



## Share, Watch and Chat

Module **1**: Opening

Activity Level: Low

**Goal:** In this exercise, participants will watch and reflect on two brief videos that show the connections between hunger and disaster. Participants will engage in a brainstorming activity before learning about the work of disaster response and the interrelated variables in this topic.

### MATERIALS

- A computer with Internet connection
- Projector with audio
- Video 1: “Can’t Turn Away,” disaster response video (<https://vimeo.com/140331348>)
- Video 2: “The Ebola crisis needs your help now: Lutheran Disaster Response” (<https://vimeo.com/140720002>)
- This appeal video is about how the ELCA has supported the Lutheran Church in Liberia before the Ebola crisis in the country – two hospitals (Phebe and Curran) and meals for quarantined communities and homes. It also highlights the agency and capacity of the people in the countries to help themselves.
- Two half-sheets of paper and a pen or pencil for each participant

### INSTRUCTIONS FOR PRESENTER

Welcome the participants to the session on disaster and hunger. To prepare everyone’s hearts and minds for the time together, choose one of the prayers and/or hymns listed below.

### PRAYERS

If a specific disaster has prompted the use of the toolkit curriculum, you are encouraged to consult the various worship resources provided by Lutheran Disaster Response. These topical worship resources include responses to hurricanes, violence, wildfires and other disasters.

1. Loving God, in the communion of Christ, we are joined with the trials and sufferings of all. Be with those who endure disasters of all kinds. Protect those in the path of danger. Open the pathway of evacuations. Help loved ones find one another in the chaos. Provide assistance to those who need help. Ease the fears of all and make your presence known in the stillness of your peace; through Jesus Christ, our Savior and Lord. Amen (from Worship Resources for Natural Disasters, [www.ELCA.org/Resources/Lutheran-Disaster-Response](http://www.ELCA.org/Resources/Lutheran-Disaster-Response))
2. God of compassion, we thank you for gathering us this day and helping us to learn how we can serve those most in need. Help us to see the ways in which we can work with our brothers and sisters in the world to make adequate food, clothing and shelter a reality for all people. By your Spirit move us to affirm the dignity of all people and to work for just laws that protect the most vulnerable in society; through Jesus Christ, our Savior and Lord. Amen. (Adapted from prayers for “The poor,” Evangelical Lutheran Worship, p. 79)
3. Look with mercy, gracious God, upon people everywhere who are affected by disaster and hunger. Rouse us from our complacency and help us to eliminate suffering wherever it is found. Strengthen those who seek equality for all. Grant that everyone may enjoy a fair portion of the abundance of the earth; through your Son, Jesus Christ our Lord. Amen. (Adapted from prayers for “The oppressed,” ELW, p. 79)
4. Use a prayer of your own or invite a member from the group to offer one.





## SONG SUGGESTIONS

- “All Earth Is Hopeful/Toda La Tierra”  
This Far by Faith #47
- “When the Storms of Life Are Raging”  
This Far by Faith #198
- “For the Fruit of All Creation”  
Evangelical Lutheran Worship #679
- “When Pain of the World Surrounds Us”  
Evangelical Lutheran Worship #704

## INSTRUCTIONS

Hand out two half-sheets of paper and a writing utensil to each participant. Instruct participants to write responses to the following questions on one sheet of paper:

1. How might disasters be connected to poverty and hunger?
2. Why do you think it is important for the ELCA to respond to disasters?

**Optional:** After everyone has finished writing, tell the group to crumple their pieces of paper and toss them around to each other a few times (may look similar to a snowball fight). After the pieces of paper have been thoroughly tossed around, have the group stop and have each person hold one piece of paper. Have each participant read the answer to the first question on the paper they are holding. Inform the group that it does not matter if they ended up with their own piece of paper. The activity is designed simply to hear some ideas before watching the video.

Watch the first video and then compare the answers they wrote with what was in the video.

## Points to emphasize during discussion:

- The video the group just viewed refers to “ELCA Disaster Response.” Lutheran Disaster Response is now the disaster response program of the ELCA.
- Recovery efforts for many of the disasters featured in the video are ongoing even though the disasters occurred several years ago. Lutheran Disaster Response is committed to long-term recovery efforts.
- People living in poverty are most affected by disasters. It is much more difficult to recover from a disaster and to prepare for future occurrences when there are limited resources available.
- Hunger and disaster are strongly connected. In many places where a disaster strikes, it is those that are already experiencing hunger that lose crops and other stored food as a result of a disaster.
- There are various needs for each individual, family and community affected by a disaster. While it would be convenient if there were one solution for all disaster survivors, the reality is there are several interconnected variables that are affected by disaster. The ELCA aims to provide sustainable rehabilitation to communities and must respond in many ways, according to the community and the needs of the situation.
- Lutheran Disaster Response and ELCA World Hunger are distinctive and effective because of the focus and commitment to relationships and support before, during and after disasters.
- The ELCA plays an important role in disaster response. Through our partnership with congregations around the world, we help restore, prepare and heal communities to mitigate future disasters.

**Discussion questions:**

1. What connections did you see between hunger and disaster in the video? How was the answer you wrote before the video similar or different from what you saw? What surprised you and/or what did you learn through the video?
2. Why do you think it is important for the ELCA to respond to disasters? (You can read what you wrote down or share what you learned through the video.) Why are we as the church called to respond to disasters? What unique assets do you think the church brings to disaster response?
3. Why do you think the ELCA works with companion synods? What could be some advantages to partnership and collaboration when it comes to responding to disasters around the world?
4. How do you think climate change is related to the occurrence of disasters?
5. In what ways could a family's economic circumstance affect their ability to respond to disaster? Why do you think those living in poverty are most affected by disaster?

Before watching the second video, instruct the group to respond to the following question on their second piece of paper:

What kinds of programs do you think Lutheran Disaster Response supports? Write down as many as you can think of.

Again, instruct the group to have another "snowball fight," stopping after the papers have been thoroughly mixed up. Have each person read the answers on the paper they are holding. Watch the second video and then discuss it (starter questions provided below), highlighting the points to emphasize from above.

**Video 2 discussion questions:**

1. What kinds of programs did Lutheran Disaster Response support during the Ebola crisis in West Africa?
2. What groups did the ELCA partner with to support these initiatives?
3. What in the video surprised you or what had you had not thought of before?
4. Why do you think it's important that the ELCA responds to disasters with a variety of supplies and resources?
5. What connections did you make between the first and second video?
6. What are some advantages of having long-term relationships with international partners when a disaster strikes?



When you have completed the Opening Module(s), proceed to

Module

2

Learning



# Infrastructure Jenga

Module **1**: Opening

Activity Level: **Medium**

**Goal:** To understand the importance of infrastructure and how long-term sustainable development (the method Lutheran Disaster Response’s partners use overseas) reduces people’s vulnerability to future disasters.

## MATERIALS

- One stacking pieces game (e.g., Jenga)
- Marker or pen to write on blocks (optional)
- Flipchart paper or chalkboard and writing utensil

## INSTRUCTIONS FOR PRESENTER

Welcome the participants to the session on disaster and hunger. To prepare everyone’s hearts and minds for the time together, choose one of the prayers and/or hymns listed below.

## PRAYERS

1. God of compassion, we thank you for gathering us this day and helping us to learn how we can serve those most in need. Help us to see the ways in which we can work with our brothers and sisters in the world to make adequate food, clothing and shelter a reality for all people. By your Spirit move us to affirm the dignity of all people and to work for just laws that protect the most vulnerable in society; through Jesus Christ, our Savior and Lord. Amen. (Adapted from prayers for “The poor,” Evangelical Lutheran Worship, p. 79)
2. Look with mercy, gracious God, upon people everywhere who are affected by disaster and hunger. Rouse us from our complacency and help us to eliminate suffering wherever it is found. Strengthen those who seek equality for all. Grant that everyone may enjoy a fair portion of the abundance of the earth; through your Son, Jesus Christ our Lord. Amen. (Adapted from prayers for “The oppressed,” ELW, p. 79)
3. Use a prayer of your own or invite a member from the group to offer one.

## HYMN SUGGESTIONS

- “All Earth Is Hopeful/Toda La Tierra”  
This Far by Faith #47
- “When the Storms of Life Are Raging”  
This Far By Faith #198
- “For the Fruit of All Creation”  
ELW #679
- “When Pain of the World Surrounds Us”  
ELW #704

## INSTRUCTIONS FOR PRESENTER

In this opening activity, participants will build two structures and experience the effects of disaster on differently equipped infrastructure systems.

## INSTRUCTIONS

1. In this opening activity, participants will build two structures and experience the effects of a human-caused disaster on differently equipped infrastructure systems.  
Define “infrastructure” for the group: Infrastructure includes the systems, structures and facilities a community needs to survive. Ask them what might be included in “infrastructure.” (See the list at the end of this activity for examples.)
2. If possible, write the examples of infrastructure on some of the blocks for the game.





3. Split the participants into two groups. Instruct each group to choose a name for their community. **Community One is urban, in a large metropolitan area, while Community Two is rural.** Provide Community One with 30 pieces and Community Two with 24 pieces. Instruct each group to construct a tower with 10 levels. Each group must stack their blocks in typical Jenga-tower style – ideally, three pieces each level, with the next level placed perpendicular to the one below (so if level one is placed east-west, the second is placed north-south).
3. Obviously, the group with 24 pieces cannot make the full three in each row in order to create 10 levels, so this group is free to use the blocks they have in any way they want to build a stable, 10-story tower. (For example, three-block levels for the first few, then missing the middle blocks as they go up).
4. Allow 3-5 minutes for tower building. If you have written infrastructure terms onto the blocks, make sure the participants read them aloud as they build the towers. Note that if the infrastructure terms are written on the blocks, they do not have to be placed in any specific order.
5. Read through the following timeline of the disaster and how it affects each community. Allow about 30-45 seconds after each event for the communities to respond. The time is meant to be a bit rushed to indicate how communities must sometimes make quick decisions in the midst of disaster.

### Read aloud

Citizens, your communities are in a small, landlocked African country. The delicate peace between a rebel group and the government collapsed two days ago when a government official was assassinated. Fighting between the official military and the rebels and their respective supporters has spread across the country. Listen to the following events to find out how this disaster will affect your community. As we play, you will be asked to remove blocks from your tower and put them into a common pile between the two groups. If any of the structures fall during this exercise, they should be rebuilt to the same level with the same number of pieces where they left off.

**Event 1:** The president of your country has declared war on the rebels and their supporters. Other governments have closed their embassies and required tourists and workers from their countries to flee. The national television station has reported attacks all over your region.

*Community One: remove no blocks*

*Community Two: remove no blocks*

**Event 2:** In order to stop the spread of violence and apprehend rebels, the government has shut down major highways around large cities. Travel by car is severely restricted. The television station has reported that people have been killed as they tried to enter cities.

*Community One: remove 1 block*

*Community Two: remove no blocks*

**Event 3:** Rebels moving through the countryside have attacked and looted merchants and small businesses. As a result, many of them have closed, and their owners have fled. The markets in many rural areas have shut down out of fear of violence, leaving farmers with no place to sell their produce.

*Community One: remove no blocks*

*Community Two: remove 1 block*

**Event 4:** After reporting on civilians killed by the military, the government shut down several major newspaper publishers. The same week, rebels bombed the offices of the national television station, killing dozens of employees. Independent radio operators have tried to stay on the air, but it is difficult to avoid capture, and listeners cannot trust the news they hear.

*Community One: remove 1 block*

*Community Two: remove 1 block*

**Event 5:** The region's largest power plant was bombed in the middle of the night, thrusting much of the region into darkness. Cities were particularly affected, but the few rural areas with electricity lost it overnight.

*Community One: remove 2 blocks*

*Community Two: remove 1 block*



**Event 6:** Rebel groups have started seizing land and homes in the countryside to build bases for their operations. Many families are forced at gunpoint to gather what they can and leave.

*Community One: remove no blocks*

*Community Two: remove 2 blocks*

**Event 7:** With stores shuttered, roads closed and farms abandoned, the food shortage across the region deepens. The few urban stores that are still open have very little on their shelves.

*Community One: remove 1 block*

*Community Two: remove 1 block*

**Event 8:** The conflict has kept many families hiding in the wilderness, far from their homes and any towns, with little food in weeks. With support from Lutheran Disaster Response and ELCA World Hunger, an ELCA missionary who evacuated early in the conflict is able to get food to the families for their immediate needs and seeds that they can plant to start growing food for the duration of the conflict.

*Community One: remove no blocks*

*Community Two: add 2 blocks*

**Event 9:** An international coalition has launched counter-attacks against the rebels, but intense bombing has destroyed the sewage systems in many areas. Human waste has contaminated the water supply, toilets cannot be flushed, and cases of water-borne diseases have risen significantly.

*Community One: remove 1 block*

*Community Two: remove no blocks*

**Event 10:** With support from Lutheran Disaster Response, many families and individuals have been able to get past roadblocks to leave the country. They were offered shelter and medical care in a refugee camp managed by The Lutheran World Federation.

*Community One: add 2 blocks*

*Community Two: add 2 blocks*

1. Take a moment to observe the difference between the structures. Did either of the towers collapse? What does this mean for the people in these communities at this point in the game and looking ahead? (Participants should get the idea that recovery will be long-term and costly.)
2. What were the aspects of the disaster that were things you had not thought of (e.g. loss of power, blocked roads, closed markets, etc.)?
3. How might an armed conflict make it more likely for people to go hungry?

**After the conflict:** The facilitator/reader should be the one to distribute the blocks to the communities from the common pile (unless otherwise noted). The blocks should be added back into the structures.

**Event 11:** The power plant in the region has been repaired and is now functioning, though with much less capacity than before. Electricity still is not reaching rural areas.

*Community One: add 1 block*

*Community Two: add no blocks*

**Event 12:** Both communities have homes and buildings that were destroyed and need to be rebuilt. For people in rural Community Two, neighbors have helped rebuild simple, temporary homes on their land. The urban homes of Community One will take much longer to rebuild, but work has begun.

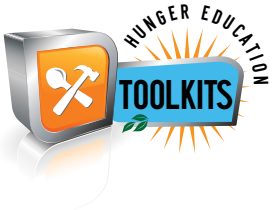
*Community One: add 1 block*

*Community Two: add 2 blocks*

**Event 13:** ELCA World Hunger provides emergency funding to two churches in the region, which also coordinate delivery of food to the people most in need. This helps people in both communities.

*Community One: add 1 block*

*Community Two: add 1 block*



**Event 14:** With funding from Lutheran Disaster Response, a local group has started training men and women to repair water and sewage systems. After they fix the current system, they will also have the knowledge necessary to obtain jobs in this field.

*Community One: add 2 blocks*

*Community Two: add 2 blocks*

**Event 15:** Child refugees from the urban areas of the region had access to education while in the camp. This was supported by funding from Lutheran Disaster Response. When they return to Community One, they are able to continue their studies.

*Community One: add 1 block*

*Community Two: add no blocks*

**Event 16:** A program supported by ELCA World Hunger and Lutheran Disaster Response helps provide seeds and livestock to farmers in the region who lost their harvest and animals in the conflict. In addition, they are able to get training in raising different kinds of livestock and in raising crops that are resistant to natural disasters like droughts. This will help lower the risk, and thus the cost, of crops they take to local markets or sell in larger cities.

*Community One: add 1 block*

*Community Two: add 2 blocks*

### Discussion questions:

1. What observations can we make about how human-caused disasters affect rural communities compared to communities in urban areas?
2. Why is it important to focus on long-term sustainable development and disaster preparedness and recovery? (Main points: To reduce the impact of a disaster on a community, to reduce vulnerability to future disasters, it is how we live in accompaniment, because it is an issue of justice).
3. What might we say from the events in this game about how conflict affects hunger? Why is it important to work for peace if we want to end hunger?
4. What other events might the communities have faced?
5. How did ELCA World Hunger, Lutheran Disaster Response, and their local partners work together to help the communities?

The ELCA is part of an international alliance called Action by Churches Together, or ACT Alliance. When a disaster strikes, either a natural disaster like a flood or a human-caused disaster like a conflict, ACT Alliance members pool their resources to support local partners responding to the disaster. In this way, Lutheran Disaster Response can be a key part of a response that is local, efficient and effective. You can learn more about ACT Alliance at [www.actalliance.org](http://www.actalliance.org).

Human-caused disasters can cause rates of hunger and malnutrition to skyrocket. For this reason, ELCA World Hunger supports efforts toward peace-building, training in household practices to provide food if markets close, and education, health care, and food provision in refugee camps. With Lutheran Disaster Response, ELCA World Hunger is a vital ministry among and with people affected by forces outside of their control.

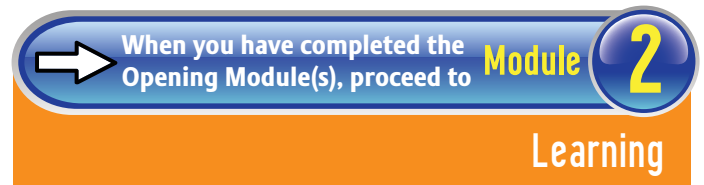


### LIST OF INFRASTRUCTURE TERMS

- Agriculture and food systems (arable land, grocery stores, food production)
- Defense-industrial base (military, national guard, roads, highways, airports, sea ports, public transportation)
- Energy systems (electricity, power grid, gas stations, pipelines)
- Public health and healthcare facilities (hospitals, clinics, medical professionals, water filtration systems, waste water treatment)
- National monuments and icons (Pentagon, The White House, the Eiffel Tower)
- Banking and finance systems (banks, stock market)
- Chemical facilities
- Commercial facilities (insurance companies, small businesses)
- Dams
- Emergency services (first responders, fire department, police department, state troopers)
- Nuclear power systems
- Communications systems (radio, telephone, Internet, cellular service)
- Government facilities (court system, local government, regional government, federal government)

Or, more simply:

- Electric power
- Gas and liquid fuels
- Telecommunications
- Transportation
- Waste disposal
- Water supply
- Food production and distribution
- Banking







# Disaster Timeline

**Goal:** Participants in this activity will have a better understanding of the phases and long-term work of disaster response.

## MATERIALS

- Cards describing various phases and steps in a disaster response. The cards are provided below; print and cut them out before the lesson.
- Tape or pins

## INSTRUCTIONS FOR PRESENTER

You will need a room with a cleared floor or wall space from one side to the other. This space will represent your timeline with one side being three months before the disaster and the opposite side being one year after the disaster. Set out the other timeline cards spaced appropriately. There is an international and domestic option for you to use as time and interest allow. Before this lesson, print and cut the cards. There are three options for doing this activity. Option 1 is for one large group. Options 2 and 3 are for two smaller groups. Decide which option you will use and how you will divide into smaller groups if you use option 2 or 3.

### Read aloud

Disasters can bring a great deal of chaos to the lives of those affected as they struggle to make sense of what has happened. Yet, even in the midst of this chaos, many actors are moving to mount a response. This response can take the form of physical help, like rebuilding a home, or emotional/spiritual help, like crisis counseling. The goal is to assist those affected by disaster as they move toward their “new sense of normal.”

In this activity we will follow one family as they move through the few months before a disaster to the first year of response. We will look at the different phases of disaster response and the possible activities associated with each of these phases.

## INSTRUCTIONS

### Option 1 – One Large Group

- Step 1:** Post or lay out the timeline cards in the room, from “Three Months Before” to “One Year After.”
- Step 2:** Hand out the five response-phase cards and ask the participants to order them chronologically on the timeline as they see fit.
- Step 3:** Hand out either the domestic or international disaster response step cards and have participants lay them out in the order that they think best fits the timeline.
- Step 4:** Pass out the disaster-and-response events cards and ask participants to place the cards under the phase that seems most appropriate.
- Step 5:** Ask the group to step back and review their timeline. If they have any changes they would like to make, give them a moment to do so. Invite them to discuss their timeline, using the questions below as prompts to guide discussion. After the discussion, read this typical order of events for a disaster response (domestic or international, depending on which your group focused on):

### Disaster/response steps – domestic (in order of typical occurrence)

1. Flood warning issued
2. Sandbagging efforts
3. River overruns banks
4. Family’s home is flooded
5. Disaster shelter opens
6. Emergency services/first responders arrive





7. News crews arrive
8. Family stays at shelter
9. News crews leave
10. Family moves into temporary trailer
11. Volunteers coordinated to help clean out family's home
12. Family visits food pantry
13. Long-term recovery services begin
14. Family meets with disaster case manager
15. Family begins to rebuild home

### Disaster/response steps – international

(in order of typical occurrence)

1. Drought occurs
2. Crops die
3. Well dries up
4. Family leaves home
5. Family arrives at Lutheran World Federation refugee camp
6. News crews arrive
7. Family registers at transit center
8. News crews leave
9. Family receives tent assignment
10. Family receives medical care
11. Family receives food and water rations
12. Children begin school
13. Family returns home

### Option 2 – Two smaller groups (same disaster type)

**Step 1:** Give each group the five response phases cards and ask them to put them on the timeline how they see fit.

**Step 2:** Hand out the same disaster response steps (domestic or international) to each group and have them put the cards on the timeline in whatever order they wish. Inform participants that they must choose one card to associate with the moment of disaster (marked by the Disaster!! card).

**Step 3:** Have the two groups explain to each other why they chose the ordering on their timeline. Use the questions below to discuss possible similarities and differences between the two types of responses.

### Option 3 – Two smaller groups (different disaster types)

**Step 1:** Give each group the five response phases cards and ask them to put them on the timeline how they see fit.

**Step 2:** Hand out to each group different disaster response steps (one domestic and the other international) and have them put the cards on the timeline in the order they wish. Let them know they need to lay only one card on the moment of disaster.

**Step 3:** Have the two groups explain to each other why they chose the ordering on their timeline. Use the questions below to discuss possible similarities and differences between the two types of responses.

### POINTS TO EMPHASIZE

- **Disaster recovery takes longer than people think.** While news and media coverage is short-lived, recovery continues. The phases of disaster are **mitigation** (risk reduction), **preparedness**, **disaster occurrence**, **immediate rescue**, **relief** and **recovery**. These phases typically progress over time by a rule of 10, based on the duration of immediate rescue following a disaster. For example, if immediate rescue following a flood takes two weeks or 14 days, relief will take 10 times longer, approximately 140 days or 4.5 months. Recovery will take about 10 times longer than that, or almost four years (45 months).
- **Volunteers – too early.** Having volunteers show up too early during a disaster can actually cause more harm than good. This is because those affected by disaster are still processing the situation during the initial days/weeks/months and are particularly vulnerable emotionally. Also, the site may be too dangerous for unskilled or untrained individuals. In international situations there is the added layer that volunteers may not have the proper language or cultural training for the context. In situations when



volunteers show up too early or without proper training, those who are tasked with responding to a disaster may have to take time away from their response to engage volunteers.

- **Volunteers – when needed.** The above point is not to belittle the powerful and necessary gift volunteers bring in response to disasters. They are a major part of a comprehensive disaster recovery. The goal is to show that their ability to be most helpful is during the later relief and recovery phases, not early on during the immediate rescue phase.
- **ELCA World Hunger programs.** The food pantry in the domestic scenario and the refugee camp in the international scenario are types of programs sponsored by ELCA World Hunger. Perhaps ask participants how they see these programs of our church focused on hunger and poverty work as related to our church's work in disaster response.

### QUESTIONS FOR DISCUSSION

1. Describe the timeline your group created.
2. Why did you decide to associate your particular card with the moment of disaster?
3. How would the emotions of the family change as they move through the different points in the disaster response? (You could use a scale like 1 to 10 or descriptive words like happy/sad/angry.)
4. What surprised you about the response?
5. Where are some of the places that the church might be active or could have been active in the response?
6. How do news stories of a disaster help raise awareness? How do they fall short of telling the whole story?
7. What do you think happens after the first year?
8. How might the recovery process look different for this family if they are poor? Middle class? Wealthy?

9. How do you think the response is funded? (Mention government assistance programs, faith-based groups, other non-profit aid organizations.)
11. How do you think hunger is connected to disaster? Where in the timeline might the family experience hunger or be vulnerable to hunger?

### HELPING AFTER A DISASTER: THE DO'S AND DON'TS

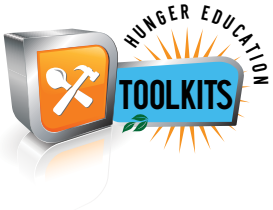
- Don't travel to a disaster area to volunteer on your own.
- **Do** work with partner organizations to volunteer, such as the National Voluntary Organizations in Disaster network [www.nvoad.org/](http://www.nvoad.org/).
- Don't volunteer too soon or without proper training.
- **Do** take the lead from the local community and leaders.
- Don't send clothes.
- **Do** ask what is needed.
- Don't send "stuff" that is not asked for or needed in the community experiencing the disaster.
- **Do** give to Lutheran Disaster Response at [www.ELCA.org/disaster/donate](http://www.ELCA.org/disaster/donate) and ELCA World Hunger at [www.ELCA.org/hunger](http://www.ELCA.org/hunger) to support immediate, long-term and ongoing recovery efforts and relationships.



When you have completed the Opening Module(s), proceed to

Module 2

Learning



RESPONSE PHASE CARDS

<p><b>Mitigation</b> (disaster risk reduction)</p>	<p><b>Disaster preparedness</b></p>	<p><b>Immediate rescue</b></p>
<p><b>Relief</b></p>	<p><b>Recovery</b></p>	



TIMELINE CARDS

<p><b>3 months before</b></p>	<p><b>Disaster!!</b></p>	<p><b>3 months after</b></p>
<p><b>6 months after</b></p>	<p><b>9 months after</b></p>	<p><b>1 year after</b></p>



DISASTER AND RESPONSE EVENTS – domestic

<p><b>Flood warning issued</b></p>	<p><b>Sandbagging</b></p>	<p><b>River overruns banks</b></p>
<p><b>Family's home is flooded</b></p>	<p><b>Disaster shelter opens</b></p>	<p><b>Emergency services/first responders arrive</b></p>
<p><b>News crews arrive</b></p>	<p><b>Family stays at shelter</b></p>	<p><b>News crews leave</b></p>



DISASTER AND RESPONSE EVENTS – domestic

**Family  
moves into  
temporary  
trailer**

**Volunteers  
coordinate to  
help clean out  
family’s home**

**Family visits  
food pantry**

**Long-term  
recovery  
services begin**

**Family meets  
with disaster  
case manager**

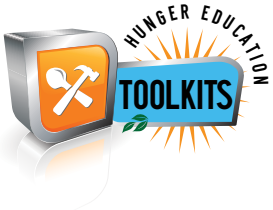
**Family begins to  
rebuild home**



DISASTER AND RESPONSE EVENTS – international

<p><b>Drought occurs</b></p>	<p><b>Crops die</b></p>	<p><b>Well dries up</b></p>
<p><b>Family leaves home</b></p>	<p><b>Family arrives at LWF refugee camp</b></p>	<p><b>News crews arrive</b></p>
<p><b>News crews leave</b></p>	<p><b>Family receives tent assignment</b></p>	<p><b>Family receives medical care</b></p>





DISASTER AND RESPONSE EVENTS – international





# Accompaniment Bible Study

Module **2**: Learning

Activity Level: Low

**Goal:** By engaging Luke 24:13-33 (Walk to Emmaus) and discussing a short video about life affected by disaster, participants will begin to understand the concept of accompaniment.

## MATERIALS

- A printed version of Luke 24:13-33 (or a Bible for each participant)
- A computer with Internet connection to watch “The Ebola crisis needs your help now – Lutheran Disaster Response” video. Video can be accessed at <https://vimeo.com/140720002>.
- Projector with audio
- A copy of the discussion questions for the leader (below) and the “Accompaniment in Practice” list (page 2)

## INSTRUCTIONS FOR PRESENTER

Read Luke 24:13-33 three times with a 20-second pause after each reading. Participants should be instructed to listen for key words or phrases and use the 20-second pause to reflect more deeply on those words or phrases that have captured their imagination.

## QUESTIONS FOR DISCUSSION

After the reading and independent reflection on the text, invite the participants to share their thoughts with each other. After this conversation, engage the following questions:

1. What did Jesus do in the text?  
Note the following:
  - Jesus first asks, “What are you discussing”? (verse 17)
  - Jesus listened to the frustrations expressed by the disciples. He cared to hear the affected tell their story, although he already knew what had happened (verses 19-24).
  - Jesus “opens up the Scriptures” (verses 27 and 33).
  - After listening to their story, Jesus shares his story.

2. How did the disciples know the person with them was Jesus?
3. What does this story say to you about where you encounter the risen Christ?

### Emphasize:

We share our story, knowledge and skills as we walk with those affected by disaster. Jesus accompanies the disciples for seven miles without announcing who he is.

Jesus doesn’t seek to glorify himself on the journey. Instead, he comes to them (where they are), cares to listen to their story, shares his own and walks with them as they process their sorrow.

1. What did the disciples do in the text? Could what they experienced in Jesus’ death be described as a disaster?

Discussion points connecting the text to disaster:

- They walked and reflected about what had happened to their “lifeline.”
- Jesus, their security for a better future, had just been taken from them.
- They engaged Jesus’ question and shared their sorrow and uncertainty.
- Jesus evoked trust by listening to their story and sharing his own.
- This interaction led to an invitation: They asked Jesus to remain with them and share a meal. Jesus agreed, stayed and broke bread.
- “Their eyes were opened” – the disciples recognized their friend and Jesus disappeared.



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**Emphasize:**

People who survive a natural disaster feel lost; their sense of security has been shaken, and they become anxious about the future. We accompany and are accompanied by people throughout our shared journey toward sustainability. Once we and those who walk with us are “fed,” we all called to serve other communities in need. The disciples went back and shared with others what they had learned and helped to spread the good news.

**VIDEO**

“The Ebola crisis needs your help now: Lutheran Disaster Response” <https://vimeo.com/140720002>

Watch the video and address the following questions together:

1. What did you know about the impact of the Ebola crisis?
2. What did you hear in the video that you had not considered before?
3. How does our faith call us to accompany our neighbors in Liberia, Sierra Leone and Guinea?
4. How might our church help our neighbors in our own communities and around the world?
5. How might our church be helped by accompanying our neighbors in our own communities and around the world?
6. How might our companions accompany us?
7. Explore the definition of “accompaniment” according to the ELCA and use the “accompaniment in practice” characteristics to share possible ways of walking with others toward sustainable living.

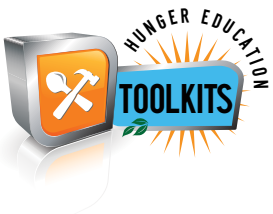
**Definition of Accompaniment (according to the ELCA)**

Accompaniment: “Walking together in solidarity that practices interdependence and mutuality.”

**ACCOMPANIMENT IN PRACTICE**

Learn more at <https://www.elca.org/Our-Work/Global-Church/Global-Mission>,

- **Respecting local autonomy**  
Mission is the responsibility of the local church. The ELCA is responsible for its mission in the U.S. and Caribbean. Outside the U.S. the ELCA follows the lead of its companion churches as they determine how mission should be done in their context. We hear, advise or challenge our companions while remaining open to and respectful of their priorities and seeking to use our resources to support them.
- **Investing in local priorities**  
Accompaniment means listening carefully, understanding key local priorities, and channeling funds to support those priorities. In some companion churches, this may mean mission personnel; in others, it may mean direct grants for local ministries led by local leaders.
- **Moving from *power over* to *power with***  
Accompaniment challenges us to move from “power over” to “power with and among.” It calls us to share our resources and our decision making and to make decisions mutually, as equals.
- **Acknowledging gifts and assets**  
“None are so poor that they don’t have something to give. None are so rich that they don’t have something to receive,” says Josiah Kibera, a former bishop of the Evangelical Lutheran Church in Tanzania and former president of The Lutheran World Federation. Accompaniment challenges us to see beyond needs and begin to recognize non-material gifts and talents like skills, credibility, integrity and respect.



- **Building capacity**

Our generous tendency to want to “do for” can create dependency between companions. Dependency is avoided when we invest in building up one another’s capacity to proclaim and serve by sharing knowledge, insights, personnel, resources and experience. ELCA mission personnel and funds help build the capacity of companion churches; the ELCA’s capacity to proclaim and serve in our multicultural society is also built as we learn from our companions. The process is mutual.

- **Developing and encouraging local leadership**

Lutheran missionaries who helped start new church bodies also saw the need to work themselves out of their jobs by encouraging the development of local leaders. Through ELCA international and in-country scholarships, companion churches have educated 700 pastors, bishops, seminary professors and experts in health care, library science, development, finance and other specialized areas. Grants supporting seminaries, theological extension programs, and church-sponsored schools and universities have opened education to tens of thousands more. As a result, local leaders occupy positions once held by missionaries in most national Lutheran churches.

- **Supporting local evangelism**

“Evangelism is best done by local people who know the context very well,” says Bishop Joseph Bvumbwe of the Evangelical Lutheran Church of Malawi. Most new believers respond to local evangelists and church leaders who speak their language and understand their culture. The ELCA supports local evangelism efforts through grants, scholarships and personnel. In places where there is no Christian church, the ELCA partners with neighboring churches and ecumenical partners to proclaim the good news and serve in response to human need. Where such collaboration is not possible, the ELCA engages in such mission directly.

- **Intentionally collaborating**

Many churches collaborate in global mission. In Tanzania alone, for example, the ELCA is one of 13 national Lutheran church bodies and mission agencies in partnership with the Evangelical Lutheran Church of

Tanzania — not to mention the 20 ELCA synods who are companions to the dioceses of the church. Collaboration among these partners is critical in order to reduce duplication of effort, maximize resources, support local priorities, and strengthen effective local ministry.

- **Seeking sustainability**

A sustainable ministry lasts a long time. It’s something that the companion can fund, staff and manage for years on its own. In one sustainable water program supported by the ELCA, for example, the companion church trains local leaders to visit villages to assess local water quality, teach people about waterborne diseases, and train them to maintain a filtration system that ensures clean water. What’s the opposite? Showing up, installing the filtration system, and leaving — without making sure that everything is in place for the ministry to continue. Sustainability also takes lots of time. It means working together to understand the context, recognizing local assets, utilizing outside resources to fill gaps, and building capacity for the long term. And that’s the ELCA’s priority: to increase the capacity of both the ELCA and its companions in other countries to participate in God’s reconciling mission through proclamation and service.

- **Participating globally for local engagement**

The global and the local are no longer separate. Global warming, immigration, and energy prices all point to ways that we are interconnected. A financial crisis, a war, or a severe storm in one region can cause significant problems in other regions of the world, too. By learning together, we can better understand the gifts — and the challenges — our communities have. This helps us respond more effectively in our own contexts.



When you have completed the Learning Module(s), proceed to

Module

3

Closing and ACTION



**Goal:** To introduce participants to Lutheran Disaster Response and how our church works together with partners to reduce peoples' vulnerability to the impact of disasters,

## MATERIALS

- Case studies (provided)
- Discussion questions (provided)

Ask the group these questions:

1. What disasters might our community face? (Examples might include fire, flooding, storms, etc.)
2. What disasters have we heard of other communities facing?
3. Turn to a neighbor and ask each other, "What would be your biggest need if a disaster struck your community?" (Note: Some might say that their needs depend on what kind of disaster. To get conversation started, suggest that they choose a specific example. After everyone comes back together, use this as a "teaching moment" to talk about how disaster response needs to be adaptable to different needs and different situations. Lutheran Disaster Response works with local partners and through disaster case managers to help respond to various needs in different situations. Look for this in the case studies.) Have the pairs share their answers with the whole group.

Introduce the case studies: Lutheran Disaster Response supports programs in the United States and around the world that help people who have been affected by disasters or who may be at risk of future disasters. By working with partners and companions, Lutheran Disaster Response can adapt to complex situations and meet diverse needs. In these case studies, you will hear more about two such situations. Allow 20 minutes to read the case studies and to discuss the questions.

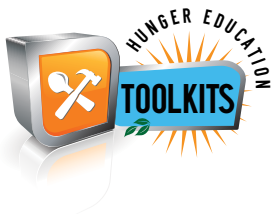
## CASE STUDY #1:

### Lutherans respond to wildfires in California

In Southern California and the Southwest region of the United States, disasters, particularly wildfires, display a connection between climate change, disaster and hunger. A changing climate in California means lower annual rainfall and longer dry seasons. As a result, communities are susceptible to more frequent and intense wildfires.

Three years ago, a family living in Southern California was notified of wildfires in the surrounding area. After hearing the news, they **evacuated their home** and **went to a shelter** in the community. They learned that wildfires had spread to their neighborhood and destroyed most of the homes in the area. Although the family was devastated by their loss, they **visited the recovery center** at a local ELCA church to receive assistance. Lutheran Disaster Response, working through a local partner, had set up the recovery center at the church. Disaster case managers were available to help families get the assistance they needed, and the congregation's food pantry helped meet their immediate needs. The disaster case manager worked with the family to create a recovery plan and connected them with agencies offering resources to disaster survivors. The importance of relationship between the community and the ELCA congregation proved to be extremely helpful for the community members. While **some agencies provided food**, others **provided clothing, water or medical assistance**. Volunteers from local Lutheran, Episcopalian and Baptist congregations worked together to **rebuild homes**. The assistance from Lutheran Disaster Response and connections with other agencies and churches eased the process to rebuild their life.



**Discussion Questions:**

1. How were Lutheran Disaster Response and ELCA congregations active in the community after the disaster?
2. Based on what you heard in this case study, how might climate change, disaster and hunger be connected?
3. How might communities benefit when Lutheran Disaster Response and ELCA congregations work in collaboration with other agencies and churches to respond to disasters?

**CASE STUDY #2:****Disaster preparedness in India****Read aloud**

The coastal region of India has experienced changing weather patterns and a greater frequency and intensity of natural disasters, including cyclones, floods and droughts. Residents **faced food shortages** during a disaster, **destruction of homes and shelter** and unsanitary living conditions.

In the state of Orissa, India, local residents practice disaster preparedness to reduce the impact of floods and other disasters. Instead of waiting to respond to a disaster, these preparedness projects helped residents adapt to the changing weather patterns and reduced their vulnerability to hunger and other effects of a disaster.

Residents learned how to **reinforce homes and structures**. They learned how to **safely store food** during and after emergencies. There are still challenges that communities face following a disaster, like **setting up a grain bank** in other villages to reduce hunger following a disaster.

Through its membership in the ACT Alliance (Action by Churches Together), the ELCA funds projects such as these that display the value of **cooperation with others** to help those most in need.

**Discussion Questions:**

1. What challenges did people experience within the community?
2. How did you see climate change, disaster and hunger connected in this case study?
3. In what ways did the community prepare for disaster?
4. Why do you think disaster preparedness is valuable for communities?

**CASE STUDY #3:****Typhoon Haiyan – long-term recovery**

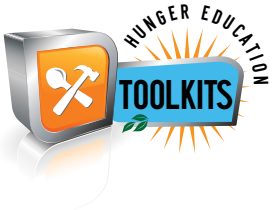
On Nov. 8, 2014, Typhoon Haiyan, known locally as Typhoon Yolanda, crashed into the central Philippines. The storm **destroyed or damaged more than 1 million homes**, leaving almost **4 million people without shelter**. Within 10 days of the storm making landfall, Lutheran Disaster Response began working with Lutheran World Relief to distribute **shelter repair kits**.

The storm damaged many **water systems**. More than 240 community **water filtration units** have been installed and more than 88 wells have been constructed or repaired. **Hygiene kits** were delivered to more than 65,000 people. Efforts continue as Lutheran Disaster Response works with partners to construct **family latrines** that will assist more than 11,000 people.

**Cash-for-work** activities, such as **debris removal** or **cleaning out irrigation canals**, were started to give people an opportunity to **help rebuild their communities** while also **earning income** to provide for their families.

Many non-food items such as **kitchen sets, mosquito nets, baby-care kits** and **school kits** were distributed immediately after the storm to help families with short-term needs. More than 16,000 people received a **solar lamp**, which serves not only as a light source but also a power-charging station that requires no electricity.

**Food sources were depleted** after the storm and **harvests were interrupted**. Working with the National Council of Churches in the Philippines, more than 20,000 people received **food baskets** with rations for two-week periods as needed.



To help improve resilience to future disasters, two multi-purpose community centers and evacuation shelters will serve as venues for **disaster preparedness training workshops** in non-disaster times. Workshops also teach people about the importance of **evacuation** and **relocation** before a storm.

**Discussion questions:**

1. What immediate challenges did people experience within the community after the disaster? What long-term challenges did people experience?
2. Why is it important for Lutheran Disaster Response to respond to both immediate and long-term recovery?
3. What might be some advantages to congregations working together through Lutheran Disaster Response to respond to situations like this?
4. What connections between disaster and hunger did you hear in this case study?
5. Why do you think disaster preparedness is valuable for communities?

When you have completed the Learning Module(s), proceed to **Module 3**

**Closing and ACTION**



# A Disproportionate Disaster

Module **2**: Learning

Activity Level: High

**Goal:** To demonstrate the challenges people with different economic circumstances experience after a disaster.

## REQUIREMENTS AND MATERIALS

- At least three participants – if there are more than three individuals, divide participants into groups of three
- Cut out included cards – family profiles, needs, insurance, loans, prepare, disaster, relief and recovery
- Game board – provided
- One six-sided dice
- Three game pawns

## INSTRUCTIONS FOR PRESENTER

Welcome participants to the session on disasters and hunger. To invite people into the experience, choose one of the prayers and/or hymns listed below.

### PRAYERS

1. God of compassion, we thank you for gathering us this day and helping us to learn how we can serve those most in need. Help us to see the ways in which we can work with our brothers and sisters in the world to make adequate food, clothing and shelter a reality for all people. By your Spirit move us to affirm the dignity of all people and to work for just laws that protect the most vulnerable in society; through Jesus Christ, our Savior and Lord. Amen. (Adapted from prayers for “The poor,” Evangelical Lutheran Worship, p. 79)
2. Look with mercy, gracious God, upon people everywhere who are affected by disaster and hunger. Rouse us from our complacency and help us to eliminate suffering wherever it is found. Strengthen those who seek equality for all. Grant that everyone may enjoy a fair portion of the abundance of the earth; through your Son, Jesus Christ our Lord. Amen. (Adapted from “Prayers for the oppressed,” ELW, page 79)

3. Use a prayer of your own or invite a member from the group gathered to offer one.

### SONG SUGGESTION

- “All Earth Is Hopeful/Toda La Tierra”
- “This Far By Faith” #47
- “When the Storms of Life Are Raging” (TFBF #198)
- “For the Fruit of All Creation” (ELW #679)
- “When Pain of the World Surrounds Us” (ELW #704)

## INSTRUCTIONS

*Divide participants into three groups. Hand out a family profile to each group. Have participants read their profiles aloud.*

### Read aloud:

Disasters can affect people’s lives in a lot of ways. The same disaster can also affect each individual in many ways. Depending on factors like economic circumstances or available support networks, a person’s ability to prepare for a disaster and to restore their life afterward can vary significantly. In this game we will see that many of the same factors that make someone vulnerable to hunger can make them especially vulnerable during and after a disaster.

You have been divided into three groups. Family 1 is well-fed, has resources saved up for emergencies and has insurance. Family 2 is moderately food insecure, meaning they have the ability to feed themselves but have little savings for emergencies and cannot afford insurance. Family 3 is severely food insecure, meaning they are not sure whether they will have food from day to day, and has little to no savings or insurance.



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In this activity we will be simulating how the groups are affected before, during and after a disaster. Access to resource cards will represent the impact of hunger in the midst of disaster.

Before we start, there are some important definitions to cover:

### **Federal Emergency Management Agency (FEMA) —**

This agency is part of the U.S. Department of Homeland Security. FEMA's primary purpose is to coordinate response to a disaster on U.S. soil when local and state authorities need additional assistance. In order for FEMA to be deployed to an area to provide aid, a state of emergency must be declared by a state governor. A formal request for a FEMA response must also be made. When a disaster is declared FEMA provides experts and funding for immediate response as well as the longer recovery period.

**Lutheran Disaster Response —** This is a ministry of the Evangelical Lutheran Church in America. It accompanies a community facing disaster with immediate relief all the way through long-term recovery. Lutheran Disaster Response works both domestically and globally in responding to disasters. It works with an extensive network of affiliates in the United States to connect those affected by disaster to the resources they need. Often a Lutheran Disaster Response affiliate works alongside many community partners to support a family by providing a disaster case manager who helps them assess their needs and connects them with resources available in the community to address their needs. The affiliate may also provide construction and volunteer management services and arrange for volunteers to help a family repair or rebuild their home.

**Affiliates and partners —** The emphasis in disaster response in the United States, is on the 4 C's — cooperation, collaboration, communication and coordination — among groups that share the same goal: to help a community recover from, and prepare for, a disaster. Effective disaster response requires coordinating the hard work of many people and working together.

Lutheran Disaster Response works with synods, affiliates and other partners. The role of the synod will vary from state to state and from disaster to disaster. Lutheran Disaster Response affiliates are social ministry organizations that are part of the Lutheran Services in America network. As a network, Lutheran Disaster Response is a part of the National Voluntary Organizations Active in a Disaster and works with many faith-based or secular partners, such as the Salvation Army, the American Red Cross, Catholic Charities, the United Methodist Committee on Relief, Jewish Federations of North America, Islamic Circle of North America and others. It is not unusual, for example, to find a Lutheran agency handling case management, a Mennonite ministry coordinating home rebuilding, and a Baptist ministry providing food or temporary housing all working together to help families with funding that may have come from another partner.

## STAGES OF A DISASTER

There are several stages of disaster response:

**Prepare —** This stage occurs well before a disaster is imminent. Preparing includes careful planning, including stocking up on supplies, creating an evacuation plan and buying insurance.

**Disaster —** A disaster can be unpredictable and the length of this phase is often unknown. Threats from the disaster can continue to arise even after the relief stage begins. Disasters can be caused by the natural environment (floods, tornadoes) or by humans (conflict, genocide, fire).

**Relief —** This is the immediate response and includes protecting people from further damage. Most of the work in the relief stage requires providing people with life-saving necessities.

**Recovery —** This stage is focused on long-term efforts and returning lives to normal. A large portion of recovery efforts is tied with financial assistance to help families stabilize and return to their pre-disaster lives. This stage can often last for years after a disaster. In the United States, this is the phase on which the work of Lutheran Disaster Response is focused.



### RESOURCE CARDS

**Fresh Food** — This card represents the food predominantly available to people who are food secure. Healthy, nutritious food is a crucial resource. It is important to one's overall wellbeing to have access to a variety of food, including grains, protein, fresh fruit and vegetables. Access to this food may become more difficult during a disaster due to lack of access to storage (like a freezer), the closing of markets and stores and delays in shipping.

**Canned Food** — This card represents food that is much cheaper but may lack nutritional value. This food often makes up the diet of someone who is food insecure. This food is easier to store and access during a disaster, however, the ability to prepare this food may decrease.

**Shelter** — Shelter can provide valuable protection in a time of disaster. It is important to be prepared with a shelter that can withstand a variety of possible threats.

**Medical** — Medical resources can include basic first-aid knowledge, a collection of supplies and access to health facilities like a hospital. In disasters, this resource can be crucial to survival as the destruction of a disaster is unpredictable and has the potential to cause many injuries, from minor to fatal. In disasters, hospitals may be overwhelmed, and transportation to care facilities may be difficult.

**Water** — In many disaster situations, water supplies can be cut off, restricted or contaminated making access to this most basic resource difficult.

**Sanitation** — Sanitation is closely connected to water. Adequate sanitation can help people protect themselves from bacteria and infection. This includes access to hand washing, garbage disposal and proper human-waste disposal facilities. A disaster can complicate a family's sanitation situation as facilities could be destroyed or not working.

**Clothing** — It is important to be prepared with clothes that can provide protection from a variety of elements.

Invite the group to listen to the following descriptions:

**Family 1:** As the wealthiest group, you are well-fed and able to engage in disaster preparedness. You will receive all of the resources to be prepared for a disaster — fresh food, shelter, medical, water, sanitation and clothing. In addition, you will receive an insurance card because you are able to afford protection in case a disaster hits. Your path to recovery will be quicker than others' paths, so each time you take a turn, move one extra space.

**Family 2:** As a group you are moderately food insecure — your household has problems at times or anxiety about accessing adequate food, but the quality, variety and quantity of your food intake are not substantially reduced. You have not been able to adequately prepare for a disaster due to your current level of food insecurity. Before starting the game, you may choose three resource cards.

**Family 3:** As a group you are severely food insecure — your household has reduced quality, variety and desirability in your diet, but the quantity of food intake and normal eating patterns are not substantially disrupted. You have not engaged in disaster preparedness. However, if a disaster comes, you will be able to use what little supply you already have to help you get by. Before starting the game, choose two resource cards for your family.

After each family has received their resource cards, read the following:

If you did not choose a medical card, you will lose your first turn as you wait for an appointment at a clinic.

If you did not choose a canned food card, you have to wait in line at a local pantry to get food for your family. You must roll a 4, 5, or 6 in order to start the game.

If you did not choose a water card, your family must wait in line at a local church for bottled water. You must roll a 1, 2, or 3 to start the game.

If you are missing more than one of these cards, you lose your first turn and must roll a 1, 2, or 3 to start the game.

Now that you know your family's situation, we will begin the game and go through the stages of disaster. We will continue through the rest of the stages by playing a board game.



## GAME INSTRUCTIONS

In this game, your community will face the devastating effects of a major flood. Family 1 will start first. Family 2 and 3 will follow, respectively.

When it is your turn, roll the dice and move your game piece accordingly.

Instructions for each space are explained below:

- **Spaces (Prepare, Disaster, Relief, Recovery)** —

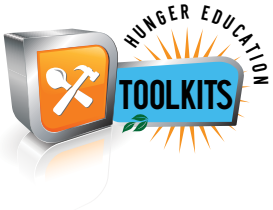
When you land on one of these spaces, pick up the corresponding card, read the scenario aloud, and follow the instructions. Some of them may have specific instructions based on your family's profile, so be aware of that.

- If your scenario tells you to move forward, move and then your turn is over. If you move and land on another stage space, do not take another card. Your turn is over.
- If you have no resource cards left and land on a disaster, you lose your turn.
- **Stop sign** — Everyone must stop at this space. Follow these instructions:
  - If you have **insurance**: On your next turn, you will be able to take the path over the bridge. This is the shortest path to recovery that you will have due to the insurance your family holds.
  - If your family is **uninsured**: You have been able to get your family on the waitlist to work with a case manager funded by Lutheran Disaster Response. Since the demand is higher than the capacity to help, you must roll the dice and see if your family was selected from the list. If you roll a 1, 2 or 3, your case manager is able to start helping you right away. You may now take the bridge to recovery because this help will aid in connecting you to the necessary resources to bring your family

to recovery. If you roll numbers 4, 5 or 6, you unfortunately must continue to stay on the waitlist. There may be an opportunity for you later in the game to get connected with a Lutheran Disaster Response case manager. For now, continue on the straight, longer path.

- **Last space (final recovery)** — Once you finish the game, it is time to determine where your family is at in the recovery stage. Count up your resource cards and determine how many you have fulfilled. If you have multiples of the same resource, count them as one. The maximum number of resources you can have is six.
  - **6 resources fulfilled** — Your family has reached the final stage of recovery. You are beginning to return to your “new normal.” However, you recognize that others in your community are still not quite as well off as you. Your family continues to follow a plan for disaster preparedness, in case another disaster happens. You are also more aware of the work of ministries like Lutheran Disaster Response and their affiliates in your community. You and your congregation now give a portion of your gifts to support Lutheran Disaster Response.
  - **4-5 resources fulfilled** — Your family is nearing the end of recovery, although things aren't quite back to where they were before the disaster. It may take a little more time, but you remain hopeful as you are able to get connected with the right organizations to continue your work to find your new normal.
  - **3 or less resources fulfilled** — Your family is still early into the long recovery phase. You must continue to seek out the resources and support available to your family. It will take time, but your hard work will eventually benefit your family immensely.

Now that you are finished with the game, let's talk about it. Here are some questions.



## REFLECTION QUESTIONS

1. What surprised and/or challenged you in this activity?
2. What challenges did each group face? What challenges might all of the families face? What unique challenges would be particular to families 2 and 3?
3. What factors made the disaster more challenging for family 3?
4. How did this activity show the disproportionate effects of a disaster on different economic groups?
5. How might different disasters, such as an earthquake vs. a war, demand different responses from ministries like Lutheran Disaster Response? How would your group's experiences differ, depending on the type of disaster you faced? Would they differ?
6. Why do you think Lutherans are called to respond to disasters?
7. How can your family better prepare for different types of disaster? What kinds of disasters are you and your family most vulnerable to in your community?
8. How can the church help communities reduce the risks of a disaster? What might your congregation do to help your community in a time of disaster?
9. Knowing how disasters are experienced differently by people with different needs, what might be some fair and effective ways to prepare and respond to a disaster?
10. Which cards stood out to you as you played the game?



When you have completed the Learning Module(s), proceed to **Module**

**3**

**Closing and ACTION**



## FAMILY PROFILES

### FAMILY 1

- **Members:** mother, father, two children
- **Food security:** high
- **Insured:** yes
- **Beginning resource cards:** Medical, Fresh Food, Shelter, Water, Sanitation, Clothing
- **Additional benefit:** Move one extra space on every turn.

### FAMILY 2

- **Members:** mother, one child
- **Food security:** moderate
- **Insured:** no
- **Beginning resource cards:** Three of your choosing

### FAMILY 3

- **Members:** mother, father, three children, grandmother
- **Food security:** low
- **Insured:** no
- **Beginning resource cards:** Two of your choosing





RESOURCE CARDS

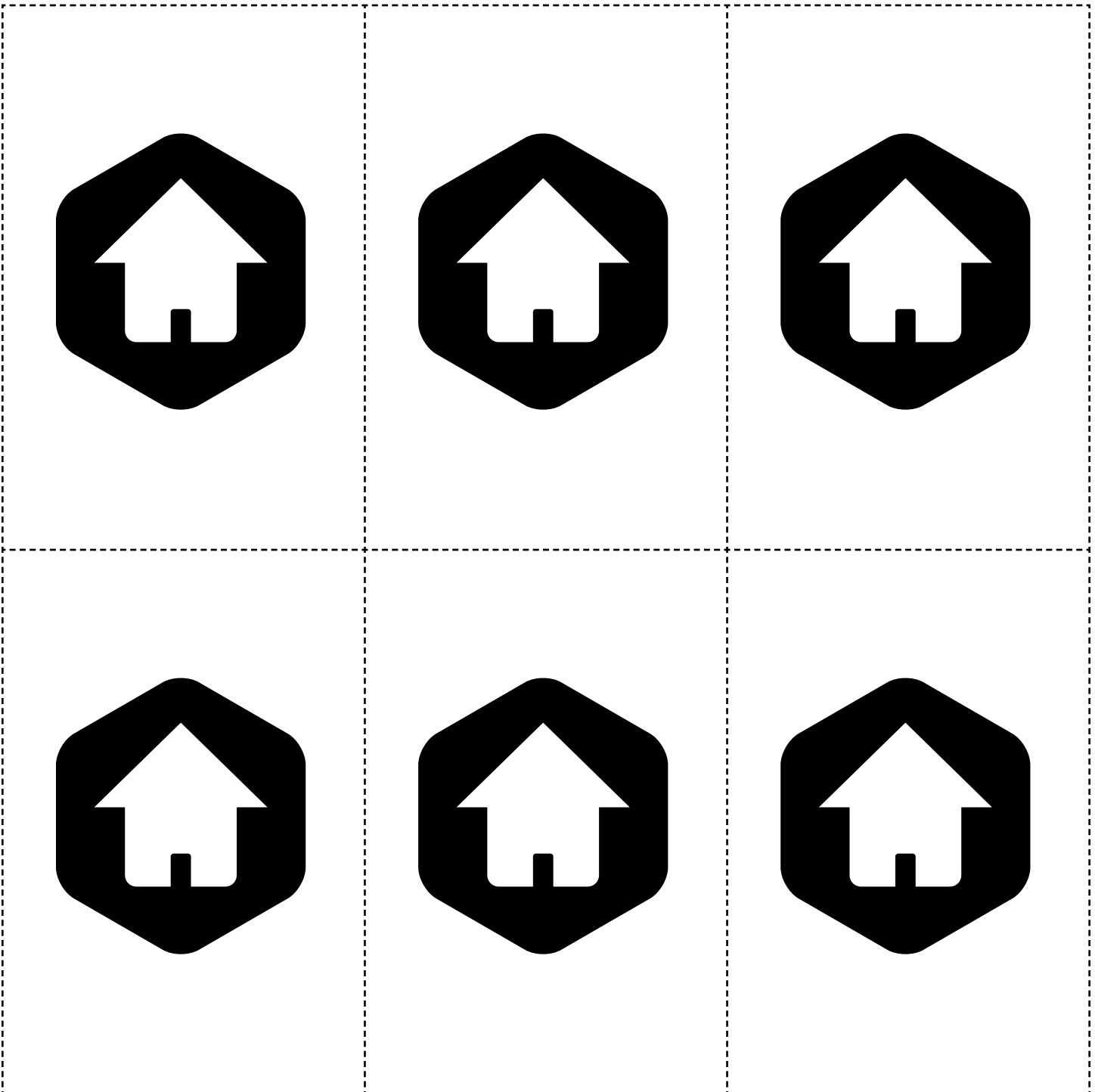
CANNED FOOD





RESOURCE CARDS

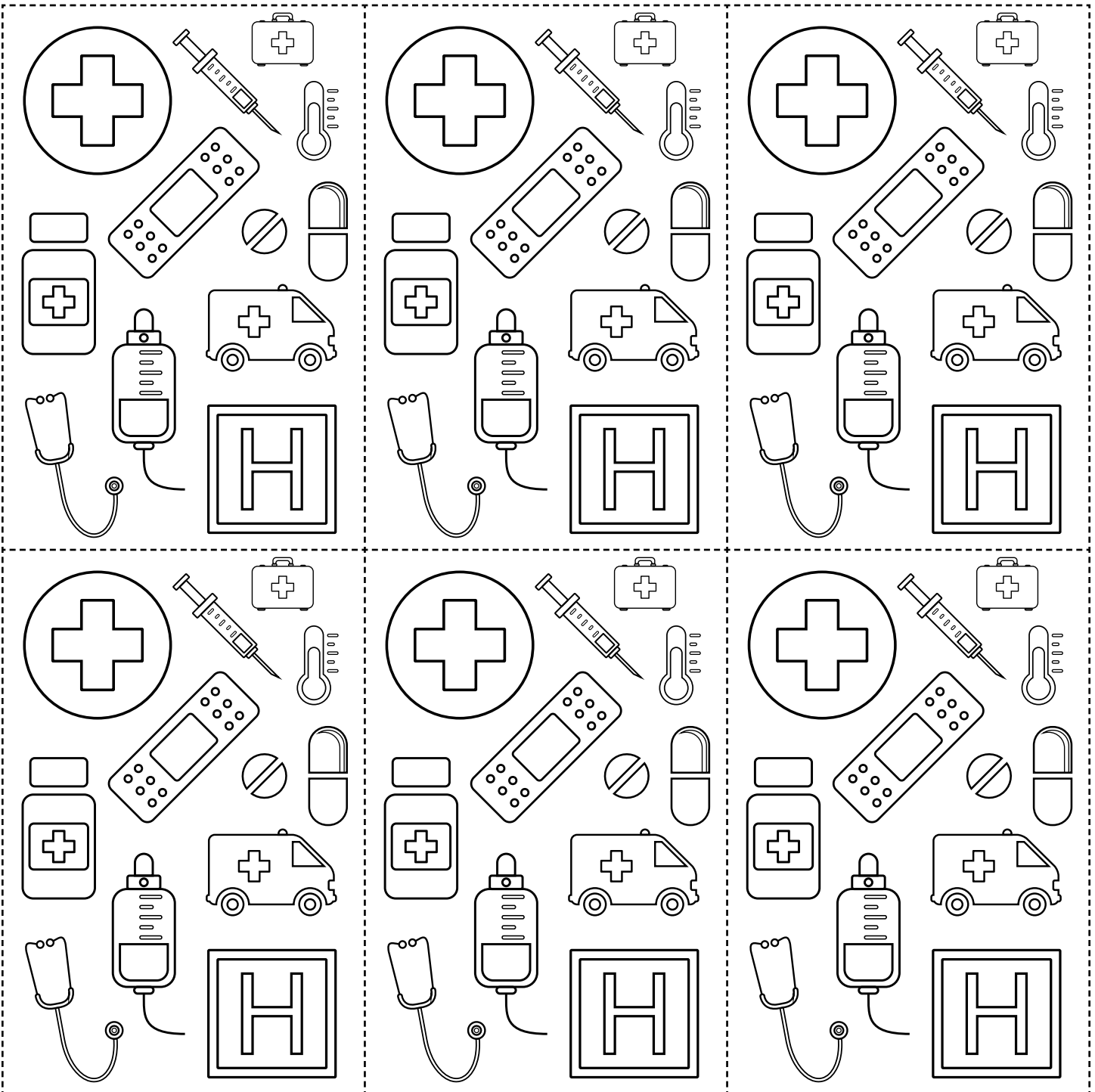
SHELTER





RESOURCE CARDS

MEDICAL





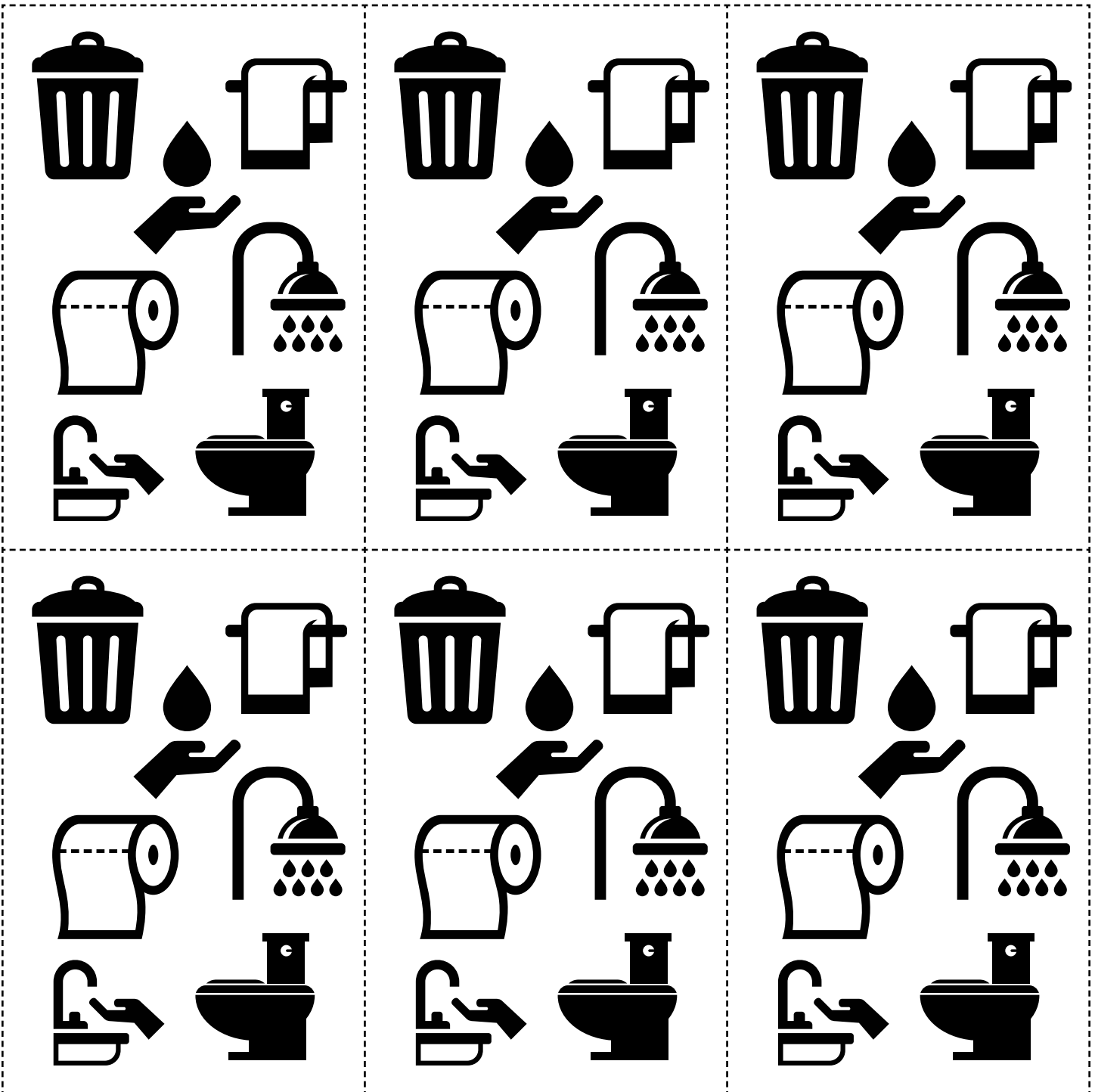
RESOURCE CARDS

WATER



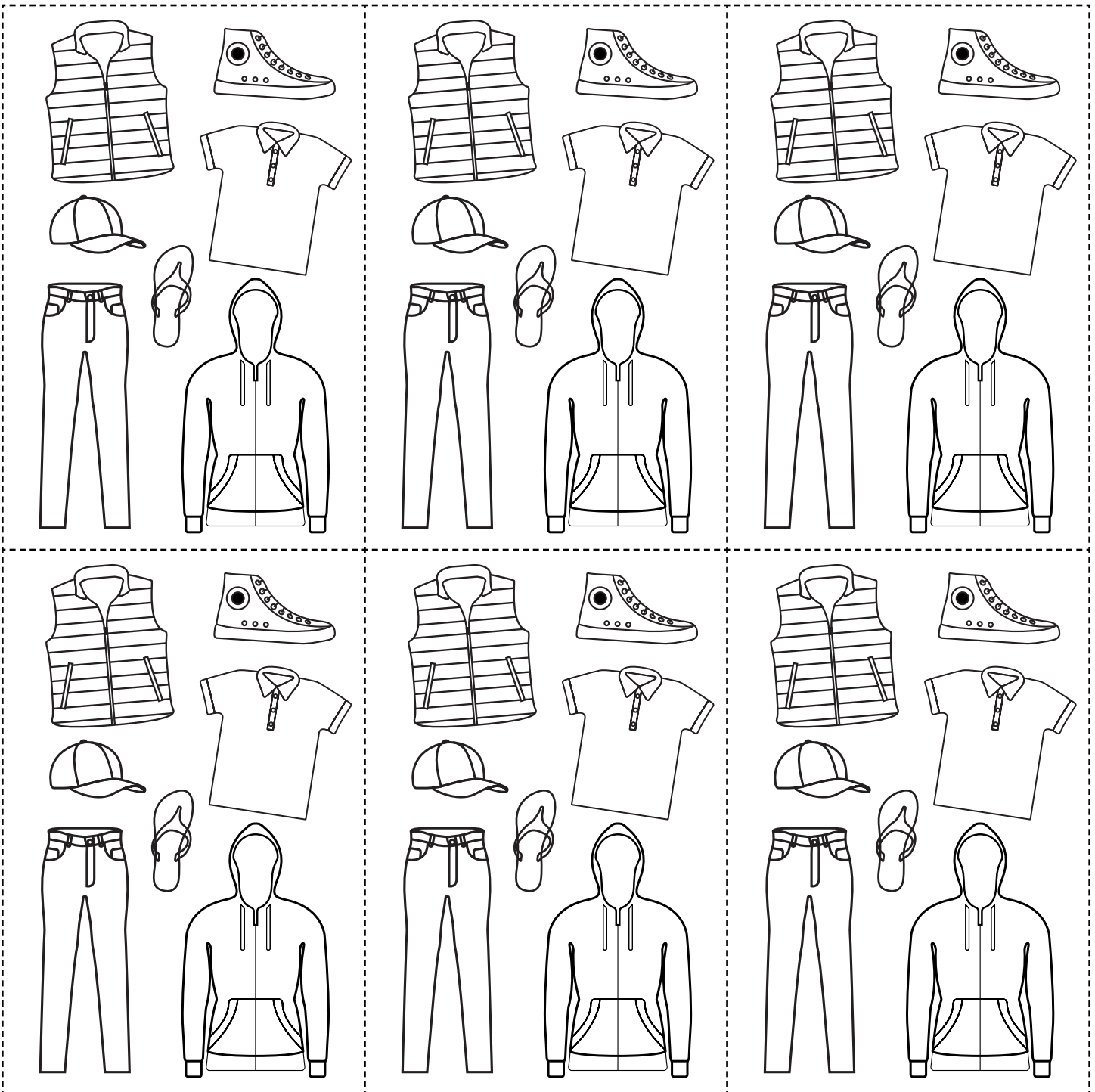
RESOURCE CARDS

SANITATION



RESOURCE CARDS

CLOTHING





**Disaster  
Insurance**

**Disaster  
Insurance**

**Disaster  
Insurance**

**Disaster  
Insurance**

**Disaster  
Insurance**

**Disaster  
Insurance**

**Loan**

**Loan**

**Loan**



### PREPARE CARDS

#### PREPARE CARD

Your family finds out on the television that heavy rain with possible flooding is coming. You are able to go to the nearest store to stock up on the food and water you can afford. If you are:

- **Family 1** — You are able to purchase two Fresh Food cards.
- **Family 2** — You have just enough money to get a Fresh Food card.
- **Family 3** — You can only afford one Canned Food card

#### PREPARE CARD

A local congregation is distributing flood kits, including cleaning supplies and mops. Take a Sanitation card if you do not already have one.

#### PREPARE CARD

Your family hears that the American Red Cross is offering a free training session on how to be sure water is safe to drink. You attend this event. You receive a Medical card.

#### PREPARE CARD

An organization in your community created a limited number of basic first-aid kits. Your family attends the distribution of these kits and is able to receive one. Take a Medical card to add to your preparation pile

#### PREPARE CARD

Your family knows that clean water will be important in the imminent future because of the impending flood. Due to tight finances, you search all of the local stores and find a great sale on bottled water despite the increasing need. You are able to afford enough water to receive two Water cards.

#### PREPARE CARD

One of your neighbors helps you move furniture out of your basement and to a higher level to protect it. This gives your family a Shelter card for your resource pile.

#### PREPARE CARD

You are able to get your home on a list to be included the sandbagging led by volunteers. This may protect your home in the case of a flood. Add a Shelter card to your preparation pile.

#### PREPARE CARD

**Uninsured families:** You applied for flood insurance to cover your property in case of a natural disaster. Roll the dice. If it is an even number, the insurance is affordable — grab an Insurance card. If you roll an odd number, the insurance was too expensive for your budget. You lose a turn for the lost time. **Insured Families:** For being already insured you may skip this process and roll again.



## PREPARE CARDS

### PREPARE CARD

A generous neighbor comes over on their way to donate clothes. They ask if you need any. You realize that it would be good to have some extra clothing to be prepared. Take a Clothing card to add to your preparation pile.

### PREPARE CARD

Your family is able to save up some extra money to prepare. Pick one resource card to add to your preparation pile.



### DISASTER CARDS

#### DISASTER CARD

Your family was forced to leave your home as water started to rise in your basement. You are now displaced and looking for shelter. Give up a Shelter resource card. If you do not have a Shelter card, move back one space.

#### DISASTER CARD

A downed power line caused an electrical fire. One of your family members sustained minor burns in the fire. If you have a Medical resource card, you are able to treat it with the supplies you have, and you can move forward one space to continue on your way. If you do not have a Medical card, move back one space while you wait in the long line at a temporary clinic for medical help.

#### DISASTER CARD

You currently have no access to electricity. This means you are unable to keep tabs on the current situation of the disaster. Your uncertainty causes you to move back two spaces.

#### DISASTER CARD

Whipping winds broke windows in your home. Although you still have your shelter, it is becoming increasingly difficult to stay in when cold wind and water are coming in through the broken windows. Move one space back as you try to figure out how to deal with this situation.

#### DISASTER CARD

There is a fuel shortage in your area because of evacuation. Your family is unable to get enough gas to evacuate. You lose a turn.

#### DISASTER CARD

**Family 1** — Without electricity, the food in your refrigerator has spoiled. Give up one of your Fresh Food cards. **Family 2 and 3** — The basement where you stored your food did not hold up against the storm. Much of your food is now inedible. Give up one of your Canned Food cards.

#### DISASTER CARD

There is a downed tree in your path of evacuation from the heavy winds. You lose a turn while waiting for it to be cleared.

#### DISASTER CARD

Heavy flooding has blocked your path to any store to replenish your necessities. You backtrack to search for another route. Go back two spaces.





## DISASTER CARDS

### DISASTER CARD

Your stockpile of water bottles is under several feet of water in your cellar. Give up all the water cards you have.

### DISASTER CARD

The governor of your state has applied for federal disaster declaration and FEMA funding for your area. You lose a turn as you wait for FEMA to make a decision.

### DISASTER CARD

One of your family members drank water without boiling it and is now sick. Give up your Medical card. If you do not have a Medical card, you must sacrifice one of your other resources in order to pay for medical care.

### DISASTER CARD

Your group is running out of food. To replenish your food supply, trade in one of your non-food resource cards or lose a turn. If you trade in a resource card, choose a Canned Food card.

### DISASTER CARD

Water has started to seep into the community shelter where you are staying. You must give up a Shelter card or choose to trade one of your other cards for transportation to another shelter.

### DISASTER CARD

Your family underestimated the amount of water needed to weather the storm and has run out. To replenish your water supply, trade in a resource card. If you do not have something to give up, your group will go thirsty, and you will lose one turn.

### DISASTER CARD

The sewage system in your town is overwhelmed, and raw sewage has started to fill the streets and basements in many homes. Because of the health risks, turn in your Sanitation card. If you do not have a Sanitation card, give up your medical card. If you do not have either, give up a resource card that you do have or your group may be at risk for sanitation-related illnesses and you will lose one turn.

### DISASTER CARD

Heavy rains have caused all your clothing to become wet. You must get rid of your current Clothing card in order to avoid becoming sick. If you do not have a Clothing card, give up your Medical card. If you do not have either, give up one resource card you do have and lose one turn.



## DISASTER CARDS

### DISASTER CARD

Mold has started to climb the walls of your home. If you decide to flee, give up your Shelter card. If you decide to stay, give up your Medical card. If you have neither, lose one turn.



## RELIEF CARDS

### RELIEF CARD

You receive a relief kit from a local congregation, which includes tarps, buckets, disinfectant and trash bags. Move forward two spaces, unless you are told to stop, as this greatly increases your efforts to make it to the recovery stage.

### RELIEF CARD

The gas crisis is managed by a fuel rationing program. You are able to receive a small but useful amount of gas. Move forward one space.

### RELIEF CARD

A national newscast featured a group from out of state arriving in your area with a truckload of bottled water. You go to a parking lot to get some for your family, but the water has all been distributed – to other out-of-town volunteers. Lose one turn for the time you spent getting to and from the site.

### RELIEF CARD

A crew of volunteers coordinated by a Lutheran Disaster Response affiliate comes into your neighborhood to remove the debris from the blocked roads. Now that the roads are clear you have access to more necessities and help. Move forward two spaces unless you are told to stop.

### RELIEF CARD

A local congregation is able to provide your family refuge in an emergency shelter. If you do not have a Shelter card currently, take one.

### RELIEF CARD

One of your family members desperately needs medical attention, but national news-crew vans are blocking the way to the hospital. You lose your Medical card. If you do not have a Medical card, you lose one turn.

### RELIEF CARD

A Lutheran Disaster Response affiliate has joined the efforts to provide basic needs to families. After hearing about this through a congregation, you are able to meet with them and discuss your needs. They connect you to a community partner to provide you with the resources most needed by your family. Choose one resource card.

### RELIEF CARD

Electricity has been restored to the local hospital, and medical personnel from other communities have volunteered to staff it. Move forward one space.



## RELIEF CARDS

### RELIEF CARD

An ELCA congregation in your town used the “Congregational Disaster Preparedness Guidebook” created by Lutheran Disaster Response and is now adequately prepared to provide relief to you and other members of the community. Move one space forward on your journey to recovery.

### RELIEF CARD

You reach out to a case manager at a local Lutheran Disaster Response affiliate to discuss your needs because you know they are able to connect you with organizations to help you. Choose a resource card that you don’t have.

### RELIEF CARD

A ministry supported by an ELCA Domestic Hunger Grant is able to provide hot meals to you and your family for a few days. Take a Fresh Food card as the well-being of your family is increased by these balanced meals.

### RELIEF CARD

You hear about a Lutheran Disaster Response affiliate distributing water to families. After waiting in line, you are able to get two Water cards. However, you know that your neighbors could use water as well. Choose one other family, and give them your second Water card.

### RELIEF CARD

A local Methodist congregation has a few showers and bathrooms that they have opened to the public. The Lutheran congregation nearby has provided toiletries. To your family this is crucial to maintain adequate sanitation and proper hygiene. Take a Sanitation card to add to the resources you currently have fulfilled.

### RELIEF CARD

The local Lutheran Disaster Response affiliate has helped you move into a hotel room while volunteers from an interfaith coalition “muck” out the basement of your home. Your family is able to restore your shelter and receive a Shelter card. However, it took a lot longer than expected, so you lose a turn.

### RELIEF CARD

Your family heads to the local food shelf seeking more food for your family. Your family waits in line and is able to pick out a selection of canned foods that will last you awhile. Collect a Canned Food card.



### RECOVERY CARDS

#### RECOVERY CARD

A crew of volunteers from surrounding congregations has used the “Congregational Disaster Preparedness Guidebook” created by Lutheran Disaster Response to learn how to adequately clean and disinfect a damaged home. This team comes to your neighborhood after you and some of your neighbors contact them. If you do not have a shelter card, pick one up to add to your resource stack. If you already have one, you are able to help out and get to move forward one space for helping your neighborhood on its road to recovery.

#### RECOVERY CARD

Some of the local stores and businesses have reopened. This helps your family in many ways, from accessibility of resources to the possibility of returning to work to start earning money again. Move forward two spaces.

#### RECOVERY CARD

After signing up for a waitlist, your family is visited by a case manager from a Lutheran Disaster Response affiliate, providing valuable counseling for your family during this difficult time. This greatly improves the overall well-being of your family in a much needed way. You receive a Medical card.

#### RECOVERY CARD

Your family applies for a loan to rebuild your small business. Your family fits the requirements for a loan but not a lot of loans are being given out at the moment. Roll the dice. If you roll an even number, your application was accepted. This loan will take you awhile to pay off so move back two spaces but take the Loan card. With your loan, you can choose one resource card that you need.

#### RECOVERY CARD

Your family applies for FEMA assistance with the help of a Lutheran Disaster Response case manager. Roll the dice. If you get an even number, you received funding this month. With your grant, you can choose one resource card that you need. If you roll an odd number, your application was lost in the system. Your turn is over.

#### RECOVERY CARD

The floodwaters have receded, leaving debris and trash in your neighborhood. You help a neighbor clean their yard, and they help you meet one of your needs. Trade one of your resource cards with a card from another family.

#### RECOVERY CARD

**Insured families:** It is time to collect an insurance payout for the damages caused by the disaster. Collect any resource cards that you are lacking. **Uninsured families:** Since you are uninsured, you must continue to seek the help you need from various agencies. Since this takes a little more time, you lose a turn.

#### RECOVERY CARD

As you are moving closer to the final recovery stage, you see that some families are facing more challenges than yours. Choose one of your resource cards to share with another family.



## RECOVERY CARDS

### RECOVERY CARD

In your community there was a Presidential Major Disaster Declaration. This means that long-term federal recovery plans are being put in place to help your community recover. Move forward two spaces.

### RECOVERY CARD

A local business donates building materials to help waterproof rebuilt homes. This will go a long way to protecting against damage from future floods. Move forward one space.

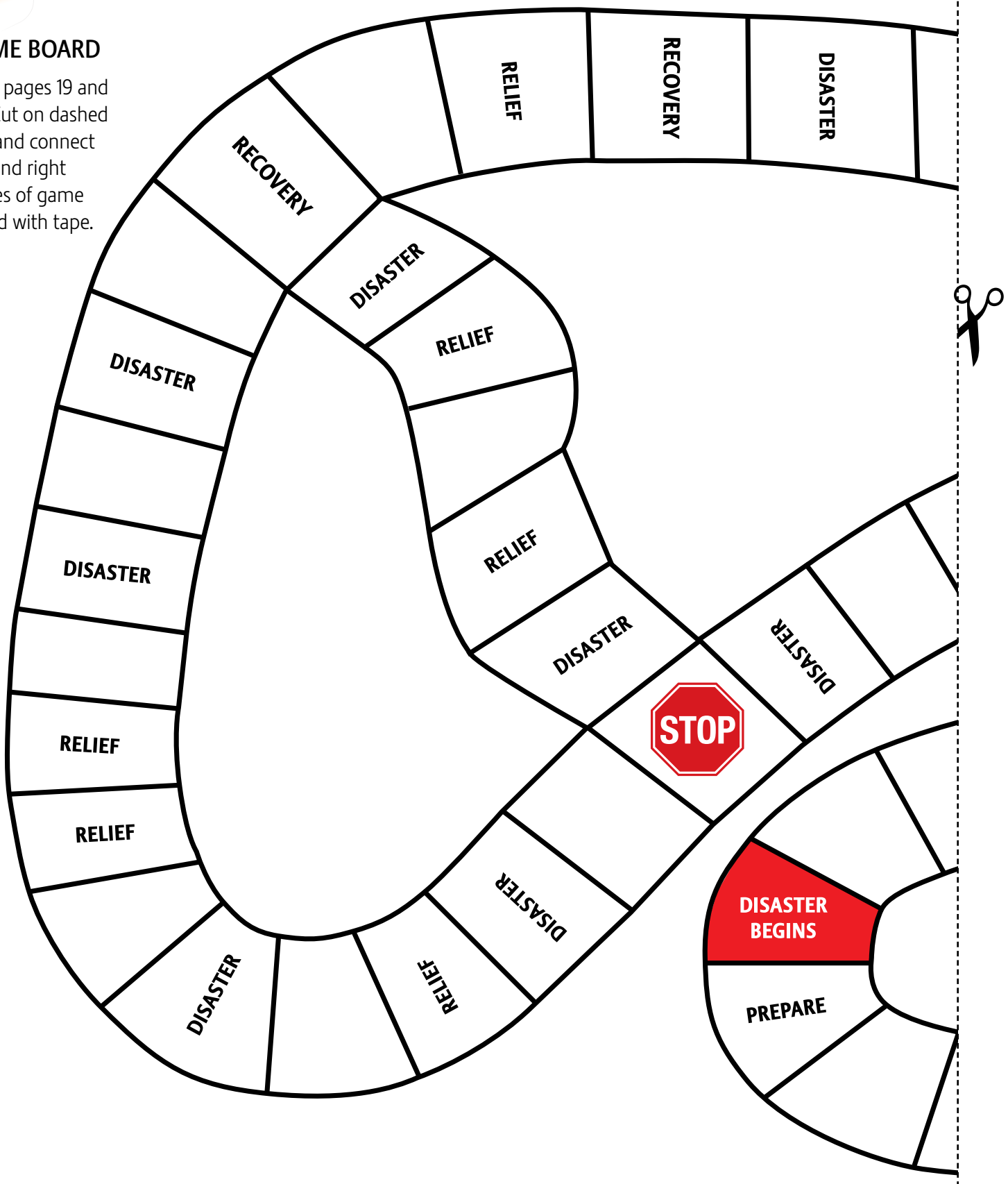
### RECOVERY CARD

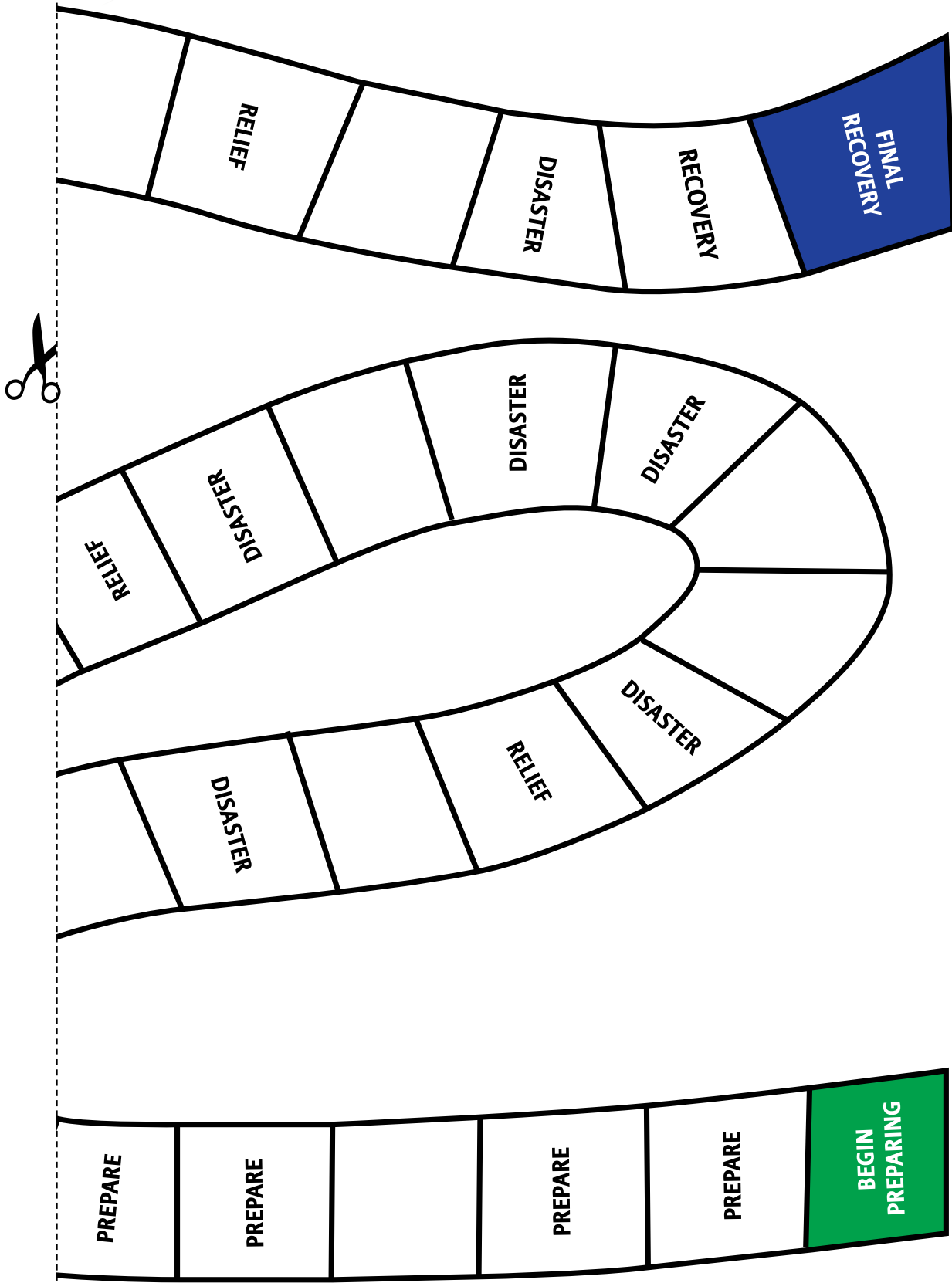
A group of Christian, Muslim and Jewish communities gathers for a worship service for those affected by the disaster. You find much needed spiritual solace. As your hope is renewed, move one space forward.



### GAME BOARD

Print pages 19 and 20. Cut on dashed line and connect left and right halves of game board with tape.









# Closing and Action

Module **3**: Closing and ACTION

Activity Level: All

**Goal:** To summarize key learning points and to give concrete actions that your congregation or group can take to respond to those who are affected by a disaster and may be at risk of hunger and poverty.

## INSTRUCTIONS FOR PRESENTER

Before the gathering, go through the list of activities in this module. Pick one or two you can use to close your time together. Some of the activities require planning and preparation, so you may want to use this closing and action time to create a committee or delegate various responsibilities. After you are finished with the activity (or activities), conclude with a song and prayer from the opening module.

### Read aloud

In our time together we have explored the connections between hunger and disaster. While there are numerous factors that contribute to hunger and poverty, the effects of a disaster are important to consider. Although disasters can lead to tremendous loss and destruction, disaster preparedness and prevention can mitigate the impact of such occurrences. We hope you will leave with the following main ideas:

- People living in poverty are most affected by disasters. It is much more difficult to recover from a disaster and to prepare for future occurrences when there are limited resources available.
- Hunger and disaster are strongly interconnected. Drought, flooding and other disasters may intensify hunger through the loss of crops and/or the inability to store food in a safe location.
- Disaster prevention and preparedness are crucial to reduce the impact of disasters on communities. Although your family may not be directly affected by hunger and disaster, each action we take can help mitigate disaster.

- The ELCA plays an important role in disaster response. Through our partnership with congregations around the world and in the United States, we help restore, prepare and heal communities to mitigate future disasters.

## INSTRUCTIONS

Below is a list of actions related to today's gathering that you can incorporate into your life right away to help end hunger and poverty in our world and reduce people's vulnerability to disasters. After doing the activity (or activities), take some time to talk as a group about the other ideas listed here. What might you do together? What might you do individually? Who else might you invite to join you? This is certainly not a comprehensive list, and your group may create a list of its own! You may find it helpful to ask yourselves if the suggestions and your own lists include activism that addresses both short- and long-term needs and change.

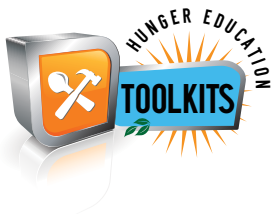
Please share with us what you and your group are doing in your community to end hunger around the corner and around the globe. We would love to hear about your good work! Share your story at [hunger@elca.org](mailto:hunger@elca.org) or at the ELCA World Hunger Leaders and Friends Facebook group.

## PRAYER AND WORSHIP

- **Prayer circle:** Name some disasters in recent years (both domestic and international) that have captured our attention. Invite each person in the group to write a short prayer for people who have suffered or who are suffering from disaster. Compile the prayers onto one sheet and make copies for each person. Ask participants to pray this week for those affected by these disasters



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God's work. Our hands.



using the prayers created by your group. You can also give them to your pastor and/or worship team leader and encourage them to be incorporated into the following Sunday's worship prayers, or any other Sunday!

Visit the resources page for Lutheran Disaster Response on the ELCA's website: [www.ELCA.org/en/Resources/Lutheran-Disaster-Response](http://www.ELCA.org/en/Resources/Lutheran-Disaster-Response).

## DONATE TIME AND RESOURCES

- Interested in volunteering your time and talents to those affected by disaster? Go to the Lutheran Disaster Response website ([www.ELCA.org/Our-Work/Publicly-Engaged-Church/Volunteer/Disaster](http://www.ELCA.org/Our-Work/Publicly-Engaged-Church/Volunteer/Disaster)) to see where your time and efforts are most needed in the United States.
- Contribute disaster response items from the ELCA Good Gifts catalog ([www.ELCA.org/goodgifts](http://www.ELCA.org/goodgifts)). Click on "See All Gifts" and look for ways you can help communities vulnerable to hunger and disaster.

## ADVOCATE

Advocacy is a public witness when the church speaks with our neighbors in need and speaks for God's creation. Governments can play instrumental roles in advancing the common good, and Lutherans and other Christians in the United States have unique opportunities to work through political channels on behalf of biblical values.

## COMMUNICATE WITH YOUR OFFICIALS

- Express your interest in or desire for disaster preparedness funding and sustainable development following a disaster.
- Email and call your officials regularly — do your best to build a relationship with the member and his or her staff.
- Visit the district or state offices of your senators and representatives — communicating with these local offices can be just as effective as contacting their Washington, D.C., locations.

- Engage your elected officials on social media. Most members of Congress — and several congressional committees — have a Twitter or a Facebook account (many have both). Through social media, you can receive brief, daily updates from your elected officials, share news with your social media followers, and post status updates on important hunger issues.
- Write a letter to the editor of your local newspaper to express concern and encourage others in your community to act on issues regarding hunger and poverty. Name your elected officials in the letter and you'll get their attention too!

## CONNECT WITH OTHER LUTHERANS

- Join the ELCA e-Advocacy network ([www.ELCA.org/advocacy](http://www.ELCA.org/advocacy)) to receive action alerts on timely legislative issues impacting hunger in our world. These alerts connect you to your federal elected officials and provide editable letters.
- Get in touch with your ELCA state public policy office and learn about opportunities to speak out against hunger in your state.
- Encourage advocacy in your congregation.
- Designate a coffee hour, soup supper, or adult Sunday school class for your congregation to write members of Congress. The ELCA e-Advocacy network alerts can provide talking points and help guide your letters. Remember that constituency is key — write your officials. Visit "Advocacy Resources" for more ideas.

## EDUCATE YOURSELF AND OTHERS

- **Connect with others who care**  
Join the ELCA World Hunger Leaders and Friends Facebook Group. Connect with your synod's hunger team. Learn what others in your area are doing and join them. To learn more, contact your synod office or ELCA World Hunger at [hunger@elca.org](mailto:hunger@elca.org).



- **Read all about it**

Subscribe to the disaster blog at [www.ELCA.org/blogs/ldr](http://www.ELCA.org/blogs/ldr) to stay informed on the way the ELCA is involved in disaster response here in the United States and around the world.

Subscribe to the ELCA World Hunger blog for updates on programs supported by ELCA World Hunger and reflections on hunger, hope and faith. Visit [www.ELCA.org/blogs/worldhunger](http://www.ELCA.org/blogs/worldhunger) to read more.

- **Make connections**

With climate change being one of the factors linked with increasing frequency and intensity of disasters, it is a topic worthy of further investigation. Check out the Hunger Education toolkit “Climate Change and Hunger” to learn more about the relationship between climate change and hunger. Visit [www.ELCA.org/hunger/resources](http://www.ELCA.org/hunger/resources) and click on the “Toolkits” tab to find all of ELCA World Hunger’s toolkit resources.

- **Movie time!**

Get together a group from your congregation or community and watch a documentary on climate change and disaster. We suggest watching the documentary “Climate Refugees.”

Additional resources and ways to connect with Lutheran Disaster Response:

- **Webpage:**  
[www.ldr.org](http://www.ldr.org)
- **Facebook:**  
[www.facebook.com/LutheranDisasterResponse](http://www.facebook.com/LutheranDisasterResponse)  
[www.facebook.com/ELCAWorldHunger](http://www.facebook.com/ELCAWorldHunger)
- **Blog:**  
[www.ELCA.org/en/News-and-Events/blogs/ELCALutheranDisasterResponse](http://www.ELCA.org/en/News-and-Events/blogs/ELCALutheranDisasterResponse)  
[www.ELCA.org/blogs/worldhunger](http://www.ELCA.org/blogs/worldhunger)
- **Worship resources:**  
[www.ELCA.org/Resources/Lutheran-Disaster-Response](http://www.ELCA.org/Resources/Lutheran-Disaster-Response)
- **Twitter:**  
[@ELCAWorldHunger](https://twitter.com/ELCAWorldHunger)  
[@ELCALDR](https://twitter.com/ELCALDR)