arts-based campaign for change

Arts-based knowledge mobilisation can be a powerful way of sharing information, and this activity gives you an opportunity to try it for yourselves.

In small groups, discuss your answers to Question 13. What issues did you identify? Was there any overlap? What artistic media did you each suggest?

As a group, pick one of the issues and discuss why it is important. Discuss what you already know, and do some research to learn more. What exactly is the problem? Who has been most impacted? What needs to change? Has anything been done that has made the issue better or worse? Is there anyone you can talk to who can give you a different perspective?

Decide what age range you would like to connect with — young children, teenagers, adults or older people. Then decide what form(s) of art you would like to use to communicate your messages. Why would that medium be most suitable for your message, and for the audience you have chosen?

Design your campaign, including initial drafts or summaries of the creative work. Think carefully about the tone, style and message, and about what will be most suitable for your target age range.

Share your work with another group, look at theirs and give each other feedback. Then discuss:

- What did you enjoy about creating your campaign?
- Do you think your message came across clearly?
- What emotions do you think were portrayed in your work?
- What would you do differently, after receiving feedback and reflecting on your work?
- What would you change if you were targeting a different age range?
- What other art-forms could you use, and how do you think they would change the response of your audience?
- What have you learnt from this process?

## More resources

- Read more about *Shy Cat and the Stuff-the-Bus Challenge* and order your own copy here: [hungrystories.ca/stuffing-the-bus](http://hungrystories.ca/stuffing-the-bus)
- Learn more about the Basic Income Youth Collective on their website: [basicincomeyouth.ca](http://basicincomeyouth.ca)
- These two TED talks discuss food insecurity and the issues surrounding it: [youtube.com/watch?v=pLJ3XnTMIRM](https://www.youtube.com/watch?v=pLJ3XnTMIRM) and [youtube.com/watch?v=xwyrMK81-FQ](https://www.youtube.com/watch?v=xwyrMK81-FQ)