



Pacific
Community
Communauté
du Pacifique



PAPP
Pacific Agriculture Policy Project



Capacity development support for Agricultural Policy, Research and Extension Services through Applied Knowledge Management Tools and Approaches

Sub-regional workshop – FSM, Marshall Islands, Nauru and Palau

17 – 21 October, 2016
Pohnpei, Federated States of Micronesia

Extension Officer and Student WRITESHOP

Tuesday 18 October, 3:45-5pm (following afternoon tea)

CONTENT:

- **Introduction to the Writeshop (3:45 - 5 min.) – Israel and Jacqui**
- **Preparation for the Field Trip (3:50 – 10 minutes) - Jacqui**
- **Storyboard as a KM Technique (4:00 - 30 minutes) – Israel**
- **GROUP ACTIVITY – KM Storyboard, Interviews and Photos (4:30 - 30 minutes)**

WHAT IS A WRITESHOP?

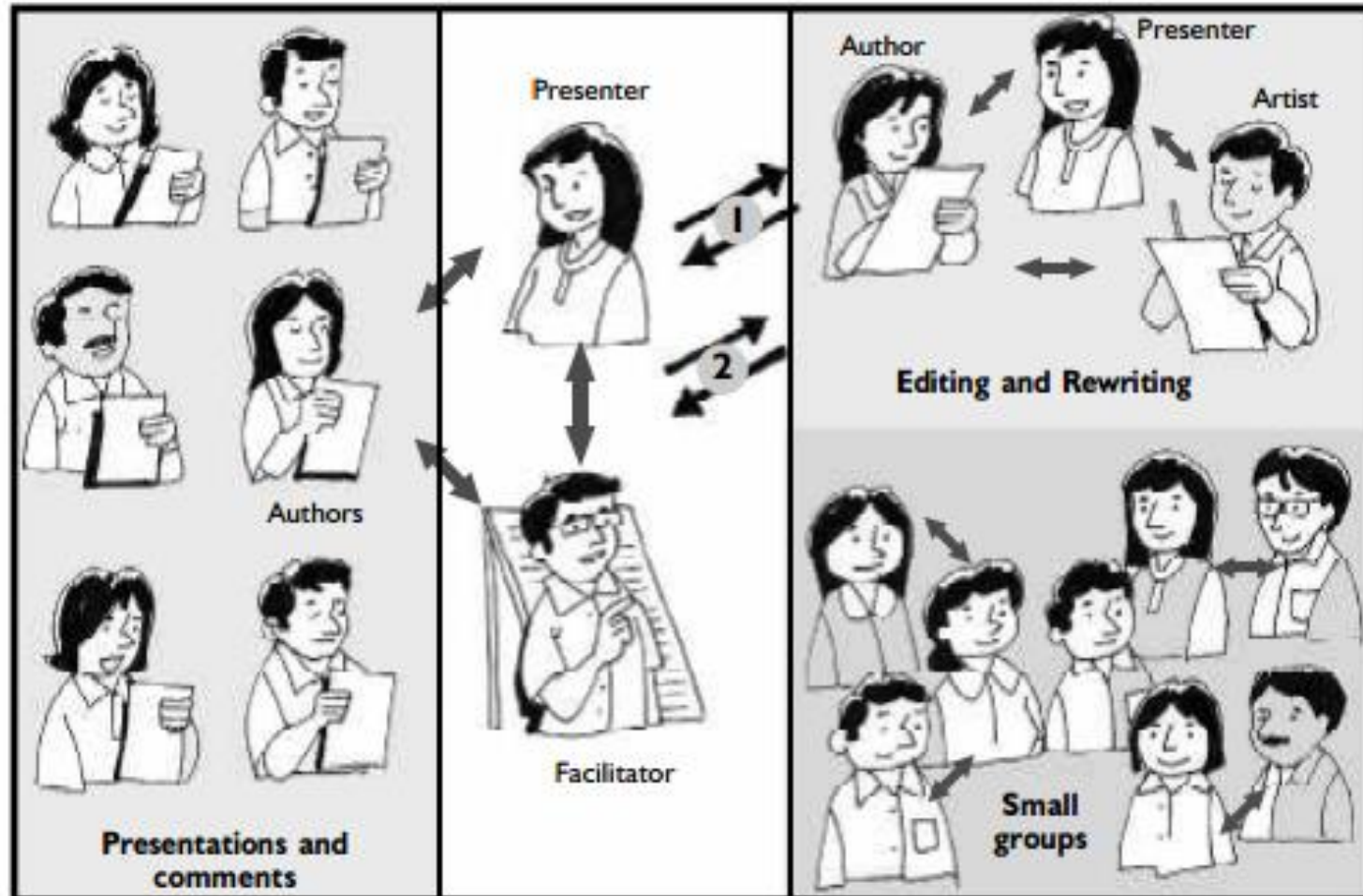
A Writeshop is:

- **A workshop focussed on writing (*Thursday*)**
- **A workshop or meeting with the specific objective of writing a document or publication. There isn't much talking and discussions, but participants write the document individually or in a small group.”**

SOURCE: kstoolkit.org

WHAT WILL WE DO?

The three main processes of a writeshop



Source: IFAD

Preparation for the **FIELD TRIP**

Preparation for the Field Trip (3:50 - 5 minutes)

GATHER INFORMATION FOR 2 STORIES

HANDOUT:

1. **Story about the PRA methodology for adoption by field practitioners and vulnerability analysis results.** To include feedback responses from farmers on the PRA approach to help them understand climate change, their vulnerability and in identifying possible adaptation options.

1. **Story about research and development of climate-ready crops (such as cassava, taro leaf blight etc)** that are vulnerable to climate change and applying change in knowledge.

For both stories consider: *How could an agriculture ministry in another country use this knowledge to improve its effectiveness.*

'STORY TEMPLATE' – 2 copies each person

WHAT MAKES A GOOD STORY? WHO IS DOING, OR PLANNING TO DO, WHAT DIFFERENTLY?

How has the MOA or an Extension Officer project made a difference to a local community, family or local person – what is their story? How are they thinking or behaving differently as a result of project or, alternatively, how have they used their experience to make a difference to the lives of others?

STORY TITLE:

STORY SUBJECT: WHO is doing WHAT differently? (ie Who is doing/ thinking / planning differently?)	
Who (person and/or community):	
What (behaviour change):	
Where (village, province, ward) Where (country)	
When (date or timeline):	
Why:	
How:	
Any person who could be quoted or interviewed (ie from local community)? <i>-insert a quote or, for follow-up to get a quote, their name, contact details, quote</i>	
CONTACT PERSON (who is submitting this story idea?)	

Storyboard as a KM TECHNIQUE

Tuesday 18 October

STORYBOARD AS A KM TECHNIQUE

KM Storyboard:

- Types of stories e.g. factual, human interest, academic, etc**
- Brief on story structure and perspectives (lead, body, people to quote, etc)**

HANDOUT 3: Sample Story or Media Release (template)

HANDOUT 4: CTA KM Story Structure and Writing (template)

HANDOUT 5: CTA Storyboard Template

STORYBOARD

Scene	Structure	Information and protagonists	Purpose
Stand-first information highlighting the whole story	Introduction and lead	Tell the whole story in a very short format	This is essential to give a clear picture of the story.
First perspective and perception about the concept or introduced subject.	Body	Select key people to include in the article whose communication reveals certain perspectives.	The goal here is to bring a first protagonist to give more detailed information after the context
Second, and third idea or perspective around the topic	Body	It should give further details about the idea and how a protagonist experienced the idea.	This section is crucial to explain the processes involved and how the idea was operationalised.
Concluding section	Conclusion	It should be talking about what next. How can it benefit other people? What are the prospects for the future? What are the key recommendations?	This section should summarise synergies and clearly state the concluding idea.

GROUP ACTIVITY: STORYBOARD PRACTISE

ACTIVITY (30min.) – For your KM Storyboard consider:

- **Content and story structure (lead, style, target audience)**
- **Photos – what sort of photos may be taken?**
- **Interview – What questions do you want answered (5Ws)? Who to interview during the Field Trip, e.g. farmers, other participants, experts?**
- ***What else?***

HANDOUT: GATHER INFORMATION FOR TWO (2) STORIES

...optional session on 'Taking Photos'

Images and PHOTOS

If time allows! This is a 20 minute session (ideally 1hour!)

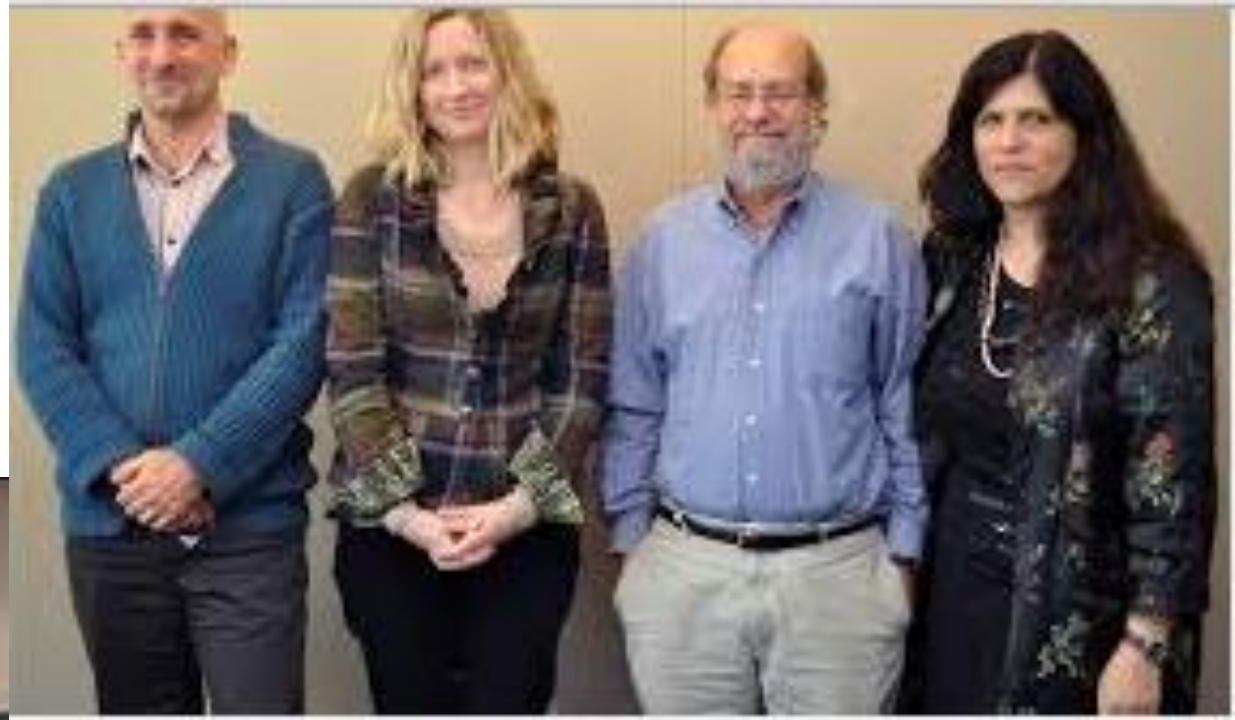
IDEAL PICTURES AND IMAGES

- **Social media, newsletters, brochures = people action pics**
- **TV = moving pictures (MUST plan ahead)**
- **Newspaper = people sell papers**
- **Radio = sounds**
- **Online (ie social media) = people pics**

PHOTOGRAPHY HINTS

- **Faces work best**
- **Action is great**
- **Combining faces and action is perfect**
- **Full-frontal group pics and handshakes**
- **Try different angles for boring photos**
- **Other hints**
- **Get 1 great shot but ideally 4-5 (social media)**

STANDING OR GROUPS





DESK BASED





ACTIVITY – photos and interview skills

- **ACTIVITY: 10-20 minutes**
- **Divide into groups of 2 people.**
- **Then “Pretend” you are on the Field Trip:**
 - 1. Ask each other 2-3 interview questions**
(the person being interviewed should “pretend” to be a farmer, or expert, or donor, etc)
 - 2. Take 2-3 photos of each other**

Using Information Gathered To **WRITE A STORY**

Thursday 20 October, 8am – 10am (then morning tea)

CONTENTS:

- **Complete the KM Storyboard (8-9am; 30 minutes) – Israel**
- **GROUP ACTIVITY – Storyboarding (9-10am; 60min)**
- **MORNING TEA**
- **GROUP ACTIVITY – Writing the 1st story (10:30-11:30; 60min)**
- **GROUP ACTIVITY – Discuss each story (11:30-12:30)**
- **LUNCH**
- **GROUP ACTIVITY – Writing the 2nd story (1:30-2:30; 60min)**
- **GROUP ACTIVITY – Discuss each story (2:30-3:30)**
- **GROUP ACTIVITY – Finalise, review, edit and submit stories.**

Complete the KM STORYBOARD

Part Three

(REMINDER) TOPICS FOR TWO (2) STORIES:

- 1. Story about the PRA tools for adoption by field practitioners.** Include:
 - Feedback on the PRA methodology and vulnerability analysis
 - Feedback responses from farmers on the PRA approach to help them understand climate change, their vulnerability and in identifying possible adaptation options.

- 1. Story about research and development of climate-ready** that are vulnerable to climate change and applying change in knowledge.
 - Applying observations from the field and sharing experiences.
 - Research and development of climate-ready crops (e.g. cassava, taro) that are vulnerable to climate change.
 - Applying change (e.g. PRA tools) through improved knowledge.

How could another Ministry of Ag. use this knowledge to improve its effectiveness.

KM STORYBOARD

ACTIVITY (30min) - Complete the KM Storyboard - Israel

- Refer to the Story Template from the Field Trip.**
- Sample of PRA story included in the Template (CTA KM Story Structure and Writing Template)**
- Sample of two (2) PRA 'live' leads (story introduction) reflecting different types of articles (e.g. feature article human interest, factual, academic, news story, etc)**

GROUP ACTIVITY - STORYBOARDING

- **Develop your own storyboard (40 minutes)**
 1. **Consider the audience THEN communication channels.**
 2. **Review the information collected by each person:**
 - **What information is most important or interesting?**
 3. **Consider the type of story (e.g. report, news story, media release, human interest, etc.**
 4. **Storyboard the plans for your story (use template)**
- **Each group present its storyboard** *(5 minutes each/20 minutes)*

Writing your STORY

Thursday 20 October 2016

GROUP ACTIVITY – 1ST STORY:

- **GROUP ACTIVITY – Writing the 1st story (10:30-11:30; 60min)**
- **GROUP ACTIVITY – Discuss each story (11:30-12:30)**

LUNCH 12:30-1:30PM

GROUP ACTIVITY – 2ND STORY

- **GROUP ACTIVITY – Writing the 2nd story (1:30-2:30; 60min)**
- **GROUP ACTIVITY – Discuss each story (2:30-3:30)**

COMPLETE AND SUBMIT STORIES

- Finalise, review, edit and submit stories.

NEXT STEPS?

- Tomorrow each of the stories will be presented to all participants.

Participants present the **STORIES THEY HAVE WRITTEN**

Friday 21 October, 9am-12pm

PRESENTATIONS:

ACTIVITY (9-10am; 60 minutes):

- **Group 1: Explain Topic, Story Title and Story**
- **Group 2: Explain Topic, Story Title and Story**
- **Group 3: Explain Topic, Story Title and Story**
- **Group 3: Explain Topic, Story Title and Story**

WHAT NEXT?

QUESTIONS:

- 1. Who to distribute this story to?
(target audiences)**
- 2. How to distribute this story?
(communication channels)**

Distributing your **STORY**

Friday 21 October 2016

INDIVIDUAL ACTIVITY

ACTIVITY (10:30-11:30; 60 min.) Each person is to:

- 1. Distribute their group's story to at least one (1) target audiences.**

(May be part or all of the story using an appropriate channel, e.g. just part for social media and would need Senior Management approval for media)

GROUP ACTIVITY – REFLECTION

DISCUSSION (30min):

- **Writing and learning processes**
- **Knowledge processes and approaches**
- **Participatory Rural Appraisal (PRA) tool**
- **“knowhow” and “new knowledge”**

Thank you