

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



HOW TO USE THIS RESOURCE

This resource contains a collection of activities that can be used together or separately. The “Opening” section contains activities meant to help participants explore the connections between hunger, climate change and their faith. The “Learning” section contains activities for diving deeper into the different intersections between hunger and climate change such as nutrition, transportation and weather. The “Closing” section will help you summarize the learnings from your session and plan for future community activities on hunger and climate change.

Each activity can be used on its own, or activities can be put together to create a longer learning session. To create a longer learning session, choose one activity each from “Opening,” “Learning” and “Closing.” Individual activities are great for short adult-learning sessions, youth groups, confirmation class and a variety of forums. Activities can also be used over days or weeks, such as during Lent or Advent, to create a congregational emphasis on the topic of hunger and climate change.

Each activity is labeled with an activity level that you can use to guide your planning. A high activity level means a lot of moving around a space and/or additional set-up. A medium activity level means some sitting, some moving around a space and some advanced set-up. A low activity level means little to no moving around a space and minimal set-up.

HOW TO TALK ABOUT CLIMATE CHANGE

As you prepare to use this resource, remember that some people might not be comfortable with the words “climate change.” Consider focusing on words such as “care for creation,” “creating safe communities for everyone” and “stewardship.” (For more guidance on different ways to talk about climate change, check out ELCA Witness in Society’s [*Let’s Talk Faith & Climate: Communication Guidance for Faith Leaders*](#).)

This toolkit is designed for well-seasoned climate activists, people new to talking about the environment and everyone in between! The activities and lessons help make the most recent research on climate change accessible, with an eye toward the role faith communities can play in protecting the environment.



OPENING LITURGY

Below is an optional opening liturgy to ground your time of learning in prayer. Feel free to use all or parts of the liturgy as you see fit for your community.

Leader: Creator God,
In both light and darkness,
In the energy of each day and the rest that comes
with night ...

All: We remember the goodness of God.

In the heavens high above our heads,
In waters that run deep around the world ...
We remember the goodness of God.

In solid land and flowing seas,
In vivid flowers and fruit-laden trees ...
We remember the goodness of God.

In the rising and setting of the sun
and the cycles of the seasons,
In the patterns of the shining stars ...
We remember the goodness of God.

In oceans teeming with fish,
In skies filled with birds ...
We remember the goodness of God.

In a world filled with abundant life,
And in ourselves as human beings ...
We remember the goodness of God.

God looked and saw all that God had made, and
indeed it was very, very good.
In rest and reflection, in wonder and worship ...
We remember the goodness of God. Amen.

OPENING PRAYER

Leader: Let us pray. The world around us is full of beauty. We praise your name, O God, creator of the cosmos, of eternity and time. Be with us in this time of community and learning. Savior of the world, healer of the nations, bless this space of learning. Breath of all that lives, of people and creatures near and far, stir within us a passion for justice for all of your creation. Maker-Spirit-Son, God of here and now, be present in our time of learning. May we find new ways to be your hands and feet in the world.

All: Amen

HYMN SUGGESTIONS

“All Earth Is Hopeful” (*ELW* 266)

“Touch the Earth Lightly” (*ELW* 739)

“God, Who Stretched the Spangled Heavens”
(*ELW* 771)

“Mothering God, You Gave Me Birth” (*ELW* 735)



GOAL: This activity will introduce participants to the interconnectedness of all God's creation.

OVERVIEW

The world in which we live is a rich tapestry of intersecting, linking elements. The ecosystems, the flora and fauna, the people and creatures of the earth are all woven together to create God's beautiful web that we know as creation. When one part of the web is disturbed, moved, modified or changed, other elements are affected too. This exercise will provide us with a physical representation and reminder of the essential connections that exist between ourselves, those around us and all of creation.

MATERIALS

- Ball of twine or string

INSTRUCTIONS

1. Ask participants to stand in a circle.
2. Start the activity by naming one part of creation (such as ants). Then, while holding one end of the string, toss the ball to another participant across the circle. When that person catches the ball of twine, ask them to hold the twine so that it forms a line between the two of you, and name a part of creation related to and dependent upon the first (for example, ants live in and maintain the soil). Move around the circle, tossing the ball of twine again and naming related parts of creation as you go (for example, soil provides plants with nutrients; animals eat plants and fertilize the soil; the sun enables plants to grow and causes water to evaporate; evaporated water condenses and falls as rain—which nourishes plants, animals and people; nourished plants release oxygen that people and animals breathe, etc.). Continue until everyone in the circle is holding a point on the string, which should now form a web across the circle.
3. Ask everyone to pull back a bit on their twine to tighten the web.
4. Reach into the web, select one strand, and pluck it.
5. Ask everyone who felt the vibration to raise their hand. How many people felt it? Point out that you pulled just a single strand of string yet multiple people felt it. Pluck a different strand from a different part of the web and see who felt it. Repeat as needed to reinforce the point.

Note: Ideally, you'll have a circle of 6 to 12 people. If your group is larger than this, break into multiple circles of 6 to 12. Each group will need its own ball of twine.



QUESTIONS FOR DISCUSSION

1. How are we connected to other parts of creation and to each other as parts of creation?
2. All creation is tied together intimately. The health of our oceans and waterways impacts the health of wildlife. The health of wildlife and plants impacts human communities. What does this interconnectedness say about God's plan for creation?
3. Are all parts of creation affected equally by a change in the web? (Did some of you feel the string vibration more than others?)
4. What does interconnectedness mean for those who are poorest and hungriest versus those who are wealthiest?

POINTS TO EMPHASIZE

1. All things are connected – people to the land, creatures to the land, people to creatures, water to plants, etc. We, as humans, are woven into the delicate web of creation.
2. Those who are most vulnerable to the impacts of climate change are often the poorest and hungriest people – subsistence farmers, refugees, those who depend on the land and sea for their survival.
3. From whole societies to individuals, everyone can impact at least part of the web. For example, emissions from cars or delivery vehicles contribute to a warming atmosphere with more extreme temperatures such as heat waves. Heat waves, which are expected to become more frequent, make livestock less fertile and more vulnerable to disease. Dairy cows are especially sensitive to heat, so milk production could decline. This in turn could affect the livelihood of farmers.



Our Ideal Community

Module 2: Learning

Activity level: High

Time: 120 minutes

GOAL: To introduce participants to the concept of environmental justice and environmental racism and the impacts environmental racism can have on the long-term health and well-being of people and communities.

MATERIALS

- Poster board
- Sticky notes
- Pens
- Paper
- City planning handouts (page 9)
- Scissors
- Crayons
- Glue
- Tape
- Timer

SET-UP

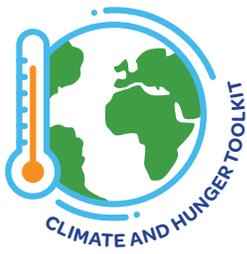
Place around the room three large poster boards with the titles “Physical Health,” “Mental Health” and “Social Well-being” written at the top. Hand out sticky notes and pens to participants. If you are performing the activity online, consider using the app Whiteboard, setting up three text boxes with the same titles and spending a few minutes teaching participants how to use the program.

INSTRUCTIONS

Invite participants to write down one idea per sticky note that defines what they think a community needs in order to be healthy. (Examples: A hospital, a community center, access to jobs, a school.) If you are doing this activity virtually, invite participants to write their ideas in a notebook or make a list on their computer. You may also want to ask participants to write their ideas in the chat area of your web conference platform. Give the participants enough time to produce several sticky notes with ideas on them. Once everyone is finished, invite a participant to read this excerpt from the ELCA social statement *Caring for Health: Our Shared Endeavor*:

God creates human beings as whole persons – each one a dynamic unity of body, mind, and spirit. Health concerns the proper functioning and well-being of the whole person. A Christian perspective on health, therefore, shares the concern of the apostle Paul that “our spirit and soul and body be kept sound and blameless” (1 Thessalonians 5:23). This understanding of human wholeness means that concern for health should attend to the physical, mental, spiritual, and communal dimensions of a person’s entire well-being. Health is good for its own sake; it also is good for living abundantly in relationship with God and in loving service to our neighbor in the vocations to which God has called us.

Now, invite participants to look at their current collection of sticky notes or the list on their computer. Ask them if, having heard the above quote, they have any more ideas of what it means to be a healthy community. Then invite them to move around the space and place their sticky notes on the three different poster boards, or invite them to type their ideas into the different text boxes in Whiteboard.



After everyone has placed and categorized their sticky notes, invite participants to read what others wrote and note where people placed different items. Then, after some time to take in the answers, invite participants into a discussion using the question below:

- What items or categories surprised you and why?
- What item or category do you think is most important to having a healthy community?
- What key element of a healthy community is often overlooked?

Build your ideal community:

Next, participants will get the opportunity to build their ideal healthy community. In this part of the activity, participants will be divided into groups and become city planners. They will be asked to use their learnings from the opening part of the activity to build a city that benefits the health and well-being of the environment and the people.

To start, invite participants to gather in groups of two to four or divide them into breakout rooms of two to four on your online meeting platform after you've given instructions. If meeting in person, give each group a copy of the city planning handouts, with building templates and a list of items to be included in their city, as well as scissors, crayons, glue and a large sheet of paper. If meeting online, share with each group the list of buildings its city must include. Then ask each group to build a healthy city that benefits the environment and the people and includes all the items on its city planning handout. If meeting in person, invite participants to cut out the shapes and place them on a piece of paper. Participants may wish to use crayons to color their city. If meeting online, participants can use a program such as Microsoft Paint or Whiteboard to build their ideal healthy city. As the participants build their cities, have them prepare short answers to the questions on the handout.

After groups have had time to complete their ideal healthy cities, ask each group to present its city to the larger group, using as a guide its answers to the questions on the handout.

After each group has presented, allow some time to discuss the debrief questions below:

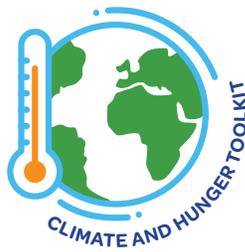
- What ideas from other groups did you like?
- What ideas or layouts were unclear?
- Which city plan do you think best supports the health and well-being of the people and the environment? Why?

Next invite the groups to organize their ideal cities into a network of cities. Tape together or digitally connect the cities, then direct the group to the [Catholic Charities USA disaster operation map](#). Catholic Charities uses data from the U.S. Census Bureau to gauge the vulnerability of a community to disaster. All the categories listed on the side of the map are factors that give Catholic Charities and its partners a better understanding of how likely a community is to be deeply impacted by a disaster.

However, in your activity, participants will use this map to quickly see the census data on age, race, education, socioeconomic status and more for communities around the United States. To get started with the next part of the activity, have each group pick any U.S. city – the one they live in, one close by or one far away. The data they find will be assigned to their fictitious city. As leader, guide participants to cities with varying compositions and levels of vulnerability.

After participants have picked a city, invite them to search for the zip codes of that city, pick one and look it up using the search bar at the top of the map. This should bring up the data for that zip code, which participants will need shortly.

Tell the group that the waste management company for its city has approached its county board of directors about adding a new landfill to the county and seeks guidance on where to put it. Though new



technologies have made landfills safer, they can still contaminate the air and groundwater. The different communities will have to come up with a location for the landfill. Each city in the county will have time to present its case. Cities are allowed to pitch sites outside their city limits.

To figure out how much time each city gets to present its case, ask participants to look back at the data for the zip code they chose. This data represents the people in their fictitious city. Each city starts out with two minutes to prepare its plan for the landfill location and two minutes to present it. However, for every vulnerability factor listed on the map that exceeds 0.7, that city must subtract five seconds from both its preparation and its presentation times. For example, if the map indicates three categories above 0.70, the city has 1:45 seconds to prepare its plan and 1:45 seconds to present it.

After each city has calculated the amount of time it has to prepare and speak, appoint a timekeeper to record those figures. Next, have the timekeeper start the clock and stop each group when it exhausts its planning time. Next, have each group present its plan, with the timekeeper again stopping each group when its time is up. Now, have every city vote for the plan it thinks is best.

Next, read the statement below:

Cities, most of the time, don't have the opportunity to set themselves up from scratch. Cities are built out over years and rarely laid out in the most ideal way. As cities grow, one of the things they often find themselves in need of, or in need of more of, are landfills and industrial sites. Potentially hazardous sites such as landfills are often placed in or near communities with less income (because the land is cheaper due to years of redlining or disinvestment) and less political power (because of language barriers, less time to organize and less access to legal representation).

Landfills and industrial sites can create air- and water-quality issues with long-term effects on the ability of people in the community to protect their health. Unclean air and water cause higher rates of respiratory disease, heart disease and cancer. When health issues prevent people from working, they may lose much-needed wages or lose their jobs altogether. This could prevent them from meeting their or their family's needs, including such basic necessities as food. Ending hunger means building communities that protect and enhance the health of all people and the environment.

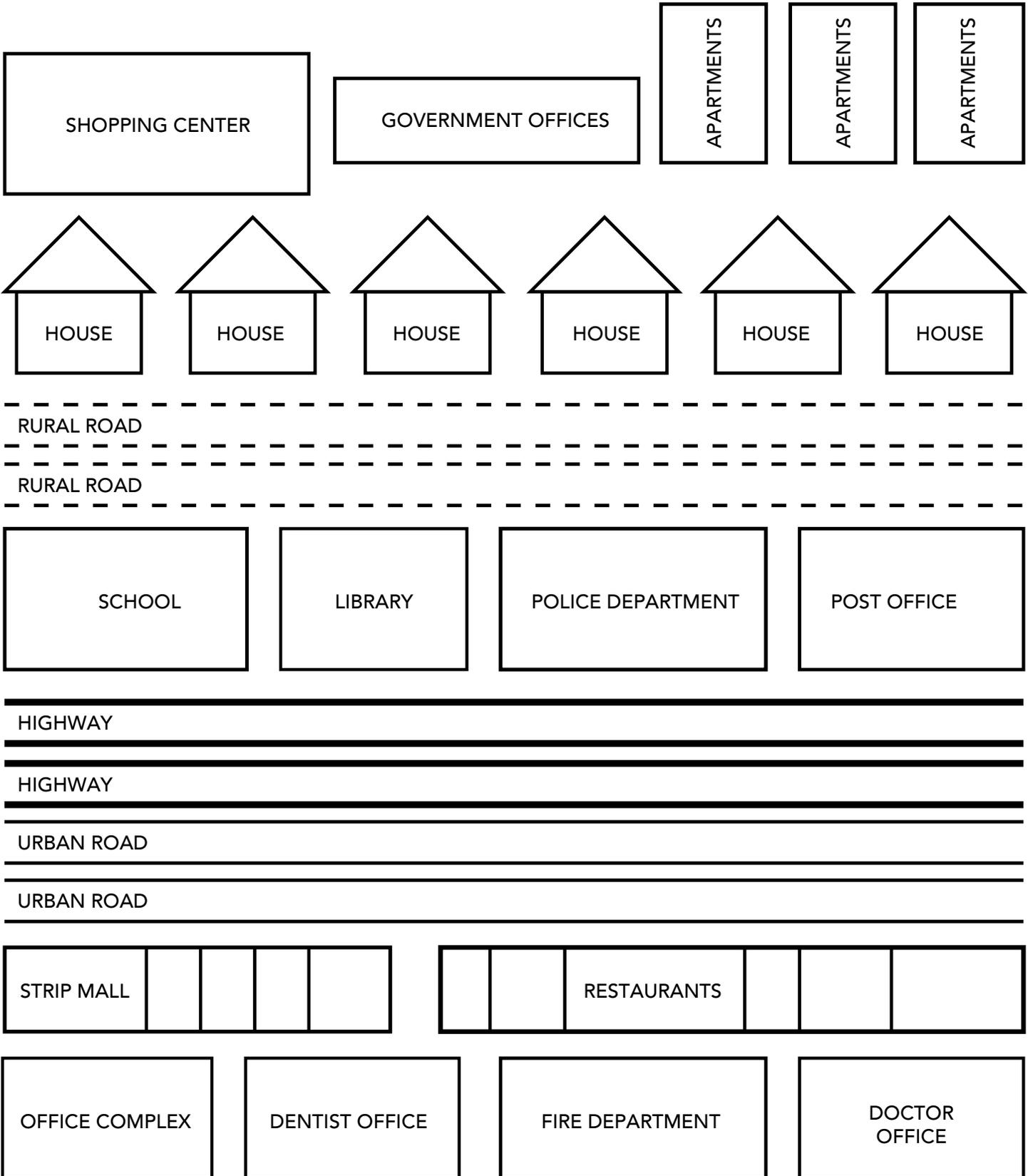
To conclude, invite participants to watch [this video](#) about the history of environmental racism and COVID-19. The video is nine minutes long and may contain advertisements.

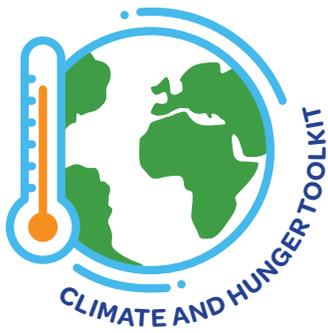
DISCUSSION QUESTIONS

1. From the first half of the activity, what did you like about the other cities' set-ups? What did you learn from the other groups? What surprised you?
2. What was it like assembling your ideal city? Which items were easier or more difficult to place?
3. How did your group choose the landfill site? What did you think about the sites chosen and arguments advanced by other groups?
4. What was it like to advocate for your chosen landfill site? What was challenging about this part of the activity?
5. What connections did you make between the video and the activity?
6. Did the video change your perspective on this activity? If so, how?
7. Having seen the video, how might you change your ideal communities or placement of the landfill?



CITY PLANNING HANDOUTS





Time: 2 hours (additional preparation required)

GOAL: This activity will make participants more aware of how food is integrated into our lives and how the food we eat can affect our environment.

MATERIALS

- Ingredients for your meal.
- Utensils to cook, serve and eat your meal.

PREPARATION

As you plan out your meal, consider preparing a vegan or vegetarian dish as part or all of it. If you have vegans or vegetarians in your congregation, ask them to help you pick out and prepare a dish. This could be a fun way to try foods that are staples for vegans, such as tofu, lentils or tempeh, and to open the conversation about food choices and carbon emissions. A variety of blogs and other online resources offer guidance in picking out a vegan or vegetarian dish. Additionally, if you have a community garden or local farmers, consider getting some or all of your meal from these sources.

Consider inviting chefs or people with knowledge of indigenous or local food traditions or culture to lead your group in cooking a meal.

Once you have your meal planned and invitations sent, assign members of your community to bring particular items. Remember that not everyone in your congregation may be able to contribute food or money to your event. So that all can participate, provide grocery store gift cards or make the food sign-up optional.

ON THE DAY OF THE EVENT

Prepare your cooking and eating space. If families are invited, create a list of tasks that the children can help with.

As people arrive, invite them to wash their hands and take on a task to get ready. After the meal is prepared, set the table and invite everyone to gather around it. Together, give thanks to God for the abundant food (and people!) that helped make your meal possible.

After everyone has sat down, invite each participant to share a memory that involves food and/or describe their favorite meal. You may also want to share a story or video about ELCA World Hunger. Consider watching and discussing the video "[Seeds for Change \[in Malawi\]](#)" which features a project supported by ELCA World Hunger in Malawi. Or learn about how ELCA World Hunger is [supporting greener cooking in Vietnam](#).

This activity involves hosting a meal for members of your community. Before getting started, you will need to consider space, invitations, dietary restrictions and safety. In your invitations, make clear that the meal will be followed by a discussion about food and the environment. You may want to consider inviting a local farmer or food producer to share how the environment, access to water, etc., impacts their work.



Time: 2 hours (additional preparation required)

Next, invite participants to work in groups of two to three. Give each group some paper or poster board. Invite participants to pick one ingredient from the meal, draw it at the center of their paper, and copy and answer these questions on one side:

For plants:

- Where is this food often grown?
- In what kind of weather is it best grown?
- Is it planted in summer, spring or fall?
- Does it like sun or shade?
- How much water does it need to grow?
- How is this product prepared for sale at a store?

For animal products:

- From what animal does this product come?
- Where is the animal often raised?
- What is required in order to raise this animal?
- How is the product prepared for sale at a store?

Now invite participants to draw two to three lines from the food at the center of their page. At the end of each branch have the participants write something they can buy at a store that includes the product. (For example, if your product is tomatoes, participants could name ketchup, tomato soup or canned tomatoes. Then have them draw branches from each of those products to answer the questions below:

- What do you like to make with this item?
- Who are all the people required to bring this item to market? How does each help?
 - Some examples: Farmers, farmworkers, truck drivers, product developers, factory workers, grocery store staff.
- What things are used to bring the product to market?
 - Are machines required? What kind?
 - Is transportation required?
 - What kind of packaging is required?

After participants complete the first part of their food web, invite them to add another layer with the questions below:

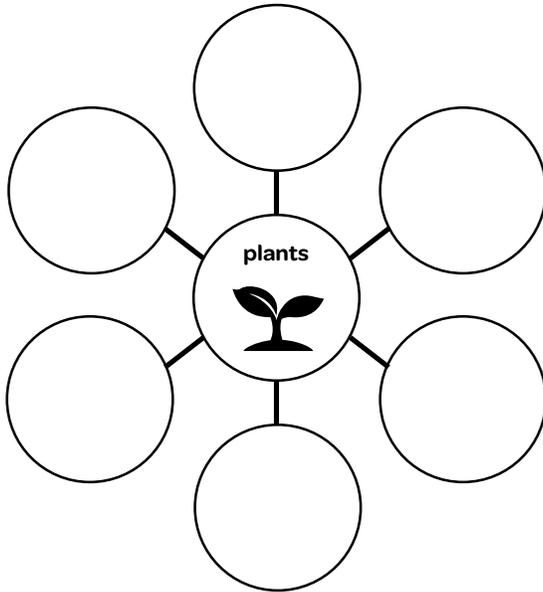
- People:
 - What might that person need to thrive? (Examples: Community, fair wages, home, food.)
 - For each worker you named in the first step of your food web, see if you can find an average wage.
 - Use the [MIT living wage calculator](#) to see if they can earn a living wage.
 - Using the data you collected, pick a state where you think this worker might live.
 - Compare that living wage to the average wage you found.
 - If your item is made or grown outside the United States, look up that country's living wage.
- Carbon emissions:
 - Look up the [carbon footprint of the food item](#) using this calculator from the British Broadcasting Corporation.
 - How many miles would you have to drive to equal the carbon emission caused by one serving of this food?

Give the participants a few minutes to finish their maps, then invite them to present their findings to the group.

See sample diagrams for the above activity on page 11.

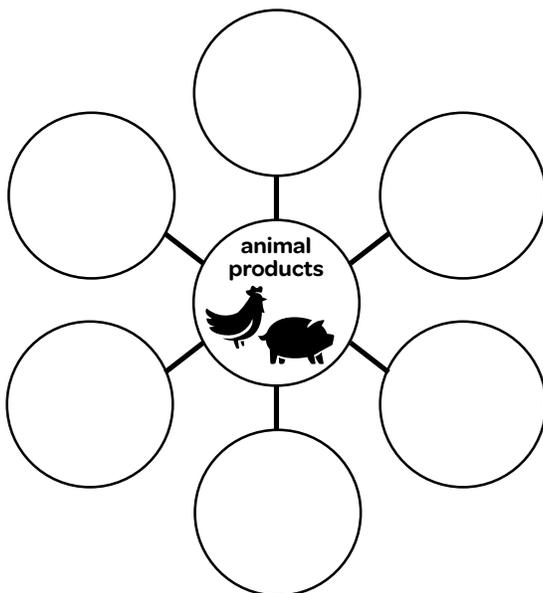


Time: 2 hours (additional preparation required)



For plants:

- Where is this food often grown?
- In what kind of weather is it best grown?
- Is it planted in summer, spring or fall?
- Does it like sun or shade?
- How much water does it need to grow?
- How is this product prepared for sale at a store?



For animal products:

- From what animal does this product come?
- Where is the animal often raised?
- What is required in order to raise this animal?
- How is the product prepared for sale at a store?



Time: 2 hours (additional preparation required)

DISCUSSION QUESTIONS

1. What did you learn about the production of the food you chose?
2. What did you learn about the people and things involved in production of the food you chose?
3. What did you learn about the carbon emission caused by production of the food you chose? Did it surprise you? Why?
4. What do you think the carbon emission level of our shared meal was? What thoughts can we take from our research and shared meal?

CLOSING

Read the statement below:

Remember that food is complex. Food holds cultural, spiritual and personal significance. Eating a wide variety of foods is good for our health. Additionally, choosing foods that produce less carbon dioxide may be difficult for some people. Foods that are locally grown or organic tend to be more expensive. Additionally, switching to a vegan, vegetarian or lower-meat diet requires thought and planning for proper nutrition. Switching diets can include learning how to cook new foods, which can be time-consuming and expensive. If someone relies on a food pantry for some or all of their groceries, they may not be able to make food choices that reduce their carbon emission.

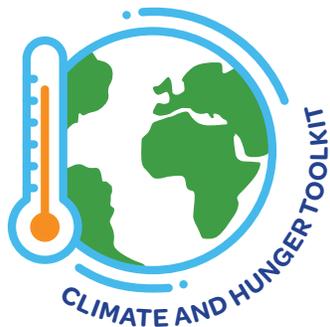
So, when it comes to climate change, there are things that will reduce your personal carbon footprint. If everyone were able to do that, it would make a difference!

However, given the complex nature of food, remember that the major responsibility for climate change rests with industrial polluters. So it's important not only to make changes where we are able but to advocate for policies that protect the environment and support farmers working to grow food in sustainable ways.

As you complete this activity, consider posting pictures from the event and the poster created at it somewhere in your church for people to read, or on your church's social media pages. If you do share photos from your event on social media, be sure to tag @ELCAworldhunger!

Looking to have a greener feeding ministry? Consider building a community garden that can supply fresh, locally grown fruits and vegetables to your ministry. To learn more about community gardens, see [ELCA World Hunger's how-to guide](#).

Candy Climate Change Resource Game



Module 2: Learning

Activity level: Medium

Time: 45 minutes

GOAL: Learn how climate change affects the limited resources of countries and impacts hunger.

MATERIALS

- Country cards (provided).
- Climate change cards (provided).
- Small, individually wrapped candies.

INSTRUCTIONS

The game is built around a group of four people, with each person representing one of four fictional countries: Aplome, Bigendy, Cipulti and Diprala. If your group is large, split the participants into groups of four and conduct several games at once. If your group is not divisible by four, create pairs.

The game is set up to reflect real life – those living in or near poverty are disproportionately affected by climate change. This is likely to cause some frustration and dissatisfaction with the game, and the discussion is very important for both validating those feelings and channeling them appropriately. Though the countries in this game are fictional, the changes they face in their environments are all possible effects of climate change.

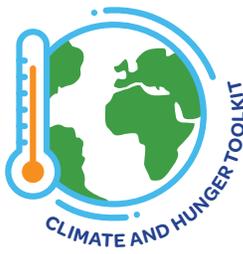
Assign the countries to the groups randomly and give each “country” group its appropriate card. The card provides a brief description of the country and states the number of candies the country has. The candies represent the country’s wealth and resources. Give each group the number of candies indicated on the card, and hold on to a few extra to give out during the game.

Shuffle the climate change cards and place them facedown on a table. To play, the groups take turns randomly flipping over the cards one at a time. Each card describes a climate event and how it impacts each country. The candies will be eaten or collected depending on the instructions on the card.

The game ends when all the cards have been flipped over. If anyone runs out of candies, they – and the country they represent – have lost the game. The country with the most candies left at the end wins.

DISCUSSION QUESTIONS

1. How did you feel as the game began? How did you feel by the time it ended?
2. What surprised you in this activity?
3. Which countries were the most vulnerable or disadvantaged in the activity?
4. Did you notice a difference in the number of candies taken away from each country? Why do you think that is the case?
5. Do you see any of the events described on the cards occurring in your community? In your state? Around the world?
6. What was the role of the church in the events described in the activity? Why is it important for the church to be involved in this way?
7. In the game, when a country runs out of candies, it loses. What could happen in the real world when a country runs short on resources? How does it affect other countries?
8. Why is ELCA World Hunger addressing climate change? What role might the environment and environmental disasters play in increasing or ending hunger?



COUNTRY CARDS

COUNTRY NAME: ALPOME

Country Description: Alpome is a small, tropical island of about 3,000 square miles and a population of 150,000, most of whom live in communities along its coasts. Alpome is mountainous with a wet and a dry side. It boasts beautiful beaches and waters and significant biodiversity. It attracts many tourists, but because it is a relatively small and remote island, further economic expansion has been difficult, and the economy of Alpome has remained modest for many years.

Latitude: Low

Industries: Tourism, fishing and limited agriculture

Per capita income: \$2,930/year

Poverty rate: 18%

Vulnerabilities: Extreme weather events (hurricanes, tropical storms), droughts (drop in freshwater supplies), increase in water temperatures, spread of disease, political/civil instability

Candies: 15

COUNTRY NAME: BIGENDY

Country Description: Bigendy is a warm, wet, mountainous country. It covers about 100,000 square miles and supports a population of 6 million people, many of whom live in small, rural communities. The climate provides good agricultural opportunities for Bigendy, and the mountains contain rich deposits of minerals. It is also beautiful. However, the mountains also make transportation difficult, and the steep slopes make farming labor-intensive.

Latitude: Low

Industries: Agriculture (coffee and cocoa), eco-tourism, timber, and natural resource extraction

Per capita income: \$2,400/year

Poverty rate: 35%

Vulnerabilities: Drought (water supply for humans and agriculture), spread of human disease, spread of plant pests and disease, weather events (hurricanes, tropical storms) that lead to flooding, mudslides, political instability

Candies: 20

COUNTRY NAME: CIPULTI

Country Description: The primary feature of Cipulti's landlocked landscape is savanna, giving way to woodlands in the western part of the country and desert in the southeast. Lake Twipol, near the country's northern border, attracts a variety of animals during their yearly migrations. Consequently, Cipulti has a thriving safari tourism industry. Generally poor soil quality and relatively low annual rainfall make farming difficult. Cipulti covers about 325,000 square miles and is home to 17 million people.

Latitude: Mid

Industries: Agriculture (sheep, cattle and grain), natural resource extraction, safari tourism

Per capita income: \$800/year

Poverty rate: 56%

Vulnerabilities: Drought, deforestation, soil erosion, desertification, earthquakes, political instability

Candies: 10

COUNTRY NAME: DIPRALA

Country Description: Diprala has a temperate seasonal climate and includes coastal, mountainous and flat terrain. Diprala is well-known for its outdoor recreational opportunities. It has a highly developed and diversified economy and a highly skilled workforce. Diprala is about 175,000 square miles and has a population of 28 million people.

Latitude: High

Industries: Telecommunications, pharmaceuticals, engineering, natural resources, timber, manufacturing, agriculture

Per capita income: \$40,910

Poverty rate: 8%

Vulnerabilities: Drought (water for human use and agriculture), extreme weather, change in growing seasons, rise in sea level

Candies: 50



CLIMATE CHANGE CARDS

The temperature rise of the ocean causes the fish populations to shift toward higher latitudes. Fishermen in Alpome bring in substantially smaller catches than they did five years ago.

Alpome: -3
Bigendy: 0
Cipulti: 0
Diprala: 0

A major forest fire in Diprala destroys homes, animal habitats, hiking trails and the forest industry.

Alpome: 0
Bigendy: 0
Cipulti: 0
Diprala: -1

Due to rising levels of carbon dioxide in the atmosphere, the number of leaf-eating insects surges around the globe. Crops are damaged and yields lessened everywhere.

Alpome: -1
Bigendy: -3
Cipulti: -3
Diprala: -1

Increasing global temperatures lengthen the growing season in mid-latitudes, increasing agricultural production. But in low latitudes with dry climates, temperatures become too hot and the season shortens.

Alpome: 0
Bigendy: +1
Cipulti: -2
Diprala: +2

A tropical cyclone hits Alpome. Buildings are destroyed and freshwater supplies interrupted. With support from Lutheran Disaster Response, a local ELCA companion church provides immediate relief and engages in long-term rebuilding of critical fish-processing infrastructure. Improvements are made over the previous, older structures.

Alpome: +2
Cipulti: 0
Bigendy: 0
Diprala: 0

ELCA World Hunger helps fund a project of its local partner in Cipulti to help people in a drought-stricken area water their crops with an innovative gravity-flow irrigation system that brings water right to their fields. The project also helps farmers plant drought-resistant crops.

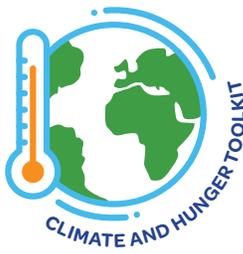
Keep this card and use it to offset any card describing the effects of drought or decreased water supply.

Unusually heavy rains in Bigendy and Diprala cause flooding in low-lying farm areas, damaging crops. In addition, many houses in Bigendy are destroyed. In Diprala, many houses suffer damage but survive due to better construction and building code enforcement.

Alpome: 0
Bigendy: -3
Cipulti: 0
Diprala: -1

A city in the mountains of Diprala is concerned about a dam being breached by a glacier lake outburst, which is caused by melting glaciers. The government spends millions of dollars to reinforce the dam and provide additional drainage channels.

Alpome: 0
Bigendy: 0
Cipulti: 0
Diprala: -1



CLIMATE CHANGE CARDS

Diprala experiences warmer winters due to climate change. Fewer people die of cold exposure.

Alpome: 0
Bigendy: 0
Cipulti: 0
Diprala: +1

Melting ice caps cause rising sea levels and coastal flooding. This is especially devastating to Alpome, since most of its citizens live and work along the coasts.

Alpome: -3
Bigendy: 0
Cipulti: 0
Diprala: -2

Unpredictable rainfall and increased drought in semi-arid low latitudes cause crop and livestock failure as well as a shortage of freshwater for people.

Alpome: 0
Bigendy: 0
Cipulti: -3
Diprala: 0

A tropical cyclone hits Alpome. Weaker than predicted, it doesn't cause the widespread damage people feared, but the temporary interruption to freshwater supplies causes an increase in water-borne disease.

Alpome: -1
Bigendy: 0
Cipulti: 0
Diprala: 0

Overall warmer temperatures, a shorter growing season and reduced water supplies in Cipulti cause animals to shift their migration routes north and west. As a result, they spend less time and cover less territory in Cipulti, damaging the safari tourism that is critical to Cipulti's economy.

Alpome: 0
Bigendy: 0
Cipulti: -3
Diprala: 0

A tropical storm in Bigendy causes a major mudslide.

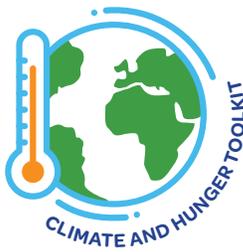
Alpome: 0
Bigendy: -2
Cipulti: 0
Diprala: 0

Heavy rains destroy crops and stored food, causing famine in Bigendy. Lutheran Disaster Response, in partnership with local churches and organizations, responds to the disaster by distributing food, creating agricultural assistance programs and providing shelter for people who are homeless.

Alpome: 0
Bigendy: +1
Cipulti: 0
Diprala: 0

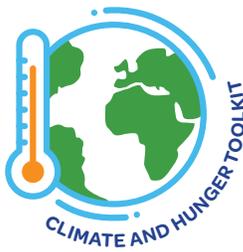
After years of melting, the Obigline Glacier in Diprala disappears, causing the Obigline River to dry up. Diprala loses one of its sources of fresh water.

Alpome: 0
Bigendy: 0
Cipulti: 0
Diprala: -2



CLIMATE CHANGE CARDS

| | |
|--|---|
| <p>Warmer temperatures allow ugly algae to grow in one of Bigendy's popular high-mountain lakes, killing fish and driving away hikers.</p> <p>Alpome: 0 Bigendy: -1 Cipulti: 0 Diprala: 0</p> | <p>Higher ocean temperatures cause a high-intensity tropical cyclone, which brings flooding from a bigger-than-usual storm surge in Alpome and, later, very heavy rain in Bigendy.</p> <p>Alpome: -3 Bigendy: -2 Cipulti: 0 Diprala: 0</p> |
| <p>A heat wave hits Cipulti, destroying crops and livestock and reducing water supplies for people.</p> <p>Alpome: 0 Bigendy: 0 Cipulti: -2 Diprala: 0</p> | <p>Drought causes water shortages in Cipulti and Bigendy. Already dry, Cipulti is hit especially hard.</p> <p>Alpome: 0 Bigendy: -1 Cipulti: -2 Diprala: 0</p> |
| <p>Warmer temperatures allow malaria-infected mosquitoes to enter Bigendy and Diprala, where malaria hasn't traditionally been a problem. Because Diprala has access to anti-malarial drugs, its people are largely protected. However, Bigendy struggles, and both countries have difficulty with resistant strains of the disease.</p> <p>Alpome: 0 Cipulti: 0 Bigendy: -2 Diprala: -1</p> | <p>Annual snowfall rates drop, which threatens the skiing industry in Diprala. Ski resorts respond by making snow, which is expensive and requires lots of water. Tourism drops because the snow quality isn't as good. Fortunately, skiing is only one aspect of Diprala's economy, so the overall impact is not too bad.</p> <p>Alpome: 0 Cipulti: 0 Bigendy: 0 Diprala: -1</p> |
| <p>Higher temperatures in Alpome bleach coral reefs, driving away fish and scuba divers.</p> <p>Alpome: -1 Bigendy: 0 Cipulti: 0 Diprala: 0</p> | <p>The Lutheran Church in Cipulti, working in accompaniment with ELCA World Hunger, receives ELCA World Hunger funds to set up three health clinics. Maternal and infant mortality rates drop, and immunization rates rise.</p> <p>Alpome: 0 Bigendy: 0 Cipulti: +2 Diprala: 0</p> |



CLIMATE CHANGE CARDS

With the help of Lutheran Disaster Response and ELCA World Hunger, residents along the major river in Bigendy construct an emergency communication system and evacuation plan to help keep their communities safe during floods. Residents now have access to life vests in case water rises rapidly and they are unable to evacuate quickly.

Keep this card and use it to offset any card describing the effects of flooding or heavy rain.

Hunger, malnutrition and their impact on child growth and development increase as multiple years of higher temperatures and lessened water supplies take their toll on Cipulti's food supplies. People begin emigrating to neighboring countries, causing political tensions.

Alpome: 0
Bigendy: 0
Cipulti: -3
Diprala: 0

Reduced annual rainfall and higher levels of evaporation due to higher temperatures cause Alpome to experience freshwater shortages during its dry season.

Alpome: -2
Bigendy: 0
Cipulti: 0
Diprala: 0

Increased temperatures allow nonnative plant species to thrive on Alpome, causing a loss of native species.

Alpome: -1
Bigendy: 0
Cipulti: 0
Diprala: 0

Refugees fleeing political unrest and the effects of climate change in Alpome, Bigendy and Cipulti cause political tension in the host countries and are sent home. With the help of Lutheran Disaster Response, returning refugees receive counseling and training on how to create climate-resilient farms.

Alpome: +2
Bigendy: +2
Cipulti: +2
Diprala: 0

In partnership with local churches and organizations, Lutheran Disaster Response funds a project to plant bamboo and other local vegetation along the coastline to protect communities from flooding and wind damage caused by hurricanes and typhoons.

Keep this card and use it to offset any card describing the effects of large storms.

A tornado hits part of Diprala and destroys many homes and businesses. But due to historical and structural inequalities, only some members of the community are able to rebuild.

Alpome: 0
Bigendy: 0
Cipulti: 0
Diprala: -2

Through ELCA World Hunger, ELCA churches in Diprala are able to apply for grants that address historical and structural inequities, such as access to quality jobs, affordable health care and affordable housing.

Keep this card and use it to offset any card describing the effects of storms and inequality.



Twenty-one Steps to a Burger

Module 2: Learning

Activity level: Medium

Time: 45 minutes

GOAL: This activity will help participants see the many steps involved in creating a simple meal. Together, they will consider the many steps and workers involved in the production of a hamburger and how climate change will affect the food on our plates.

MATERIALS

- Twenty-one cards describing the various steps required to make a hamburger. The cards are provided below; print and cut them out prior to the lesson. Depending on the number of participants, you may wish to prepare duplicate sets.
- Climate change cards, also provided below. Depending on the number of participants, you may wish to prepare duplicate sets.
- Tape or pins (if using options two or three, described below).
- Three colors of sticky notes.

INSTRUCTIONS

In this activity, participants will consider some of the processes required to produce a hamburger. Each of the 21 cards below names one step in the process of making a hamburger. Participants will need to work together to place these cards in order.

Read the following aloud to prepare participants for the content in this activity.

Typically, when we eat a hamburger at a restaurant or at home, we may say a quick prayer of thanks for our food (or not!), but we probably don't stop to think about all the steps and people and systems involved in getting that hamburger to our plate. We are going to do an activity, "Twenty-one Steps to a Burger," to help us think about those steps, those people and those systems.

Option One

Divide the cards among the participants and invite them to arrange their cards in the order in which they think the steps occur. When they have come to a consensus on the order of the cards, invite participants into a discussion with the Round One questions below.

Next, ask the participants to pick one of the three climate change cards. Read the card to the group members. Give them the first color of sticky notes and ask them to place a sticky note on each of the steps they think will be affected by this result of climate change and, once they are finished, to explain why. Then, read the corresponding climate change answer card for a deeper explanation.

After you have finished reading the first climate change answer card, ask the group members what surprised them and what they learned.



Repeat this process with a new color of sticky notes for the remaining two climate change cards and climate change answer cards. After you have exhausted the climate change cards and answer cards, guide the group through the Round Two discussion questions.

Instruct participants not to worry about deciding on an exact order. For all three options, some steps in the food production system may occur at multiple times. For example, a scientist who engineers seeds will be involved in the food process prior to seeds and soil. Scientists will also be involved in processing meat. Similarly, farm workers are likely to be involved in the planting, tending and harvesting of crops. Cards may be clustered and/or moved. Use those moments of confusion to reflect on the process of food production and distribution. The precise order of the steps is less important than the participants' thoughts about the steps.

DISCUSSION QUESTIONS

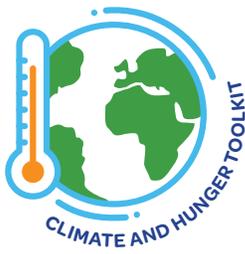
Round One

1. Why did you choose your particular order?
2. Were any steps surprising or unexpected?
3. Which steps were hardest to place in order? Why?
4. Might there be more steps that were not represented? What might those be? (The 21 steps are a generalization, particularly when it comes to more processed food such as pickles, ketchup, buns or meat.)
5. Where might water be used in the production?
6. How far might some parts of the burger have traveled?
7. Which steps require human labor? What do we imagine or know about those workers' jobs and experience? (Are they paid a fair wage? How are they treated? Where are they from?)
8. Where might there be a need for justice in the process? Where might there be instances of injustice?
9. What was new or surprising to you in taking this "deep dive" into food production?

Round Two

1. What impacts surprised you the most?
2. Which of these results of climate change will affect your community the most? Will they affect jobs? Health? How you get your food?
3. What does the process teach us about our dependence on God and the rest of creation?
4. How might your church support those already experiencing the effects of climate change on food and food production? For ideas, see the closing activity.

To make this game more active, print or write each of the 21 steps to a burger on a full 8.5-by-11-inch sheet of paper. Have each participant hold one or two cards so that they represent those steps. If you have one person per step, invite participants to arrange themselves in the order they think is correct. If each participant is holding two cards, allow them to arrange themselves in the order they think is correct and trade cards when necessary.

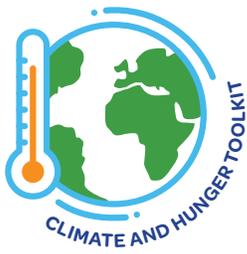


POINTS TO EMPHASIZE

1. God has provided us with an amazing bounty of food to sustain us. In addition to the miracles of life and food, many people work hard to bring the food from field to plate. We should enjoy our food, giving God thanks and praise for it while fully appreciating all those who labor to bring it to us.
2. In our broken world, what God has provided us is not always equally available to everyone. The system and policies we have in place to grow, harvest, produce and distribute food can have both positive and negative impacts on our health, the environment and local communities. Those negative impacts are often harshest upon those who are poor and hungry.
3. Too often those who produce our food lack enough food and resources to feed and care for their own families and communities.
4. We can become aware of these negative impacts and, with God's help and guidance, make choices and take actions that bring about more just systems and policies.

21 STEP CARDS

| | | | |
|---------------------------|-------------------------|--------------|----------------|
| Seeds and soil | Farm workers | Sun | Harvest |
| Water | Lettuce | Wheat | Jars |



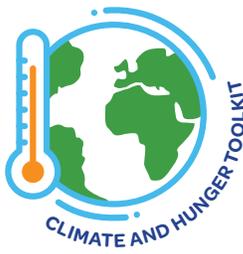
Twenty-one Steps to a Burger

Module 2: Learning

Activity level: Medium

Time: 45 minutes

| | | | |
|------------------------------------|------------------|---|------------------|
| Mill | Pickles | Flour bag | Calf |
| Processing plant | Feedlot | Fertilizer and pesticide | Tomatoes |
| Meat- packing plant | Scientist | Truck train airplane | Hamburger |
| Cook | | | |



CLIMATE CHANGE CARDS

FLOODING OR DROUGHT

Effects on food systems:

- Eighty percent of the world's crops depend on rain, so most farmers rely on seasonal weather patterns to produce their crops. However, climate change is altering rainfall patterns around the world.
- When temperatures rise, the warmer air holds more moisture and can make precipitation more intense. Extreme precipitation events, which are becoming more common, can directly damage crops. Seeds and soil can wash away, land can be too wet to plant on and excessive mud can make a harvest difficult or impossible.
- Given rising sea levels and the growing intensity of tropical storms, flooding is likely to increase with climate change and can drown crops. Because floodwaters can transport sewage, manure or pollutants from roads, farms and lawns, more pathogens and toxins could find their way into our food.

Effects on infrastructure:

- Heavy rains may cause flooding, which could disrupt traffic, delay construction activities and weaken or wash out the soil and culverts that support roads, tunnels and bridges.
- Heavy precipitation could also lead to delays and disruption of goods and people. Like roadways, coastal railways and subways are subject to inundation from sea level rise and storm surges. This is particularly true in underground pathways and tunnels, which are often already below sea level. This can make transporting harvests to market difficult and costly.

HIGHER LEVELS OF CARBON DIOXIDE

Effects on food systems:

- Because plants use carbon dioxide to make their food, more of it in the atmosphere can enhance crop yields in some areas if other conditions – nutrient amounts, soil moisture and water availability – are right.

Effects on health:

- While higher carbon dioxide levels can stimulate plant growth and increase the amount of carbohydrates the plant produces, this comes at the expense of protein, vitamin and mineral content. Researchers have found that plants' protein content will likely decrease significantly if carbon dioxide levels reach 540 to 960 parts per million, which we are projected to reach this century. Protein is an essential nutrient that we must get from our food and cannot produce ourselves.
- Moreover, the concentration of important elements – such as iron, zinc, calcium, magnesium, copper, sulfur, phosphorus and nitrogen – that our bodies rely on for essential functions are expected to decrease in plants with more carbon dioxide in the atmosphere.
- Warmer weather and heat waves can also create ideal conditions for bacteria growth in food, making food less safe for consumers.



CLIMATE CHANGE CARDS

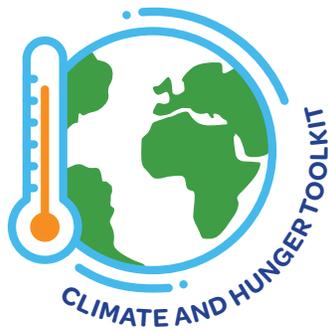
RISING TEMPERATURES

Effects on food systems:

- Rising temperatures may benefit certain crops, such as potatoes in Northern Europe and rice in West Africa, and enable some farmers to grow new crops that thrive only in warmer areas. In other cases, rising temperatures make raising traditional crops impossible; ideal growing conditions may shift to higher latitudes, where the terrain or soil may not be as fertile, which means less land will be available for productive agriculture.
- Heat waves, which are expected to become more frequent, make livestock less fertile and more vulnerable to disease. Dairy cows are especially sensitive to heat, so milk production could decline.
- Parasites and diseases that target livestock thrive in warm, moist conditions. This could result in livestock farmers treating parasites and animal diseases by using more chemicals and veterinary medicines, which might then enter the food chain.
- Climate change will also enable weeds, pests and fungi to expand their range and numbers. In addition, earlier springs and milder winters will allow more of these pests and weeds to survive for a longer time.

Effects on infrastructure:

- Heavy rains may cause flooding, which could disrupt traffic, delay construction activities and weaken or wash out the soil and culverts that support roads, tunnels and bridges.
- Heavy precipitation could also lead to delays and disruption of goods and people. Like roadways, coastal railways and subways are subject to inundation from sea level rise and storm surges. This is particularly true in underground pathways and tunnels, which are often already below sea level. This can make transporting harvests to market difficult and costly.



GOAL: As the earth continues to warm, the landscape of our planet has begun to change, sometimes at an alarming rate. This activity is designed to help participants imagine how some specific communities could change given the current warming trend, and stimulate thinking about ways climate change will impact the planet and the living things on it.

MATERIALS

- Five sheets of white, 8.5-by-11-inch paper.
- Markers, colored pencils or crayons.

INSTRUCTIONS

1. Divide the group into five smaller groups. Then assign each of them one of the following communities and ask them to write it at the top of a blank page:
 - a. Midwestern farm.
 - b. Island off the coast of Alaska.
 - c. Small town on a South Carolina beach.
 - d. Ski resort in Colorado.
 - e. Suburban neighborhood in Arizona.
2. Ask the members of each small group to imagine being in a hot air balloon as it floats over their assigned community. Each small group should have a writing utensil of a different color.
3. Invite the small groups to draw what they see. Be as specific as possible and try to include as many of the “essentials” that are needed to sustain the livelihood of the community and its businesses. Label anything you think others may not be able to easily identify.
4. After about eight minutes, or when most groups have finished, ask the participants to stop drawing.
5. Ask the large group the following question and record answers on a dry-erase board

or flip chart: If the current warming trend continues, how might climate change or other environmental risks impact your community? (For example: Droughts, flooding, different weather patterns, higher snow elevations, increased pest problems, soil erosion, increased fire hazards, etc.)

6. Now, back to the pictures. Invite the participants to pass the drawing they created to another group. Then ask each group to draw with a different color one of the risks of climate change or climate events above that could affect the landscape in front of them. (Example: a changed coastline or a dry well.) Again, label any changes you make that others might not be able to identify easily.
7. After that change has been made, pass each picture to yet another small group and have it make one more change, again in a different color.
8. Pass the pictures around once or twice more, making adjustments each time.

DEBRIEF

End the activity by returning each drawing to the small group that created it, so it can see just how much the drawing has changed. Ask the small groups to share responses to the following questions:

- What surprised you most about the adjusted drawing?
- Is there a change that you do not agree with?
- Is there a change that is missing?
- How might these changes affect people’s livelihoods?



Watch and Learn: *The Human Element*

Module 2: Learning

Activity level: Low

Time: 90 minutes

GOAL: Participants learn about the realities of climate change and its impact on communities within the United States.

INSTRUCTIONS

The 80-minute video documentary *The Human Element* has four parts: “Water,” “Air,” “Fire” and “Earth.” You can watch it in one sitting or divide it up into its parts and watch over multiple gatherings. To learn more about the documentary and where to find it, visit <https://thehumanelementmovie.com/>. You may want to invite participants to write down ideas or quotes that stand out to them as they watch. After you have finished the documentary or after you finish each section, invite participants into a discussion, using the questions below.

DISCUSSION QUESTIONS

Water:

1. What stood out to you most in this section? Why?
2. What impact do flooding and sea level rise have on hunger and poverty? (Example: Loss of homes and jobs.)

Air:

1. Air quality, health and hunger are interconnected. How did this connection show up in this section of the documentary? (For example, when people and families are in or near poverty, large medical bills or missed days of work due to an illness can make it difficult for them to get the things they need, such as food.)
2. James Balog says, “We are all citizens of the global air supply.” What do you think he means? What does it mean to be a good neighbor and a “citizen of the global air supply”?

Fire:

1. The documentary notes that the federal government spent \$260 million to fight one large fire in California. What else might have been done with that money? How might you use it to create a just world where all are fed?
2. How might wildfires threaten the ability of families to feed themselves and stay healthy?
3. Due to increased temperatures around the globe, large wildfires have become more common. As fire danger increases, more lives are lost. What is your response to the question posed in the documentary: “Are we asking too much of our firefighters?”

Earth:

1. What did you learn from the coal miners in this segment? What stood out to you the most?
2. How might we honor those, such as coal miners, who have helped move our country forward?
3. What impact might changing industry have on hunger?



Module 3: Closing

The United Nations estimates that climate change could drive nearly 100 million people around the world into poverty by the end of the decade. Protecting and enhancing our environment requires a lot of effort. All our actions, even small ones, add up to make a big difference. Below is a list of possible actions we can take now to protect the environment and end hunger. Take some time to talk as a group about the items listed here. What might we do together? What might you do individually? Who else might you invite to join you? This is certainly not a comprehensive list, and your group may create its own list – GREAT!

We would love to hear about your good work! Contact us at hunger@elca.org to share with us what you and your group are doing in your community to address hunger and climate change.

GIVING

One Is a BIG Number

Give generously to ELCA World Hunger – contribute online or through your congregation. Challenge your family (and congregation) to contribute 1% of your income to ending hunger locally and globally. Learn more at [ELCA.org/give](https://elca.org/give).

Just What I Wanted ... Thank You!

Make plans to organize an alternative gift fair in your congregation, neighborhood, campus or workplace. Introduce people to [ELCA Good Gifts](#) and God's Global Barnyard.

Nice Bag!

- Reusable bags eliminate a tremendous amount of waste! Consider selling reusable bags in your congregation and community. You can even personalize the bags with

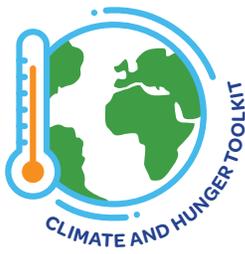
printing and artwork to make them extra-special. Couple the bag sales with a month of environmental and hunger education through worship, small groups or Sunday school.

- CAUTION – Do your homework and make sure that the bags you purchase are sweatshop-free (or even make them yourself!). Connect the bag sales to the ongoing anti-hunger work of your community by donating sale proceeds to ELCA World Hunger.

ADVOCATING

Get Connected and Act

- Join the ELCA Advocacy Network ([ELCA.org/advocacy/signup](https://elca.org/advocacy/signup)) and receive updates and Action Alerts on timely legislative issues that have an impact on hunger in the world.
- Use an Action Alert to contact your elected officials about a policy. Even if you're not in the network, visit [ELCA.org/advocacy/actioncenter](https://elca.org/advocacy/actioncenter) to review timely opportunities.
- Write an op-ed or letter to the editor for your local news outlet to bring attention to a current, local need based on your or your congregation/ministries' experience and convictions. Tips available from ELCA advocacy staff.
- Learn more about [ELCA's Corporate Social Responsibility program](#).
- Consider using of [ecoAmerica's BlessedTomorrow resources](#), developed in collaboration with the ELCA, to highlight creation care in your congregational context.
- Advocacy resources supporting environmental policy education and faith-informed action for individuals and groups can be found at [ELCA.org/resources/advocacy](https://elca.org/resources/advocacy).



Eco-justice Campaign

- Check out the [Eco-Justice campaign of the Lutheran World Federation](#) (LWF). Eco-justice includes all ministries designed to heal and defend creation, working to assure justice for all of creation and the human beings who live in it. Learn how you and your congregation can be involved in this important work.

EDUCATING YOURSELF AND OTHERS

Say What?

Gather your family or a small group from your congregation, neighborhood, campus or workplace to watch and discuss [The Story of Stuff](#). This 20-minute, fast-paced, fact-filled online video examines the production and consumption patterns of our stuff from extraction through sale, use and disposal. All the “stuff” in our lives affects communities at home and abroad, yet most of it is hidden from view.

Measure Your Footprint

The Environmental Protection Agency (EPA) has developed a [personal emissions calculator](#) to help estimate and reduce personal greenhouse gas emissions. Use the calculator with a small group from your congregation, campus, workplace or neighborhood, and challenge each other to make lifestyle adjustments and reduce your carbon footprints.

Green Church

Check out the [Lutherans Restoring Creation website](#) for terrific ideas and guides to help your congregation become a “Green Church” through worship, education, advocacy and maintenance of your buildings and grounds. Share “green actions” your congregation is taking with members, the local community or ELCA World Hunger!

Fresh From the Farm

Purchase locally grown and, whenever possible, organic fruits and vegetables. This not only supports local farmers and the local economy but reduces the greenhouse gas emitted in shipping food from distant farms and processing plants to your neighborhood. If you have space and a green thumb, try growing some of your own herbs and vegetables.



Module 3: Closing

Below is an optional closing liturgy to end your time of learning in prayer. Feel free to use all or parts of the liturgy as you see fit for your community.

CLOSING PRAYER

Leader: Let us pray. Creator God, you revealed yourself to us by becoming part of the creation you love. As we leave this place, help us to discern your Spirit in the world around us. Let us find joy in the world that you created. Help us to worship you with all our being. **All: Amen.**

CONFESSION AND FORGIVENESS

Leader: Gracious and merciful God, thank you for this time of learning together. We thank you for the ways learning opens our eyes to new ideas, perspectives and ways to care for all creation. Sometimes learning opens our eyes to things that cause pain in our hearts, such as the ways we have neglected to care for the earth and all its inhabitants. God, receive our confession:

God, you formed us from the dust of the earth and placed us in a garden. Remind us of our place as your creatures at home in your creation. Forgive us when we forget our connection to the earth and our dependence upon the goodness of your world. Lord, have mercy. **All: Lord, have mercy.**

Savior Christ, you were born into this world and made your earthly home in Nazareth. Help us to know and love the places where you have set us and the people who live there. Forgive us when we fail to care for our homes, our communities and your creation. Christ, have mercy. **Christ, have mercy.**

Spirit of God, you desire to grow in us your fruits of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. You call us forth from our places of comfort, apathy and complacency. Forgive us when we neglect your gifts or try to hide from your call. Enable us to walk

boldly with the people and creatures you call us to care for. Lord, have mercy. **Lord, have mercy.**

The apostle Paul told the Romans, "With eager hope, the creation looks forward to the day when it will join God's children in glorious freedom from death and decay" (Romans 8:20). God of grace, we thank you for the forgiveness extended to us through your son's death and resurrection. Through Christ, we gladly claim this glorious gift of freedom and ask that you guide us to a time when all creation will share it with us. **Amen.**

SENDING

Leader: Siblings in Christ, rejoice! You are sustained and nourished by God's presence and love. **All: Thanks be to God.**

As we mourn the distress and wounds of God's creation, God weeps with us. As we face rising waters, hunger and displacement, God suffers with us. As we struggle for justice, God struggles with us. As we expose and challenge climate justice, God empowers us. As we strive to build alternative communities, God works with us. As we offer our gifts to all, God blesses us.

Siblings in Christ, rejoice and go forth, sustained by God's presence and love! **We rejoice and go forth to bring the good news to all of creation!**

HYMN SUGGESTIONS

"Come, Join the Dance of Trinity" (ELW 412)

"Light Dawns on a Weary World" (ELW 726)

"Earth and All Stars!" (ELW 731)