



Overnight Overlay



Taking Root Overnight Overlay

This guide outlines ideas and suggestions for using the *Taking Root* curriculum to create an overnight/lock-in experience for Junior High or High School students. The *Taking Root* curriculum helps students explore hunger and poverty. There is a fundamental connection between our Christian faith and the injustice of hunger and poverty. The activities and discussions proposed in the curriculum will help students understand the causes of hunger, imagine a world without hunger and foster a deep commitment to solutions for hunger.

Taking Root: Hunger Causes, Hunger Hopes is an in-depth curriculum that is probably best suited for a more structured or formal setting than an overnight/lock-in. We recognize that working with the curriculum most effectively takes a lot of care and preparation. With this guide we have tried to adapt the curriculum in a helpful way for an overnight/lock-in setting. We hope to have created a resource that promotes ease, excitement and energy in working with *Taking Root*, but we also encourage taking on preparation with intention and care! In order to ensure you have a successful event, read through this guide and identify needed materials and resources beforehand.

The activities and schedule are suggestions; feel free to modify the material to meet your needs. Be sure to check out the Junior and Senior High Leaders' Guides, Hunger Newspapers and Hunger Workbooks for more activities, ideas and information!

Recognizing Hunger

Discover Hunger Facts and Names Mixer

(15 minutes)

Pass out hunger facts on small cards or strips of paper. Have the students get to know each other and begin to recognize some of the realities of hunger by sharing their names and hunger facts with everyone.

Find hunger facts by visiting www.elca.org/hunger (click on the “Resources” link then the “Hunger Facts” link), www.bread.org/hunger (click on the “Global Hunger” and “Hunger and Poverty Facts” links, as well as the “U.S. Hunger” and “Hunger and Poverty Facts” links) or by reading through the Hunger Background for Leaders sections in the *Taking Root Leaders’ Guide* (see pages 12-13, 24-27, 41-42, 54-55 and 68-69 in the Senior High Guide).

Life on God’s Earth

(15 minutes)

This activity gives students a concrete image of the distribution of resources and opportunities in the world. Using the Life on God’s Earth section on pages 21-24 of the Junior High Leaders’ Guide, work through each category and count out the correct number of dowels (or some other object), dividing them into the appropriate-sized groups.

The Peanut Game

(20 minutes)

The Peanut Game is designed to illustrate the way food is distributed in the world. Players are divided into three groups and 100 peanuts are distributed to the groups representing how much food they have to feed their people. See pages 34-35 of the Junior High Leaders’ Guide or pages 32-33 of the Senior High Leaders’ Guide for materials and directions.

After Life on God’s Earth and the Peanut Game, follow up with a conversation reflecting on their implications. Choose from among the following ideas to consider:

These statistics tell a story. What is it?

What do these games tell you about the way God’s people live?

Look at the way the peanuts are distributed. How do you feel about what you see?

Do all people have to have the same number of peanuts to be just?

A Picture Is Worth a Thousand Words

(30 minutes)

Now that you’ve demonstrated resource and food distribution with the dowels and peanuts, try making a lasting visual representation of hunger to reinforce what you’ve talked about and to help educate the congregation. Perhaps create a display for church the following Sunday. Engage the students in a conversation figuring out how they could show that:

50 percent of people are hungry some or all of the time

16 percent of people are starving

34 percent of people have enough to eat

Try using different colors of paint to represent the three categories and illustrate the percentages through paint handprints or footprints on a banner to hang up. Or create ten construction paper silhouettes color-coded or decorated to show that five are hungry some or all of the time, two are starving, and three have enough to eat. See page 18 of the Junior High Leaders’ Guide.

Discussion

(10 minutes)

Take this opportunity to fully introduce the theme of world hunger, think about why you are gathered and focus the group's attention on what's to come.

As it was said in the introduction to this guide, there is a fundamental connection between our Christian faith and the injustice of hunger and poverty. Creating opportunities like this overnight for students to explore the causes of hunger and imagine a world without hunger helps foster within them a deep commitment to solutions for hunger and helps them make deep connections between growing in faith and practicing their faith in the world.

These are some of the reasons we think this is a great opportunity for students. Share with the students your reasons for doing this overnight, too! While grappling with issues of hunger and poverty can be difficult, this gathering is about casting a hopeful vision, building energy and excitement and having fun!

Dinner

(1 hour)

Eating together is an opportunity for the students to engage with hunger issues in a very concrete way. Use this time for informal discussions about what you've been learning so far. Consider involving the students in preparing, serving and cleaning up the meal. There are many ways to create a memorable meal experience for students:

- **Banquet Table meal** - prepare a table set according to the world's food distribution pattern. See page 16 of the Senior High Leaders' Guide.
- Try a recipe from one of the **Giving Root** countries: Kenya, Uganda, Peru or Bangladesh. Take the opportunity to highlight the project supported by ELCA World Hunger from that country and talk about how the students can contribute. Find recipes from these countries by visiting www.elca.org/globalmission, clicking on the "Where We Work" link and selecting the region and country. **Simple meal of rice and beans** - rice is a staple that many of those who are poorest in the world survive on. Talk about the experience of eating in this way.
- **Dinner on a budget** - prepare a meal that costs less than \$1 per serving. One billion people, or one sixth of the world's population, live on \$1 per day. The average food stamp benefit for millions of Americans is \$3 per day, or \$1 per meal. Talk about the challenges of preparing a healthy meal on a low budget. For help, check out recipefinder.nal.usda.gov.
- **100-mile meal** - create a meal using only ingredients that come from within a one hundred-mile radius of your town. Talk about the benefits of eating locally. For help, check out www.100milediet.org and www.localharvest.org.

One Wild Game

(30 minutes)

This is a really fun game designed to provide the group with an experience of the economic discrepancies among countries around the world. See page 18 of the Junior High Leaders' Guide or page 62 of the Senior High Leaders' Guide for materials and directions. When the game is over, consider the following:

What was it like to play the game?

Some countries have more advantages than others. What are some of these advantages?

Living Faithfully

Bible Study (30-45 minutes)

Biblical/Theological background for Leaders is available on page 29 of the Junior High Leaders' Guide and page 24 of the Senior High Leaders' Guide. Invite the group to read Micah 6:1-8 and consider the following together. The questions are intended to be open-ended, with no right answer. Allow for thoughtful silences and encourage friendly dialogue. Select those questions that seem most relevant to the group and feel free to add your own. Another option is to invite students to reflect on some of the questions individually, write their thoughts in a journal and share with the group if they are comfortable.

What does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?

MICAH 6:8B

Micah 6:1-8 provides a clear vision for how God's people are to live: committed to justice, kindness and following the way of God. Together we will consider God's call as it comes to us through Micah's words. God has set before us a new way of life, marked by a commitment to the will of God. Doing justice encourages equity in all human relationships. To love kindness can mean to show mercy and care to other people, especially those who are vulnerable or have particular need. To walk humbly with your God can mean to walk and live faithfully in the way of God, instead of following one's own path, desires and needs.



Why do Christians care about social justice? Do you believe that the call to social justice is part of the Christian identity in the world?

What does it mean to “do justice”? Is justice the same as equality?

What does it mean to “love kindness”? How can you love kindness?

What does it mean to “walk humbly with your God”?

If you had to identify one of these three “requirements” as a priority, which one would it be? Why?

Caring For Neighbors

Hunger Mind Map, Hunger Causes Web, Being a Good Neighbor Collage

(30-45 minutes)

Here are a few ideas for creative and thought-provoking activities to explore hunger causes and solutions. Choose one or all!

1. Hunger Mind Map: This works as an individual activity or with a leader mapping the ideas for the group. Fill a poster with ideas about why hunger exists in the world. Once you've filled the page, talk about how the different parts of the map are related, and add arrows to help make the connections. See the example below. End this activity on a "half full" note! With so many issues contributing to hunger, there are many points of entry to solving it. And with so many connections between issues, change in one place can cause change in others.



2. Hunger Causes Web: Make a large web on butcher paper or with large construction paper circles. Hang it up on a wall in your space for everyone to see. See the Session 2 Junior High Hunger Newspaper for an example. Brainstorm hunger causes with the group and take the

opportunity to talk about each one as you record it on the web. Examples of hunger causes include disease, war, drought, poor roads, unstable government structures, lack of education, low wages, child labor, unequal distribution of food, unequal distribution of resources and famine. See the Hunger Background for Leaders on pages 29-32 of the Junior High Leaders' Guide or pages 24-27 of the Senior High Leaders' Guide for an in-depth look at the structural realities that contribute to and perpetuate hunger.

3. Hunger Solutions/Being a Good Neighbor Collage: Take a look at the "puzzle pieces" to being a good neighbor to those who are poor, found in the Session 3 Junior High Hunger Newspaper. The pieces described there are:

- Listening
- Appropriate Technology
- Peace
- Fair Prices
- Microcredit
- Protect the Environment
- Health Care
- Education

Using old magazines and newspapers, find photos that illustrate these puzzle pieces and create a collage or puzzle like the one in the Session 3 Newspaper. Talk about how and why these are ways to be a good neighbor to those who are hungry, and think of more ways, too! This can be an individual project, or one big collage for the whole group - display your hunger solutions collage(s) near your hunger causes web!

Another option is to look at each of the **Giving Root** projects and explore the ways they effectively address the root causes of hunger

and poverty. Have the students choose one project that particularly resonates with them and find a way to visually represent it or include it in their collage. Information about the **Giving Root** projects can be found in the Leaders' Guides and Hunger Newspapers from each session.

Free Time

(2 hours)

These are ideas for activities to have available for the students to choose or move freely between during free time.

- 1. Cornhole Meets Social Justice:** Cornhole, a popular Midwest game, meets social justice in this fun learning activity! Challenge your group to a friendly competition as you try to overcome the difficulties associated with six social justice issues. Visit www.elca.org/hunger/education for materials, directions and discussion questions for before and after the game is played.
- 2. Global Four Square:** This classic playground game is great for youth. Start in the first square and move your way to the fourth square as you discover injustices along the way. Experience the disparity between rich and poor, Global South and Global North. Reaching the top square may be more of a challenge than you think! Visit www.elca.org/hunger/education for materials, directions and discussion questions about the game.
- 3. Let Your Voice Be Heard, Write an Advocacy Letter:** Advocacy involves speaking and working alongside and on behalf of those in need. Being an advocate with and for those in need is in keeping with our faith. See pages 36-37 and 44 of the Junior High Leaders' Guide or pages 48 and 51 of the Senior High Guide for directions and an advocacy letter-writing guide you can reproduce for each student.
- 4. Hunger Bumper Stickers:** Design a bumper sticker calling for the end of hunger. People see a bumper sticker for only a few moments, so the message has to be loud and clear. How could you use a few words and simple pictures to get across a big idea?
- 5. Felted Earth Balls:** Transform wool fleece into round wool felted balls that look remarkably like small globes. See page 17 of the Junior High Leaders' Guide or page 20 of the Senior High Guide for materials and directions.
- 6. New Bowls from Old Records:** Create a funky new bowl out of old vinyl records. See page 83 of the Junior High Leaders' Guide or pages 75-76 of the Senior High Guide for materials and directions.



Turning Right Side Up

Morning Bible Study

(45 minutes)

Biblical/Theological background for Leaders is available on page 65 of the Junior High Leaders' Guide and page 54 of the Senior High Leaders' Guide. Invite the group to read Luke 1:46-55 and consider the following together. The questions are intended to be open-ended, with no right answer. Allow for thoughtful silences and encourage friendly dialogue. Select those questions that seem most relevant to the group and feel free to add your own. Another option is to invite students to reflect on some of the questions individually, write their thoughts in a journal and share with the group if they are comfortable.

...He has brought down the powerful from their thrones, and lifted up the lowly; he has filled the hungry with good things...

LUKE 1:52

Luke 1:46-55 is part of the opening chapter of Luke's story of Jesus' life. With characteristic detail, Luke relays to us that God chose Mary to be the mother of God's Son. Mary responds in turn by singing a song. Her song, also known as the Magnificat, is a song of liberation. Mary sings "My soul magnifies the Lord and my spirit rejoices in God my Savior." She realizes that in choosing her, God has turned the world right side up. Mary was poor, young, powerless and unmarried. By choosing a peasant girl to be lifted up and blessed by future generations, God proclaimed greatness to be found in faithfulness rather than in possessions and privilege. As people of faith we are called to turn the ways of the world right side up so they are as God intends. For discussion surrounding this text during this session, it might be interesting to interact with some other passages as well. Also read Luke 6:17-49 (the Sermon on the Plain), Matthew 5:3-12 (the Sermon on the Mount), and Revelation 7:15-17.

Allow the students to review the passages and encourage them to share their thoughts. Some questions to guide discussion could be:

What do these passages tell us about God's values?

Who is this good news for?

What is your response to the biblical texts?

Is there a tension between what we read in any of these passages?

Also take this time to revisit yesterday's themes, continue to process and talk through new thoughts from your time together. Think about how a right-side-up world is possible!

How does Mary's vision of a right-side-up world where those who are poor and hungry have what they need relate to our conversations about justice yesterday?

How will what we've been talking about here affect the way we leave this place and what we do afterward?

Worship

(1 hour)

The ideas and issues raised during this overnight have an important relationship to our life as a church and our worship life as a community. We encourage you to spend some time worshipping in the way that your group worships as part of the morning. Try framing worship with one of the Bible passages from the curriculum that was not used for Bible Study (Matthew 25:31-45, Luke 10:36-37 or Matthew 13:31-32). Pray together! Have the students write prayers from what they've learned and experienced. You may choose to include music, communion and whatever else you find meaningful. If you are doing the overnighter from Saturday to Sunday, think about ways in which the youth can participate in worship and bring their experiences and learnings to the larger congregation.

Learning to Seed

Commitment (45 minutes)

End the overnight by thinking about how hunger will not end without our action. Before taking some time to talk about what the group might do together and what each student might do individually, show the Session 5 Senior High video segment about Mahamuda, a Bengali woman. Then begin a time of discussion and idea sharing.

Discuss what you saw in the video.

What's hopeful about this story?

Think of examples of small solutions to hunger that can have lasting benefits.

What is your hope going forward?

How can we tell the congregation about this?

Invite the students to make a personal commitment/choose a specific takeaway or action related to the gathering that they will incorporate into their lives right away to contribute to ending hunger. You can make a large group commitment as well! Find a way for the students to make their commitments public:

1. Have the students write their commitment down on two note cards: one to take home as a reminder and one to post in the church for everyone to see.
2. Build time into your worship service for the students to read their commitments out loud in front of the congregation.

3. Have the students write their commitments on a small dry-erase board and photograph them holding the white board. Show the photos during worship on Sunday so the congregation can see the students' hunger commitments!

Note: See the Hunger Education Toolkits' Closing and Action modules for ideas (www.elca.org/hunger/education/toolkits)

4. Ask the students to choose a **Giving Root** project that especially resonates with them. Invite them to find a way to tell the story to the congregation, their families and their friends, and to make an offering to support that project by giving to ELCA World Hunger.
5. Encourage the students to share their commitments on Facebook.



Taking Root Overnight Sample Schedule

Day 1		
5:00	Arrive and Gather	Discover Hunger Facts and Names Mixer
5:15	Learn, Play and Create	<ul style="list-style-type: none"> • Life on God's Earth • Peanut Game • A Picture Is Worth a Thousand Words
6:20	Discuss	Hunger Overnight theme and purpose conversation
6:30	Eat	Dinner
7:30	Play	One Wild Game
8:00	Reflect	Bible Study Micah 6:8 questions, discussion, journaling
8:45	Learn and Create	Hunger Mind Maps, Hunger Causes Web Being a Good Neighbor Collage
9:30	Break	Snack
9:45	Free time	<ul style="list-style-type: none"> • Cornhole Meets Social Justice • Global Four Square • Write an advocacy letter • Make a hunger bumper sticker
11:45	Sleep	Bedtime
Day 2		
7:00	Wake up and Eat	Breakfast
8:00	Reflect	Bible Study Luke 1:46-55 questions, discussion Revisit yesterday's themes, explore new thoughts
8:45	Worship	Scripture, music, prayers, communion
9:45	Close	Mahamuda video Commitment & Action
10:30	Clean up	
11:00	Leave	



Evangelical Lutheran Church in America

God's work. Our hands.