

# Act

# 2 DAY

# 4 TOMORROW

"They committed themselves to the teaching of the apostles, the life together, the common meal, and the prayers."

ACTS 2:42 (THE MESSAGE)



**ELCA World Hunger**  
Evangelical Lutheran Church in America  
God's work. Our hands.



## Why Acts 2:42?

**The Book of Acts tells the story of the early church:** its successes, its failures, its challenges and its opportunities. It reminds us today that building a community is not easy. But it also reminds us that God is with us along the way and that the community drawn together in faith matters. Living, learning, eating and praying together reflects the ways God has reconciled our relationships. The verse reminds us of the importance of committing ourselves to one another, trusting in God's presence among us.

## Why "Act 2Day 4 Tomorrow"?

While God has reconciled us to one another, we know that our world – and our church – are works in progress. God continues to reconcile, heal and restore the world and invites us to be part of this work as participants and witnesses. In Act 2Day 4 Tomorrow, youth are given the chance to reflect on the role they will play in God's transformation of the world and to live, learn, eat, pray and hope together for a just world where all are fed.



## What Is ELCA World Hunger?

ELCA World Hunger is the ELCA's shared ministry accompanying neighbors around the world toward a just world where all are fed. Through ELCA World Hunger, our church supports work in more than 60 countries, including the United States. Together, we respond to hunger and poverty with sustainable solutions that draw on local assets of communities, Lutheran churches around the world and trusted partners. This work is supported by gifts from synods, congregations and individual ELCA members.

Learn more at [ELCA.org/hunger](http://ELCA.org/hunger).



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# Planning your event

The activities in Act 2Day 4 Tomorrow are divided into four sessions, with each session focusing on one of the four parts of Acts 2:42: teaching, life together, common meal and prayers.



## TEACHING

In the **Teaching** session, youth will learn the basics of hunger and poverty in the United States and around the world and explore how the ELCA is responding through our shared faith.



## LIFE TOGETHER

In the **Life Together** session, youth will be involved in activities that build relationships and encourage them to be advocates of change in their communities.



## COMMON MEAL

In the **Common Meal** session, youth will reflect on their participation in church and what it looks like to invite others to the table.



## PRAYERS

The **Prayers** session is a time when the group will explore putting prayer into action and prepare each other to be sent into the world to do the work of ending hunger.



## CAMPFIRES

Each educational session is followed by a campfire — an intentional space for reflection, action, prayer and conversation. See page 60 for more information about campfires and building your campfire space.



## MATERIALS NEEDED:

As you prepare for your event, you are invited to pick and choose activities in the education sessions that best fit the needs of your youth, your space and your budget. Lists of materials needed can be found at the start of each activity. Whichever activities are used, it will be helpful to have access to a large space and to technology, such as a computer and a projector with audio.



## TIME AND FORMAT:

Act 2Day is, first and foremost, a comprehensive curriculum for an overnight experience that focuses on issues of food and hunger throughout the United States and the world. If you are using this as an overnight program, include fasting as a spiritual practice of solidarity with those who are hungry and as a reminder of our dependence on God. (See page 8 for more information on fasting.) An overnight experience can provide an intense, focused time together, building community and trust among youth as they dig deeper into issues of hunger and faith.

The curriculum may also be used as a four- to six-week study during Lent, Advent, the season after Pentecost or anytime. This approach offers a different kind of focus, one that allows time for relationships to develop among participants and in the community, for involving other members of the congregation and allowing a service project to emerge.

Finally, any of the activities here can be used as a stand-alone session in youth group, Sunday school, leadership training, adult forums or other settings.

On the next page you will find sample schedules for an overnight experience. If you are looking to add a service project to your event, consider using ELCA World Hunger's service-learning planning guide "Digging In: A Leader's Guide to Service Learning." You can download it here:

[https://download.elca.org/ELCA%20Resource%20Repository/ELCA\\_World\\_Hunger\\_Service\\_Learning\\_Guide.pdf](https://download.elca.org/ELCA%20Resource%20Repository/ELCA_World_Hunger_Service_Learning_Guide.pdf)



## GIVING:

From food pantries to refugee camps, our church supports people around the world, including in the United States, through ELCA World Hunger. By joining together, we can make a difference. See page 77 for a pledge form for youth to gather sponsors to raise gifts for ELCA World Hunger prior to your event. After your event, these gifts can be mailed to ELCA World Hunger at the address on the pledge form. Encourage youth in your congregation to share the work of ELCA World Hunger and to invite others to participate before your overnight event or during your multiweek session.

# SAMPLE SCHEDULES

FRIDAY TO SATURDAY

## FRIDAY

4:30 - 5:00pm	Registration and Check-in
5:00 - 5:15	Opening
5:15 - 5:20	Transition time
5:20 - 6:05	Activity: teaching
6:05 - 6:10	Transition time
6:10 - 6:55	Campfire 1
6:55 - 7:05	Break
7:05 - 7:50	Activity: life together
7:50 - 7:55	Transition time
7:55 - 8:40	Campfire 2
8:40 - 8:50	Break
8:50 - 9:35	Activity: common meal
9:35 - 9:40	Transition time
9:40 - 10:25	Campfire 3
10:25 and on	Free time

## SATURDAY

9:30 - 9:45am	Wake up and get ready
9:45 - 10:30	Activity: prayer
10:30 - 10:35	Transition time
10:35 - 11:20	Campfire 4
11:20 - 11:25	Transition time
11:25 - 11:40	Closing
11:40 - 12:45	Feast

SATURDAY TO SUNDAY

## SATURDAY

3:00 - 3:30pm	Registration and check-in
3:30 - 3:45	Opening
3:45 - 3:50	Transition time
3:50 - 4:35	Activity: teaching
4:35 - 4:40	Transition time
4:40 - 5:15	Campfire 1
5:15 - 5:25	Break
5:25 - 6:10	Activity: life together
6:10 - 6:15	Transition time
6:15 - 7:00	Campfire 2
7:00 - 7:05	Transition time
7:05 - 7:50	Activity: common meal
7:50 - 7:55	Transition time
7:55 - 8:40	Campfire 3
8:40 - 8:50	Break
8:50 - 9:35	Activity: prayer
9:35 - 9:40	Transition time
9:40 - 10:25	Campfire 4
10:25 - and on	Open time

## SUNDAY

8:30 - 9:00am	Wake up and get ready
9:00 - 9:30	Prepare for worship
9:30 - 10:30	Lead worship
10:30 - 11:30	Brunch to break the fast

# Congregational collaboration

Use the suggestions below to get the rest of the congregation involved in your youth event!

## PRAYING

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If you are using Act 2Day as an overnight event, consider having the youth lead worship on a Sunday following the event. You can use some of the time allotted for the prayer session for planning. You may also wish to invite the congregation to pray for the youth who will be participating in the event. Having the youth lead the congregation in prayer and having the congregation pray for the youth is a great opportunity for intergenerational faith formation and education.

## GIVING

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As the youth learn more about ELCA World Hunger, invite the congregation to support this ministry. Use the piggy banks from the Fill Your Plate Escape Room, collect a "noisy offering" on Sunday or invite congregation members to sponsor youth to support ELCA World Hunger. For the noisy offering, simply place a metal bowl near the exit of your sanctuary and ask people to toss their coins into it as they leave. If you want to invite sponsors, find the sponsor sheet on page 77.

## PLANNING

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Congregation members may work for, volunteer for or participate in community organizations that address local hunger or that assist neighbors in need. Invite them to share their experiences with youth or to connect you with someone who can help the youth learn more about the ways their community is responding to hunger.

## SERVING

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Service learning is a key part of Act 2Day, and this is a great opportunity for people of all ages to work and learn together. If you do a service project as part of Act 2Day, invite members of the congregation to join in!

## LEARNING

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Use activities and lessons here to plan mission moments during worship. This works especially well if you've chosen the four- to six-week study format, but it also works as a lead-up to your event. You can also offer a youth-led forum to share information about your community, ideas for the church and your own experiences.

# Getting started

## FASTING

As an overnight activity, Act 2Day uses the practice of fasting to help focus attention on the group's experiences. Fasting is one of the oldest spiritual practices. Going without food for a period of time is meant to help focus attention on other ways people are fed: spiritually, emotionally and socially. Fasting can also be a sign of solidarity with those who hunger and a protest against a world in which many people go hungry.

As you start your fast you may want to pose some questions for discussions:

- What does a fast mean to you?
- What would be the hardest thing to give up, if you had to fast? (ex: food, technology, etc.)
- How can a fast help focus our attention on God?
- *[Read Luke 4:1-13.]* How did Jesus' fast make his temptation harder to face?
- How might his fast have strengthened him against temptation?
- How can our fast together make us stronger?



**Fasting – Not just about food!** While going without food may be the first thing that comes to mind, not everyone will be able to physically go without food depending on their health, so consider offering other options to accommodate youth who want to participate, such as fasting from technology.

## ABOUT CAMPFIRES

Campfires in Act 2Day are both a physical space that represents biblical locations and a recurring activity throughout the event. At campfires, youth will be invited to draw near to God by reflecting on where they have been (that evening and in their everyday lives), where God is calling them to be and how faith can sustain them. Each campfire focuses on a place and an object from the Bible. As the youth move through each campfire, their progress will be like a pilgrimage – a chance for reflection, growth and journeying together through Scripture and their own faith lives.

As you think about what objects to place in the campfire space and as you read through the suggestions provided, think about the campfires you have gathered around. Were they joyous and loud? Were they intimate and cozy? What makes a campfire special is that it is an amazingly flexible time and space to take in the awe and beauty of God's creation in the form of fire, stars, games, song and close friends. While campfires in Act 2Day are inside and do not involve actual fire, the space should evoke a similar feeling.

Each campfire gives youth a gathering time to learn about the biblical location of the campfire, activities to dig further into the text and interactive prayers to prepare for the next session. Song suggestions are included below. When thinking about song selection, consider picking one simple song to sing throughout the event.



## Setup suggestions

### CAMPFIRE 1:

#### Mount Horeb and Exodus 3:1-6

- A children's pool with sand
- A plant with red and orange Christmas lights

### CAMPFIRE 2:

#### Bethel and Genesis 28:10-18

- A ladder decorated with images from Jacob's dream
- A large rock made from cardboard or other materials
- A children's pool with sand
- Glow-in-the-dark stars or other things to represent sleeping outside
- A decorative chair to symbolize the throne of God

### CAMPFIRE 3:

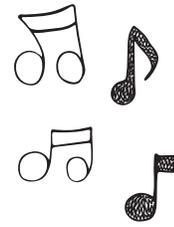
#### The Sea of Galilee and Mark 4:35-41

- A children's pool with water or a large clear bowl with water
- Blue fabric draped to look like water
- A boat such as a kayak or canoe

### CAMPFIRE 4:

#### Patmos and Revelations 7:13-17

- A photo of Greece or a Greek flag
- Cardboard or other material painted to look like a cave
- Albs displayed or worn
- A decorative chair to symbolize the throne of God



## Song suggestions

- "Christ, Be Our Light" ELW 715
- "We Are Called" ELW 720
- "Light Dawns on a Weary World" ELW 726
- "Touch the Earth Lightly" ELW 739
- "Your Will Be Done" ELW 741
- "Canticle of the Turning" (whole song or just the refrain) ELW 723
- "Oh Lord, Hear My Prayer" ELW 751
- "Lord, Listen to Your Children Praying" ELW 752
- Vespers opening dialogue, beginning with "Jesus Christ is the light of the world," ELW p. 309
- "The Prayer of Good Courage" — Mountain Vespers



# Opening and Covenant

To open your event, gather the youth in the room that will be used as the campfire space. Welcome them to the event and your church. Share any relevant information about the church and any logistics you want to share.

Next create a covenant with the youth. This covenant will remind them of their commitment to one another and to their experience together. The covenant is an agreement the youth build together to ensure that everyone feels safe and supported during your event. (It's also a good chance to let everyone know any rules or boundaries in the building.)

Read Acts 2:42. The verse describes the basic commitments the early Christians made to one another in the church. Historically, the church was known by commitments such as these, which helped preserve the community. Take out a large sheet of paper and invite the youth to create their own rules for a good community and their time together.



**Here are some questions you can ask to start the conversation:**

- What does a good community look like to you?
- What makes you feel supported?
- What makes you feel safe?

**Here are some examples of covenant principles you might want to include:**

- I will value myself and others.
- I will behave in a way that keeps myself and others safe.
- I will work with the group to achieve our goals together.
- I will give other people in the group my full attention and participate fully in all activities.
- I will create an atmosphere in which everyone feels comfortable and safe.
- I will make sure everyone is included and feels like part of the group.
- I will be present mentally, physically and emotionally.
- I will listen to what others say and focus on their ideas and questions.
- I will share my thoughts openly and honestly.



**When finished, place the covenant in a visible place in the campfire area.**



**If you've made plans to sing a song or multiple songs at the end of your campfires, now would be a great time to introduce them.**



# ACTIVITIES



# Teaching

## THE COMMON CHEST

### Purpose

The purpose of this activity is for youth to learn about the Lutheran tradition of helping neighbors and to have meaningful discussions about the kinds of programs ELCA World Hunger supports.

### Materials

- Copies of the "Five Ways to Fight Hunger" sheet (one for each small group)
- \$1,000 in "Luther bucks" for each group
- Writing utensils

### Instructions

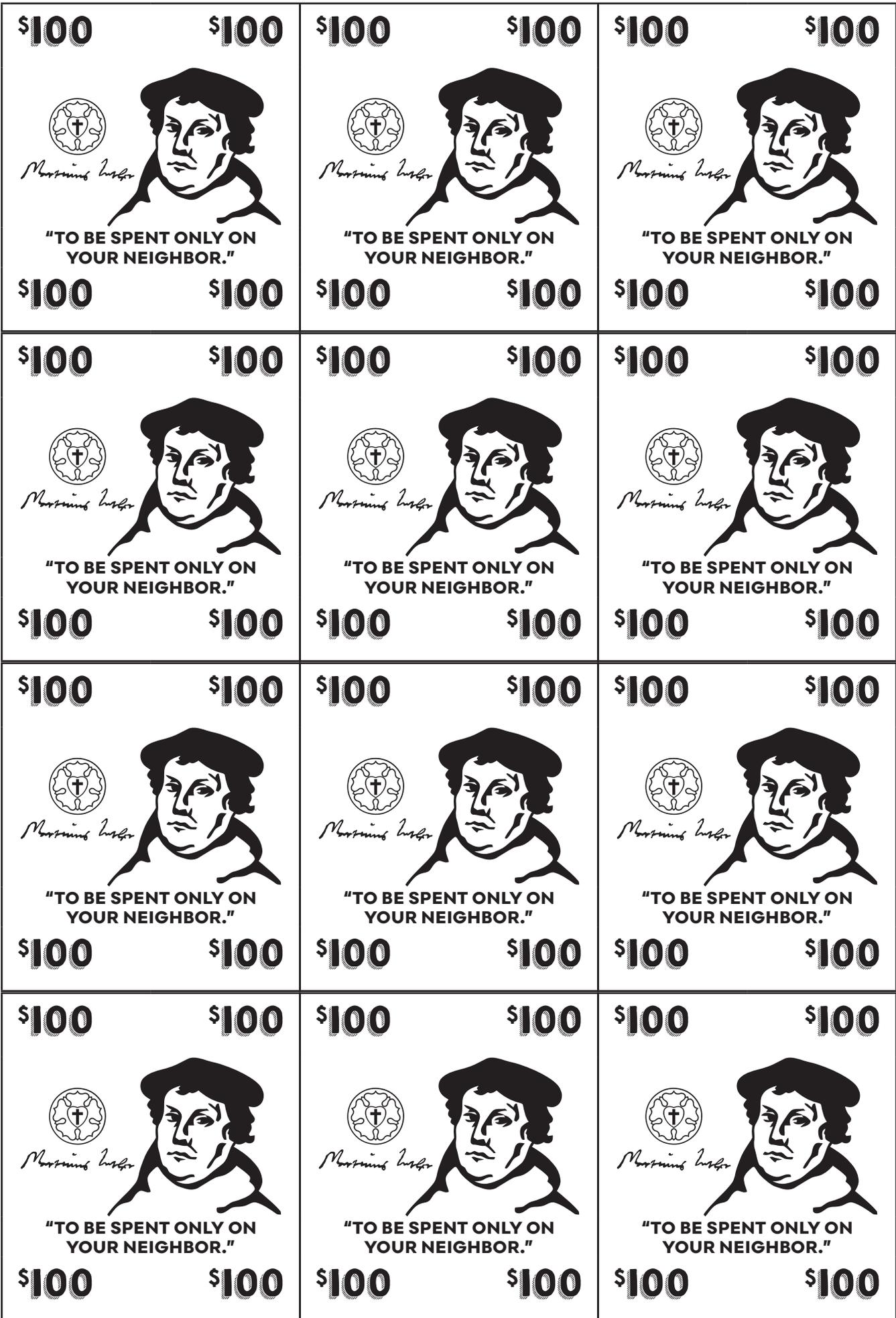
- Divide the youth into groups of two to five people. (In a small group, youth can work individually.)
- Give each group one "Five Ways to Fight Hunger" sheet, \$1,000 in Luther bucks and a writing utensil.
- Share with the group a brief description of Martin Luther's common chest and explain how ELCA World Hunger reflects the concept of the common chest today.
  - *In the 1520s, Lutheran churches in Germany began keeping "common chests." These large chests contained money from taxes and donations that could be used to give assistance to people living in poverty; to cover the costs of hospitals, poorhouses and orphanages; and to make interest-free loans to people wanting to start or grow their businesses. The common chest grew out of Martin Luther's teachings about the church's responsibility to care for people in need. Indeed, Luther believed that every church should have two pieces of furniture — an altar for worship and a common chest for service of neighbors. The Lutheran church started the common chest in order to provide a more organized, systematic way of supporting people living in poverty and hunger.*

- *ELCA World Hunger acts as a modern-day common chest, supporting programs that respond to hunger in more than 60 countries, including the United States, through the generous gifts of congregations and individuals.*
- The groups will have 15 minutes to read and discuss the categories of programs ELCA World Hunger supports.
  - *How does each category help provide a solution to hunger in a unique way?*
- Each group will have \$1,000 to invest in solving hunger. As groups or as individuals, they will need to decide which categories to invest their \$1,000 in. They will also need to explain their choices to the whole group. Allow them 10-15 minutes to decide.
- After the time is up, bring the teams together to explain how they chose to support each of their categories with their \$1,000.

### Discuss

After everyone has had an opportunity to share from their group, ask the following questions:

- Why did you choose to spend your money the way you did? What moved you to spend money on certain projects?
- What trends did you notice when all the other groups were telling us how they used their funds?
- Why do you think ELCA World Hunger uses all these other strategies toward ending hunger? Why not just focus on food?
- What other things do you think you would invest in to help solve hunger? What might be missing from the sheet?



# Five Ways to Fight Hunger

## Funds Given

### **CLEAN WATER & SANITATION**

Clean water is a basic necessity for any community. Without clean water, you cannot grow food, stay healthy, stay in school or keep working. ELCA World Hunger is working alongside communities around the world to create access to sanitation and clean water.

### **MATERNAL & CHILD HEALTH**

Care for new and soon-to-be mothers and their babies is a critical step toward lifelong health. ELCA World Hunger supports programs that offer women support and care during their pregnancy and afterward. Care for infants may include regular checkups, vaccines and nutrition, while care for mothers involves both physical care and emotional support.

### **FOOD PANTRIES & FOOD SHELVES**

Food pantries and shelves are primary forms of relief for many people living with hunger in the United States. Many community kitchens and pantries are open to the general public and provide food for community members who are experiencing homelessness, looking for work or living with financial burdens that force them to make the tough decision of whether to buy food or pay bills.

### **AGRICULTURAL TRAINING**

Many families depend on their land and livestock for both food and income. War, droughts, floods and downturns in the market can make farming families vulnerable to poverty and hunger. This can make it very hard to ensure there is enough food for their families throughout the year. ELCA World Hunger works with farming communities to provide seeds, tools, education and training to make sure families have what they need to survive and thrive.

### **EDUCATION**

More than 820 million people in the world are undernourished. Education can be a critical tool in ending hunger and ensuring that everyone has the nutrition they need for a healthy, active life. By supporting education programs, ELCA World Hunger helps people around the world gain the knowledge and training they need to break the cycle of hunger and poverty. These programs include literacy training, supplies for schools and breaking down barriers to girls' education.



# Teaching



## THE ROOT CAUSES OF HUNGER

### Purpose

This activity will help youth learn more about the root causes of hunger around the world.

### Materials

- Projector or screen with internet access and sound
- Whiteboard or poster
- Dry-erase markers or standard markers

### Instructions

Write these three numbers on a whiteboard or poster:

- 820,000,000
- 37,200,000
- 735,000,000

**Say:** There are 820 million people living with hunger around the world. Recently, the number of people in the world who were reported to be undernourished increased for the first time in ten years.

There are 37.2 million people living in the United States who experience food insecurity, which means that they aren't always sure where their next meal might come from.

**Ask:** So why, in modern times, are so many people living with hunger?

**Say:** The largest reason, or root cause, is the number that I haven't mentioned yet.

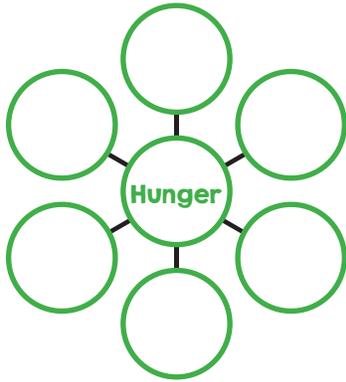
There are 735 million people around the world who are living in poverty. Lack of access to land, proper tools, education, equitable health care, fair prices and living wages are just some of the factors that cause poverty in our country and around the world. But there are other major factors beyond poverty that contribute to world hunger.

**Ask:** What do you think could be other causes of hunger in the world? [Allow sufficient time for responses.]

**Say:** Many of these suggestions could contribute to the prevalence of hunger in our world. We are going to watch a video that expands on these ideas and may offer some root causes that we haven't thought of yet.

**Watch:** The *Guardian's* video "Why Do People Still Go Hungry?" (1.5 minutes)  
<https://www.youtube.com/watch?v=ikujwDUAD1k>

**Ask:** What were some causes of hunger that you heard in the video? [Examples: disasters, war and displacement, public policy, etc.]



On a whiteboard or poster, create a "mind map" with the word "hunger" circled in the middle. As causes are named, write them around the middle circle. Draw a line from the word "hunger" to the answer that the youth offered.

### **POVERTY**

Poverty is one of the main causes of hunger. With 735 million people living on less than \$1.90 a day, millions of people who experience hunger are also experiencing poverty.

### **DISASTER**

Natural disasters can cause the loss of lives, homes, crops and jobs. Floods, hurricanes, earthquakes and other events can force families to leave their land in search of more stable environments, but this comes at a great risk. The destruction of crops also makes food prices unpredictable, which causes instability for both the buyers and sellers of these crops and can make communities vulnerable to hunger or poverty.

### **WAR AND DISPLACEMENT**

Millions of people living with hunger in the world also live in countries affected by war and conflict. The threat of violence often makes daily tasks too dangerous to attempt and causes families to seek refuge in other communities or countries that are safer.

### **CLIMATE CHANGE**

The changing climate has impacted developing countries the most through increased droughts, more severe and frequent natural disasters, and less predictable weather. Crops that grew well during certain months in the past are not producing the same yield as before.

### **FOOD WASTE**

In the United States, 30-40% percent of all food produced is wasted. This food could be used to help support the basic needs of millions of Americans or neighbors around the world. If the United States reduced its food waste by only 15%, it would save enough food to support 25 million people a year.

### **LACK OF NUTRITION**

All people require nutritional foods to live healthy and productive lives. But just because a family has enough food to be "full" doesn't mean they're properly nourished. This is known as "hidden hunger," because it isn't always as visible or obvious. Lack of access to affordable produce and other healthy foods forces many families to live on foods that fill them up but don't sustain their bodies or their development.

Hunger has many root causes that often directly affect and intertwine with one another, which makes the solutions much more complex than simply producing more food.



# Teaching

## SNEAK A PEEK

### Purpose

In this game, youth will take turns leading their team in building a hidden structure. In the process, they will learn some important facts about the links between education and hunger.

### Materials

- Legos or other building blocks
- A box or another object to hide your creation in
- A timer

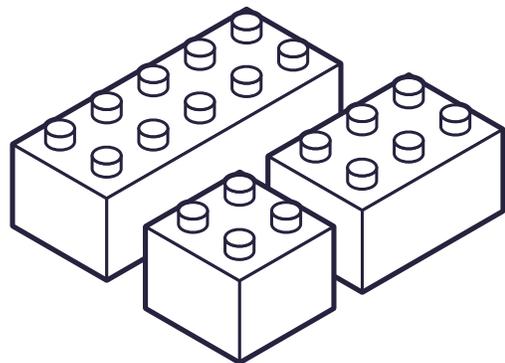
### Instructions

Before starting, build a small structure or sculpture or design with your building materials. Next, hide your creation inside a box or another opaque object. Put the creation and box in a location that is equidistant from all teams. You may want to prebuild several small structures before you start. This will make the game go faster. You can also build new structures between rounds.

To begin, divide the youth into groups of three to five people. Provide them with enough building materials so that teams can re-create what you built. Next, have each group pick a leader. Have all leaders come to the place where you have hidden your structure. Let only the team leaders

look at the structure and try to memorize it in a set amount of time (five to 10 seconds is recommended) before returning to their team. When the leader returns to their team, they have 30 seconds to instruct their teams on how to build the structure so that it looks like the one that has been hidden. However, the leader cannot touch the building materials! The leader can only help their team with words. After the 30 seconds are up, ask each team to send up another member of their group who gets a chance to be the leader and to "sneak a peek" before returning to their team. Continue this pattern until one of the teams successfully duplicates the original sculpture.

After you have completed the standard round a few times so that the youth understand the game, play through the variations below by reading the bad news and good news and adding the correlating obstacle to the game.



### VARIATION 1

**Bad news:** Despite great progress in the last few years, millions of children still lack access to education. This is especially true for women and girls. Restricted access to education is one of the surest ways of transmitting poverty from generation to generation.

**Good news:** One extra year of schooling increases an individual's earnings by up to 10%. A dollar invested in an additional year of schooling, particularly for girls, generates earnings and health benefits of \$10 in low-income countries and nearly \$4 in lower-middle-income countries.

**Obstacle:** To symbolize the power of education, allow one or two team leaders to take notes when looking at the structure.

### VARIATION 2

**Bad news:** Hunger may impact a child's school performance. Research demonstrates that children from families who are not sure where their next meal may come from are more likely to have lower math scores and repeat a grade, among other challenges. Children need nutrients so they can grow, develop and focus on learning.

**Good news:** ELCA World Hunger works to equip churches such as yours by supplying resources to start backpack programs that feed hungry students. ELCA World Hunger also works with our leaders around the world to make sure youth everywhere have the nutrients they need to be successful.

**Obstacle:** Since it can be hard to focus when you are hungry, spin your leader around 10 times before sending them up to sneak a peek.

### VARIATION 3

**Bad news:** In 2017, 262 million (or one out of every five) children, adolescents and youth were not in school.

**Good news:** A secondary education would lift 420 million people out of poverty, reducing the number of people experiencing poverty worldwide by more than half. If adults worldwide received just two more years of schooling, 60 million people would be lifted out of poverty.

**Obstacle:** To symbolize the children who are out of school and unable to develop their talents, have one person from every group sit out this round.

## Discuss

- How did you work together to build the hidden structure? What worked well for your team?
- What was the hardest obstacle for your team to overcome? What was the easiest? Why?
- Did any of the good or bad news surprise you? Why?



# Life Together

## THE WISHING WALL

### Purpose

The purpose of this activity is to help youth see the importance of supporting each other toward their goals.

### Materials

- Large, open area with a desk or table
- At least 10 paper or plastic cups
- Markers to write on the cups
- Pieces of paper to roll up and throw (Note: The game works best with lightweight paper that is no larger than 8.5 by 11 inches.)
- A timer or stopwatch

### Setup

- Before explaining the directions, have youth write down one "wish" that they have for the world on a cup. Since they will be stacking the cups, write the wishes on the sides of the cup upside-down.
  - This could be something they have prayed for or something they hope to see during their lifetime.
    - ◆ Examples: acceptance, peace, safety, ending hunger, unity, freedom, etc.
  - If it is a small group, encourage them to write on more than one cup so that you have enough for a large structure.
- On the pieces of paper, ask the youth to write down at least one thing (one item per piece of paper) that threatens their wish. For example, if their wish is "peace," the threat might be "war."
- When they have finished writing, stack the cups on top of each other in a pyramid to make a "Wishing Wall."

### Instructions

- For Round 1, pick one youth to be a "supporter."
  - This person's job is to block as many of the paper balls as they can in order to help the structure stand for as long as possible.
- The remaining youth can take their positions anywhere around the Wishing Wall and begin throwing their paper balls once the facilitator starts the time.
- After each round, add another supporter to help protect the Wishing Wall.
- Play continues until there is only one person trying to knock down the wall.
- When the game is finished, be sure to rebuild the Wishing Wall together as a group.

### Discuss

- Look at our Wishing Wall. What do you notice about our group and what we want to see in the world?
- How can we be true supporters of one another and the type of changes we want to see in our world?
- What if you disagree with someone about their wish for the world? How can we disagree with one another about our wishes – or how to achieve them – and still show love for people with whom we disagree?

#### Congregation Connection

Keep the "Wishing Wall" up in the narthex for your congregation to see. You can even leave paper and a basket out for members to submit their own wishes for the world to share back with your group!



# EMOJI COMMANDMENTS

## Purpose

The youth will learn about the history of the Lutheran church, Martin Luther's explanations of the Ten Commandments and how these explanations help us be in community together.

## Materials

- Printed emojis
- Poster board
- Projector
- Computer
- Cell phone

## Instructions

- To set up, print out the Ten Commandments and Luther's explanations on individual sheets of paper.
- Divide youth into groups of three to five people and give each group a piece of poster board.
- Divide the commandments and explanations equally between groups. You can use the explanations from the Large or Small Catechism or a combination of both. The ones from the Large Catechism often have more direct connections to hunger and give the youth more opportunities to be creative.
- **Share:** Martin Luther was the first person to translate the Bible into the language of the people. Over the centuries, people have continued to translate the Bible into different languages and update the language so modern readers can understand it. Now it's time for you to translate the Ten Commandments and Luther's explanations of them into the current language of the people — emojis!

- You have two options for how to run the next part of the activity.
  - Phones - have the youth email or text their answers to you so you can display their answers on a screen.
  - Paper - print out a selection of the emojis from the Act 2Day emoji resource at <https://www.elca.org/Resources/ELCA-World-Hunger#HungerEd>.
- Give the youth one minute to translate their first commandment and explanation into emojis, either on a cell phone or by taping emojis to their poster board.
- Invite each group to read their commandment and Luther's explanation and explain how they chose their emojis.
- To start the next round, ask the youth to take the emojis off the poster board or clear their phones.

Optional: To make a connection with your congregation, take photos of the translations or have the youth text you their translations, then post them so the congregation can guess which commandment goes with which set of emojis!

## Discuss

- Which was the easiest commandment for your group to translate? Which was the hardest? Why?
- Were there any translations from other groups that you thought were really clever or that helped you understand the commandment better? If so, which were they?
- How do commandments help us build community?
- Which commandment do you think is most important for building a healthy community? Why?



# Life Together

## MONOPOLY

### Purpose

This variation on the board game is a great opportunity to learn about the long-term effects of discrimination and injustice.

### Materials

- Monopoly game
- A computer to access the documentary
- A projector, if possible, for showing the video

### Getting started

This activity is an opportunity for your group to look more closely at the ways public policies — especially the discriminatory policy of “redlining” — can leave lasting effects on communities facing poverty. Playing the popular board game Monopoly (with a few changes) opens up the discussion. You may also want to watch “The House We Live In,” part of the PBS documentary series *Race: The Power of an Illusion* (information below), to understand how policies — even policies from decades ago — can make a community more vulnerable to poverty even today.

Redlining is the practice of denying or limiting services to a specific neighborhood. As you can learn from the video in this activity, the term “redlining” comes from the color used by the Federal Housing Administration to mark neighborhoods in which they would not invest or insure loans. These were often communities of color. Today, the term can refer to denying financial services, health services, insurance or educational services to a neighborhood. A home is often the most valuable asset a family has. Without

access to the means to buy a home, a family is more likely to have financial difficulties and is less likely to have significant assets to help future generations avoid poverty.

### Instructions

Set up the Monopoly board and divide the group into teams. (Depending on the size of your group, you can also play individually.) Distribute the money from the “bank” according to the game instructions. The game will be played with the normal rules, with these exceptions:

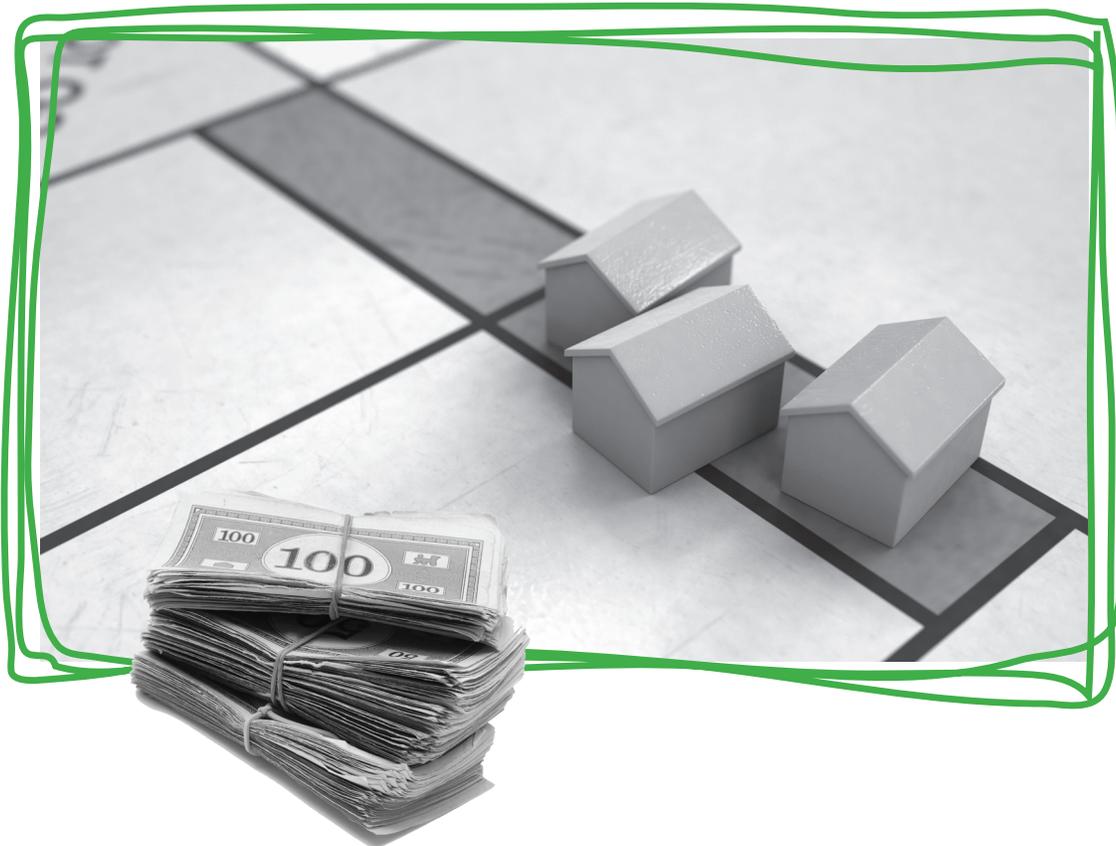
1. Players can acquire properties only by landing on them and purchasing them from the bank.
2. Team One is able to purchase all but the light blue properties (Oriental, Vermont and Connecticut avenues).
3. Team Two cannot purchase: the railroad stations, the purple properties (St. Charles Place, States Avenue and Virginia Avenue), the red properties (Kentucky, Indiana and Illinois avenues), the green properties (Pacific, North Carolina and Pennsylvania avenues), and the dark blue properties (Park Place and Boardwalk).
4. Team Three is able to purchase only the dark purple properties (Baltic and Mediterranean avenues) and the light blue properties (Oriental, Vermont and Connecticut avenues).
5. Neither Team Two nor Team Three can develop properties by buying houses or hotels.

Allow the game to go on until each team has gone around the board several times and most properties have been purchased. Once you reach this point, end the restrictions on which properties each team can buy. Now, any team can purchase any unowned property they land on! The game can go on with the standard rules until one team goes bankrupt or until a set time limit has been reached.

# MONOPOLY, CONTINUED

## Discuss

- How did the rule changes affect your experience of the game? *[Possible answers: less fair, frustrated at restrictions, created segregated area of the board for Teams Two and Three.]*
- How did ending the restrictions on which property your team could buy change the game? Did it improve your chances of winning? Why or why not? *[Possible responses: getting rid of restrictions did not change the game much — still few properties to buy; lifting the restrictions gave some more options, but still not completely fair.]*
- What could (or did) Teams Two and Three do to improve their chances of surviving or winning the game? *[Possible responses: joined together to create a “nontraditional” team; gave each other discounts on rent.]*
- *[For Team One]* What was your experience of the game? As you got more properties and money, how did the game change? Did getting rid of the restrictions affect the way you played or your experience of the game? *[Possible responses: enjoyed having the privileges; felt bad for the other teams; ending the other teams’ restrictions made Team One less likely to give the other teams breaks on rent.]*





# Life Together

## Option 1

Read the description of redlining below. Use the questions to help guide your discussion.

A family's home was — and still is — the largest asset they own. Having a home often means stability. It is an investment that a family can expect to grow over time. It can be used as collateral to secure loans for college, a car and other necessities. And, if needed, a house can be sold, usually for more than the original purchase price.

In the 1930s, the U.S. federal government started the Federal Housing Administration (FHA) to provide low-interest loans to help Americans buy houses. When soldiers returned from World War II, many used FHA loans to buy homes. These loans helped many veterans — and many other Americans — start families and build wealth. Unfortunately, for the nearly one million African American veterans returning from World War II, buying a home was much more difficult for two reasons.

First, the FHA evaluated cities around the country and color-coded maps of neighborhoods based on whether or not mortgage loans would be available for people moving there. Neighborhoods that had fewer white Americans and more residents of color were marked in red, and the FHA would not provide loans in these

neighborhoods. This is how we get the term "redlining." FHA loans were often denied to people of color because of these policies. In fact, less than 2% of FHA loans between 1934 and 1962 went to nonwhite applicants.

Second, many communities had "restrictive covenants." As more and more housing developments were built for returning veterans, many of them had rules about who could purchase homes. Jewish people, African Americans, Asian Americans and people of Hispanic descent were often unable to purchase homes, even if they could get a loan. The neighborhoods where they could buy homes were often older, with fewer amenities.

In 1964, President Lyndon Johnson signed the Fair Housing Act that prohibited discrimination in housing, opening up FHA loans to all borrowers, regardless of race.

In 2003, white Americans had assets (savings accounts, stocks and homes) that were 11 times greater than those of Latino Americans and 14 times greater than those of African Americans. According to the United States Census Bureau, in 2000, more than 70% of white Americans owned their own homes. For African Americans and Hispanic Americans, the figure was 46%.

## Option 2

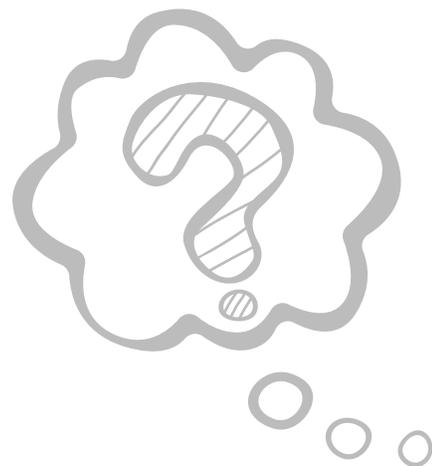
Watch "The House We Live In" together and use the questions below to help guide your discussion. You can rent the episode from Vimeo for \$2.99. Visit <https://vimeo.com/ondemand/race> to find the episode. Begin the episode from the 26:15 mark. (The remainder of the episode will take about 30 minutes to watch.)

# MONOPOLY, CONTINUED

## Discussion questions for options 1 and 2

(Source: Independent Television Service, "Race: The Power of an Illusion Discussion Guide," 2003, available at [http://www.pbs.org/race/000\\_About/002\\_04-discussion.htm](http://www.pbs.org/race/000_About/002_04-discussion.htm).)

- How did federal policies influence segregation and wealth disparities between Americans of different races?
- Part of the American Dream is the notion that anyone who works hard enough will be rewarded — that anyone can "pull themselves up by their bootstraps." How has this been made more difficult for people not defined as white? What is the long-term impact of that denial? What difference might access to financial resources make in terms of your life opportunities?
- Cartoonist Bill Griffith comments on the all-white suburb where he grew up: "It certainly doesn't promote a feeling of a wider world to live in a place where there are only people who look like you." Do you agree? What does your neighborhood, workplace or school look like? Who is missing from the "tables" you sit at — at school, at home or at church?
- Psychologist Beverly Daniel Tatum says this about the impact of racial policies such as FHA loan practices: "To the child of that parent, it looks like, 'My father worked hard, bought a house, passed his wealth on to me, made it possible for me to go to school. ... How come your father didn't do that?'" How would you answer the child of that privileged parent? How would you explain the situation to the child of the parent who was disadvantaged by government policies?
- What were the similarities between the Monopoly game you played and the story you read or watched about redlining and homeownership? Did your chances of winning the game change when the rules changed? Did the rates of homeownership change when President Johnson and the U.S. Congress changed the law in 1964?
- If we are to end hunger and poverty in the United States, what factors besides access to food do we need to address?





# Common Meal

## SETTING THE TABLE

### Purpose

Food is one way we come to understand people who are different from us — their culture, their history and sometimes the places they come from. In this activity, youth will learn some of the ways food communicates history, meaning and identity — including their own.

### Materials

- Construction paper of different colors
- Markers and/or pens
- Yarn, string or other craft items
- A computer to view images

### Instructions

- Assemble the group around a table (or tables) with the construction paper, markers and craft items spread out.
- Describe to the youth a time you encountered an unfamiliar food from a different culture (for example, the first time you ate at a particular restaurant or had a meal during a trip abroad).
- Invite them to share their own stories of encountering unfamiliar foods, some of which they may have liked, some that they didn't enjoy as much. (Note: You may need to guide the discussion to ensure that stories are told and received in a culturally sensitive way. If necessary, remind youth of their covenant to one another.)
- After enough time for sharing, invite youth to use the paper, markers and other craft items to make a piece of art representing a traditional food from their family. Perhaps it will be a special cookie made at Christmas or a grandparent's special

salad. No answer is wrong; creativity and reflection on their family's traditions is key!

- Once everyone is done, invite each youth to share their creation with the group. Ask them to describe what it is, what makes it special and what others can learn about their family from it.
- For the second part of the activity, on a projector or other screen, open *Time* magazine's "Hungry Planet: What the World Eats" at <http://time.com/8515/hungry-planet-what-the-world-eats/>. This photo essay shows a family's weekly groceries and includes families from all over the world. Ask the youth to think about what each picture says about each family. Give the youth a minute or two to reflect silently on the picture before discussing.

### Discuss

- What do the pictures tell us about each family?
- What can we learn from the pictures about the kinds of food available in each country?
- What items are most common in each picture?
- What do you think the meals are like in each household?
- What do the differences between the pictures tell us about the differences between the families?



# Common Meal

## STRIKING THE ROOT

### Purpose

The purpose of this activity is for youth to learn about real people who have been positively impacted by ministries ELCA World Hunger supports. It is also an alternative to the Fill Your Plate Escape Room if you need something that requires less setup.

### Materials

- ELCA World Hunger story cards
- Story card answer key

### Setup

- This activity requires a large space. In fact, the larger the space you can make for this game, the better.
- Cut out all five sets of ELCA World Hunger story cards.
- Split the group into five teams, giving each team a name card (the Bihari family, Abel, Zulema, the Bustamente family and Mary Grace). You can also have individuals act as their own "teams."
- Shuffle the stories that match the name cards and place them in the middle of the room.
- Have each team stand against the wall furthest from their story, placed in the center of the room, before giving the following directions.
- The youth leader will have an answer guide to check each group's answers during the game.

### Instructions

- Tell the group that they will have 10 minutes to complete this task and that, although they are on different teams, any team can help another team, especially if one group finishes before the time is up.
- Explain to the whole group that each team will be assigned the name of a real participant in a ministry supported by ELCA World Hunger.
- Each person has a story that is divided among nine cards, all sharing a number that can be seen at the top left corner of the cards. (For example, Mary Grace's name card has a "1" at the top, so all the story cards associated with Mary Grace will also have a "1" at the top left corner.)
- When the timer starts, each team's job is to gather all their cards, bring them back to their station and put the story together in a way that makes sense.
- Once the team believes that they have put all the story cards in order, the team must call the youth leader over to check and confirm.
  - If the team is correct, the team members can scatter around to the other teams and offer their help, as the goal is for the whole group to finish in the 20 minutes allotted, not just one team.
- Once all the teams have finished, invite a member or multiple members of each team to take turns reading their entire story out loud.

### Discuss

- What were some of the reasons the people in these stories were facing hunger?
- How did the church respond in those situations?
- Were you surprised by some of the ways the ELCA responds to our neighbors?
- Why is it important for the church to respond to neighbors in need?

1

# Mary Grace

1

Mary Grace fled her home in the Philippines and became a refugee.

1

Mary Grace resettled in the United States, but being both deaf and a refugee, she faced challenges earning enough money to feed herself.

1

She had just left an abusive relationship, was unemployed and lacked a support network in her new country.

1

Mary Grace met Beth Lockard, pastor and executive director of DeafCAN!, housed at Christ the King Deaf Church in West Chester, Pennsylvania.

1

DeafCAN! is a ministry that supports deaf refugees and immigrants from 15 countries, with support from ELCA World Hunger.

1

Through DeafCAN!, Mary Grace received services and gained access to resources she needed.

1

She learned how important it was to develop her skills and become self-sufficient.

1

She is also learning American Sign Language (ASL) and studying for her citizenship test and driver's license.

1

Mary Grace now calls Christ the King Deaf Church her "church family."  
"I'm in a community now, I have new friends and a family at church," Mary Grace said.  
"Today I have a life."

2

## Zulema

2

Zulema Lopez is a farmer in the village of San Luis, Nicaragua.

2

For years Zulema has sowed and harvested crops in his village, but due to a prolonged drought, wells have run dry and many harvests have failed.

2

Zulema reported that not only the wells but "the rivers and fields are all dry" because of the drought.

2

"It's a daily problem to get enough water to wash and cook and drink."

2

However, a new well, equipped with a solar-powered pump and a drip-irrigation system, now brings water to the fields and into homes for drinking, washing and cooking.

2

The well was funded by South Canyon Lutheran Church in Rapid City, S.D., and a plan and project were developed by the Nicaraguan Lutheran Church of Faith and Hope to train the people of San Luis in sustainable farming practices.

2

With support from ELCA World Hunger, the project provides farmers with more effective techniques and opportunities to grow a variety of crops.

2

With predictions that rainfall will continue to be scarce, people in this dry region are encouraged by the solutions the new equipment and training offer.

2

Zulema and his community have a new sense of hope due to the project.

"It's not every man for himself out here — we're doing it together."

**3**

# Abel

**3**

At age 13 in Ethiopia, Abel experienced extreme trauma.

**3**

He was imprisoned with his family and tortured, witnessed the execution of his father and was separated from his brother and mother, unsure if he would ever see them again.

**3**

Abel arrived at a refugee shelter in Cairo, Egypt, malnourished and scared.

**3**

Upon arriving, Abel began meeting with a caseworker from St. Andrew's Refugee Services (StARS), and things began to improve.

**3**

Abel received counseling and the medical services he needed to begin healing emotionally and physically.

**3**

He also received nourishing meals provided through an ELCA World Hunger grant to StARS.

**3**

Abel became part of a safe and supportive environment where he could learn and form positive connections with other youth and adults in the community.

**3**

Eventually, Abel built life skills on his own to pursue other opportunities.

**3**

Today, Abel is working part-time, studying to receive his high school diploma and overcoming his challenges while building a new life for himself in the United States.

4

## The Bihari Family

4

Before connecting with the Tripti Project, Puran Bihari and his family of five spent a lot of time collecting firewood in their village just so they could cook their daily meals.

4

The rainy season was especially difficult in central India, since rain-drenched logs make starting a fire difficult.

4

The smoke from the Bihari family's stove made it hard for them to breathe and left blackened spots on the walls of their home.

4

The Bihari family met Vishal Jawaker, a field worker for the Tripti Project. This project is a ministry of the Evangelical Lutheran Church in Madhya Pradesh, serving families who are food-insecure and malnourished.

4

With ELCA World Hunger supporting the Tripti Project, Vishal was able to give the Bihari family a new, smokeless cookstove that runs on biopellets.

4

Using the cookstove is safer for the Bihari family, since it doesn't produce harmful smoke. The biopellets also make it easier for them to cook year-round.

4

Vishal also taught them about the health and financial benefits of using the smokeless cookstove.

4

Now the Bihari family can cook their daily meals in a healthier, more sustainable way.

4

Puran and the rest of his family are grateful for the church and its support as they look toward a healthier, more food-secure future.

5

# The Bustamente Family

5

Fe (pronounced "Fay") and Vincente, smallholder farmers, work hard to feed their family, but changing climate conditions, natural disasters and conflict have made things difficult for farmers such as them.

5

For all their farming lives, they have grown only corn, which has been their main source of income.

5

But growing only one crop can make them susceptible to natural disasters and a changing climate.

5

Thanks to the Cacao FEAST Project, Fe and Vincente have found valuable learning opportunities to improve their skills and their livelihood.

5

The Bustamentes have now diversified their crops, growing bananas, okra, other vegetables and cacao — the plant that produces the beans that will eventually become chocolate.

**5**

Cacao has a higher value than other crops, can be grown year-round, and is less vulnerable to severe weather than many other crops.

**5**

The training Fe and Vincente received also taught the couple about including Fe as an equal business partner and decision maker — something that typically isn't practiced in their area.

**5**

Fe and Vincente now realize that they have to work together for their farm — and their family — to be successful.

**5**

The Bustamente family now know how to budget, how to grow diverse crops and how to be successful farmers in a changing climate.

# Story card answer guide

## STORY #1 — MARY GRACE

1. Mary Grace fled her home in the Philippines and became a refugee.
2. Mary Grace resettled in the United States, but being both deaf and a refugee, she faced challenges earning enough money to feed herself.
3. She had just left an abusive relationship, was unemployed and lacked a support network in her new country.
4. Mary Grace met Beth Lockard, pastor and executive director of DeafCAN!, housed at Christ the King Deaf Church in West Chester, Pennsylvania.
5. DeafCAN! is a ministry that supports deaf refugees and immigrants from 15 countries, with support from ELCA World Hunger.
6. Through DeafCAN!, Mary Grace received services and gained access to resources she needed.
7. She learned how important it was to develop her skills and become self-sufficient.
8. She is also learning American Sign Language (ASL) and studying for her citizenship test and driver's license.
9. Mary Grace now calls Christ the King Deaf Church her "church family."  
"I'm in a community now, I have new friends and a family at church," Mary Grace said. "Today I have a life."

## STORY #2 — ZULEMA

1. Zulema Lopez is a farmer in the village of San Luis, Nicaragua.
2. For years Zulema has sowed and harvested crops in his village, but due to a prolonged drought, wells have run dry and many harvests have failed.
3. Zulema reported that not only the wells but "the rivers and fields are all dry" because of the drought.
4. "It's a daily problem to get enough water to wash and cook and drink."
5. However, a new well, equipped with a solar-powered pump and a drip-irrigation system, now brings water to the fields and into homes for drinking, washing and cooking.

6. The well was funded by South Canyon Lutheran Church in Rapid City, S.D., and a plan and project were developed by the Nicaraguan Lutheran Church of Faith and Hope to train the people of San Luis in sustainable farming practices.
7. With support from ELCA World Hunger, the project hopes to provide farmers with more effective techniques and opportunities to grow a variety of crops.
8. With predictions that rainfall will continue to be scarce, people in this dry region are encouraged by the solutions the new equipment and training offer.
9. Zulema and his community have a new sense of hope due to the project. "It's not every man for himself out here — we're doing it together."

## STORY #3 — ABEL

1. At age 13 in Ethiopia, Abel experienced extreme trauma.
2. He was imprisoned with his family and tortured, witnessed the execution of his father and was separated from his brother and mother, unsure if he would ever see them again.
3. Abel arrived at a refugee shelter in Cairo, Egypt, malnourished and scared.
4. Upon arriving, Abel began meeting with a caseworker from St. Andrew's Refugee Services (StARS), and things began to improve.
5. Abel received counseling and the medical services he needed to begin healing emotionally and physically.
6. He also received nourishing meals provided through an ELCA World Hunger grant to StARS.
7. Abel became part of a safe and supportive environment where he could learn and form positive connections with other youth and adults in the community.
8. Eventually, Abel built enough life skills on his own to pursue other opportunities.
9. Today, Abel is working part-time, studying to receive his high school diploma and overcoming his challenges while building a new life for himself in the United States.

# Story card answer guide

## STORY #4 — THE BIHARI FAMILY

1. Before connecting with the Tripti Project, Puran Bihari and his family of five spent a lot of time collecting firewood in their village just so they could cook their daily meals.
2. The rainy season was especially difficult in central India, since rain-drenched logs make starting a fire difficult.
3. Moreover, the smoke from the Bihari family's stove made it hard for them to breathe and left blackened spots on the walls of their home.
4. The Bihari family met Vishal Jawaker, a field worker for the Tripti Project. This project is a ministry of the Evangelical Lutheran Church in Madhya Pradesh, serving families who are food-insecure and malnourished.
5. With ELCA World Hunger supporting the Tripti Project, Vishal was able to give the Bihari family a new, smokeless cookstove that runs on biopellets.
6. Using the cookstove is safer for the Bihari family, since it doesn't produce harmful smoke. The biopellets also make it easier for them to cook year-round.
7. Vishal also taught them about the health and financial benefits of using the smokeless cookstove.
8. Now the Bihari family can cook their daily meals in a healthier, more sustainable way.
9. Puran and the rest of his family are grateful for the church and its support as they look toward a healthier, more food-secure future.

## STORY #5 — THE BUSTAMENTE FAMILY

1. Fe (pronounced "Fay") and Vincente, smallholder farmers, work hard to feed their family, but changing climate conditions, natural disasters and conflict have made things difficult for farmers such as them.
2. For all their farming lives, they have grown only corn, which has been their main source of income.
3. But growing only one crop can make them susceptible to natural disasters and a changing climate.
4. Thanks to the Cacao FEAST Project, Fe and Vincente found valuable learning opportunities to improve their skills and their livelihood.
5. The Bustamentes have now diversified their crops, growing bananas, okra, other vegetables and cacao — the plant that produces the beans that will eventually become chocolate.
6. Cacao has a higher value than other crops, can be grown year-round, and is less vulnerable to severe weather than are many other crops.
7. The training Fe and Vincente received also taught the couple about including Fe as an equal business partner and decision maker — something that typically isn't practiced in their area.
8. Fe and Vincente now realize that they have to work together for their farm — and their family — to be successful.
9. The Bustamente family now know how to budget, how to grow diverse crops and how to be successful farmers in a changing climate.



# Common Meal

## FILL YOUR PLATE ESCAPE ROOM

This escape room is designed to teach youth about hunger as they work together to solve a series of fun challenges. Along the way, they will collect pieces of a plate to complete. An escape room is a set of "clue chains" that contain one or more puzzles. To move to the next clue chain, the players must complete the prior clue chain, which may contain information or materials needed for the next puzzles. All the signs, clues and plate pieces are included below on pages 43-54. The clue chains are located in different places throughout the church building. Each team should have an adult leader walking through the clue chains with them or stationed at each location. Be sure that each leader is familiar with the escape room and how the clue chain can be solved successfully, in case a team gets stuck.

Ideally, youth should do the escape room in groups of at least three people. If you have a large group, divide them into smaller groups of three to five. You can set up multiples of each clue chain or reset the chains and have the teams race each other. If there are several groups, consider having them start at different timed intervals.

Each clue chain below lists the materials needed and suggestions for setup. The goal is to collect all the pieces needed to "fill your plate."

Begin the escape room outside the small room used in Clue Chain #1 below. Post the "start" sign (see page 44) for players to read before they begin.

### CLUE CHAIN #1: small room

#### Materials

- Programmable lockbox with four-digit combination (available from Amazon.com; here is one suggestion: <https://amzn.to/2WclZ9E>) — program with the combination "2-5-2-5"
- Bible (Any translation is fine, but be sure that the chapter numbers are printed in a large font.)
- Basket
- Five loaves of bread (Use toys or pictures.)
- Two fish (Use toys or pictures.)
- Clue Card #1 (In addition to this clue card, you can also have copies of ELCA World Hunger's "Hunger Catechism" for the Fifth Commandment available. Download it at: <https://bit.ly/2WjlgCo>)
- Clue Card #2
- Plate Piece #1
- Key to lock (used in Clue Chain #2)

#### Setup

The goal of this clue chain is to open the lockbox and retrieve Clue Card #2, Plate Piece #1 and the key for the next step.

Set up this first clue chain in a small room in a church building. Place Clue Card #2, Plate Piece #1 and the key in the lockbox. Place the lockbox, programmed with the combination "2-5-2-5," on a small table. Next to the lockbox, arrange the following items on the table in

this order from left to right: a Bible open to Acts 2, a basket with five loaves on the left and two fish on the right and Clue Card #1.

The players will need to use the clues (Acts **2**, **5** loaves, **2** fish, the **5**th Commandment) to get the combination — 2-5-2-5.

Inside the lockbox, they will find Plate Piece #1, Clue Card #2 and the key they will need in the next activity.

## CLUE CHAIN #2:

sanctuary, altar

### Materials

- Scissors
- Padlock that goes with the key from Clue Chain #1
- Clue Card #3 — Do not cut the letters up before the game!

### Setup

Use the padlock to lock the handles of the scissors together. Hide the scissors near the altar rail or altar. Print and hide Clue Card #3 nearby. If possible, laminate Clue Card #3 so that participants can't tear it. The letters on Clue Card #3, when arranged, spell "water for baptism," the location of the next clue.

## CLUE CHAIN #3:

sanctuary,  
baptismal font

### Materials

- Two small boxes
- Gift wrap
- Twine
- Clue Cards #4, 5, 6, 7, 8 and 9
- Plate Piece #2

### Setup

Place Clue Card #4 on or near the baptismal font in the sanctuary.

Place Clue Card #7 in one of the boxes and Clue Card #8 in the other. Cut four cards out of Clue Card #9, leaving the other four still attached to each other. Place the four loose cards in one box and the four attached cards in the other box. When arranged the right way, the highlighted words in the story from Clue Card #9 will be the clue for the next step. Place Plate Piece #2 in the second box.

Wrap both boxes and tie them tightly with twine or string. (Players will need the scissors from the previous clue to cut them.) Attach Clue Card #5 to one gift-wrapped box. Attach Clue Card #6 to the other box. Hide each box separately in the pews of the sanctuary.



# Common Meal

## CLUE CHAIN #4:

kitchen or narthex

### Materials

- Bucket of water (The bigger the better!)
- Dirt, food coloring or other creative things to "muddy" the water so the bottom of the bucket cannot be seen
- Clue Cards #10 and 11
- Sealable, waterproof plastic bags
- Small net, slotted spoon or colander
- Plate Piece #3
- Phone or computer with internet connection

### Setup

In this clue chain, players will need to use the net, spoon or colander to find the bags containing the next clue in the dirty water.

Fill the bucket with water and use the materials to "muddy" it enough that the bottom of the bucket cannot be seen. Hide the bucket in a room near the sanctuary, in the narthex or in a kitchen. Place Clue Card #10 near the bucket. Cut Clue Card #11 into four pieces and place the pieces in the plastic bags. Place Plate Piece #3 in a bag too. Seal the bags (be sure to remove the air from the bag first!) and place them in the water. You may want to weight the bags down to make sure they sink.

Once the bags are all retrieved by the players, they will need to arrange the cards from Clue Card #11 to find the next clue, which is a QR code. The QR directs to the ELCA's Good Gifts catalog.

NOTE: This clue will require an internet connection, either on a mobile device or on a computer or tablet.

## CLUE CHAIN #5:

large room

### Materials

- ELCA Good Gifts catalog (available at <https://goodgifts.elca.org/congregational-resources>)
- Clue Card #12, cut into pieces and mixed up
- Clue Card #13
- ELCA Good Gifts piggy bank, unassembled (available at <https://goodgifts.elca.org/congregational-resources>)
- Plate Piece #4

### Setup

This clue chain should be set up in the same area where the players completed the last clue chain.

Separate the piggy bank into three pieces (body, tail, head.) Attach one of the cards from Clue Card #13 to each of the pieces of the piggy banks. Place one part of the bank, with the clue card attached, inside the Good Gifts catalog. Hide the other pieces of the piggy bank around the room. Cut Clue Card #12 on the dotted lines and mix the pieces into the Good Gifts catalog. Place the Good Gifts catalog in a visible place near where the players completed the last clue chain.

The players will use the QR code to find the catalog and locate the Clue Card #12 pieces inside it, along with the piggy bank piece. By reassembling the pieces of Clue Card #12 in order, they will get the last clue, which will send them searching for the missing pieces of the bank around the room. Once their bank is assembled, they will trade that in to the adult leader for the final plate piece.

# FILL YOUR PLATE ESCAPE ROOM, CONTINUED

## Debrief

Invite players to sit down in the sanctuary in a circle. Start the conversation with a ball of yarn, and as each youth answers each question below, invite them to hold onto the end of the yarn and toss the ball to another person in the circle. The "web" created by the yarn is a visual representation of the many gifts in the church and the ways these gifts connect and intersect with each other.

- To be "church" means to be part of a community where we bring our gifts together to help and support one another and our neighbors. What are some of the gifts that you have seen in people in church?
- What gifts do you think you have to offer the church?
- How does or can church help you to find and use your gifts?

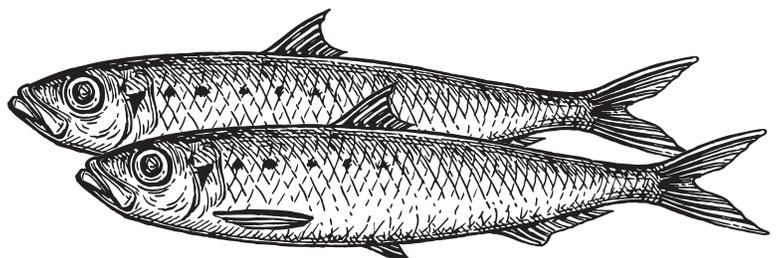
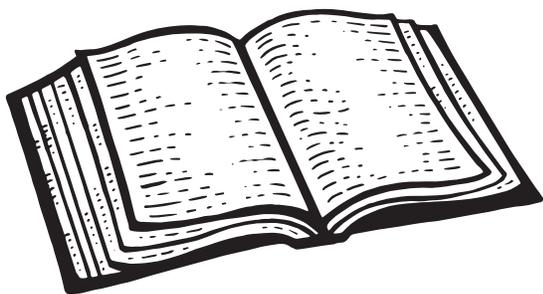
Put the yarn aside and ask the following questions:

How did you use the gifts of your team members to get the pieces of your plate?

What did you learn about hunger along the way?

While a game can be a fun way to learn about hunger, hunger is a serious issue. How can we help our church and others take hunger more seriously — and do something about it? Or, how does our church already take hunger seriously?

Conclude by asking, "Where will your *gifts* take you next?" (in reference to the "gifts" they have unwrapped).





**SIGNS  
AND  
CARDS**

## **Welcome to “Fill Your Plate”!**

Filling the plates of families facing hunger around the world takes hard work, creativity and cooperation. In this series of challenges, you will need to work together to fill your plates by following clues and finding the four pieces of your team’s plate.

In the first clue, you will need to work together to find the four numbers to open the box. Start a new chapter, count your blessings and find what’s missing to get the numbers you need to move on!

**GOOD LUCK!**

## Clue Card #1

### LUTHER'S EXPLANATION OF THE ~~F~~TH COMMANDMENT

We break this commandment not only when we do evil but also when we have the opportunity but fail to do good to our neighbors or to protect and save them from suffering bodily harm or injury.

If you see anyone who is suffering from hunger and do not feed them, you have let them starve.

## Clue Card #2

With the loaves and fishes, Jesus fed 5,000 people. To unlock the next clue, head to the "table" where all are fed with broken bread (but not fish) each Sunday.

# Clue Card #3

E	T	W	R	A
---	---	---	---	---

O	R	F
---	---	---

T	M	S	B	P	A	I
---	---	---	---	---	---	---

## Clue Card #4

Baptism and Communion help form us to use our gifts to love and serve our neighbors. The pews of the church are filled with people with gifts to share — at least two gifts, if we're counting.

## Clue Card #7

Ending hunger can seem impossible, but bringing our gifts together can help us solve it.

## Clue Card #5

By grace, we are *cut free* from the bonds of sin to be church for the sake of the world.

## Clue Card #8

If we *bring our gifts together*, we can end hunger in God's world.

## Clue Card #6

Jesus came to set the captives free. *Cut the ties* that are keeping your gifts hidden from the world.

# Clue Card #9

In **many** communities, clean, safe water is not always easy to get. For **women** like Soun Sopheap, who lives in the Kampong Chhang province of Cambodia, getting water can take a lot of time **and** even be dangerous.

Soun Sopheap's daughters often traveled to a nearby pond for water, and she worried about the safety of the **girls** at the pond.

Most of the villagers **have to** wait for water at the pond and **walk** with it back home in order **to gather** what they need for their households.

A program delivering **water** by hand truck was started by their village, but many families couldn't afford to pay **for** it.

In 2018, Life With Dignity, a local organization, installed a new water system in **their** village with support from ELCA World Hunger.

The water systems helped make sure that **families** had safe, clean water for drinking, cooking and bathing. Now, they don't have to **go in search** of water every day.

**For** women such as Soun Sopheap and their families, **the new water** system means more time for farming and school and more safety.

**You** don't have to think hard to see all the reasons we **need** water **to** survive and thrive. Clean water can **keep** families safe and healthy. Water keeps communities **going** and growing.

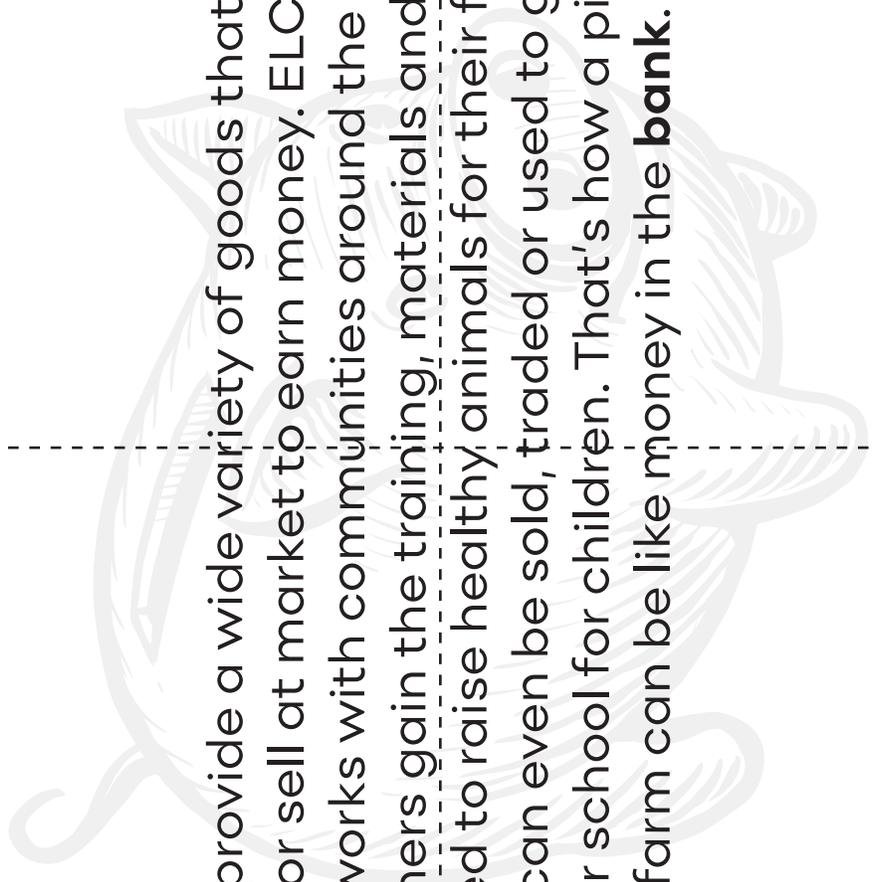
## Clue Card #10

Clean water can mean the difference between life and death for all of us. For many of our neighbors, having access to clean, safe water can mean better health, less time away from work and family, and security from hunger. Getting clean water is one step ELCA World Hunger helps our neighbors take toward a just world where all are fed. Use your "filter" to find the next clue and take your next step to a full plate.

**Clue Card #11**



## Clue Card #12



Animals provide a wide variety of goods that farmers can eat or sell at market to earn money. ELCA World Hunger works with communities around the world to help farmers gain the training, materials and support they need to raise healthy animals for their families. Animals can even be sold, traded or used to get loans to pay for school for children. That's how a pig on the farm can be like money in the **bank**.

# Clue Card #13



Find the three missing pieces of the bank, put it together and trade your pig at the "market" to fill your plate.

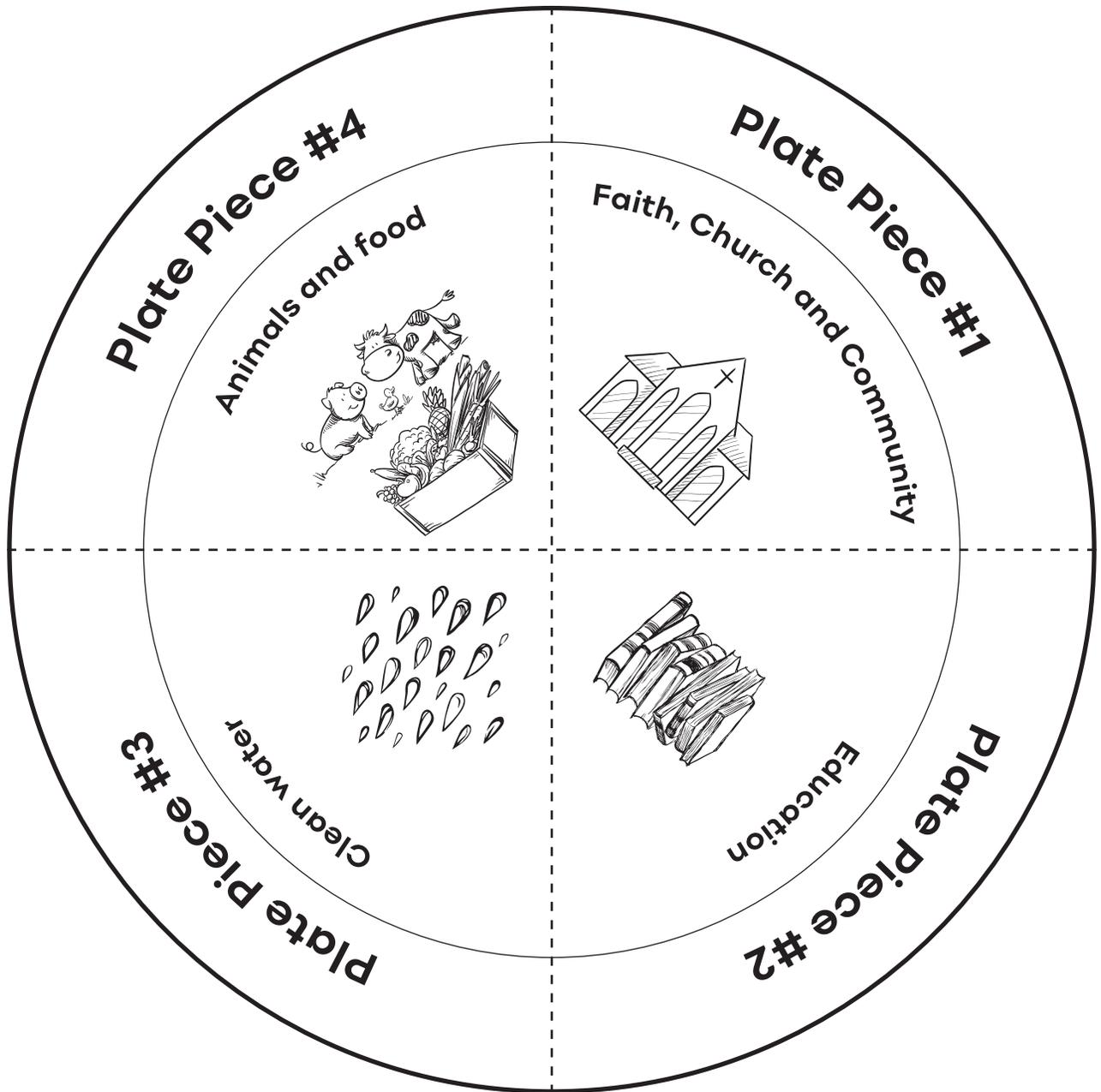


Find the three missing pieces of the bank, put it together and trade your pig at the "market" to fill your plate.



Find the three missing pieces of the bank, put it together and trade your pig at the "market" to fill your plate.

# Plate Pieces



# Prayers



## HOW ARE WE FED?

### Purpose

The purpose of this activity is to give the youth an opportunity to explore their gifts and the important role they play in the church. Be available to the youth; they may have questions about certain categories while going through the survey.

### Materials

- Copies of the Spiritual Gifts Assessment (available at <https://www.womenoftheelca.org/filebin/pdf/resources/SpiritualGifts.pdf>)
- Pencils or pens

### Instructions

- **Say:** We have been exploring how God uses everyone's gifts differently in order to create and provide for us all that we need. Now, we are going to take some time to recognize and discover our own gifts and think about how we can use them to serve our neighbor.
- Give each person the Spiritual Gifts Assessment.
- Allow youth to find a quiet place by themselves to fill out and complete the assessment.
- As youth finish, invite them to come back as a group to talk about their results. Offer to be a conversation partner after the Act 2Day program is over if youth would like to discern these results more deeply.

### Discuss

- What sort of things did you learn from the survey? Do you think it was accurate? Why or why not?
- How do you feel about the gifts that the survey said were most prominent in your life?
- How could you use your gifts to care for or help other people? You can use the Appendix section on page 20 of the Spiritual Gifts Assessment to help guide youth to a clear idea.

### Closing prayer

Once everyone has filled out the survey and gotten a chance to talk together, conclude by inviting the youth to continue thinking about their gifts and how these gifts might serve their community.

Close this session in prayer.

*Abundant God,  
By your hand you feed your people, food of  
angels, heaven's bread.  
For these gifts we did not labor, by your  
grace we have been fed.  
Send us now with faith and courage to the  
hungry, lost, bereaved.  
In our living and our dying, we become what  
we receive:  
Christ's own body, blessed and broken, cup  
overflowing, life outpoured,  
given as a living token of your world  
redeemed, restored.  
Amen.*

"By Your Hand You Feed Your People," ELW 469



# PAPER PLATE ENCOURAGEMENT

## Purpose

The purpose of this activity is to provide an opportunity for the participants to encourage one another.

## Materials

- One paper plate for each youth
- Tape to stick the plates onto each other's backs
- Markers and pens to write encouraging notes on the paper plates

## Instructions

- Give each group member a paper plate.
- Explain to the youth that the plates are symbols for being fed, and that we can be fed in many ways:
  - We can be fed physically with healthy food.
  - We can be fed mentally through good education.
  - We can be fed spiritually through prayer, worship and community.
- Tell the group: "In this activity, we will be feeding and nourishing our spirits by showing support and encouragement for one another's gifts and being living embodiments of prayers for courage and support."
- Next, have each participant write their name in the middle of their plate. Make sure that they leave plenty of space for others to write words around their name.
- Have the participants help each other tape the paper plates to their backs.
- Now, allow the group to walk around and write encouraging words and praise on each other's plates. They do not need to sign their notes. Encourage the youth to be authentic and to take their time to make each note as personal and specific as possible.
- If any group members are having a hard time getting started, here are some suggested sentence starters that they may use:
  - You really impressed me when ...
  - In campfires, I liked what you said about ...
  - I think one of your biggest gifts is ...
  - I am going to pray that ...
- Give the group sufficient time for members to write short passages on numerous youth's plates. At the end, each participant will have a sign with many encouraging messages on it.

## Discuss

- How did it feel to read words of encouragement about yourself?
- How did it feel to write encouraging words for others?
- How is our church a place where people can feel encouraged?
- How often are you given encouragement like this on an average day?

# Prayers

## HUNGER SCAVENGER HUNT

### Purpose

The purpose of this activity is to apply the group's knowledge about the issues of hunger and poverty and share them with the church and with one another through a modified scavenger hunt.

### Materials

- Bible
- Poster paper
- Markers
- Small sticky notes
- Youth's phones (one per group, except when posting to social media)
- Leader's phone
- Internet access (optional)
- One copy of the "Scavenger Hunt Task List" per team



### Instructions

- Open by saying, "Now that we have heard and seen stories of all the amazing ways God is at work in this church, we are going to share that news with each other and with our congregation!"
- Invite youth to divide themselves into groups of two to five people.
- Give each team one Hunger Scavenger Hunt Task List.
- Inform them that they will have exactly 20 minutes to complete this scavenger hunt and gain as many points as they can.
  - Have a timer going so you can be exact.
  - A group loses 50 points every minute it is late getting back to the meeting area.
- Go through each task, answering questions as needed.
  - Make sure to point out the opportunities for additional points on some tasks.
  - When the youth are completing tasks, have them put a tally mark next to the task each time they complete it.
- Be sure to let the youth know if any areas are "off-limits."
- During the game: Once the game has started, the facilitator's job is overseeing "quality control."
  - Make sure to have groups check with you before ...
    - ◆ Hanging anything up in your church
    - ◆ Using their phones to text you Bible verses or send pictures of their completed tasks
  - Make sure groups are staying together. Some may want to "divide and conquer" the tasks, but let them know they must complete all tasks as a team.
  - Help groups whenever they need to take a photo/video of the whole group, or need ideas for Bible verses, statistics related to hunger and poverty, or information about ELCA World Hunger.

## After the game

- When the full 30 minutes is over, bring all the groups back together.
- Have teams email or text the leader any photos or videos they took.
- Have each team quickly present the tasks that they chose to do and how many points they earned.
- Have a nonedible prize for the winners. You can also make awards for each team, such as "Most Creative," "Loudest Group" or "Most Collaborative."
- Hand out awards, congratulating everyone for their efforts and creativity.
- Make sure to use some of the videos and photos for posting on the church's Facebook page, or make a presentation for the congregation in worship or in a forum.



## Share on social media!

Offer the youth an opportunity to share with your congregation their knowledge of hunger, poverty and the church's response by posting some of the challenges on their Facebook, Twitter or Instagram pages.

Examples could include:

- Post your favorite Bible verse about hunger with #ELCAWorldHunger or tag ELCA World Hunger @ELCAWorldHunger (25 points per group member).
- Post a 60-second broadcast about what the church is doing to end hunger (100 points for creating the video, additional 50 points for posting on your church's social media page).
- Post a video of one of your team members explaining one simple way we can help end hunger (10 points for each video).

If you choose this option, be sure to get parental permission beforehand.

# Scavenger hunt task list

Make sure that you and your teammates create a plan before you start your scavenger hunt. What tasks are going to give the most points? What small tasks might rack up a lot of points in the long run?

## JUST FOR FUN

- Write something you love about your pastor or youth minister on a sticky note and attach it to their office door. **(5 points per note)**
- Write an encouraging note to your congregation on a sticky note and attach it to a wall in the hallway. **(5 points per note)**
- "How'd we all fit in here?" Take a photo of your group crammed in a tight space. **(15 points)**
- Nostalgic movie ending — take a photo of everyone in your group triumphantly high-fiving each other. **(15 points)**

## RAISING AWARENESS

- Find something in the church that invites congregations to think about hunger and poverty. **(10 points per item)**
- Take a video of a team member saying one thing we can do to help end hunger. **(10 points per group member)**
- Post your favorite Bible quote about hunger and poverty on your Facebook, Twitter or Instagram page with #ELCAWorldHunger or tag ELCA World Hunger @elcaworldhunger. **(25 points per group member)**
- Partner with other groups to spell out "ELCA" with just your bodies. **(50 points for each group involved)**

## HUNGER AND FAITH

- With your group, write a prayer for those living with hunger and poverty. **(50 points)** Find a place to hang it up where members of your congregation can see it. **(additional 25 points)**
- Create a "Hunger Quiz" for your family members; try to include current issues and what's being done to end hunger. **(75 points)**
- Make a 60-second news broadcast about world hunger; don't forget to use important statistics you've learned about hunger and poverty in the United States and around the world. **(100 points)** Have your youth group leader check out your broadcast and post your video on your church's Facebook page. **(additional 50 points)**
- Make a poster with your group showcasing what ELCA World Hunger is doing to help fight hunger and poverty, and include the latest hunger statistics. **(100 points)** Hang the poster in your church's narthex. **(additional 50 points)**





# Campfire I

## MOUNT HOREB AND EXODUS 3:1-6

### Gather:

### Welcome to Mount Horeb

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**Ask:** What's a "pilgrimage"?

Why might someone go on a pilgrimage? *[See below for suggestions but affirm all answers from youth.]*

What might be places to go on a pilgrimage?

**Read:** The centuries-old tradition of the pilgrimage predates Christianity and is still used across cultures to draw closer to God and as an active form of prayer. For example, Hindus in India journey to the Ganges River to seek healing, and Buddhists travel to Bodh Gaya to visit the tree where Buddha reached enlightenment. One of the requirements for Muslims is to travel to the holy city of Mecca at least once in their lifetime. This pilgrimage to the birthplace of Islam is called the hajj. And Christians, too, often go on a pilgrimage to the Holy Land, to visit the places featured in the Gospels. So tonight, I invite you to take a pilgrimage with me, to pause at some holy places and to look for where God is calling us. Are you ready?

**Read:** Welcome to Mount Horeb! Mount Horeb is the setting for our first campfire. Some books of the Bible call it Mount Sinai. Scholars have debated the actual location of the mountain, but most place it somewhere in Egypt's Sinai Peninsula. We have come to Mount Horeb because it's the place where Moses saw God in the burning bush.

As we read the Bible story of Moses, I invite you to take off your shoes as Moses did and place them in front of you. After we finish reading, we will have a few moments of silence to reflect.

**Read:** Exodus 3:1-6, followed by 30 seconds of silent reflection.

## Group activities

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### NEVER HAVE I EVER

#### Instructions

- Invite the youth to stand in a circle, with one youth in front of them.
- Ask the youth to place their shoes on the ground in front of them. The shoes will be placeholders for spots around the circle. The shoes of the youth in the middle will not be used in the circle.
- Invite the youth in the middle to call out something that they have never done. For example, "Never have I ever been on a rollercoaster," or "Never have I ever eaten fish."
- Once the person in the middle calls out their statement, everyone who has done that thing must run and find a new spot in the circle behind a different pair of shoes; the person from the middle must try to find a spot too. Each player must move at least two spots away from where they started.
- The person without a spot is the new person in the middle, and the game continues. Play until everyone has had a turn.
- If the caller is having a hard time finding a statement that gets everyone moving, or if the caller has been in the middle for a couple turns in a row, you can call out "Fruit salad!" or another fun term, and everyone has to move.

### WALKING IN YOUR NEIGHBOR'S SHOES

#### Instructions

Invite the youth to place their shoes in the middle of the circle. Divide the youth into groups of two to three. Say one of the prompts below and invite the youth to pick a pair of shoes that they think best matches the prompt. Have them return to their group. Remind them that these shoes belong to someone and to be kind with their answers. When they return to their group, have them share why they picked the shoes they did. After a few minutes of sharing in small groups, see if anyone wants to share with the larger group. After you gather responses from the whole group, have the youth place the shoes back in the center of the room, read a new prompt and repeat the activity.

#### Prompts

Pick a shoe that reminds you of ...

Your favorite book

Your favorite place

A goal or dream you have

A place that is holy or special to you

A happy or fun time you had with your friends or family

A time or place where you laughed really hard

A time or place where you were dealing with a conflict

A time or place where you felt sad

A time or place where you felt embarrassed

Your favorite toy when you were younger

A time when you felt God present

# Interactive prayer

## Materials

- Modeling compound (such as Play-Doh) or air-dry clay
- Litany (either printed or projected on a screen so all can see)
- Quiet music

## Instructions

Review with the youth that they are at Mount Horeb, the place that God named as holy ground. Pass out modeling compound or air-dry clay and a printed version of the litany (if you're not projecting it). Let the youth know that they are entering a time of prayer and will be invited to mold something with their clay or modeling compound during the prayer.

Now invite them to pray with you. Below is a suggested litany. Feel free to add local places and features to the litany to make it more personal to your group. Invite youth to read different parts of it. You may choose to play quiet music in the background for the entire duration of the prayer or just during the sculpting activity.

**Leader:** God of fire and burning bush, come meet us on holy ground. Come, sit with us. Inspire and challenge us. Dazzle us with your creation.

**All:** **Come, meet us on holy ground.**

**L:** God of surprises, come meet us on holy ground. Come sit with us. Move and provoke us. Startle us with your beauty and steadfast love.

**A:** **Come, meet us on holy ground.**

**L:** We confess that we are in danger of losing connection with each other. We stand alone rather than walk side by side. We tread on each other's toes.

**A:** **Forgive us, loving God.**

**L:** Where is holy ground?

**A:** **Holy ground is found at home, in the classroom, at work, in city streets. Holy ground is where we have come from and where we are heading. Holy ground is under our feet and in places where we fear to tread.**

**L:** What does holy ground look like?

**A:** **Holy ground is grass and mud, sand and puddles. Holy ground is cracked pavements and polished floors. Holy ground is finding beauty in ordinary places. Holy ground is the places ravaged by wildfires, hurricanes, floods and other extreme weather. Holy ground is finding God in the broken places.**

**L:** What does holy ground feel like?

**A:** **Holy ground is soft underfoot; it caresses your feet. Holy ground is strong and firm, supporting tired feet. Holy ground is flowers springing up and hot coals burning.**

**L:** Who stands on holy ground?

**A:** **We do. Strangers, friends, fellow travelers, recognizing each other.**

*Invite youth to use the clay to sculpt something that represents where they find holy ground. As they finish, they can place their sculptures on the altar.*

*After everyone has finished:*

**L:** "The world cannot be discovered by a journey of miles, no matter how long, but only by a spiritual journey, by which we arrive at the ground at our feet, and learn to be at home." —Wendell Berry

**A:** **Amen.**

## Closing song

Sing chosen theme song or another song. See song suggestions on page 9.



# Campfire 2

## BETHEL AND GENESIS 28:10-18

### Gather: Welcome to Bethel

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### Materials

- Script
- Bible
- Paper and items to color with

### Instructions

**Read:** Welcome to Bethel! Bethel comes from the Hebrew words *Bet*, meaning house, and *El*, meaning God. So, I guess I should say, welcome to God's house! Bethel, as our story tells us, is located somewhere between Beersheba in modern-day northern Israel and Harran in modern-day southern Turkey. That's about eight days of walking without any stops!

Invite someone to read Genesis 28:10-18. As they read, invite the other participants to draw on paper as a form of prayer. You can suggest to them drawing what they think Jacob's dream looked like or another aspect of the story that stands out to them.

Invite the youth to share what they have drawn. Allow time for the youth to share. Then invite the youth to add drawings to this campfire station.

### Group activities

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Throughout this campfire the focus of the activities is verse 16 from the reading: "When Jacob awoke from his sleep, he thought, 'Surely the Lord is in this place — and I did not know it.'" You will be focusing on learning to see God already in action around us and how seeing through the eyes of faith and grace changes us.

# JUNK, JOY, JESUS

This first activity focuses on learning to see God in action in our daily lives.

Invite the youth to gather in a circle, if you haven't already. Next, explain to the youth that they will be invited to share a "junk," a "joy," and a "Jesus." A "junk" is a negative experience. Perhaps it is a current challenge or a past disappointment or something that has been stressful recently. A "joy" is a positive experience or circumstance — something that is going well or something they are grateful for in their lives. A "Jesus" is a time when they saw God in their life or an experience in which they felt blessed, comforted, supported, etc. by God. Share in three rounds by time periods, starting with a junk, a joy and a Jesus in the last week and moving to the last month and the last year.

## ALL YOU NEED

### Materials

- Timer
- Large open space

### Setup

- Divide the youth into groups of four to eight people, making the groups as even as possible.
- Before explaining the directions, have each youth gather a random item to bring back to their group.
  - Allow youth three to five minutes to gather their items.
  - These items should preferably be nonedible and not fragile.
  - Try to have the groups have a good variety in their items.
  - When they have their five items, have them return to their group and make a big pile of all their items together.
- Explain that these are items the group will use to create various objects throughout the game.
- They may not switch out any items, but they can use their bodies and anything they are wearing during the game.

### Instructions

- Using the suggestions below or your own ideas, call out a "thing" or "item" for the groups to make.
- Using only the items they have chosen, the youth must make their best version of that item in an allotted amount of time. One to two minutes is typically sufficient, but make sure you specify to the youth what time frame you're giving them for each item.

- Once time is up, invite a member from each group to present their creation to the rest of the large group. The members presenting should rotate each round so each person has a chance to present.

Some possible items and ideas for challenges:

- Slice of pizza
- Sandwich
- Robot
- Nativity scene
- Halloween costume
- Car
- Prom dress
- Obstacle
- Musical instrument
- Animal you see at the zoo
- Birthday cake
- Piece of art

### Discuss

- What was the hardest thing to make? What was the easiest?
- What item was the most useful to your group? Was there an item that was used hardly at all?
- Was there a time during the game when someone in your group thought of something that you never would have thought of on your own?
- Was there a time when your group thought of something together that surprised you when it was fully assembled?
- We all were working toward the same thing, yet each group created something totally unique during each and every round. What does that tell you about the way we think and solve problems?

# GOD'S GLASSES

## Materials

- Novelty sunglasses such as these jumbo ones: [https://www.amazon.com/Coobey-Sunglasses-Colorful-Costumes-Hawaiian/dp/B07B7GPWLW/ref=cts\\_ap\\_1\\_vtp](https://www.amazon.com/Coobey-Sunglasses-Colorful-Costumes-Hawaiian/dp/B07B7GPWLW/ref=cts_ap_1_vtp)
- Paint markers or permanent markers
- Stickers, gems and other items to decorate the glasses with

## Instructions

This activity helps youth explore how seeing through the eyes of faith and grace changes us. To do that, this activity uses the analogy that faith and theology are like glasses. Glasses, much like faith, give us a particular perspective on the world. Glasses can help sharpen our vision, make things clear that were once blurry and, if they are tinted, provide a particular color to the world.

To start, ask the youth about Jacob's experience of seeing Bethel anew. Ask:

- How did Jacob's experience change how he saw Bethel?
- How did his experience change how he saw himself? (Affirm all answers.)

Next, do a quick poll:

- Raise your hand if you wear glasses or contact lenses.
- Raise your hand if you have transition lenses.
- Raise your hand if you wear sunglasses.

Then ask the youth about their experience of using and seeing through glasses, contact lenses and sunglasses:

- How do glasses and contacts help you see the world? What do they do to your vision?
- How do sunglasses or transition lenses help you? How do they affect how you see the world?

- Next, tell the youth that the world is full of different kinds of glasses that we use every day to help us understand and navigate the world.
- Ask: What are some lenses or glasses that we use to help us see and navigate the world every day? (Examples: science, our likes and dislikes, things and people we value or love, school, town, race, class, gender and country of origin)

Now, depending on your budget, give each youth or a group of two to three youth a pair of jumbo sunglasses, some permanent markers or paint markers, and assorted craft supplies. Tell the youth that faith is a lens or a particular kind of glasses. Invite the youth to think about how glasses or lenses of faith might change their view of the world and how this might impact the last group of lenses you discussed. How do glasses of faith change how we see the world? Ourselves? Others? The world around us? Invite them to decorate their jumbo glasses with those ideas. When everyone is done, invite them to share with the group.



# Interactive prayer

## Materials

- Smooth rocks
- Paint pens

## Instructions

For this interactive prayer you will work with the theme of seeing and also incorporate verse 18 from this campfire's reading. In verse 18, Jacob takes the stone he used as a pillow and turns it into an altar to mark as a holy place the spot where he slept and received a vision from God. Building small altars to mark places where God has revealed God's self is a common occurrence in the Old Testament. The youth in this activity will be invited to create an altar of their own to mark the place God has revealed God's self in their lives.

To begin, hand out one to three stones to each youth and lay out paint markers. Next, invite the youth to reflect on the previous activity.

**Ask:** If you were looking at yourself through God's glasses, what would you see? What qualities would God's glasses highlight? What gifts would God's glasses reveal? (Examples: kindness, generosity, courage, hope, faith, good friend, helpful sibling, etc.) When they have come up with an answer, invite them to write it on their rock.

Next, invite the youth to work together to build an altar with their stones. When they are done, invite them to read the closing prayer together.

## Closing prayer

L: Creator God,

**All:** You made me in your image and likeness. You did not carelessly or thoughtlessly throw me together. But you carefully crafted each of us. Give me your glasses and open my eyes to the strengths, abilities and talents that you have placed inside of me and others. Give me grace to find the good that is in me. Help me to appreciate who I am, rather than regret all the things I am not. Help me to love others as you love them and to love myself as you love me — recklessly and fully. Remind me that you are with us always, even when we are not aware of your presence.

Amen.

## Closing song

Sing chosen theme song or another song. See song suggestions on page 9.





# Campfire 3

## THE SEA OF GALILEE AND MARK 4:35-41

### Gather: Welcome to the Sea of Galilee

#### Instructions

**Read:** Welcome to the Sea of Galilee! It is a large, freshwater lake located in modern-day northern Israel. It has been called many different names over the centuries, depending on who occupied the land around it.

The Sea of Galilee is best known in the Bible as the place where Jesus performs some of his most famous miracles. It is here, at the Sea of Galilee, that Jesus walked on water, fed the 5,000 with five loaves and two fishes, and calmed a storm. Today we are here at the Sea of Galilee to remember the night Jesus calmed the storm.

**Invite:** Invite the youth to help act out the story. Hand out scripts to a few volunteers. Invite everyone to act out the script using their bodies, hand motions, etc.

#### Script

Everyone ready? Narrator, you may start.

Narrator: On that day, when evening had come, he said to them,

Jesus: Let us go across to the other side.

*Narrator invites everyone to get into the imaginary boat. Jesus and the disciples with lines get into the back of the boat.*

Narrator: ... and leaving the crowd behind, they took him with them in the boat, just as he was. Other boats were with him. A great windstorm arose [*make wind sounds*], and the waves beat into the boat [*stomp feet*], so that the boat was already being swamped [*rock the boat from side to side*]. But Jesus was in the stern, asleep on the cushion ...

*Jesus sleeps, snores.*

Disciple 1: [*Gently shakes Jesus.*] ... and they woke him up and said to him,

Disciple 2: Teacher, do you not care that we are dying?

Narrator: He woke up [*Jesus stands*] and rebuked the wind, and said to the sea,

Jesus: Peace! Be still! [*Narrator signals stop. All noise stops.*]

Narrator: Then the wind ceased, and there was a dead calm. He said to them,

Jesus: Why are you afraid? Have you still no faith?

Disciple 1: And they were filled with great awe and said to one another,

Disciple 2: Who then is this, that even the wind and the sea obey him?

## Group activities

# STORM BOTTLES

In the story for this campfire, the disciples were caught in a storm, and they cried out to Jesus, "Teacher, do you not care that we are dying?" Their cry is a cry for help amid fear and anxiety.

We may not be in many storms in boats, but when we face stressful or scary situations in everyday life, sometimes, we want to cry out in anger, frustration or grief, "Teacher, do you not care that we are dying?"

Invite the youth to join in making their own storm bottles using one of the recipes below. As they work, explain that the bottles represent the stormy situations that we still sometimes face — and our desire that Jesus will calm the raging waters around us.

Invite the youth to sit comfortably in the campfire space with their storm bottles. Ask them to think of a time that felt stormy or something that causes stress. Next, invite the youth to shake their storm bottles. As they shake their bottles, invite them to yell: "Teacher, do you not care that we are dying?" The leader should demonstrate and then have the youth repeat after them. Next have the youth stop shaking their bottles and set them on the ground in front of them. When all the bottles are on the ground, say: "Peace. Be still." Give the youth a moment to watch the content of their bottles start to settle. Then invite them to try a breathing practice with you. Read the script below:

*As you watch the content of your storm bottles settle, I invite you to try a breathing practice with me.*

*Take a deep breath through your nose and say to yourself, "Peace above me."*

*Take a big sigh out your mouth and say to yourself, "Peace below me."*

*Take a deep breath through your nose and say to yourself, "Peace around me."*

*Take a big sigh out your mouth and say to yourself, "Peace within me."*

*Now I'm going to continue to say the words, and I invite you to keep breathing and saying them to yourself.*

*Peace above me.*

*Peace below me.*

*Peace around me.*

*Peace within me. [Repeat two to three times.]*

*Now I'm going to stop and let you keep saying this on your own until your bottles settle.*

*When your bottle settles, lie down where you are.*

Once all the bottles have settled, invite the youth to gather in a circle for a quick debrief. Ask:

- What did you imagine when you were shaking your storm bottle?
- How did it feel to yell at God?
- What was it like to watch your storm bottle calm down? How did you feel?
- Did you learn anything from the breathing exercise? How did that feel?
- What are some ways faith can help us get through stormy times? What are some ways we can help others get through their stormy times?

# STORM BOTTLE WITH GLITTER

## Materials

- Bottle with a wide mouth (such as a Voss water bottle or a mason jar)
- Baby oil
- Water
- Food coloring
- A cup
- A stir stick
- Silver glitter, preferably 1/24-sized (superfine glitter may result in the glitter sticking to the sides of the bottle)
- Hot-glue gun and hot glue

## Instructions

Make sure the bottle is empty and all labels have been removed. Fill half the bottle with baby oil. Top the baby oil with a good amount of glitter.

Now, in the extra cup, add approximately two cups of water or enough water to fill the other half of your storm bottle. Next add food coloring and mix with the stir stick. Dark colors are recommended because they contrast with the glitter.

Next, carefully pour the colored water on top of the baby oil and water. To seal your storm jars, place a generous amount of hot glue around the inside of the cap and quickly seal the bottle. Let sit for a few minutes for the glue to dry.

# STORM BOTTLE WITHOUT GLITTER

## Materials

- Bottle with a wide mouth (such as a Voss water bottle or a mason jar)
- Soap that contains glycol stearate - The soap must be opaque (Softsoap brand works well)
- Water
- Food coloring
- Hot-glue gun and hot glue

## Instructions

Make sure the bottle is empty and all labels have been removed. Fill your bottle one-quarter to one-third with soap. Fill the rest of the way with water and then add food coloring. To seal your storm jars, place a generous amount of hot glue around the inside of the cap and quickly seal the bottle. Let sit for a few minutes for the glue to dry.

# PEACE BRACELETS

## Materials

- Pieces of string cut into 12-inch sections — one to two per person
- Blue and white beads (six per person, plus some extra)
- Time

## Instructions

Tie a knot at one end of each piece of string and pass them out to the youth. Each youth should have one string and six beads. Invite them to find a partner. Once they are in pairs, read the first question below and give the partners 60 seconds

each to share with each other. As each person finishes responding to each question, their partner will place a bead on the first person's bracelet and say, "God is with you every day. Peace, be still." The partner receiving the bead will say, "Amen," and together they will tie a knot in the bracelet to hold the bead in place. Once both partners have shared their thoughts and received their beads, continue with the next question. Use as many of the questions as time allows.

- What does a typical day look like at school?
- What are some things that stress you out in a normal day? (Examples: your wake-up time, the amount of homework you have, getting to the bus)
- What are some atypical stressors, things that don't happen every day but that you still worry about? (Examples: the SAT, placement in band, getting into college, a family issue)
- How do you know that you are feeling stressed? What does stress feel like to you?
- What was a time when you felt stressed and someone did something for you that made you feel calm?
- Was there a stressful time when you felt that God was there for you? What did that feel or look like?

## Interactive prayer

### Materials

- 3-by-5-inch index card or paper for each person
- Pen, marker or pencil for each person

### Instructions

In this interactive prayer, the participants will use their own words to build a prayer together.

Invite the youth to sit in a circle. Pass out paper and pens and invite them to

think about a time when they felt as if God wasn't there for them, a time when they wanted to yell, "Teacher, do you not care that we are dying?" Allow 20-30 seconds for quiet reflection, then invite them to write their thoughts on the paper. You will go around the circle and take turns sharing what they wrote on their piece of paper. After every person shares, the reader of the note will say, "Teacher, do you not care that we are dying?," and the group will respond, "Peace. Be still." It may be helpful for the leader to model the first petition of the prayer by sharing their experience or thoughts and then starting the call and response. Once everyone has shared, the leader will read the closing petition below.



If someone is not comfortable sharing, they can use this line: "For all the times when the world seems to be crashing around us like stormy seas, 'Teacher, do you not care that we are dying?'"

#### Example and closing petition

Youth 1: *[Reads note.]* Teacher, do you not care that we are dying?

**All: Peace. Be still.**

Youth 2: *[Reads note.]* Teacher, do you not care that we are dying?

**All: Peace. Be still.**

*Continue until all youth have shared. Leader ends with the closing petition.*

Leader: We give you thanks, O God,  
That no matter how lost at sea we may feel,  
Or no matter the size of the storm in our lives,  
Or how we doubt your presence,  
You are still there offering us peace.

**All: Amen.**

### Closing song

Sing chosen theme song or another song. See song suggestions on page 9.



# Campfire 4

## PATMOS AND REVELATION 7:13-17

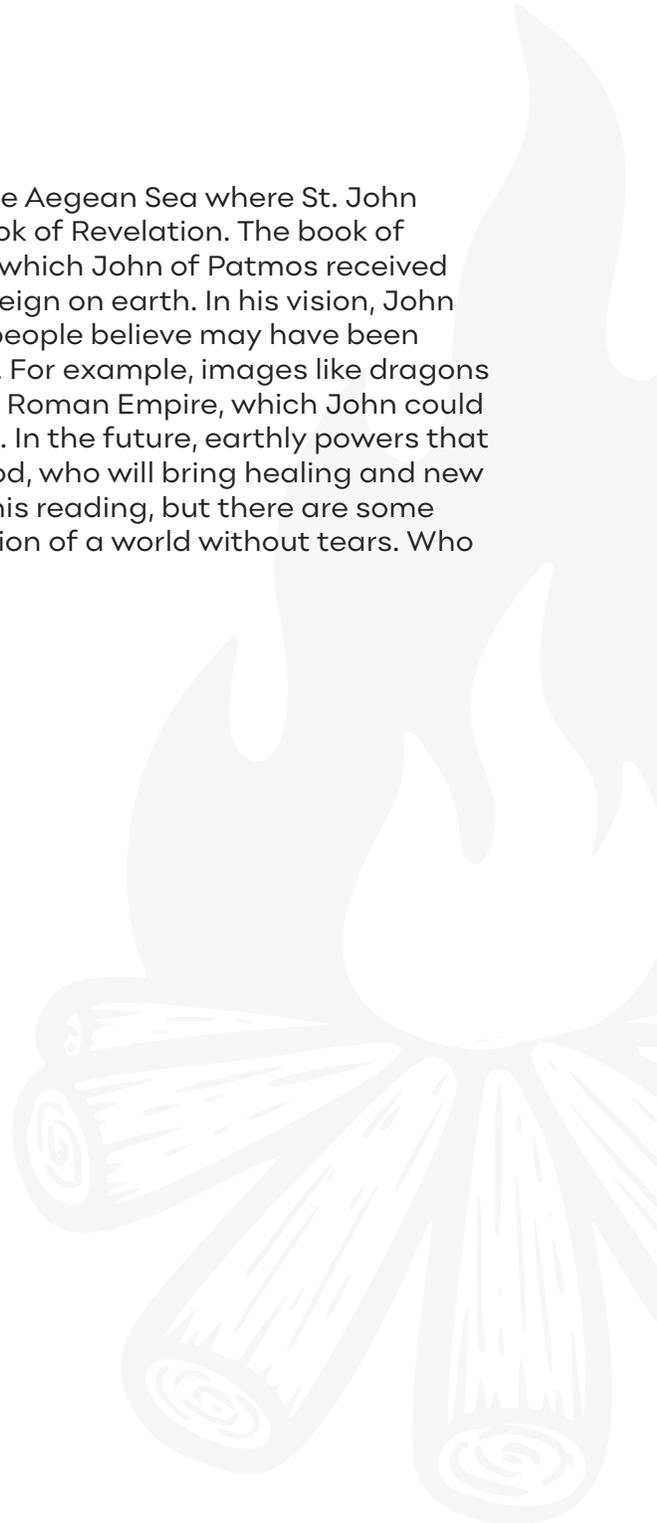
### Gather: Welcome to Patmos

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### Instructions

**Read:** Welcome to Patmos! Patmos is a Greek island in the Aegean Sea where St. John is said to have hidden in a cave and written the book of Revelation. The book of Revelation is an epic account of a vision or dream, which John of Patmos received from God, of the future, when God's justice would reign on earth. In his vision, John describes mythical beasts and storms that some people believe may have been symbols of oppressive governments in John's time. For example, images like dragons in the book of Revelation may have symbolized the Roman Empire, which John could not speak out against without endangering his life. In the future, earthly powers that harm humans and creation will be torn down by God, who will bring healing and new life to heaven and earth. There are no dragons in this reading, but there are some mysterious figures clothed in white and a great vision of a world without tears. Who would like to be our reader for this epic tale?

*Read Revelation 7:13-17.*



# Group activities

## READING FOR JUSTICE

### Materials

- Copies of the different readings:  
[https://download.elca.org/ELCA%20Resource%20Repository/ELCA\\_World\\_Hunger\\_Repro\\_Stories\\_Fall19.pdf?\\_ga=2.131740943.101107838.1570569678-330486907.1558449365](https://download.elca.org/ELCA%20Resource%20Repository/ELCA_World_Hunger_Repro_Stories_Fall19.pdf?_ga=2.131740943.101107838.1570569678-330486907.1558449365)
- Pens and highlighters
- A large piece of paper or poster board

### Instructions

This activity involves short stories from ELCA World Hunger. It might be helpful to the leader to read all the stories before this activity.

On a large piece of paper that everyone can see, write: "God will wipe away every tear from their eyes." Then circle the sentence.

Discuss the following questions and write responses on the paper around the circled words. If someone repeats an answer, underline it or mark it with a star:

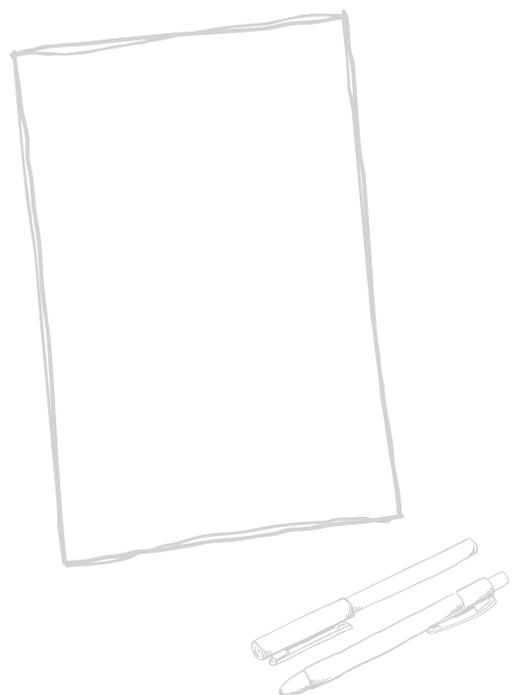
- What would a world without tears look like?
- What would that mean for our personal lives? Our families? Our friends? Our schools? Our country? Our world?
- What were some "never again" items or the items that God promised to take away to create the world without tears listed in the Bible reading?

Divide the youth into groups of two to four. Hand each group one of the stories from ELCA World Hunger and Lutheran Disaster Response. Depending on the size of your group, you may want to use all seven stories. Then let the youth pick

up pens and highlighters to mark up their story. Give the youth time to read their story. Then have them gather in a group with the other people who read the same story as they did. Invite the youth to discuss in their small groups what they liked best about their story, any questions they had about their story and what they thought justice looked like in their story.

After the small groups have had time for discussion, have everyone gather. Invite each small group to report to the large group what their story was about, what they found interesting, what questions they had and what justice looked like in their story. Then bring out the large piece of paper on which you brainstormed what a world without tears would look like.

Conclude with a final question: How do the stories change or reinforce what the youth first thought a world without tears would look like?



# Interactive prayer

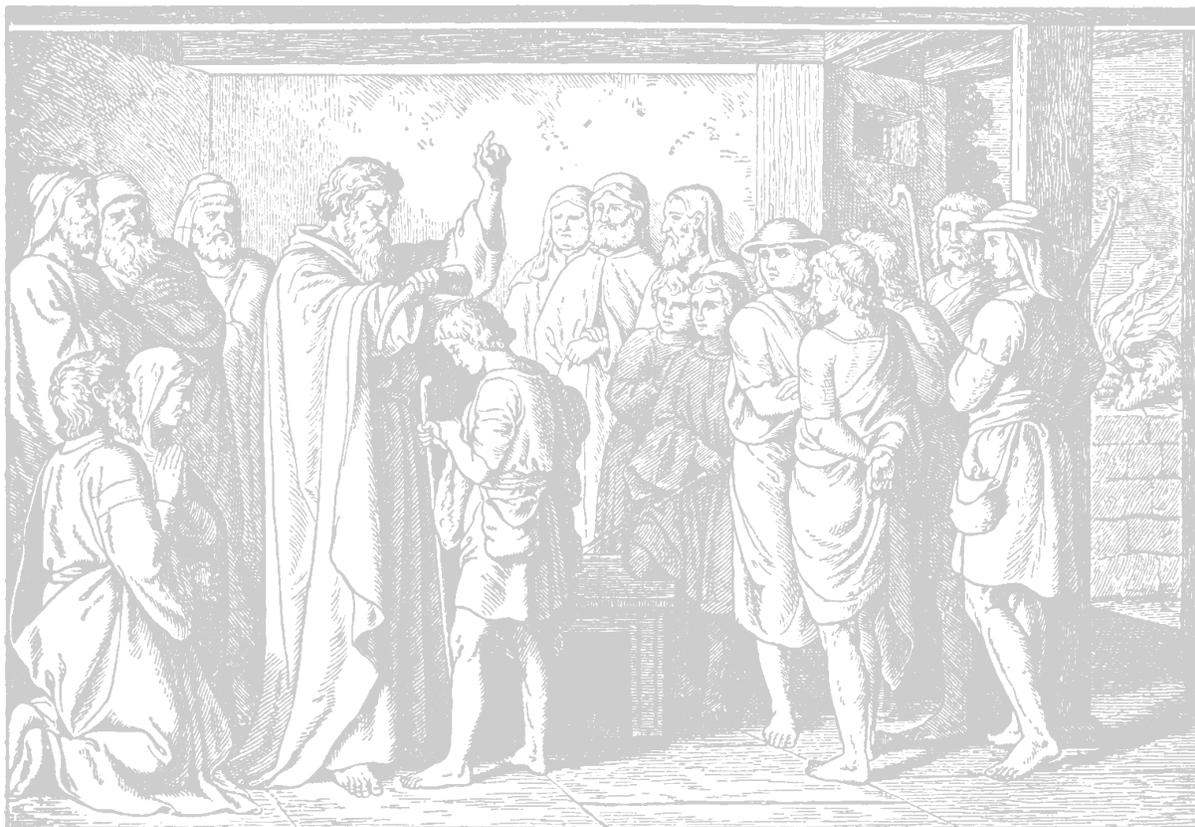
## Materials

- Anointing oil

## Instructions

Anointing is a tradition that comes from the Bible. In the Bible, there are numerous stories of God sending a messenger to anoint new kings or prophets. The people who are anointed are those whom God has chosen to be messengers and leaders. Jesus was anointed near his death, and the church still anoints newly baptized members. The anointing during this prayer is a reminder of God calling each of us to be a messenger and a leader.

Invite the youth to find a partner and explain that they will be anointing one another. There are two options for this, one that involves touching and one that does not. Invite each person to ask their partner if they prefer to be anointed directly on their forehead, hands and feet, or if they prefer to receive a symbolic anointing. To anoint by touch, each person will dip their thumb into the oil and then draw the sign of the cross, first on the forehead, then on the palm of each hand, and finally, on the bridge of each foot. To anoint symbolically, each person will make the cross in the air above the partner's forehead, hands and feet. Use the script below during the anointing.



## Anointing prayer and blessing

Leader: Let us pray. Holy God, bless this anointing oil. May it be a sign to us of your love and who you have called us to be: proclaimers of justice and peace throughout all the earth.

*Use the blessings below as you bless your partner.*

*Blessing of the forehead:*

I anoint your forehead in the name of the Father, Son and Holy Spirit.

*Make sign of the cross on partner's forehead.*

Provide [name] with the wisdom, vision and courage they need to do their part to help create a just world where all are fed.

*Blessing of the hands:*

I anoint your hands in the name of the Father, Son and Holy Spirit.

*Make sign of the cross on partner's palms.*

May your hands bring comfort and healing to all they touch.

Strengthen them and bless them to be your hands in the world.

*Blessing of the feet:*

I anoint your feet in the name of the Father, Son and Holy Spirit.

*Make sign of the cross on partner's feet.*

May the sounds of these feet be a sign that your promised justice has arrived.

Strengthen and bless them for the journey.

*After all the pairs are done anointing, collect the remaining oil and say the following prayer:*

Leader: Loving and just God, grant us a vision of the world as you see it,  
A world where no one is hungry or thirsty,  
A world where all are housed and safe from the devastating effects of climate change,  
A world where the riches of creation are shared so that everyone can enjoy them,  
A world where peace is built with justice and justice is guided by love,  
A world where you have wiped all our tears away.  
Give us the resources, inspiration and courage to build it.

**All: Amen**

## Closing song

Sing chosen theme song or another song. See song suggestions on page 9.

# Closing

## BREAK THE FAST!

After a long period of fasting, it is time to break your group's fast together! You can do a short service of communion, bake communion bread, order food in, invite other people from the congregation to provide a potluck or, if possible, head out to a meal together. Any combination to celebrate the work and learning the youth have accomplished is great.

Having fun at the break-fast meal together is important, but this is also meant to be an intentional time for reflection on the group's experience. So, before breaking the fast, invite the youth back to the campfire space. This would be the time to do a short service of communion if you wish. If you are not doing a short service of communion, invite the youth to sit in a circle and ask the discussion questions below and then say the closing prayer. After, it is time to celebrate!

## Discuss

- Was the fast what you expected? Why or why not?
- What did you learn about your own dependence on food or another thing you chose to fast from?
- How did the fast help you focus on God?
- How did fasting affect you spiritually? Physically? Emotionally?
- What did you learn or think about hunger from your experience fasting?

## Closing prayer

Let us pray,

Gracious God, your Holy Spirit equips the church with a rich variety of gifts. Grant that we may use them to bear witness to Christ in lives that are built on faith, love and action. Make us ready to live out the gospel and eager to do your will to create a just world where all are fed. **Amen.**



**ELCA World Hunger**  
Evangelical Lutheran Church in America  
God's work. Our hands.



# SPONSOR PLEDGE FORM

PAGE \_\_\_ OF \_\_\_

**THINGS TO REMEMBER:**

1. Print all information.
2. Make checks payable to your congregation or organization.
3. Collect all checks, make one check out to ELCA World Hunger for the total amount and mail to: Evangelical Lutheran Church in America, ELCA Gifts Processing Center, P.O. Box 1809, Merrifield, VA 22116-8009.
4. Make a copy of the pledge form if needed.
5. When making a gift, the check is the receipt.

Participant Name: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
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Money collected and donated to ELCA World Hunger will be used to reach communities in need throughout the United States and around the world. ELCA World Hunger works by listening to our neighbors and then working alongside them to address the root causes of hunger and poverty.

**TOTAL DONATIONS \$**



**ELCA World Hunger**  
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God's work. Our hands.