



24-HOUR VERSION

CATHOLIC RELIEF SERVICES
FOODFAST

The content for the CRS Food Fast
was developed in partnership with the




The Center for Ministry Development is an organization which promotes the development of ministry and catechesis with youth and families through leadership formation, service learning, and resources rooted in Catholic tradition and Scripture. For more information, go to: cmdnet.org.

24-HOUR VERSION INTRODUCTION AND SCHEDULE

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While all of the activities are opportunities for social media posts, the single-asterisk (*) sessions are key to telling the FoodFast story.

Look for this symbol: , for weaving in reminders about the use of social media for the common good!

If you want to extend the time designated for your FoodFast, the double-asterisk (**) sessions give options for doing so and an additional session called "Inspired" can be found in Addendum I. Additional resources can also be found on education.crs.org.

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24-HOUR VERSION

CRS FoodFast is an experience for Catholic youth that engages them in exploring the issue of hunger in a world of plenty. Through fasting, art, video, social media, reflection, games, and prayer, youth will come face to face with the reality of hunger for almost 1 billion people in the world. They will discover how Catholic Relief Services supports people that are hungry in acquiring food and gaining long-term food security. Central to this exploration of faith and justice, participants will be challenged as disciples of Jesus to discover their roles in eliminating hunger across the globe.

Catholic Relief Services is proud to partner with the Center for Ministry Development, which developed the content process for this CRS FoodFast- ENOUGH.

DAY 1:

5:00 p.m. Welcome: Getting Settled
5:15 p.m. Community-Builder: Food & Me
6:00 p.m. Prayer
6:30 p.m. Community-Builder: World of Food
6:45 p.m. Break
8:00 p.m. Experience: Enough?*8:30 p.m. Break
8:40 p.m. A Day in the Life/Catholic Social Teaching*
9:45 p.m. Slam Poetry*
10:45 p.m. Evening Prayer Taizé-Style
11:15 p.m. Ready for Bed/Quiet Time
11:45 p.m. Lights Out

DAY 2:

8:15 a.m. Wake Up
9:00 a.m. Community-Builder: Simon Says
9:15 a.m. Prayer
9:40 a.m. Scriptural Scavenger Hunt*
10:15 a.m. Community-Builder: Food & Faith Jeopardy
10:40 a.m. Break
10:55 a.m. Surprise Guest */**
11:05 a.m. Making a Statement*
12:15 p.m. One More Meal */**
1:00 p.m. Break
1:30 p.m. A Bigger Picture/Taking Action (Catholics Confront Global Poverty)*
2:45 p.m. Montage: A Look Back
3:00 p.m. Break
3:15 p.m. Creating a Coalition*
4:15 p.m. Cleanup/Pack Up, Prepare for Liturgy
4:30 p.m. Mass/Commissioning
5:45 p.m. Dinner: Break the Fast/Share Stories

foodfast.org

ADVANCE PREPARATION

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WATCH FOR SOCIAL MEDIA SYMBOLS THAT MARK THE KEY POINTS IN THE FOODFAST WHEN POSTING WOULD BE MOST EFFECTIVE.

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ADVANCE PLANNING CHECKLIST

Review the Coordinator's Guide for a helpful timeline. This simple guide summarizes the most important elements to complete a successful FoodFast!

- Order your complementary CRS FoodFast materials well in advance of your FoodFast. These include a posterpack, *One Human Family*, *Food for All* prayer cards, and commissioning crosses for adult volunteers and participants ahead of time. In 2015-16, all CRS FoodFast orders will include a complementary hand-carved bowl from Indonesia for you to keep as a gift of our appreciation for your support of CRS.
- Create your marketing plan for inviting youth to participate in the CRS FoodFast. Consider using Instagram and starting a Facebook page to spread the word.
- Follow the safe-environment policies of your local (arch)diocese concerning youth permission slips, adult volunteers, and sleeping arrangements. A sample permission slip is provided in the Coordinator's Manual.
- Recruit adults to help as greeters, hospitality crew, and small-group activity facilitators. Recruit peer leaders to assist in the planning and small group leadership as well. Give them a copy of the session for which their help is needed, making sure they understand the activity and their role in it.
- Invite Guest Speakers if you so choose or if your schedule allows. Consider inviting a speaker to speak at greater length about hunger and food security for any other portion of your FoodFast. Some ideas to consider: a [CRS Global Fellow](#); a Catholic Relief Services employee or speaker; an expert on hunger from a nearby Catholic Charities organization or other Catholic or local organization; someone who has lived in poverty and is open to sharing his/her story; someone who has worked or volunteered in a developing country, Appalachia, or in a location where hunger and food security are challenges.
- Invite musicians to help with the music in the prayer experiences or have the music pre-selected and ready to play through technology. Consult the prayer services to determine the music, readings and any special reflections you will use.
- Gather all necessary supplies and organize them according to the session for which they are needed.
- Have enough nametags for each participant. Make sure each nametag has one of 6 different-colored dots placed on it to designate each participant's primary small group (see activity "Experience: Enough?" The activity references blue, brown, green, purple, red, and yellow, but you can use your own colors or symbols).
- Make copies of all the handouts as designated for each session.
- Create your prayer space with multicultural images and cloths. Suggestions are made for certain items, but invite creativity from your planning team to make it relevant to young people. Have available at least one copy of *Prayer without Borders*, *Celebrating Global Wisdom* or some other global prayer resource for the Prayer planning team. Though prayers are scripted in the FoodFast manual, you should feel free to take advantage of the creativity of your planning team. Copies of *Prayer without Borders*, *Celebrating Global Wisdom* can be purchased through [Amazon](#).
- Make sure you have internet access for multimedia and social network. If this is not available, download all multimedia prior to your FoodFast.
- Set up a projector and screen for the PowerPoint presentations.
- Create a plan for using social media to track the FoodFast experience. Include the following in your plan:
 - Decide who will tweet messages and post videos throughout the FoodFast. If desired, create a schedule and have participants sign up for tweets and videos at different times.
 - Do the same with Instagram, Pinterest and/or Vine.
 - Decide whether to set up a Facebook page or use an existing one to post pictures and impressions. Delegate particular participants and/or adult leaders to post periodically during the fast.
 - NOTE: Watch for social media symbols that mark the key points in the FoodFast when posting would be most effective.

foodfast.org

ADVANCE PREPARATION

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WATCH FOR SOCIAL MEDIA SYMBOLS THAT MARK THE KEY POINTS IN THE FOODFAST WHEN POSTING WOULD BE MOST EFFECTIVE.

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SUPPLIES & MATERIALS CHECKLIST:

Each activity and prayer in the CRS FoodFast manual list the materials that are needed for that specific activity or prayer. Be sure to consult that and organize your materials in advance by session. This simple list simply summarizes everything you need for a successful FoodFast!

- Free resources available through the CRS FoodFast website (commissioning crosses, posters, and prayer cards)
- Chairs
- Tables
- Several bibles
- Music (suggestions are made on both the website and in modules, but feel free to include your own selections)
- Music Player
- Speakers
- LCD Projector
- Screen
- Computer
- Access to the internet and to social media
- Decorations (e.g., pictures, plants, cloths, maps)
- Assorted Colored Markers
- Assorted Colored Chalk
- Newsprint and Paper
- Tape
- Pens / Pencils / Note paper
- Glue sticks
- Scissors
- Hemp cord or thin white string
- Push pins
- Have devices for recording, posting and designing (laptops, phones, iPads, digital cameras and video cameras, etc.).
- Microphones for music and slam poetry session in 24-hour version
- Have enough nametags for each participant. Make sure each nametag has one of 6 different-colored dots placed on it to designate each participant's primary small group (see activity "Experience: Enough?" The activity references blue, brown, green, purple, red, and yellow, but you can use your own colors or symbols).
- Download PowerPoint presentations, Decision Spin Wheels and all other multimedia from <http://foodfast.org> onto your computer. Set up the PowerPoint presentations and Decision Spin Wheels on computers.
 - Note for those with difficult access to computers: For the Decision Spin Wheels, you can put each wheel statements on separate strips of paper and place these in a bag according to country group.
- Have videos necessary for each session cued or downloaded.
- Make copies of all the handouts as designated for each session.
- Have available at least one copy of *Prayer without Borders, Celebrating Global Wisdom* or some other global prayer resource for the Prayer planning team. Though prayers are scripted in the FoodFast manual, you should feel free to take advantage of the creativity of your planning team. Copies of *Prayer without Borders, Celebrating Global Wisdom* can be purchased through [Amazon](#).
- Create your prayer space. Within or near the space, create your FoodFast Prayer Chalkboard wall using dark-colored poster-board or rolled paper. Also, prepare and place two baskets with bread from different cultures/countries in the prayer space.
- Have juice, water, and cups available throughout the experience.
- Have a large screen or blank wall on which to project.

ADVANCE PREPARATION

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WATCH FOR SOCIAL MEDIA SYMBOLS THAT MARK THE KEY POINTS IN THE FOODFAST WHEN POSTING WOULD BE MOST EFFECTIVE.

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- ❑ Create the A, B, C, and D sheets (one set per group of six participants) for the opening community-builder and have them ready to distribute.
- ❑ Have round yellow stickers, one for each participant, and black markers for youth to create their emoticons.
- ❑ Using magazines or the CRS PowerPoint labeled “Images of People”, cut out a set of pictures representative of a cross section of people from around the world. Be careful to avoid the typical images portraying people as destitute. Remember to lift up the dignity of all people by sharing images that express the full range of human emotion. Spread out the pictures on a large table or hang them on a wall.
- ❑ Provide paper plates and various colors of Play-Doh, one set per small group. If you choose to use a different material (e.g., aluminum foil, clay, etc.), provide that instead of the Play-Doh.
- ❑ Cut triangles out of colored card stock or construction paper if using the **Additional Activity: Inspired**.
- ❑ If desired, fair trade prizes for the winning teams of various activities (e.g., gift certificate for Fair Trade coffee or chocolate, a fair trade craft from **SERRV**, or a globe key chain).
- ❑ Have the following letters (M A T T H E W), punctuation mark (:) and numbers (25 and 40) written in large print on individual pieces of paper:
 - M A T T H E W 2 5 : 4 0
- ❑ Provide a fun noisemaker to each group in the Jeopardy game (e.g., bell, buzzer, kazoo, a Staples *That was easy!* button, etc.).
- ❑ Prepare a basket containing strips of the topics listed on the resource sheet, “**Issues for the Public Service Announcements**.”
- ❑ For the **Friendship Soup**:
 - Check with your local public health department for norms for food preparation.
 - Provide hand sanitizer, hairnets or paper caps and gloves for every participant.
 - Determine the number of table stations needed by dividing the total number of participants evenly. Ideally, each group should consist of 5-7 participants.
 - Predetermine the total number of jars of soup you intend to make. Try to have enough mason jars, labels, lids and ribbon to make at least 10 jars per group.
- ❑ Preprint enough tags/labels (see session Handout) and have enough lids and ribbons for the number of jars you intend to fill. Ribbon should be cut into 24-inch pieces to tie instructions to the jars.
 - All but one station should have the following:
 - measuring cups, tablespoons and teaspoons
 - Friendship Soup recipe ingredients in separate bins—See **Resource Sheet** (Divide the ingredients according to the measurements in the recipe times the number of jars each group is making. Each station should have the same amount of ingredients.)
 - copies of the **Amount of Each Ingredient to be Placed in One Jar**
 - Set up the remaining station with the lids, tags/labels and ribbon and assign one group to this station.
 - Have the collection of ingredients for soup jars.
 - Have enough mason jars, labels and lids so that every group can finish at least 10 jars. If resources allow, provide even more jars, labels and lids.
 - Make cooking instruction tags for the jars, and have ribbon cut in 24-inch pieces to tie cooking instructions to the jars.
- ❑ Have the flash mob messages printed out and ready to be given to the group leaders in advance.

5:00 P.M.
DAY ONE
GROUND LEVEL
WELCOME

1 of 1

When participants arrive, greet them warmly, have them make a nametag, show them where to put their sleeping gear and tell them where and when they should gather. Once all are registered and settled, begin with the first community builder.

Welcome, everyone! We are so happy you are here. We are gathered to focus on the topic of food and hunger around the world. We are going to take a look at this issue and find ways that you, as young people, and all of us, as a community of faith, can do something about it! Hunger is a big issue, but when we learn and work together we can make a difference and change the world! So let's get started with a game!

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24-HOUR VERSION

OBJECTIVES:

- To make participants comfortable
- To invite participants to break the ice and mingle
- To begin to focus participants' attention on the theme of food and food security

SETUP/MATERIALS:

- You will need a large open space for this activity.
- Have an LCD projector and computer ready with the PowerPoint presentation.
- Have a large screen or blank wall on which to project.
- Create the A, B, C, and D sheets (one set per group of six youth) and have them ready to distribute.
- Have round yellow stickers, one for each participant, and black markers for youth to create their emoticons.

PROCESS:

1 Create an imaginary line down the center of the room. Tell participants to move according to your directions, to the side which suits their taste. When everyone is set, ask the following:

- » *Sweet or salty? If you prefer sweet, move to (point to one side of the room). If you prefer salty, move to (point to the other side of the room).*
- » *Munchies? If you prefer them in the afternoon, move to this side (point). If you prefer them in the evening, move to that side.*
- » *Pizza toppings? If you prefer the simple, like cheese or pepperoni only, move to.... If you like your pizza loaded, move to....*
- » *Veggies? If you love them, move to.... If you hate the thought of green food, move to....*
- » *Beverage favorite? If you love soft drinks or sports drinks, move to.... If you are a water person, move to....*

2 For the second activity, invite participants to form two concentric circles. Ask individuals to pair up between the circles by facing each other. If needed, ask participants to introduce him- or herself to the person across from him or her. After they have done so, read the first question while projecting it on the screen and ask them to share the answer with the same person. When they have finished, direct participants in both circles to take three steps to the left and introduce themselves to the new person facing them. Give them the next question and ask the pairs to share their answer with each other. Continue until all the questions have been answered. Keep this activity moving quickly.

- » *What is your craziest food craving?*
- » *What is the weirdest combination of foods you have ever eaten?*
- » *What food from another ethnic tradition have you eaten recently?*
- » *On average, how many times a day do you eat something?*
- » *Have you ever been really hungry? Why?*
- » *Have you ever known someone personally who is chronically hungry?*
- » *How responsible do you feel for those who go to bed hungry?*
- » *Do you think there is enough food in the world for everyone to get enough? Why or why not?*
- » *Do you think being a disciple of Jesus has anything to do with helping those who are hungry? If so, why?*

- 3 Invite participants to move quickly into groups of six and to be seated. Share the following in your own words:

We have just begun our FoodFast. Congratulations on saying yes to this fast. In doing so, you are also saying yes to your baptismal call. You are joining in the Church's mission to transform the world, make it more just, and help those in need around the world. And you are partnering with Catholic Relief Services, our U.S. Catholic Church's organization, created to help people beyond our own borders who experience injustice, natural disaster, or other crises that make life with dignity a challenge.

To begin, it's good to know some of the realities of hunger that people face daily around the world. Let's see how much you already know about these realities.

- 4 Give each group four signs lettered A, B, C, and D. Using the PowerPoint on the reality of hunger in the world, ask each group to decide which of the multiple choice responses is the right one by raising the sign with the letter they think is correct answer. Provide the correct answer after each choice, sharing the facts with participants and identifying which groups had the right answer. (Latest statistics on Hunger and Food Security can be found in: "The State of Food Insecurity in the World 2014" from the Food and Agricultural Organization of the United Nations.)
1. How many people go to bed hungry every night?
 - a. One in 12
 - b. One in 10
 - c. One in 9
 - d. One in 5
 2. How many people in the world live on less than \$2.00 per day?
 - a. More than the entire population of the U.S.
 - b. More than the combined populations of the U.S. and Canada
 - c. More than the combined populations of the U.S., Canada, and England
 - d. More than the combined populations of the U.S., Canada, and the European Union
 3. How many children die of hunger or malnutrition every year?
 - a. 5 million
 - b. 3 million
 - c. 1 million
 - d. Half a million
 4. Hunger kills more people than the combined deaths from which of the following?
 - a. AIDS, malaria and tuberculosis
 - b. AIDS
 - c. Whooping cough, malaria, and dysentery
 - d. Diarrhea and polio
 5. How many babies are born underweight due to the inadequate nutrition of their mothers?
 - a. 17 million
 - b. 13 million
 - c. 8 million
 - d. 4 million
 6. How much more crop production would be needed to feed the world adequately?
 - a. 40% more
 - b. 20% more
 - c. 10% more
 - d. No more—there is enough now

7. Where can the largest number of hungry people can be found?
 - a. South America
 - b. Africa
 - c. Asia
 - d. Central America
8. Where does the largest percent of hungry people live?
 - a. South America
 - b. Africa
 - c. Asia
 - d. Central America
9. How many children are so malnourished that their bodies have begun to consume their own tissue (muscle and fat)?
 - a. 4 million
 - b. 3.5 million
 - c. 2 million
 - d. 1 million
10. How many children in developing countries are underweight?
 - a. 100 million
 - b. 80 million
 - c. 50 million
 - d. 20 million
11. What is meant by food security as defined by the United States Department of Agriculture?
 - a. Access by those under the age of 18 to enough food to avoid malnutrition and growth problems
 - b. Access by all members at all times to enough food for an active, healthy life
 - c. The ready availability of nutritionally adequate and safe foods
 - d. The assured ability to acquire acceptable foods in socially acceptable ways
12. According to the United Nations World Food Programme, there is enough food in our world to feed everyone. Yet one in nine goes to bed hungry. What are the primary reasons for this?
 - a. Greed and corruption, global warming, laziness, transportation challenges
 - b. Civil war, lack of incentive, location, ignorance, drought, immigration, tsunamis
 - c. Poverty trap, lack of investment in agriculture, climate and weather, war and displacement, markets and food wastage
 - d. None of the above
13. How much food is spoiled each year?
 - a. 300 million tons
 - b. 1 billion tons
 - c. 5 billion tons
 - d. 15 billion tons

ANSWERS:

1. C—805 million people go to bed hungry every night. That is one in every 9 people around the world. (And, nearly 98% of worldwide hunger exists in underdeveloped countries, where 13.5 percent of the population is chronically undernourished.)
2. D—More than 1 billion people (over one-sixth of the world) live on less than \$2.00 a day. Remember that \$2.00 per day is only \$730 per year.
3. C—Poor nutrition causes nearly half (45%) of deaths in children under five- 3.1 million children die of hunger each year.
4. A—Hunger is number one on the list of the world's top 10 health risks. Hunger kills more people every year than AIDS, malaria, and tuberculosis combined. (25,000 people die a day from hunger and related causes.)
5. A—Malnourished mothers are more likely to give birth to underweight babies. Every year, 17 million babies are born underweight due to a mother's lack of nutrition before and during pregnancy. (The first 1,000 days of a child's life, from conception through age two, are the critical window in which to tackle undernutrition. A proper diet in this period can protect children from the mental and physical stunting that can result from malnutrition.)
6. D—There is enough food to feed everyone—all 7 billion people. God is an abundant and generous God! We will be exploring this more during our time together.
7. C—the largest number of hungry people can be found in Asia with 526 million people who are hungry.
8. B—Sub-Saharan Africa is the region with the highest prevalence of undernourishment in the world—at 23.2 percent. Almost 1 in 4 people in this region is chronically hungry.
9. B—3.5 million children die each year of acute malnutrition (where the body consumes its own tissue, beginning with muscle and body fat). The tragedy is that this is treatable and preventable.
10. A—One hundred million children in developing countries are underweight.
11. B, C and D—All are part of the definition of food security!
12. C—The trap of poverty, lack of investment in agriculture, climate and weather, war and displacement, markets and food wastage all contribute to lack of food security.
13. B—1.3 billion tons of food—up to one third of all food—is spoiled or squandered before it is consumed by people. It is a scandalous excess of waste in an age where over 800 million people go hungry; moreover, this waste causes economic losses of \$750 billion and significant damage to the environment. (Food wastage represents a waste of the labor, water, energy, land, and other inputs that went into producing that food.)

- 5 Now invite participants to create individual emoticons that reveal how they feel about the statistics just presented. Have them place their emoticons on their name tag. Then encourage them to move around and check out each other's emoticons. Call time after about 30 seconds; then have them pair up and share why they drew what they did.
- 6 Wrap up the exercise with a brief overview of what food security is using these or your own words as well as the slides with the definition of food security:

We've just heard some pretty incredible facts and figures about hunger in our world. We might often think about hunger—our own hunger when a meal is delayed, or the hunger of those who don't know when their next meal will happen. But most of us probably haven't focused on what it means to have food security. We just heard in the quiz that food security means that "all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life." (World Health Organization)

Think about it! What would the world be like if ALL people ... ALL the time ... had ACCESS to food? Had SUFFICIENT FOOD? Had SAFE ways to get food? What would it be like if all people were eating NUTRITIOUS FOOD that gave them a HEALTHY, ACTIVE LIFE?

We heard that the biggest challenges to people having food security are poverty, lack of investment in agriculture, climate and weather, war and displacement, unstable markets and food wastage. Keep these facts in mind as we explore hunger during our FoodFast.

Thankfully there are many organizations that respond to these situations. In this FoodFast, we learn about one of those: Catholic Relief Services. Catholic Relief Services—which belongs to us, to you and me as U.S. Catholics—helps over 100 million people every single year in 91 different countries around the world. Much of that help is centered on food, especially after a natural disaster when food is scarce; but CRS also helps farmers incorporate better agricultural techniques so they can produce more food for the long haul. We will hear more about the work of CRS as we journey through our fast.

Let's continue by exploring our hope for a better world. We will gather for prayer, remembering that Jesus, the very core of our faith, journeys with us all days ... and that means during this fast!

6:00 P.M.
PRAYER
THE CORE OF
OUR FAITH

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24-HOUR VERSION

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OBJECTIVE:

- To focus on the core of our faith, Jesus himself, and to remind the community that Jesus is present with them throughout the FoodFast

SETUP/MATERIALS:

- Have a sound system and CD player or computer with the music.
- Have the four readers prepared to proclaim the Word. You will need four readers with bibles.
- Prepare the chalk wall and chalk for the prayer.

Gather

Opening Song: *You are Everything I Need*, Jackie Francois, OCP or some other appropriate song

Leader: Loving God, you have gathered us together for an incredible 24-hour adventure. This will be a journey to discover more about you, about the world we live in, about ourselves and about what the future can hold. Be with us. Open our minds and hearts to all you want us to learn and experience. Give us strength as the hours go by when we feel hunger or feel our resolve melting away. Invite us to turn to you to provide everything we need. We pray that this fast and these next 24 hours be ones where you challenge us, give us insight, passion and the courage to find our role in ending world hunger. We pray this in your name and in the name of the Son and of the Holy Spirit. Amen.

Listen

Reader 1: Deuteronomy 15: 11

Reader 2: James 2: 15-16

Reader 3: Isaiah 58: 10

Reader 4: Matthew 25: 35

Respond

Leader: God has given the world an abundance of good things, but not everyone has access to the things they need, like enough food, clean water, safe shelter. Scripture tells us that because there is enough for all we must share with those who are in need. It is not a suggestion but a truth. What will these 24 hours mean for us in light of those who go without food or water every day? How will we respond and react to our own hunger? What are our hopes for this time away? As a way of making a commitment to our time together, I invite you to come up in silence to our chalk wall, sign your name and write one word that expresses a hope you have for all people, for our world.

Play music as the participants come forward. Have someone assist by handing out the chalk or chalk markers and making sure the activity runs smoothly. After all have written on the wall, continue with prayer.

Leader: This wall will be a place we come back to throughout our time together. It will be a living sign of our own insights and transformation and definitely an inspiration! It will remind us that God is with us in our efforts to fight hunger. And let us close with a theme song for our time together, *One Family*.

Go Forth

Closing Song: *One Family*, Pasquale Talarico

OBJECTIVE:

- To open participants' eyes to the abundance of food in our world and the unique foods that each culture or country contributes

SETUP/MATERIALS:

- Have the copies of the World of Food matching game printed and ready for distribution.
- Have pens or pencils, one for each team of four.
- Have a prize ready for the winning team (e.g., gift certificate for Fair Trade coffee or chocolate, a fair trade craft from [SERRV](#), or a globe key chain).

1 Divide participants into groups of four. Then share:

Do any of you like to eat ethnic food? What are your favorites? (Give participants a chance to name a few foods.) Those all sound great! Many of you might know some of the foods in our next activity—World of Food—which is about foods from all over the globe!

2 Pass out the matching game handout and challenge the teams to match the food to the right country. Let participants know they have five minutes to finish. The team(s) that gets the most correct answers will win a prize!

3 After five minutes, call a halt to the game and review the answers. Show PowerPoint with combinations of food that make up the recipes. Encourage participants to note the creative uses of food around the world.

1. Polenta – Italy (cornmeal)
2. Fesenjoon – Iran (walnuts, pomegranates)
3. Tabouleh – Lebanon (bulgur, vegetable salads)
4. Falafel – Israel (chickpea patties)
5. Poi – USA (Hawaii) (paste made from the taro plant)
6. Kimchee – South Korea (pickled cabbage)
7. Plantain – Haiti (type of banana, often fried)
8. Tzatziki – Greece (yogurt and cucumber sauce)
9. Doner kebab – Turkey (hamburger and onion patties)
10. Vegemite – Australia (dark brown food paste—like peanut butter)
11. Moo Goo Gai Pan – China (stir-fried chicken and vegetables with egg)
12. Lutefisk – Norway (pickled herring)
13. Krum kaka – Sweden (thin pancake-like cookie)
14. Profiteroles – France (cream puff)
15. Kippers – England (pickled fish)
16. Tagine – Morocco (vegetable and meat stew)
17. Dal – India (lentil stew)
18. Empanada – Mexico (small meat, cheese or vegetable-stuffed pastry, baked or fried)
19. Tempura – Japan (seafood or vegetables battered and deep fried)
20. Schnitzel – Germany (a flattened meat, breaded and fried)

4 Invite participants to reflect on the following questions (on the PPT):

- » How do you feel about your knowledge of food from different parts of the world? Does it matter?
- » Why would you want to know more about foods from other countries?

COMMUNITY-BUILDER WORLD OF FOOD

HANDOUT

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Match the food to the right country. The team with the most correct answers wins!!

- | | | |
|---------------------------|-------|-----------------------|
| 1 Polenta | _____ | a. India |
| 2 Fesenjoon | _____ | b. USA |
| 3 Tabouleh | _____ | c. Haiti |
| 4 Falafel | _____ | d. China |
| 5 Poi | _____ | e. Lebanon |
| 6 Kimchee | _____ | f. Germany |
| 7 Plantain | _____ | g. Greece |
| 8 Tzatziki | _____ | h. Australia |
| 9 Doner kebab | _____ | i. Japan |
| 10 Vegemite | _____ | j. Sweden |
| 11 Moo Goo Gai Pan | _____ | k. Israel |
| 12 Lutefisk | _____ | l. France |
| 13 Krum kaka | _____ | m. Mexico |
| 14 Profiteroles | _____ | n. Turkey |
| 15 Kippers | _____ | o. Norway |
| 16 Tagine | _____ | p. England |
| 17 Dal | _____ | q. Morocco |
| 18 Empanada | _____ | r. Iran |
| 19 Tempura | _____ | s. South Korea |
| 20 Schnitzel | _____ | t. Italy |

6:45 P.M.
BREAK

7:00 P.M. EXPERIENCE ENOUGH?

1 of 4

Note for those with difficult access to computers: For the Decision Spin Wheels, you can put each wheel statements on separate strips of paper and place these in a bag according to country group.



POSTING ON
SOCIAL MEDIA THROUGHOUT
THIS EXERCISE WOULD BE GREAT!

24-HOUR VERSION

16

OBJECTIVES:

- To capture the imagination of participants around the social issue of food security through story, reflection and action
- To open their minds to the challenges to food security that people face on a daily basis
- To learn ways that CRS is helping people in different countries to achieve food security one step at a time

SETUP/MATERIALS:

- Set up the PowerPoint presentation and Decision Spin Wheels on computers.
- Prep four of the participants ahead of time to serve as a “panel of experts” who will decide at the end of the experience how “food secure” each of the six groups is. Provide them with the sheet on “Understanding Food Security” in advance of the FoodFast or when they first arrive for the FoodFast so they can be ready for the experience. Provide extra paper and pens for participants to make notes while observing the experience.
- Hang the poster sheets on the wall that provide the definition of food security and the factors that contribute to food security. If you have a large number of participants, it is recommended that you make several copies of the charts.
- Using the color-coded dots on the nametags that were prepared in advance, divide the participants into small groups. Depending on the size of your group, divide participants into five or six teams to represent either five or all six of the following groups:
 1. Green Dots: Filipinos hit by Typhoon Haiyan
 2. Brown Dots: Palestinian gardeners and shop owners
 3. Blue Dots: Mexican migrant workers in California
 4. Yellow Dots: Vietnamese children with disabilities
 5. Purple Dots: Ghanaian cocoa farmers
 6. Red Dots: Haitians recovering from the 2010 earthquake
- Invite each group to sit together for this experience. Distribute to each group a copy of its group/country story.

PROCESS:

- 1 Begin this experience in these or your own words:

We probably think of someone not having food to eat today or tomorrow when we hear the word “hunger.” But as we have just heard, hunger is more than not having food today. It also means not knowing if we are going to have food tomorrow or next week or next year.

If food security means all people all the time have sufficient food to lead a healthy and productive life, then we need to ask: “Who doesn’t have this security?” Jesus told us to feed the hungry and give drink to the thirsty (MT 25:35). Today that means so much more than just giving someone one meal! It’s especially tragic to realize that people face food insecurity in a world where God has provided more than enough food for all of us to have what we need. In fact, there is enough food in our world for everyone to have 2,700 calories a day—that is every man, woman and child on earth!

To put a human face on those who may not have the food security you and I have, let’s listen to six different stories from people living in different regions of the world. You are going to assume their identities for the next hour. Those of you with red dots will be from Haiti. Those of you with brown dots are from Palestine. Our green group is from the Philippines, and our yellow group from Vietnam. Those with purple dots are from Ghana, and the group with blue dots represents Mexican migrants living in California.

As you listen to the stories, make sure you experience the story about your group as if you really are part of that community of people!

- 2 Tell or read the stories of the five or six groups (stories are at the end of this section or in Appendix II). Consider inviting other adult or youth leaders to prepare to read these stories in advance of the FoodFast. Encourage them to read the stories slowly and with feeling to keep the attention of everyone. Use the PowerPoint images to help animate the stories.
- 3 Stop after **each** story to ask: “How food secure is this group? Do they have enough?” Give each small group 2 to 3 minutes to discuss these questions for the group/country featured in the story. Remind participants that if their assigned country is the one being shown, the question they are answering is “How food secure are we?” Post the slide with the definition of food security and the questions on the PowerPoint during this discussion.
- 4 After all the group/country stories have been shared, tell the whole community:

People who struggle for food are often not in control of their own destiny. For many of the world's hungry, life is like spinning a wheel to see what is going to happen next. And that is what our six groups are now going to experience. Each group is going to take turns spinning their wheel to see what life has in store for them.

- 5 Invite the Palestinians to send a representative forward to spin their wheel. The options on the wheel for this group include:
 - Peace talks improve; violence decreases and sanctions are lifted. You have better access to your farms, as do all other Palestinians in the West Bank.
 - Israel builds more fences blocking in the West Bank. Tensions rise between the two countries.
 - CRS donations fall off in the U.S. The food voucher programs are severely cut back.
 - The Middle East experiences a severe drought.
 - Your deeper knowledge of agricultural techniques increases your crops by 40 percent.
 - Your children are denied access to higher education.
 - Nothing changes. Maintain the status quo.
- 6 After the Palestinian group has spun the wheel, invite only them to discuss the following questions in their small group:

» *How does this change our food security?*
» *How do we feel about our situation?*
» *What are we going to do?*

- 7 While the Palestinian group is discussing those questions, invite the other five groups to discuss the following questions in their small groups. They must decide which choice of action they are going to take from the list provided below.

» *Does this affect us? If so, how?*
» *How do we feel about their situation?*
» *What are we going to do?*

- » *We choose to do nothing at this time.*
- » *We will pray for you.*
- » *We will fundraise for you.*
- » *We will advocate for you.*
- » *We need to learn more about the situation at this time.*

- 8 Invite each of the five or six groups to share their choice of action with the whole community.

- 9 Repeat steps 5 through 8 for each group, with the following wheel spin options for the different groups:

Decision Spin Wheel for Rebuilding Haiti

- A category VI hurricane is predicted as the rainy season hits Port Au Prince.
- Temporary housing is being reduced, replaced by safe, weather-resistant permanent homes.
- Banks are raising interest rates on loans for businesses and homes.
- Unemployment is at an all-time high in Port Au Prince, which means less money to spend to help the economy grow.
- Parts of the city of Port Au Prince still struggle with clean water, and cholera is on the rise.
- More schools are being built and the graduation rate is higher than ever.
- Nothing changes. Maintain the status quo.

Decision Spin Wheel for Mexican Migrant Workers

- Your parents are deported for not having proper documentation.
- Rainy seasons are increasingly shorter in recent years, drought becomes more common in California and farms are struggling. You lose your job.
- The unemployment rate drops and you get a raise because others don't want to do the hard work you do.
- One of your employers offers you a permanent job and you no longer have to move from farm to farm.
- You win a scholarship to a local college.
- You are injured on the job and cannot work for six months.
- Nothing changes. Maintain the status quo.

Decision Spin Wheel for Ghanaian Cocoa Farmers

- CRS finds new ways to advertise Divine Chocolate, increasing the demand for your cocoa.
- The Ghanaian government is overthrown in a coup. Ships along the coast, ready to take your beans, are denied access to ports.
- CRS is forced to reduce its support in Ghana due to a major decrease in donations.
- A beetle that preys on cocoa beans swarms the countryside.
- More schools are opened in your part of the country.
- Hershey and other candy companies lower prices and the demand drops for fair trade chocolate.
- Nothing changes. Maintain the status quo.

Decision Spin Wheel for Vietnamese Children with Disabilities

- The government of Vietnam removes all Church-based organizations from the country. CRS and other religious groups are forced to leave.
- People from the countryside move into Saigon and spread rumors that disabled children are cursed.
- Governments in developed countries invest more money in designing more sophisticated equipment for those with disabilities.
- A terrible virus spreads through the country. All health resources are channeled to providing a vaccine.
- Donations to CRS go up dramatically in the U.S. CRS programs for Vietnam programs serving children with disabilities are expanded.
- Vietnamese people living with disabilities form a coalition to unite the various groups around the country.
- Nothing changes. Maintain the status quo.

Decision Spin Wheel for Filipino Typhoon Survivors

- Temporary schools are set up to maintain education.
- You receive rice and water for your family for one month.
- Because of the size of the disaster, CRS donations to the Philippines are dramatically increased.
- Standing water has created mosquito breeding environments. Malaria is on the rise.
- Government aid has been slow due to lack of resources to re-open transportation in the country.
- CRS offers microfinance loans to help families build homes and start businesses.
- Nothing changes. Maintain the status quo.

- 10** Do a second round of wheel spins for each group, following the same steps as outlined in 5 through 8.
- 11** Tell participants that the experience is coming to an end, but each group will have one last chance to do something. Give them five minutes to consider their new realities based on the spin and decide what they choose to do in their own country setting, if anything at all. Invite each group to report its decision and underlying reason(s) in two sentences.
- 12** Ask the panel of experts to report on how food-secure each of the groups is now compared to when the experience began.
- 13** Invite the community to gather in one large circle for the debriefing of the experience. Ask the youth to remain in character while you discuss the following questions:

- » *How do you feel about the status of your group at the end of the experience?*
- » *Were you frustrated at any time? Were you satisfied?*
- » *What did you learn about food security?*
- » *Pope Francis reminds us that there is enough food for everyone in the world. How does that reality affect the way you feel about your group's food challenges?*
- » *How does this experience apply to real life?*
- » *Does this make you want to do something or change something? What will you take away from this experience?*

UNDERSTANDING FOOD SECURITY GUIDELINES FOR PANEL OF EXPERTS

HANDOUT

If you have any questions about the meaning of what you've just studied, talk to the FoodFast leader before the simulation.

You are going to serve as a member of the panel of experts in the *Enough?* simulation during the FoodFast. It's important that you have a good understanding of what food security means in order to play your role effectively.

Food security is defined as "all people at all times having access to sufficient, safe, nutritious food to maintain a healthy and active life." (World Health Organization) That means that all of the following factors must be true for food security to be real:

- All people have this security.
- People have it all of the time.
- It means having access to food, which means they can get it no matter what their transportation limitations are.
- It means that they can acquire food in safe ways. In other words, they don't have to do anything illegal or life-threatening to get food.
- It also means that they get healthy, nutritious food, not junk food. They get the fresh produce and other foods needed to maintain an active life.

The biggest challenges to people having food security include the following:

- Poverty is the number one cause of food insecurity. Food costs money, even for farmers who are growing it.
- Lack of investment in agriculture is another cause. The more people learn good agricultural practices that are effective for their local climate and protect the land, the more food is available.
- A third cause of food insecurity includes climate and weather. Drought, floods, hail, wind, too much cold or heat can damage or destroy crops. Change in climate patterns, increasingly prevalent in recent years, also impact access to food.
- War and displacement are the cause of food insecurity for many people in our world. When people have to flee their homes to be safe from violence, when they join thousands of others in refugee camps, or when they settle in areas where they don't know how or where to acquire food, food insecurity is likely.
- Unstable local and global markets can also challenge food security. Food prices often rise or fall with the market.
- Food wastage on the part of some contributes to food insecurity on the part of others.

Palestinian Gardeners and Shop Owners in the West Bank

Just imagine for a moment ...

You are Palestinians living in the hills of Halhoul, in the West Bank. Most of your homes consist of three rooms. The men own shops that sell wares and food; the women in your group maintain gardens about the size of a small parking space, and grow fruits (including grapes) and vegetables. Your children and grandchildren help you sort grapes harvested from the vines on your backyard trellis. There are very few bad ones, as you are known for having the most scrumptious grapes in the West Bank.

Despite the agricultural riches of your community, the economy has been devastated by the Israeli-Palestinian conflict. Frequent road closures and debris from previous bombings make the movement of people and commerce extremely challenging and expensive. One in three Palestinian families struggles to feed its children, and the unemployment rate is about 25 percent. As much as you would like to send your children to college, you cannot afford tuition.

There is some hope. Your families can get some food security through Catholic Relief Services' education and food vouchers programs. For the women in your group, you can receive \$90 in food vouchers in exchange for attending training classes—part of a project jointly managed by CRS, the World Food Programme and the Palestinian Ministry of Agriculture. Twenty-five hours each month, you attend training classes in harvesting techniques, greenhouse management, food processing, pruning techniques and the benefits of composting. It's a huge benefit for your family; you can grow nutritious foods for your family that you couldn't afford otherwise. Plus, you're learning to get more food from your backyard garden. With your food vouchers, you are able to buy protein-rich foods like fish, eggs and dairy products. The vouchers also enable your family to save money for other things, like the children's education.

In the West Bank, the men are also involved in a CRS food voucher program. Some of you spend 25 hours each month clearing roads for farmers. Once the roads are clear of rock and debris, farmers can travel more quickly and access their olive and almond trees more easily. They'll have extra time to plant more trees, tend to animals and make more money for their families. One of you adds, "Sure, it's hard work, but going without food is harder."

As a result, the voucher project provides a major boost to the local economy. All the products purchased by vouchers are locally sourced, produced and sold in the West Bank. Business is up at participating grocery shops. For the men who are shop owners, you may be able to double your profits in six months, allowing you to better support your family and educate your children. In fact, this year alone, the voucher program will help about 12,000 of your fellow Palestinians in the West Bank.

Haitians Recovering from the 2010 Earthquake

Just imagine for a moment ...

You are family members (siblings and cousins) who survived the devastation of your home as well as your city by the earthquake in 2010. When the earthquake hit, you lost extended family members and friends, and your home was destroyed. Because the cleanup and rebuilding was difficult, many of you got sick from contaminated water. Going to school on a regular basis was impossible. All of you got behind on your studies and had to repeat a grade to make up for lost time. The future at that time looked discouraging.

A longtime relationship between Catholic Relief Services and the Haitian people went into overtime during the crisis. Food, water, shelter and cleanup were offered within days of the disaster. CRS provided so much for the communities through the donations of people around the world.

After the earthquake, you were really afraid of another disaster and thought about moving to a different city. With the help and support from the government and Catholic Relief Services, you stayed and rebuilt your life and community. Your dad and mom received a grant and subsidy from the Haitian government to rebuild your home and start up a little business. With a lot of hard work from your whole family, you now live in a new home built with better materials that can withstand the weather. Your family's small grocery store is thriving in a neighborhood still rebuilding and keeps you and your family with food and a little income.

There is still so much work to be done in Port Au Prince. There was a lot of media attention those first couple of weeks after the quake; but sometimes it seems like the world forgot about Haiti.

Tons of rubble remain from demolished buildings and roads. Schools and hospitals are still in need of improvement, and there is little strengthening of the infrastructure to better prepare for future disasters. Somehow, however, you try to be hopeful because of the courage, strength and resilience of so many Haitian people around you.

Migrant Farmers from Mexico

Just imagine for a moment ...

You are migrant workers, parents and children, who labor in the vegetable fields of California. You work long hours for less than the minimum wage since you are not legal citizens of the U.S. You are afraid to speak up for yourselves and demand a better wage for fear of deportation. You send a significant amount of your wages to your families back home in Mexico, which leaves you with very little for your own health and nutrition needs.

In the United States, some of the most food-insecure individuals are people like you—migrant farmworkers and their families. While migrant farmworkers play a critical role in the United States agricultural sector by picking fruits and vegetables, you do not have the resources to be food secure. In a study looking at food security among agricultural workers in California's Salinas Valley, only 34 percent of farmworkers participating in the study were food-secure, leaving 66 percent of respondents to be food-insecure.

Another challenge you face comes from the transitory nature of your work. Since you continuously move from place to place, you aren't able to become familiar with the neighborhood and don't know where to obtain food at reasonable prices. You also don't always have access to the fresh foods you used to eat back home and are unfamiliar with which are the most nutritious foods eaten in California. Transportation to grocery stores can also be difficult, since you don't have driver's licenses. It often seems like the only affordable food available is processed food in cans and unhealthy snacks.

Ghanaian Cocoa Farmers

Just imagine for a moment ...

You are Ghanaian cocoa farmers who use the same tools that cocoa farmers have used for centuries: a staff to dig, a blade to cut and hands to nurture your cocoa beans (which are the main ingredient in chocolate bars). While the tools of your trade haven't changed in decades, you are now part of one of the most innovative models in the chocolate industry, the Divine Chocolate Company. Divine Chocolate is the world's first farmer-owned fair trade chocolate company. That means Divine is made exclusively with fair trade cocoa grown by you and the nearly 60,000 other members of the Kuapa Kokoo farmers association in Ghana. Those of you who grow the cocoa for Divine chocolate are paid a fair price for your beans as well as a social premium, allowing you to invest in social infrastructure like water wells and health clinics. You and the farmer's association own nearly half of Divine Chocolate and share in its profits. Fair trade has helped give families like yours hope for a better future. In fact, one of you has a daughter, Philamena, who is studying at a nearby university and hopes to fulfill her dream of becoming a doctor.

Many people in Ghana struggle with food security because of inflation, which has caused petroleum, electricity and water prices to increase in the past two years. Food prices are high (cassava is up 99 percent; yams, 62 percent; plantains, 10 percent; and rice, 36 percent). You are doing well due to your farmers association and fair trade agreement.

Filipino Villagers Hit by the 2013 Typhoon

Just imagine for a moment ...

In November 2013, you were busy doing what you normally do—going to school, helping at home, thinking about friends and your future. But all that ended one day, when Typhoon Haiyan, one of the largest storms on record, descended upon your village. You had warnings and did all you could to be safe, but the wind and raging water were more than expected, and the village was devastated.

It is the day after the typhoon, and luckily you and your families survived; however, your homes are gone, you only have the clothes you are wearing, and there is no food at all to be found. Your parents send each of you out to find something—anything—so your family won't go hungry. With no money, no markets open or even existing anymore, you are searching for anything to eat or drink. You hear from neighbors that there are things being dropped in by air: food, materials for shelters, and fresh water. So you follow the crowd. People are so quiet; they have lost homes, family, friends, and work, and the devastation looks impossible to overcome.

You see the trucks ahead and the long lines of people standing next to them. Surprisingly, people heading back from the trucks have a look of hope in their eyes. They are carrying bags of rice, water, supplies for tents and tarps, and saying they are going to make it.

By the time you get to the front of the line, you, too, are hopeful that the food will be enough for your family until you can figure out what to do. You are grateful that you can bring back the things your family needs in the immediate future for warmth, shelter and hope.

Some of the relief workers say this was the worst storm ever to hit your country. This typhoon had winds over 200 miles per hour that destroyed everything in a 30- to 50-mile radius. You realize, then, that this was different from other storms and rebuilding will take a long time. Finding food and a safe place to live will be difficult. You may have to rely on what aid is sent in from other countries for a long time.

Vietnamese Children with Disabilities

Just imagine for a moment ...

Your group is representative of hundreds of thousands of Vietnamese children who live with physical challenges—in some cases, as a result of land mines and other legacies of the Vietnam War. Some of you cannot see or hear fully; others can't walk properly; still others can't move their arms and hands well. One of you is a 10-year-old girl who can't walk, and your hands are twisted by cerebral palsy.

In Vietnam, disabilities can carry a stigma, and children with disabilities are often ostracized—in some cases, by their own families. Clearly, not one of you is “slow.” But that grim—and inaccurate—kind of diagnosis is faced by many of children in Vietnam who suffer from physical, not learning, disabilities. Nonetheless, there are plenty of things you can do. Some of you can type faster than most of the children in your Vietnamese town; many of you can solve math problems, create beautiful art, read, and even play many sports and games with little problem at all.

Unfortunately, since you come from a community in poverty, many in your community still do not understand how to help. You miss out on school—and may even be consigned to a lifetime of isolation at home, where you rely on others to care for you.

Catholic Relief Services is trying to ensure that kids like you who live with disabilities have what they need to reach their full potential. One day, a staff member from CRS tells your parents about its Circle of Friends program, peer groups consisting of students who study well and live close to a child with disabilities. Peers volunteer with assignments inside and outside of the classroom to help children like you succeed in school and break down barriers to full participation in your community. CRS provides wheelchairs, crutches, ramps—whatever you need to get to the classroom. CRS trains teachers to help children with disabilities learn. Changes are often as simple as putting a boy with bad vision closer to the blackboard. CRS also takes children to doctors and pays for hearing aids, eyeglasses and other assistive devices. For those children with learning disabilities, CRS works out agreements so teachers spend extra time with them. CRS also provides a web of support through Parent Associations that give parents inclusive education training as well as other training on fundraising, counseling and caregiving skills. If you can't get to school at all, CRS brings the teacher to the child. You can now have a tutor who comes frequently and is amazed by your progress.

Where CRS has concentrated its work in Vietnam, at least 70 percent of children with disabilities are in school.

8:30 P.M.
BREAK

8:40 P.M.
A DAY IN THE LIFE:
CATHOLIC SOCIAL
TEACHING

1 of 5



THIS EXERCISE WILL
PROVIDE A GREAT OPPORTUNITY
FOR SOCIAL MEDIA POSTING.

24-HOUR VERSION

27

OBJECTIVES:

- To make a faith connection by introducing what the Catholic Church teaches about hunger
- To deepen participants' understanding of solidarity
- To motivate participants to create action steps as disciples of Jesus that help achieve food security for all

SETUP/MATERIALS:

- Make eight copies of the script (one for you and each reader in #1 below). Highlight the paragraph to be read by each reader on his/her script.
- Make copies of the handouts, one for each team on one of the seven principles.
- Have the PowerPoint slides set to the section on Catholic Social Teaching. (The video "A Day in the Life" can be accessed on the FoodFast website or on the [CRS YouTube page](#). You also can request a copy at foodfast@crs.org.)
- Have the video from the *One Human Family, Food for All* (food.caritas.org) campaign cued, if you have internet access and time to show the video.
- Using magazines or the CRS PowerPoint labeled "Images of People", cut out a set of pictures representative of a cross section of people from around the world. Spread out the pictures on a large table or hang them on a wall.
- Provide paper plates and various colors of Play-Doh, one set per small group. If you choose to use a different material (e.g., aluminum foil, clay, etc.), provide that instead of the Play-Doh.
- Prepare the adult table leaders to be ready if the discussion (in #5 below) surfaces sensitive issues and strong emotions with the young people.

PROCESS:

- 1 Divide participants into seven small groups. (If you have a large number of participants, make 14 groups with every two groups receiving the same task.) Ask for seven volunteers to come forward to serve as readers. Use the following script to provide an overview of the principles of Catholic social teaching, illustrating each principle with an example of CRS' work. Give each reader a copy of the script and assign them one of the principles to read.

Adult leader:

Our church has been an incredible force in the world since its beginning. Our popes, bishops and leaders have made a difference in every era by raising awareness of issues affecting humanity and calling people to action. That tradition continues today and we are going to explore what the church calls Catholic social teaching. There are typically seven principles at the heart of Catholic social teaching. Listen carefully to a description of each one and how that principle is illustrated by one aspect of CRS' work.

Reader 1:

Life and Dignity of the Human Person *The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation for the moral vision of society. This belief is the basis for all the principles of our social teaching. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person. (USCCB) Catholic Relief Services supports life—and life with dignity—in every country in which it works. Girls in India who are victims of human trafficking are aided by CRS in regaining lives with dignity. They can begin to make choices for their own futures and find meaningful employment while living in a safe, life-giving environment.*

Reader 2:

Call to Family, Community, and Participation *People are not only sacred but social too. How we organize our society directly affects human dignity and the ability for individuals to grow in community. Marriage and family are the heart of community and must be supported and strengthened, not undermined. People have a right and a duty to participate in society, seeking the common good, protecting the*

poor and vulnerable. (USCCB) When South Sudan voted to secede from the north and form its own country, CRS was on the ground, helping people participate in determining their future in peaceful, effective ways.

Reader 3:

Rights and Responsibilities Every person has a fundamental right to life and a right to those things required for human dignity. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society. (USCCB) Catholic Relief Services supports Ghanaian cocoa farmers in getting a just wage for their beans so they can live in dignity and support their families. That is their right. But CRS also works with the farmers to be self-sufficient and take responsibility for producing good crops. CRS promotes agricultural policies that challenge the farmers to take responsibility for caring for the earth through eco-friendly farming methods.

Reader 4:

Option for the Poor and Vulnerable Our faith calls us to put the needs of the poor first. Just as God has a preferential option for them, we are called by Jesus to take care of the most vulnerable in our midst. (USCCB) Catholic Relief Services responds to the needs of suffering people, including victims of natural disasters. In Haiti, CRS has been on the ground, working with the government to ensure that those most affected by the earthquake of 2010 are supported in recovery. CRS first addressed the immediate needs of the earthquake victims—offering clean water, food, shelter and clothing. But it didn't stop there. Today, CRS continues to work in Haiti, helping to establish more permanent homes, ensure that children can receive a good education, plant crops, and assist people in getting jobs with which they can support their families.

Reader 5:

The Dignity of Work and the Rights of Workers The basic rights of workers must be respected and upheld, including the right to productive work, to decent and fair wages, to unions, to private property, and to economic initiative. (USCCB) Catholic Relief Services in Palestine offers microfinancing to a group of female seamstresses whose husbands are deceased, imprisoned, or in other ways unable to work. These women have developed their own small business, and are getting fair wages for their skilled work. They also have a sense of their own dignity through the knowledge that they are supporting their families through their own labors, and not through a handout.

Reader 6:

Solidarity We are one human family, which means we stand with our brothers and sisters across the globe. While in Rio for World Youth Day, Pope Francis proclaimed, "Never tire of working for a more just world, marked by greater solidarity!" Catholic Relief Services embodies this truth. It doesn't just give people food when they are hungry. CRS walks with them, and invites us to walk with them, too. One of the ways we do that is through CRS Rice Bowl. During Lent, we are invited to pray, fast and give in solidarity with those who struggle to get what they need to live lives of dignity and hope.

Reader 7:

Care for God's Creation Care for the earth and all creation is a requirement of our faith. God calls us to protect people and the planet, living our faith in relationship with all of God's creation. (USCCB) CRS works with farmers and local governments around the world to promote self-sufficiency while protecting the environment. In Cambodia, CRS works to make sure fishermen know their rights and how to preserve the local lakes. CRS works with Cambodia's Ministry of Agriculture, Forestry and Fisheries, to visit villages and teach residents about healthy environmental practices like land laws, deforestation and illegal fishing practices. CRS programs also help villagers make the most of the natural resources they have. "People don't have to rely on only one crop," says Pou Sovann, director of the program Srer Khmer. "They can

have rice, fruit trees, livestock.” Srer Khmer trains farmers, teaching them how to grow vegetables and rice in the dry season or how to care for animals.

- 2 After the CST review, assign one principle to each group. The small groups are to come up with two actions their principle calls them to do, as disciples of Jesus and as young people, to fight hunger and support people in acquiring food security.

- 3 Invite the groups to share their answers in the large group. Then continue:

As one of our groups shared, a particular principle that challenges us to pay attention to hunger and food security around the world is the principle of solidarity. Catholic Relief Services calls solidarity “standing as one human family.”

- 4 Post the PowerPoint with the quote from Saint Pope John Paul II and continue:

Saint Pope John Paul II takes us deeper into the meaning of solidarity, pointing out that it “is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and each individual, because we are all really responsible for all.” (On Social Concern, #38)

To commit oneself to the common good ... to the good of each individual, because we are all really responsible for all. So I am responsible for each of you, just as each of you are responsible for me and for each other ... just as each of us is responsible for our brothers and sisters down the road, and in Latin America, Africa, Asia, Europe, Oceania. What do you think Pope John Paul II meant by that? How does it make you feel ... knowing we are all responsible for all?

Pope Francis also stresses the importance of solidarity, especially for those who live in hunger. He said, “We are in front of a global scandal of around one billion—one billion people who still suffer from hunger today. We cannot look the other way and pretend this does not exist. The food available in the world is enough to feed everyone.” Last year, Pope Francis inspired a worldwide moment of prayer to end hunger, which evolved into a campaign led by all Catholic organizations committed to serving our brothers and sisters who live in hunger. (If time permits, show the video available at food.caritas.org.)

At the 2013 World Youth Day in Brazil, he declared, “I would like to make an appeal to those in possession of greater resources, to public authorities and to all people of good will who are working for social justice: Never tire of working for a more just world, marked by greater solidarity.”

Before we look at the connectedness between hungry people and ourselves, let’s first look at our own personal status regarding solidarity.

- 5 Invite participants to reflect on and discuss the following questions (posted on PowerPoint or newsprint) in their small groups.

- » *With what group of people in your community do you feel that you have the least in common? Why?*
- » *With what group of people or with what nation in the world do you feel the least connected? Why?*

- 6 Share the following in your own words:

We may feel that we have little in common with the elderly, or with the people who live in South Sudan or some other country we named, or even with our own parents!

Honestly, we all know that experience. Yet, sometimes that feeling of having little in common could lead to harsh or disparaging attitudes about another. Holding on to those feelings certainly does not lead to any deeper knowledge of each other.

Let's take a look at what happens when we break through the stereotypes or divides and learn to see and be with each other differently. Imagine a world torn apart by war, and what it must feel like to be a teenager in Palestine who has never personally encountered an Israeli teen. Let's take a look.

- 7** Show the video “A Day in the Life of Bayan and Natenyal” from CRS. At the end of the video, invite small groups to share what the video says about the walls we build in our lives and how solidarity breaks those walls down. Invite the groups to share how this story reflects the quote from Saint Pope John Paul II. After a few minutes of discussion, reiterate:

It was putting a human face on someone considered “other” that broke down the walls between the Israeli and the Palestinian teens. So let's put a human face on hunger.

- 8** Ask participants to look at the pictures that are laid out on the table or hanging on the wall. Invite each participant to take one picture that speaks to him/her. After they have done so, put the following in your own words:

I invite you to try to put yourself in the shoes of this person. Note the developing country in which he or she is living if it is listed on the photo.

It might seem this person has little in common with you. You will never know the specific realities this person will face, but simply try to imagine yourself as best as possible in the shoes of this person. Certainly this person is growing up in a different culture with a different set of experiences and cultural norms. Imagine what that would be like?

Chances are, too, if he or she is living in a developing nation, well-paying jobs are most likely difficult to find. It might be an only option is to collect cans and other cast-off pieces of tin, selling them to a local factory for a few pennies. It could be that a drought has dried up the few vegetables that the family was counting on for food. This person may have lost 15 pounds due to malnutrition and other health risks may be rising up. Imagine what these challenges would be like for you. Imagine how such challenges would change your life. How would you feel? Would you be able to feel joyful or hopeful?

Now imagine this ... The person whose picture you hold dreams of a future. That dream may differ depending on the age of the person, but like you – that person dreams, wants to dream, wants for a future of hope – in which he or she can care for the people in his or her life. Like you, this person most likely wants to make a difference in the world. A better life is wanted for the family, the community and beyond. And the person whose picture you hold would love to have fun—enjoying time with family and friends and all with the freedom from worry and fear.

But what if right now, this person simply wants a bite to eat?

- 9** Invite participants to look at the picture they chose, and to silently imagine that person struggling to have enough food and to know food security every day. Allow a few minutes of quiet during this reflection.
- 10** Ask the small groups to discuss what solidarity with the person in their picture LOOKS LIKE. (In other words, what would solidarity lead us to feel, say, do, etc.?) How can we be in solidarity with this person?) Allow a few moments of silent reflection. Do not invite answers at this time. After a few moments, give each team

A DAY IN THE LIFE/ CATHOLIC SOCIAL TEACHING

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the Play-Doh and a paper plate, and invite them to sculpt a group image of, or symbol for, solidarity that will be kept with the community throughout the rest of the FoodFast. Allow 15 minutes for the groups to create their sculptures. Invite them to share with the large group if time permits.

- 11** Wrap up by asking the large group to return to the chalk wall. Invite them to add to the wall with the following instructions.

» *Considering everything you have heard this evening, take a piece of chalk and add to the wall a word or phrase that resonates with you and that captures what it means to live in solidarity with others, especially our sisters and brothers who live with hunger.*

SCRIPT FOR CATHOLIC SOCIAL TEACHING PRINCIPLES

HANDOUT

1 of 2

Adult leader:

Our church has been an incredible force in the world since its beginning. Our popes, bishops and leaders have made a difference in every era by raising awareness of issues affecting humanity and calling people to action. That tradition continues today and we are going to explore what the church calls Catholic social teaching. There are typically seven principles at the heart of Catholic social teaching. Listen carefully to a description of each one and how that principle is illustrated by one aspect of CRS' work.

Reader 1: Life and Dignity of the Human Person The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation for the moral vision of society. This belief is the basis for all the principles of our social teaching. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person. (USCCB) Catholic Relief Services supports life—and life with dignity—in every country in which it works. Girls in India who are victims of human trafficking are aided by CRS in regaining lives with dignity. They can begin to make choices for their own futures and find meaningful employment while living in a safe, life-giving environment.

Reader 2: Call to Family, Community, and Participation People are not only sacred but social too. How we organize our society directly affects human dignity and the ability for individuals to grow in community. Marriage and family are the heart of community and must be supported and strengthened, not undermined. People have a right and a duty to participate in society, seeking the common good, protecting the poor and vulnerable. (USCCB) When South Sudan voted to secede from the north and form its own country, CRS was on the ground, helping people participate in determining their future in peaceful, effective ways.

Reader 3: Rights and Responsibilities Every person has a fundamental right to life and a right to those things required for human dignity. Corresponding to these rights are duties and responsibilities—to one another, to our families, and to the larger society. (USCCB) Catholic Relief Services supports Ghanaian cocoa farmers in getting a just wage for their beans so they can live in dignity and support their families. That is their right. But CRS also works with the farmers to be self-sufficient and take responsibility for producing good crops. CRS promotes agricultural policies that challenge the farmers to take responsibility for caring for the earth through eco-friendly farming methods.

Reader 4: Option for the Poor and Vulnerable Our faith calls us to put the needs of the poor first. Just as God has a preferential option for them, we are called by Jesus to take care of the most vulnerable in our midst. (USCCB) Catholic Relief Services responds to the needs of suffering people, including victims of natural disasters. In Haiti, CRS has been on the ground, working with the government to ensure that those most affected by the earthquake of 2010 are supported in recovery. CRS first addressed the immediate needs of the earthquake victims—offering clean water, food, shelter and clothing. But it didn't stop there. Today, CRS continues to work in Haiti, helping to establish more permanent homes, ensure that children can receive a good education, plant crops, and assist people in getting jobs with which they can support their families.

SCRIPT FOR CATHOLIC SOCIAL TEACHING PRINCIPLES

HANDOUT

2 of 2

- Reader 5: The Dignity of Work and the Rights of Workers** The basic rights of workers must be respected and upheld, including the right to productive work, to decent and fair wages, to unions, to private property, and to economic initiative. (USCCB) Catholic Relief Services in Palestine offers microfinancing to a group of female seamstresses whose husbands are deceased, imprisoned, or in other ways unable to work. These women have developed their own small business, and are getting fair wages for their skilled work. They also have a sense of their own dignity through the knowledge that they are supporting their families through their own labors, and not through a handout.
- Reader 6: Solidarity** We are one human family, which means we stand with our brothers and sisters across the globe. While in Rio for World Youth Day, Pope Francis proclaimed, “Never tire of working for a more just world, marked by greater solidarity!” Catholic Relief Services embodies this truth. It doesn’t just give people food when they are hungry. CRS walks with them, and invites us to walk with them, too. One of the ways we do that is through CRS Rice Bowl. During Lent, we are invited to pray, fast and give in solidarity with those who struggle to get what they need to live lives of dignity and hope.
- Reader 7: Care for God’s Creation** Care for the earth and all creation is a requirement of our faith. God calls us to protect people and the planet, living our faith in relationship with all of God’s creation. (USCCB) CRS works with farmers and local governments around the world to promote self-sufficiency while protecting the environment. In Cambodia, CRS works to make sure fishermen know their rights and how to preserve the local lakes. CRS works with Cambodia’s Ministry of Agriculture, Forestry and Fisheries, to visit villages and teach residents about healthy environmental practices like land laws, deforestation and illegal fishing practices. CRS programs also help villagers make the most of the natural resources they have. “People don’t have to rely on only one crop,” says Pou Sovann, director of the program Srer Khmer. “They can have rice, fruit trees, livestock.” Srer Khmer trains farmers, teaching them how to grow vegetables and rice in the dry season or how to care for animals.

LIFE AND DIGNITY OF THE HUMAN PERSON

HANDOUT

1 of 1

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and euthanasia. The value of human life is being threatened by cloning, embryonic stem cell research, and the use of the death penalty. The intentional targeting of civilians in war or terrorist attacks is always wrong. Catholic teaching also calls on us to work to avoid war. Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person. (United States Conference of Catholic Bishops)

Catholic Relief Services supports life—and life with dignity—in every country in which it works. Girls in India who are victims of human trafficking are aided by CRS in regaining lives with dignity. They can begin to make choices for their own futures and find meaningful employment while living in a safe, life-giving environment.

1. What do the life and dignity of every human person have to do with hunger and food security?

2. What does our Catholic faith challenge us to do?

3. Come up with two actions that you can do to live out this principle by fighting to reduce hunger and help hungry people gain food security?

ACTION ONE:

ACTION TWO:

CALL TO FAMILY, COMMUNITY, AND PARTICIPATION

HANDOUT

1 of 1

The person is not only sacred but also social. How we organize our society—in economics and politics, in law and policy—directly affects human dignity and the capacity of individuals to grow in community. Marriage and the family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable. (United States Conference of Catholic Bishops)

When South Sudan voted to secede from the north and form its own country, Catholic Relief Services was on the ground, helping people to participate in determining their future in peaceful, effective ways.

1. What does the call to family, community and participation have to do with hunger and food security?

2. What does our Catholic faith challenge us to do?

3. Come up with two actions that you can do to live out this principle by fighting to reduce hunger and help hungry people gain food security?

ACTION ONE:

ACTION TWO:

9:45 P.M. SLAM POETRY

1 of 1



THIS SESSION IS A GREAT
ONE FOR POSTINGS ON SOCIAL MEDIA!

24-HOUR VERSION

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OBJECTIVE:

- To introduce participants to a new medium of expression to form ideas and articulate their feelings and opinions about hunger, food security

SETUP/MATERIALS:

- Ask the participants to regroup according to the color dots used in the Enough? Session. If the total attendance is rather small, invite them to work on the slam poetry in pairs.
- Cue up the FoodFast video showing the examples of Slam Poetry.
- Have the handouts with the Slam Poetry guidelines ready to pass out to participants.
- Make sure that you can darken the space and have one light (a spotlight) and a microphone when participants are ready to share their poems.

1 Begin by sharing:

The wall is really amazing. There are so many things going on in our minds and hearts that it's good to start putting into words some of our thoughts on hunger, food, and food security. One way to do that is with our wall, but another way is something a little more edgy—poetry. Have any of you been to a poetry slam? We are going to have one, but first we need some poetry—words that express what we are feeling about hunger and having enough food. To get started, we are going to take a look at some great examples and then try it out ourselves!

- 2 Show the video with two examples of effective slam poetry.
- 3 Pass out the handout and go over the steps of writing a slam poem with the participants. Ask if there are any questions.
- 4 Invite participants to create their own slam poems about hunger, food security, and issues that affect the world in light of hunger—access to food and food security. Give them 15 minutes to complete and practice their poems.
- 5 If done in small groups, invite representatives to come forward and share the poems. If done individually or in pairs, invite those who want to perform to come up and share their poems. Assist with transitions from person to person. Thank each group as they share their poems.

GUIDELINES FOR WRITING SLAM POETRY

HANDOUT

1 of 1

Slam poetry is a competitive event in which poets perform their work and are judged by members of the audience. Everyone who signs up has the opportunity to read their poem. While it is often a judged competition with the judges coming from the audience, for our purposes each poem will be read and no judging will occur. There are other basic guidelines that we will follow:

- Each poem must be original.
- A maximum of three minutes (plus a 10-second grace period) will be given to read one poem.
- Poets may **not** use any props, costumes or musical instruments.

Here are the steps to follow in creating your own slam poem:

- 1** Choose your topic related to hunger, food, CRS, or anything you heard tonight that resonates.
- 2** Write down what you know about the topic—anything and everything.
- 3** Read your notes out loud.
- 4** Rearrange your words and sentences to create rhyme or rhythm. Make sure there is a strong message about your topic that you are sending.
- 5** Practice your poem.
- 6** Perform it for the whole community as a group or using a designated individual from your group.

OBJECTIVE:

- To experience God's presence and God's Word through chants, sacred silence, Scripture and petition

SETUP/MATERIALS:

- Prepare the prayer space by lighting candles and placing several icons around the room on which the participants can focus. Make sure you have at least one image of Jesus on the prayer table, along with a candle and a Bible marked at John 21:15-17.
- Make sure the reader is prepared to proclaim the Word.
- Invite someone in your parish familiar with chants to lead the FoodFast community in the chants. If possible, have live music and instruments.
- Download the song, "Simon, Son of John" and have it ready to be played. All the songs referenced in this prayer can be found on YouTube or can be substituted with a similar Taizé recording. Links for the songs referenced in this prayer are as follows:
 - [Bless the Lord](#)
 - [Dona la Pace](#)
 - [Nada de Turbe](#)
 - [Ubi Caritas](#)

- 1** Introduce the prayer by telling the youth that they are going to experience a taste of Taizé prayer. Explain:

Taizé is a village in France where a community lives dedicated to praying for world peace and living simply. The typical prayers of this community include chants, meditation on icons, silence, and petitions.

It's important for you to become comfortable with the repetition in the chants and the moments of silence. It might seem like we are singing the same sentence over and over and over, but that is the point—to let the meaning of the words soak into our beings so that we are living and breathing the holy message. And don't worry about the periods of silence. They are meant to give God the chance to speak to you. So just listen for God's word.

Now I invite you to quiet yourself and reflect on the God who feeds us all.

- 2** Invite the community to sing together the chant *Bless the Lord*. Repeat the chant several times. Pause for a few moments of quiet. Then sing or play *Dona la Pace*. Pause again for sacred silence.
- 3** Have a participant (prepared ahead of time) proclaim John 21:15-17.
- 4** Invite participants to close their eyes and listen to the following guided meditation. Read the meditation slowly and carefully, pausing now and then.

Imagine you are walking in a rural area. To your left is a field of wheat. The wheat stalks are rippling in the breeze and are almost ready for harvest. To your right is a vineyard. The grapes have turned from green to purple, and the green leaves shade them from the bright sun. You pick a grape and pop it in your mouth, feeling the warm skin and the burst of sweet but tangy juice.

You continue on, and begin to sense the saltiness of a large body of water. You hear waves crashing against the shore. As you draw close to the seaside, you see a man in the distance who is crouched over a fire on the sand. As you come closer, you realize that the man is Jesus. He looks up from the food he is preparing over the fire and smiles at you, calling you by name to come and join him for a bit of dinner.

You sit on the sand beside Jesus, and he offers you some fish. Then he takes a loaf of bread and breaks off a portion, which he hands to you to eat. Then Jesus asks, "Do you love me?" You answer, "Lord, you know I love you." And Jesus says, "Feed my lambs."

EVENING PRAYER TAIZÉ

2 of 2

11:15 P.M.
PREPARING FOR
SLEEP/QUIET TIME

11:30 P.M.
LIGHTS OUT

24-HOUR VERSION

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You ask Jesus, “But who are your lambs?” Jesus just smiles and says again, “Do you love me?” This time you answer more forcefully, “Jesus, of course I love you. I love you very much! Don’t you know that?” And Jesus once again says, “Feed my lambs.” You reply, “Didn’t you say this to Peter a long time ago?” Jesus laughs with utter delight. “Nice recall! You know your Scripture well.” Jesus continues, “I guess that means you know what’s coming next.... Do you love me?” And this time you say, “Lord, I will feed your sheep!” Jesus pauses, looks straight into your eyes and says, “Who are my sheep?”

What is your answer? Who are the sheep Jesus is asking you to feed? (Pause.) How are you going to feed them? (Pause.)

These are questions that need answers. You find you are drawn back to the beach. You hear Jesus gently saying, “Come to me, all you who are weary and find life burdensome....” You lie down on the warm sand and let the voice and love of Jesus surround you. You are at peace.

- 5 Listen to Tom Bieier’s song *Simon, Son of John*. Then spend a few minutes in sacred silence.
- 6 Sing another chant, *Nada Te Turbe*. Then invite the community to prayers of petition to our God:

Leader: Our response will be, “Lord, make us bread for others.” For all those who are going to bed hungry tonight, we pray.

Community: Lord, make us bread for others.

Leader: For the Church, that we may follow the teaching of Pope Francis and be a poor Church for the poor, we pray.

Community: Lord, make us bread for others.

Leader: For government leaders, that they may endorse legislation that helps those most in need of food and shelter, we pray.

Community: Lord, make us bread for others.

Leader: For Catholic Relief Services, that through the generosity of us all, the good work of helping those in need to develop the resources critical to sustaining a life with dignity will continue, we pray.

Community: Lord, make us bread for others.

Leader: And for each one of us, that we will say yes to Jesus’ invitation to feed his sheep, we pray.

Community: Lord, make us bread for others.

- 7 Sing *Ubi caritas*. Then pause for one more period of silence.
- 8 To conclude evening prayer, invite participants to offer each other peace and good rest.

**DAY 2
INSPIRE**

**8:15 A.M.
WAKE UP**

**9:00 A.M.
COMMUNITY BUILDER
SIMON SAYS**

1 of 1

24-HOUR VERSION

45

OBJECTIVE:

- To energize the youth and focus their attention on the issues surrounding hunger and food security

SETUP/MATERIALS:

- Print out the questions for whoever is leading the activity.

PROCESS:

- 1 Gather the group together and share:

Good morning, everyone! It's day two of our FoodFast! Do you realize just how much we did and learned yesterday? We got to know each other a little better; we took a good look at Catholic social teaching and the challenge our Church gives us in living our faith. We looked at real life stories and came to understand that people in our world go hungry each day. We also learned that the reasons for that are not simple but rather complicated. We had a chance to pray and reflect on Scriptures and to share our feelings about the issues our world faces in regard to food, food security, hunger and the future.

Today we will go a little further in understanding food security and how it is up to every person to find a way to make sure there is enough for all. But first, a little throwback to elementary school! Let's get ready for some Simon Says!

- 2 Ask the participants to stand. Explain that you are going to be playing Simon Says. The rules are simple. You will give them instructions. If you say "Simon Says," they should do whatever you say. If you tell them what to do without saying "Simon Says," they should remain motionless. If they do the motion, they are out of the game.
- 3 Use the following statements and feel free to add your own. Read them quickly.
 - a. Simon says, pretend to make a peanut butter sandwich.
 - b. Simon says, stand on one leg and stir a pot of soup.
 - c. Simon says, close your eyes and peel.
 - d. Open a can of soda. (Have anyone who does this sit down.)
 - e. Simon says, carve a turkey.
 - f. Eat a hamburger.
 - g. Dip French fries in ketchup.
 - h. Simon says, toss pizza dough.
 - i. Simon says, sip from a straw.
 - j. Frost a cupcake.
 - k. Simon says, measure a cup of flour.
 - l. Flip a pancake.
 - m. Roast a marshmallow over a fire.
 - n. Simon says, eat a juicy piece of watermelon.
 - o. Simon says, crack an egg.

- 4 Conclude by stating:

Fantastic, everyone! I think we are sufficiently awake to start our day and a great way to do that is with prayer. Let's gather to give our day and our time to the one who created us.

9:15 A.M.
PRAYER
SHARING GOD'S
ABUNDANT LOVE

1 of 1

24-HOUR VERSION

46

OBJECTIVES:

- To remind participants of God's abundant love
- To inspire them to share the resources they have with those in need, just as Jesus did

SETUP/MATERIALS:

- Invite two participants to help with the procession.
- Invite one participant to proclaim the Word. Make sure the reader is prepared in advance.
- Choose someone ahead of time to do the reflection on the Scripture. Give that person the resource sheet "**Talking Points on Matthew's Story of the Loaves and Fishes**" for the reflection. Practice with him/her before the prayer time.
- Have two baskets with bread from different cultures/countries.

Gather

Opening Song: *Make Your Home in Me* by Ben Walther or some other appropriate song.

PROCESSION:

- Two of the youth carry in baskets of bread, different kinds from different countries, and place them on the prayer table.

Leader: Lord of All, Bread of Life, we gather together to thank you for this day and for all the potential it holds for us and for others. Make your home in each of us that through our lives we may better open our lives as home for our brothers and sisters in need. May we use this day wisely to learn, listen, share and inspire. We ask this in the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Listen

Reader: Matthew 14:13-21

Invite a reflection from one of the participants on the loaves and fishes reading. (See the resource sheet, "**Talking Points on Matthew's Story of the Loaves and Fishes.**")

Respond

Leader: In every country in the world, including our own, people who have never known the experience of "welcome" are searching for a community to call home. Many of us have been given an abundance in this life. To be living here as part of a community of abundance gives us a big responsibility in life. We have enough and enough to share.

All: Make me more willing to welcome others and to share what I have.

Leader: It isn't easy to loosen our grip on our possessions or our lives, but God asks us to trust and to be willing to let go.

All: Help me to have a generous heart and a willingness to see the needs of others around me.

Leader: May this day be one of blessing—for You, for us and for others. We pray this in the name of Jesus, our teacher and friend.

All: Amen.

Go Forth

Closing Song: *How Great Is Our God* (chorus only) by Chris Tomlin, or some other appropriate song.

TALKING POINTS ON MATTHEW'S STORY OF THE LOAVES AND FISHES

RESOURCE SHEET

1 of 1

- 1** Read Matthew 14:13-21 slowly and prayerfully.
- 2** Prepare your reflection on the reading, making sure to include the following points:
 - Jesus had compassion for the people who were tired and hungry.
 - Jesus challenged his apostles to feed them.
 - The apostles felt there was no way they could feed the huge crowd because they only had five loaves and two fish.
 - Jesus showed them how it could be done. He fed them all, and there were even leftovers.
 - Pope Francis, preaching on this Gospel, pointed out that Jesus' solution to the hungry people was to ask God's blessing on the little food available, then to have the disciples share it with the crowd. Pope Francis said, "It is a moment of profound communion: The crowd, quenched by the word of the Lord, is now nourished by his bread of life, and all had their fill." What Jesus encouraged the disciples to do was an act of "solidarity," which, Pope Francis went on to explain, is simply "placing at God's disposal what little we have, our humble abilities, because only in sharing and in giving will our lives be fruitful."
 - The message in this Gospel passage is that there is more than enough for everyone. But we must be creative and open and trusting in God's plan for all to be fed.

9:40 A.M. SCRIPTURAL SCAVENGER HUNT

1 of 2

24-HOUR VERSION

48

OBJECTIVE:

- To explore what Scripture teaches about the hungry and our responsibility toward them

SETUP/MATERIALS:

- Have one copy of each of the 10 handouts ready for distribution to the teams.
- Have one Bible available for each team.
- Have the following letters (M A T T H E W), punctuation mark (:), and numbers (25 and 40) written in large print on individual pieces of paper:
M A T T H E W 2 5 : 4 0
- Have the correct list of passages accessible to you as the teams come up with their answers. The passages are:
 - Team A: 1 John 4:20
 - Team B: Deuteronomy 24:17-22
 - Team C: Luke 16:19-31
 - Team D: Proverbs 31:8
 - Team E: Romans 15:13
 - Team F: Mark 6:30-34
 - Team G: Matthew 8:5-13
 - Team H: Matthew 15:21-28
 - Team I: Genesis 1:27-30
 - Team J: Micah 4:1-4
- Have a Bible with Matthew 25:31-40 marked for the reader.

PROCESS:

- 1 Tell the participants:

You just heard in Scripture how important it is to feed those who are hungry. Jesus worked with his apostles to feed people. It's our mission to follow in Jesus' footsteps, and our faith leaders help us to understand that. Let's look deeper at what Scripture challenges us to do as disciples regarding those in need.

You are going on a Scriptural Scavenger Hunt this morning. Your task is to get your part of the clue by reflecting on a quote from Pope Francis; this will lead to a relevant scripture passage. Look for the passage. When you have found it, bring your answer up to receive one part of the answer to the question: "What does Jesus say about those who are hungry?"

- 2 Divide the group into 10 teams. Give each team a specific Scavenger Hunt sheet with instructions. Allow time for teams to look at their sheets, and ask if there are any questions. Then begin.
- 3 When each team turns in its scripture passage, double-check to make sure it is correct. If it is, give them one of the letters, the colon, or a number as that team's part of the answer.
- 4 Once all of the teams have turned in their Scriptures and received its part of the answer to the question "What does Jesus say about those who are hungry?", invite each team to select a representative to come forward with its letter, colon or number. Instruct the 10 representatives to figure out the proper order of their pieces to determine the larger clue to the answer. The correct order will spell out MATTHEW 25:40.
- 5 Give a Bible to one of the representatives and have him/her proclaim Matthew 25:31-40. Then invite the entire group to proclaim verse 40 posted on PowerPoint:
"Amen, I say to you, whatever you did for one of these least brothers of mine, you did for me."

SCRIPTURAL SCAVENGER HUNT

2 of 2

- 6 Wrap up the activity with the following:

We have just heard what Jesus asks us to do: We are to feed those who are hungry. And when we do that, we are feeding Jesus. That is a pretty awesome thought! It is what disciples of Jesus do—and it's the mission of the Catholic Church today. That makes it YOUR mission and my mission. Catholic Relief Services is the U.S. Catholic Church's way of feeding hungry people beyond our borders, and helping them gain food security for the long haul. When you support CRS, you are supporting Jesus' mission in the world.

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24-HOUR VERSION

TEAM A SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“To love God and neighbor is not something abstract, but profoundly concrete: it means seeing in every person and face of the Lord to be served, to serve him concretely. And you are, dear brothers and sisters, the face of Jesus.” (Pope Francis, Address during Visit at the Homeless Shelter “Dona Di Maria,” 5/21/13)

In whom do you have a difficult time recognizing the face of Christ?

2 Find a Scripture passage that talks about seeing God in others. Your clues are:

- a. This book was originally a letter written by someone who also wrote a Gospel.
- b. The writer knew Jesus in a very profound way.
- c. The challenge to us is to not be liars!
- d. The chapter number is also the number of years you spend in high school.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM B SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“When we are generous in welcoming people and sharing something with them—some food, a place in our homes, our time—not only do we no longer remain poor, we are enriched. I am well aware that when someone needing food knocks at your door, you always find a way of sharing food; as the proverb says, one can always ‘add more water to the beans’! Is it possible to add more water to the beans? ... Always? ... And you do so with love, demonstrating that true riches consist not in materials things, but in the heart! (Pope Francis, Address during Visit to the Community at Varginha, 7/25/13)

Who are you called to welcome into your life? Into your home? Into your community?

2 Find a Scripture passage that talks about welcoming the stranger. Your clues are:

- a. This passage can be found in the Old Testament.
- b. It is in the fifth book of the Pentateuch.
- c. It includes a challenge to give special treatment to the alien, the widow and the orphan (groups which were particularly vulnerable during the 40 years the Israelites wandered in the desert before getting to the Promised Land).
- d. The chapter number is the same as the total number of books in the New Testament minus 10.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM C SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being.” (Pope Francis, Address to the Food and Agricultural Organization, 6/20/13)

In today's world, who is someone who only gets the crumbs? Who is the rich man? Where do you fit in?

2 Find a Scripture passage that talks about someone who only got the scraps falling from the table. Your clues are:

- a. It is in one of the books on the life of Jesus.
- b. The author is also known as a physician, and his book focuses on Jesus' mission to bring justice to all God's people.
- c. The hungry and afflicted man in the passage dies and goes to heaven.
- d. The chapter is the same number as the age we call “Sweet _____.”

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team's part of the answer.

TEAM D SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“Love for others, and especially for the poor, is made concrete by promoting justice.”
(Pope John Paul II, *Centesimus Annus*, #58, 1991)

“Among our tasks as witnesses to the love of Christ is that of giving a voice to the cry of the poor.” (Pope Francis, Address to the Archbishop of Canterbury, 6/14/13)

What might need to change in your own heart in order to respond to the call to “promote justice” and “give voice” to the cry of those in poverty?

2 Find a Scripture passage that talks about being a voice for the voiceless. Your clues are:

- a. This book is part of the Wisdom Literature in the Old Testament.
- b. It consists of pithy sayings about how we should live.
- c. It can be found after the book that has prayers used after the first reading at mass.
- d. The chapter number is nine less than the number of years the Israelites wandered in the desert before entering the Promised Land.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM E SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“Poverty calls us to sow hope.... Poverty is the flesh of the poor Jesus, in that child who is hungry, in the one who is sick, in those unjust social structures.” (Pope Francis, Meeting with Students of Jesuit Schools—Q&A, 6/7/13)

Where do you see hope? Where do you see unjust structures? Where do you see Jesus?

2 Find a Scripture passage that talks about being hopeful. Your clues are:

- a. This is in a letter from St. Paul.
- b. It’s the longest of St. Paul’s letters.
- c. The book is named after one of the most famous cities in history.
- d. It’s in the chapter that is the same number as the age at which girls celebrate Quinceañera.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM F SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“The times talk to us of so much poverty in the world, and this is a scandal. Poverty in the world is a scandal. In a world where there is so much wealth, so many resources to feed everyone, it is unfathomable that there are so many hungry children, that there are so many children without an education, so many poor persons. Poverty today is a cry.”
(Pope Francis, Meeting with Students of Jesuit Schools—Q&A, 6/7/13)

What emotions does the existence of poverty in the world stir up in your heart? What makes poverty even worse in our world?

2 Find a Scripture passage that talks about feeling for those who are hungry.

Your clues are:

- a. It can be found in the shortest Gospel.
- b. It describes Jesus’ feelings for those who were hungry.
- c. It challenges the apostles to take action.
- d. It can be found in the chapter that is the same number as the number of sacraments minus one.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM G SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“In the Gospel, we read the parable of the Good Samaritan that speaks of a man assaulted and left half dead at the side of the road. People pass by him and look at him. But they do not stop; they just continue on their journey, indifferent to him: It is none of their business! How often do we say ‘It’s not my problem?’ How often do we turn the other way and pretend not to see? Only a Samaritan, a stranger, sees him, stops, lifts him up, takes him by the hand, and cares for him (cf. *Lk* 10:29-35). Dear friends, I believe that here, in this hospital, the parable of the Good Samaritan is made tangible. Here, there is no indifference, but concern. There is not apathy, but love.” (Pope Francis, Address at St. Francis of Assisi of the Providence of God Hospital, 7/24/13)

Has there ever been a time in your life when you felt desperate or alone? Where did help come from? When were you blessed by a stranger?

2 Find a Scripture passage that talks about blessing the stranger. Your clues are:

- a. This can be found in one of the books about the life of Jesus.
- b. The author was a tax collector and understood what it felt like to be an outcast.
- c. The story is one with a famous sentence we say just before receiving Communion.
- d. The chapter is the same number as the number of gifts of the Holy Spirit plus one.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM H SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“In the Gospel, we read the parable of the Good Samaritan that speaks of a man assaulted and left half dead at the side of the road. People pass by him and look at him. But they do not stop; they just continue on their journey, indifferent to him: It is none of their business! How often do we say ‘It’s not my problem?’ How often do we turn the other way and pretend not to see? Only a Samaritan, a stranger, sees him, stops, lifts him up, takes him by the hand, and cares for him (cf. *Lk* 10:29-35). Dear friends, I believe that here, in this hospital, the parable of the Good Samaritan is made tangible. Here, there is no indifference, but concern. There is not apathy, but love.” (Pope Francis, Address at St. Francis of Assisi of the Providence of God Hospital, 7/24/13)

Who are today’s neighbors in need? How might God be calling you to respond?

2 Find a Scripture passage that talks about neighbors in need. Your clues are:

- a. This is in one of the four books on Jesus’ life.
- b. The author was a tax collector.
- c. There is a reference to dogs in this story.
- d. The chapter number is the same as the number of corporal and spiritual works of mercy plus one.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM I SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“The environment is God’s gift to everyone, and in our use of it we have a responsibility toward the poor, toward future generations and toward humanity as a whole.” (Pope Benedict XVI, *Caritas in Veritate*, No. 48)

What is the connection between caring for God’s creation and caring for the hungry and poor? How can we all be more attentive to our responsibility to be protectors?

2 Find a Scripture passage that talks about caring for the land which feeds us.

Your clues are:

- a. This is in the first book of the Pentateuch.
- b. The reference is to stewardship of the earth.
- c. It involves creation.
- d. The chapter number is the same as the meaning of the term monotheism.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

TEAM J SCAVENGER HUNT

HANDOUT

1 of 1

1 Read the quote below and discuss your answers to the question.

“We ask the risen Jesus, who turns death into life, to change hatred into love, vengeance into forgiveness, war into peace. Yes, Christ is our peace, and through him we implore peace for all the world.” (Pope Francis, *Urbi et Orbi* message, 3/31/13)

Where do you long for peace in your own life? In the world? What does peace have to do with hunger?

2 Find a Scripture passage that talks about providing people with the resources they need so there will not be war. Your clues are:

- a. You will find the quote in a book by one of the minor prophets.
- b. There are only seven chapters in this whole book.
- c. This passage talks about changing things used to kill people into things used to grow food to feed people.
- d. The chapter number is the same as the number of cardinal virtues.

3 Once you find your passage, read it together. Then turn in your Scripture passage (name of book, chapter number, and verse) to the facilitator, who then will give you your team’s part of the answer.

**10:15 A.M.
FOOD & FAITH
JEOPARDY
COMMUNITY BUILDER**

1 of 1

60

24-HOUR VERSION

OBJECTIVE:

- To make the faith-life connections around the issues of hunger and food security in a fun, relaxed way

SETUP/MATERIALS:

- Have the Jeopardy PowerPoint on the CRS FoodFast website ready to go.
- Provide a fun noisemaker for each group (e.g., bell, buzzer, kazoo, a Staples *That was easy!* button, etc.).
- Appoint one of your adult volunteers to be the judge—the person who decides which group “buzzes” in first using the noisemaker provided.

PROCESS:

- 1** Begin by sharing with the participants in these or your own words:

To review what we've already learned about hunger and food security, and to explore some new facts as well, we are now going to play Jeopardy—Food & Faith Jeopardy, that is! We won't follow the usual setup of three players. We will compete as teams. So when I say “Go,” form groups of six. But you have to find five other people whose clothing contains one of the same colors you are wearing. Ready? Go!

- 2** After groups have formed, give them the “rules” of the game.

The five categories are: Food in the Bible, Hunger in the Bible, Catholic Teaching on Hunger, Hunger Facts, and Solidarity. If your team has an answer, use [the noisemaker] provided. Our judge will determine which team buzzes in first with [the noisemaker], and that team will get the chance to answer the question. Remember that you must state your answer in the form of a question.

- 3** Play the game for about 15 minutes. Let each team get the chance to pick a category and the amount they wish to bet. If you wish, give the team with the most correct answer a prize (e.g., Fair Trade coupons).

10:40 A.M.
BREAK

10:55 A.M.
SURPRISE GUEST!

1 of 1



THIS IS A GREAT
OPPORTUNITY FOR SOCIAL MEDIA!

24-HOUR VERSION

61

OBJECTIVE:

- To inspire the participants with the support and encouragement of a famous Catholic celebrity

SETUP/MATERIALS:

- Cue the FoodFast video of Fr. James Martin, S.J.
- *Extending the Session:* If your schedule allows, extend this session by inviting a speaker to speak at greater length about hunger and food security (e.g., a [CRS Global Fellow](#); a Catholic Relief Services employee or speaker; an expert on hunger from a nearby Catholic Charities organization or other Catholic or local organization; someone who has lived in poverty and is open to sharing his/her story; someone who has worked or volunteered in a developing country, Appalachia, or in a location where hunger and food security are challenges). Be sure to encourage the community to listen and ask questions respectfully.

PROCESS:

- 1 Begin by sharing:

To get us set for the rest of our time together, we invited someone kind of funny, very inspiring and really famous to share a few thoughts with us. You may know him as the chaplain for the Colbert Report, editor of America magazine, social media specialist (he has a great Facebook page with much information), comedian, author and/or priest.

- 2 Show the video of the celebrity guest, Father James Martin, S.J.
- 3 Invite reactions from the participants.
- 4 If you are extending the session with a guest speaker, introduce that person and transition to the presentation and dialogue.

11:05 A.M.
MAKING A STATEMENT
PUBLIC SERVICE
ANNOUNCEMENTS—
PSAs

1 of 1



BE SURE TO UTILIZE
SOCIAL MEDIA IN THIS SESSION!

24-HOUR VERSION

62

OBJECTIVES:

- To have participants synthesize all they have learned so far
- To take what they know to the world through a public service announcement

SETUP/MATERIALS:

- Prepare the basket with the topics listed on the resource sheet, “**Issues for the Public Service Announcements**.”
- Create an area where the PSAs can be recorded or presented.
- If possible, have computers available for those who may need more information.
- Have devices for recording, posting and designing (laptops, phones, iPads, etc.).
- Have poster paper, markers and pens available.

PROCESS:

1 Begin by sharing:

Fr. James Martin learned about the commitment of young people around the country, young people like yourselves, doing a FoodFast, and he was inspired. So he sent a video of encouragement. Encouragement and affirmation—like the message we just watched from Fr. James Martin—are pretty good things, aren’t they? They give us confidence and motivation to do more and be more.

You have learned a lot in the past day, and probably have some things you would like to tell people about hunger, poverty, food and not having enough food. You are going to get a chance to do that in just a few minutes—to motivate and encourage others to join the fight against hunger and food insecurity. Think about it! You will have a chance to get a message about hunger out to the world! Think of this as an opportunity to encourage others to join the efforts of so many individuals, organizations and even governments worldwide to eradicate hunger and poverty.

- 2** Arrange the youth in groups of five to six. Make sure an adult team leader or peer leader is working with each group. Ask a representative from each group to come forward and pick a topic from the basket.
- 3** Instruct the groups to create a message for the public about their particular issue regarding hunger and food security. They can produce a video, a small campaign on FB, a series of twitter feeds, a Pinterest board, Instagram posts, or old-school things like posters, a short skit, brochures, or advertisements. Allow time for groups to complete their PSA. They can use the computers to get more information if needed. If they are struggling with the focus they selected, invite them to make a more general PSA about hunger. Give them 30 minutes for this activity.
- 4** When all groups have finished, invite them to share with the large group.



THIS IS AN OPPORTUNITY
FOR SOCIAL MEDIA.

OBJECTIVE:

- In lieu of their own lunch, to offer participants a chance to do something for those might be going hungry in their own community

SETUP/MATERIALS:

- Check with your local public health department for norms for food preparation.
- Provide hand sanitizer, hairnets or paper caps and gloves for every participant.
- Determine the number of table stations needed by dividing the total number of participants evenly. Ideally, each group should consist of 5-7 participants.
- Predetermine the total number of jars of soup you intend to make. Try to have enough mason jars, labels, lids and ribbon to make at least 10 jars per group.
- Preprint enough tags/labels with the **Instructions to be put on labels or tags for the jars of soup** found on the **Resource Sheet** at the end of this section.
- Have enough lids and ribbons for the number of jars you intend to fill. Ribbon should be cut into 24-inch pieces to tie instructions to the jars.
- All but one station should have the following:
 - measuring cups, tablespoons and teaspoons
 - Friendship Soup recipe ingredients in separate bins (Divide the ingredients according to the measurements in the recipe times the number of jars each group is making. Each station should have the same amount of ingredients.)
 - copies of the **Amount of Each Ingredient to be Placed in One Jar** found on the **Resource Sheet** at the end of this section
- Set up the remaining station with the lids, tags/labels and ribbon and assign one group to this station.
- **Extending the Session:** If your schedule allows, begin this session with a 15- to 20-minute presentation by a speaker from the agency or ministry that will benefit from the Friendship Soup jars. Encourage that person to give an overview and describe the challenges faced by those who are served by the agency.

PROCESS:

- 1 Begin by sharing:

Your public service messages were inspiring, passionate and incredibly powerful, and they will definitely challenge people to do something about hunger! We will find a way to share these with CRS, but you can also take the inspiration you received from each other and implement them on your own social media pages when you leave here.

Our faith teaches us that it isn't enough to know or to talk about an issue—we have to be a part of the solution to an issue. You and I need to be witnesses to our faith. We are called in the Gospel of Matthew to feed the hungry, and that is exactly what we are going to do for the rest of our time together. Being part of the solution means responding with both feet ... in other words, turning our two feet to love and action.

This idea of Two Feet of Love in Action says there are two distinct yet complementary ways we can put the Gospel mission into action and respond to God's love. One foot, Social Justice, tries to address the root causes of injustice. People responding in this way work for social change by trying to change public policy and improve social structures and systems. Advocating on behalf of others to our leaders, educating others, and trying to change unjust laws are examples of responding with the foot of social justice. The other foot, Charitable Works, responds to the immediate and basic needs of people and is typically characterized by direct service. We contribute charitable works anytime we visit a soup kitchen or shelter, collect food or blankets, tutor a child or raise money to support a program. (USCCB)

We are going to start first with the foot of charitable works. There are people in our own community who experience food insecurity regularly, and we have a chance to help right now. Let's get to the project!

- 2 Divide the group into teams of seven. One of these teams will be securing the lids and placing tags/labels and ribbons on the jars.
- 3 Introduce the activity by saying:

Before we arrived yesterday, many of us might have taken food for granted. Right now, many of us would be jumping into our lunchtime meal without even thinking about—perhaps even taking for granted—the food that is available to us. It's in the house, in the fridge, in our lunch bags or in the cafeteria; we have money to buy it and we like it. In fact, Americans spend a lot of money on eating out every year. Think about how many commercials are devoted to food, food supplements, fast food and junk food. How many television shows or networks revolve around food?

Think of the American Food Plate—the recommended balance of dairy, vegetables, protein, grains and fruits for daily consumption—and how many people actually reach that goal here in the U.S. Did you know that approximately 25 percent of American adults are in jobs that will not lift their families out of poverty? Consider the number of people then who struggle to obtain that daily nutritional balance, people for whom having access to food is not taken for granted. It is surprising to think that in a land of plenty, so many are hungry.

Indeed, there are people in our own community who face food insecurity or some related issues every day. Many come to soup kitchens to make their food money stretch further. Nutritious meals are served at numerous agencies and through a variety of programs. Catholic Charities, other faith-based soup kitchens, Salvation Army, _____ (name local organizations that are familiar to the participants), and others like these provide food services that are lifesaving to many people. Unfortunately, in many communities, these services do not run every day or have limited hours. For instance, they may just serve lunch or dinner. We want to help with that by putting together soup jars for patrons of soup kitchens to take home for a meal later or for when the service isn't offered.

The tables are set up. We will give instructions once everyone has washed their hands and put on a lovely hairnet or cap!

- 4 Allow time, then continue:

The recipe for Friendship Soup is on your table, but here is how it goes: Each person is responsible for an item or two that goes in the jar. Follow the recipe on your table—first things first. Follow all ingredients in order. When you finish with a jar, one person will take the jar to the station with the lids, tags and ribbons. Each group has 10 jars to complete.

This is not a competition—these jars will be given to families at our local soup kitchen as a gift, so the goal is to have it made just right and look amazing. Let's get going!

- 5 Have enough ingredients and measuring tools ready for the activity. Instructions are at each table.
- 6 As tables are finishing, say the following:

When you are finished, please clean up your area and then take some time to write on the chalk wall. Think of a word or sentence about what you just did with the Friendship Soup.

- 7 Gather the group to pray a spontaneous prayer/blessing over the jars of soup.

FRIENDSHIP SOUP RECIPE

RESOURCE SHEET

1 of 1

AMOUNT OF EACH INGREDIENT TO BE PLACED IN ONE JAR

In the order listed below, place the following ingredients in each jar:

½ cup dried green split peas

½ cup dried lentils

½ cup pearl barley

½ cup rice

1/4 cup dried onion flakes

2 tablespoons dried celery flakes

1 teaspoon thyme

2 tablespoons parsley flakes

1 teaspoon pepper

(Fills one 2-cup jar. When your jar is completed take it to the *Lid, Tag and Ribbon Table*.)

INSTRUCTIONS TO BE PUT ON LABELS OR TAGS FOR THE JARS OF SOUP:

This is a jar of friendship soup arranged especially for you. To make the soup, follow these instructions and add your own variation for flavoring! Serve with bread! And enjoy a nice dinner with family and friends!

Instructions: Combine 1 cup soup mix with 4 cups of water, chicken or vegetable soup stock. Add 1 cup of chopped meat or vegetables if desired. Bring to a boil. Reduce heat to low. Cover pan and simmer gently for 50 to 60 minutes, or until lentils and peas are tender. Add salt and pepper to taste.

Vegetable Mania variation:

16-ounce can of stewed tomatoes

1 cup chopped carrots

1-2 cups chopped potatoes

½ teaspoon basil

1 clove of garlic (minced)

1:00 P.M.
BREAK

1:30 P.M.
A BIGGER PICTURE
TAKING ACTION
(CATHOLICS
CONFRONT
GLOBAL POVERTY)

1 of 3



BE SURE TO USE SOCIAL
MEDIA DURING THIS SESSION!

24-HOUR VERSION

67

OBJECTIVES:

- To give the youth an understanding of the USCCB/CRS initiative, Catholics Confront Global Poverty
- To provide them with ways to get involved in Catholics Confront Global Poverty and to inspire them to want to be part of this movement

SETUP/MATERIALS:

- Invite and prepare two young people to proclaim James 1:22-25 and James 2:14-17. Mark a Bible with the two passages.
- Have the PowerPoint set for the slides of this session.
- If possible, have the home page for CCGP (confrontglobalpoverty.org) cued up and ready to be shown.
- Provide access to the CCGP website during the session as the four groups work on their projects.
- Have at least one copy of *Prayer without Borders, Celebrating Global Wisdom*, or some other global prayer resource available for the Prayer group.
- Make at least two copies of the handouts (Pray, Learn, Act, and Give) for each group. Collect one copy for your keeping. Make enough copies of the handout Catholics Confront Global Poverty: Mobilizing for Action for each participant.

PROCESS:

- 1** Begin by sharing:

You have just done something concrete to help those who are hungry. Because of you, someone in our community will have nutritious soup to eat.

Catholic Relief Services is our Church's vehicle for doing something concrete for those who are hungry in countries beyond our borders. And it's more than just giving them food, as we have been discovering throughout our fast.

We are in the last hours of our FoodFast. But we have some really important things to think about and some important steps to take. So, in spite of being hungry and tired, hang in there!

Let's focus on making the world a better place for all those who go to bed hungry at night, for those who don't know when their next meal will happen, and for all of us called by God to do something about these sad realities.

- 2** Invite the two readers to proclaim the Word.
- 3** Ask participants for examples of things they have done to change the world, whether in relationship or through some action. Do this in the large group and have them shout out some of their responses.
- 4** Post the PowerPoint slide with the Margaret Mead quote and read it to the participants: "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." Ask the group:

» *How many of you are committed to reducing hunger and increasing the number of people in our world who are food-secure? Raise your hands.*

» *How many of you think your past efforts to change the world would have had more impact if you had enlisted others?*

- 5** Take a few answers, then ask what the word “mobilize” means to the youth. Again, collect a few answers. Post the slide of the definition of mobilize, and continue:

The dictionary defines “mobilize” as making something capable of movement. Think of how Jesus mobilized people to shape the world into God’s kingdom—a kingdom of love and justice for all. He worked with his apostles for three years, and really got them going when he sent his Spirit at Pentecost. Talk about being mobilized! Look at what they accomplished: they baptized 3,000 people in one day!

Think about Pope Francis today. He is mobilizing people around the world to care for the hungry and the poor. He has captured the imagination of so many people because what he says is consistent with how he moves in the world. In other words, he “walks his talk.” He lives simply, and eats simply. Baked skinless chicken, a salad and fruit are his typical dinner! Pope Francis has challenged all of us to join the cause of bringing food and food security to the almost one billion people in the world who are without.

- 6** Invite participants to name some movements that mobilized many people to take action. For instance, you can talk about the Respect Life Movement, the Civil Rights Movement, Catholic Worker, SADD (Students Against Destructive Decisions), MADD (Mothers Against Drunk Driving, Fair Trade, Ecology/Conservation movements (recycling, clean water, clean energy movements, etc.), the abolition of slavery, women’s suffrage, and Justice for Immigrants. Consider people who have inspired others to act such as Martin Luther King Jr., Blessed Oscar Romero, Caesar Chavez, Dorothy Day, Pope Francis, Mahatma Gandhi, Nelson Mandela, children who fight for cancer research, etc. *Feel free to show images, especially pictures of your parish and local community, where it might be true that people were mobilized.*

- 7** Now ask the participants (with questions on the PowerPoint):

- » *Have you ever been part of a movement? Which one?*
- » *How have you tried to make the world better for people in need?*
- » *What movements inspire you or grab your attention? Why?*

- 8** Introduce the work of Catholics Confront Global Poverty:

How would you feel about saying yes to Pope Francis when he asks you to help feed the hungry? In December 2013, Pope Francis remarked, “We are in front of a global scandal of around one billion people who still suffer from hunger today. We cannot look the other way and pretend that this does not exist. The food available in the world is enough to feed everyone.”

Wouldn’t it be amazing if Catholics in our country mobilized to take action to end hunger and poverty? Oh, wait, they already did! How many of you have heard of CCGP, or Catholics Confront Global Poverty?

(Show CCGP slide. If you have internet access, show the home page for CCGP.) CCGP describes itself on the website as an “initiative of the United States Conference of Catholic Bishops (USCCB) and Catholic Relief Services (CRS) that calls on Catholics to defend the life and dignity of people living in poverty throughout the world, and to urge our nation to act in response to the many faces of poverty through advocacy and action.” (This was the description at the time of the writing of this resource. Be sure to check that the description is still the same.)

CCGP is trying to mobilize all Catholics of all ages to participate in helping those in need. It recommends four types of action that we can take to “help set the table to end hunger.” They are Prayer, Learning, Advocating, and Giving.

A BIGGER PICTURE TAKING ACTION (CATHOLICS CONFRONT GLOBAL POVERTY)

3 of 3

If your FoodFast consists of groups from multiple parishes or schools or is a diocesan-wide gathering, determine a process for working within parish/school groupings so that participants can plan accordingly for their home communities.

Please send your community's ideas to CRS FoodFast at Catholic Relief Services (foodfast@crs.org). Your plans may show up on the CRS FoodFast webpage in the effort to inspire others!

24-HOUR VERSION

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- 9 Provide a brief description of each of the four actions, using the PowerPoint to illustrate your points:

*We all know what prayer is, and how amazing it can be—truly changing people's lives. But sometimes we forget the power of **prayer**. And we don't come together for communal prayer around an important issue like hunger.*

*Over the course of our FoodFast, we have hopefully discovered that **learning** more about an issue can change the way we look at it, and the way we look at those who are affected by the issue. We might be wishing that our parents and siblings, teachers and pastors, and all the other significant adults in our lives knew what we now know about hunger and food security.*

*We may never have thought about **advocacy** as action to fight hunger. Some of us might not even know what that word means. The simplest definition is being a voice for those whose voices are not heard, for those who don't have a place at the table. Advocacy can include talking to your legislators—national, state and local—about an issue and giving them your faith-based position on it. It can be an email campaign to Congress. It can be a public demonstration like the March for Life held every year on January 22 in Washington, D.C.*

*Finally, the fourth way in which Catholics confront global poverty is through generous **giving**. This means we support people in gaining food security by sharing our resources of time, talent or treasure—committing ourselves, our gifts, our financial resources. As Pope Francis said in a homily about receiving the Eucharist faithfully, "the Lord leads us to follow his path—that of service, sharing and giving; and that little that we have, the little that we are, if shared, becomes a treasure because the power of God, who is love, descends to our poverty and transforms it." We are challenged to share what we have so that others might have enough.*

We are now going to challenge you as young people to mobilize the whole parish (or school) community to support Catholics Confront Global Poverty!

- 10 Invite participants to divide into four groups according to which of the four actions they each wish to focus on—getting the community to pray, mobilizing the community to act through advocacy, educating the community about hunger and food security, or creating a time-, talent- or fund-raiser and inspire the whole community to give generously. (If you have a large number in any one group, break it into smaller groups working on the same action. Make sure there are no more than 10 youth in any one group.) Give them the handout for their action and the summary flyer explaining CCGP and invite them to get started. Circulate among the groups to offer support and encouragement where needed.
- 11 After the groups complete their work, invite a representative from each group to provide a two-minute summary of each mobilizing strategy. Make sure they have follow-up steps. Thank them for their creativity and good work. Tell them you are collecting their work and sending it to Catholic Relief Services. Some of their ideas may show up on the FoodFast website. Then share:

How can we implement these great ideas so they aren't just words on a page? There is a way for all of us to get involved. Become part of the Catholics Confront Global Poverty. Remember, there is strength in numbers! Think of a word or sentence about this idea, what you talked about or what inspired you in this session and add it to the chalk wall.

PRAY

HANDOUT

1 of 1

Your challenge is to mobilize your parish (or school) community to make a commitment to praying regularly for those who are hungry, for an end to hunger and food insecurity across the world, and for the courage to do something about it.

What is your THEME?

Why are you doing this? What is your PURPOSE or GOAL?

What is your strategy? How are you going to MOBILIZE people to pray for an end to hunger?

How will you connect the community to CCGP (see the informational sheet on CCGP)?

Examples of prayers: a rosary for global poverty (praying each decade for one of the issues related to global poverty found at usccb.org/globalpoverty); using the book *Prayer without Borders, Celebrating Global Wisdom* (edited by Barbara Ballenger, Catholic Relief Services, 2004) to pray with and for persons in poverty

LEARN

HANDOUT

1 of 1

Your challenge is to get your whole parish (or school) community mobilized to fight hunger and food insecurity by raising their awareness of global poverty and hunger.

What is your THEME?

Why are you doing this? What is your PURPOSE?

What do you want them to LEARN?

How will you MOBILIZE them and get them excited enough to want to help?

How will you connect the community to CCGP (see the informational sheet on CCGP)?

Examples of themes: Foreign aid, peace, debt, trade, natural resources, climate change, and immigration, faithful citizenship

CRS Websites: confrontglobalpoverty.org, crs.org/hunger

Additional Resources: povertyusa.org, catholiccharitiesusa.org, usccb.org/about/justice-peace-and-human-development

ACT

HANDOUT

1 of 1

Your challenge is to mobilize your parish (or school) community to take action by doing advocacy on behalf of those who are hungry and lack food security around the world. You are asking them to be a voice for those whose voices are not heard.

What is your **THEME**?

What is your **GOAL** in mobilizing the community to advocate?

What is the **MESSAGE** you want to send and want them to send?

How will you **MOBILIZE** the community?

How will you connect the community to **CCGP** (see the informational sheet on **CCGP**)?

Examples: Go on confrontglobalpoverty.org and sign up to be one of the thousands of Catholic voices raised up to confront global poverty; get parishioners to sign up to receive action alerts; do posting about global hunger on your Facebook page; write a poem or song or create a work of art to educate others; create a Fair Trade campaign to see if the coffee your parish or school uses is “fair trade certified”

GIVE
HANDOUT

1 of 1

Your challenge is to mobilize your parish (or school) community to give generously of their time, talent and/or treasure (financial resources) to support those who are hungry and lack food security across the world. You want the community to support Catholic Relief Services and its work with people in need around the world to ensure that they have food security.

What is your **THEME**?

What is your primary **PURPOSE** or goal?

How will you **MOBILIZE** the community to contribute?

What **TIME-**, **TALENT-**, and/or **FUNDRAISING** ideas might you suggest?

How will you connect the community to **CCGP** (see the informational sheet on **CCGP**)?

Examples: create a memorial page on the CRS website in honor of a loved one; do a bike ride or dance-a-thon; create a campaign to ask for donations to CRS instead of receiving presents on your birthday

**CATHOLICS CONFRONT
GLOBAL POVERTY
MOBILIZING
FOR ACTION**

HANDOUT

1 of 1

confrontglobalpoverty.org

- 1** What is CCGP? Catholics Confront Global Poverty is an initiative of the United States Conference of Catholic Bishops (USCCB) and Catholic Relief Services (CRS). CCGP encourages Catholics in the U.S. to advocate so that together we can help bring about policies and practices that benefit our brothers and sisters worldwide.
- 2** Join CCGP to stand with other Catholics in the U.S. to help shape policies that protect the poor and vulnerable overseas.
- 3** Help set the table to end hunger.
- 4** Why join? Assisting people in need is one of the prominent lessons of the Gospel and a core principle of Catholic social teaching.
- 5** CCGP seeks to educate and mobilize Catholics in the United States to defend the lives and dignity of people living in poverty throughout the world, and urges our nation to act in response to the many faces of poverty.
- 6** Advocate with CCGP to confront the root causes of poverty worldwide—hunger, disease, conflict, and injustice—which disproportionately affect the lives of our impoverished brothers and sisters around the globe.
- 7** CCGP's specific priorities include:
 - a.** Protecting funding for poverty-focused international assistance, including food aid.
 - b.** Advocating for improved and equitable U.S. agriculture and farm policies that will help hungry people around the world, farmers in the U.S., the quality of our growing lands, and the nature of our rural communities.
 - c.** Supporting peace in regions that have experienced long-standing conflict such as Syria and Southern Sudan; and pursuing peace in the Holy Land (Israel/Palestine).
 - d.** Ensuring that natural resources are extracted and used in ways that sustain the environment and contribute to human development.

2:45 P.M. A LOOK BACK MONTAGE

1 of 1

If time allows, an appropriate substitute for this activity is the “Inspired” activity in Addendum I.

75
24-HOUR VERSION

OBJECTIVE:

- To help participants see how much they have learned, seen, heard and experienced over the past day

SETUP/MATERIALS:

- Have someone creating a montage throughout the experience that will be ready to show on PowerPoint at this time.

PROCESS:

- 1 Begin with the following:

I think it's fair to say that over these past hours we have learned a lot and done a lot. Now we need to think about what our next step should be. But we might need a little reminder of all that can be done. Let's take a look at a montage of events over the last day—it's pretty incredible! You are incredible! You have the potential to change the way things are, to flip the status quo upside down. You've had a great start! Take a look!

- 2 Show the PowerPoint montage of pictures, Scripture, Catholic social teaching, and stories they experienced during FoodFast.
- 3 When finished, invite participants to reflect on what it feels like to be hungry now that they have experienced hunger for one day.
- 4 Invite them to write or draw on the chalk wall for the last time.

3:00 P.M.
BREAK

3:15 P.M.
CREATING A
COALITION:
SECRET FLASH
MOB RAP!!

1 of 2



THIS IS A PERFECT
OPPORTUNITY FOR SOCIAL MEDIA!

24-HOUR VERSION

76

OBJECTIVES:

- To help participants remember that they have much to share after their experience
- To team up participants with others to make for a stronger and creative voice to work to end hunger and food insecurity

SETUP/MATERIALS:

- Be ready to send a text message to each group leader, inviting his/her groups to join a flash mob rap at 3:20 p.m. (or an appropriate designated time in your schedule).
- Have the messages printed out and ready to be given to the group leaders in advance. Share with group leaders the instructions to clarify their roles during the session.
- Have five designated spaces in separate areas of the building for the groups to practice.

PROCESS:

- 1 Divide participants into six groups and assign each one a leader. Then share the following:

Our next project is going to be done in small groups. Each group will need to find a space away from other groups—just follow your leaders!

- 2 Send them to different areas of the building to work on their project.
- 3 Text the adult leader the following message: “Join a flash mob at 3:20.” Add to the text message by giving each group one message that they will rap as part of a flash mob. Send one of the five messages below to each group. FEEL FREE TO CHANGE OR ADAPT THESE STATEMENTS TO RHYME OR CADENCE, OR, EVEN BETTER, ENCOURAGE THE GROUPS TO CHANGE THE LINE ON THEIR OWN FOR RHYME AND CADENCE.
 1. Too many people are hungry in our world.
 2. We’ve got the food to feed everyone on earth.
 3. Access by all is the key to food security.
 4. Jesus said, “Feeding the hungry is feeding me.”
 5. If we work together, no one will go hungry again.
 6. We are “one human family.” Let’s secure “food for all.”

Directions for the Adult Facilitator:

- Share with participants that they will be joining a flash mob at 3:20 when the text message arrives.
 - Tell participants that they are to take the statement, make it their own by developing a rap rhythm and movement to accompany it. Participants can modify the statement to build in a rhyme or cadence, but the heart of the message should stay the same.
 - Have them practice and be ready to share their message and movement with the other groups when they gather back in the large space.
 - Let them know their time limit.
- 4 After the groups practice, at 3:20 bring everyone back together. Ask each small group to teach the remaining groups their message and movement, starting with group 1. Build on each message by moving to each successive group. Once each message has been taught, create a large group flash mob rap once all the way through; then do it several more times to make it smooth! Do a video of the final performance to show later on and to share with CRS. Instructions for the latter are on the CRS FoodFast website.
 - 5 Congratulate their efforts. Take a few moments to gather back into the small groups. Provide the five teams with a list of organizations with whom they could partner to make things happen when they leave the FoodFast. Encourage them to consider the potential for changing their own lives, their families, school, communities, parishes, and even the world, in making their selection. Encourage them to think of different ways they can connect. They can start by simply getting on the website, Facebook page and other social medium of the organization to which they want to connect.

foodfast.org

CREATING A COALITION: SECRET FLASH MOB RAP!!

2 of 2

- 6 Have groups choose with whom they will partner and ask them to share why they chose the organization they did with the large group.
- 7 Share information on where they can find the Flash Mob videos and encourage them to tweet their group message and/or post it on Facebook and Instagram to get the word out and inspire others!

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24-HOUR VERSION

**POTENTIAL PARTNERS
GAINING FOOD
SECURITY FOR ALL
GOD'S PEOPLE**

HANDOUT

ONE HUMAN FAMILY, FOOD FOR ALL: food.caritas.org

The global campaign inspired by Pope Francis and sponsored by the Caritas Internationalis and its numerous organizations in their effort to end hunger by 2025.

**CATHOLICS CONFRONT GLOBAL POVERTY (CCGP):
confrontglobalpoverty.org**

A coalition of the United States Conference of Catholic Bishops and Catholic Relief Services to mobilize Catholics to stand together to shape policies that protect people who are poor and vulnerable around the world.

CATHOLIC RELIEF SERVICES CRS RICE BOWL: crsricebowl.org

A powerful way for Catholics to live Lent by praying, fasting, and giving to deepen their relationship with Christ and bring hope to our brothers and sisters in need .

CATHOLIC RELIEF SERVICES EDUCATION: education.crs.org

Educational resources that provide opportunities for Catholic youth, parents, school administrators and faculty to learn about the work of CRS around the world and co-create ways to actively live out Jesus' love.

CATHOLIC CLIMATE COVENANT: catholicclimatecovenant.org

A coalition of Catholics who commit to take action in their families, parishes, schools and communities to reduce their carbon footprints, care for the "least of these" (Matthew 25) and raise their voice on behalf of Creation and the poor.

HELPING HANDS: helpinghands.crs.org

A high-energy, hands-on program developed by Catholic Relief Services and Stop Hunger Now to mobilize Catholics in the U.S. to tackle hunger around the world.

**POVERTY USA / CATHOLIC CAMPAIGN FOR HUMAN DEVELOPMENT:
povertyusa.org**

The domestic anti-poverty program of the U.S. Catholic Bishops, the Catholic Campaign for Human Development (CCHD) is an instrument of the Catholic Church working to break the cycle of poverty.

Or add your own local or global organization or movement!

4:15 P.M.
CLEANUP

4:30 P.M.
MASS / PRAYER:
COMMISSIONING
SERVICE

1 of 2

24-HOUR VERSION

79

OBJECTIVES:

- To remind participants of God's abundant love
- To inspire them to share the resources they have with those in need, just as Jesus did
- To recognize the sacrifice and commitment to justice that the young people made in fasting
- To encourage them to continue to work for food security for all God's people when they return home
- To spread the good news by inviting parents, friends and other community members to learn about the experience and to help commission them

SETUP/MATERIALS:

- Assuming that the commissioning outlined below will take place in the context of Eucharist, meet with the presider ahead of time to inform him of his role, the placement of the commissioning in the mass and what will take place.
- Encourage a dialogue homily during the liturgy, inviting young people to share something they want to remember.
- Use the readings of the weekend/day or choose your own. Check the CRS FoodFast Resource page for music suggestions. For a sending song, use One Family by Pasquale Talarico, available on the CRS FoodFast website for download.
- Have the crosses ready to give to the youth and the adult volunteers.
- Print enough copies of the "One Human Family, Food for All" campaign prayer for each participant or order prayer cards through the CRS FoodFast website.
- If the commissioning does not take place within a liturgy, have two baskets with bread from different cultures/countries.

Commissioning Process

Leader:

Yesterday, most of us weren't sure what a FoodFast was or what we would be doing besides not eating. It might have been a little scary to do this, but you have proved courageous, open, creative, passionate, inspirational and generous. You have come to know what it means to go without food and a sense of what that might feel like for many of our brothers and sisters around the world. You have embraced the idea of solidarity. You also know that a commitment to work for food security for all God's people is an important part of the social mission of the Catholic Church and a commitment that we hope you will continue to make long after today!

(If others have been invited to join the commissioning liturgy, invite all of the young people and the adult volunteers who participated in the CRS FoodFast to come forward at this time. Otherwise, invite all youth and adult participants to stand at their seats.)

Let us pray. God of Justice and Love, through your Son, Jesus, you revealed your desire for all of the people of our world to live with dignity and hope. Having food security is essential to that dignity. We know that you are a generous God, and you have blessed our world with more than enough food for everyone. Yet there are people right now who are dying of hunger; there are families around the world who don't know where their next meal is coming from. We pray for them and for all of us, that we may help to feed a hungry world. Amen.

I invite all of the faithful to extend your hands in blessing over the youth.

God, you lovingly created these young people to be disciples of your Son. Bless them as they return home. Fill them with your Spirit that they have the courage, the strength and the faith to work for food security and make our world a better place for all. We ask this in Jesus' name. Amen.

**MASS / PRAYER:
COMMISSIONING
SERVICE**

2 of 2

**5:45 P.M.
DINNER/BREAK THE
FAST/SHARE STORIES**

24-HOUR VERSION

80

Have the adult volunteers help distribute the crosses at this time. Say to each person as he/she receives the cross:

(Name: ____), be Christ's bread for those who hunger.

If this does not take place within a closing mass, as each person comes forward to accept a cross, invite them to partake of the bread to break the fast and as a sign of their commitment to be bread for those who hunger.

End the commissioning by inviting the entire community to pray the *One Human Family, Food for All Campaign Prayer*. For the sending song, sing the song *One Family* by Pasquale Talarico.



one human family, food for all ✱

O God, you entrusted to us the fruits of all creation so that we might care for the earth and be nourished with its bounty.

You sent us your Son to share our very flesh and blood and to teach us your Law of Love. Through His death and resurrection, we have been formed into one human family.

Jesus showed great concern for those who had no food—even transforming five loaves and two fish into a banquet that served five thousand and many more.

We come before you, O God, conscious of our faults and failures, but full of hope, to share food with all members in this global family.

Through your wisdom, inspire leaders of government and of business, as well as all the world's citizens, to find just and charitable solutions to end hunger by assuring that all people enjoy the right to food.

Thus we pray, O God, that when we present ourselves for Divine Judgment, we can proclaim ourselves as "One Human Family" with "Food for All."

AMEN.

APPENDIX I EXTEND THE TIME/ ADDITIONAL ACTIVITY: INSPIRED

1 of 1

If you have extra time, this activity can lead into or accompany the Friday night prayer or Saturday morning prayer. It can also be used at some other appropriate point of the FoodFast on Saturday, or serve as a replacement for the shorter activities on Saturday.



THIS EXERCISE PROVIDES A GREAT OPPORTUNITY FOR SOCIAL MEDIA, PARTICULARLY THE POSTING OF PICTURES.

24-HOUR VERSION

82

OBJECTIVE:

- To encourage the participants to take a deeper look into how they feel about the issues surrounding food insecurity through the lens of inspiration

SETUP/MATERIALS:

- Cut triangles out of colored card stock or construction paper.
- Make copies of the Justice and Solidarity quotes in the Coordinator's manual. Place these across tables with magazines and newspapers full of images.
- Provide metallic Sharpie markers, glue sticks, scissors, hemp cord or thin white string, and push pins for this activity.

PROCESS:

- 1 Introduce this session with the following:

Inspiration comes in all forms and happens at any time, often when we aren't expecting it. What have you heard thus far that has inspired you? Can you describe or define that to someone sitting next to you?

- 2 Allow time for sharing, then continue:

Knowing what we know about food, hunger and access to food now, we might be overwhelmed by the enormity of the issue. It isn't as simple as sending food to hungry people. It is much more complex and requires inspiration, creativity, passion and hard work to figure out a solution. This activity is about naming the issue and all the things we know or feel about it. It's time to take a closer look.

I invite each of you to go to go to the table and choose four or five pictures that speak to you about the issue of food security. Select four or five banner triangles as well, and glue each of your photos on one triangle. On the back of the triangle, write what this photo says to you in one or two words. You can also add phrases from the Justice and Solidarity quote sheets if anything helps you to make a point. When you are finished, glue your finished pieces on the large string by folding over the top and gluing it on the back.

- 3 Give participants enough time to do the activity. When all are finished, hang the bunting/ banners in the prayer space. Praise participants for creating such a moving image about hunger and food security.