

Journeying with Youth

WHO DO YOU WANT TO BE?

A VIDEO SERIES TO LIGHT YOUR PATH

WETA

Journeying with Youth: Lesson

Goal

Students will help create a visual representation of their experience to help their school's faculty engage in their own professional development regarding the UAP "Journeying with Youth."

Method

- Students will watch a video on the UAP "Journeying with Youth" for the basis of their own reflection on the dreams and challenges of young people today.
- At the close of class, students will create a word collage about their experiences which they will share with the adults in the community as the foundation of faculty and staff spiritual conversation regarding "Journeying with Youth."
 - * There is a lesson plan here that utilize student -use technology and a lesson plan that does not require student -use technology.

Opening Activity: Brainstorming

- On a blank page, have the students label two columns: "Dreams" and "Challenges."
- Give the students a few minutes to think about both the dreams and challenges faced by young people today and to list as many ideas as they can in the appropriate columns.
- Remind them that there are no wrong answers here, and they can approach the question both personally ("What are your challenges / dreams?") or generally ("What are the challenges / dreams of people your age?").
- Advise them they will have a chance to share their lists with a peer.



Artwork by Ignasi Flores

Prayer

Let us pray,

Gracious God, grant that our encounters with each other help nurture our faith, strengthen our love, and increase our hope.

Grant that in our encounters we model the steadfast love of the Father, the redemptive compassion of the Son, and the life-giving creativity of the Spirit.

Grant that we encounter each other with open hearts and open minds. That we, as Ignatius Loyola exhorts, presume first the good in the other.

Grant that those of us graced with years and experience can learn anew, be inspired again, capture new energy, embrace new dreams and a bolder vision from the young people in our care. Let us share your joys and challenges.

Grant those of us about to embark on our life's journey the openness to discern with those graced with years and experience our choices, our fears, our values, and our purpose. Let us share our questions and our idealism.

Gracious God, grant that we accompany each other as faithful men and women- young and old- who are for and with others, who are committed to creating a more just and more humane world. *Amen.*

Peer Share: List Comparisons

Remind students to use in all their conversations [the Ignatian Conversations model](#) developed by De Smet Jesuit High School that was introduced in the “Searching for God” video (also attached below).

- Pair the students up with one or two partners. Have them compare lists, and encourage them to add to their own lists any ideas they hear from a peer that they did not originally think to include.
- Then have them each share one dream or challenge that they think is most significant to them and explain why.

Video Introduction and Airing

Before playing the “Journeying with Youth” video ([linked here](#))

- Explain to the students that we have three fundamental relationships: with God; with Others; and with Creation.
- Remind them that Lent is an opportunity for introspection; an opportunity to take stock of our lives; to weigh who we are now against who God wants us to be in relation to God, to Others and to Creation.
- It is an opportunity to again ask, “How and where, in this time and place, can I provide the greatest service?”
- Remind them of the Universal Apostolic Preferences and that one, is called “Journeying with Youth,” which is about committing to both a better understanding of young people’s lives and to being more supportive of them in their journeys.
- Explain that the video they are about to watch is designed to help the adults in the community understand the issues young people face and how they can better accompany them along the way.
- As they watch, ask them to identify any issues addressed by the students in the video that resonate with them; any experience of similarly being supported, any area where support would have been welcomed?
- As they watch the video, have them think about the different ways the students were supported. Are there any common threads in the students’ experiences?
- Explain that a discussion and activity will follow, and you are obviously particularly interested in what they have to say on this issue.
- **Have your students consider, as a Lenten exercise, taking a concrete action that promotes or supports honest communication with the adults in their school community, and sharing their efforts through photos or videos with students across the *Jesuit Global Network of Schools*. Please share your students’ videos or [photos at projects@educatemagis.org](mailto:photos_at_projects@educatemagis.org)**

Large Group Discussion: The Journey Today

Open the class up to a whole-class discussion of the major themes of the video, the UAP, and their reactions to both. Some questions that might help you structure that discussion would be:

- Did you notice any common threads among the different ways students felt supported?
- What would you say are the biggest challenges young people face today?
- What do you want the adults in your life to know about being a young person today?
- What kinds of support from your teachers and school would be most helpful?
- Describe a time you felt supported and loved by an adult or student in your school community. What did that person do that helped you? How did that effort make you feel?
- If you were to imagine a brighter future for you and your generation, what would that world look like?
- What changes would be made? How would those changes fit your dreams for yourself and God's dreams for you?



Artwork by Ignasi Flores

Creation and Appropriation Exercise — Student-use Technology

“How Things Stand” Word Cloud Exercise

- Before starting the “How Things Stand” Word Cloud exercise, tell students that the purpose of this activity is to collaborate with one another to create a snapshot of the experience of young people today that will be used as part of the professional development for the whole school's faculty.
- Tell them the exercise is an anonymous composite, so they should feel free to be honest and it's okay if their individual ideas don't perfectly agree.



Then follow these steps:

- Using a copy of the [“How Things Stand” GoogleForm](#), invite students to submit a one-word response to the following prompts:
 - * What is it like to be a young person today?
 - * What do you want the adults in your life to know about being a young person today?
 - * What could your teachers do to support you better in the midst of today’s challenges?
- Remind them that for the exercise to work, their answers can only be one word.
- When all students have submitted their words, download the results from the GoogleForm as a spreadsheet in GoogleSheets.
- Copy and paste each column of student answers into separate GoogleDocs.
- Go to the online [Drive Word Cloud Generator](#) and upload one of the two GoogleDocs into the generator. (If this is your first time using the site, you may have to give it permission to access your GoogleDrive.)
- Click on the “Create Word Cloud for this file” button and see the results. Clicking the button again will rearrange the words. If you have more than 50 students, you may need to increase the number of words allowed using the button in the bottom-right corner of the application.
- Then repeat the Word Cloud generation process for the second GoogleDoc.

Reporting Back

- Ask them which word on the Word Collage catches their attention and have them explain why.
- Remind them again that these Word Collage they have generated will be shared with the whole school’s faculty at a future faculty meeting.
- The teacher can take a photo of the board or create a “Word Cloud” by entering onto a poster board the words submitted. Those words submitted most frequently will be recorded in largest print and so on. This can be presented to the faculty.

Creation and Appropriation Exercise — Technology Free

“How Things Stand” Word Collage Exercise

If you rather not use technology, your students can still engage in the exercise. The key is to have their contributions be anonymous and succinct. Use a small slip of paper, or a post-it-note to have the students write their one-word answers to the prompts below.

- Before starting the Word Collage exercise, tell students that the purpose of this activity is to collaborate with one another to create a snapshot of the experience of young people today that will be used as part of the professional development for the whole school’s faculty.
- Tell them the exercise is an anonymous composite, so they should feel free to be honest and it’s okay if their individual ideas don’t perfectly agree.

Then follow these steps:

- Distribute post- it notes or small slips of paper to the students. Invite the students to jot down a one-word response to each of the following prompts:
 - * What is it like to be a young person today?
 - * What do you want the adults in your life to know about being a young person today?
 - * What could your teachers do to support you better in the midst of today’s challenges?
- Remind them that for the exercise to work, their answers can only be one word.
- When all students have jotted down their words, collect the slips and post them together somewhere prominently in the classroom. If possible, post them to a large piece of paper or posterboard to create a Word Collage.
- If there’s time, sort the words as you post them so that similar words and ideas are grouped together.

Reporting Back

- Ask them which word on the Word Collage catches their attention and have them explain why.
- Remind them again that these Word Collage they have generated will be shared with the whole school’s faculty at a future faculty meeting.
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Ignatian Conversations Framework

One of St. Ignatius Loyola's great spiritual insights, and therefore one of his gifts to our world was a way of engaging in conversation with another person. For St. Ignatius, the other person is a child of God and a person deserving respect and consideration no matter what opinion the person holds or the history of the relationship with this person. We call this Ignatian Conversation.

At the beginning of the Spiritual Exercises, St. Ignatius lays out the "Presupposition" for the entire retreat and for Ignatian Conversations. In it each person "presupposes" the good in the other and the "goodness" of the statement being made. When one believes the statement is not correct, with love one seeks to correct or work to understand the statement so that "it may be saved" or understood in a correct fashion.

We strive to engage in honest, brave and fruitful conversations, which have the following attributes:

Slow to speak. Allow everyone the chance to speak. Talk less and listen more.

Listening attentively. Listen actively with an ear to understanding others' views. Listen respectfully without interrupting

Seek the truth in what others are saying. Commit to learning, not debating. Comment in order to share information, not to persuade.

Disagree humbly, respectfully and thoughtfully. Avoid blame and speculation. Avoid assumptions and generalizations.

Allow the time it needs. Seek opportunities to continue the dialogue. Follow up when necessary.

Adapted from Rockhurst University's "Ignatian Conversation" and University of Michigan's Center for Research on Learning and Teaching.

Adult Participation

After (1) you have viewed the UAP Journeying with Youth video and (if applicable) (2) completed the one-day lesson plan where students created a Word Cloud, enter into a Spiritual conversation with colleagues about Journeying with Youth. Use the prompts to begin the Conversation, while being attentive to your role as both a lead and listener. Reference and follow the Ignatian Conversation Framework on the preceding page.

- Reflecting on the video about Journeying with Youth, were feelings of consolation, of desolation evoked?
- Do the student reflections challenge you when it comes to Journeying with Youth? If so, how?
- If you are a teacher whose class participated in the one-day lesson plan that accompanied the Journeying with Youth video, what did the Word Cloud or any brainstormed material that the class generated reveal about students?
- In light of what you saw in the video and (if applicable) what the student-generated Word Cloud revealed, what does accompaniment mean to you? Has your idea of accompaniment stayed the same or expanded?
- As a Lenten exercise, can you identify and act on one way to better accompany the students in your school community?
- As a Lenten exercise, can you identify and act on one way to better accompany the students in your school community?

Identify and act on one concrete way in which you can better accompany your students during this Lenten season.