

Learning Opportunity: Understanding the Fast

(40 minutes)

1 of 2

FACE THE FAST

Objectives

Through this activity participants will:

- define fasting;
- understand the role of fasting in Scripture and Church tradition; and
- reflect on our call to meet the physical and spiritual needs of our brothers and sisters around the world.

Activity Summary

This activity begins with a discussion of the meaning of fasting, participants' motives for taking part in Food Fast, and their previous experience with fasting. Small groups then discuss Scripture passages related to fasting and enumerate possible benefits of the practice.

Finally, each group will be instructed to choose a Scriptural passage that demonstrates God's call to His people to answer the needs of the poor. The passage that each group adopts will be their "theme" for the duration of the Food Fast. Participants will design a poster that best represents and reflects the message of their passage.

Materials Needed

- flipchart paper
- markers
- tape
- copy of *Scriptural Passages*
- pens/pencils
- poster board (1 piece per small group)
- art supplies

Procedure

Begin this activity by discussing the following questions with the group. Record the responses from the group on the flipchart paper.

- What does it mean to fast?
- Why did you choose to participate in Food Fast?
- What do you hope to learn from your experience of fasting?

Talk about the group's past experience of fasting in their lives (for i.e., fasting during the season of Lent).

- How is a Lenten fast defined? When and why do we fast during Lent?
(Catholics are obliged to abstain from the eating of meat on Ash Wednesday and on all Fridays during the season of Lent. They are also obliged to fast on Ash Wednesday and on Good Friday. Self-imposed observance of fasting on all weekdays of Lent is strongly recommended. *Canons 1249-1253, Code of Canon Law.*)

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FACE THE FAST

Share the following information with the group:

Fasting has been practiced for thousands of years. Scripture reveals its use as a means of penance and calling people back to God, in dedicating our lives to God. Fasting is still observed today by people of many different faith traditions. Invite the group to discuss the benefits of fasting. Make a list of their ideas. Be sure to include the following insights and invite their reflection on the bolded phrases before commenting further.

- **Fasting can help us feel compassion for others.** Feeling the hunger brought on by fasting enables us to experience hunger, similar to the hunger felt every day by those who do not fast by choice, and do not have enough food to eat.
- **Fasting can prepare one to meet a challenge in one's life.** Fasting in combination with prayer is a way to prepare for important events. Fasting can help us focus on specific issues, and clear our minds to be more responsive to God's message.
- **Fasting can benefit others.** You can donate the money you saved by abstaining from a meal or eating simply to benefit our brothers and sisters who are hungry. Catholic Relief Services works on our behalf around the world to assist people who struggle with hunger and poverty, and depends on the support of the Catholic community in the United States.
- **Fasting reminds us that we do not live by bread alone.** Fasting is a way of reminding us that we have spiritual as well as physical needs, and that only God can satisfy our spiritual hunger.
- **Fasting can help make us aware of the difference between wants and needs.** Fasting helps us realize all of the blessings and privileges that we enjoy. When we experience a prayerful fast, we can begin to see that many things in our lives are non-essential luxuries.

Food Fast Theme Posters

After considering the benefits of prayerful fasting, divide participants into small groups and assign each group a *Scriptural Passage*. Each passage addresses physical and spiritual hunger and the ways in which we, as a Christian people, are called to answer the needs of our brothers and sisters around the world. Tell participants that this passage will become their "theme" for the duration of the Food Fast.

Distribute poster board, markers and other art supplies to each group. Invite each group to write their passage in the center of a poster and then surround it with a design that reflects/represents the scriptural message.

Ask each group to share their poster with the large group. To make a connection to the parish or school community, display the posters in a prominent place as a testament to what your group experienced through this Food Fast.

Learning Opportunity: Understanding the Fast

Handout

FACE THE FAST

Scriptural Passages

Matthew 5:6

Blessed are they who hunger and thirst for righteousness, for they will be satisfied.

Matthew 25:35-36

For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me.

Matthew 26:11

The poor you will always have with you; but you will not always have me.

Luke 9:16-17

Then taking the five loaves and the two fish, and looking up to heaven, he said the blessing over them, broke them, and gave them to the disciples to set before the crowd.

They all ate and were satisfied. And when the leftover fragments were picked up, they filled twelve wicker baskets.

John 6:35

Jesus said to them, "I am the bread of life; whoever comes to me will never hunger, and whoever believes in me will never thirst.

Isaiah 58:10

If you bestow your bread on the hungry and satisfy the afflicted; Then light shall rise for you in the darkness, and the gloom shall become for you like midday.

James 2:15-17

If a brother or sister has nothing to wear and has no food for the day, and one of you says to them, "Go in peace, keep warm, and eat well," but you do not give them the necessities of the body, what good is it? So also faith of itself, if it does not have works, is dead.

Deuteronomy 15:11

The needy will never be lacking in the land; that is why I command you to open your hand to your poor and needy kinsman in your country.

Micah 6:8

You have been told, O man, what is good, and what the LORD requires of you: Only to do the right and to love goodness, and to walk humbly with your God.

Learning Opportunity: Solidarity Path

(45 minutes)

1 of 3

FACE THE FAST

Objectives

Through this activity participants will:

- experience the multiple dimensions of poverty;
- learn about and apply the principles of Catholic social teaching; and
- understand our Gospel call to live in solidarity with the poor overseas.

Activity Summary

Participants will learn about the multiple factors that contribute to the perpetuation of poverty in developing countries around the world. Through interactive participation and role-playing, they will “experience” the joys and challenges in the lives of the poor.

At the conclusion of the activity, participants will have an opportunity to discuss some principles of Catholic social teaching and how these can be used to address global poverty.

Materials Needed

- 14 pieces of construction paper (multiple colors)
- copy of *Principles of Catholic social teaching* handout
- scissors
- glue
- markers
- flipchart paper
- tape

Procedure

Preparation

On 7 sheets of construction paper (all different colors), write one of the seven themes of Catholic social teaching on the front.

- Life and Dignity of the Human Person
- Rights and Responsibilities
- Call to Family, Community, and Participation
- Option for the Poor and Vulnerable
- The Dignity of Work and the Rights of Workers
- Solidarity
- Care for God’s Creation

On the back of each sheet, paste the corresponding definition (use *Principles of Catholic social teaching* handout).

Display the principles of Catholic social teaching in a prominent place around the room.

Option: Use *Creating a Fasting Atmosphere: Catholic Social Teaching Mural* to highlight the 7 principles in the activity space.

Place seven sheets of blank construction paper in a line on the floor. These sheets will act as “stepping stones” on the *Solidarity Path*. Feel free to decorate them with pictures from *Faces of the Fast* (see *Multi-media Presentations*) or *Solidarity and Justice Quotes* and *World Poverty & Hunger Data* (see *Setting the Context for Food Fast*).

Learning Opportunity: Solidarity Path

(45 minutes)

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FACE THE EAST

Activity

Divide the participants into two groups:

Group A: This group will represent our brothers and sisters in developing countries around the world. Invite this group to “walk in someone else’s shoes” as if they were our brothers and sisters around the world facing poverty and hunger. Instruct them to stand together at the beginning of the *Solidarity Path*.

Group B: This group will represent the individual nations, humanitarian organizations and global governing bodies that are working in solidarity with the poor to address the multiple dimensions of poverty. Instruct this group to stand in a semi-circle around Group A.

Read the following scenarios aloud. After reading each one, invite both groups to look at the seven themes of Catholic social teaching and decide which principle is being applied in this scenario (there is no single right answer; recommended answers are indicated below). Each group should respond in line with the group they are representing. Discuss practical applications of this principle.

Encourage Group A and Group B to talk to each other, collaborate with each other and listen to each other’s perspectives on the issues. Once both groups agree on a principle and discuss some practical applications and solutions, replace one of the “stepping stones” on the floor with the chosen CST principle. Invite groups to move up one space on the *Solidarity Path*. Repeat until all seven principles have been chosen.

Scenarios:

1. You are an eleven year old boy living in Ghana. Your father died from AIDS when you were nine, and you left school to help care for and support your younger siblings. You would like to return to school, but if you do, your mother will not earn enough to feed you and your siblings. You hear about a school feeding program that is coming to your community. You will receive food every day at lunch, and you can even request a take-home ration that you can share with your family.

(Recommended principle: **Option for the Poor and Vulnerable**)

2. You are a young wife and mother living in a small village in Burkina Faso. Your husband has been struggling to find consistent work, and your small children are not getting the adequate nutrition to support their growth. You are interested in starting your own business in the local market, but you do not have enough start-up money to purchase the necessary supplies. You do not have any credit history, and unless you find a way to finance your business, you will have to borrow from the local money-lenders who are notorious for charging exorbitant interest on their loans. You join a community-based savings bank in your village. The small loan that you receive allows you to purchase your supplies and open a stall in the marketplace. You are able to pay back your loan in full and you still have enough money left over to expand your business.

(Recommended principle: **Dignity of Work and Rights of Workers**)

3. You are a small farmer in Ethiopia. Over the past few years, you have planted the same three crops. This year, you notice that your crops are withering, and your soil is eroding rapidly. You do not have another source of income. You hear that an agriculture program is coming to your area. You join the program and learn about crop diversification, local growing cycles, irrigation techniques and water conservation practices. Now, your crops are plentiful, and your land is healthy.

(Recommended principle: **Care for God’s Creation**)

Learning Opportunity: Solidarity Path

(45 minutes)

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FACE THE EAST

4. You are a woman living in a rural village in Egypt. Work is scarce, and you are frustrated by the perpetual poverty that afflicts your family and your neighbors. You were not sent to school as a child, and now as an adult, you feel powerless to make any real impact on your community. You feel you have no voice in your local government. You hear about a microfinance program that is coming to your village. You and seven other women in your community form a small loans group. You support and encourage one another and you guarantee one another's loans, thereby keeping default rates low. You attend an awareness session together about women's voting rights. Now several members of your group are thinking about running for local office.

(Recommended principle: **Call to Family, Community, and Participation**)

5. You are a day laborer in Peru. Your village lacks even the most basic necessities, including clean drinking water, electricity and public sanitation facilities. Large foreign mining corporations profit from your country's mineral wealth, without adequate regard for the Peruvian people. There is a growing sense of unrest among the laborers, and you worry that violent conflict may break out at any time. You hear about a peacebuilding program that is coming to your community. The program encourages dialogue among workers, grassroots organizations and foreign industries. It strives to promote fruitful collaboration and community development.

(Recommended principle: **Solidarity**)

6. You are a young father with an infant son living in the Philippines. Your son has not received all of his vaccinations because you could not afford the health care costs. You hear about a new health program that is coming to your community. The program will enable you to secure quality health care at an accredited local clinic for a low price.

(Recommended principle: **Life and Dignity of the Human Person**)

7. You are a young factory worker in Mexico. You and your coworkers have been subjected to a variety of labor violations, including arbitrary firings, a lack of basic occupational safety precautions, sexual harassment and breaches in collective bargaining contracts. You hear about several labor rights projects that are being implemented in your community. You are receiving education on your basic rights, and you feel empowered to improve your working conditions.

(Recommended principle: **Rights and Responsibilities**)

Debrief

After completing the *Solidarity Path*, invite participants to discuss what they learned and the new perspectives they gained in this activity.

Ask Group A to explain how it felt to walk in the shoes of the poor and the vulnerable.

- When did you feel powerless? When did you feel empowered?

Ask Group B to share their perspectives on the activity.

- Were you ever tempted to tell Group A how to resolve a problem rather than work with them? Why was it important to work in *solidarity* with Group A?

Ask all participants to reflect on these final questions.

- How can you use the principles of Catholic social teaching to guide and direct your own life and decisions?
- How do agencies, like Catholic Relief Services, use the principle of solidarity in their relief and development work throughout the world?

Learning Opportunity: Solidarity Path

Handout

FACE THE FAST

Principles of Catholic social teaching

Life and Dignity of the Human Person

The human person is the clearest reflection of God among us. Each person possesses a basic dignity that comes directly from our creation in the image of God. Through our actions we must express that each person is precious and the lives and welfare of all people are priorities. This belief is the foundation of all the principles of our social teaching.

Rights and Responsibilities

People have a fundamental right to life and those things that make life truly human: food, clothing, housing, health care, education and security. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

Call to Family, Community, and Participation

We realize our dignity and rights in relationship with others. The first community is the family, where we learn and act on our values. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all.

Option for the Poor and Vulnerable

A basic moral test of our society is how our most vulnerable members are treated. Those with the greatest needs require the greatest response.

The Dignity of Work and the Rights of Workers

Work is an expression of our human dignity. It is more than a way to make a living; it is a form of continuing participation in God's creation. The economy must serve people, not the other way around.

Solidarity

We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that loving our neighbor has global dimensions in an interdependent world.

Care for God's Creation

We show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God's creation.

Learning Opportunity: Global Food Security Summit

(60 minutes)

1 of 2

FACE THE FAST

Objectives

Through this activity participants will:

- define food security and food insecurity;
- identify the causes of food insecurity around the world; and
- discover how these causes are interrelated and explore some possible solutions.

Activity Summary

This activity begins with a discussion of the definition of food security and the causes of food insecurity in developing countries around the world. Participants will receive an overview of the global food crisis of 2008 and the diverse, but interrelated, factors that contributed to this worldwide hunger emergency.

Participants will divide into small groups, and each group will become responsible for one issue that contributes to global hunger. Each group will discuss the issue and how it relates to food insecurity and then present that issue to their peers in a “Global Food Security Summit.”

Materials Needed

- flipchart paper
- markers
- tape
- copy of *Food Security Sector Cards*
- 8 copies of *World Hunger and Poverty Data* (See *Setting the Context for Food Fast*)
- 8 copies of the *Global Food Crisis Case Study* handout
- *Journey Against Hunger* DVD (available for order at foodfast.org)
- newspapers
- magazines
- internet access

Option: Download information on food security before the Food Fast and provide information to participants during their small group work.

Visit www.crs.org/food-security.

Procedure

Part I (15 minutes)

Ask participants to state in their own words what they think it means to be food secure and food insecure. Write these definitions on the flipchart paper.

- What does it mean to be food secure? In terms of *quantity*, *quality* and *variety* of food and *frequency* of meals?
- What does it mean to be food insecure? What are some factors that could contribute to food insecurity for an *individual*, *family*, *community*, or *country*?

Once everyone has had a chance to share their ideas, read these definitions of food security and food insecurity and present the three immediate causes of food insecurity.

- **Food Security:** Having reliable physical and economic access to enough food to meet dietary needs for a productive and healthy life today and in the future.
- **Food Insecurity:** Not consuming a sufficient quantity (or quality) of food to survive; or, if there is sufficient food, not having the good health to absorb the nutrients properly. Food insecurity is measured by low consumption and high malnutrition and mortality rates.

Learning Opportunity: Global Food Security Summit

(60 minutes)

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FACE THE FAST

- **Immediate Causes of Food Insecurity:**
 1. Insufficient **availability** of food.
 2. Lack of physical and economic **access** to food.
 3. Poor biological **absorption** (cannot get enough nutrients from the food).

Option: View *Journey Against Hunger*, which examines three communities in Niger involved in long term projects to ensure food security in their community.

(Runtime: 13 minutes)

Part II (30 minutes)

Divide participants into 8 small groups, and give each group a *Food Security Sector Card*. If you have a large group, each sector can be assigned to multiple groups.

Give the groups the following instructions:

Imagine you are sitting on a panel at a Global Food Security Summit. Each group attending the summit is an authority on a particular sector: water security, agricultural policy, natural resource preservation, income generation, health, education, peacebuilding, and global climate change.

Each group must describe how their sector is related to the global food crisis and why this issue must be addressed in order to achieve global food security. Each group is responsible for making a convincing argument to their peers. Use the newspapers, magazines, World Hunger and Poverty Data, the Global Food Crisis handout, and information from the following websites: Catholic Relief Services, United Nations, Bread for the World, World Health Organization, etc. to support your claims. You can present your report in a variety of ways including performance, poetry, song, diagrams, pictures, newsprint, magazines, etc. At the conclusion of the presentations, the summit participants will vote for the group that has made the most compelling case.

Debrief

After the Global Food Security Summit, invite participants to discuss what they learned and brainstorm ways that global governing bodies and humanitarian aid agencies can address situations like the 2008 global food crisis using a more holistic and integrated approach.

- Is there one sector that is more important than the others?
- How do agencies like Catholic Relief Services play a role in helping communities and individuals be food secure?
- What role do we, as Catholics, have in promoting people's access to food?

Learning Opportunity: Global Food Security Summit

Handout

FACE THE FAST

Global Food Crisis Case Study

In 2008 the world experienced a global food crisis that was concentrated primarily in urban areas, where people must buy all of their food and are at the mercy of volatile markets. People in rural areas who could not produce enough to feed their families also suffered.

Sharp food price increases caused widespread hunger; many families were forced to use as much as 75 percent of their income for food. The crisis triggered riots in cities in several nations. High food prices have brought down governments in the past and could do so again in crises like this one.

Several factors drove the sharp increase in global food prices:

- Increased **demand for food** generally. While production around the world has been increasing, consumption for food, feedstock, biofuels and other commercial uses has been growing at an even faster rate.
- Increased **demand for animal protein**. More affluent societies use large amounts of grain for conversion into dairy, eggs and meat. Conversion uses far more grain than if people simply ate the grain themselves. There have been tremendous increases in dairy and meat consumption in China, India, and other countries where standards of living are rising.
- **Increased fuel prices** which lead to higher transport costs, higher costs of agricultural inputs, such as fertilizer and pesticides, and higher costs of production for commercially produced crops.
- **Drought** in major producing areas. Drought is affecting Australia, the Balkans and the former Soviet Union. Other factors such as mold have affected grain production in South Asia.
- **Food reserves were down** globally. The U.S. Department of Agriculture reported that in 2008 global grain reserves were at their lowest level since 1960. Global stocks of wheat, coarse grains (corn, barley, sorghum, millet and oats) and rice have decreased every year since 2001, with the exception of 2004. In effect, we have been living off of our savings.
- Increase of **grain and oilseed crops diverted for biofuel** production. The use of corn for biofuel affects the price of wheat and rice. The use of palm oil for biofuel affects the price of soybean and other vegetable oils. According to the International Grains Council, biofuel accounted for as much as 6.5 percent of the consumption of the worldwide 2007-2008 crop. As much as 28 percent of the U.S. corn crop went into ethanol production, with plans to increase this amount.
- **More floods, droughts, natural disasters** globally.
- **Export bans and government price controls** are having exacerbating effects on market prices elsewhere.
- Finally, **there have been many years of under-investment in agricultural productivity, particularly in developing countries**. While the food crisis seemed to have appeared suddenly, this lack of investment in agriculture, market infrastructure and related areas combined with the above factors, many of them policy decisions by our government and others, to create the emergency.

(From "The Causes of the Global Food Crisis", Catholic Relief Services
<http://crs.org/public-policy/food-crisis-causes.cfm>)

**Learning
Opportunity:
Global Food
Security Summit**

Handout

FACE THE FAST

Food Security Sector Cards

**Food Security Sector:
Water Security**

Access, infrastructure, sanitation

**Food Security Sector:
Agricultural Policy**

Investment, fair trade, market
infrastructure, small-scale irrigation

**Food Security Sector:
Natural Resource
Preservation**

Soil and water conservation,
soil improvement, crop and
horticultural diversity

**Food Security Sector:
Income Generation**

Microfinance programs,
cash crop production

**Food Security Sector:
Health**

Child survival, maternal and child health,
improved sanitation infrastructure,
HIV and AIDS education

**Food Security Sector:
Education**

Access and equity, quality education,
community participation

**Food Security Sector:
Peacebuilding**

Regional stability, intercultural
(interreligious) collaboration, solidarity

**Food Security Sector:
Global Climate Change**

Environmental stewardship

Learning Opportunity: Seeing the Big Picture of Climate Change and Food Security

(60 minutes)

1 of 1

FACE THE FAST

Objective

Through this activity, participants will:

- examine factors related to climate change and
- explore how climate change affects people's food security.

Activity Summary

In small groups, participants will construct a chart to help them see the big picture of climate change and how it affects food security for people in poverty. The charts can be used in discussion during the Food Fast or to share with the parish or school community after Food Fast.

Materials Needed

- large space
- copy of *Climate Change Chart Instructions* for each group
- copy of *Climate Change Chart Template* for each group
- copy of *Sample Completed Climate Change Chart* for facilitator
- copy of *Impacts of Climate Change Cards* for each group
- tape
- string or ribbon for attaching different sheets together
- colored markers
- colored paper
- scissors

Procedure

Part I

Divide participants into small groups. Provide each group with *Climate Change Chart Instructions*, *Climate Change Chart Template* and supplies so they can begin constructing their chart. Participants will put the chart together on the floor or on a wall depending on space availability.

Challenge groups to come up with a chart that will help them to visualize the connections between the impacts of climate change and food security for those living in poverty.

During the activity, circulate among the groups to assist and encourage groups. Refer to the *Sample Completed Climate Change Chart* for one possible series of connections.

Part II

As groups are finishing, invite them to compare their *Climate Change Chart* with another group. Have them spend time discussing the reflection questions provided in the *Climate Change Chart Instructions*.

Debrief

Invite groups to report out and share their charts with the large group. As a large group discuss:

- What was the most interesting thing you learned in doing this activity?
- What is the most challenging reality of climate change for people in poverty?
- How can we share what we have learned in this exercise with others not at this Food Fast?

Learning Opportunity: Seeing the Big Picture of Climate Change and Food Security

Handout

FACE THE FAST

Climate Change Chart Instructions

Your group will construct a large visual chart that gives information on climate change and its impact on food security for those living in poverty. You will be asked to connect different impacts of climate change with ribbon or string so you can assemble a large chart. The chart will illustrate the domino effects of climate change. Group members can decide how they want to divide up the work.

Part I

With the *Climate Change Chart Template* for reference, construct a chart that connects “Climate Change” to “Global Food Insecurity” using the *Impacts of Climate Change*. Feel free to decorate each *Impact of Climate Change* to elaborate on the impact or to add any information you feel is missing.

As a group, discuss how *Impacts of Climate Change* in each row are related to each other and are factors leading to the impacts in the following rows. Use ribbon or string to connect the impacts that relate to each other. Each impact may be connected to one or more of the others in its own row or in the following row, depending on what your group decides. When you are finished, you will have an interconnected chart leading from “Climate Change” to “Global Food Insecurity”.

Part II

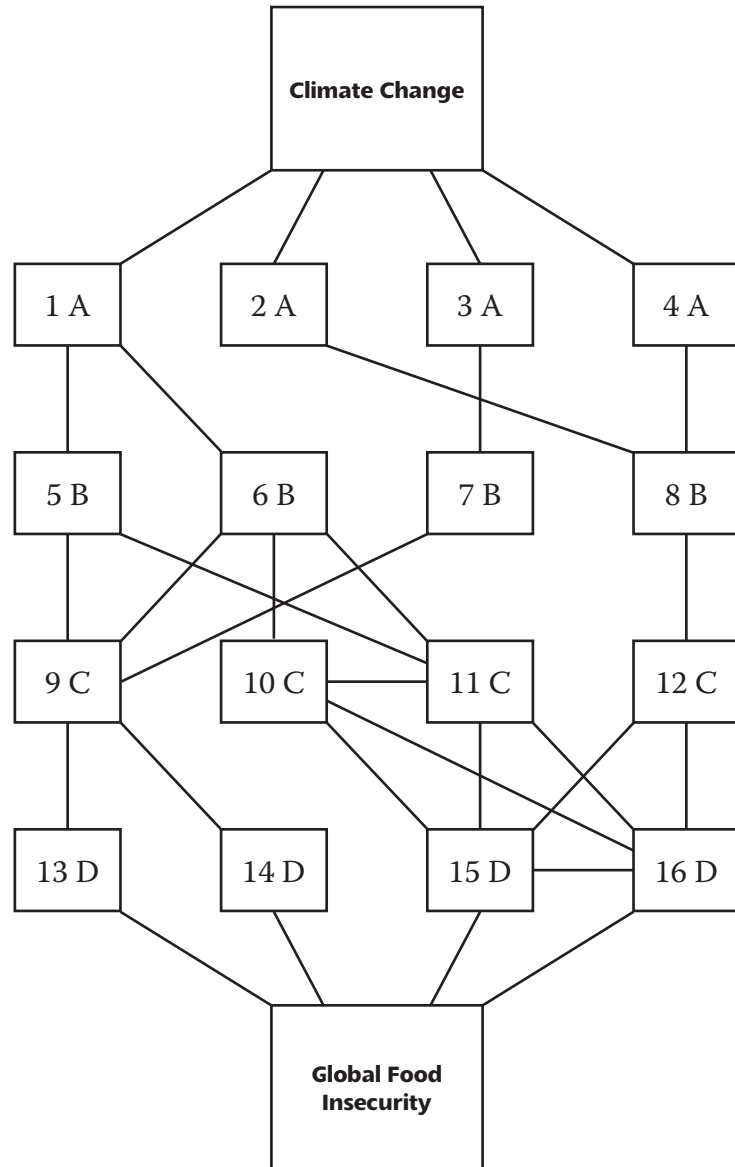
When you are finished, compare your group’s *Climate Change Chart* with another group’s chart. Take some time to discuss:

- Does their chart look similar to the *Climate Change Chart*? What is different? What is the same?
- What connections were easy to make? Which ones were not?
- What connections are most striking to you on the chart you created?
- How is water, too much or too little, related to food security?
- Why is it important to see the big picture related to climate change?
- With whom can you share this exercise, so others can see the big picture?

Learning Opportunity: Seeing the Big Picture of Climate Change and Food Security

Handout

Sample Completed Climate Change Chart



FACE THE FAST

**Learning Opportunity:
Seeing the Big Picture of
Climate Change and Food Security**

Handout

FACE THE FAST

Climate Change Chart Template

Climate Change

1 A

2 A

3 A

4 A

5 B

6 B

7 B

8 B

9 C

10 C

11 C

12 C

13 D

14 D

15 D

16 D

Global Food Insecurity

Climate Change

**More frequent severe storms
(e.g., hurricanes, tornadoes)**

1 A

**Prolonged,
severe droughts**

2 A

**Melting ice caps in
polar regions**

3 A

**Changing weather patterns
altering growing seasons.**

4 A

Landslides

5 B

6 B

Floods

Rising sea levels

Traditional crops unable to grow

7 B

8 B

**Homes, crops,
livelihoods destroyed**

9 C

**Water sources contaminated
limiting access to clean water**

10 C

**Death of livestock
used for food**

11 C

**Reduction in variety of crops
able to grow**

12 C

**People unable to use their
land to grow food**

13 D

**People face extra
expenses to rebuild
homes and community**

14 D

Lack of food in rural areas

15 D

Lack of food in urban areas

16 D

Global Food Insecurity

Learning Opportunity: Moving Toward Food Security

(90 minutes)

1 of 3

FACE THE FAST

Objectives

- To highlight Catholic Relief Services (CRS), U.S. Conference of Catholic Bishops, and other Church responses to the need for environmental justice and food security for the world's poor.
- To demonstrate that on every level, from the individual to the international, people are moving forward in solidarity to address the impacts of climate change on global food security.
- To remind participants that seeing, reflecting and acting in solidarity will have a positive impact on the poor and hungry.

Activity Summary

This activity will allow participants to engage in a life-size board game. Through the moves on the board, the participants will learn how the Catholic Church, including CRS, is responding to the impacts of climate change and what they themselves can do.

Materials Needed

- large space
- 36 sections of newspaper
- marker
- 6-sided die
- copy of *See, Reflect and Act Cards*
- 3 copies of *Food Cards*
- 8 pieces of 8½ x 11 paper
- 16 pins
- 4 baskets or bags

Procedure

Preparation

Use the newspaper sections to make the squares for the game board (10 squares x 10 squares). Following the diagram provided, designate each square as a “See”, “Reflect”, or “Act” by writing the word on the newspaper squares with the marker. You will also have 7 blank newspaper squares and one square that is “start”.

Divide the group into four teams. Have each team decide on a name and choose one team member who will move around the board as the “game piece”. Distribute 2 pieces of 8½ x 11 papers to each team. Have the teams make 2 simple signs with the name of their team that will be pinned on the back and front of the person who will be the team’s “game piece”. Give each team a small basket or bag in which they will collect “food” during the game.

Play

Introduce the activity by telling participants they will be playing a board game to help them see, reflect and act.

We are now going to play a game that will:

- *help us to see what CRS and other Catholic groups are doing around the world today, to ensure food security tomorrow;*
- *ask us to reflect on some issues related to climate change and food security; and*
- *help us focus on some actions we can take in order to respond to climate change and to work towards ensuring food security in the future.*

Learning Opportunity: Moving Toward Food Security

(90 minutes)

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FACE THE FAST

As your team moves around the board, you will have opportunities to collect food. By walking in solidarity with those who hunger through a process of seeing, reflecting and acting, we can begin to understand the lives of those who have limited access to food. If you land on a blank square, your team will not collect any food, indicating that we cannot achieve food security through passivity. The purpose of this game is to see, reflect and act enough times to collect the most food. When there are no more food cards, the game is over.

Each team's "game piece" should go to the "start" square on the playing board. The "game piece" will carry the basket/bag around the board to collect food.

When each of the four "game pieces" is at "start", tell them they can move in either direction after the first roll of the die; after that, they have to stay in the direction they have chosen. There is no advantage to going one way or another.

Team members can take turns throwing the die. As the "game piece" advances he/she will land on squares that have a corresponding action.

- If it's a *See Card*, have the team read a card aloud and ask any questions they might have. Then tell them to select 1 *Food Card*.
- If it's a *Reflect Card*, have the team read a card aloud and answer the question. One or more team members can answer the question. After the question has been answered and any follow-up comments have been made, tell the team to select 1 *Food Card*.
- If it's an *Act Card*, have the team read the card aloud. Invite the team to discuss the action and if they think they can commit to the act. Once the discussion is over, tell the team to select 1 *Food Card*.
- If the team lands on a blank square, take a moment to pause. Invite participants to consider that if one neither sees, nor reflects nor acts, this benefits no one. No *Food Cards* should be distributed.

(If you run out of cards, ask participants to suggest "See", "Reflect" or "Act" statements for the group to discuss. Blank cards are provided if you want to prepare extra "See", "Reflect" or "Act" cards.)

The game is over when no *Food Cards* remain or at least one team has made it around the board. Allow time for the teams to gather and determine how much food they collected. Ask each team to report their total food card tally.

Declare everyone winners because they all were able to collect some food. Ask them to give themselves a big hand!

Debrief

Take some time at the end of the game to ask participants:

1. Do they feel that seeing, reflecting, and acting are important in addressing the root causes of global poverty and hunger? Why?
2. Are they willing to commit to at least one of the action items to care for God's creation? Which one(s)?
3. How will they share what they learned with their friends, family and community?

Learning Opportunity: Moving Toward Food Security

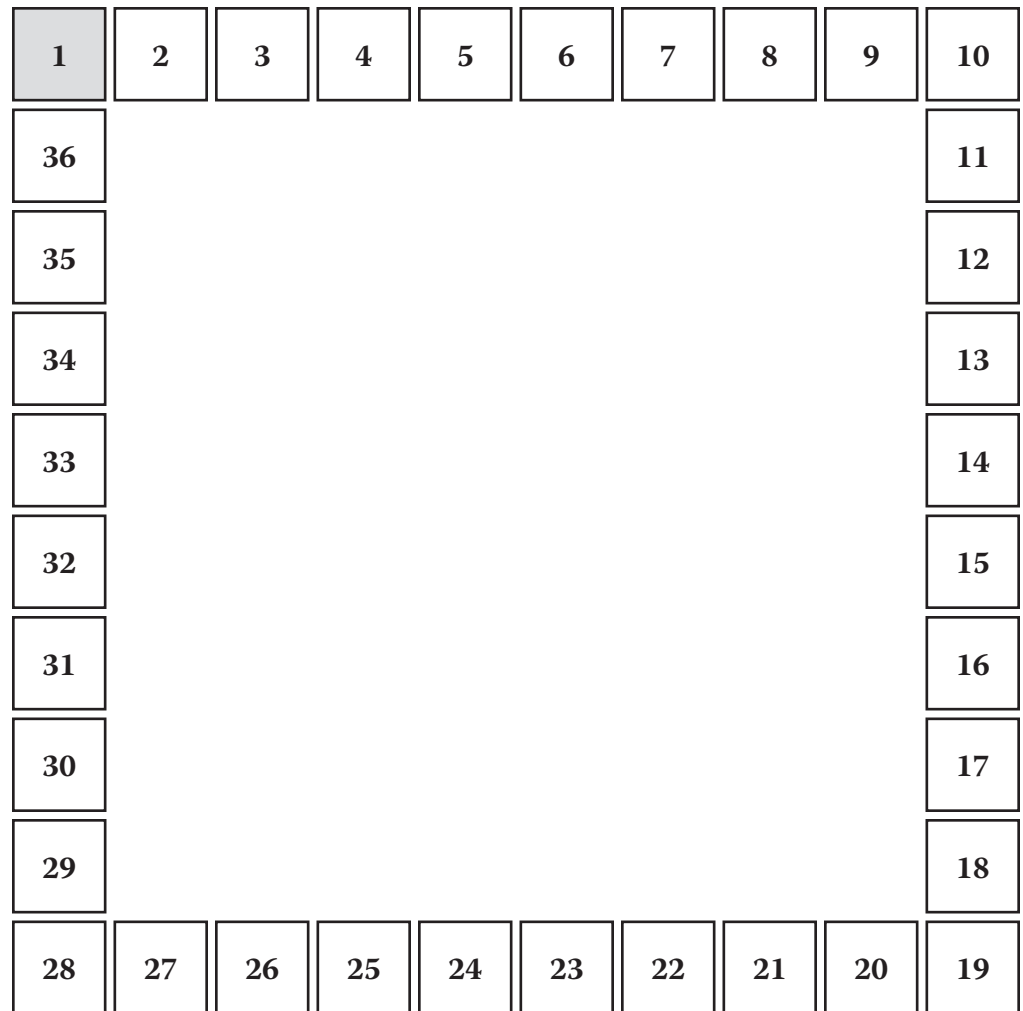
(90 minutes)

3 of 3

FACE THE FAST

Board Diagram

- | | | |
|------------|-------------|-------------|
| 1. Start | 13. Blank | 25. Act |
| 2. See | 14. Act | 26. See |
| 3. Reflect | 15. See | 27. Blank |
| 4. Act | 16. Act | 28. Act |
| 5. Blank | 17. Reflect | 29. Reflect |
| 6. Blank | 18. Act | 30. See |
| 7. See | 19. See | 31. Blank |
| 8. Act | 20. Blank | 32. Reflect |
| 9. Reflect | 21. Act | 33. Act |
| 10. Blank | 22. See | 34. See |
| 11. Act | 23. See | 35. Act |
| 12. See | 24. Reflect | 36. Reflect |



See

CRS sees a way to help impoverished coffee growers adapt to changes in the climate and the growing season: The Coffee Under Pressure (CUP) project, a partnership between CRS and the International Center for Tropical Agriculture (CIAT), will forecast the effects of climate change over the next few decades on coffee-growing communities in Mexico and Central America and help farmers develop various strategies to adapt.

See

Catholics Confront Global Poverty (CCGP), a joint initiative of CRS and U.S. Conference of Catholic Bishops, watches policy and legislation related to issues that affect the poor around the world, including climate change. CCGP invites Catholics to stay up to date on current issues so that they can contact their members of Congress.

See

Caritas Internationalis, the Catholic global aid network based in the Vatican, has seen environmental problems in Bangladesh and now helps local groups there to grow timber on river embankments. The fast-growing wood protects the villagers from tidal surges, river erosion and cyclones that are resulting from climate change and the trees provide them with a food source. The concentration of trees also provides a sink for carbon dioxide, so less CO₂ is released into the atmosphere.

See

CRS recognizes the unusually heavy seasons of rain destroying traditional crops and homes in southern Burkina Faso. CRS vouchers help families in this area buy stronger construction materials and a variety of seeds to help farmers become more resilient to future climate events.

See

CRS sees a way to help farmers in drought-prone areas of India which will be hit hard by climate change: CRS is working with local Church partners to design small dams and other resources to save more water for farming.

See

Trocaire, the Irish Catholic Bishops' organization for development aid, sees the needs of small farmers in La Brena, El Salvador, who need to find alternatives to traditional crops which are not growing well because of changes in the growing season. This organization is bringing in agricultural experts to work with the farmers on new, sustainable crops.

See

CAFOD, the British Catholic Bishops' fund for overseas development, understands the environmental problems in Latin America. This organization supports a reforestation program in Guatemala in order to prevent more frequent mudslides that occur after heavy rains. Thousands of tree seedlings are planted each year, and local people are trained on how to gather and sow seeds for quick and low-cost ongoing planting.

See

CRS witnesses that 98 percent of all people worldwide were affected by a natural or climate-related disaster over the last three decades. To help the poorest members of society survive and recover from these growing tragedies, disaster preparedness and climate change adaptation activities have become critical components of development initiatives.

See

CRS sees at-risk areas in India: CRS is helping communities prepare for more frequent and more violent cyclone seasons by forming emergency response plans, building safe shelters, protecting drinking water, and storing grain so that food will be available in emergencies.

See

CRS sees how farmers in Ethiopia are harvesting fewer crops due to drought and are losing livestock because there is not enough water to keep the animals alive. CRS and its partners have been working in Ethiopia to help communities increase available ground water by protecting the natural resources within their watershed area.

Reflect

GreeND, the Notre Dame University student environmental club, has been empowering students as well as administration to act and advocate for environmental justice. What are the students in your school doing to respond to climate change?

Reflect

We are fortunate to have access to a variety of products that make our lives easier and enjoyable. However, science indicates that manufacturing of many of these products results in increased carbon emissions and other potentially harmful by-products that degrade our environment. What responsibilities do the manufacturers and we, as consumers, have to reduce our carbon footprint?

Reflect

Pope Benedict XVI wrote his annual Message of Peace on climate change. Why do peace and environmental justice go together?

Reflect

More than two dozen Catholic colleges and universities have joined the Association for the Advancement of Sustainability in Higher Education, a group that provides its members with research materials and techniques for encouraging greener campuses. Should Catholic institutions be models of "green" building and operating? Why?

Reflect

The Interfaith Declaration on Climate Change has been signed by churches and religious organizations around the world, including the World Council of Churches, a Protestant network, as well as Muslim, Jewish, and Buddhist groups. Why is this issue so important to so many different faith groups?

Act

You pledge to look ahead every week to see how you can shorten or avoid car trips by carpooling, walking, using public transportation, or other means, remembering how far many people in the developing world must walk every day.

Reflect

Catholics across the United States are taking a pledge to reduce their impact on the environment. Why are Catholics interested in this issue?

Act

You plan an educational seminar or assembly on climate change and food security at your school or parish.

Reflect

As one of the most influential countries in the world, the United States has the potential to be a leader on global poverty and environmental issues. How can we, as citizens and Catholics, urge our leaders to focus on these important issues?

Act

You decide to spend at least 30 minutes each week learning about climate change and other environmental issues and keeping up with the latest on what people of faith are saying and doing about these issues.

Act

You persuade your family to keep your thermostat lower in winter and higher in summer to save energy.

Act

You turn off and/or unplug all appliances (such as your phone charger) when not in use, thereby saving energy.

Act

You make sure that your family runs the dishwasher only when it is full and doesn't use heat to dry the washed dishes.

Act

You commit to say a short prayer every day to help yourself become more sensitive to the environment and to ask that everyone in the global community become enlightened about the link between environmental degradation and food security.

Act

You encourage your family to buy locally grown foods at farmer's markets, thus reducing the carbon emissions of factory farming and lengthy transportation. You do this in solidarity with small farmers around the world.

Act

You take the St. Francis Pledge to Care for Creation and the Poor and commit to reducing your impact on the environment. Learn more at catholicclimatecovenant.org.

Act

You promise to get together once a month with a friend or two to write letters or emails to advocate on the local, national and international level for effective responses to climate change and to applaud companies and governmental offices that are taking positive action for the environment.

Act

You tell at least one person what you learned during Food Fast and invite them to join you on a journey of solidarity with the poor and hungry.

Food

Bag of rice

Food

Basket of apples

Food

5 lb. container
of beans

Food

Bucket of milk

Food

Dozen loaves of bread

Food

Box of leafy
green vegetables

Food

Dozen eggs

Food

Sack of flour

Food

Bag of corn

Food

Crate of tomatoes

Food

Basket of fish

Food

Tin of oil for cooking

Food

Cluster of bananas

Food

Spices and salt

Food

Bag of potatoes

Food

Box of mixed
vegetables

Food

Case of jugs of water

Food

Basket of carrots

Food

Crate with a
variety of nuts

Food

Box of dried fruits