

This guidebook was created with the WPI IQP project "Living with Fracking: Women's Narratives from Zharrëz." by Samuel Darer, Sara Frunzi, and Alexandria Sheehan.

Professor Robert Hersh and Professor Leslie Dodson were advisors on this project. These activities were informed by Professor Hersh's and Professor Dodson's expertise in environmental risk research and transmedia action research.

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"I'm good at..."

This icebreaker activity is useful for a group meeting for the first time, or for when new members join a group. The prompt question generates responses that show diversity and solidarity. It prompts lighthearted discussion and creates an inviting atmosphere before moving into more serious topics. This activity can be a standalone activity, or it can be connected to additional prompts. See page 2.



Activity components and/or materials

- A room/area where participants can form a circle.
- Participants can stand or sit for this activity.

Instructions

1. Ask everyone to stand or sit in a circle.
2. Invite someone (anyone) to begin and say something they are good at by answering the first prompt: "Hi my name is ___ and I'm good at..."
3. Go around the circle. Every participant responds one by one.
4. After everyone has responded, move to the next prompt or lead a discussion about the responses.

First Prompt : "I'm good at..."

The first prompt is for group members to share something they are personally proud of. This dynamic was internal to the group participants. The next prompt ideas serve different purposes.

Second prompt: "What would you like us to know?"

This prompt turns the dynamic to the group of “experts” educating the facilitators. That shifts a dynamic from top-down (facilitator to the group) to bottom-up (group to facilitator).

- “Please share something about the community or this area you would like us to know.”

Third prompt: "Share your concerns."

This prompt is a way to generate a deeper or more specific sharing of concerns.

- Something related to the topic being discussed such as:
 - “Please share something you are concerned about related to oil and gas.”
 - “Please share something that you feel affects women in your community .”

Tips for facilitators

- In some cases, it might be helpful for the facilitator to begin the discussion by demonstrating the first prompt.
- Ensure that everyone has a chance to speak.
- Prompts may be adapted to the topic of the workshop/research.

"A Picture Is Worth ... ?"

In this activity, photographs provide visual cues that serve as prompts for reflection. This activity is a form of group photo interviewing. Photographs enable an in-depth look and reveal aspects of the topic that may not be achieved without visual cues.



Activity components and/or materials

- Space: A room or area where participants can form a circle. Participants can either be standing or sitting down.
 - A table or area where photographs can be displayed and are accessible to participants
- 6-10 photographs showing a range of images related to the workshop topic.
 - For examples see page 6.

Preparation

- Photographs need to be prepared and printed prior to the workshop.
- Choose photographs showing a range of images related to the workshop topic.
- Choose photographs that are clear and high quality.
- Facilitators may solicit photos from workshop participants prior to the workshop
- If possible, collect photographs that show details of the community.
- Scale photos so the image takes up ½ to a full page.
- If possible, print photos in color. Black-and-white photos are fine, too.
- Print multiple copies of each photograph for participants to choose from.



Instructions

1. Have attendees get up and choose a photo or hand them out and have them choose what they would like to talk about. This may be a photo they want to share a personal experience about or one they may have strong feelings towards.
2. Go around in a circle and ask each attendee to share why they picked that photograph, what it means to them, how it makes them feel, or anything else they would like to share.
3. Ask each participant to respond one by one, but expect and encourage discussion.
4. Ensure that everyone has a chance to speak.
5. After everyone has spoken, ask if there are any topics or issues that were not represented in the photographs.

Tips for facilitators

- It is likely that discussions will occur naturally. The facilitator should ensure that conversations should do not go on for too long or stray from the topic. The facilitator should guide conversations toward stories if possible.
- Be sure to ask if any topics were not in, or represented by, the photographs. It might be useful to record comments on missing topics and prepare additional photos for future sessions.

Example Photographs



Paper Storyteller

The goal of this activity is to elicit personal stories and to show emotions and perspectives on an issue. This activity involves using a blank piece of paper to show, draw or describe an experience. The paper story is a physical representation to prompt discussion.



Activity components and/or materials

- One blank sheet of paper for each participant
- At least one pen, pencil, or marker per person.



Instructions

1. Hand out a sheet of paper and pens, pencils, and markers to each participant.
2. Invite participants to: “Use this piece of paper to describe your experience with...” Adapt the prompt to the topic of the workshop.
3. Let participants know that they can do whatever they want with the paper. They can draw or write on the paper, and they can tear or shape the paper any way they want.
4. Give participants 5 minutes to create their paper story. Set a timer for 5 minutes.
5. At the end of 5 minutes, go around the room asking participants to share one by one the story of what they created and why.

Tips for facilitators

It is not recommended that the facilitator demonstrate this activity ahead of time because the facilitator’s response or drawing may influence how participants approach their own storytelling.





Optional Activity Questionnaire

Ask for feedback on the workshop and activities and inquire whether participants are willing to participate in a follow-up interview.

Activity components and/or materials

- Printed questionnaire

Instructions

The survey can be anonymous or participants may leave their names and contact information.


Suggested questions:

1. Did you enjoy the activities in the workshop?
2. Which was your favorite activity?
3. Did you feel that you got a chance to say everything you wanted to?
4. What would you change about this workshop or the activities?
5. Are you available for a follow-up interview?
6. If yes, please provide your name and information on how can we contact you (phone number, email).

Tips for facilitators

It might be helpful to keep a record of the number of participants at the workshop, demographic information and notes on who attended and what the mood was, and comments on the quality of responses.

It is also helpful to have a list of participants and their contact information, if possible.



“If this activity will be conducted, I would come again and I would invite every woman in the community to come and share their opinions.”

-Participant from the Zharrez group activity workshop. November 2022.



Additional Resources

Council of Europe. (2015). COMPASS: Manual for Human Rights Education with young people.

<https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>

Dempsey, J. V., & Tucker, S. A. (1994). Using Photo-Interviewing as a Tool for Research and Evaluation. *Educational Technology*, 34(4), 55–62.

<http://www.jstor.org/stable/44428176>