IMIrJ

Interfaith Movement
for Immigrant Justice

ELCA Sanctuary Discernment Guide

A Guide for Congregations to Engage in Ministry with Migrants and Work Toward Immigrant Justice

WINTER 2022
Introduction

The **ELCA Sanctuary Discernment Guide** is a curriculum designed to engage Lutheran congregations in prayerful reflection and thoughtful action toward immigrant and refugee justice.

This curriculum has been developed by the Interfaith Movement for Immigrant Justice (IMIrJ) in partnership with the AMMPARO program of the Evangelical Lutheran Church in America (ELCA), as part of the ELCA's broader effort to live into its call as a sanctuary denomination (outlined in the 2019 churchwide resolution CA19.03.07; see the memorial and action In Appendix 1.

The majority of ELCA congregants identify as white individuals born in the United States. Many of them have limited prior experience or firsthand knowledge of our nation's immigration and refugee laws or the populations they impact. Over the last century, the demographics of the ELCA have changed, like those of the broader United States. ELCA congregations throughout the United States and Caribbean celebrate the liturgy in dozens of languages with newcomers from around the world who enrich the culture and vitality of the church. This curriculum has been written primarily with that audience in mind. At the same time, we recognize that immigrants and refugees, asylum seekers from many nations, and people of color from diverse cultural backgrounds are active members and leaders of the ELCA. If you anticipate using this curriculum with a congregation made up primarily of immigrants and/or refugees, or with congregants of diverse immigration statuses, please reach out to us at infoammparo@elca.org. We would be delighted to work with you in adapting this curriculum to the specific needs of your community!

As we prepare to launch this curriculum, we recognize that harmful rhetoric, exclusionary policies and violent anti-immigrant attacks directly impact the lives of immigrants and refugees beyond, at and inside our national borders, and that these problems reach right up to our church doors. That makes our work even more important.

We hope this curriculum will accompany leaders in your congregation as they faithfully discern ways your community can live into the call to be a sanctuary.

In solidarity,
The ELCA AMMPARO team and Interfaith Movement for Immigrant Justice

How to Use This Curriculum Guide

The curriculum is divided into four sessions or “modules,” each designed to take approximately one hour:

1. **Our Shared Stories and Sacred Texts.** Our exploration of sanctuary and immigrant justice begins with our own baptismal covenants, sacred texts and migration stories, as well as the histories and voices of those in our communities who themselves are immigrants. *What does our Lutheran tradition teach us about what it means to offer and embody sanctuary to immigrants and refugees? How do our families’ stories and the stories of our congregation and denomination intersect with the history of immigration in the United States? What happens when we listen to how immigrants and refugees in our communities understand and interpret our sacred texts?*

2. **Theology and Practice of Accompaniment.** When we practice sanctuary from an understanding of our shared humanity — *we are all created in the image of God* — and a commitment to mutuality, true transformation becomes possible. Jesus’ own ministry offers us glimpses of what it means to walk alongside one another — to *accompany* one another — in a shared journey toward justice. *How might we, and our congregations and communities, be transformed when we approach this work from a theology and practice of accompaniment?*

3. **Headlines, Heartbreak and Heart Strength.** News headlines ring with stories of migrant caravans, detention center deaths, changing immigration policies, Title 42 . . . . *How are we living and experiencing this current moment in our own bodies, lives and communities? How are immigrants in our local communities experiencing these realities — and where are immigrants and allies resisting, finding support and building community?* In this session, we will explore how our Lutheran teachings — and an expansive vision of sanctuary — might point the way toward faithful and meaningful ways for our faith community to engage in a moment of crisis and change.

4. **Moving to Action.** We can spend a lifetime educating ourselves about issues related to immigration and still not feel ready or equipped to act. *How can we courageously act together? Where do we go from here? Who will accompany us?* In this session, participants will begin to think through potential action by understanding their comfort zones and moving from isolation to community. Participants will map relationships within their community, build a “next steps” team and brainstorm practical ways to move forward with their congregation.

For each module, we've included:

- **Brief Introduction.** This summarizes the focus and goals of the module and can be easily adapted for use in a bulletin or newsletter announcement inviting people to participate.
- **Agenda Overview.** This offers a succinct overview of all the activities or sections of each module, with estimated times for each. (You might consider printing this out to share with participants at the beginning of each session or posting a version on flip-chart paper on the wall.)
- **Facilitators' Guide.** This is a detailed, "play-by-play" set of instructions to support leaders in facilitating each module.
- **Supplemental Activities.** Each module is designed to take approximately one hour. Should you want to deepen your work, set a longer meeting time or explore this content over more than four sessions, we've included options for how to expand each module with an additional 20-40 minutes of content.
- **Doing the Curriculum Online.** With the future of in-person gatherings still tenuous, the guide offers recommendations for adapting the curriculum to online settings.

Some of the supplemental materials for this curriculum can be found in the ELCA Sanctuary Guidance Appendices, available for download at ELCA.org/resources/AMMPARO. Those materials are noted in the "Materials" column in each session. Hyperlinks throughout the curriculum connect to other accompanying resources, handouts, etc. that can be found online.

You'll notice in the facilitators' guides that we've left a "Who" column so you can note who will facilitate each section of the module. We strongly recommend working in pairs or teams.

As a leader in your congregation, you know your community best. We encourage you to adapt this curriculum as necessary to meet the needs, strengths and gifts of your community!

Session One: Our Shared Stories and Sacred Texts

Introduction. Our exploration of sanctuary and immigrant justice begins with our own baptismal covenants, sacred texts and migration stories, as well as the histories and voices of those in our communities who themselves are immigrants. *What does our Lutheran tradition teach us about what it means to offer and embody sanctuary to immigrants and refugees? How do our families' stories and the stories of our congregation and denomination intersect with the history of immigration in the United States? What happens when we listen to how immigrants and refugees in our communities understand and interpret our sacred texts?*

Session Goals. *As a result of attending this session, participants will:*

- Understand how our baptismal covenant connects with immigrant justice.
- Have a better sense of our shared Lutheran history, drawing from our background as a migrant community and ELCA social teaching on migration.
- Experience reading the Bible alongside immigrant communities.
- Build relationships with participants.

Agenda Overview (total: 60 min.)

1. Welcome and Introductions (5 min.)
2. Grounding in Our Baptismal Covenant (3 min.)
3. ELCA Sanctuary Guidelines (17 min.)
4. Reading the Bible Alongside Our Immigrant Neighbors (25 min.)
5. Closing Circle (10 min.)

Materials Needed

- Name tags, markers, flip-chart paper
- Bible
- Tape
- Handouts:
    - ELCA Church Council Sanctuary Guidelines
    - ELCA social message, "Immigration"
    - "Reading the Bible Alongside Our Immigrant Neighbors" – Appendix 2
    - "22 Bible Verses on Welcoming Immigrants" (optional)

- 40 Day Bible and Prayer Challenge -

Session One: Facilitators' Guide

Time	Objective	Activity/Methodology	Who	Materials
20 minutes	Participants feel welcome in the space and ready to engage. Note: Since this curriculum includes opportunities for shared reflection, we encourage you to arrange seating in a circle.	**Preparation and setup (in person):** ● Place chairs in a circle, leaving a gap for entry or exit. ● Print out all necessary handouts for this session. ● Print and post around the room the Oregon Migration Timeline (leave some room between each sheet). Add to the timeline the migration-related resolutions of the ELCA on the dates they were adopted. ● Prepare flip charts with questions for the "Reading the Bible Alongside Our Immigrant Neighbors" section. ● Greet participants as they arrive. ● If participants don't know each other already, consider using name tags. **Preparation and setup (online):** ● Two days before the gathering, email participants a broad agenda for that day and attach the documents needed. ● Learn how to create "breakout rooms" on Zoom or another online conference platform. Here are instructions for Zoom, Microsoft Teams and Google Meet. ● Arrive 10 minutes early to open the room and test technology.	Note: Use this space to write in who will facilitate each section.	Name tags (IP) Markers (IP) Tape (IP) ELCA Church Council Sanctuary Guidelines ELCA social message, "Immigration" "Reading the Bible Alongside Our Immigrant Neighbors" **Appendix 2**
5 minutes	A sense of who the participants are and why they are coming. Participants have an opportunity to hear their voices aloud in the circle.	**Welcome and Introductions** ● **Welcome** everyone, give the logistics of the space and invite each participant to share their name and ***one*** word that explains why they came.		

		• **Read** the goals of the session aloud.		

3 minutes	Participants are able to settle in and be present.
	
	Participants are reminded of our baptismal covenant.
		Grounding in Our Baptismal Covenant
		
		• **Explain:** *The ELCA social message on immigration reminds us*, *"The presence of newcomers in our church and society heightens our awareness of these realities and of the experience of new immigrants, refugees, and asylum seekers in the United States. This awareness makes us more appreciative of the gifts our new neighbors bring and of the barriers as well as the opportunities they encounter. It deepens our belief that 'all people are God's creatures, sinners for whom Christ died' and our responsibility to respect the human dignity of all."*
		
		• *As part of our baptismal covenant, we are asked, "Do you intend to continue in the covenant God made with you in holy baptism . . .*
		  ○ *". . . to serve all people following the example of Jesus" and*
		  ○ *". . . to strive for justice and peace in all the earth?"*
		
		Together we answer these questions with a resounding "We do, and ask God to help and guide us."
		
		• *As we seek to live into these promises, we pause for a moment of silence to help us make the transition from getting here to being here.* [PAUSE for 30 seconds.]
		
		• *As we begin this series, we say once again, "We do, and ask God to help and guide us."*		

17 minutes	Participants have a better understanding of Lutherans' history of migration and the sanctuary guidelines. Participants begin to see the ELCA as a part of migration history and better	**ELCA Sanctuary Guidelines** • **Explain.** With a partner, explore the "Drawing on Our Experience" section of the immigration social message, which outlines the history of Lutherans and migration. Take 5 minutes to read the text independently, 5 minutes to share reflections and 5 minutes to share your or your family's history of migration. Reflect with your partner: *What do you notice about the timeline?*		ELCA social message, "Immigration" ELCA Church Council Sanctuary Guidelines

	understand their own migration story.	● **Ask** participants to find a partner and explore the timeline. Give partners a heads-up when two minutes remain. After 15 minutes, ask participants to return to the circle. Online, people can be paired up in breakout rooms. ● **Invite** five voices to briefly share: *What struck you about the timeline?* (3 min.)		
25 minutes	Participants have a reference for scriptural support of immigrant justice. Participants are able to explore Biblical text in dialogue with Lutheran immigrant communities.	**Reading the Bible Alongside Our Immigrant Neighbors** ● **Explain:** *There are over 22 verses in the Hebrew Bible and New Testament that talk about "welcoming the stranger." For your reference, we have included a list of them.* *Rather than study each verse, we are first going to read one story from the New Testament and then hear the same story from the perspective of an immigrant community from one of our Oregon Lutheran congregations.* *First, we will hear the text read aloud and reflect on it in groups of three. Next, we will listen to reflections on this same text from the Misa Community at San Miguel y Todos Los Angeles in Portland. Finally, we will express our reflections in dialogue.* ● **Split participants into groups of three (online, create three breakout rooms).** Give each group three copies of the "Reading the Bible Alongside Our Immigrant Neighbors" handout (online, ask people to pull it up on their screens). ● **Read aloud** Luke 10:24-37. ● **Ask** groups to spend 7 minutes reflecting together on the following questions, posted on the flip-chart paper for all groups to see. (Online, post these questions in the chat room.) ○ *What might the priest have been thinking when he saw the dying man?*		Bible "Reading the Bible Alongside Our Immigrant Neighbors"- **Appendix 2** Flip-chart paper with reflection questions

		○ *What might the expert in law (Levite) have been thinking?* ○ *What might the Good Samaritan (who, according to Jesus, acted as a true "neighbor") have been thinking?* ● **Explain:** *Since we are often cut off from our immigrant neighbors, we will take turns in our groups of three reading aloud the reflections of the Misa Community.* [See the handout "Reading the Bible Alongside Our Immigrant Neighbors."] *After reading all the responses, take 10 minutes to reflect on these questions.* [Post them on flip-chart paper for all groups to see; online, post them in the chat room.] ○ *What similarities or differences do you notice between the Misa Community's reflections on this text and those we shared?* ○ *What does Jesus call the community to do today? What can we do as a community when laws and traditions place our lives, integrity, families and other kin at risk?* ○ Take turns reading aloud the reflections of the Misa Community. ○ *What's striking you?*		
10 minutes	Participants have an opportunity to consider others' reflections. Participants understand what's on the horizon. Participants share in prayer before they leave.	**Closing Circle** ● **Ask** participants to come back together as a large circle (online, summon them back to the main conference room). ● **Invite** one voice from each small group to share about their experience. ● **Explain:** *Our next session will be on* [date, time]. *We will talk about accompaniment.* ● **Closing Prayer:** "O God of all, with wonderful diversity of languages and cultures you created all people in your image. Free us from prejudice and fear, that we may see your face in the faces of people around the world, through Jesus Christ, our Savior and Lord. Amen." (*ELW*, p. 79)		

If you have additional time for this module, you could…

- Facilitate a deeper discussion with the full group about “Reading the Bible Alongside Our Immigrant Neighbors.” Here are some suggested questions:

    - *Who are our neighbors?*
    - *What rationales do we use to ignore immigrants?*
    - *What do we notice about justice and peace?*
    - *What do we notice about respecting the dignity of every human being?*
    - *Where do you notice tension or resistance? Where is this confusing?*
    - *What inspires you?*
    - *How do you see this being lived out in your congregation?*
    - *How do we accompany our neighbors?*

Session Two: A Theology and Practice of Accompaniment

Introduction. When we practice sanctuary from an understanding of our shared humanity — *we are all created in the image of God* — and a commitment to mutuality, true transformation becomes possible. Jesus' own ministry offers us glimpses of what it means to walk alongside one another — to *accompany* one another — in a shared journey toward justice. *How might we, and our congregations and communities, be transformed when we approach this work from a theology and practice of accompaniment?*

Session Goals. *As a result of attending this session, participants will:*

- Understand the difference between a "savior" approach to social change versus a solidarity or "accompaniment" approach to social change, and affirm their commitment to the latter.
- Understand some core principles for accompaniment-oriented work.
- Have an initial sense of how to apply those principles to the work of their own congregation.

Agenda Overview (total: 60 min.)

1. Welcome and Introductions (5 min.)

2. Opening Reflection (5 min.)

3. Starting From Our Own Experience: Stories of Accompaniment (10 min.)

4. Principles of Accompaniment: Skits (20 min.)

5. Moving From Principles to Practice (15 min.)

6. Next Steps, Closing Circle (5 min.)

Materials Needed

- Name tags, markers, flip-chart paper
- Bible (and/or printout of Luke 24:13-35)

Session 2: Facilitators' Guide

Time	Objective	Activity/Methodology	Who	Materials
10 minutes	Participants feel welcome in the space and ready to engage.	**Preparation and setup (in person):** ● Read this short piece about how ELCA Global Mission strives to accompany companions. ● Place chairs in a circle, leaving a gap for entry and exit. ● Prepare flip-chart pages with questions for "Moving From Principles to Practice" discussion. ● Greet participants as they arrive. ● If participants don't know each other already, consider using name tags. **Preparation and setup (online):** ● Two days before the gathering, email participants a broad agenda for that day and attach the documents needed. ● Learn how to create "breakout rooms" on Zoom or another online conference platform. Here are instructions for Zoom, Microsoft Teams and Google Meet. ● Arrive 10 minutes early to open the room and test technology.	Note: Use this space to write in who will facilitate each section.	Name tags Markers Flip-chart paper Agenda written on the board ELCA Global Mission piece on accompaniment ELCA Glocal Mission Gathering (for further reflection) Familiarity with "spotlighting" participants on an online conference platform (such as Zoom) Familiarity with the screen-share function of

				your online platform
5 minutes	A sense of who the participants are and why they are coming. Participants have an opportunity to hear their voices aloud in the circle.	**Welcome, Introductions and Framing** ● **Welcome** participants, asking them to introduce themselves with their name and ***one*** word to describe how they feel as they arrive today. ● **Review** goals of this session aloud.		
5 minutes	Participants feel rooted in Scripture and their faith as sources of wisdom. Participants begin to connect how Jesus practiced accompaniment in his ministry with ways they might approach their own life and service from a place of accompaniment.	**Opening Reflection** ● **Explain:** *Today we are going to explore the notion of accompaniment. The word accompaniment literally means "bread fellow, messmate," from the Latin* com *("with, together") and* panis *("bread," from the Proto-Indo-European root word* pa*, "to feed").* *What would it look like if we approached our immigrant justice work (or our entire ministry and life together as a congregation) from a stance of accompaniment?* ● **Invite** a volunteer to read aloud Luke 24:13-35, “The Road to Emmaus.” Encourage those listening to imagine themselves in the place of the two disciples, who accompany one another and are ultimately accompanied by Jesus along their journey. ● **Optional:** Offer an opening prayer for your time together.		Bible (and/or printout of Luke 24:13-35)
10 minutes	Participants are able to ground the discussion in personal experience, having connected with their own vulnerability and need for accompaniment, and understand how it feels to be accompanied.	**Starting From Our Own Experience: Stories of Accompaniment** ● **One-on-one conversations:** Ask each participant to find a partner, and explain that they will have 6 minutes to share with each other their reaction to the following prompt: *Tell me about a time you felt “accompanied” in your life journey by another person.*		

		Give participants a heads-up after 3 minutes so each partner has a chance to share. ● **Reflect:** Ask three or four people to share a sentence or two about their one-on-one discussion: *How did the other person's actions or manner make you feel accompanied?* (3-4 min.)		
20-25 minutes	Participants distinguish between a "savior" approach to social change and an "accompaniment" approach — and affirm their commitment to the latter.	**Principles of Accompaniment** ● **Introduce:** In popular culture and the field of psychology, much has been written about the so-called "savior complex" — when an individual feels a responsibility to save others from their own problems or challenges. This is often portrayed in the extreme, yet a similar tendency afflicts many churches (particularly those that are largely white and middle- to upper-class), especially in their service and social justice ministries. The theology and practice of accompaniment offers people of faith an alternative vision of and relationship with marginalized immigrant communities. ● **Explain:** *In this short exercise, we are going to explore the differences between a savior mentality in social change and a solidarity or accompaniment mentality. One group will write and perform a short skit* [2-3 min.] *representing a savior approach to immigrants or refugees. A second group will perform a skit representing an accompaniment approach. While those groups are preparing their skits, the rest of us will dive a little deeper into the differences between these approaches.* ● **Acknowledge:** *Before we go on, I realize that the idea of a "savior" holds deep significance in our Christian tradition, and in this instance it carries a negative connotation. Let's acknowledge the tension but save that issue for later, after we get through the exercise.* ● **Ask:** *Can I get two or three volunteers to come up with a "savior" skit? How about two or three people to develop an "accompaniment" skit?*		Flip-chart paper and markers, or whiteboard and markers

		● Tell groups that they will have 5-7 minutes to prepare their skits, and show them to a separate room or section of the space where they can work. ● While the two groups are preparing their skits, draw two columns on a piece of flip-chart paper, labeling one column "savior" and the other "accompaniment." Ask the group to brainstorm words or ideas that describe what a savior approach to immigration might look like, and record these in the "savior" column. Next, have the group brainstorm principles for an accompaniment approach. If the group needs prompting or inspiration, cite this reference from ELCA Global Mission and suggest the following ideas for "accompaniment": ● Mutuality. ● Cultural humility/empowerment. ● Inclusivity. ● Sustainability. ● Shared vulnerability. ● **Skits.** Once the groups are ready, invite the "savior" group and then the "accompaniment" group to perform their skits for the full group. ● **Debrief.** After both groups have performed their skits, ask the full group to reflect on the following: ○ *What did you notice in each of the skits?* ○ *Does any of this resonate with you?* ○ *How does this relate to the list of principles we just developed?* **Adapting This Online** ● Ask participants to come up with short dialogues on the savior mentality versus the accompaniment mentality. ● Send people into breakout rooms to prepare their skit and return them to the large group to perform. Zoom enables you to "spotlight" the people you want in one group; you can spotlight the people performing so that everyone can see them highlighted onscreen.		

		• Use screen share of a Word or Google document to write down the characteristics of accompaniment versus savior complex.		
10-15 minutes	Participants begin to imagine and identify concrete ways to more fully embody principles of accompaniment in their shared life and ministry as a congregation.	**Moving From Principles to Practice** • **Introduce.** Accompaniment values come into play in the way we make decisions, share resources, recognize expertise, tell stories and build networks as congregations that walk alongside our migrant neighbors. Learning to ask questions about how we succeed in and fall short of living out these values can help us engage in accompaniment more effectively and honestly. • **Discuss.** If you have a large group, consider splitting into small groups for this part and convening in the last few minutes for a short report from each group, Otherwise, if a dozen folks or less are participating, you might converse as a full group. Ask someone to take notes on the conversation for your group or congregation to reference in future sessions. ○ *How would we describe our congregation's current relationship with or connection to immigrants and refugees?* ○ *In what ways do our relationships and work embody an accompaniment approach? Where do we have room to grow and deepen our practice of accompaniment?* [Consider here not only immigrant justice but also other areas of your congregation's life and ministry. For example, if your church runs a food pantry, in what ways does that work reflect a value of mutuality and accompaniment? Are leaders walking with people who utilize the pantry? Who makes decisions? Who makes decisions about resources?] ○ *How might our congregation and community change or shift if we more fully embodied a theology and practice of accompaniment in all aspects of our church life and ministry?*		Flip-chart paper or whiteboard with questions written up for all to see.

		○ *What two or three concrete steps could we take to move in this direction?*		
5 minutes	Participants feel a sense of closure — and call! — as they leave the session (re)committed to a shared practice of accompaniment.	**Closing Circle** ● **Explain:** *Our next session will be on* [date, time]. *We will explore what it means to answer the call for sanctuary in this current context.* ● Offer the following reading as a prayer to close your time together: *"What is our responsibility in the creation of a more just and peaceful world? Our response might be summed up by the word "**accompaniment**": to deviate from other pathways for a while (and then forever), to walk with those on the margins, to be with them, to let go. Through this encounter with Christ at the margins, we as individuals and societies experience a profound, ongoing, spirit-led conversion of heart, soul, and mind. Slowly our centers of gravity move outside of ourselves and we find ourselves suddenly dancing with friends in unknown places and with great joy." —Marie Dennis, et al., in* St. Francis and the Foolishness of God		

If you have additional time for this module, you could . . .

- Study and discuss more deeply the "Road to Emmaus" Scripture passage:
  - *What was happening in the disciples' hearts, bodies and minds when Jesus appeared to them on the road to Emmaus?*
  - *How would you describe Jesus' "accompaniment" of the disciples in this passage?*

- Distribute the collection of texts from Appendix 3 that explore accompaniment as a spiritual practice and way of life:
  - *What resonates or stands out in these passages?*
  - *How does this notion of accompaniment relate to the work of immigrant justice?*
  - *If we identify as having a certain amount of privilege, how might that privilege prevent us from living out an ethic of mutuality?* [Consider attitudes, beliefs, and behaviors.]
  - *In light of these texts and reflections, what might you do differently, as individuals and as a congregation?*

Session Three: Headlines, Heartbreak and Heart Strength

Introduction: News headlines ring with stories of migrant caravans, detention center deaths, changing immigration policies, asylum seekers enduring inhumane conditions at the U.S.-Mexico border. *How are we living and experiencing this current moment in our own bodies, lives and communities? How are immigrants in our local communities experiencing these realities — and where are immigrants and allies resisting, finding support and building community?* In this session, we will explore how our Lutheran teachings — and an expansive vision of sanctuary — might point the way toward faithful and meaningful ways for our faith community to engage in a moment of crisis and change.

Session Goals. *As a result of attending this session, participants will:*

- Feel connected to stories related to immigration in their local and national context.
- Understand local and national resolutions related to immigration that have been passed by the ELCA.
- Understand the history, expressions and actions related to "sanctuary."
- Know local spaces, places and organizations where immigrants, refugees and allies are finding social services, support and community.

Agenda Overview (total: 60 min.)

1. Welcome and Prayer (5 min.)

2. Headlines: Our Current Context (10 min.)

3. Lutheran Teachings and Resolutions (10 min.)

4. What Is Sanctuary? (10 min.)

5. Mapping Our Local Ecology (20 min.)

6. Closing Circle (5 min.)

Materials Needed

- Name tags, markers, flip-chart paper
- Two current news stories on ICE detention, border enforcement, refugee admissions, etc.
- Handouts:
    - ELCA Sanctuary Memorial and Churchwide Assembly Action – Appendix 1
    - "Sanctuary Is . . ." handout – Appendix 4
    - Sanctuary Framing Notes (one copy for facilitator) – Appendix 5

Session Three: Facilitators' Guide

Time	Objective	Activity/Methodology	Who	Materials
10 minutes	Participants feel welcome in the space and ready to engage.	**Preparation and setup (in person):** ● Place chairs in a circle, leaving a gap for entry and exit. ● Print out all necessary handouts for this session ● Greet participants as they arrive. ● If participants don't know each other already, consider using name tags. **Preparation and setup (online):** ● Two days before the gathering, email participants a broad agenda for that day and attach the documents needed. ● Learn how to create "breakout rooms" on Zoom or another online conference platform. Here are instructions for Zoom, Microsoft Teams and Google Meet. ● Arrive 10 minutes early to open the room and test technology.	Note: Use this space to write in who will facilitate each section.	Agenda written on board
5 minutes	Participants feel grounded and connected as we begin.	**Welcome and Prayer** **Welcome** everyone, give the logistics of the space and invite each participant to share their name and ***one*** word that explains why they came. ● Share goals for this session. ● Opening Prayer.	.	Flip chart and markers
10 minutes	Participants have an opportunity to uncover ways immigrants in our current context are being welcomed into or rejected by our communities and country.	**Headlines: Our Current Context** ● **Explain:** *Today we are going to look at immigration in our current and local contexts. We will have an opportunity to share moments of heartbreak and build solidarity as we consider the many ways immigrants and people of faith are portrayed in the public sphere.* ● **Share:** *As we think about immigration and our current context:* ○ *What are some stories you are hearing in the news?*	Note: Print the three articles but also offer participants the chance to share what they have heard.	

		● **Analyze:** *Look at these two articles and take note of their headlines.* (5 min.) ● **Guided Meditation:** *Close your eyes and sit with these stories.* ○ *What seems to be the most important aspect of the story? What might be missing?* (2 min.) ○ *What are you feeling in your body? What are your emotions?* (3 min.)		
5 minutes	Participants have an understanding of resolutions taken by the Evangelical Lutheran Church in America.	**Lutheran Teachings and Memorials** ● **Distribute:** Pages 9-10 of Churchwide Assembly actions. ● **Read Aloud:** Take turns reading aloud the "Becoming a Sanctuary Church" action. ● **Ask:** *Which part of this memorial resonates with you? What part feels most challenging?*		ELCA Sanctuary Memorial- **Appendix 1**
10 minutes	Participants have a working understanding of sanctuary and concrete ways that faith communities might answer the call to provide "sacred welcome."	**What Is Sanctuary?** **Sanctuary Is a . . .** ● **Say:** *The teachings of the Evangelical Lutheran Church in America call us to be among and engage in the wider world. The most recent resolution also reaffirms a commitment to the New Sanctuary Movement — but what do we mean by "sanctuary?" As we consider current headlines, we also hearken back to an ancient symbol our faith communities have called upon for centuries to protect marginalized and vulnerable communities. In the same way that accompaniment is an alternative to the "savior complex," and as we think about what it means to offer sacred welcome, "sanctuary" in its deepest and broadest sense is an alternative to exclusionary migration policies.* ● **Share: "**Sanctuary Is a . . ." presentation (see handout and commentary). ○ Response, Strategy, Vision, Moral Imperative. ○ Physical Sanctuary, In the Streets, Campuses, Cities, Counties, States and Everywhere.		"Sanctuary Is . . ." handout- **Appendix 4** Sanctuary Framing Notes- **Appendix 5**
20	Participants find strength in our	**Mapping Our Local Ecology**		Flip-chart paper

minutes	congregational story and mapping the local ecology of immigrant communities and organizations.	● **Explain:** [With flip-chart paper or a whiteboard.] *Now, we are going to turn toward our immigrant neighbors and do some mapping. A reminder— as we discuss the following questions, think through how our accompaniment principles call us to engage. Let's be mindful of moments when we make assumptions about individuals ("I think Susan is undocumented") or ask individuals to speak for the needs of a whole group.* (10 min.) ○ *Where do you see sanctuary in practice?* ○ *Where do you see examples of immigrant communities organizing themselves?* ○ *What are some of the spaces, places and organizations where immigrants, refugees and allies find social services, support and community?* ● **Discuss:** *Together, explore the following questions as means of reflection and write down your answers.* (5 min.) ○ *What do you know and not know about the immigrant communities around you?* ○ *How are you currently engaging with your broader community on immigration issues?* ○ *Who may know something you don't about your immigrant community that you can talk to?*		or whiteboard, markers
5 minutes	We close our time together and begin to reflect on next steps.	**Closing Circle** ● **Ask:** *After your mapping exercise, who do you want to connect with?* ● **Explain:** *Our next session will be on* [date, time]. *We will explore how to take what we've learned and move toward action.* ● **Prayer.** Thank participants for coming, and share a prayer or poem for your closing reflection.		

If you have additional time for this module, you could . . .

- Discuss in greater depth the ELCA's recent resolution or other resolutions passed that are relevant to your congregation.
- Discuss how your congregation has engaged its neighbors in the past.
    - **Say:** *For our next activity, we want to explore where immigrants and their allies in our local communities are embodying and working for sanctuary as described earlier, so we can map our congregation's relationships. Engaging with the local community is not a new*

skill for our congregations. Turn to a neighbor and share a story of a time when the congregation engaged with the community around it. (3 min.)

- **Harvest:** Reunite as a large group, invite a few people to share stories, and ask the group to reflect on the following questions:
  - *Why did we start doing this work?*
  - *What were our own challenges?*
  - *What happened to our congregation when we began engaging with our neighbors?* (7 min.)

Session Four: Moving to Action

Introduction: We can spend a lifetime educating ourselves about issues related to immigration and still not feel ready or equipped to act. *How can we courageously act together? Where do we go from here? Who will accompany us?* In this session, participants will begin to think through potential action by understanding their comfort zones and moving from isolation to community. Participants will map relationships within their community, build a "next steps" team and brainstorm practical ways to move forward with their congregation.

Session Goals. *As a result of attending this session, participants will:*

- Understand how to move from education to action alongside a movement community.
- Feel connected to other participants and have a sense of their personal and the congregation's action/comfort zones.
- Have a sense of next steps and how to get involved in immigrant justice.

Agenda Overview (total: 60 min.)

1. Welcome and Prayer (5 min.)
2. One-on-one Conversations (10 min.)
3. Action/Comfort Zone Exercise (25 min.)
4. Building a Team and Next Steps (10 min.)
5. Closing Circle (10 min.)

Materials Needed

- Name tags, markers, flip-chart paper
- Handouts:
    - Opening Prayer (one copy for facilitator) – Appendix 6
    - Immigrant Justice Action Comfort Zone facilitator's guide (one copy for facilitator) – Appendix 7
    - Immigrant Justice Action Comfort Zone Worksheet – Appendix 8
    - AMMPARO: Becoming a Welcoming Congregation
    - ELCA Church Council Sanctuary Guidelines

Session Four: Facilitator's Guide

Time	Objective	Activity/Methodology	Who	Materials
10 minutes	Participants feel welcome in the space and ready to engage.	**Preparation and setup:** ● Place chairs in a circle, leaving a gap for entry and exit. ● Print out all necessary handouts for this session. ● Greet participants as they arrive. ● If participants don't know each other already, consider using name tags.	Note: Use this space to write in who will facilitate each section.	Immigrant Justice Action Comfort Zone Worksheet- **Appendix 8** Agenda written on board
5 minutes	A sense of who the participants are and why they are coming. Participants have an opportunity to hear their voices aloud in the circle.	**Welcome and Prayer** ● **Welcome** everyone, give the logistics of the space and invite each participant to share their name and ***one*** word that explains how they are feeling as they arrive today. ● Read the goals of this session aloud. ● Open with "A Franciscan Blessing."		"A Franciscan Blessing"- **Appendix 6**
10 minutes	Participants build relationships through sharing stories.	**One-on-one Conversations** ● **Ask** participants to find someone they don't know well and have a conversation on the following prompt. (6 min.) ○ *Tell about a time you felt "restless discomfort" about something and took action.* ● **Reflect** by bringing everyone back to harvest what people shared. (4 min.) ○ *What did it feel like to be in "restless discomfort?"* ○ *What was it like to act?*		
25 minutes	Participants are able to reflect on and map their action comfort zone. Participants are able to	**Action Comfort Zone Exercise** **Explain:** *As we seek to understand immigration issues, we can spend a lifetime educating ourselves about the issue and still feel like we need to*		Immigrant Justice Action Comfort Zone Worksheet- **Appendix 8**

	map their congregation's action comfort zone. Participants have a sense of what different actions they might take.	*learn more. As is true of all complex issues, there is no ONE thing that will "fix it." The following exercise is meant to help us think about how we might move from education to action to work for economic and social transformation. We trust that the education and learning will continue as we get in motion.* **Read Aloud:** Action Comfort Zone facilitator's guide. (3 min.) **Distribute** the Action Comfort Zone worksheet and ask participants to fill it out on their own. (7 min.) **Pair:** *Turn to a neighbor and share about your action comfort zone.* (5 min.) ○ *What is in your comfort zone?* ○ *What feels far outside your comfort zone?* ○ *Where might you be called to courageously step outside your comfort zone?* **Explain:** *Now, we want to look at where our congregation is in terms of our "action comfort zone." You will have 5 minutes to work in small groups of three to map our congregation's "action comfort zone."* (5 min.) ○ *Where would we locate our congregation on the worksheet?* **Share.** Come back together as a large group and invite small groups to share some of their conversation. (5 min.) ○ *What do we notice?* **Share ELCA Sanctuary Guidelines.** Have participants read "Sanctuary Guidance for Congregations" on page 3 of the document; in the large group, discuss which suggestions seem feasible for them at this time.		Immigrant Justice Action Comfort Zone facilitator's guide- **Appendix 7**
10 minutes	Participants have a better understanding of AMMPARO. Participants create a team to carry the work forward.	**Building a Team and Next Steps** ● **Explain:** *For this next section, and as we move closer to the end of our time together, we want to think about next steps. Relationships and community help us to act out of our most courageous selves, so take a moment to brainstorm steps our congregation might take and to ask who might serve on a "next steps" team.* ● **Explain:** *The AMMPARO team and network of the ELCA are committed to accompanying your congregation to courageously answer the call for sanctuary to advance immigrant justice.*		

		● **Ask:** *Who might serve on a "next steps" team? This team will help us think through our next steps and consult with the AMMPARO team of the churchwide organization.* ● **Brainstorm:** *What are some ways we might be called to courageously get in motion to offer sanctuary?* [Take notes.]		
10 minutes	Participants have a sense of what's on the horizon. Participants share in prayer before they leave.	**Closing Circle** ● **Group Reflection.** Take a moment to remember aloud: ○ *What were some powerful moments experienced over the course of these four sessions?* ○ *What was challenging?* ● **On the Horizon**. Next steps (how will you follow up?). ● **Blessing.** Invite participants to stand and hold hands as they're able. Go around the circle, asking each person to share one word of blessing as they prepare to leave the space.		

If you have additional time for this module, you could . . .

- Make one or two sections more leisurely — add time for participants to reflect on their own, pair up or continue the group discussion.