

Living and Learning

This exercise is designed to help you and your students think about how, through community, people process difficulties and find paths for growth. It is structured as a three-session learning experience.

- 1.) Prior to session one, identify a challenge, difficulty, or trauma that the group is going to discuss and explore. It could be a current one (refugee crises, climate change and its impact on marginalized communities, etc.), or it could also be a historical one whose effects are still being felt today (the Holocaust and its effects on the descendants of European Jews, Japanese Internment in the U.S. during WWII, etc.).
- 2.) In preparation for the first session, ask all participants/students to bring in a personal narrative or testimonial (this could be in the form of an essay, a video, an audio recording, etc.) from someone who has been impacted directly by this crisis or challenge.
- 3.) In session one, give each person 5-10 minutes to share (depending on the number of participants) what they found and why they found it interesting or enlightening.
- 4.) Ask all participants to write down:
 - a.) Observations – What did they hear/see/learn?
 - b.) Questions – What questions do they have, and what do they wish to know more about? (Some of these questions will cover fact-based considerations such as number of people involved, political maneuvers of the time, and so on.)
- 5.) Ask each participant to take a question they have that remains unanswered and commit to doing some research on it prior to session two.
- 6.) At the beginning of session two, give each participant 5-10 minutes to share (depending on the number of participants) about what they discovered in their research.
- 7.) Once again, ask all participants to write down observations and questions. At this point, you might invite open discussion, allowing participants to share some of these points of reflection.
- 8.) In preparation for the third and final session, create a packet with all of the accumulated testimonials, pieces of research, etc. for the class.

HOW TO HIDE

for adult and teen learners



9.) At the top of session three, distribute the packets to the group. Use the first half of the class for each participant to create a piece of art (a poem, a collage, etc.) that incorporates elements from the source texts, the follow up research, and their own observations and questions.

10.) In the second half of this final session, as a culmination of the work, ask each participant to share what they created, and invite discussion within the group.